

# Making the Connection between Relationship and Sex Education

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## Relationship Smarts Plus & Reducing the Risk

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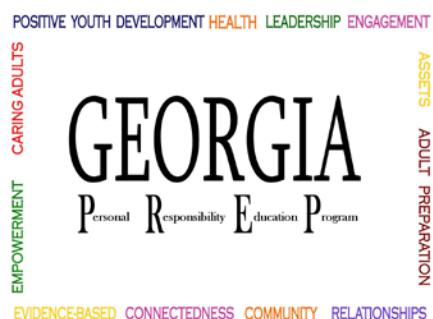
Some of the topics addressed in both ***Reducing the Risk (RR)*** and ***Relationship Smarts Plus (RS+)*** may reinforce similar points or provide opportunities to build on points already made. The purpose of this resource is to illustrate which concepts from each curriculum can be connected in order to facilitate the promotion of healthy sexual decision-making and practices *within* the context of healthy couple relationships.

Depending on your program implementation design, you can use this resource as follows:

- For programs implementing RS+ *prior to* RR, refer to the guide beginning on page 2. While adhering to the fidelity of the RR curriculum, facilitators can remind teens of the RS+ topics previously discussed as a way to reinforce similar points and skills.
  - For programs implementing RR *prior to* RS+, refer to the guide beginning on page 8. While following the guides of the RS+ program, facilitators can remind teens of the RR topics previously discussed as a way to reinforce similar points and skills.
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<b>Connecting Points From Relationship Smarts When Teaching Reducing the Risk!</b>	
<b>OVERVIEW</b>	
<b>Reducing the Risk (RR)</b>	<b>Relationship Smarts Plus (RS+)</b>
Class 2 (41) Abstinence: Not Having Sex	<ul style="list-style-type: none"> <li>• Lesson 3 (3.2, 3.3)</li> <li>• Lesson 4 (4.2, 4.3)</li> <li>• Lesson 6 (6.1, 6.2)</li> <li>• Lesson 10 (10.3, 10.4)</li> </ul>
Class 3 (53) Refusals	<ul style="list-style-type: none"> <li>• Lesson 1 (1.4)</li> <li>• Lesson 4 (4.2, 4.3)</li> <li>• Lesson 10 (10.3, 10.4)</li> </ul>
Class 4 (73) Using Refusal Skills	
Class 5 (85) Delaying Tactics	<ul style="list-style-type: none"> <li>• Lesson 1 (1.4)</li> <li>• Lesson 6 (6.1, 6.2)</li> <li>• Lesson 9 (9.2, 9.3)</li> </ul>
Class 6 (97) Avoiding High Risk Situations	<ul style="list-style-type: none"> <li>• Lesson 1 (1.4)</li> <li>• Lesson 8 (8.6)</li> <li>• Lesson 9 (9.5)</li> </ul>
Class 10 (149) Skills Integration – II	<ul style="list-style-type: none"> <li>• Lesson 1 (1.4)</li> <li>• Lesson 6 (6.1, 6.2)</li> <li>• Lesson 9 (9.3, 9.4, 9.5)</li> </ul>
Class 11 (163) Skills Integration – III	<ul style="list-style-type: none"> <li>• Lesson 3 (3.2, 3.3)</li> <li>• Lesson 4 (4.2, 4.3)</li> <li>• Lesson 6 (6.1, 6.2)</li> <li>• Lesson 8 (8.6)</li> <li>• Lesson 9 (9.3, 9.4, 9.5)</li> <li>• Lesson 10 (10.1, 10.2)</li> <li>• Lesson 11 (11.1, 11.2, 11.3, 11.4, 11.5, 11.6)</li> </ul>

## Reducing the Risk

### **Class 2 (pg. 41) Abstinence: Not Having Sex**

Students explore the methods of avoiding pregnancy or STD/HIV and discuss why some teens don't use protection during intercourse. In addition, students discuss elements of successful male/ female communication about abstinence



### **Connection to Relationship Smarts**

- **Lesson 3\*** (3.2, 3.3) Instructors may ask students to think about the principles of the Relationship Pyramid when discussing the relationship building element of successful romantic relationships.
  - If teens have a difficult time coming up with reasons to be abstinent, remind them of the Inverted Pyramid activity (3.2) and the consequences that come with starting a relationship with sex.
  - Additionally, remind teens of the discussion of infatuation when coming up with reasons not to delay having sex until they are older.
  - Last, the better communication is between two partners, including conversations about abstinence, the stronger the foundation of the pyramid will be.
- **Lesson 4** (4.2, 4.3) Instructor may ask teens to remember the Three Sides of Love activity (4.2) and the discussion about building true intimacy (4.3) when listing reasons to be abstinent.
- **Lesson 6\*** (6.1, 6.2) Ask teens to remember the sliding versus deciding discussions when brainstorming reasons teens may remain abstinent. Remaining abstinent is a good way to avoid sliding in a relationship.

## **Reducing the Risk**

### **Class 3 (pg.53) Refusals**

Students discuss the importance of communicating with parents or guardians about sex and relationships. Students also explore elements of verbal and nonverbal communication and how to effectively use both types of communication during refusals.

### **Class 4 (pg. 73) Using Refusal Skills**

Students role-play scenarios in small groups to practice refusal skills.



### **Connection to Relationship Smarts**

- **Lesson 1** (1.4) If teens are having difficulty using refusal skills, remind them of the pressure situations activity and how they responded to those situations.
- **Lesson 4** (4.2, 4.3) Prior to completing the Class Three homework activity, remind teens about the Three Sides of Love pyramid (4.2) and the Chart A Relationship activity (4.3). Tell them to think about the progression of a healthy relationship when discussing how teens could show affection to someone they love.
- **Lesson 10** (10.3, 10.4) The refusal skills process described in RR is different from the effective complaining method described in RS. Remind teens to think about the effective complaining method, and ask them how these techniques could enhance their refusal skills and help maintain the relationship. Let them know that these methods make it more likely that their partner will listen to what they have to say.

## Reducing the Risk

### Class 5 (pg. 85) Delaying Tactics

Students learn and practice tactics for delaying sexual intercourse.



### Connection to Relationship Smarts

- **Lesson 1** (1.4) Remind teens about the Pressure Situations activity when deciding what to do in a high pressure situation, before and after using a delay tactic.
- **Lesson 6\*** (6.1, 6.2) Ask teens to remember the sliding versus deciding discussions. Delaying sexual intercourse is a great way to avoid sliding into relationship decisions.
- **Lesson 9\*** (9.2, 9.3) Remind teens of the Time-Out Skill (9.3). Tell them you will now discuss a new way to use a time-out (delay tactic). Remind them of the “thinking brain” versus the “primal lower brain” (9.2). Let them know that they will learn to avoid making poor decisions during an aroused situation when their “thinking brain” is not working as effectively.

## Reducing the Risk

### Class 6 (pg. 97) Avoiding High Risk Situations

Students discuss Yellow Light Signs of Caution and Red Light Signs of Sex that may lead to sex. In addition, they learn what actions to take during those risky situations.



### Connection to Relationship Smarts

- **Lesson 1** (1.4) Remind teens of the pressure situations activity and their decision-making process to help them come up with role-play responses. Tell them they will continue to practice planning for high pressure situations in this lesson.
- **Lesson 8\*** (8.6) Remind teens of the Red Flag activity. Tell them that the ability to recognize relationship “red flags” can help them avoid Yellow and Red Light situations that might lead to sex, such as a partner pressuring you to spend more time alone together.
- **Lesson 9\*** (9.5) Let teens know that using the simple problem solving model may be one way to handle a Yellow Light Situation.

## Reducing the Risk

### Class 10 (pg. 149) Skills Integration – II

Students role-play, practicing learned communication skills and refusal and delay tactics.



### Connection to Relationship Smarts

- **Lesson 1** (1.4) Remind teens about their responses to pressure situations and their decision-making process to help them come up with role-play responses. Explain that they will practice how to react during risky, high-pressure situations using their learned refusal and delay tactics.
- **Lesson 6\*** (6.1, 6.2) Remind teens about the High-Risk Sliding approach to relationships. Using refusal skills and delay tactics is an excellent way to avoid sliding into relationship decisions.
- **Lesson 9\*** (9.3, 9.4, 9.5) Remind teens about positive communication techniques learned in Lesson 9. Tell them they will expand on using positive communication by practicing refusal and delay

## Reducing the Risk

### Class 11 (page #163) Skills Integration – III

Participants have the opportunity to give advice to their “kid sister” and encourage her to delay sex. Students role-play, practicing learned communication skills and refusal and delay tactics.



## Connection to Relationship Smarts

### Activity 1: My Kid Sister

- **Lesson 3\*** (3.2, 3.3) If teens have a difficult time coming up with reasons not to have sex, remind them of the Inverted Pyramid activity (3.2) and the consequences that come with starting a relationship with sex.
- **Lesson 4** (4.2, 4.3) Remind teens of the three sides of love (4.2) and the discussion on building true intimacy (4.3) when discussing reasons to/not to have sex in a relationship.
- **Lesson 6\*** (6.1, 6.2) Ask teens to remember the sliding versus deciding discussions when brainstorming reasons not to have sex. Having sex too early in a relationship or having sex before you feel ready are examples of sliding.
- **Lesson 8\*** (8.6) If teens are hesitant to discuss waiting to have sex with a partner, remind them of the Draw the Line of Respect activity. Tell them that if a partner does not respect their choice to be abstinent, this is a sign of abusive or controlling behavior.
- **Lesson 11\*** (11.1, 11.2, 11.3, 11.4, 11.5, 11.6) If teens have a hard time coming up with reasons not to have sex, remind them about the risk of a child resulting from sex as well as the potential consequences for children being raised by teen parents.

### Activity 2: Role-Plays

- **Lesson 1** (1.4) If teens are having difficulty using refusal skills or delay tactics, remind them of the Pressure Situations activity and how they responded to those situations.
- **Lesson 9\*** (9.3, 9.4, 9.5) Remind teens about positive communication techniques learned in Lesson 9. Tell them they will expand on using good communication during the role play activities.
- **Lesson 10** (10.1, 10.2) Remind teens about communication patterns that damage relationships (10.1) and the four danger signs for poor communication (10.2). As the teens complete the role play activities, remind them that these negative patterns should be avoided during difficult conversations even when using delay tactics or refusal skills.

<b>Connecting Points From Reducing the Risk When Teaching Relationship Smarts</b>	
<b>OVERVIEW</b>	
<b>Relationship Smarts Plus (RS+)</b>	<b>Reducing the Risk (RR)</b>
Lesson 1.1-1.3 (p. 1) Who Am I and Where Am I Going?	<ul style="list-style-type: none"> <li>• Class 1A &amp; 1B</li> <li>• Class 12</li> <li>• Class 13</li> </ul>
Lesson 1.4 (p. 11) Who Am I and Where Am I Going? - Pressures Situations	<ul style="list-style-type: none"> <li>• Class 3</li> <li>• Class 4</li> <li>• Class 5</li> <li>• Class 6</li> <li>• Class 9</li> <li>• Class 11</li> </ul>
Lesson 2 (p. 23) Maturity Issues and What I Value	<ul style="list-style-type: none"> <li>• Class 3</li> <li>• Class 4</li> <li>• Class 5</li> <li>• Class 6</li> <li>• Class 9</li> <li>• Class 10</li> <li>• Class 11</li> <li>• Class 13</li> </ul>
Lesson 3 (p. 45) AtTRACTIONS and InfatuATIONS	<ul style="list-style-type: none"> <li>• Class 2</li> <li>• Class 11</li> </ul>
Lesson 4 (p. 75) Love and Intimacy	<ul style="list-style-type: none"> <li>• Class 2</li> <li>• Class 3</li> <li>• Class 4</li> </ul>
Lesson 5 (p. 107) Principles of Smart Relationships	<ul style="list-style-type: none"> <li>• Class 2</li> <li>• Class 3</li> <li>• Class 4</li> <li>• Class 5</li> </ul>
Lesson 6 (p. 135) The Low-Risk Approach to Relationships: Decide, Don't Slide!	<ul style="list-style-type: none"> <li>• Class 1A &amp; 1B</li> <li>• Class 2</li> <li>• Class 3</li> <li>• Class 4</li> <li>• Class 5</li> <li>• Class 6</li> <li>• Class 10</li> <li>• Class 11</li> </ul>
Lesson 7 (p. 175) Is it a Healthy Relationship?	<ul style="list-style-type: none"> <li>• Class 2</li> <li>• Class 3</li> <li>• Class 4</li> <li>• Class 5</li> </ul>
Lesson 8 (p. 199) Breaking Up and Dating Abuse	<ul style="list-style-type: none"> <li>• Class 10</li> </ul>
Lesson 9 (p. 237) A Foundation for Good Communication	<ul style="list-style-type: none"> <li>• Class 1A &amp; 1B</li> <li>• Class 2</li> <li>• Class 3</li> <li>• Class 4</li> <li>• Class 5</li> <li>• Class 6</li> <li>• Class 9</li> <li>• Class 10</li> </ul>
Lesson 10 (p. 277) Communication Challenges and More Skills	<ul style="list-style-type: none"> <li>• Class 2</li> <li>• Class 3</li> <li>• Class 4</li> <li>• Class 5</li> <li>• Class 10</li> </ul>
Lesson 11 (p. 313) Through the Eyes of a Child	<ul style="list-style-type: none"> <li>• Class 2</li> <li>• Class 12</li> <li>• Class 13</li> </ul>
Lesson 12 (p. 367) Looking Towards the Future: Healthy Relationships and Healthy Marriages	<ul style="list-style-type: none"> <li>• Class 1A &amp; 1B</li> <li>• Class 3</li> <li>• Class 4</li> <li>• Class 5</li> <li>• Class 6</li> <li>• Class 9</li> <li>• Class 12</li> <li>• Class 13</li> </ul>
Lesson 13 (p. 407) Follow Your North Star	<ul style="list-style-type: none"> <li>• Class 1A &amp; 1B</li> <li>• Class 2</li> <li>• Class 3</li> <li>• Class 4</li> <li>• Class 5</li> <li>• Class 6</li> <li>• Class 12</li> <li>• Class 13</li> </ul>

## **Relationship Smarts**

### **Lesson 1: Who Am I and Where Am I Going?**

#### **Sections 1.1 – 1.3 (pg. 1)**

Students brainstorm who they are now, who they want to be in the future, and who is supporting them in that process. They also brainstorm various people or actions that could act as obstacles to their goals and dreams and what they will do to avoid/overcome those obstacles. Brainstorm ways to remain true to themselves when put in tough situations involving peer pressure. They evaluate the risks associated with their different choices.



### **Connection to Reducing the Risk**

- **Classes 1A & 1B:** If teens are having a hard time thinking of obstacles for their Possible Selves Tree, remind them of the My Risk: Pregnancy worksheet 1.2 (specifically part B). Explain that pregnancy can serve as a major obstacle to reaching their goals and dreams. Even if teen parents do overcome obstacles and make their dreams come true, they likely face many challenges not faced by teens without children.

**Classes 12 & 13:** Ask teens to think back to the discussions on HIV and other STDs. Explain that these can be barriers to their possible selves.

## Relationship Smarts

### Lesson 1: Who Am I and Where Am I Going?

#### Section 1.4 (pg. 11)

Teens brainstorm ways to remain true to themselves when put in tough situations involving peer pressure. They evaluate the risks associated with their different choices.



#### Connection to Reducing the Risk

- **Classes 3, 4, & 5:** Remind teens of the refusal skills and delay tactics they learned in classes 3, 4, and 5. Explain that they will continue to learn about more skills for managing peer pressure during the Pressure Situations Activity in Lesson 1.4.
- **Class 6:** Remind teens about the Handling Crisis Situations activity. Tell them they will further explore how to handle pressure situations in Lesson 1.4.
- **Class 9:** If teens are stuck coming up with answers to the Pressure Situations, remind them of the Lunchtime Chat role play and the answers they had to the difficult questions in Class 9.
- **Class 11:** Remind teens of the role play activities in Class 11. Tell them they will further explore how to deal with pressure situations in Lesson 1.4.

## Relationship Smarts

### **Lesson 2 (pg. 23): Maturity Issues and What I Value**

Teens discuss maturity, evaluate their own maturity, and explore what values are important to them.



### **Connection to Reducing the Risk**

- **Classes 3, 4, & 5:** When coming up with ideas for maturity, remind teens about classes 3, 4, and 5, in which they learned about refusal and delay tactics. Using good communication and standing up for your values are examples of social maturity.
- **Class 6:** Remind teens about Class 6, where they learned how to avoid high risk situations. Thinking ahead and planning to make positive choices are examples of mental maturity.
- **Class 9:** Remind teens about An Important Discussion and A Lunchtime Chat role plays. Tell them that planning ahead and discussing choices are signs of mental and social maturity.
- **Classes 10 & 11:** Remind teens about the activities during classes 10 and 11 that allowed them opportunities to practice handling difficult or pressuring situations. Tell them that successfully discussing difficult topics with a partner and avoiding high risk situations are examples of mental, emotional, and social maturity.
- **Class 13:** Remind teens of the Risk Continuum and Personal Risks activities. Explain that evaluating risks before making a decision is an example of mental maturity.

## **Relationship Smarts**

### **Lesson 3 (pg. 45): Attractions and Infatuations**

Teens identify characteristics of a healthy relationship and negative consequences of having sex too soon. They also explore brain chemistry as a reason why teens may have sex too soon.



### **Connection to Reducing the Risk**

- **Class 2:** Remind teens about the three aspects of healthy relationships discussed in Class 2: communication, relationship building, and planning. Tell them they will explore further ways to build a healthy relationship during the Relationship Pyramid activity (2.2).
- **Class 11:** Remind teens about the My Kid Sister role-play activity, in which they explained to their young sister why she should delay sex. . Explain that they will further explore the consequences of having sex too early in a relationship and how “love chemicals” can lead one to making decisions he/she would not normally make.

## **Relationship Smarts**

### **Lesson 4 (pg. 75): Love and Intimacy**

Teens explore different types of love and different aspects of genuine love. They also learn about what it takes to build this kind of love.



### **Connection to Reducing the Risk**

- **Class 2:** Remind teens about the three aspects of a healthy relationship discussed in Class 2: communication, relationship building, and planning. Explain that they will dig deeper into what makes a healthy relationship in the Three Sides of Love (4.2) and Chart a Relationship (4.3) activities.
- **Classes 3 & 4:** Remind teens about the role-play activities in which one partner was using refusal skills with another partner. Point out that a relationship that has all sides of the love triangle is more than just physical, but would also involve trust from both people to respect each other’s wishes and desires for safe sex. Thus, if a partner ignores refusals, this is likely a sign that one or more of the sides of love is absent from the relationship.

## Relationship Smarts

### Lesson 5 (pg. 107): Principles of Smart Relationships

This lesson focuses on seven principles teens should adhere to when seeking a smart relationship.



#### Connection to Reducing the Risk

- **Class 2:** Remind teens about the three aspects of a healthy relationship discussed in Class 2: communication, relationship building, and planning. Explain that they will now expand on how to identify a healthy relationship as they discuss seven principles for healthy relationships.
- **Classes 3, 4, & 5:** Remind teens about the refusal and delay tactic role plays. These role plays address principles 2 (pay attention to values), 5 (expect good communication), and 7 (expect respect – have standards for what you expect).

## Relationship Smarts

### **Lesson 6 (pg. 135): The Low-Risk Approach to Relationships: Decide, Don't Slide!**

Teens discuss the importance of getting to know someone and consciously making the decision to date them.



#### **Connection to Reducing the Risk**

- **Classes 1A & 1B:** Remind teens of the pregnancy (1A) and HIV (1B) risk activities. Explain they will now learn additional risks and consequences of “sliding” into relationships and/or sex.
- **Class 2:** Remind teens about the importance of communicating about sexual decisions, discussed during class 2 of Reducing the Risk. Explain that communicating about sex and relationships is part of the low-risk deciding approach. Tell them they will learn more about the ways to decide, not slide, in relationships.
- **Class 3, 4, & 5:** Remind teens about refusal and delay tactics. Explain that setting sexual boundaries and communicating about setting limits in the relationship is part of the low-risk deciding approach to relationships.
- **Class 6:** Remind teens about the Handling Crisis Situations activity, during which they came up with alternative action plans to crisis situations. Explain to the teens that planning for Yellow and Red Light situations is part of the low-risk deciding approach and can help them avoid sliding into relationships.
- **Class 10:** Remind teens about the Generating Alternatives activity during class 10. Tell them that planning ahead and discussing sexual choices are part of the low-risk deciding approach.
- **Class 11:** Remind teens of the Time for a Condom role play. Explain that planning for safe sexual choices is part of the low-risk deciding approach to relationships.

## **Relationship Smarts**

### **Lesson 7 (pg. 175): Is It a Healthy Relationship?**

Teens explore the differences between unhealthy and healthy relationships.



### **Connection to Reducing the Risk**

- **Class 2:** Mention the three basic elements of healthy relationships that teens learned in class 2: communication, relationship building, planning. Tell teens they will now learn additional aspects of healthy and unhealthy relationships.
- **Classes 3, 4, & 5:** Remind teens about the refusal and delay tactic role plays. Explain to the teens that they will explore the aspects of healthy and unhealthy relationships in more depth. Teens in healthy relationships may not often use refusal/delay tactics or may only have to use them one time. Teens in unhealthy relationships may find themselves constantly having to use refusal/delay tactics in response to feeling pressured.

### **Lesson 8B (pg. 199): Dating Abuse**

Teens learn to recognize signs of dating abuse and how to prevent it or help a friend.



### **Connection to Reducing the Risk**

- **Class 10:** Ask teens to think back to the Two Hours to Kill and Small Party role plays. Explain that a person pressuring their partner is a red flag for possible abuse (8.4) and that they will continue to learn how to handle pressure situations and aggressive partners during the Volunteer Demonstration and Skills Drill activities (8.6).

## Relationship Smarts

### **Lesson 9 (pg. 237): A Foundation for Good Communication**

Teens learn how communication patterns develop and how the brain's reactions affect their communication patterns. They also learn how to overcome negative communication patterns or build on existing positive ones with the time-out skill, the speaker-listener technique, and using daily appreciations.



### **Connection to Reducing the Risk**

- **Classes 1A & 1B:** Remind teens about the Lee and Lee role plays. Tell them they will learn more techniques for effective communication and problem solving in relationships.
- **Class 2:** Remind teens about the three basic elements that provide a foundation for a successful romantic relationship: communication, relationship building, and planning. Explain that they will now dig deeper into communication techniques and problem solving skills, which are part of communication and relationship building. As well, let them know that the relationship building element can be enhanced by daily appreciations (9.6).
- **Classes 3, 4, & 5:** Remind teens about the refusal and delay tactics learned in classes 3, 4, and 5. Explain that the refusal and delay tactics are examples of planning and using the thinking brain (9.2), taking time outs (9.3), and problem solving (9.5).
- **Class 6:** Ask teens to think back to the Handling Crisis Situations activity. Explain that RS Lesson 9 will provide additional techniques and methods for handling Yellow Light situations or situations in which they are being pressured by another person.
- **Classes 9 & 10:** Remind teens about the role play activities from classes 9 and 10. Explain that they will learn more about effective communication patterns and techniques during RS Lesson 9.

### **Relationship Smarts**

#### **Lesson 10 (pg. 277): Communication Challenges and More Skills**

Teens explore the negative communication patterns that damage relationships and how to recognize them. They also discuss how to complain effectively in order to be heard, not ignored.



#### **Connection to Reducing the Risk**

- **Class 2:** Remind teens about the three basic elements that provide a foundation for a successful romantic relationship: communication, relationship building, and planning. Explain that they will now dig deeper into communication patterns and skills related to strong communication, such as identifying danger signs (10.2) and effective complaining (10.3 & 10.4).

**Classes 3, 4, & 5:** Ask teens to think back to the refusal and delay tactics they learned in Classes 3, 4, and 5. Explain that in high pressure situations, in which they may have to use refusals or delay tactics, using effective complaining and good communication are important skills to have. Tell them they will now learn how to effectively complain to a partner.

## Relationship Smarts

### Lesson 11 (pg. 313): Through the Eyes of a Child

Teens explore how important parents are to children and how having a baby as a teenager would affect the child.



### Connection to Reducing the Risk

- **Class 2:** If teens are having a hard time coming up with what a baby would want during the Family Wanted activity (11.1), remind them about the three basic elements that provide a foundation for a successful romantic relationship: communication, relationship building, and planning. Ask the teens to think about what a baby would want from a parental relationship standpoint. As well, these basic elements can be applied to the relationship between the teen parent and the child.
- **Classes 12 & 13:** Ask teens to think back to the HIV and STD discussions in classes 12 and 13. Teens may think about how having a mother who has contracted HIV or other STDs can affect a baby.

### Relationship Smarts

#### **Lesson 12 (pg. 367): Looking Towards the Future: Healthy Relationships and Healthy Marriages**

Teens discuss the sequence to success and ways to have a healthy, long-lasting marriage in the future, applying the principles learned in Relationship Smarts.



#### **Connection to Reducing the Risk**

- **Classes 1A & 1B:** Remind teens about the Pregnancy Risk (1A) and STD/HIV Risk (1B) activities. needs to be rephrased – only contraception/condoms can prevent STDS and pregnancy as stated in the success sequence. Tell them they will learn an alternate success sequence for teen parents, should pregnancy occur.
- **Classes 3, 4, & 5:** Remind teens about the refusal skills and delay tactics discussed during Classes 3, 4, and 5. Explain that these skills can assist them in following the success sequence by avoiding obstacles to their goals.
- **Class 6:** Remind teens about the Handling Crisis Situations activity. Tell them that planning ahead for difficult situations can help them follow the success sequence, by avoiding sliding into a relationship.
- **Class 9:** Remind teens about the Lunchtime Chat role play and the answers they had to the difficult questions in Class 9. Explain that planning for difficult situations ahead of time can greatly increase their chances of avoiding sliding into relationships and help them follow the success sequence.
- **Classes 12 & 13:** If teens are stuck coming up with unwise decisions for their couple during the It Matters Who You Choose activity (12.1), ask them to think about the discussions of HIV and other STDs. Explain that contracting an STD can be a very difficult challenge for a couple.

## Relationship Smarts

### Lesson 13 (pg. 407): Follow Your North Star

Teens develop a success plan for their lives, using what they've learned about themselves, what they want in a partner and in life.



### Connection to Reducing the Risk

- **Classes 1A & 1B:** Remind teens about the Pregnancy Risk (1A) and STD/HIV Risk (1B) activities. Explain that pregnancy and STDs can serve as a large obstacle to their personal success plans.
- **Class 2:** Remind teens about the three basic elements that provide a foundation for a successful romantic relationship: communication, relationship building, and planning. Tell them the relationship skills they learned from Reducing the Risk and from the previous lessons of Relationship Smarts will help guide them on their personal success plans.
- **Classes 3, 4, & 5:** Ask teens to think back to the refusal skills and delay tactics discussed during Classes 3, 4, and 5. Remind them that mastering refusal and delay tactics can be a great advantage to staying on their personal success plans.
- **Class 6:** Remind teens about the Handling Crisis Situations activity. Explain that planning for difficult situations ahead of time can greatly increase their chances of maintaining their success plans.
- **Classes 12 & 13:** Ask teens to think back on the HIV and other STD discussions. Explain that contracting an STD can be a barrier to their personal success plans.