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HELPING YOUTH DEVELOP RELATIONSHIP SMARTS
2014 UGA Cooperative Extension Impact Report

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 their identity within their romantic relationships. Thus, adolescence is a crucial time in the life span for learning about relationships. Despite previous misconceptions, adolescents view teen dating relationships as possessing the same characteristics as adult romantic relationships including commitment, intimacy, reciprocity, and acceptance (Williams & Hickle, 2010). In other words, teens have high standards for healthy relationships but at the same time have low expectations of ever being involved in such a relationship themselves (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 (Adler-Baeder et al., 2007; Kerpelman et al., 2010).

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. For instance, although 60% of teen girls experienced jealous or possessive behavior in a dating relationship, they did not rate these behaviors as serious. Further, 44% of girls who experienced name calling and shouting responded with tolerance and making excuses for their partner’s behavior (Murphy & Smith, 2010). 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 (Cui, Ueno, Gordon, & Fincham, 2013). 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 experiencing an abusive relationship as well as the many negative consequences and effects from these relationships (Antle et al., 2011).

The prevalence of teen dating:
- 25% of 12-year olds report having had a romantic relationship in the past 18 months; by age 18, more than 70% have (Carver et al., 2003).
- 42% of teens between ages 12-14 have been on a date and 50% have been in a romantic relationship in the past 18 months (Albert et al., 2003).
- 24% of teens say they feel pressure to have a boyfriend or girlfriend (Teenage Research Unlimited, 2006).
- 66% of 11th and 12th graders report ever having any kind of romantic relationship, and nearly half report having a sexual romantic relationship (Child Trends 2011)
- Between 2001 and 2012, rates of frequent teen dating fell from 34% to 17% among 12th grade students; further, the percentage of those not dating at all rose from 14% to 36% (Child Trends, 2014)
Teens and dating violence:

- 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).
- Among students who are or were in a relationship during the past 12 months, 10.3% report being hit, slammed into something, or intentionally injured with an object or weapon by their dating partner (Youth Risk Behavior Survey, 2013).
- 38% of teens in 9-12th grade have been forced to have sexual intercourse (Centers for Disease Control and Prevention, 2010).
- One in five teens – 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).
- About 2 in 3 high school girls have experienced 4+ warning signs of abuse in a romantic relationship including criticism based on gender, personal putdowns, public debasement, verbal aggression, jealousy and possessiveness, social restriction, and exit-control tactics. 50% experienced 5+ and about 33% had experienced 9+ of these types of warning signs (Murphy & Smith, 2010).

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 34% being currently sexually active (Youth Risk Behavior Survey, 2012). Young people ages 15 to 24 account for one-quarter of the sexually active population in the United States (CDC, 2013). The Youth Risk Behavior Survey (2013) found that among youth currently sexually active, 59.1% used a condom during last intercourse while 13.7% indicated using no method to prevent pregnancy. Of the 34% of currently sexually active students, 22% used alcohol or drugs before their last intercourse sex. 15% of sexually active youth report intercourse with 4 or more individuals in their lifetime. Because of a lack of education, some potential risks for adolescents include teen pregnancy and contraction of STI’s from unprotected sex.

The United States has the highest rates of teen pregnancies, births, and abortions in the fully industrialized world despite recent decreases in national rates (The National Campaign, 2010). In 2008, the US teenage pregnancy rate stood at 67.8 pregnancies per 1,000 15-19 year old adolescent girls, the lowest teen pregnancy rate in over 30 years (Kost & Henshaw, 2012). The teen birth rate has also reached a record low in recent years; in 2013, teen births were the lowest they have been in 70 years with 26.5 births per 1,000 15-19 year old girls, declining at an average annual rate of 7.5% since 2008. In Georgia, the teen birth rate also decreased, from 33.8 per 1,000 15-19 year olds in 2012 to 30.5 per 1,000 15-19 year olds in 2013 (Martin, Hamilton, Osterman, Curtin, & Mathews, 2013). Still, Georgia has ranked 17th in teen pregnancy rates in the US in 2012 (GA Campaign for Adolescent Power & Potential, 2013).

Teens and sex:

- 85% of adolescents who have had sex report their first sexual experience occurred within a “romantic relationship,” (Ryan et al., 2003).
- 24% of adolescents report having their first sexual experience before or in the same month a relationship began, 37% within 1-3 months after relationship began (Ryan et al., 2003).
- 27% of 11-12th graders had a recent nonromantic sexual partner, and about 50% had a recent sexual romantic relationship (Raley et al., 2007).
- Of teens in a heterosexual relationship in the last 18 months, 57-63% report sexual touching and 45% report sexual intercourse (O’Sullivan, et al., 2007).
- Following an increase in US teen birth rates per 1,000 adolescent girls aged 15-19 in both 2006 (41.9) and 2007 (42.5), rates were at a record low in 2012 at 29.4. (The National Campaign, 2009b; Kearney & Levine, 2014).
- The prevalence of teens who had ever had sex decreased from 1991-2013 from 54.1% to 46.8% (Youth Risk Behavior Survey, 2013).

In Georgia:

- From 2010 to 2011, the number of teenage pregnancies in Georgia fell from 18,664 to 17,018, equating to a pregnancy rate of 50.0 per 1,000 15-19 year old adolescent girls (GA Dept. of Community Health, 2012).
- In 2012, the Georgia teen birth rate was the 17th highest in the country (GA Campaign for Adolescent Power & Potential, 2013).
- From 2011 to 2012, the teenage birth rate in Georgia decreased from 38.2 to 33.8 per 1,000 15-19 year old adolescent girls. (Martin, Hamilton, Osterman, Curtin, & Mathews, 2013).
- Teen childbearing places a $465 million burden on Georgia taxpayers each year, and contributes to high rates of high school dropout, unemployment, and long-term poverty (National Campaign to Prevent Teen and Unplanned Pregnancy, 2011).
Furthermore, nearly 20 million new cases of STDs are diagnosed each year and young people between the ages of 15 and 24 account for about half of these new cases (CDC, 2013). In 2011, Georgia’s rate of HIV diagnosis rate ranked 5th in the nation with 2,520 of the 49,081 diagnoses nation-wide in that year (CDC, 2013).

In addition to these health risks, being sexually active increases the risk for abuse. Approximately 37% of the ADD Health respondents who reported being involved in sexual relationships also 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). Helping adolescents understand how healthy relationships develop, including the role and timing of sex in a relationship as well as the consequences of having sex too early in a relationship, may serve to reduce at-risk sexual behaviors (Trella, 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 (www.dibbleinstitute.org), 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 versus unhealthy relationships, healthy dating patterns, 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; and
- their understanding of the emotional health benefits of having a future orientation about parenting and marriage.

**Youth who participate in relationship education demonstrate improvements in…**

- **Relationship beliefs and attitudes:**
  - Decrease in the beliefs that love is enough, there is only one love for everyone, and that cohabitation is beneficial to relationship success
  - Increase in the belief that a supportive partner is important
  - Less supportive of cohabitation and divorce.
  - Less likely to indicate support for dating violence in a romantic relationship
  - Increase in supportive attitudes about the benefits of relationship education and counseling

- **Knowledge about healthy relationship development/skills:**
  - Better understand healthy vs. unhealthy relationships, attraction/mature love, expectations and behaviors, communication skills, conflict resolution and problem solving skills, and smart dating strategies.

- **Healthy relationship skills and behaviors:**
  - Decrease in use of verbal aggression and use of violence during conflict
  - Increase in conflict management skills and use of reasoning during conflict
  - Decrease in demand-withdraw and mutual avoidance patterns of communication

**Sources:** Adler-Baeder et al., 2007; Antle, et al., 2011; Gardner, 2001; Gardner & Boellard, 2007; Kerpelman et al., 2010; Kerpelman, 2009; Trella, 2009.
Table 1. Relationship Smarts Plus (Version 2.0) Lessons and Description

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topics</th>
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<tbody>
<tr>
<td><strong>SECTION 1: A FOUNDATION FOR UNDERSTANDING ROMANTIC RELATIONSHIPS</strong></td>
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</tbody>
</table>
| 1: Who Am I and Where Am I Going? | • Increase awareness of teen’s identity and possible selves  
• Identify future goals and dreams as well as steps teens can begin taking now to reach these goals  
• Practice resisting peer pressure and staying true to one’s self |
| 2: Maturity Issues and What I Value* | • Explore physical, mental, emotional, and social dimensions of maturity  
• Reflect on values and determine which ones are important to teens  
• Identify personality and character qualities teens find important in others |
| 3: Attractions and Infatuation* | • Awareness of the building blocks and characteristics of healthy relationships  
• Understand the impact that sex can have on a developing relationship  
• Gain knowledge about what infatuation is and how it affects decision making  
• Understand the difference between infatuation and genuine love |
| 4: Love and Intimacy | • Become familiar with the concepts of love and lust and understand the difference between the two  
• Learn to identify the three dimensions of love and recognize relationship problems that arise when these are unbalanced  
• Develop an understanding of true intimacy and how it develops |
| **SECTION 2: KNOWLEDGE ABOUT DATING RELATIONSHIP PROCESSES** | |
| 5: Principles of Smart Relationships | • Help teens recognize smart and not-so-smart relationship attitudes, behaviors, and choices  
• Offer concrete guidelines for having “smart relationships”  
• Explore the importance of compatibility for relationships and offer a list of key areas to consider |
| 6: The Low-Risk Approach to Relationships: Decide, Don’t Slide!* | • Learn the difference between a high-risk “sliding” vs. a low-risk “deciding” approach to developing relationships  
• Gain insight about what’s important to learn about another person and oneself when developing a romantic relationship  
• Practice identifying steps to make wise decisions about the person you are attracted to |
| 7: Is It a Healthy Relationship? | • Learn to use a three question guide to decide if a relationship is healthy or unhealthy  
• Understand what healthy and unhealthy relationships look like in the real world  
• Learn how unmet needs can lead to poor relationship choices  
• Foster communication about healthy relationships with trusted adults |
| 8: Breaking Up and Dating Abuse* | **Part I:**  
• Understand when it is time to end a relationship  
• Identify better and worse ways to break-up with someone  
• Learn how to deal with break-ups in a healthy way  
**Part II:**  
• Raise awareness of early warning signs and behaviors of abuse  
• Practice setting boundaries at the first sign of disrespectful behavior  
• Understand the consequences of dating abuse |
| **SECTION 3: COMMUNICATION SKILLS FOR HELATHY RELATIONSHIPS AND MARRIAGES** | |
| 9: A Foundation for Good Communication* | • Evaluate communication patterns learned while growing up  
• Explore the impact anger has on one’s ability to communicate effectively  
• Gain practice with the time-out skill as the Speaker-Listener Technique |
| 10: Communication Challenges and More Skills | • Understand negative patterns of communication that damage relationships including the four most damaging patterns  
• Reduce negative communication patterns by practicing how to raise complaints effectively  
• Assess communication patterns within one’s own relationship |
| **SECTION 4: MARRIAGE AND PLANNING FOR THE FUTURE** | |
| 11: Through the Eyes of a Child* | **Part I:**  
• Understand why healthy and stable parental relationships matter for a child  
• Gain awareness of child outcomes and risks to babies of young and unmarried parents  
• Understand child developmental needs  
**Part II:**  
• Identify the characteristics of positive fathering and the unique contributions fathers can make to a child’s well-being  
• Understand how a healthy relationship or marriage helps men become good fathers |
| 12: Looking Toward the Future – Healthy Relationships and Healthy Marriages | • Understand the impact of a risky partner selection versus a wise partner selection  
• Awareness of research findings on cohabitation, marital success, and skills-based prevention programs  
• Learn the “success sequence” for achieving future life and family goals and reduce one’s chances of poverty |
| 13: Follow Your North Star | • Review the core concepts and skills of the curriculum  
• Develop a personal success plan drawing on the skills and knowledge teens have learned |

*Agents are encouraged to offer, at minimum, the six “core lessons:” 2, 3, 6, 8, 9, and 11. Also, in 2014, some agents began implementing modules from RS+ Version 3.0 which includes updated and new modules.
2008-2014: UGA EXTENSION PREPARING YOUTH TO BE RELATIONSHIP SMART

Table 2 summarizes the number of Extension agents and community professionals trained to offer Relationship Smarts Plus (RS+), as well as the number of youth reached through this programming. Since initiating training in the RS+ program in 2008, 65 county FACS and 4-H Extension agents across 43 counties, as well as 122 community professionals from 10 counties have been trained by UGA Cooperative Extension in the Relationship Smarts program. Since launching programming in 2009, RS+ has been offered (in part or in its entirety) by UGA Extension 119 times, reaching 3445 unique youth across 31 counties. An additional 3425 youth across 10 counties were reached through community partners supported by UGA Extension (e.g., co-facilitated lessons, technical assistance).

Table 2. Number of Educators Trained and Youth Engaged in Relationship Education Across Georgia.

<table>
<thead>
<tr>
<th>Output Indicator</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>RS+ Trained Educators</strong></td>
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<tr>
<td>FACS and 4-H county agents</td>
<td>20</td>
<td>1</td>
<td>12</td>
<td>6</td>
<td>18</td>
<td>4</td>
<td>4</td>
<td>65</td>
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<tr>
<td>Community partners</td>
<td>--</td>
<td>16</td>
<td>--</td>
<td>25</td>
<td>63</td>
<td>18</td>
<td>29</td>
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<tr>
<td>Educators completing a 1-day booster Training</td>
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<td>24</td>
<td>38</td>
<td>62</td>
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<tr>
<td>Total num. of unique counties with a trained RS+ educator</td>
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<td>1</td>
<td>12</td>
<td>5</td>
<td>20</td>
<td>10</td>
<td>14</td>
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<tr>
<td><strong>Youth Receiving RS+ Program from UGA Extension</strong></td>
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<tr>
<td>Total num. of counties served</td>
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<td>13</td>
<td>15</td>
<td>9</td>
<td>15</td>
<td>8</td>
<td>6</td>
<td>33</td>
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<tr>
<td>Total num. of implementations</td>
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<td>25</td>
<td>17</td>
<td>26</td>
<td>19</td>
<td>8</td>
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<tr>
<td>1-3 lessons</td>
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<td>4-5 lessons</td>
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<td>8</td>
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<tr>
<td>6 or more lessons</td>
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<td>13</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Total num. of youth reached</td>
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<td>621</td>
<td>501</td>
<td>418</td>
<td>1021</td>
<td>717</td>
<td>167</td>
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<td><strong>Youth Receiving RS+ Program from Community Partners</strong></td>
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<td>699</td>
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a Two-day Relationship Smarts Plus (RS+) curriculum trainings were conducted by Dr. Ted Futris, Extension Specialist and faculty in the Department of Human Development and Family Science at UGA. The trainings were offered across Georgia, including: Atlanta (2012, 2013, 2014), Athens (2010, 2012), Columbus (2011), Gainesville (2009), Macon (2011), and Perry (2008).

b UGA Extension provided technical assistance and support to GA Department of Family and Children Services, Public Health and other community funded agencies offering afterschool programs to at-risk youth as part of the GA Personal Responsibility Education Program (GA-PREP), a state teen pregnancy prevention project funded by the Family and Youth Services Bureau, and in partnership with the GA Department of Family and Children Services.

c Approximately 300 additional youth initiated the RS program in fall 2014 and completed the program in spring 2015; these numbers and their data will be included in the 2015 impact report.

Overall, participating youth have reported increases in knowledge, confidence that they can use the skills learned, likeliness to use these skills, and positive feelings about themselves. Below is a description of the impact of the programs implemented in 2014. (For more information, visit www.gamarriages.org).
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, overall survey is also administered to participants when at least four lessons are offered: one lesson focused on values/goals (lesson 1 and/or 2), two lesson focused on what healthy relationships look like (lessons 3-8), and one lesson on 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.

2014 PROGRAM OUTPUTS

In 2014, 167 adolescents across 6 counties participated in at least one of the 8 offerings of the Relationship Smarts program. Table 3 summarizes the counties, program dates, and total youth who received each lesson. Classes ranged from 45 to 120 minutes in length, and the breadth of lessons covered and program duration varied. Of the 8 program offerings, some agents only included 1-3 lessons from the program (n=4) whereas others included 4-5 lessons (n=1) or 6 or more lessons (n=3) across multiple classes. Agents who delivered multiple lessons from the curriculum varied in how often they met with the youth (e.g., one time workshop; once a week for several weeks; once or twice a month for 6+ months; a single week series).

Table 3. County, Program Dates, Total Youth, and Lesson(s) Presented

<table>
<thead>
<tr>
<th>County</th>
<th>Program Dates</th>
<th>Total Youth</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
<th>Lesson 6</th>
<th>Lesson 7</th>
<th>Lesson 8</th>
<th>Lesson 9</th>
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<th>Lesson 11</th>
<th>Lesson 12</th>
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<tbody>
<tr>
<td>Bartow</td>
<td>2/5/14-3/12/14</td>
<td>14</td>
<td>14</td>
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<tr>
<td>Bartow</td>
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<td>8</td>
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<tr>
<td>Clayton*</td>
<td>7/19/14</td>
<td>30</td>
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<tr>
<td>Franklin*</td>
<td>12/2014</td>
<td>22</td>
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<td>Randolph</td>
<td>1/18/14-4/10/14</td>
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<td>Randolph</td>
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<td>Stewart</td>
<td>9/16/14-10/3/14</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>2/3/14-3/21/14</td>
<td>22</td>
<td></td>
<td>9</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Youth</td>
<td></td>
<td>167</td>
<td>71</td>
<td>112</td>
<td>76</td>
<td>12</td>
<td>12</td>
<td>77</td>
<td>0</td>
<td>19</td>
<td>73</td>
<td>0</td>
<td>55</td>
<td>21</td>
</tr>
<tr>
<td>Total Program Offerings*</td>
<td></td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total Unique Counties</td>
<td></td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

*No program evaluations or information about the youth collected. ^Lesson 12 of RS+ Version 3.0 focused on the “digital technology.”

Overall, of the 8 implementations in 2014, 3 included all 6 “core” lessons from Relationship Smarts (2, 3, 6, 8, 9 and 11/12) and 3 included 3 of the core lessons. The lessons most often offered during the 8 implementations included lessons 2, 3, 6, 8, and 9. Lesson 2 (n=6 offerings) 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 3 (n=5 offerings) helps teens think about the building blocks of healthy relationships and emphasizes the foundation of such healthy relationships. Lesson 6 (n=4 offerings) introduces the idea of sliding vs. deciding into relationship decisions and the related consequences, including the risks associated with living together before marriage. Lesson 8 (n=6 offerings) focuses on dealing with a break-up and recognizing abusive and harmful relationship patterns. Lesson 9 (n=4 offerings) 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 Lesson 11 which is considered a part of the “core” six lessons from RS+ in addition to lessons 2, 3, 6, 8, and 9. Lesson 11 (n=2 offerings) focuses on consequences of teen pregnancy from a child’s perspective and developmental needs as well as the role a father plays in a child’s life and the benefits of having both a mother and father involved in the child’s life.
Additionally, an updated version of the Relationship Smarts curriculum, Version 3.0, was released in 2014. Twelve (12) youth were offered Lesson 12 from RS 3.0 aimed to help teens understand the impact of digital technology on relationships and social life. More agents plan to offer lessons from RS 3.0 in 2015.

THE PARTICIPANTS

Of the 167 youth who participated in at least one Relationship Smarts class, data was collected from 112 adolescents across 6 counties: Bartow (n=24), Randolph (n=52), Washington (n=22), and Stewart (n=14). The program was offered to youth in health (or like) classes or 4-H elective classes in middle/high school. Demographic characteristics of these 112 youth (56.4% male) are reported in Table 4. The majority of these youth were in the 8th grade (60.6%) and 13-14 years of age (72.2%; M= 14.0; SD=1.03). About half of the youth were Caucasian (54%), 34% were African American, and 1% were Hispanic. Also, 74.2% of participants reported that they had been in a dating relationship.

Table 4. Demographic Characteristics of Participants (N=112).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Age</th>
<th>Frequency</th>
<th>Race/Ethnicity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>2 (1.8%)</td>
<td>8-12</td>
<td>2 (1.8%)</td>
<td>White/Caucasian</td>
<td>58 (53.7%)</td>
</tr>
<tr>
<td>8th</td>
<td>66 (60.6%)</td>
<td>13-14</td>
<td>78 (72.2%)</td>
<td>Hispanic/Latino</td>
<td>1 (0.9%)</td>
</tr>
<tr>
<td>9th - 10th</td>
<td>38 (34.9%)</td>
<td>15-16</td>
<td>27 (25.0%)</td>
<td>Black/African American</td>
<td>37 (34.3%)</td>
</tr>
<tr>
<td>11th – 12th</td>
<td>3 (2.8%)</td>
<td>17-18</td>
<td>1 (0.9%)</td>
<td>Native American</td>
<td>1 (0.9%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Asian American</td>
<td>1 (0.9%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td>10 (9.3%)</td>
</tr>
</tbody>
</table>

*Note: Valid percents shown.

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 5 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. Appendix A provides a description of the questions asked for each lesson. On average, youth reported their understanding of the principles and skills taught was “fair” prior to each lesson and improved to “good” or “excellent” afterwards. At least 67% of the participants reported improvements across each lesson (i.e., after mean score was greater than their before mean score). For example, 79% of the youth who participated in Lesson 6 reported having a better understanding of the low-risk strategies for making relationship decisions, and 74% of those who completed Lesson 8 were more aware of what abusive relationships look like and how to safely end a relationship. Paired-sample t-test analyses showed that the mean difference score (before vs. after) was statistically significant for each lesson.

Example comments of what youth reported learning:

- I can handle conflict in a more sensible way
- I am horrible about talking to my boyfriend but now, I think I can do better!
- I am smart now about relationships
- I feel that everything I learned will be used in my everyday life
- I learned how to deal with conflict better, and be a good listener
- It gave me more confidence in my relationships with people
- It makes me look at myself as a different and less selfish person and will help me be a good future girlfriend and mother.
- It makes me realize I don’t always listen to other people’s point of view and need to be more considerate of others feelings
- It’s made me confident in having relationships and I believe I will be able to communicate more clearly in the future because of this program
- I believe it helped me and gave me relationship smarts.
Also, youth were asked to rate how helpful each lesson was on a scale of (1) very helpful, (2) helpful, (3) somewhat helpful, (4) not too helpful and (5) not at all helpful. The percentage of youth who rated each lesson as either very helpful or helpful is also summarized in Table 5. Most of the youth who attended each lesson (52.5-100%) rated the experience as helpful or very helpful. Commenting on what they liked best about the program, youth shared “the auction, because we got to see others values” “we did activities to learn more about how we could use it in our everyday lives,” and “the facilitator.” Very few youth rated any of the lessons as not too helpful, with only a very small number rating lessons as not at all helpful. One youth commented that the program has helped them “not to make the wrong decisions and not to let people pressure me”.

### Table 5. Participants’ Reported Change across Relationship Smarts Lessons.

<table>
<thead>
<tr>
<th>Curriculum Lesson</th>
<th>n-size</th>
<th>Mean Score (SD)</th>
<th>t-value</th>
<th>% who improved</th>
<th>% helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Offered Lesson</td>
<td>Attended Lesson</td>
<td>Completed Evaluation</td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>45</td>
<td>41</td>
<td>41</td>
<td>2.62 (0.62)</td>
<td>3.10 (0.46)</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>102</td>
<td>92</td>
<td>63</td>
<td>2.78 (0.69)</td>
<td>3.47 (0.44)</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>102</td>
<td>88</td>
<td>65</td>
<td>2.82 (0.64)</td>
<td>3.43 (0.53)</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>95</td>
<td>73</td>
<td>63</td>
<td>2.71 (0.70)</td>
<td>3.48 (0.50)</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>102</td>
<td>81</td>
<td>70</td>
<td>2.84 (0.71)</td>
<td>3.49 (0.54)</td>
</tr>
<tr>
<td>Lesson 9</td>
<td>88</td>
<td>73</td>
<td>73</td>
<td>2.72 (0.68)</td>
<td>3.37 (0.58)</td>
</tr>
<tr>
<td>Lesson 11</td>
<td>81</td>
<td>55</td>
<td>55</td>
<td>2.94 (0.75)</td>
<td>3.59 (0.47)</td>
</tr>
<tr>
<td>Lesson 12</td>
<td>20</td>
<td>9</td>
<td>9</td>
<td>3.16 (0.50)</td>
<td>3.71 (0.38)</td>
</tr>
<tr>
<td>Lesson 12a</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>2.78(0.54)</td>
<td>3.55(0.46)</td>
</tr>
</tbody>
</table>

Note: See Table 1 for lesson description. Lesson 13 did not include a lesson specific evaluation. No lesson specific evaluations completed for lessons 4 and 5. * Lesson 12 from Relationship Smarts Version 3.0.

1 p < .10, * p < .05, ** p < .01

### Change in Confidence and Attitudes.

Of the 112 youth who provided evaluation data, 91 (92%) received at least four 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 6 summarizes the level of confidence that these youth reported after the completion of the program. Overall, the majority of these youth felt that they were more confident than before the program in establishing healthy relationships with family/friends (80%) and dating partners (83%), listening (80%) and handling conflict (82%), and expressing their feelings and wants in a relationship (82%).

### Table 6. Youth’s Confidence After Completing Relationship Smarts Program Compared to Before (n=91)

<table>
<thead>
<tr>
<th></th>
<th>Level of Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less</td>
</tr>
<tr>
<td>1. Having a healthy relationship with family and friends</td>
<td>90</td>
</tr>
<tr>
<td>2. Being a good and sensitive listener</td>
<td>90</td>
</tr>
<tr>
<td>3. Handling conflict in a healthy way</td>
<td>89</td>
</tr>
<tr>
<td>4. Having a healthy dating relationship</td>
<td>90</td>
</tr>
<tr>
<td>5. Expressing your feelings and sharing what you want from a dating partner.</td>
<td>90</td>
</tr>
</tbody>
</table>
**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, 93% of the youth reported that they were likely to use the skills learned: 18% were somewhat likely, 35% were likely, and 40% were very likely. As commented by one youth, “It teaches you how to react to your problems.” Other youth commented, that the program “helps me communicate better” and “helps me make better decisions.”

**Helpfulness of Program.** Participants were also asked how helpful the program was to them. As shown in Figure 2, 97% of the youth felt that this program was helpful: 40% very helpful, 42% helpful, and 15% somewhat helpful. As shared by two youth on how the program helped, “I liked best how it teaches you to be aware of what you want in a partner & how to be a good listener” and “I enjoyed how personal it was. I really understood the lessons because of it.” Additionally, 72% of the participants reported that they would refer this program to their friends (23% 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, 80% of the participants felt better about themselves after the program. Commenting on what they liked about the program, youth expressed examples of how the program helped them feel better about themselves (e.g., “I’ve changed. I used to be negative but now I’m positive”) and feeling more confident in developing healthy relationships (e.g., “it’ll help me find a better dating partner in the future”).

**CONCLUSION**

A summary of the objectives, outputs and impact of the Relationship Smarts program is provided in Appendix I. 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. In conclusion, the program appears to have had a positive influence on these youth.

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Example comments from youth regarding how the program helped:
- I enjoyed getting help with my relationship smarts
- My favorite thing was the hands on learning
- I liked best how is was honest and upfront
- I learned how to be safe
- I know what my values and boundaries are
- I liked learning how the a parents’ relationship can affect the child or children
- It helped with family problems
- I liked how it explained how to deal with an abusive relationship
Appendix A

At the conclusion of each lesson, youth were provided a 1-page retrospective, pre-post survey to gauge how much they felt they improved in their understanding of concepts related to the lesson. Each youth was asked to first report on their knowledge and attitudes “after participating in the program” and then instructed to report on how they felt “before participating in the program.” This approach has been shown to reduce response biased related to over-estimating one’s knowledge of program concepts prior to learning and fully understanding those concepts. Below is a summary of the items included on each lesson evaluation form. As well, a summary of youth’s report of how helpful each lesson was and what they reported learning is provided.

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

Youth’s Knowledge and Attitudes on Lesson 1 Concepts.

(a) My ability to identify what my possible selves are.
(b) My awareness of who currently supports me to be the best person I can be.
(c) My ability to do specific things day-to-day that prepare me for my future.
(d) My awareness of the importance of comparing my possible selves with those of my friends.
(e) My strategies for dealing with peer pressure.

Sample of comments reflective of what students reported learning

- The possible selves chart
- How to deal with peer pressure
- Stay strong as a person and be aware
- I learned who supports me in my life and choices
- Qualities to look for in a girl
- You have choices for everything
- What I value most in a person
- This lesson has helped me realize who I am and what I care about

Overall, how helpful was today’s lesson to you? (n=60)

<table>
<thead>
<tr>
<th>Very Helpful</th>
<th>Helpful</th>
<th>Somewhat Helpful</th>
<th>Not too Helpful</th>
<th>Not at all Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (5.0%)</td>
<td>19 (47.5%)</td>
<td>14 (35.0%)</td>
<td>5 (12.5%)</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

Lesson 2: Maturity Issues/What I Value

Youth’s Knowledge and Attitudes on Lesson 2 Concepts.

(a) My knowledge of my personal values.
(b) My understanding of how one’s values and maturity levels affect one’s behavior.
(c) My knowledge of the type of person that I am attracted to.
(d) My awareness of the differences between maturity and immaturity.
(e) My knowledge of social, emotional, and mental dimensions of maturity.

Sample of comments reflective of what students reported learning

- I don’t have to be in a relationship to be happy
- Gained knowledge on the type of people I’m attracted to
- Get to know someone before you judge them
- Which of my values are most important to me
- You should accept people the way they are
- I know that helping others and being nice is more important than anything. I could be at the bottom of the world but as long as I help others before death, I’ve done my duty as a faithful Christian.
- I am going to watch what I think and how to not judge by appearance

Overall, how helpful was today’s lesson to you? (n=40)

<table>
<thead>
<tr>
<th>Very Helpful</th>
<th>Helpful</th>
<th>Somewhat Helpful</th>
<th>Not too Helpful</th>
<th>Not at all Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (5.0%)</td>
<td>19 (47.5%)</td>
<td>14 (35.0%)</td>
<td>5 (12.5%)</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>
Lesson 3: Attractions and Infatuation

Youth’s Knowledge and Attitudes on Lesson 3 Concepts.

(a) My knowledge of the building blocks of a healthy relationship.
(b) My understanding of why a relationship based on sex is not stable.
(c) My knowledge of the nature of infatuation, including the “brain chemistry” of infatuation.
(d) My understanding of the difference between infatuation and genuine love.
(e) My understanding of how relationships change over time.

Sample of comments reflective of what students reported learning
- Many good relationships take time
- Relationships change over time
- See people from the inside rather than just the outside
- Values are more important than looks
- The bible speaks on many of the things we talked about
- I learned the difference between love and infatuation

<table>
<thead>
<tr>
<th>Overall, how helpful was today’s lesson to you? (n=55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Helpful</td>
</tr>
<tr>
<td>15 (27.3%)</td>
</tr>
</tbody>
</table>

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

Youth’s Knowledge and Attitudes on Lesson 6 Concepts.

(a) My understanding of the risks and consequences of “sliding.”
(b) My understanding of the importance of compatibility.
(c) My awareness of key things I should learn about someone that I am interested in.
(d) My understanding of what it means to know someone.
(e) My knowledge of low-risk “deciding” relationship strategies.

Sample of comments reflective of what students reported learning
- If you slide into a relationship you will not be happy
- How to avoid “sliding” into a relationship
- How to walk out of an abusive relationship
- Relationship strategies
- The risks and consequences of sliding
- Sometimes you need to sit down and talk to your peers
- The consequences of actions
- What it means to know someone
- You should think about the consequences

<table>
<thead>
<tr>
<th>Overall, how helpful was today’s lesson to you? (n=58)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Helpful</td>
</tr>
<tr>
<td>16 (27.6%)</td>
</tr>
</tbody>
</table>
**Lesson 8: Breaking up and Dating Abuse**

Youth’s Knowledge and Attitudes on Lesson 8 Concepts.

(a) My awareness of abusive behaviors in relationships, including knowledge of early warning signs.
(b) My ability to assert myself at the first sign of disrespect.
(c) My ability to identify negative patterns of dealing with conflict.
(d) My knowledge of how to respectfully break up with someone.
(e) My knowledge of steps to take to recover from a broken relationship.

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

- Love takes time and no relationship is perfect
- Get out of a relationship when there is a red flag
- If you are breaking up with someone you do it face to face
- Learned about abuse (and what to do in an abusive relationship)
- There is a way to respectfully break up with someone
- How to handle and recover from a relationship

<table>
<thead>
<tr>
<th>Overall, how helpful was today’s lesson to you? (n=62)</th>
<th>Very Helpful</th>
<th>Helpful</th>
<th>Somewhat Helpful</th>
<th>Not too Helpful</th>
<th>Not at all Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22 (35.5%)</td>
<td>29 (46.8%)</td>
<td>7 (11.3%)</td>
<td>2 (3.2%)</td>
<td>2 (3.2%)</td>
</tr>
</tbody>
</table>

**Lesson 9: A Foundation for Good Communication**

Youth’s Knowledge and Attitudes on Lesson 9 Concepts.

(a) My awareness of communication patterns I learned while growing up.
(b) My knowledge of when to take a Time Out during an argument.
(c) My understanding of how to use the Speaker-Listener Technique to talk through a problem.
(d) My awareness of how to facilitate good communication.
(e) My ability to listen and offer appreciations to build the friendship in a relationship.

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

- Communication is a big part of a relationship
- How to facilitate good communication
- How to use the speaker-listener technique to talk through a problem
- When I’m upset I should just stay calm
- Communication is essential in a working relationship
- How to control myself
- Without a slow relationship and good communication, a relationship will not last
- Listening to others helps more than I thought

<table>
<thead>
<tr>
<th>Overall, how helpful was today’s lesson to you? (n=67)</th>
<th>Very Helpful</th>
<th>Helpful</th>
<th>Somewhat Helpful</th>
<th>Not too Helpful</th>
<th>Not at all Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17 (25.4%)</td>
<td>34 (50.7%)</td>
<td>12 (17.9%)</td>
<td>4 (6.0%)</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

**Overall, how helpful was today’s lesson to you?**

- **Very Helpful**: 22 (35.5%)
- **Helpful**: 29 (46.8%)
- **Somewhat Helpful**: 7 (11.3%)
- **Not too Helpful**: 2 (3.2%)
- **Not at all Helpful**: 2 (3.2%)
Lesson 11: Through the Eyes of a Child

Youth’s Knowledge and Attitudes on Lesson 11 Concepts.

(a) My understanding of ways that parents’ relationships affect their children.
(b) My awareness of what babies need from their parents.
(c) My knowledge of how parental separation and divorce can affect children.
(d) My understanding of what a good father is.
(e) My awareness of how both mothers and fathers can increase the well-being of their children.

Sample of comments reflective of what students reported learning

- Babies don’t have a very bright future if it has a teen parent
- I learned that it is important to be out of school and with a stable relationship before having a baby
- How divorce effects kids
- How mothers and fathers increase the well-being of their children
- To be a great father you have to care about the child
- Both parents need to be involved in the child’s life

Overall, how helpful was today’s lesson to you? (n = 51)

<table>
<thead>
<tr>
<th>Very Helpful</th>
<th>Helpful</th>
<th>Somewhat Helpful</th>
<th>Not too Helpful</th>
<th>Not at all Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 (25.5%)</td>
<td>29 (56.9%)</td>
<td>7 (13.7%)</td>
<td>2 (3.9%)</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

Lesson 12: Looking Toward the Future – Healthy Relationships and Healthy Marriages

Youth’s Knowledge and Attitudes on Lesson 12 Concepts.

(a) My understanding of risky marriage choices.
(b) My knowledge of ways to have a great marriage.
(c) My awareness of why some marriages succeed and others fail.
(d) My understanding of why my expectations for a marriage/family are important.
(e) My knowledge of the success sequence.

Sample of comments reflective of what students reported learning

- Make sure you are ready before you get married
- [The difference between] good and bad relationships

Overall, how helpful was today’s lesson to you? (n = 7)

<table>
<thead>
<tr>
<th>Very Helpful</th>
<th>Helpful</th>
<th>Somewhat Helpful</th>
<th>Not too Helpful</th>
<th>Not at all Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (57.1%)</td>
<td>2 (28.6%)</td>
<td>1 (14.3%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>
Lesson 12(3.0): Teens, Technology, and Social Media

Youth’s Knowledge and Attitudes on Lesson 12 Concepts.

(a) My knowledge of how digital technology impacts relationships.
(b) My awareness of which social and emotional skills are gained and lost when using digital technology.
(c) My understanding of the risks related to social media.
(d) My strategies for dealing with pressure situations involving digital technology.
(e) My ability to use digital technology appropriately.

Sample of comments reflective of what students reported learning

- Don’t be an accidental bully
- You will have to be careful of what [educational] pictures you use
- How not to text something before telling that person to their face
- How to use technology the right way
- Be mindful of what you send because it never goes away

<table>
<thead>
<tr>
<th>Overall, how helpful was today’s lesson to you? (n = 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Helpful</td>
</tr>
<tr>
<td>7 (63.6%)</td>
</tr>
</tbody>
</table>
Appendix B

Overall Program Evaluation Comments

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

- What we are talking about and how we are taught to handle things
- The auction because we got to see others values
- The fact they knew what is was like as a teenager
- The information on how to have a healthy dating relationships
- The teachers were very nice and the knowledge that was given to me from the program was helpful
- The teachers were fun
- I learned a lot about the word love
- I enjoyed how personal it was. I really understood the lessons because of it
- I know what my values and boundaries are now
- I liked how we learned about how the parents’ relationship can affect the child or children
- It helped with family problems
- It teaches you how to react to your problems
- The topics varied from not just family but both family, friends, and boyfriends/girlfriends
- I liked learning about how to find red flags in your relationship

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

- I don’t like being told what to do
- All of the problems in the example seemed to be started by guys
- I liked everything about it
- It didn’t last as long as it needed
- I wish it went into more detail and the lessons felt rushed
- We did not get to do everything because we did not get enough time (should have lasted longer!)
- It was too long
- Filling out papers and evaluations

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

- It has helped me with relationships and looking out for people
- I feel like I will be able to handle relationships easier
- I learned how to deal with conflict better and be a good listener
- It gives me more confidence in my relationships with people
- It helps with knowing how to start off in a relationship
- I enjoyed getting help with my relationship smarts
- My favorite thing was the hands on learning
- I liked best how is was honest and upfront
- I learned how to be safe
- I know what my values and boundaries are
- I liked learning how the a parents’ relationship can affect the child or children
- It helped with family problems
- I liked how it explained how to deal with an abusive relationship
## Appendix C.

### 2014 Evaluation Summary of UGA Extension Outputs and Short-Term Impacts

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITY</th>
<th>OUTPUT</th>
<th>OUTCOMES - IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we invested to develop, deliver &amp; evaluate the program</td>
<td>What we did to carry out the program.</td>
<td>What we yielded and/or who we reached.</td>
<td>The short term results of the program (Learning).</td>
</tr>
<tr>
<td><strong>Funding</strong> (e.g., state and county level support; grants)</td>
<td>Training FACS/4H agents on RS+</td>
<td>4 FACS/4H agents and 29 community partners across 14 GA counties</td>
<td>Youth improved in their <strong>understanding</strong> of their own identity (70%) Maturity and personal values (78%) Infatuation versus genuine love (74%) Low-risk strategies to developing healthy relationships (79%) Signs of dating abuse (74%) Foundations of good communication (75%)</td>
</tr>
<tr>
<td><strong>Staff/Faculty Effort</strong> (content specialists, FACS/4H county agents, clerical support)</td>
<td>Establish partnerships with schools or other youth organizations where program will be implemented</td>
<td>Program delivered across 6 counties through middle schools, high schools, youth organizations, etc.</td>
<td>Youth increase in their practice of positive communication and conflict management skills Youth exhibit lowered levels of risky sexual behaviors Youth avoid or remove self from abusive relationships</td>
</tr>
<tr>
<td><strong>Partners</strong> (e.g., Georgia middle and high schools, communities, agencies, faith-based and social service organizations)</td>
<td>County agents deliver RS+ program to youth</td>
<td>167 youth reached through 8 program offerings.</td>
<td>Maintain healthy peer and intimate relationships Avoid premarital pregnancy Establish healthy and stable future marriages</td>
</tr>
<tr>
<td><strong>Time</strong> (e.g., designing, coordinating, delivering, documenting, evaluating)</td>
<td>Retrospective pre then post test completed after each lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Space</strong> (e.g., program delivery)</td>
<td>Overall program evaluation completed by those attending 4 or more “core lessons”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong> (curriculum, handouts, activity supplies, attendance sheets, lesson evaluations, post evaluations, attendance sheets)</td>
<td>Prepare outcome/impact report for each county as well as a full state report for the year</td>
<td>5 county reports prepared for agents to share with community partners, and prospective funders.</td>
<td>80% of youth felt <strong>better</strong> about themselves 93% of youth reported that they were <strong>likely to use</strong> the skills learned</td>
</tr>
</tbody>
</table>

### Relationship Smarts 16
REFERENCES


