



# 2017

# RELATIONSHIP SMARTS IMPACT REPORT

---

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

---

Report prepared by Dr. Ted Futris and Rachel Eremchuk  
Department of Human Development and Family Science, College of Family and Consumer Sciences.

---

County Extension Relationship Smarts Implementation Team:

Barrow County: Wanda Mclocklin (4H/Youth Development)  
Cobb County: Terri Carter/Jamillah Morrow (Family and Consumer Science)  
DeKalb County: Leonard Anderson (4H/Youth Development)  
Dougherty County: Suzanne Williams (Family and Consumer Science)  
Douglas County: Susan Culpepper (Family and Consumer Science)  
Elbert County: Lauren Dye (4H/Youth Development)  
Fulton County: Kristen Sumpter (Family and Consumer Science)  
Gilmer County: Machel Gill (4H/Youth Development)  
Jasper County: Kasey Hall (4H/Youth Development)  
Liberty County: Kasey Bozeman (4H/Youth Development)  
Madison/Oglethorpe County: Morgan Langford (Family and Consumer Science)  
Muscookee/Chattahoochee County: Ashleigh Day (4H/Youth Development)  
Quitman County: Kayla Wall (4H/Youth Development & Family and Consumer Science)  
Randolph County: Kris Peavy (4H/Youth Development)  
Spalding County: Cindee Sweda (Family and Consumer Science)  
Washington County: Cindy Sheram (4H/Youth Development)

---

This program was supported by Grant Number 93.235 from the Department of Health and Human Services, Administration for Children and Families and the Georgia Division of Family and Children Services. Its contents are solely the responsibility of UGA Extension and do not necessarily represent the official views of the Department of Health and Human Services, Administration for Children and Families or the Georgia Division of Family and Children Services.

# RELATIONSHIP SMARTS 3.0 FINAL EVALUATION REPORT

From May 24, 2017 to September 14, 2017, a total of 522 youth participated in the *Relationship Smarts* program offered by UGA Extension across 17 counties. Table 1 provides a summary of the number of programs and youth served by county. Each program included at least 8 total contact hours and, at minimum, covered the six “core” content lessons from the 12-lesson *Relationship Smarts 3.0* curriculum which include lessons 2, 3, 6, 7, 8, and 11. Appendix A provides a summary of the content covered and how many youth received each lesson. Of the 522 participating youth, 423 (81%) graduated from the program, meaning they completed 75% of the *Relationship Smarts* program.

**Table 1. Relationship Smarts Program Output Summary by County**

County	Provider	Number of Trainings	Total Youth Enrolled	Youth Graduated *	Completed Evaluation
Barrow	McLocklin, Wanda	2	95	95	72
Cobb	Carter, Terri	1	40	29	29
DeKalb	Anderson, Leonard	2	16	14	14
Dougherty	Williams, Suzanne	2	37	35	34
Douglas	Culpepper, Susan	3	37	32	31
Elbert	Dye, Lauren	2	15	12	13
Fulton	Sumpter, Kristen	3	65	27	24
Gilmer	Gill, Mabelle	2	39	24	22
Jasper	Hall, Kasey	1	22	15	15
Liberty	Bozeman, Kasey	1	35	35	34
Madison	Langford, Morgan	2	15	12	12
Muscogee & Chattahoochee	Day, Ashleigh	4	51	50	43
Randolph & Quitman	Peavy, Kris & Wall, Kayla	1	12	10	11
Spalding	Sweda, Cindee	3	18	8	6
Washington	Sheram, Cindy	1	25	25	24
<b>TOTAL</b>		<b>30</b>	<b>522</b>	<b>423 (81%)</b>	<b>384 (74%)</b>

\* Graduation based on completion of 75% of the program.

**The Participants.** At the end of each program, youth completed an evaluation survey where they shared basic demographic information. Demographic characteristics were provided by 384 (73.5%) of the 522 youth (see Table 1 for the number of respondents by county). A summary profile of the youth is presented in Table 2. The majority of participants were between grades 6 and 8 (51.7%), between 11 and 14 years old (65.5%), and female (60.7%). Most youth identified as Black/African American (62.6%), followed by White/Caucasian (21.3%). Also, the majority (63.1%) reported that their parents were not married to each other. As well, 212 of the youth (61.6%) reported that they have been in a dating relationship.

**Table 2. Demographic Characteristics of Participants (N=384).**

	Frequency (Valid %)		Frequency (Valid %)		Frequency (Valid %)
<u>Grade</u>		<u>Age</u>		<u>Race/Ethnicity</u>	
3 <sup>rd</sup> - 5 <sup>th</sup>	9 (2.5%)	9-10	19 (5.0%)	Black/African-American	238 (62.6%)
6 <sup>th</sup> - 7 <sup>th</sup>	118 (31.9%)	11-12	111 (29.1%)	White/Caucasian	81 (21.3%)
8 <sup>th</sup>	72 (19.5%)	13-14	139 (36.4%)	Hispanic/Latino	16 (4.2%)
9 <sup>th</sup> - 10 <sup>th</sup>	112 (30.2%)	15-17	106 (27.7%)	Native American	4 (1.1%)
11 <sup>th</sup> - 12 <sup>th</sup>	57 (15.4%)	18-19-	7 (1.9%)	Asian American	18 (4.7%)
Graduated HS	2 (0.5%)	Missing	2	Other	23 (6.1%)
Missing	14			Missing	4
<u>Sex</u>		<u>Youth Ever Dated</u>		<u>Parent's Marital Status</u>	
Male	146 (39.0)	Yes	212 (61.6)	Married to each other	102 (37.0%)
Female	227 (60.7)	No	132 (38.4)	Divorced	65 (23.5%)
Missing	10	Missing	40	Never married	109 (39.5%)
				Missing	108

**Change in Confidence and Attitude.** The brief survey administered to participants following the end of the program also included questions that assessed changes in participants' beliefs related to topics covered during the program and their confidence in their ability to use the skills learned. Of the 522 youth in the program, 384 (73.6%) completed the *overall program evaluation* survey. Table 3 summarizes the level of confidence that these youth reported after completing the program. In general, a majority of adolescents (80.9%) felt that they were either a little more confident or a lot more confident than before the program in establishing healthy relationships.

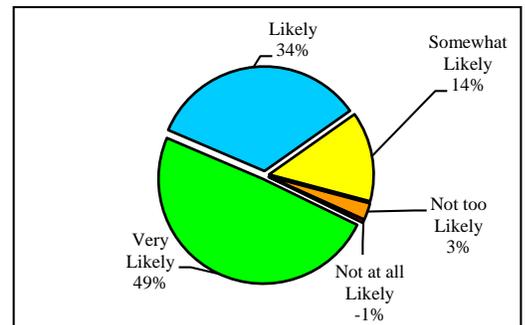
**Table 3. Youth's Confidence After Completing Relationship Smarts Program Compared to Before.**

	N	Level of Confidence			
		Less	About the Same	A Little More	A Lot More
1. Having a healthy relationship with family and friends	382	2.4	16.8	28.8	52.1
2. Being a good and sensitive listener	382	2.1	18.3	33.0	46.6
3. Handling conflict in a healthy way	380	2.1	17.1	33.9	46.8
4. Having a healthy dating relationship	377	4.2	15.4	25.7	54.6
5. Expressing your feelings and sharing what you want from a dating partner.	378	5.6	18.5	28.0	47.9

**Likelihood of Using Learned Skills.** Participants were also asked *how likely they were to use the skills learned in this program* (see Figure 1). A majority (83%) of the respondents reported that they were very likely or likely to use the skills learned. Below are a few sample comments that youth shared regarding their intentions to use what they learned:

- I feel like I can carry a better, healthier relationship with people now. I can also help people with the new information I learned by passing it on to them to help people with their relationships.
- I'll definitely know when I'm in a good or bad relationship and I will take my time and get to know the person before I commit to the relationship.
- I will remember to stick to my values and continue to avoid abusive relationships.
- I used to hate one of my ex's now me and him are best friends.
- It will help me build a relationship with my father.
- Made me realize I don't need some of the friendships and relationships that I am in.
- It will help me with if my parents get in another argument I'll know what to do.

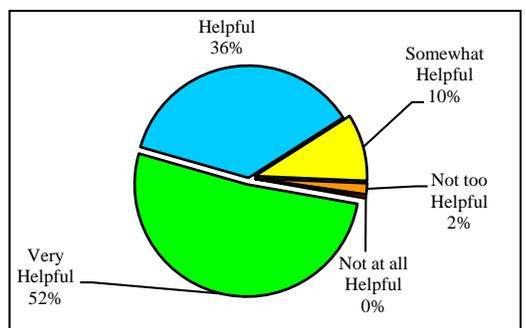
**Figure 1. Likelihood of Participants Using the Skills Learned in This Program (n=382).**



**Helpfulness of Program.** Participants were then asked *how helpful the program was to them*. As shown in Figure 2, a majority (88%) of the participants felt that this program was either helpful or very helpful to them.

- I feel like this has helped me personally by giving information on how one should take dating because it might affect my future life badly.
- I feel like this program helped me understand what makes a relationship healthy.
- I had emotional problems expressing my emotions, but this program helped me learn how to express myself positively.
- It has helped me personally to learn to be a better listener.
- It has really helped me mature in my weakest areas in my relationships. It helped me deal with my problems in a more positive way.
- I feel that it will help me later on in life because now I know to take it slow in the relationship so I can get to know the person better.
- In the future when I am married, I'll know how to handle different situations.

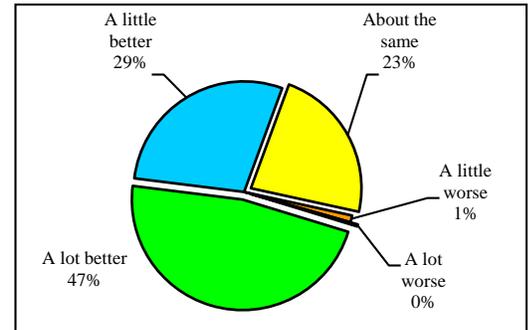
**Figure 2. Perceived Helpfulness of the Program (n=383).**



**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?*” As noted in Figure 3, 76% of the respondents felt better about themselves.

- This program makes me feel happy because you get to learn more about what is happening in life. I feel it helped me a lot personally I really like learning about what a real mature relationship is.
- I feel more confident about my sexuality and relationships.
- It will help me be a better boyfriend/husband.
- I feel better about making decisions.
- Help me cool down. I don't feel as bad as I did in my last relationship. It will help me solve problems.
- I feel like I will handle an argument calmly/maturely.
- I feel it helps me come out my shell in public speaking and meeting new friends.
- I feel more confident and less scared of relationships.
- It will help me emotionally and mentally.

**Figure 3. Participants’ Feelings about Themselves Now (n=381).**



**Conclusion.** Overall, the program appears to have had a positive influence on these youth. These results suggest that, on average, program participants 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 felt better about themselves after participating. Additionally, 81% of the respondents reported that they *would refer this program to their friends*.

Below are a few additional sample comments that youth shared reflecting what they liked about and benefited from the program (see Appendix B for additional comments):

- I learned a lot more about relationships and feel way more confident now that I understand more chemistry about both males and females. The program was very informing, very fun, and very interactive.
- This will help me with relationships and to know when there is a “red flag” or the relationship is unhealthy.
- I feel it has given me healthy ways to handle things in relationships and information for how to get out of unhealthy relationships.
- I feel like I can carry a better, healthier relationship with people now. I can also help people with the new information I learned by passing it on to them to help people with their relationships.
- Relationships are a huge part of getting through life and it’s always good to know how to handle them properly and with respect.
- I like how they taught us about very important things in life, yet they don't teach us this in school.
- This program taught me skills I could use throughout daily life. I feel it was very beneficial and definitely suggest for others to take it.

## Appendix A

### Curriculum Content Presented and Number of Adolescents Present

N	Curriculum Lesson and Description
52	<b>Lesson 1:</b> “ <i>Who am I and Where am I Going?</i> ” 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.
421	<b>Lesson 2:</b> “ <i>Maturity Issues and What I Value</i> ” 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.
449	<b>Lesson 3:</b> “ <i>Attractions and Infatuation</i> ” begins with a “love smarts” quiz to gauge prior relationship views then moves into creating a “relationship pyramid.” This schematic approach assists teens in thinking about the building blocks of good relationships. Adolescents are helped to visualize the foundation of good relationships as well as what happens when relationships move forward too quickly and without strong foundation. In addition, the chemistry of attraction and the nature of infatuation are explored with a fun infatuation/love match activity.
38	<b>Lesson 4:</b> “ <i>Principles of Smart Relationships</i> ” provides practical guidance for developing positive relationships. The first part introduces seven principles for “smart relationships”. An activity in which teens identify Smart and Not-so-Smart relationship decisions provides practice for applying these insights to real world teen relationships. The lesson also helps adolescents develop a realistic concept of love through a three-sided model of chemistry, friendship, and trust/commitment.
13	<b>Lesson 5:</b> “ <i>Is it a Healthy Relationship?</i> ” 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. An emphasis is placed on personal care and attention to one’s personal growth in healthy relationships. In addition, youth are encouraged to remember the importance of fun in healthy relationships by making a list of activities to do with friends and partners.
435	<b>Lesson 6:</b> “ <i>Decide, Don’t Slide!</i> ” begins with a “Sorting Baggage” activity in which youth reflect on behaviors and attitudes that can either help or create challenges for young people. By examining their positive and/or negative patterns, teens decide which patterns they want to carry forward or work to leave behind. Next, a key concept, “Decide, <i>Don’t Slide</i> ”, introduces a low-risk “deciding” approach to relationships. Too often young people slide into situations instead of making clear decisions with good knowledge about the person they are attracted to. Practical tips are given to help teens slow down and make clear decisions when it comes to relationships
425	<b>Lesson 7:</b> “ <i>Dating Violence and Breaking Up</i> ” starts with the topic of breaking up and how to know when it is time to break up, how to do it, and how to move forward afterwards. It then moves to the topic of dating violence by increasing teens’ awareness of what abuse looks like in a relationship. This lesson addresses the continuum of unhealthy relationships, from disrespectful behavior to the most dangerous problems of intimate partner violence. Adolescents are taught to recognize early warning signs of abuse and practice assertiveness skills to respond to disrespectful comments and behaviors.
412	<b>Lesson 8:</b> “ <i>Communication and Healthy Relationships</i> ” teaches a valuable set of research-based skills to help young people communicate and manage conflict more effectively in all kinds of relationships. After becoming aware of the <i>Four Danger Signs</i> that tend to harm relationships over time, they are introduced a new set of skills to reduce and exit out of negative communication patterns. For example, the <i>Time Out Skill</i> and the <i>Speaker/Listener Technique</i> are two tools that teens are taught to practice during sensitive and conflict-ridden issues.
16	<b>Lesson 9:</b> “ <i>Communication Challenges and More Skills</i> ” looks at challenges to good communication and provides more skills for teens to add to their communication toolkits. Participants learn the Do’s and Don’ts for effective complaining, practice voicing complaints with a “gentle start”, and learn about the importance of daily appreciations in healthy relationships.
307	<b>Lesson 11:</b> “ <i>Unplanned Pregnancy through the Eyes of a Child</i> ” offers teens a larger context for thinking about the importance of making wise relationship and sexual choices. Participants are encouraged to step outside of themselves and look at the consequences of unplanned pregnancy <i>through the eyes of a child</i> . This lesson emphasizes the benefits that are provided to children through healthy, committed parental marriages/unions.
134	<b>Lesson 12:</b> “ <i>Teens, Technology, and Social Media</i> ” aims to help teens understand the impact of digital technology on relationships and social life. Teens examine the risks of engaging in sexting, cyber-bullying, harassment, etc. and are given the opportunity to develop standards and policies for their engagement with technology.

## **Appendix B**

### ***Overall Program Evaluation - Representative Sample of Comments***

#### **What did you like best about this program?**

- About talking from both sides of the problems we come across.
- About this program, I like the part about the relationship while you are dating and what you should and should not allow. I also liked the activity about matching the problem to the solution.
- Activities/Snacks/Prizes
- Auctioning our money for the list of things.
- Baggage and breakfast.
- Being able to work with others like knowing their opinions.
- Being taught to not make physical mistakes in a relationship.
- Break up advice very helpful.
- Conflict resolution.
- The honesty.
- Food, speaker, teachers, students.
- Free time, in-between classes.
- Fun things to do
- Getting advice about what to do in certain situations helps me become more confident.
- Getting to become close with everybody (the skit).
- Hands on learning.
- Hanging out with friends.
- Have it told me how to stay in a relationship. 1
- Having leaders who helped us. Positive role models.
- Help me learn a lot more about friendship, relationship, family relations.
- How helpful the facilitators were in making me more confident.
- How it helped show me that I need to put my foot down when it gets offensive.
- How it talked about the struggles and solutions in a relationship.
- How they taught us about a healthy and unhealthy relationship.
- How they teach you about life problems.
- How you is being though and to get to know your friends better. You have lessons that was very helpful and useful.
- I enjoyed making a skit with purpose.
- I enjoyed talking about ways to make my relationships better.
- I learned a lot more about relationships and feel way more confident now that I understand more chemistry about both males and females. The program was very informing, very fun, and very interactive.
- I like how it has helped me on my next dating experience.
- I like how the adults broke it down to me and gave real world problems.
- I like how this program is hands-on and gives you the chance to act yourself.
- I like learning about sliding best. It gave me a better understanding.
- I like that I can take the lessons I learned in this program and enforce it in my everyday life.
- I like that it taught me how to control my emotions.
- I like that the lesson related to everyone.
- I like the helpful and insightful details. Before this I was struggling with the knowledge of relationships. Now I am confident and comfortable with my level of knowledge
- I like the things that were free.
- I like the triangle lesson
- I like the red flag game
- I like the visuals and videos throughout each lesson. They were very intriguing. I learned a lot about each lesson from all of the videos.
- I liked about this program is how relationships work out in a healthy way instead of a negative way
- I liked best was the values lesson.
- I liked how to be a better father.
- I like how the adults broke it down to me and gave real world problems.
- I like that the program allowed me to participate and interact with activities to get a good understanding of relationships.
- I like how it taught me how to control my emotions.
- I liked how the program taught me how to handle different situations in a healthy way.
- I liked how we were free to express ourselves and we could trust each other with different life lessons.
- I liked this program because it helped me prepare for the outside world.
- It helped me learn better ways on how to act in a relationship, especially how to break-up and/or get out of an abusive relationship.
- Talking about the communication problems that people have if they start their relationship off with sex.
- I liked how we did activities were we could learn to have a better relationship with family or friends.
- I liked learning about how I can calm myself down during an argument and listen to the other person.
- I liked that it used communication skills and we learned about relationships etc. I feel this will better me in teen to early adulthood.
- I liked the crafts because they were really interesting.
- I liked the maturity lesson.
- I liked when we had to pick a topic and write the opposite about it.
- I personally best liked the diagrams and the different activities used to help the student comprehend exactly how relationships work.
- It taught me a lot about how to address conflict.
- Making the glitter water to represent our minds when we are first in a relationship.
- The fact that you can find unconditional love when you really strive for it.
- When we got to read the cards.
- When we were labeling what it is at home.

### **What did you like least about this program?**

- All of the reading.
- All the slides.
- Class length.
- Conflict.
- Doing papers.
- Doing surveys.
- Everything was good to me.
- Going to bed early.
- Having to speak out.
- How some of the kids dealt with certain situations.
- How we had to eat at the end of the class.
- I did not like the fact that we had to do some things that were embarrassing.
- I did not like that there are 150,000 people dying because of abuse.
- I did not like the numerous papers that we received because they are so easy to lose
- I didn't enjoy learning about dating violence.
- I didn't like that we had a lot of book work.
- I didn't like the baggage activity that we did.
- I didn't like the part about talking about sexually abused kids.
- I didn't like to learn about some of the relationship smarts.
- I liked everything about the program and hope to attend next year.
- I liked learning about social media the least.
- I wish this could have lasted longer.
- I would say I felt uncomfortable about talking with about STDS or sex.
- I'm not sure, but I do feel like it could've been more organized and I would've liked to do more stuff hands on.
- If the program could be more exciting so kids could have more fun.
- It was kinda hot.
- Loud audience.
- Most people was not taking it like it matter to them
- Not enough handouts.
- People talked too much.
- Some of it didn't apply to me because I am not interested in being in a romantic relationship
- Some of the lessons were boring.
- Talking about family stuff.
- Talking about fathers.
- That staff didn't take control of bullying they didn't notice it when it really happened.
- The cyberbully video.
- The evaluations.
- The video about the boyfriend/girlfriend who got slapped because it was sad.
- There wasn't really a lot of demonstrations like learning by acting out. I just learn better
- When we had to make objects describing the situation.
- When we talk about healthy dating.
- When we talk about inappropriate stuff.
- When you had to talk out of the blue.
- Workshop

### **How do you feel this program has or will help you personally?**

- Be more talkative, more social.
- Be more patient and more caring and loving.
- Help me with relationship and to know when there is a “red flag” or the relationship is unhealthy.
- I already knew everything so it didn’t help me personally.
- I can approach others in a better way during conflict.
- I don’t really know, but the part with teen pregnancy I’m gonna use all the knowledge I learned.
- I feel it has given me healthy ways to handle things in relationships and information for how to get out of unhealthy relationships.
- I will have a better understanding about people’s feelings and relationship.
- It will help me better friendships and relationships.
- I feel as if it has helped me realize some things that I hadn’t known about myself, so I can now change and improve upon them.
- It has made me more comfortable with myself.
- I feel like I can carry a better, healthier relationship with people now. I can also help people with the new information I learned by passing it on to them to help people with their relationships.
- I feel like I will handle an argument calmly and maturely.
- I feel like the program will help me personally by the decisions I make for the long run.
- I feel like this program gave a lot of information that is very useful and needs to be taught more.
- I feel like this program will help me resolve problems with my partner and help me deal with a serious problem such as an abusive relationship if I’m ever involved with one.
- This program helped me personally because it showed me ways on how to work on families’ issues and/or conflicts.
- I feel that I can have more intelligent relationships and I know what is okay and what is not okay.
- I feel that it has helped me a lot personally because it taught me to be a better person.
- I feel that this program will help me choose the right person for a long relationship.
- I had emotional problems expressing my emotions, but this program helped me learn how to express myself positively.
- I have a better opinion on relationships.
- I have already had relationships but this program has confirmed what I already know.
- I know what to do if I’m in a bad relationship.
- I think it will help me with my family or friends.
- I think it will help me with my future relationships with my family, friends and significant other.
- I think this program will encourage me to choose better relationships.
- I think this program will help my social skills.
- I will remember to stick to my values and will continue to avoid abusive relationships.
- It gave me insight on what harmful relationships look like.
- It has helped because the skit gave different ideas about different relationships and how to handle them and what the best thing to do also the book showed how being in a relationship can positively or negatively affect your career.
- It has helped me by learning the importance of maturity levels.
- It has helped me personally to learn to be a better listener.
- It has helped me personally because now I know the consequences behind stuff teens shouldn’t do.
- It has really helped me. It helped me mature in my weakest areas in my relationship and has helped me deal with my problems in a more positive way.
- It helps me build self-esteem.
- It helps me with my attitude towards people and how I look at things.
- Personally, this has helped me a lot as far as relationships. It told me that I shouldn’t rush and I should think about my decisions.
- It will help me communicate with my date and have a longer lasting relationship.
- It will help me communicate with people better, because I used to never talk to people at all if I didn’t know them.
- It will help me emotionally and mentally.
- It will help me identify healthy and unhealthy relationships.
- It will help me in the future to be smarter in the actions I make.
- It will keep me away from harmful things.
- Personally, this has helped me a lot as far as relationships it told me that I should rush and think about my decision and that you can’t just play with that sort of thing.
- This program has helped me a lot. I have learned so many things that I probably would have never learned.
- To help me find love that can be made unconditional not conditional.
- When it comes to any type of relationships, I feel as I can handle situations smoothly. They went over everything.
- Yes, it gives me ideas to talking to the youth.
- Yes it will help me in some/real world situations.