



**UNIVERSITY OF
GEORGIA**

EXTENSION

2017-2018 RELATIONSHIP SMARTS IMPACT REPORT

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Morgan: Leigh Anne Aaron (FACS)

Muscogee: Ashleigh Day (4H/Youth Development)

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Quitman: Kayla Wall (FACS & 4H/Youth Development)

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Relationship Smarts Plus (RS+) is an evidence-based relationship education curriculum developed by the Dibble Institute that helps youth (a) understand how relationships connect to their personal development (e.g., identity, goals and values), (b) distinguish between healthy versus unhealthy relationship behaviors, (c) develop communication skills to effectively manage conflict, and (d) make safe and mature relationship decisions. Research has demonstrated that youth who participate in relationship education, in general, and RS+, specifically, report increased relationship efficacy and more positive attitudes and realistic expectations about relationships, and consequently are less likely to engage in at-risk behaviors that result in experiencing intimate dating violence and teen pregnancy.

The University of Georgia Extension delivered the RS+ program to youth across the state through in-school and after-school settings. From August 30, 2017 to September 3, 2018 a total of **3013 youth** participated in one of **84 RS+ programs** offered across **30 counties**. This included 1867 youth (62%) reached through in-school programming and 1146 youth (38%) reached through after-school programming. **Table 1** provides a summary of the number of programs and youth served by county. **Appendix A** provides a map illustrating the counties across GA where youth were reached.

Each program included at least 8 contact hours and, at minimum, covered the six “core” content lessons from the 12-lesson RS+ 3.0 curriculum (i.e., lessons 2, 3, 6, 7, 8, and 11). **Appendix B** provides a summary of the content covered and how many youth received each lesson. Of the 3013 participating youth, 2345 (78%) graduated from the program, meaning they completed at least 67-80% of the RS+ program (graduation based on the number of lessons offered and attended).

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	112	100	90
Burke	Black, Terri	1	10	10	10
Chattahoochee	Day, Ashleigh	7	147	140	128
Clayton	Williams, Gwendolyn	1	12	5	0
Cobb	Carter, Terri	2	59	34	23
Crisp	Stackhouse, Rebecca	4	276	193	210
Dougherty	Williams, Suzanne	4	80	63	60
Douglas	Culpepper, Susan	3	50	34	32
Early	Centner, Ann	2	18	17	17
Elbert	Dye, Lauren	2	206	187	165
Franklin	Justice, Audrey	3	19	19	16
Gilmer	Gill, Machel	3	70	45	41
Habersham	Smagur, Renee	3	30	25	28
Hancock	Gray, Randie	5	289	284	282
Heard	Rowe, Dinah	3	236	74	96
Jasper	Hall, Kasey	2	106	82	94
Liberty	Bozeman, Kasey	4	85	69	77
Macon	Lumumba, Muqita	4	178	80	86
Madison	Goldman, Susan	1	51	24	25
Monroe	Lynch, Dana	3	53	45	38
Morgan	Aaron, Leigh Anne	2	27	21	22
Muscogee	Day, Ashleigh	1	6	4	4
Oconee	Ashley, Kelle	3	55	53	52
Putnam	Nunn, Jackie	2	10	10	10
Quitman	Wall, Kayla	3	66	64	49
Randolph	Peavy, Kris	3	129	109	107
Taylor	Waller, Sherry	3	49	33	30
Ware	Kuhbander, Vicki	1	26	17	9
Washington	Sheram, Cindy	4	480	448	382
Whitfield	Edwards, Kandi	3	78	56	56
TOTAL		84	3013	2345 (78%)	2239 (74%)

Table 2 provides a summary of the sex and race of the youth who participated in the program. Of the 3013 youth served, 1369 (45%) were male and 1644 (55%) were female. Also, most youth (55%) identified themselves as Black/African American and 36% identified themselves as White/Caucasian.

Table 2. Relationship Smarts Program Participant Profile by County

County	Youth Enrolled	Male	Female	Race/Ethnicity ^a						
				WH/C	BL/AA	AS	AI/AN	NH/PI	H/L	OT
Barrow	112	59	53	34	47	1	1	0	11	10
Burke	10	3	7	0	10	0	0	0	0	0
Chattahoochee	147	75	72	85	30	6	1	1	25	8
Clayton	12	2	10	0	12	0	0	0	0	0
Cobb	59	17	42	0	52	0	0	0	6	1
Crisp	276	116	160	62	200	0	0	0	9	5
Dougherty	80	42	38	2	77	1	0	0	0	0
Douglas	50	4	46	12	27	0	0	0	6	5
Early	18	6	12	4	14	0	0	0	0	0
Elbert	206	97	109	140	60	5	4	1	24	15
Franklin	19	2	17	4	14	0	0	0	1	0
Gilmer	70	34	36	65	1	0	0	0	4	0
Habersham	30	10	20	22	2	0	1	0	3	2
Hancock	289	138	151	6	283	0	0	0	0	0
Heard	236	94	142	191	22	1	0	0	2	20
Jasper	106	53	53	72	30	2	0	0	11	0
Liberty	85	39	46	24	45	0	1	0	6	22
Macon	178	83	95	6	159	1	0	0	8	4
Madison	51	20	31	48	0	2	1	0	3	4
Monroe	53	24	29	23	29	0	0	0	1	0
Morgan	27	12	15	6	21	0	0	0	0	0
Muscogee	6	2	4	1	4	0	0	0	0	1
Oconee	55	15	40	44	2	9	0	0	0	0
Putnam	10	3	7	4	3	1	0	0	0	2
Quitman	66	38	28	17	46	0	0	0	0	3
Randolph	129	73	56	23	102	0	0	0	3	1
Taylor	49	12	37	8	41	0	0	0	0	0
Ware	26	10	16	24	0	0	0	0	1	1
Washington	480	238	242	141	309	1	1	0	18	10
Whitfield	78	48	30	25	4	0	1	0	43	5
Total	3013	1369 (45%)	1644 (55%)	1093 (36%)	1646 (55%)	30 (1%)	11 (0.4%)	2 (0.1%)	185 (6.1%)	119 (3.9%)

^a Race: WH/C = White/Caucasian; BL/AA = Black/African American; AS = Asian; AI/AN = American Indian/Alaska Native; NH/PI = Native Hawaiian/Pacific Islander; H/L = Hispanic/Latino; OT = Other. Totals may not equal because some youth identified with more than one race.

Program Evaluation

At the end of each program, youth were asked to complete a brief evaluation survey where they shared basic demographic information and were asked to reflect on how their beliefs and attitudes related to topics covered during the program changed and how confident they were in their ability to use the skills learned. Of the 3013 youth in the program, **2239 (74.3%) completed the overall program evaluation survey** (see Table 1 above for responses by county).

Participants. A summary profile of the 2239 youth who completed the survey is presented in **Table 3**. The profile of 2239 youth who completed the survey was similar to that of the 3013 youth who participated in the program, in terms of sex and race: 55% were female and most identified as either Black/African American (53%) or White/Caucasian (31%). Based on additional information collected on the survey, the majority of survey respondents were in the 7th or 8th grades (58%) and between 12 and 14 years old (70%). Also, the majority (62%) reported that their parents were not married to each other. As well, 73% of the youth reported that they had been in a dating relationship prior to participating in the program.

Table 3. Demographic Characteristics of Participants (N=2239).

	Frequency (Valid %)		Frequency (Valid %)		Frequency (Valid %)		Frequency (Valid %)
Grade		Age		Race/Ethnicity		Sex	
4 th	10 (0.5%)	10	33 (1.5%)	Black/African-American	1171 (52.8%)	Male	965 (45.0%)
5 th	26 (1.2%)	11	130 (5.9%)	White/Caucasian	694 (31.3%)	Female	1180 (55.0%)
6 th	300 (13.6%)	12	354 (16.1%)	Hispanic/Latino	143 (6.5%)	Missing	94
7 th	575 (26.1%)	13	605 (27.5%)	Native American	11 (0.5%)		
8 th	704 (31.9%)	14	583 (26.5%)	Asian American	16 (0.7%)		
9 th	301 (13.6%)	15	265 (12.1%)	Other	181 (8.2%)		
10 th	122 (5.5%)	16	100 (4.5%)	Missing	23		
11 th	99 (4.5%)	17	84 (3.8%)				
12 th	58 (2.6%)	18	36 (1.6%)	Parent's Marital Status		Ever Dated	
Graduated HS	11 (0.5%)	19	6 (0.3%)	Married to each other	667 (38.1%)	Yes	1469 (73.2%)
Missing	33	20	3 (0.1%)	Divorced	402 (23.0%)	No	538 (26.8%)
		Missing	40	Never married	680 (38.9%)	Missing	232
				Missing	490		

Relationship Efficacy. Youth were asked to rate *how confident they felt at the conclusion of the program*, compared to before the program, in forming healthy relationships (2 items) and applying interpersonal skills learned (3 items). As summarized in **Table 4**, a majority of the youth (71-78%) felt that they were either a little more confident or a lot more confident than before the program in establishing healthy relationships and applying the skills learned. Below are a few sample comments that youth shared regarding how the program helped them feel more efficacious:

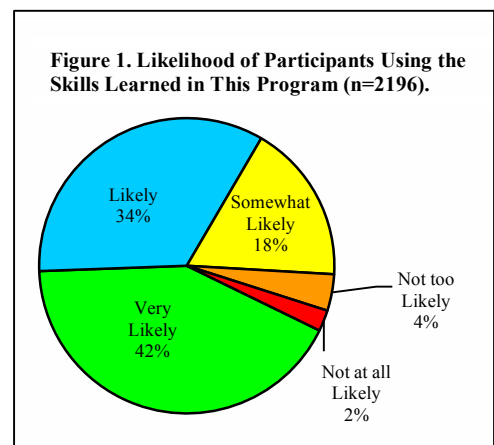
- *This program helps build up confidence and helps you get through certain obstacles in friendship and relationships* (Washington)
- *I feel more confident in my relationships and in sharing my opinions/feelings with people* (Morgan)
- *I think this program helped me to better understand the components of a healthy relationship between family, friends, etc. and figure out methods to productively handle conflicts* (Putnam)
- *The stuff we learned is stuff that sometimes we don't really talk about in schools and at other places and so sometimes the stuff like being abused is new information. So I know that I can be aware of my relationships and be smart about things* (Liberty)
- *I've been in a relationship where all my partner wanted was sexual activities, but now I know that wasn't right.* (Franklin)

Table 4. 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	2210	2.7	19.3	27.2	50.8
2. Being a good and sensitive listener	2204	3.1	22.0	32.4	42.5
3. Handling conflict in a healthy way	2191	5.7	21.5	31.4	41.4
4. Having a healthy dating relationship	2171	7.3	17.8	25.3	49.6
5. Expressing your feelings and sharing what you want from a dating partner.	2180	8.7	20.9	26.8	43.6

Likelihood of Using Learned Skills. Participants were also asked *how likely they were to use the skills learned in this program*. As illustrated in **Figure 1**, 76% of the respondents reported that they were very likely or likely to use the skills learned.

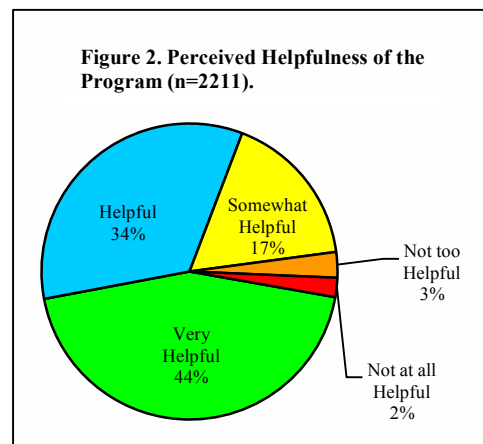
- *As a teenager, you are in search of your self-worth and looking to find where you belong. I think it would be important to share what I have learned in the Relationship Smarts program, because my friends are going through the same development as I am.* (Chattahoochee)
- *I will apply everything that I've learned in this program into my life so situations I've dealt with in the past will turn out better in the future.* (Washington)
- *When I get into a relationship, I can apply this program to it instead of being lost.* (Elbert)



- *I will use this in my future dating life and I will tell my kids (if I have any) about how life goes. I will talk to people and listen more carefully now. It will help me a lot as a person.* (Crisp)
- *This program will be a lot more helpful as I proceed in school, college, etc. I can tell like this program has helped me a lot compared to what I already knew.* (Morgan)
- *Personally, I believe this program will influence my future choices in relationships; be they platonic or romantic.* (Hancock)

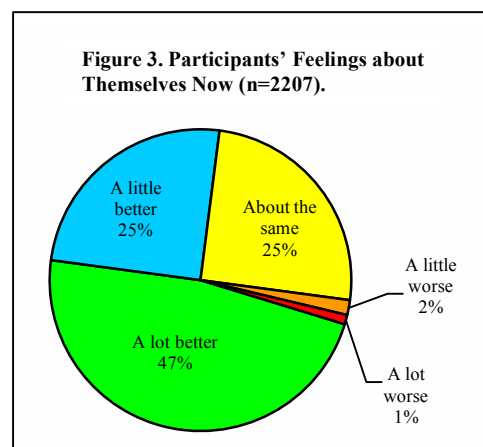
Helpfulness of Program. Participants were then asked *how helpful the program was to them*. As shown in **Figure 2**, 78% of the respondents felt that this program was either helpful or very helpful to them.

- *It has helped me with my attitude* (Early)
- *It helped me by not rushing into sex, or having kids, and not sending pictures* (Washington)
- *I feel like it really helped me with my family, and I feel like it can help me in the real life* (Cobb)
- *It has helped me make better decisions in my life* (Macon)
- *It has helped me to be comfortable expressing my feelings* (Randolph)
- *I think this will help me argue less with my siblings* (Barrow)
- *It will help me in all of my relationships with talking about what I want and arguing in a constructive manner* (Habersham)
- *I feel like this program has helped me change my ways and express my feelings more.* (Crisp)
- *I think this program will help me with starting, and sustaining, a good and healthy relationship* (Quitman)
- *I feel that this program will help me because I now know how to think before I speak and/or post* (Washington)
- *This program has helped show me what I need to look for to have a healthy relationship and if I have an unhealthy relationship, I need to get out of it as soon as possible* (Whitfield)
- *I honestly think that the program will help me to identify my true friends* (Morgan)
- *I feel it'll help me by giving me a better insight on the world and reality of relationships* (Gilmer)
- *My mom is a single mom and she does the best she can for me and my brother. Doing this program has helped me learn things about relationships she hasn't taught us* (Liberty)



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**, 72% of the respondents felt better about themselves.

- *It made me look at myself in a different way* (Quitman)
- *I feel I have grown as a person and have more self-worth* (Hancock)
- *The biggest change on my outlook is the way I will approach conversations. I will try to focus more on listening and understanding* (Morgan)
- *I feel like this program guided me to be a better person. Also, it showed me how a healthy relationship can benefit you. The program also created a mindset to where I didn't always need to present anger* (Cobb)
- *This program has strengthened me physically, mentally, emotionally, and socially* (Dougherty)
- *This program has helped me be a better person to myself and also towards my friends and boyfriend* (Crisp)
- *Helped my attitude and temper... letting me realize people go through deeper things than me and that I could be less selfish* (Monroe)
- *This program has helped me personally because it makes me feel good about who I am in or out of a relationship* (Dougherty)



Conclusion

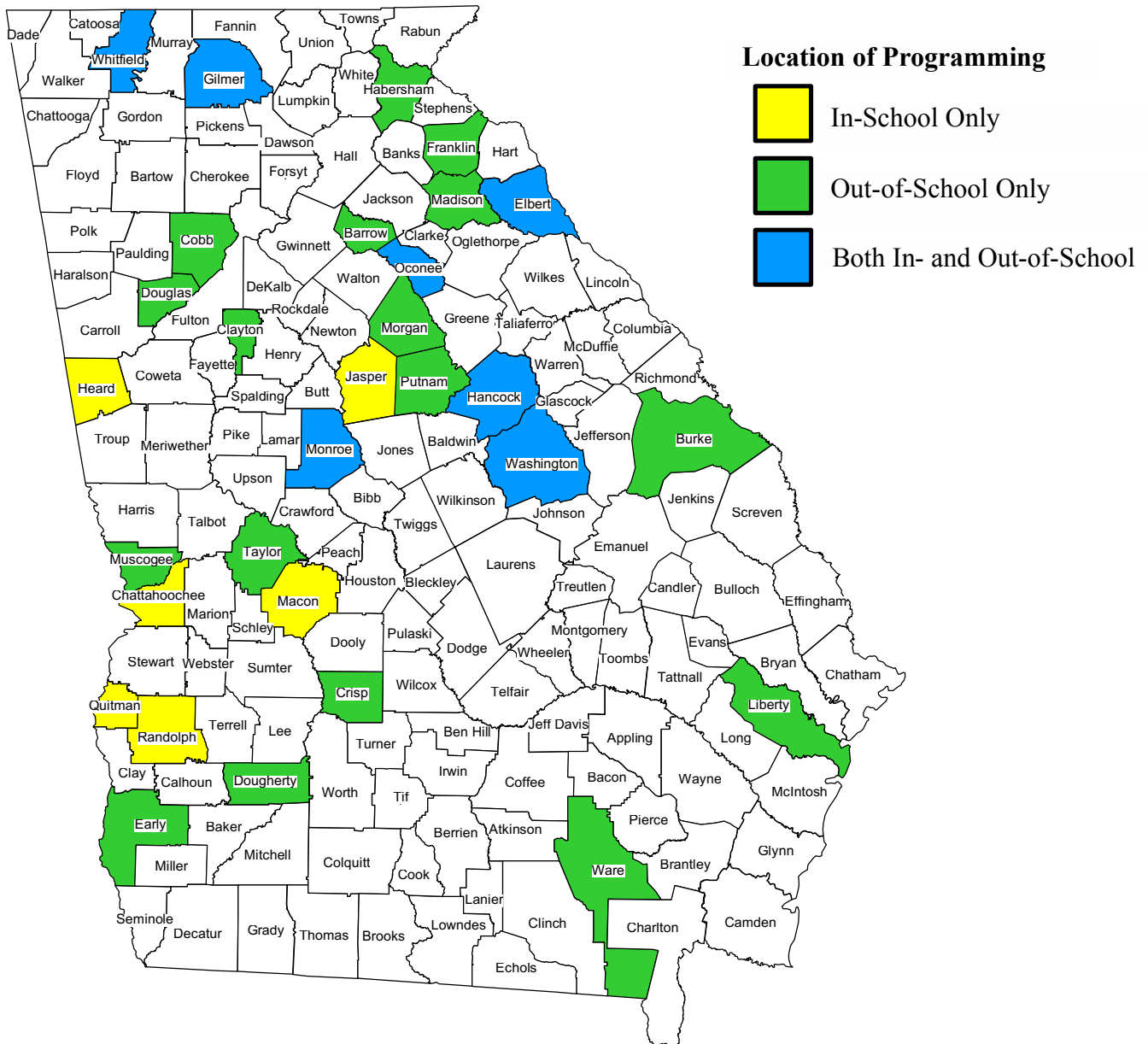
Overall, the program appears to have had a positive influence on these youths. These results suggest that, on average, program participants reported gaining awareness and understanding of what it means to have a healthy relationship and feeling more confident that they can use these skills and behaviors in their everyday lives and future relationships. Also, participants felt that the program was helpful to them and felt better about themselves after participating. More so, *72% 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 C** for additional comments):

- *Relationship Smarts changed my outlook on relationships by letting me know how relationships work and whether or not to stay in a healthy or unhealthy relationship (Quitman)*
- *I would consider this a very great program, and I would tell others (Washington)*
- *The relationship class changed my outlook on relationships because now I know that you and your partner must move at the same speed or you will have a shaky relationship. So, taking a slow relationship will give you time to get to know each other (Chattahoochee)*
- *One important lesson I learned was to always build a foundation on serious relationships I would like to have in the future. Building a foundation will help maintain a healthy relationship that will last (Whitfield)*
- *This program has created a different mindset on how to control my anger. Also, it showed me possible scenarios on how to resolve problems with family and friends (Cobb)*
- *What I enjoy most about the program is that I've learned how to handle toxic relationships with other people (Heard)*
- *I now see that it is better to learn the real person before getting into a relationship, not to mention learning how to maintain a healthy relationship (Hancock)*
- *It showed me that all relationships are different and there is a person out in the world for you. It also showed me how a relationship should be and how to recognize the signs of an abusive or detrimental relationship (Chattahoochee)*
- *I liked that we could connect things that we go through to the things we talk about in the program (Randolph)*
- *The classes have made me more cautious when getting into a relationship with someone. I notice more red flags now and think on if I really want to be in a relationship with someone (Elbert)*
- *I liked the topics we discussed because they were very informative and actually relatable. I felt like I was talked to like a teenager and not a kid (Dougherty)*
- *One important lesson I learned is to always know the red flags of a relationship. You should know when your relationship is heading downhill. You should never let anyone run over you in a relationship (Hancock)*
- *Participating in these classes taught me that mature respect and communication within all relationships is important to promote a healthy relationship (Morgan)*
- *Loving someone for their looks and loving someone for who they are can affect how your relationship works (Whitfield)*
- *I think I always thought that I should be the person "giving" in the relationships, but now I know that relationships are between two people and are important (Liberty)*
- *I learned to balance out your love life and your school life (Quitman)*
- *It is important to learn how to start good relationships and how good relationships can last. Lots of people don't know how to communicate which leads to bad relationships and people being sad or hurt. Better communication helps everyone and leads to good relationships and happy people (Chattahoochee)*
- *Being able to learn this important information is invaluable for me, especially because I will be an adult soon in the real world. (Liberty)*

Appendix A

Georgia Counties Where Relationship Smarts Plus Was Delivered (2017-2018)



Appendix B

Curriculum Content Presented and Number of Adolescents Present

N	Curriculum Lesson and Description
469	Lesson 1: “ <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.
2141	Lesson 2: “ <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.
2304	Lesson 3: “ <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.
162	Lesson 4: “ <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.
184	Lesson 5: “ <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.
2267	Lesson 6: “ <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.
2265	Lesson 7: “ <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.
2170	Lesson 8: “ <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.
159	Lesson 9: “ <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.
163	Lesson 10: “ <i>Sexual Decision-Making</i> ” encourages teens to clarify their sexual values by linking what they have learned about healthy relationships to sexual decision-making. Teens are presented with a six-part framework to define intimacy and are asked to consider a context for sex that is personally meaningful and protective to them. Youth participate in activities that examine the risks and benefits of their sexual choices and reflect on realistic scenarios after watching a short film. Teens also learn hands-on strategies for staying true to their boundaries and preventing pregnancy and STDs.
1632	Lesson 11: “ <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.
990	Lesson 12: “ <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 C

Overall Program Evaluation - Representative Sample of Comments

What did you like best about this program?

- How the teachers listened and they didn't raise their voice at all
- I like when we did the tree project
- I liked the group discussion every day
- That you can get anything off your chest
- I enjoyed being able to communicate with my own friends during this program. I also enjoyed the focus on communication
- I liked that I learned so much about myself and the people around me
- The comfortable environment
- The fun and interactive active games! They are definitely going to help me remember all that I learned
- Participating in the activities
- How important it is to keep away from sliding
- I like that we actually talked about different things each day and we got to express how we feel about it
- Talking about situations and comparing them to real-life situations
- Guidance she gave us on every topic
- How to be safe on social media
- How we get to watch the videos because they really help me
- I learned about not to add people you don't know on facebook and not to be a bully
- I like best that this program makes me feel like I can be taken seriously and I am finally growing up and learning about responsibilities
- I like that it helped us learn about cyberbullying
- It taught me that not everyone is going to be your friend
- The program hit on a lot of problems/topics that relationships/friendships have today
- When we talked about the love chemicals
- I learned about how not to get STD's
- It is very relatable to me and kids my age. Most of the things taught were the things I go through
- Learning to accept others, how to communicate with others in an easier way, and how to be more mature
- That I got to express my feelings with someone
- The baggage program which taught us how to let go
- The part about sexting and bullying because some people may be doing that and not even know it. They may think it is totally harmless
- The powerpoints and visual aids that gave a visual understanding of the topic
- When the girl and the boy worked out their problems
- When you gave us the cards and we had to read them out loud and say what we think about it
- Finding what you like in a partner
- How open we spoke about certain situations
- I learned more about the people in this class
- I love how it helps you in situations you are going through. It gives me advice on what to do in situations where I'm lost
- It changed my whole life
- Learning about how to keep a healthy relationship with people close to me
- Learning how to maturely handle situations
- The program shows you the truth
- How the program helped me be more confident in dating people
- Learning how to get away from an abusive relationship
- I like the part when she talked about unplanned birth through the child eyes
- I like the social media part because you need to be careful what you post and you who hang out with
- The "learning your values." I liked how it taught us to stick up for what we believe in no matter what and to always be kind
- I liked how it taught us more about relationships and what happens in them. The 3-6-9 rule was a big thing to me
- I liked how it was laid out. I liked that some areas of the program had videos to sum up and give an example of what we're talking about
- What I liked best about this program is that they showed us how to handle fights with relationships calmly
- I like how this program teaches us about our health
- The best part about this program is that I could go to any of the instructors for advice
- The instructor was very energetic and made class fun
- How they encourage you to be yourself and not act a certain way just so a girl can like you
- I liked the pregnancy lesson the best
- I liked the relatable facts and the human-like scenarios
- We were taught how to treat others in a relationship and how to respect them and ourselves
- Expressing your feelings and sharing what you want from a dating partner
- I liked how the facilitator took time to break down each lesson to where everyone understood
- I liked the fact that this program helps me if I ever do get in a relationship. Now I know that before I'm with someone, I should get to know them first
- I liked the part when it talked about a proper way to end a relationship
- It helped me question if I should be in a relationship
- These are lessons we can use in real life
- I liked the role play
- It gave tips on breaking up with people the right way, and I needed that
- Getting to know myself
- I liked the program best when it talked about a father figure
- Knowing how the brain works during a relationship and how it affects people
- Talking about what drugs do to your body
- I loved how everybody was so open and nobody felt unwelcomed to talk
- How we discussed everything. There was no sugar-coating anything. We kept it real
- I liked talking about the differences of a child when the parent is or isn't in the child's life
- The best part of the program was when we worked on communication
- Hands on learning
- Learning more than what we learn in school
- Doing different activities to express how we would react

What did you like least about this program?

- I didn't like how short the time was. I want it longer
- There really is nothing I didn't like
- I did not enjoy the outdated videos. I feel as though I could not connect with them because the videos were very out of date and were not in touch with life today
- I didn't like that it ended way too early. It was so interesting to learn about and I can definitely use it when my friends' boyfriends or girlfriends are giving them problems
- It scared me a little
- The amount of sitting was not the greatest
- The lack of interaction between participants
- How the teacher had to stop and tell the other students to be quiet
- Talking about divorces
- The college and education lesson
- The packet we had to do
- Having to stay awake
- How long it lasted
- I did not like that it got a little personal and awkward in some situations
- I did not like that we only have 4-H once a month
- I don't like the parts about bullying because we have a lot of talks about cyberbullying
- In some videos I did not like how the people were being mean to other people
- It was not interesting
- We have to talk about sex and relationships
- What I like the least about the program was that it made me feel bad for what other people are going through
- Bringing memories back from past
- I don't like being too open
- I felt like I didn't need to know some of the stuff
- It was a little repetitive
- Other kids were immature and didn't take anything seriously
- Staying after school
- The depression inducing conversations
- How a lot of things were repeated
- It makes it sound as if you don't want us to be in relationship or like you're preventing us from having fun
- I didn't really like the pyramid. I don't like the topic of sex. I like how it taught us to wait though
- There are some areas that we skipped due to time that I would like to learn about
- Having to write
- Not many physical activities
- What I liked least about the program is the time frame we have because I would like to learn more about relationships and 45 minutes isn't enough
- What I like least about the program is that they don't talk about the effects of bullying (depression, anxiety) but I do like how they talk about how to handle relationships
- All the work, but it was worth it
- How we talked about bad things that can happen to you in a relationship or a family situation
- The part about pregnancy
- The thing I least liked about the program is that we talked about dating violence
- The time the classes started
- We never had enough time for a good discussion
- I don't like it because it takes up P.E. time
- That it was repetitive, from my perspective, it seemed to stress the small things
- Going up in front of the class
- Some things I already knew through my parents
- Too much information
- Having to listen to many stereotypes about teenagers
- The breakup part
- Where the program was held
- Going over sex ed as a whole group
- The last lesson about more detailed relationships
- 3-6-9 month rule
- Examining family patterns
- Have to participate and talk
- Sitting for a long period of time
- Talking about relationships because it is not interesting
- The crazy comments people said
- The relationship smarts plus book
- I wish it gave more examples and life stories
- I had to be in the same group as middle schoolers and they don't deal with the same things
- Relationship part brought back a lot of things in the past, but also an eye opening moment
- When the couple was talking to each other in "the right way" because it was kind of unrealistic
- It was way too long
- Power points could have been more interesting
- Doing the classes in the morning
- That a lot of the scenarios were about males and females, but we need to remember that people can be gay and it's ok-more inclusiveness
- The breaks were too short
- Writing down our feelings
- Talking about boys in front of boys

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

- Helped me become a better student and sensitive listener
- I feel like I will have stronger relationships in the future and build up the relationships I have now
- Has given me more knowledge in the communication area and relationships
- I personally feel like I can relate better with people and understand other's maturity levels and values more which can help me to connect with them
- It has taught me that I need to actually communicate with people, especially my boyfriend to tell him how I feel
- This program has shown me what to look for in relationships and what not to do in relationships. I have learned how to help with abuse or bad decision making
- It will show me not to do anything inappropriate on the internet
- Relationship Smarts will help me personally by allowing me not to move too fast in any relationship that I don't feel loved in
- I feel it will help me make good choices
- I have a stronger bond with my family
- I think that it helped me to not make fun of kids
- It has helped me personally because I would be able to get off my phone more often and spend time with my family
- It shows me the danger of social media and how to be safer
- Personally this program will help me become a good man to my woman/wife, and talk things out with my significant other
- It has helped me speak out more and come out of my comfort zone a little bit
- This program has shaped my personality to make me feel better about myself and I feel better about the fact that I used to be bullied and how now really no one wants to associate with me because I know that some people do have it worse
- This program has showed me maybe I need to be more open to others opinions and feelings
- This program will help me in finding a partner that meets my standards. It will help me be a better listener
- The program helped me see all the good things about me instead of focusing on my flaws
- I don't really think it'll do much for me. It's more or less just a reminder
- It has made clear what I should expect with life, relationships, family, and how to deal with it
- It helps me identify my weaknesses in relationships and provides ways to strengthen them
- This program is actually good and could be helpful to some in need. If they are in an abusive relationship and don't know what to do or even if they aren't getting along with someone it could help you on what to do
- I feel I understand a little more about what it means to be in a relationship and maybe I am more prepared for the future
- By teaching me to always be me, to be kind no matter what, and to always stick up for people and your beliefs. To never be mean and bully. To always be kind and loving
- I have changed my attitude and started helping people every single day
- I feel like it will help me for when people try to talk to me about something important and I need to listen
- I will decide and not slide
- I will put more thought into my relationships
- If I'm a father, it will help me understand what a father is supposed to do in life
- It helped me by telling what happens when you have a baby as a teen
- It will help me when I want to confront someone
- It's okay to disagree
- It will help me personally by not bullying people or hurting people with mean ugly words
- I've never really been in a dating relationship, but now when I have one I feel like I will be better prepared. I learned how to communicate and share better with a partner
- I don't see it helping me personally now or later just due to the fact I don't concern myself with relationships anymore
- It will help me in arguments to respect others' opinion
- It will help me in the future because now I know what a red sign is and what the signs of danger that I will have to get out of that relationship
- To stay away from drugs and alcohol
- I thought it was helpful because next year in high school I know what to expect in my future relationships going through high school and life
- It showed me how to deal with stuff and to stay true to me
- I feel like I can communicate with partner and family more than I could before I started
- I now understand sexual and personal boundaries
- It was a great way for me to re-evaluate my relationships and I liked the tips/worksheets I was given to help make those changes and/or build the relationships. Loved this class!! Good job!
- It made me more conscious about who I date
- It will help me and my boyfriend have a better relationship
- It will help me handle situations better and feel more comfortable saying "No"
- Picking good friends and not hanging with the wrong crowd
- It has helped me to be careful and set boundaries for myself
- I believe my future relationships will last longer and have a more positive outlook
- It will help me by thinking twice before doing the thing I use to do
- I feel more secure and certain about standing my ground in a relationship and I feel justified in my past decisions to end toxic relationships
- The infatuation was something I didn't know about and was helpful to learn about
- It will help me as I grow older and start dating to give and get respect
- Learning other people's stories, being able to catch up in school, and the fact it let me realize how I could change my life before it was too late
- It is important to role play and know what to do if there is an issue in a relationship
- The information is great because it will make you think about how to be the best possible person when you are in a relationship

