

**Introducing Youth Relationship Education into the Ohio 4-H Youth Development
Experience Through the Creation of the *Relationships 101* 4-H Project Book**

Master's Project

Presented in Partial Fulfillment of the Requirements for the Degree Master of Science in the
Graduate School of The Ohio State University

By

Melanie A. Fuhrmann

Department of Agricultural, Communication, Education, and Leadership

The Ohio State University

2023

Project Committee:

Dr. Theresa Ferrari, Advisor

Dr. Jeff King

Table of Contents

List of Figures	4
List of Tables	4
Introduction.....	5
Literature Review.....	6
Relevant Theories	7
Interpersonal Relationships in Adolescence	8
Family Relationships in Adolescence.....	8
Peer and Friend Relationships in Adolescence	10
Romantic Relationships in Adolescence.....	11
Relationship Education	12
Need for Youth Relationship Education (YRE)	13
Focus of YRE Programs	14
Background for <i>Relationships 101</i> Project Book Content.....	14
Maturity.....	15
Personal Identity	16
Sexual Orientation and Gender Identity	17
Values	18
Interpersonal Relationships.....	19
Quality of Relationships	19
Impacts of Social Connections.....	22
Relationship History	23
Conflict	24
Understanding and Expressing Emotions and Feelings.....	25
Communication.....	26
Boundaries	28
Technology and Social Media	29
Bullying and Teen Dating Violence	29
Objectives	32
Publishing and Delivery Format	32
4-H Youth Development (4-H).....	32
Ohio 4-H Healthy Living Design Team.....	34
The 4-H Thriving Model.....	34
Experiential Learning Model	36
Ten Dimensions of Wellness Model.....	38

OSU Extension Publishing	39
National 4-H Peer Review	40
Health Education Standards	41
Procedures and Process	41
Information-Gathering Process	41
Healthy Relationships Programming in 4-H.....	42
Pilot Survey and Needs Assessment	43
Assembly.....	44
Project Content.....	44
Project Book Outline.....	46
Discussion and Recommendations	48
References	50
Appendices.....	71
Appendix A: Ohio 4-H Project Book Activity Template	71
Appendix B: 4-H Curriculum Guiding Principles	73
Appendix C:	74
Appendix D: Pilot Relationship Education Survey & Results.....	77
Appendix E: A Needs Assessment Report on Healthy Relationships	79
Appendix F: Life and Workforce Prep Skills	81
Appendix G: Planning Grid – Project Book with Project Areas	82
Appendix H: <i>Relationships 101</i> 4-H Project Book Final Review Draft.....	83

List of Figures

Figure 1. The 4-H Thriving Model.....	35
Figure 2. The Experiential Learning Model.....	38
Figure 3. The Ohio State University’s Ten Dimensions of Wellness Model.....	39

List of Tables

Table 1. Characteristics of Healthy and Unhealthy Relationships.....	20
Table 2. Qualitative Aspects of a Quality Friendship.....	21
Table 3. 4-H Healthy Relationships Programming in U.S. States and Nationally.....	42
Table 4. Authors by Section of Project Book	45

Introduction

Relationships are deeply embedded within all aspects of individuals' lives. It has been argued that close relationships are a core component to human functioning and children's development, especially the development of adolescent's identity (Braithwaite & Holt-Lunstad, 2017; Carpendale & Lewis, 2006; Furman & Shaffer, 2003; Howe & Recchia, 2014). Additionally, relationship education programming promotes the formation of healthy relationships, conflict management skills, and communication skills (Gardner, 2001; Rice et al., 2017). However, youth relationship education programming has not been introduced as a project book into the Ohio 4-H program and is not common among 4-H programming nationwide (McElwain et al., 2017).

According to Erikson's (1968) stages of psychosocial development, the key task of adolescence is the development of a sense of self and personal identity. Some researchers suggest that relationships can influence and support adolescents' development of identity, transformation of family dynamics, close relationships with peers, and academic achievement (Furman & Shaffer, 2003). During the adolescent development stage, many individuals are building friendships they believe will last for years to come, are pulling away from familial relationships, and are beginning to form romantic relationships. Developmental research shows how an individual's early family relationships and romantic involvement, along with developing interpersonal skills during adolescence, serve as a primary context for interpersonal behaviors that tend to shape later relationship well-being (Bryant & Conger, 2002; Collins et al., 2009). Some youths do not have positive relationship role models to observe and learn from. You also are typically not provided the information needed regarding relationships from school contexts or from caring adults. Thus, the importance of educating youth about relationships is a crucial need

for all individuals in society. However, due to the emotions and perspectives that can be brought up during discussions regarding relationships, it can be difficult to work with schools or organizations on this topic.

The 4-H Youth Development program is a renowned organization that empowers young people in the United States and over 80 countries worldwide. Founded in 1902 in Springfield, Ohio, 4-H has evolved into an international youth development program that in the U.S. reaches nearly six million youth through over 100 public universities, 3,500 professionals, and 500,000 volunteers (4-H, n.d.-c). One of the organization's main priorities is health, and it has been addressing it since 1922 when it was added as the fourth H of 4-H (Wessel & Wessel, 1982). This project focuses on the Healthy Living program area, aiming to empower youth to make healthy decisions and lead healthy lifestyles (4-H, n.d.-b). An important aspect of being mentally and physically healthy is having positive relationships, which is why the 4-H program is an optimal avenue to educate youth about relationships. The organization's project-based learning approach, which allows youth to choose a topic they are interested in and learn through experience, is a great way for the youth to learn about relationships at their own pace and interest.

Literature Review

This section will provide a comprehensive review of the literature, history, and content that informed the development of the *Relationships 101* project book. I aimed to provide readers with accurate and up-to-date information, drawing on a diverse range of literature to ensure the project book's content is grounded in sound research.

Relevant Theories

If an individual would ponder about their childhood years, one action they may recall undertaking often was observing those around them. However, they may or may not be conscious about what they've observed. According to Piaget (1971), children are born with a basic mental structure on which learning and knowledge are based. Among these structures are building blocks called schemas, which enable an individual to form a mental representation of the world and to organize the knowledge they gain. Schemas are used to understand and to respond to situations occurring around and to the individual. Infants have a small number of innate schemas. However, as they continue to age and gain more knowledge, the individual will adapt their schemas through assimilation, accommodation, and equilibration. Piaget defined assimilation as the cognitive process of fitting new information into existing cognitive schemas, perceptions, and understandings. Accommodation is the process of revising existing cognitive schemas, perceptions, and understanding so that new information can be incorporated. Finally, Piaget believed that all human thought seeks equilibrium or order to learn and process efficiently.

Similar to Piaget's stages of cognitive development, Bandura's (1977) social learning theory considers how both cognitive factors and environment interact to influence human learning and behavior. An important aspect of Bandura's social learning theory is the idea of observational learning. Children often observe the people around them in various ways. In society, children are surrounded by many influential models, such as parents, family members, characters on TV, friends, and other adults in their community. These models provide examples of behavior to observe and imitate. When a child decides whether they should imitate another person's actions, one of the things they will consider is the consequences that person endured

due to the behavior; this is known as vicarious reinforcement. The process of building schemas and imitating others' behaviors impacts every action, word, and behavior from an individual, creating the "why" behind everything we do.

Interpersonal Relationships in Adolescence

Every individual in the world has one thing in common with each other – we are all surrounded by relationships. Relationships impact all aspects of an individual's life; they are a key component of human functioning and have a direct effect on mental health (Braithwaite & Holt-Lunstad, 2017; Stanley et al., 2020). The importance of forming close, meaningful relationships in adolescence is viewed as a central developmental task and is essential for proper youth development (Shulman & Connolly, 2013; Xia et al., 2018). During the adolescent development stage, many individuals are building close friendships, may begin pulling away from parental relationships, are strengthening sibling relationships, and are beginning to form romantic relationships. Relationships are also an important topic of conversation for adolescents, and they play a significant role in the media content that teenagers consume (Furman & Shaffer, 2003; Kulkarni et al., 2019; Shulman & Seiffge-Krenke, 2001).

Family Relationships in Adolescence

Family relationships are among the most important relationships for adolescents, and they often endure well beyond childhood (Branje, 2018). A family relationship refers to the connections between individuals who share a significant bond. This includes blood relatives, such as parents, siblings, grandparents, aunts, and uncles, as well as non-blood relatives, such as spouses, partners, and adoptive family members. It has been found that family relationships and experiences directly impact adolescents' relationship formation. Developmental theories suggest that children's interactions with close family members influence their patterns of behavior, social

skills, and models of relationships (Howe et al., 2010). Family experiences, especially parental relationships, have long-lasting effects on the development and quality of interpersonal interactions in adolescents' and young adults' relationships (Bryant & Conger, 2002; Collins et al., 2009; Hair et al., 2002; Howe et al., 2010; Howe & Recchia, 2014; Xia et al., 2018).

During adolescence, family connections can often undergo a significant transformation as adolescents strive for greater autonomy from their parents and begin making their own decisions (Office of Population Affairs, n.d.). With newfound independence comes the possibility of greater risk-taking, both positive and negative, and teenagers require support from their parents or caregivers to navigate the challenges of this stage of life. Although a degree of conflict between adolescents and their caretakers is normal, teenagers still depend on their caretakers to provide emotional guidance, for security, and to set boundaries, which are associated with healthy adolescent development and stronger relationships (Branje, 2018; Office of Population Affairs, n.d.). Despite gaining more independence, teenagers continue to rely heavily on their caretakers, who play a critical role in shaping their self-discipline, future plans, morals and social values, and overall worldview. As children mature, parenting evolves from making decisions for them to guiding older children and adolescents in making their own choices while minimizing the likelihood of engaging in risky behavior. Research indicates that parents may have more influence than peers on various crucial outcomes, such as whether teenagers use drugs, alcohol, or tobacco, or engage in sexual activity (Office of Population Affairs, n.d.).

Siblings play a crucial role in family dynamics and are important socialization agents within families (Howe et al., 2010). Siblings also play an important role in one another's development in the early years. Sibling relationships are one of the most enduring bonds that individuals have throughout their lives. Children share their upbringing with their siblings, and

often spend more time with them than any other family member (McHale et al., 2012). Sibling relationships provide a secure environment and an opportunity for individuals to learn crucial skills that aid them in interacting with others (Howe & Recchia, 2014). These skills include the ability to cooperate; share positive experiences; express one's opinions, desires, and emotions; share knowledge and expertise; and defend one's beliefs and actions (Howe et al., 2010). As an involuntary relationship, siblings have leeway to learn these abilities and skills without the threat of losing or harming their relationship. Thus, sibling relationships act as "natural laboratory for learning about the social world" (Howe et al., 2010, p. 453).

Peer and Friend Relationships in Adolescence

Peer relationships and friendships are critical relationships throughout an individual's life, and adolescence marks the period when peer interaction increases in depth and complexity. Adolescence is a time where youth spend more time with their friends, seeking validation and forming new connections with peers than they did in their childhood (Flynn, 2018). Friendship is generally defined as a voluntary, dyadic relationship between two individuals that includes a reciprocal companionship where peers engage in mutual shared activities. The nature of relationships can change vastly over time, and due to this it could make forming and keeping relationships difficult for youth. Close friendships during adolescence are particularly formative because they provide the context for learning the intimate relationship skills necessary to establish relationships with people outside of the family (Flynn, 2018). Friendships serve a dual purpose of acting as a model for interactions that align with romantic relationships and providing an opportunity for individuals to explore and regulate emotions within the context of close relationships (Connolly et al., 2004). Peer relationships can provide support, but they also might contribute to negative outcomes, including involvement in risky behaviors (Van Hoorn et al.,

2017). Individuals typically attribute several relationship characteristics such as security, intimacy, and support to their friendships. Apart from being a means for companionship, friendships serve various fundamental purposes. They offer validation, offer protection from victimization, protect against adverse family experiences, and create possibilities for moral development (Bukowski et al., 2020).

Romantic Relationships in Adolescence

During adolescence, many individuals have their first experiences with dating. A romantic relationship is defined as mutual, ongoing, and voluntary interactions between two partners that is characterized by specific expressions of affection and intimacy (Collins et al., 2009). Engagement in romantic relationships can help adolescents to reach important developmental goals. Quality romantic relationships in adolescence are also associated with increased likelihood of positive relationships, relationship commitment, and marital commitment in early adulthood (Seiffge-Krenke & Lang, 2002), and they have a lasting influence on adolescents' later relationships, family situations, and marital outcomes during adulthood (Meier & Allen, 2009). Romantic relationships can also positively affect teenagers' self-worth and their social competencies and can provide them with social support (Kuttler & La Greca, 2004). Adolescents do not only have romantic relationships but also sexual relationships. Estimates indicate that sexual activity is common, with about 70% of individuals reporting sexual behaviors by age 19 (Lindberg et al., 2021). These types of relationships can play a key role in adolescent development of identity, peer relationships, and sexuality (Collins et al., 2009; Furman & Shaffer, 2003).

Although the focus of the project book is on relationships, it was decided to exclude romantic relationships in the project book. This topic was briefly mentioned in the first activity

regarding the types of relationships. An internal organizational survey has shown that the parental figures of the targeted population believe this topic is for parents to discuss with their children, and thus they are not prepared to have this specific area of relationships discussed in a 4-H project book at the current time (Fuhrmann, 2022).

Relationship Education

Every individual is surrounded by relationships, and relationships tend to be at the forefront of adolescents' thoughts. However, if an individual was asked how they learned about relationships and about forming relationships, they may stumble to form an answer. During childhood, individuals will observe the behaviors, relationships, actions, and words of the models around them, creating schemas in their brain (Bandura, 1977; Piaget, 1971). These models are typically family members or characters found on the internet and television. This is usually how individuals learn how to form relationships, learn about expected behaviors within the relationships, and learn if a relationship is healthy. Youth also tend to search the internet for this type of information, and information found on the internet can often be unreliable. Many youths may not have positive role models to observe and are not provided the information needed regarding relationships from schooling or their caregivers. Thus, the importance of educating youth about relationships is a crucial need for all individuals in society.

Marriage and relationship education programs emerged in the late 1980s and early 1990s in response to rising interest in strengthening marriage and reducing divorce rates (Herman-Stahl et al., 2021). These programs focused on promoting stable, high-quality unions by increasing couples' knowledge and skill development. In 2006, the Office of Family Assistance awarded approximately \$100 million dollars to support projects with the focus of preparing unmarried couples and youth for successful, healthy relationships (Herman-Stahl et al., 2021). This support

facilitated the increase of youth relationship education (YRE) programs and research regarding the topic due to the vast differences between adult and youth relationships.

Need for Youth Relationship Education (YRE)

An increased focus on the developmental importance of relationships in adolescence sparked the prominence of YRE in the early 2000s. Gardner (2001) published the first evaluation of a YRE curriculum, which indicated that YRE programs significantly improved participant reasoning strategies when faced with conflict. In addition, youth were more likely to have a positive view of participating in premarital counseling and were less likely to agree with divorce. Further studies reported that youth expressed more knowledge of the curriculum content (e.g., healthy relationship knowledge and behaviors, communication skills, conflict resolution, avoiding risky behaviors, and marriage beliefs) after participating in YRE programs (Futris et al., 2020; Gardner et al., 2004). Additional research continues to support the short-term outcomes and effectiveness of relationship education for youth (Adler-Baeder et al., 2007; Rice et al., 2017).

Relationships often form the base of a person's livelihood and become the foundation throughout hardships, successes, and personal well-being (Kreitzer, n.d.). The process of building the knowledge of how to foster and maintain healthy relationships has the potential to allow youth to have positive relationships in the future, which would promote positive personal growth, mental health, and well-being (Braithwaite & Holt-Lunstad, 2017; Stanley et al., 2020). Relationship education programs targeted towards adolescents and emerging adults can set youth on a path towards future healthy relationships, providing a jumpstart to leave potential unhealthy relationship patterns that might otherwise persist from childhood through young adulthood (Bryant & Conger, 2002; Kerpelman, 2019).

Focus of YRE Programs

YRE programming focuses on educating youth about the differences between healthy and unhealthy relationships, relationship red flags, building good communication strategies within a relationship, and more. Youth often gain information regarding relationships from the internet, and this information is not always accurate. YRE programming offers youth a way to distinguish between accurate and inaccurate information regarding relationships and provides a safe environment for inquiry (Kerpelman, 2019).

Background for *Relationships 101* Project Book Content

Health is one of the four Hs of 4-H, and 4-H members pledge their “health to better living.” 4-H has three national programming focus areas, and healthy living is one of them. This program area is very broad, including topics of social, emotional, and mental health; fitness, health, nutrition, and safety; and mentorship and leadership (National 4-H Council, n.d.-b). Good physical and mental health are important for children and adolescents to thrive today and to lay the foundation for navigating their path into adulthood. An important aspect of being mentally healthy is having positive relationships. Relationships impact all aspects of an individual’s life; they are a key component of human functioning and have a direct effect on mental health (Braithwaite & Holt-Lunstad, 2017; Salerno et al., 2015; Simpson et al., 2018). Adolescence is a critical period for development due to significant physical, psychological, and social transitions that have implications for well-being into adulthood (Kansky & Allen, 2018).

Researchers have argued that relationships are a core component to human functioning and the development of adolescent identity (Braithwaite & Holt-Lunstad, 2017; Furman & Shaffer, 2003). Additionally, relationship education programming promotes the formation of healthy relationships, conflict management skills, and communication skills (Gardner, 2001;

Rice et al., 2017). However, YRE programming has not been introduced as a project book into the Ohio 4-H program and is not common among 4-H programming nationwide and general youth programming (McElwain et al., 2017). Therefore, a project book focused on developing healthy relationships would begin to help address this situation.

This section will provide a review of the literature that provided the background content for the development of the project book activities. This section supports the inclusion and exclusion of topics in the *Relationships 101* project book, which the Ohio 4-H Healthy Living Design Team members supported.

Maturity

Human development is a lifelong process of physical, behavioral, cognitive, and emotional growth and change. Major changes occur during life stages before adulthood. Throughout the process, each person develops attitudes and values that guide choices, relationships, and understanding. Throughout adolescence, youth begin to develop abstract thinking, which enables them to think about the future and assess multiple outcomes and consequences (Christie & Viner, 2005). Youth also gradually become socially and emotionally mature, which allows them to understand their emotions, have control over their expression of emotions, and recognize how their personal words and actions affect other individuals (Pearson, 2018).

Although maturity and understanding one's maturity level is an important aspect of relationships, it was decided to exclude this topic as an activity in the project book. Youth traditionally learn about their development and maturity during health education courses in school (Centers for Disease Control and Prevention, 2020). Due to the limited number of activities in the project book, I decided that this topic did not need to be addressed as an activity

in the book. However, the maturity of the target audience was considered when writing the activities and background information sections in the project book.

Personal Identity

The term *personal identity* has been studied for hundreds of years, without an agreement of a single definition to describe this phenomenon (Olson, 2022). However, psychologists generally use the term to describe a person's self-image, their beliefs, and how a person differs from another. In this sense, an individual's personal identity consists of the properties that help to "define the individual as a person" and "what makes someone the person they are" (Olson, 2022, sec. 1). Typically, the components that make up an individual's personal identity consist of their personality traits, abilities, qualities, values, beliefs, physical attributes, and more.

According to Erikson's (1968) stages of psychosocial development, the key task of adolescence is the development of a sense of self and personal identity. Identity formation is the development of an individual's distinct personality (Herman, 2011). This process is a point in development in which individuals begin to explore who they are, what they personally value and believe in, and what directions they will follow in life. A strong self-identity can be essential when it comes to asserting oneself and exercising good boundaries with family, friends, and partners.

Relationships can highlight unique aspects of an individual's personality and influence individual perspectives and goals. (Kwang, 2010). Some researchers also suggest that relationships can influence and support adolescents' development of identity, transformation of family dynamics, close relationships with peers, and academic achievement (Furman & Shaffer, 2003; Kwang, 2010). Developmental research shows how an individual's early romantic involvement serves as a primary context for learning interpersonal behaviors that tend to shape

later relationship well-being (Collins et al., 2009). An internal organizational survey has shown that Ohio 4-H youth struggle to understand their personal identities, and how personal identity impacts relationships (Fuhrmann, 2022). Therefore, it would be most beneficial to educate youth about how to begin evaluating what their personal identity consists of.

Sexual Orientation and Gender Identity

Sexual orientation and gender identity are important aspects of a young person's identity. Understanding and expressing these identities are typical developmental tasks that vary across children and youth (Youth.gov, n.d.-b). Sexual orientation can be defined as "a person's sexual identity or self-identification as bisexual, straight, gay, pansexual, etc." (Merriam-Webster, n.d.-f). Gender identity can be defined as "a person's internal sense of being male, female, some combination of male and female, or neither male nor female" (Merriam-Webster, n.d.-d). Individuals who have a sexual orientation or gender identity that does not fall in the majority are referred to by the LGBTQ or LGBTQIA+ acronym. "LGBTQIA+ is an abbreviation for lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more" (The Center, n.d.).

People who are LGBTQIA+ are becoming increasingly accepted in some communities as younger generations age and open their arms to the possibilities of personal differences. However, much of the world is still not a friendly place for LGBTQIA+ individuals. These youth are more likely to experience victimization, increase violence, and suicidality (Kann et al., 2018; Paley, 2021). Seventy-five percent of LGBTQ youth reported that they had experienced discrimination based on their sexual orientation or gender identity at least once in their lifetime. In addition, more than half of LGBTQ youth reported that they had experienced discrimination based on their sexual orientation or gender identity in the past year (Paley, 2021). Moreover,

only one in three LGBTQ youth found their home to be LGBTQ-affirming, causing strain with their family relationships.

Identity concealment is common among sexual minority individuals and can have potentially complex mental health implications. The efforts that LGBTQIA+ people make to conceal their identity (Drescher & Fadus, 2020) may shape their personality in ways that inhibit open expression of emotion, increase vulnerability, and affect development of personal identity during developmental stages (Meyer, 2003). Although the focus of the project book is on relationships, and the identity and relationships of LGBTQIA+ individuals are essential to understanding all youth relationships, it was decided to exclude this topic in the project book. An internal organizational survey has shown that the organization and the parental figures of the targeted population are not prepared and are not receptive to have this specific topic included in a project book at the current time (Fuhrmann, 2022).

Values

Values are the foundation of an individual's ability to judge between right and wrong. They are the basic and fundamental beliefs that guide or motivate a person's attitudes or actions (Hechter et al., 1993). Whereas morals are the system of beliefs that emerge out of a person's core values and principles of what is right and wrong (Merriam-Webster, n.d.-e). Many individuals may have difficulty distinguishing between the two terms. Values can help people determine what is important to them and what they believe to have worth. Values can describe the personal qualities an individual would like to embody, the type of person they would like to be, and the way a person treats others and wishes to be treated. Identifying personal values and what is important allows a person to gain a better idea of the kinds of people they are more likely to get along with. People are more likely to align if they have similar values, personalities, and

interests and commonalities with each other. Additionally, people who have aligning values are more likely to have healthy relationships and have less conflict in their relationships (Pearson, 2018). Therefore, it would be helpful to educate youth on how to determine what values they hold and how values can impact their relationships.

Interpersonal Relationships

A relationship is defined as “the way in which two or more people or groups feel and behave toward each other” (Cambridge Dictionary, n.d.-b). There are numerous types of relationships, such as family relationships, friendships, acquaintances, romantic relationships, sexual relationships, work relationships, and peer relationships. Although they may have common elements, all relationships are different and can vary depending on the type of relationship, the history of the relationship, and the people involved. It is important for people to have a range of different types of relationships in their lives because they can serve different purposes for people throughout their lifetime. Additionally, wide-ranging research suggests that strong social ties are linked to a longer life (Wein & Contie, 2017). In contrast, loneliness and social isolation are linked to poorer health, depression, and increased risk of early death. Thus, it is essential for youth to form healthy relationships in all areas of their life. Lastly, an internal organizational survey has indicated that Ohio 4-H youth would like to learn about the different types of relationships and how interactions might differ among relationship types (Fuhrmann, 2022).

Quality of Relationships

Throughout childhood and adolescence, youth will use observational learning to form their perception of how they should behave, of societal expectations of them, and of how they understand the world and its processes (Bandura, 1977; Piaget, 1971). As youth observe the

people and environment surrounding them, they begin to form their understanding of what relationships are and what to expect from a relationship. Youth will also tend to search the internet for this information, but information found on the internet can often be unreliable. Not all youth have a positive role model to observe and learn from. Additionally, many youths may not be receiving the information they need regarding relationships from schooling or their caregivers due to the controversy that surrounds this topic area.

Table 1 provides a comprehensive inventory of characteristics that are often associated with either healthy or unhealthy relationships. By identifying these common traits, individuals can gain insights into how their own behaviors may be influencing the dynamics of their relationships. Specifically, this table can be a valuable tool for pinpointing unhealthy tendencies and highlighting areas that could benefit from change. By using this information, individuals can take proactive steps to promote healthier relationships and improve their overall well-being.

Table 1

Characteristics of Healthy and Unhealthy Relationships

Healthy relationship characteristics	Unhealthy relationship characteristics
Anger control	Aggression and hostility
Boundaries	Controlling behaviors
Compromise	Criticism
Effective communication	Dependence
Equality	Dishonesty
Fighting fair	Disrespect
Healthy sexual relationship	Fighting
Honesty	Intimidation
Individuality	Isolation
Mutual respect	Jealousy
Non-threatening behavior	Lack of communication

Physical safety	Manipulation
Problem solving	Physical violence
Responsibility and accountability	Sexual violence
Self-confidence	
Support	
Trust	
Understanding	

Note: Based on University of Alabama, n.d.; Youth.gov, n.d.-a

Table 2 displays the six key aspects that define a high-quality or low-quality friendship, as established by prior research (Furman & Buhrmester, 1985; Parker & Asher, 1993). By examining these aspects, individuals can gain a deeper understanding of their relationships beyond surface-level behaviors or traits. This allows for a more nuanced evaluation of how well their personal needs are being met within the context of the relationship. Ultimately, this awareness can help individuals make informed decisions about how to cultivate and maintain friendships that promote their overall well-being.

Table 2

Qualitative Aspects of a Quality Friendship

Relationship Aspect	Description
Validation and Caring	The degree to which the relationship is characterized by caring, support, and interest
Conflict and Betrayal	The extent to which the relationship is typified by argument, disagreement, annoyance, and mistrust
Companionship and Recreation	The extent to which the friends spend enjoyable time together inside or outside of school
Help and Guidance	The extent of the friends' efforts to assist one another with routine or challenging tasks

Intimate Exchanges	The extent to which the relationship is characterized by disclosure of personal information and feelings
Conflict Resolution	The degree to which disagreements in the relationship are resolved efficiently and fairly

Note: Based on Parker & Asher, 1993

Unfortunately, the impacts of negative relationships are more powerful than positive events in relationships, increasing the importance of educating youth about positive relationships (Braithwaite & Holt-Lunstad, 2017). An internal organizational survey has revealed that the second highest topic regarding relationships that Ohio 4-H youth would like to learn about is how to distinguish between healthy and unhealthy relationships (Fuhrmann, 2022). Furthermore, respondents indicated that aside from friendships, negative relationships frustrated them the most and that they struggled to identify negative relationships at a higher rate than positive relationships. Therefore, it would be advantageous to educate youth about the differences between healthy and unhealthy relationships, and how to identify the behaviors within these relationships.

Impacts of Social Connections

Relationships can be a source of joy and comfort but can also cause great pain to an individual. The benefits of social connections are numerous. Research has shown that benefits include lower rates of anxiety and stress, higher self-esteem, greater empathy, and more trusting and cooperative relationships (Umberson & Karas Montez, 2010; Yang et al., 2016). Healthy relationships can also help to strengthen the immune system, to recover from disease, and to lower mortality risks (Vassiliadis, 2016; Yang et al., 2016). Additionally, research has indicated that having more and better social connections is associated with protection from predators, morbidity, and mortality (Holt-Lunstad, 2018).

The lack of social connections or of quality social connections can also have negative impacts. One negative impact could be the presence of jealousy. Jealousy is a common human emotion that most people have experienced in their lives. Relationships can often elicit jealousy from people, which can cause conflict in those relationships (Bush et al., 1988). Jealousy can be present when an individual has a lack of social connections and if they are envious of other relationships. In addition, research has indicated that having fewer and poorer relationships is associated with social disconnection and risk (Holt-Lunstad, 2018). Aspects of a relationship can directly impact the interactions someone has with a their family, friends, work relationships, and strangers. Understanding how relationships can connect people and impact people is important knowledge that can be applied in many types of relationships.

Relationship History

During childhood, individuals will observe the behaviors, relationships, actions, and words of the models around them, creating schemas in their brain (Piaget, 1971). These models are typically family members, other people they encounter, or characters found on the internet and television. This is usually how individuals learn how to form relationships, learn about expected behaviors within the relationships, and learn if a relationship is positive or negative. Examining past experiences allows individuals to understand how these encounters have helped or created difficulties for their personal life and for relationships (Pearson, 2018). Learning about one's personal baggage by examining past experiences and addressing this baggage when it is problematic is an important part of developing a healthy self, and it is paving the way for healthy relationships (Pearson, 2018). Thus, it would be helpful to educate youth about how to analyze their past relationships and how their relationship baggage can impact future relationships.

Conflict

It is common for people to experience conflict in every aspect of their life. Due to the prevalence of conflict, it is important to distinguish between conflicts, arguments, and disagreements, as these can be easily confused. Conflict is defined as a serious disagreement and argument between people with opposing opinions or principles about something that is important (Cambridge Dictionary, n.d.-a; Collins Dictionary, n.d.). Disagreements on the other hand, are defined as the “act of being at variance” and “the act of ... [differing in opinion] (Merriam-Webster, n.d.-c). Lastly, an argument can be defined as “the act or process of [giving reasons for or against something], reasoning, or discussing” (Merriam-Webster, n.d.-a). When two or more people interact for a long enough time, conflict is inevitable. Youth may experience conflict with peers, friends, family members, and significant others. However, although conflict typically carries a negative stigma around it, it is not necessarily a negative thing.

Interpersonal conflicts are typically short-term issues, but if they are not resolved properly, they can be a precursor to violence. Consequently, the use of inappropriate strategies for conflict resolution may be normalized for young people, exacerbating the levels of violence that may occur (Paíno-Quesada et al., 2020). A study of adolescents’ dating relationships found that “the propensity toward perspective-taking fostered the use of positive conflict resolution strategies” (Courtain & Glowacz, 2019, p. 263). As conflict is present in all relationships, the difference between healthy and unhealthy relationships can be determined by how and if the conflict is resolved (The Gottman Institute, n.d.; Guerrero et al., 2020).

Digital media plays a role in the experiences of youths’ relationships, both as a source of and platform for drama and conflict to develop and fester (Elsaesser et al., 2021; Lenhart, 2015). A Pew Research Center study found that 68% of teens who use social media have witnessed

people stirring up drama online, and 23% noted that they experienced drama frequently on social media (Lenhart, 2015). If conflict and drama are inevitable, then it is important for youth to learn how to manage conflict in their interpersonal relationships, as learning how to manage conflict is very important for long-term success in relationships (Wrench et al., 2020). Therefore, it would be most beneficial to educate youth about positive methods of conflict resolution.

Conflict resolution is a way for two or more parties to find a solution or agreement to a conflict among them. Conflicts may look different based on the type of relationship the conflict occurred in (Shantz & Hartup, 1995). Interpersonal conflicts are neutral situations, but the resolution strategy for the conflict is naturally seen as right or wrong, good or bad (Ayas et al., 2010). There are numerous conflict resolution strategies; the most common are cooperating with the other individual, behaving aggressively to gain control over the other individual, and avoiding the individual and situation. Cooperative strategies require mutual problem-solving discussions to reach a constructive and rational agreement (D. W. Johnson & Johnson, 1995). A popular step process to resolving conflict includes the following steps: understand the conflict, communicate with the opposition, brainstorm resolutions, choose the best resolutions, explore alternatives, and cope with stressful situations and pressure tactics (Center for Community Health and Development, 2014). If a conflict is severe or difficult to address, individuals can also use a third-party mediator to aid with conflict resolution.

Understanding and Expressing Emotions and Feelings

Adolescents are commonly portrayed as highly emotional, with their behaviors being guided by their emotions. Adolescents experience hormonal changes, neural development of emotion regulation, shifts in the structure and significance of key social relationships, and societal expectations and demands (Guyer et al., 2016). The combination of these experiences

can result in behaviors and experiences that can be overwhelming, difficult to understand, and confusing. In comparison to adults, adolescents experience more frequent high-intensity positive and negative emotion, greater emotional intensity, and greater instability (Bailen et al., 2019).

An internal organizational survey has revealed that the hardest thing about relationships that Ohio 4-H youth struggle to talk about is their personal feelings, infatuation, and opinions (Fuhrmann, 2022). Learning to manage one's emotional reactions is a principal task of adolescence that relates to social-cognitive development. Therefore, adolescents may struggle to fully comprehend their emotions due to the instability and intensity of emotions they experience. Hence, it is important to educate youth on how to examine and express the emotions they are having.

Communication

Good communication is an important aspect of all relationships and is an essential part of having a healthy relationship (Driver et al., 2003; Guerrero et al., 2020; The Gottman Institute, n.d.). Communication is defined as “a process by which information is exchanged between individuals through a common system of symbols, signs or behaviors” (Merriam-Webster, n.d.-b). Berlo's (1960) SMCR (Sender Message Channel Receiver) Model of Communication describes the different components that form the basic process of communication. Berlo breaks communication down into essential aspects: the sender, the message, the channel, and the receiver. The sender is the individual who creates the message and then sends the message to the receiver. The sender must consider how the receiver will interpret the message to prevent sending an unclear message. The message is the package of information or meaning that is sent from sender to receiver. The message can be sent in various forms, such as audio, speech, text, video, or other media. The channel is the medium used to send the message. The messages must

be sent in a format that the receiver can pick up through one of the five human senses. Lastly, the receiver receives and decodes the coded message (Berlo, 1960).

Communication can be categorized into three types: verbal communication, written communication, and nonverbal communication (University of Minnesota Libraries Publishing, 2015). Verbal communication involves listening to another person to understand the meaning behind their verbal message. Written communication involves a written message from a sender to a receiver. Lastly, nonverbal communication is where one individual uses behaviors, facial expressions, and tone of voice to convey a message to another individual and the receiver must interpret their meaning.

Communication helps individuals build relationships by allowing them to share their experiences and needs and by connecting them to other people. Effective communication, commonly called “good communication,” is understood as the process of exchanging a message in a way that the message is received and understood with clarity and purpose. Due to human interaction and understanding, effective communication can consist of different definitions and components. However, effective communication has commonly been understood to include messages that are clear, correct, concise, and compassionate. An additional component to improving communication is the use of active listening. Listening is considered to be a core competency for successful human interaction (Bodie, 2011; Gearhart & Bodie, 2011). Active listening is the practice of providing one’s full attention, restating a paraphrased version of the speaker’s message, asking questions when appropriate, and maintaining moderate to high nonverbal conversational involvement during a communication exchange (Weger et al., 2014).

Adolescents spend most of their waking hours at school or school-related activities engaging with peers and friends (Hall & Nielsen, 2020). The COVID-19 pandemic’s virus

containment policies of 2020 and 2021, such as school closures and restrictions on in-person interactions, limited social interaction and communication with peers, instructors, friends, and family during a developmental period when such interaction is important. Thus, the pandemic impacted the developmental milestones of youth (Garagiola et al., 2022; Günindi, 2022; Rao & Fisher, 2021). It has been posed that youth are still struggling to properly communicate with other individuals, and that the COVID-19 pandemic may have had long-lasting effects on youth's development of social relationships and communication skills (Charney et al., 2021).

Research has shown that communication within a relationship, especially romantic relationships, can be a predictive factor of whether that relationship will succeed or fail (Driver et al., 2003; The Gottman Institute, n.d.). An internal organizational survey has also shown that Ohio 4-H youth indicated “good communication” as the second most important aspect of a healthy relationship (Fuhrmann, 2022). Thus, it is essential to educate youth about effective communication skills as they develop relationships with individuals around them.

Boundaries

Boundaries are guidelines, rules, or limits that a person creates to identify for themselves what are reasonable, safe, and permissible ways for other people to behave around them and how they will respond when someone steps outside those limits (Katherine, 1993). An individual can set many types of boundaries, which could consist of emotional, sexual, relational, digital, physical, financial, and social boundaries (Brenner, 2015; Katherine, 1993). Boundaries are essential for retaining a sense of identity, for protecting an individual's physical and mental health, and for developing healthy relationships (K. J. Johnson, 2022; Katherine, 1993). Setting personal boundaries allows an individual to communicate their needs in relationships, to foster positive interactions, and to set relationship limits in a healthy way (Katherine, 1993). An

internal organizational survey has shown that Ohio 4-H youth would like to learn about the process of setting personal boundaries with individuals they engage with, and often struggle to talk to others about boundaries (Fuhrmann, 2022).

Technology and Social Media

Society is impacted drastically by technology, and social media has changed how adolescents experience relationships. Relationships play a central role in the media content that teenagers consume, such as advertisements, television series, music, and movies (Furman & Shaffer, 2003; Kulkarni et al., 2019; Shulman & Seiffge-Krenke, 2001). Social media and instant messaging enable adolescents to stay connected to friends and family, maintain intimacy during times of separation, express commitment by posting about their relationships, and aid in the formation of relationships (Fox et al., 2013; Van Ouytsel et al., 2016). Unfortunately, media can also have a negative impact on relationships. Media can misconstrue relationships due to the creation of false ideals, unrealistic standards, and stereotypes (Ray, 2022). Social networking sites have a high potential to elicit jealousy, relational uncertainty, and social comparisons with other relationships (Morry et al., 2018; Van Ouytsel et al., 2016). Reduced levels of privacy caused by social media may also lead to unhealthy relationship behaviors and emotions such as monitoring behaviors, communication issues, stalking, relationship doubt, and low self-esteem (Arikewuyo et al., 2020; Morry et al., 2018; Stonard et al., 2017; Van Ouytsel et al., 2016, 2019). Therefore, it would be most beneficial to educate youth on the effects technology and media can have on relationships and their perceptions of relationships.

Bullying and Teen Dating Violence

Due to the lack of relationship education for adolescents and young adults, it is likely that there is a high number of individuals who are involved in or have been involved in negative

relationships and have experienced some form of abuse or violence within relationships. Negative relationships and teen dating violence can have dramatic impacts on an individual's mental health and livelihood (Braithwaite & Holt-Lunstad, 2017). Additionally, when individuals are exposed to negative relationship behaviors, they are likely to adopt them into their relationships, thereby creating the potential for negative repercussions within their personal, professional, and peer relationships (Bethell et al., 2019; McElwain et al., 2017).

Adverse childhood experiences (ACEs) are common in the United States, with approximately 60% of adults reporting they have experienced at least one type prior to age 18 (Boullier & Blair, 2018; Centers for Disease Control and Prevention, 2022). ACEs are described as potentially traumatic events that occur in childhood that can have negative lasting effects on health and well-being (Boullier & Blair, 2018). There are three types of ACEs including abuse, neglect, and household dysfunction. Household dysfunctions include many aspects of the child's environment such as mental illness problems, substance use problems, household instability, and family members who are treated violently. Research has indicated that repeated ACEs can cause permanent damage to the developing brain and the immune and endocrine systems. Additionally, individuals who experience more ACEs are more likely to develop behaviors that are harmful to health, which can put them on a pathway to poor adult health (Boullier & Blair, 2018).

Bullying is a widespread issue in the United States, with one in every five students in 9th to 12th grade reporting being bullied on school property, and 15% reporting being bullied electronically, known as cyberbullying (Kann et al., 2018; Seldin & Yanez, 2019). Bullying negatively impacts all youth involved – those who are bullied, those who bully others, and those who witness the bullying. Bullying can result in physical injury, social and emotional distress, self-harm, and even death. A recent study found that tweens who were cyberbullied shared that it

negatively impacted their feelings about themselves (69.1%), their friendships (31.9%), their physical health (13.1%), and their schoolwork (6.5%) (Patchin & Hinduja, 2020).

Teen dating violence is a serious public health issue that affects about one in every 12 teens in the United States (Centers for Disease Control and Prevention, 2023). Teen dating violence is an ACE that can include physical violence and abuse, sexual violence and abuse, psychological aggression, emotional abuse, and stalking (Centers for Disease Control and Prevention, 2023). Teen dating violence can take place in person, online, or through technology. Globally, from the World Health Organization's multi-country study on women's health and domestic violence against women that included adolescents 15 years and older, 3% to 24% of women reported that their first sexual experience was forced, and for many, this occurred during adolescence (Garcia-Moreno et al., 2006). Teen dating violence victimization increases the risk for serious health problems in young adulthood, including anxiety and depressive symptoms, sexual risk behavior, suicidal ideation, substance use, poor school performance and dropout, and becoming a victim of adult intimate partner violence (Stonard et al., 2017; Wilson et al., 2012; Wincentak et al., 2017). The online presence of romantic partners may cause more conflict and dating violence in the relationship (Arikewuyo et al., 2020). Social media also allows individuals to have more control over romantic partners due to the accessibility of monitoring their partners behaviors and interactions on social media, viewing conversations on their partner's social media platforms, and feeling the need to demand constant communication (Stonard et al., 2017; Van Ouytsel et al., 2016, 2019).

Objectives

This project has the primary goal of developing a 4-H project book that will educate youth about identifying, understanding, and building the skills to form healthy relationships. This goal will be met through the following objectives:

1. Complete thorough research identifying the topics that will educate 4-H youth of relationship identification, understanding, and relationship skills.
2. Develop the project book outline based on the researched topics regarding healthy relationship formation.
3. Develop activities based on the experiential learning model adapted to the state national 4-H curriculum standards.
4. Provide a draft project book for peer review and evaluation in the 2023 4-H year.

Publishing and Delivery Format

This section reviews the publishing process and the project delivery format. The project book was written within the Ohio 4-H Youth Development organization, using the experiential learning model as a guide, and aiming to meet both OSU Extension Publication and National 4-H Peer Review standards.

4-H Youth Development (4-H)

The national 4-H Youth Development program (4-H) is America's largest youth development organization. 4-H originated in 1902 in Springfield, Ohio, where A. B. Graham started an agriculture club. From there, 4-H has grown into an international youth development program serving all 50 states (and the District of Columbia and territories) and over 80 countries; in the U.S. it is administered through over 100 public universities, reaching nearly six million youth (4-H, n.d.-c). Today, 4-H is implemented by over 3,500 professionals and 500,000

volunteers through school and community clubs, in-school and after-school programs, and 4-H camps (4-H, n.d.-a). 4-H empowers youth with the skills to lead for a lifetime, through research-based experiences and projects, that increase the likelihood of members experiencing enhanced well-being and becoming positive, contributing citizens in a safe environment.

Health is one of the Ohio State University (OSU) and 4-H's main priorities. The 4-H program has addressed health since 1922 when it was added as the fourth H of 4-H (Wessel & Wessel, 1982). In 2014, Cooperative Extension issued a national framework for health and wellness (Braun et al., 2014) and recently updated it in 2021 (Burton et al., 2021). OSU has a model of 10 dimensions of wellness that guides its health education programs for students (Melnyk et al., 2018; Student Wellness Center, n.d.). Furthermore, one of 4-H's main program areas is Healthy Living, focusing on

empowering youth to be healthy – body and mind – with the skills to make healthy decisions and lead healthy lifestyles. Enabling youth to tackle life's challenges today and become leaders in their lives, careers, and communities as they grow into responsible adulthood (4-H, n.d.-b).

A vital component of being mentally and physically healthy is having positive relationships. The 4-H program's outreach abilities and healthy living goals create an optimal avenue to educate youth about relationships.

An essential aspect of the 4-H program across the United States is the use of 4-H project books. 4-H uses project-based learning, a teaching method that is aligned with Dewey's (1938) theory of experience in education, which coincided with the emergence of the early days of 4-H projects (Wessel & Wessel, 1982). Project-based learning is a more learner-centered model in which the student, in collaboration with peers or an adult volunteer, is engaged with the content,

problem-solving and setting goals at their own pace and intensity (Williams, 2020). In 4-H, young people track their activities, events, skill development, and learning experiences, and much more using the 4-H Project Record Book. Youth will choose a topic they are interested in, and then decide on a 4-H project book within the topic area to learn about. The 4-H project book presents the topic to the youth and challenges them to learn more, practice the skill, and then apply it to their personal life. Youth will gain a better understanding of the topic if entrusted with the project's development and implementation from the beginning (Schwartz et al., 2013). You can see this when a 4-H'er may choose to complete a food and nutrition book. They are more invested in learning the skills to cook or bake an item because of its experiential nature than if they were to read about how to make the item.

Ohio 4-H Healthy Living Design Team

Ohio 4-H takes a collaborative approach that draws upon the expertise of 4-H professionals from different levels and locations throughout the state. The Ohio 4-H Healthy Living Design Team, which has guided all healthy living programming since 2013, was entrusted by the State 4-H Program Leader with the task of addressing health issues that impact Ohio youth, creating curriculum and programming that promote healthy living, and conducting research to gain insight into the state of youth health in Ohio (Ohio 4-H Youth Development, 2013). To achieve these goals, the design team has established subcommittees dedicated to addressing specific issues the youth face, such as mental, emotional, and social health.

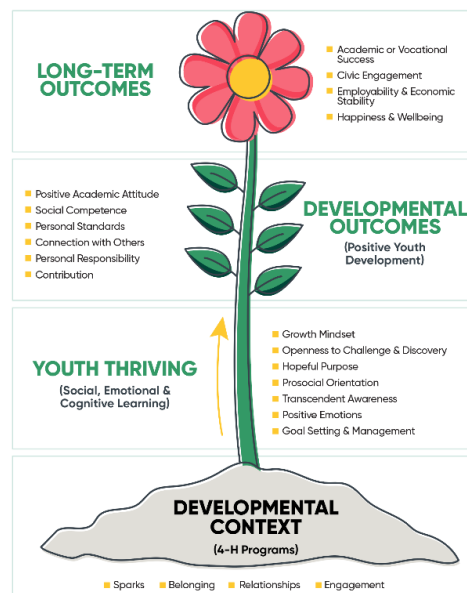
The 4-H Thriving Model

In 2018, Dr. Mary Arnold, a professor and 4-H Youth Development Specialist at Oregon State University, developed the 4-H Thriving Model. This model, as shown in Figure 1, became the first organization-wide youth development model for the national 4-H organization. Prior to

this model, the national 4-H organization did not have an underlying program theory to guide the 4-H system (Arnold, 2018). The 4-H Program Leader's Working Group (PLWG) chartered a task force for 3 years, and recently approved it as a standing committee that is committed to further developing and implementing the thriving model across the national 4-H system (4-H PLWG Standing Committee on Positive Youth Development, 2023b). The model has been received well across the national 4-H system and continues to inspire and create enthusiasm and one voice across the hundreds of universities that implement the 4-H program.

Figure 1

The 4-H Thriving Model



Note: (4-H PLWG Standing Committee on Positive Youth Development, 2023a)

As depicted in Figure 1, the thriving model is divided into four parts: (a) the developmental context, (b) youth thriving indicators, (c) developmental outcomes, and (d) long-term outcomes. The developmental context focuses on creating an environment in 4-H programs that is conducive to youth development. This includes providing high-quality settings that foster a sense of belonging, caring relationships, shared power, and safe opportunities for growth. The

youth thriving indicators are a set of seven indicators that can contribute to positive youth development. These indicators focus on promoting social, emotional, cognitive, and behavioral habits of mind in young people, with the intention of supporting their growth and well-being. According to the model, youth who participate in high-quality developmental settings in 4-H are more likely to exhibit positive attributes such as openness to challenge and discovery, a growth mindset, a sense of hopeful purpose, prosocial orientation, transcendent awareness, positive emotional engagement, and goal setting and management skills (4-H PLWG Standing Committee on Positive Youth Development, 2023a; Arnold & Gagnon, 2019). Research has shown that youth who achieve positive developmental outcomes, such as those fostered through participation in high-quality youth programs like 4-H, are more likely to experience positive long-term outcomes. These long-term outcomes may include academic success, vocational achievement, civic engagement, employability, economic stability, and overall happiness and well-being. Positive youth development can lay the foundation for success in multiple areas of life and investing in youth development programs can have far-reaching benefits.

Experiential Learning Model

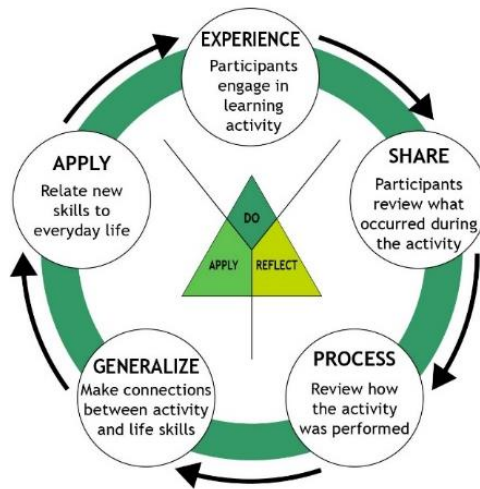
Since its inception in the early 1900s, 4-H has been influenced by the learning theory of John Dewey (1900, 1938). Learning theories help to understand how individuals learn and develop skills. Dewey believed that learning should be grounded in real-world experiences within the local community and identified four natural interests of children – constructive, investigative, social, and artistic – that influence their learning process (National 4-H Learning Working Group, 2016). The Experiential Learning Model was first brought into use by David Kolb (1984), following from the work of other theorists such as John Dewey. In the 1980s, 4-H shifted its focus towards youth development in 4-H project work and adopted David Kolb's

(1984) theory of experiential learning as the model for its curriculum. The current 4-H experiential learning model, based on Kolb's model which included four steps, has been adapted to include five steps – experience, share, process, generalize, and apply – to demonstrate that learning is a never-ending cycle of growth (Figure 2) (Norman & Jordan, 2006).

To create and organize 4-H project books, The Ohio State University's 4-H curriculum designers use a set of design components based on the experiential learning model (Horton et al., 1999). By providing a consistent framework for developing project books, 4-H ensures that learners' needs are taken into consideration. Although 4-H project books typically have youth do or create something, recent projects have focused on concepts or skills such as emotional intelligence and job readiness.

The Experiential Learning Model starts with the participant's experience, whether the youth have any with that specific topic or not (Dewey, 1938; Kolb, 1984). 4-H project books create experiences for youth through hands-on experiences or activities. However, experiences alone do not guarantee learning, and not all experiences are equally educative (Dewey, 1938). To complete the experiential learning model, 4-H project books encourage youth to share their experiences, process what they learned through reflection and responding to questions, and apply what they learned to their own lives. By asking the right questions and encouraging reflection, project helpers can help youth develop both subject matter and life skills (Norman & Jordan, 2006).

Figure 2
The Experiential Learning Model



Note: (University of Wisconsin-Madison Extension, 2020)

Ten Dimensions of Wellness Model

The Ohio State University uses a comprehensive and integrated educational tool for faculty, staff, and students (Melnik et al., 2018) by using a model that now has 10 dimensions of wellness. Figure 3 portrays the multidimensional wellness model implemented by The Ohio State University. The model highlights the importance of taking a multidimensional approach to understand that all aspects of health are interconnected, and achieving holistic health requires focusing on each area. The concept is that each dimension is intertwined, and individuals must be conscious of all aspects and how they interconnect when contemplating their health. The 10 dimensions include career, creative, digital, emotional, environmental, financial, intellectual, physical, social, and spiritual wellness. Forming positive relationships is an essential aspect of having social and emotional wellness. However, individuals may find it difficult to establish positive bonds with others if they do not feel secure in themselves due to a lack of wellness in other areas. Society often disregards these important areas of wellness, making it crucial to educate youth on the significance of social and emotional wellness.

Figure 3

Ohio State University's Ten Dimensions of Wellness Model



Note: (Student Wellness Center, n.d.)

OSU Extension Publishing

The Ohio State University Extension Publishing unit is responsible for editing, designing, marketing, and distributing 4-H project books, learning lab kits, and OSU Extension fact sheets and bulletins (Ohio State University Extension Publishing, 2022). In the appendices you can find the *Ohio 4-H Project Book Activity Template* (Appendix A), which explains the process of creating a 4-H project book to OSU Extension professionals. This tool was used in creating the *Relationships 101* 4-H project book. When submitting a document to OSU Extension Publishing the individual must have the following for it to begin the review process, branding process, and print process:

- Final text document is the one being submitted.
- Text has been approved by all authors.
- Text has been peer reviewed, and approval has been received following author's departmental or program area peer review procedure.

- According to APA Style, each work cited must appear in the reference list, and each work in the reference list must be cited in the text (or in a table, figure, footnote, or appendix).
- Photos have been obtained or photo needs are identified.
- Permissions for photos and graphics are in place via the CFAES (College of Food, Agricultural, and Environmental Sciences) release form.
- Table and graph information is ready to go.

National 4-H Peer Review

Many project books from Ohio are nationally peer reviewed through the national 4-H curriculum process. National peer review methods “maintain curriculum standards of quality, provide credibility, and ensure the integrity of 4-H youth curriculum and professional development materials” (National 4-H Council, n.d.-a). The national peer review process includes three reviewers: a content expert from a different state, a positive youth development expert from a different state, and an at-large reviewer from a different state (National 4-H Council, 2020). The *4-H Guiding Principles* document, found in Appendix B, displays the specific guidelines the national 4-H curriculum review process focuses on. The main categories of this guided review are as follows:

- Supports and advances (National 4-H’s) Mission Mandates through foundational, critical, and emerging trends.
- Content is framed around the Essential Elements, inclusivity, and life skills.
- Learning experiences are developmentally appropriate.
- Content has a scope and sequence, has objective and standards, and is research based.
- High quality with a comprehensive development process.

- Individual and group learning are valued; youth and adults are both learners.
- Scientific approach to learning, engagement, and change.

Health Education Standards

The activities in the project book are aligned with the Ohio Department of Education K-12 Social and Emotional Learning Standards (Ohio Department of Education, 2019). Aligning with standards is part of Extension Publishing's requirements; as well, standards are also necessary for the national peer review process. The standards are also useful for those who want to use the project book in in-school settings. Because of the target audience for this project book, the standards for Grades 6-8 (denoted as middle grades) were used. See Appendix C for more information about the Ohio Department of Education K-12 Social and Emotional Learning Standards.

Procedures and Process

This section will provide an overview of the process used to develop the *Relationships 101* 4-H project book. It will include the curriculum development process, information gathering process, and assembly of the project book. The target audience for this material is youth ages 11-to-16 who participate in the 4-H Youth Development program and is designated as an intermediate-level project book. The final project can also be used by other youth organizations outside of 4-H, as well as programs within the 4-H organization.

Information-Gathering Process

The content for the 4-H project book was developed from a thorough review of research literature, review of multiple sources including print and digital resources, and a review of existing curriculum. During the development of this curriculum, the information gathering stage was essential to learn what else existed for the 4-H curriculum and how well the topic would be

accepted by the 4-H community. Information was gathered from 4-H teens regarding their interest, need, and acceptance of relationship education programming. The information was collected and analyzed for themes related to the need for youth relationship education.

The bulk of the information-gathering happened between January 2022 and January 2023. Other information was gathered to fill gaps as needed throughout the curriculum development process between January and March 2023.

Healthy Relationships Programming in 4-H

The first step of the information gathering stage was to conduct a review of current curriculum that has been developed and is being used in the 4-H community. The review also included research evaluations of 4-H programming. As shown in Table 3, this review did not produce many results. Overall, the curriculum that was found was developed for use in a group setting, had a narrow scope such as romantic relationships, or lacked evaluation results.

Table 3

4-H Healthy Relationships Programming in U.S. States and Nationally

State	Title of Curriculum Used	Author (year)	Brief Description
Georgia	<i>Relationship Smarts Plus</i>	Bozeman, K., et al. (2019, March 3–6)	Presentation at the 30 th Annual National Youth at Risk Conference in Savannah, GA
	<i>Relationship Smarts Plus</i>	Futris, T. G., et al. (2013)	Evaluation of programming
	<i>Love U2: Relationship Smarts Plus program</i>	Futris, T. G., et al. (2017)	Evaluation of results from programming
	<i>Relationship Smarts PLUS 4.0</i>	Futris, T. G., et al. (2020)	Review of UGA's use of youth relationship programming
Louisiana	<i>Stand Strong</i>	Louisiana 4-H (n.d.)	In-school program that focuses on bullying
Maine	<i>4-H Healthy Living Curriculum, Lesson 1: Healthy Relationships</i>	University of Maine Cooperative Extension (n.d.)	One lesson to help youth learn about self-esteem, healthy vs unhealthy relationships, and the impact of social media

Maryland	<i>Relationship Smarts PLUS 4.0</i>	Lattimore, K. (2017, August 11)	Highlights relationship education programming conducted by a Maryland 4-H educator
Utah	<i>How to Avoid Falling for a Jerk (or Jerkette)</i>	Brower, N., et al. (2012)	Teen retreat
	<i>Discover 4-H Club: 4-H Healthy Relationships</i>	Brower, N., et al. (2016)	Guide for six group activities in the 4-H club context
West Virginia	<i>4-H Health Officer activity guide: Healthy Relationships</i>	West Virginia 4-H. (2020)	Guide for group activities in the 4-H club context
National	Multiple	Downey, L. H., et al. (2014)	Environmental scan of 4-H healthy living programs
	Multiple	Peterson, D. J., et al. (2018)	Evaluation study of national 4-H healthy living programs
	N/A	Family and Youth Services Bureau. (2019, September 23)	Presentation by national 4-H youth about the need for relationship programming

Note: The Relationship Smarts Plus, Relationship Smarts PLUS 4.0, and Love U2: Relationship Smarts Plus curriculums are programs of The Dibble Institute, authored by Marline E. Pearson.

Pilot Survey and Needs Assessment

During the information gathering stage a needs assessment was conducted. A pilot survey was created and distributed during the 2022 Making eXtreme Counselors Training to gather information regarding youths opinions on youth relationship education. This survey provided insight into youth's perceived interest in learning about relationships and the need for relationship education of all varieties. See Appendix D for the pilot Relationship Education survey and survey results.

The results of the pilot survey allowed me to remove any confusion from the questions and formatting to develop a well-thought out needs assessment. The next step was to gather information from a wider group of 4-H members. The needs assessment was electronically sent through the email on file in the 4-H Online database to Ohio 4-H youth, ages 9 and older, in

October 2022 and was open for approximately 48 hours. The survey was delivered to 33,079 individuals, and the survey received 532 responses. The results of the needs assessment yielded statistically significant responses, indicating a high level of importance placed on the identified areas of need. See Appendix E for the needs assessment report on healthy relationships.

Assembly

The curriculum development process followed Ohio State University Extension Publishing best practices. Jane Wright, the Assistant Director of OSU Extension Publishing, provided guidance and resources throughout the curriculum development process. She provided the following resources and materials:

- Ohio 4-H Project Book Activity Template (Appendix A)
- Life and Workforce Prep Skills (Appendix F)
- Planning Grid for Project Book with Project Areas (Appendix G)
- A blank 4-H project book template

Project Content

The result of this project was a 4-H book titled *Relationships 101*, which includes 10 activities focusing on characteristics of relationships, self-understanding, and relationship skills. The project book was written to allow users to approach the content from different relationship perspectives, making it more inclusive and appealing to a wider audience.

I enlisted members of the Ohio 4-H Healthy Living Design Team to write activities for the project book. I reviewed the written activities and altered them as needed. This included adding content to the activities (e.g., projects skills, health education standards, more challenges sections, did you know sections), adding to and adjusting the background sections, making changes to address comprehension and reading level, and reviewing the book to have it written in

one voice and to ensure that it met all requirements for publishing. Finally, I added the remaining sections (note to the project helper, project guide, talking it over sections, glossary, sources, and summary of learning outcomes). Table 4 lists the authors for each section of the project book.

Table 4

Authors by Section of Project Book

Project Areas and Activities	Author
Note to the Project Helper	Melanie Fuhrmann
Project Guide	Melanie Fuhrmann
PROJECT AREA: Focusing on You	
1. What Are Relationships?	Melanie Fuhrmann
2. What Do I Value?	Aubry Fowler
3. Discovering Who I Am	Aubry Fowler
Talking It Over	Melanie Fuhrmann
PROJECT AREA: Relationship Reality	
4. Healthy vs. Unhealthy	Lorriisa Dunfee
5. What Baggage Are You Carrying?	Laryssa Hook
Talking It Over	Melanie Fuhrmann
PROJECT AREA: Communication Skills	
6. Listen All The Way	Tyler Kessler and Pam Montgomery
7. Expressing Your Emotions	Tyler Kessler and Pam Montgomery
8. Finding Common Ground with Others	Theresa Ferrari
Talking It Over	Melanie Fuhrmann
PROJECT AREA: Applying Your Skills	
9. Media Messages	Melanie Fuhrmann
10. Bullying: What Would You Do?	Theresa Ferrari
Talking It Over	Melanie Fuhrmann
Glossary	Melanie Fuhrmann
Sources	Melanie Fuhrmann
Summary of Learning Outcomes	Melanie Fuhrmann

Project Book Outline

Guided by the research findings, I developed a logical outline featuring the healthy relationship topics identified in the literature review. The project book is divided into four sections based on these topics. The outline was crafted to allow the information to flow seamlessly from one topic to the next, building on previous concepts, and ultimately leading readers towards a stronger understanding of the subject matter.

The first section of the book focuses on personal growth and understanding and includes three activities. The first activity is titled “What Are Relationships?” This activity encourages youth to discover the different types of relationships possible and to identify the types of relationships they currently hold in their life. The next activity is titled “What Do I Value?” This activity has youth explore their personal values and how their values can impact the relationships they form with others. The final activity of the section, “Discovering Who I Am,” encourages youth to reflect on who they are and who they would like to become. Adolescents are in a crucial period where they are trying to develop their personal identity. This activity helps to push them to identify the influential aspects of their lives, and how they can propel themselves towards a better future.

The second section of the book, titled “Relationship Reality,” helps youth to analyze their past and current relationships. The first activity, “Healthy vs. Unhealthy” provides youth with a list of healthy and unhealthy characteristics and behaviors that can be found in relationships. This activity asks the youth to determine if the characteristic is healthy or unhealthy and urges them to discuss any characteristics they struggle with categorizing. The second activity, “What Baggage Are You Carrying?” teaches youth that their past relationships can impact their current and future relationships. This activity helps youth to realize that the relationships they surround

themselves with have the power to influence their perceptions of healthy and unhealthy relationships.

The third section of the book focuses on building the skills needed to foster healthy relationships and it is comprised of three activities. The section starts with an engaging activity called "Listen All the Way," which helps youth hone one of the most critical elements of effective communication: active listening. Through this activity, youth learn about the various forms of communication and how active listening plays a vital role in developing good communication skills. The next activity, "Expressing Your Emotions," guides young people in reflecting on their emotions and developing strategies for effectively expressing them. This activity teaches youth how to use I-statements to communicate their feelings to others in a constructive manner. By learning these skills, young people can better understand and regulate their emotions, as well as build healthier relationships with those around them. In the final activity of this section, "Finding Common Ground with Others," youth are encouraged to explore effective ways of resolving conflict. Through this activity, youth learn about various conflict resolution strategies and the common techniques people use to address conflicts.

The fourth and final section of the book, "Applying Your Skills," encourages youth to use the skills they gained in the first three sections to analyze the relationships around them. The section begins with the activity, "Media Messages," which prompts youth to watch a movie from a selected list and then analyze the relationships shown in the movie. The youth identify the relationship characteristics shown in the film and analyze if what they saw in the movie was accurate and realistic. The final activity, "Bullying: What Would You Do?," walks youth through two bullying scenarios. They are asked how they would address the bullying situation and how it could impact the individual being bullied.

Each section also includes a Talking it Over page. This page contains four questions that encourage youth to reflect on the section's content by sharing, reflecting, generalizing, and applying what they have learned. Each of these aspects of reflection is completed through a written question that relates back to activities in the section. The end of the project book includes a glossary, master answer key, compiled sources page, and the educational standards. The glossary contains pertinent terms that appear throughout the book along with their definition as it relates to the topic of relationships. See Appendix H for the final review draft of the *Relationships 101* 4-H project book.

After submission of the project book to OSU Extension Publishing, the book will go through a state peer review process. After the book is peer reviewed, the OSU Extension Publishing team will edit, design, market, and distribute the 4-H project book for the 2024 year. It will then be submitted for national 4-H peer review.

Discussion and Recommendations

The *Relationships 101* 4-H project book is a unique resource that focuses solely on interpersonal relationships and is the first of its kind in Ohio. This project book provides youth with accurate information about how to build healthy relationships and develop essential relationship skills. Youth are also encouraged throughout the project book to examine their past and current relationships, as well as those depicted in the media, to gain a deeper understanding of how these relationships influence their perspectives and behaviors.

As previously mentioned, educating young people about relationships can help address challenges they face in forming positive relationships, such as the lack of positive role models and unrealistic expectations. Therefore, it is recommended that promotional opportunities be created to raise awareness about this project book among 4-H professionals. This could be

achieved through various channels such as promoting through digital media, statewide updates, journal articles, and presentations at conferences and in-service training sessions such as the Ohio 4-H Conference or NAE4-HYDP Conference.

To ensure the book's accuracy and relevance, Ohio State University Extension and Ohio 4-H should establish a reviewing process for the publication every 3 to 5 years. The success of the project book should also be assessed annually based on sales and feedback from users. Integrating the book into the existing 4-H project judging structure would provide immediate feedback on the book's content.

The *Relationships 101* project book has the potential to serve as a gateway to additional educational opportunities focused on relationships. For example, future project books could target specific types of relationships, such as friendships, sibling relationships, family relationships, and dating relationships. Moreover, project books could be tailored to specific age groups, such as a teen relationship project book that focuses on issues such as maturity, how to end relationships, and work relationships. Other books could focus more in depth on communication skills and conflict resolution skills.

Finally, the material in the curriculum can be adapted into a leader guide that Extension professionals and volunteers can use in programming. The leader guide could include adaptations of the activities for use in a group setting, with necessary content to aid the instructor. Programs that could use this curriculum include 4-H school enrichment, teen leadership programs, 4-H club meetings, camp, youth health and wellness programs, and community development programs. An evaluation should be developed for 4-H professionals to assess the project book's impact on participants and allow for continual improvement.

References

- 4-H. (n.d.-a). *4-H history*. National 4-H Council. Retrieved June 27, 2022, from <https://4-h.org/about/history/>
- 4-H. (n.d.-b). *Healthy living*. National 4-H Council. Retrieved February 2, 2022, from <https://4-h.org/parents/healthy-living/>
- 4-H. (n.d.-c). *What is 4-H?* Retrieved November 14, 2021, from <https://4-h.org/about/what-is-4-h/>
- 4-H PLWG Standing Committee on Positive Youth Development. (2023a). *About the 4-H thriving model*. Helping Youth Thrive. <https://helping-youth-thrive.extension.org/home/>
- 4-H PLWG Standing Committee on Positive Youth Development. (2023b). *About the PYD standing committee*. Helping Youth Thrive. <https://helping-youth-thrive.extension.org/plwg-task-force-leadership/>
- Adler-Baeder, F., Kerpelman, J. L., Schramm, D. G., Higginbotham, B., & Paulk, A. (2007). The impact of relationship education on adolescents of diverse backgrounds. *Family Relations*, 56(3), 291–303. <https://doi.org/10.1111/j.1741-3729.2007.00460.x>
- Arikewuyo, A. O., Lasisi, T. T., Abdulbaqi, S. S., Omoloso, A. I., & Arikewuyo, H. O. (2020). Evaluating the use of social media in escalating conflicts in romantic relationships. *Journal of Public Affairs*, 22(1). <https://doi.org/10.1002/pa.2331>
- Arnold, M. E. (2018). From context to outcomes: A thriving model for 4-H youth development programs. *Journal of Human Sciences and Extension*, 6(11), Article 1. <https://doi.org/10.54718/NBNL5438>

- Arnold, M. E., & Gagnon, R. J. (2019). Illuminating the process of youth development: The mediating effect of thriving on youth development program outcomes. *Journal of Human Sciences and Extension*, 7(3), Article 2. <https://doi.org/10.54718/GHUP2927>
- Ayas, T., Deniz, M., Kağan, M., & Kenç, M. F. (2010). An investigation of conflict resolution strategies of adolescents. *Procedia - Social and Behavioral Sciences*, 2(2), 3545–3551. <https://doi.org/10.1016/j.sbspro.2010.03.549>
- Bailen, N. H., Green, L. M., & Thompson, R. J. (2019). Understanding emotion in adolescents: A review of emotional frequency, intensity, instability, and clarity. *Emotion Review*, 11(1), 63–73. <https://doi.org/10.1177/1754073918768878>
- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Berlo, D. K. (1960). *The process of communication: An introduction to theory and practice*. Holt, Rinehart and Winston.
- Bethell, C., Jones, J., Gombojav, N., Linkenbach, J., & Sege, R. (2019). Positive childhood experiences and adult mental and relational health in a statewide sample: Associations across adverse childhood experiences levels. *JAMA Pediatrics*, 173(11), e193007. <https://doi.org/10.1001/jamapediatrics.2019.3007>
- Bodie, G. D. (2011). The active-empathic listening scale (AELS): Conceptualization and evidence of validity within the interpersonal domain. *Communication Quarterly*, 59(3), 277–295. <https://doi.org/10.1080/01463373.2011.583495>
- Boullier, M., & Blair, M. (2018). Adverse childhood experiences. *Paediatrics and Child Health*, 28(3), 132–137. <https://doi.org/10.1016/j.paed.2017.12.008>
- Braithwaite, S., & Holt-Lunstad, J. (2017). Romantic relationships and mental health. *Current Opinion in Psychology*, 13, 120–125. <https://doi.org/10.1016/j.copsyc.2016.04.001>

- Branje, S. (2018). Development of parent–adolescent relationships: Conflict interactions as a mechanism of change. *Child Development Perspectives*, 12(3), 171–176.
<https://doi.org/10.1111/cdep.12278>
- Braun, B., Bruns, K., Cronk, L., Fox, L. K., Koukel, S., Le Menestrel, S., Lord, L. M., Reeves, C., Rennekamp, R., Rice, C., Rodgers, M., Samuel, J., Vail, A., & Warren, T. (2014). *Cooperative Extension's national framework for health and wellness*. Extension Committee on Organization and Policy, Health Task Force. <https://www.aplu.org/wp-content/uploads/national-framework-for-health-and-wellness.pdf>
- Brenner, A. (2015). 7 tips to create healthy boundaries with others. *Psychology Today*.
<https://www.psychologytoday.com/us/blog/in-flux/201511/7-tips-create-healthy-boundaries-others>
- Brower, N., MacArthur, S., Bradford, K., Albrecht, C., & Bunnell, J. (2012). Got dating: Outcomes of a teen 4-H relationship retreat. *Journal of Youth Development*, 7(1), 118–124. <https://doi.org/10.5195/jyd.2012.156>
- Brower, N., Washburn, C., Richman, S., & MacArthur, S. (2016). *Discover: 4-H healthy relationships*. Utah State University Extension. <https://extension.usu.edu/utah4h/discover>
- Bryant, C. M., & Conger, R. D. (2002). An intergenerational model of romantic relationship development. In A. L. Vangelisti, H. T. Reis, & M. A. Fitzpatrick (Eds.), *Stability and change in relationships* (pp. 57–82). Cambridge University Press.
<https://doi.org/10.1017/CBO9780511499876.005>
- Bozeman, K., Stackhouse, R., Sheram, C., McLocklin, W., & Peavy, K. (2019, March 3–6). *Meeting the needs of “at-risk” youth populations with Relationship Smarts programming*

[Abstract]. Presentation at the 30th Annual National Youth at Risk Conference, Savannah, GA.

Bukowski, W. M., Bagwell, C., Castellanos, M., & Persram, R. J. (2020). Friendship in adolescence. In A. I. James (Ed.), *The encyclopedia of child and adolescent development: Social development in adolescence* (pp. 1–11). John Wiley & Sons.

<https://doi.org/10.1002/9781119171492.wecad403>

Burton, D., Canto, A., Coon, T., Eschbach, C., Gutter, M., Jones, M., Kennedy, L., Martin, K., Mitchell, A., O’Neal, L., Rennekamp, R., Rodgers, M., Stluka, S., Trautman, K., Yelland, E., & York, D. (2021). *Cooperative Extension’s national framework for health equity and well-being* [Report of the Health Innovation Task Force]. Extension Committee on Organization and Policy. <https://online.flippingbook.com/view/128151037/>

Bush, C. R., Bush, J. P., & Jennings, J. (1988). Effects of jealousy threats on relationship perceptions and emotions. *Journal of Social and Personal Relationships*, 5(3), 285–303. <https://doi.org/10.1177/0265407588053002>

Cambridge Dictionary. (n.d.-a). Conflict. In *Cambridge Dictionary*. Cambridge University Press. <https://dictionary.cambridge.org/us/dictionary/english/conflict>

Cambridge Dictionary. (n.d.-b). Relationships. In *Cambridge Dictionary*. Cambridge University Press. <https://dictionary.cambridge.org/us/dictionary/english/relationship>

Carpendale, J., & Lewis, C. (2006). *How children develop social understanding* (pp. xii, 311). Blackwell Publishing.

The Center. (n.d.). *Defining LGBTQIA+*. Retrieved February 1, 2023, from <https://gaycenter.org/about/lgbtq/>

Center for Community Health and Development. (2014). *Training for conflict resolution*.

(Chapter 20, Section 6). University of Kansas, The Community Tool Box.

<https://ctb.ku.edu/en/table-of-contents/implement/provide-information-enhance-skills/conflict-resolution/main>

Centers for Disease Control and Prevention. (2020). *National health education standards*. CDC

Healthy Schools. <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

Centers for Disease Control and Prevention. (2022, April 6). *Fast facts: Preventing adverse childhood experiences*. Centers for Disease Control and Prevention: Violence Prevention.

<https://www.cdc.gov/violenceprevention/aces/fastfact.html>

Centers for Disease Control and Prevention. (2023, January 27). *Fast facts: Preventing teen*

dating violence. Centers for Disease Control and Prevention: Violence Prevention.

<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>

Charney, S. A., Camarata, S. M., & Chern, A. (2021). Potential impact of the COVID-19 pandemic on communication and language skills in children. *Otolaryngology–Head and Neck Surgery*, 165(1), 1–2. <https://doi.org/10.1177/0194599820978247>

Christie, D., & Viner, R. (2005). Adolescent development. *BMJ: British Medical Journal*, 330,

301–304. <https://doi.org/10.1136/bmj.330.7486.301>

Collins Dictionary. (n.d.). Conflict. In *Collins Dictionary*. Retrieved April 19, 2023, from

<https://www.collinsdictionary.com/dictionary/english/conflict>.

Collins, W. A., Welsh, D. P., & Furman, W. (2009). Adolescent romantic relationships. *Annual Review of Psychology*, 60, 631–652.

<https://doi.org/10.1146/annurev.psych.60.110707.163459>

- Connolly, J., Craig, W., Goldberg, A., & Pepler, D. (2004). Mixed-gender groups, dating, and romantic relationships in early adolescence. *Journal of Research on Adolescence*, 14(2), 185–207. <https://doi.org/10.1111/j.1532-7795.2004.01402003.x>
- Courtain, A., & Glowacz, F. (2019). Youth's conflict resolution strategies in their dating relationships. *Journal of Youth and Adolescence*, 48(2), 256–268. <https://doi.org/10.1007/s10964-018-0930-6>
- Dewey, J. (1900). *The school and society*. The University Chicago Press.
- Dewey, J. (1938). *Experience and education*. The Macmillan Company.
- Downey, L. H., Peterson, D. J., LeMenestrel, S., Leatherman, J., & Lang, J. (2014). 4-H Healthy Living program with impact: A national environmental scan. *New Directions for Youth Development*, 2014(143), 13–24. <https://doi.org/10.1002/yd.20101>
- Drescher, J., & Fadus, M. (2020). Issues arising in psychotherapy with lesbian, gay, bisexual, and transgender patients. *FOCUS*, 18(3), 262–267. <https://doi.org/10.1176/appi.focus.20200001>
- Driver, J., Tabares, A., Shapiro, A., Nahm, E. Y., & Gottman, J. M. (2003). Interactional patterns in marital success and failure: Gottman laboratory studies. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (3rd ed., pp. 493–513). The Guilford Press. https://doi.org/10.4324/9780203428436_chapter_18
- Elsaesser, C., Patton, D. U., Weinstein, E., Santiago, J., Clarke, A., & Eschmann, R. (2021). Small becomes big, fast: Adolescent perceptions of how social media features escalate online conflict to offline violence. *Children and Youth Services Review*, 122, Article 105898. <https://doi.org/10.1016/j.childyouth.2020.105898>
- Erikson, E. H. (1968). *Identity: Youth and crisis*. W.W. Norton.

- Family and Youth Services Bureau. (2019, September 23). *Youth share relationship insights during 4-H briefing*. U.S. Department of Health & Human Services, Administration for Children & Families. <https://www.acf.hhs.gov/fysb/news/youth-share-relationship-insights-during-4-h-briefing>
- Flynn, H. (2018). Friendships of adolescence. In G. Ritzer & C. Rojek (Eds.), *The Blackwell encyclopedia of sociology*. John Wiley & Sons. <https://doi.org/10.1002/9781405165518>
- Fox, J., Warber, K. M., & Makstaller, D. C. (2013). The role of Facebook in romantic relationship development: An exploration of Knapp's relational stage model. *Journal of Social and Personal Relationships*, 30(6), 771–794. <https://doi.org/10.1177/0265407512468370>
- Fuhrmann, M. (2022). *Healthy relationships survey report*. Ohio 4-H.
- Furman, W., & Buhrmester, D. (1985). Children's perceptions of the personal relationships in their social networks. *Developmental Psychology*, 21(6), 1016–1024. <https://doi.org/10.1037/0012-1649.21.6.1016>
- Furman, W., & Shaffer, L. (2003). The role of romantic relationships in adolescent development. In P. Floresheim (Ed.), *Adolescent romantic relations and sexual behavior: Theory, research, and practical implications* (pp. 3–22). Lawrence Erlbaum Associates.
- Futris, T. G., Clarke, M., Call, K. M., Molter, M., Rylee, L., & Farner, K. (2020). *Youth-focused relationship education: Helping Georgia's youth become relationship smart* (Bulletin 1537). University of Georgia Extension. <https://extension.uga.edu/publications/detail.html?number=b1537>

- Futris, T. G., Sutton, T. E., Duncan, J. C. (2017). Factors associated with romantic relationship self-efficacy following youth-focused relationship education. *Family Relations*, 66, 777–793. <https://doi.org/10.1111/fare.12288>
- Futris, T. G., Sutton, T. E., & Richardson, E. W. (2013). An evaluation of the *Relationships Smarts Plus* program on adolescents in Georgia. *Journal of Human Sciences and Extension*, 1(2), Article 2. <https://doi.org/10.54718/BARJ9780>
- Garagiola, E. R., Lam, Q., Wachsmuth, L. S., Tan, T. Y., Ghali, S., Asafo, S., & Swarna, M. (2022). Adolescent resilience during the COVID-19 pandemic: A review of the impact of the pandemic on developmental milestones. *Behavioral Sciences*, 12(7), Article 7. <https://doi.org/10.3390/bs12070220>
- Garcia-Moreno, C., Jansen, H. A., Ellsberg, M., Heise, L., & Watts, C. H. (2006). Prevalence of intimate partner violence: Findings from the WHO multi-country study on women's health and domestic violence. *The Lancet*, 368(9543), 1260–1269. [https://doi.org/10.1016/S0140-6736\(06\)69523-8](https://doi.org/10.1016/S0140-6736(06)69523-8)
- Gardner, S. P. (2001). Evaluation of the “Connections: Relationships and Marriage” curriculum. *Journal of Family and Consumer Sciences Education*, 19(1), 1–14.
- Gardner, S. P., Giese, K., & Parrott, S. M. (2004). Evaluation of the “Connections: Relationships and Marriage” curriculum. *Family Relations*, 53(5), 521–527. <https://doi.org/10.1111/j.0197-6664.2004.00061.x>
- Gearhart, C. C., & Bodie, G. D. (2011). Active-empathic listening as a general social skill: Evidence from bivariate and canonical correlations. *Communication Reports*, 24(2), 86–98. <https://doi.org/10.1080/08934215.2011.610731>

- The Gottman Institute. (n.d.). *Marriage and couples—Research*. Retrieved January 15, 2023, from <https://www.gottman.com/about/research/couples/>
- Guerrero, L. K., Andersen, P. A., & Afifi, W. A. (2020). *Close encounters: Communication in relationships*. SAGE Publications.
- Günindi, Y. (2022). The effect of online education on children’s social skills during the COVID-19 pandemic. *International Electronic Journal of Elementary Education*, 14(5), 657–665.
- Guyer, A. E., Silk, J. S., & Nelson, E. E. (2016). The neurobiology of the emotional adolescent: From the inside out. *Neuroscience and Biobehavioral Reviews*, 70, 74–85.
<https://doi.org/10.1016/j.neubiorev.2016.07.037>
- Hair, E., Jager, J., & Garrett, S. (2002). *Helping teens develop healthy social skills and relationships: What the research shows about navigating adolescence*. (Research Brief). Child Trends. <https://www.childtrends.org/publications/helping-teens-develop-healthy-social-skills-and-relationships-what-the-research-shows-about-navigating-adolescence>
- Hall, H., & Nielsen, E. (2020). *How do children spend their time? Time use and skill development in the PSID*. Board of Governors of the Federal Reserve System.
<https://www.federalreserve.gov/econres/notes/feds-notes/how-do-children-spend-their-time-time-use-and-skill-development-in-the-psid-20200526.html>
- Hechter, M., Nadel, L., & Michod, R. E. (Eds.). (1993). *The origin of values*. AldineTransaction.
- Herman, W. E. (2011). Identity formation. In S. Goldstein & J. A. Naglieri (Eds.), *Encyclopedia of child behavior and development* (pp. 779–781). Springer US.
https://doi.org/10.1007/978-0-387-79061-9_1443
- Herman-Stahl, M., Scott, M. E., Cox, K., & Vaughn, S. (2021). *History and implementation of the federally funded healthy marriage and relationship education (HMRE) grants*.

Marriage Strengthening Research & Dissemination Center (MAST).

<https://mastresearchcenter.org/wp-content/uploads/2021/07/history-implementation-hmre-grants-aug-2021.pdf>

Holt-Lunstad, J. (2018). Why social relationships are important for physical health: A systems approach to understanding and modifying risk and protection. *Annual Review of Psychology*, 69, 437–458. <https://doi.org/10.1146/annurev-psych-122216-011902>

Horton, R. L., Hutchinson, S., Barkman, S. J., Machtmes, K., & Myers, H. (1999). *Developing experientially based 4-H curriculum materials*. The Ohio State University & Purdue University. <https://ohio4h.org/sites/ohio4h/files/d6/files/4-H%20897%20Developing%20Experientially%20Based%204-H%20Curriculum%20Materials.pdf>

Howe, N., & Recchia, H. (2014). Sibling relationships as a context for learning and development. *Early Education and Development*, 25(2), 155–159. <https://doi.org/10.1080/10409289.2014.857562>

Howe, N., Ross, H. S., & Recchia, H. (2010). Sibling relations in early and middle childhood. In P. K. Smith & C. H. Hart (Eds.), *The Wiley-Blackwell handbook of childhood social development* (2nd ed., pp. 356–372). John Wiley & Sons. <https://doi.org/10.1002/9781119679028.ch24>

Johnson, D. W., & Johnson, R. T. (1995). *Teaching students to be peacemakers* (4th ed.). Interaction Book Company.

Johnson, K. J. (2022). *“I am not a bad friend for having boundaries”: Exploring the need for and creation of support boundaries in friendships* [Master’s thesis, Colorado State

- University]. Colorado State University ProQuest Dissertations Publishing.
<https://www.proquest.com/docview/2709002657/abstract/58222E60C7BC49CEPQ/1>
- Kann, L., McManus, T., Harris, W. A., Shanklin, S. L., Flint, K. H., Queen, B., Lowry, R., Chyen, D., Whittle, L., Thornton, J., Lim, C., Bradford, D., Yamakawa, Y., Leon, M., Brener, N., & Ethier, K. A. (2018, June 15). Youth Risk Behavior Surveillance—United States, 2017. *MMWR Surveillance Summaries*, 67(8), 1–114.
<https://doi.org/10.15585/mmwr.ss6708a1>
- Kansky, J., & Allen, J. P. (2018). Long-term risks and possible benefits associated with late adolescent romantic relationship quality. *Journal of Youth and Adolescence*, 47(7), 1531–1544. <https://doi.org/10.1007/s10964-018-0813-x>
- Katherine, A. (1993). *Boundaries: Where you end and I begin*. Simon & Schuster.
<https://www.simonandschuster.com/books/Boundaries/Anne-Katherine/9780671791933>
- Kerpelman, J. (2019). *Why marriage and relationship education matters to youth*. National Resource Center for Healthy Marriage and Families. <https://www.dibbleinstitute.org/wp-new/wp-content/uploads/2019/11/Why-Marriage-and-Relationship-Education-Matters-to-Youth.pdf>
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Kreitzer, M. J. (n.d.). *Why personal relationships are important*. University of Minnesota, E. E. Bakken Center for Spirituality & Healing, Taking Charge of Your Health & Wellbeing. Retrieved November 5, 2021, from <https://www.takingcharge.csh.umn.edu/why-personal-relationships-are-important>

- Kulkarni, S. J., Porter, A. M., Mennick, A., & Gil-Rivas, V. (2019). "I feel like... their relationship is based on the media": Relationship between media representation and adolescents' relationship knowledge and expectations. *The Journal of Primary Prevention*, 40(5), 545–560. <https://doi.org/10.1007/s10935-019-00565-0>
- Kuttler, A. F., & La Greca, A. M. (2004). Linkages among adolescent girls' romantic relationships, best friendships, and peer networks. *Journal of Adolescence*, 27(4), 395–414. <https://doi.org/10.1016/j.adolescence.2004.05.002>
- Kwang, T. N. (2010). *Exploring the mutual influence of self and relationship: A theory of couple identity negotiation* [Master's thesis, The University of Texas at Austin]. Texas ScholarWorks, University of Texas Libraries. <https://repositories.lib.utexas.edu/handle/2152/ETD-UT-2010-08-1915>
- Lattimore, K. (2017, August 11). *4-H is helping kids plant the seeds for healthy relationships*. NPR. <https://www.npr.org/sections/ed/2017/08/11/540618626/4-h-is-helping-kids-plant-the-seeds-for-healthy-relationships>
- Lenhart, A. (2015). Conflict, friendships, and technology. In A. Lenhart, A. Smith, M. Anderson, M. Duggan, & A. Perrin (Eds.), *Teens, technology & friendship* (Ch. 5). Pew Research Center. <https://www.pewresearch.org/internet/2015/08/06/chapter-5-conflict-friendships-and-technology/>
- Lindberg, L. D., Firestein, L., & Beavin, C. (2021). Trends in U.S. adolescent sexual behavior and contraceptive use, 2006-2019. *Contraception: X*, 3, Article 1000064. <https://doi.org/10.1016/j.conx.2021.100064>
- Louisiana 4-H. (n.d.). *Stand Strong: Creating a culture of caring*. https://www.lsuagcenter.com/topics/kids_teens/resources/school-enrichment/stand-strong

McElwain, A., McGill, J., & Savasuk-Luxton, R. (2017). Youth relationship education: A meta-analysis. *Children and Youth Services Review*, 82, 499–507.

<https://doi.org/10.1016/j.childyouth.2017.09.036>

McHale, S. M., Updegraff, K. A., & Whiteman, S. D. (2012). Sibling relationships and influences in childhood and adolescence. *Journal of Marriage and the Family*, 74(5), 913–930. <https://doi.org/10.1111/j.1741-3737.2012.01011.x>

Meier, A., & Allen, G. (2009). Romantic relationships from adolescence to young adulthood: Evidence from the National Longitudinal Study of Adolescent Health. *The Sociological Quarterly*, 50(2), 308–335. <https://doi.org/10.1111/j.1533-8525.2009.01142.x>

Melnyk, B. M., Neale, S., Amaya, M., Buffington, B. C., & Hrabe, D. (2018). *9 dimensions of wellness*. The Ohio State University.

<https://wellness.osu.edu/sites/default/files/documents/2021/05/9%20Dimensions%20of%20Wellness%20Digital.pdf>

Merriam-Webster. (n.d.-a). Argument. In *Merriam-Webster.com Dictionary*. Retrieved February 8, 2023, from <https://www.merriam-webster.com/dictionary/argue>

Merriam-Webster. (n.d.-b). Communication. In *Merriam-Webster.com Dictionary*. Retrieved February 8, 2023, from <https://www.merriam-webster.com/dictionary/communication>

Merriam-Webster. (n.d.-c). Disagreement. In *Merriam-Webster.com Dictionary*. Retrieved February 8, 2023, from <https://www.merriam-webster.com/dictionary/disagreement>

Merriam-Webster. (n.d.-d). Gender identity. In *Merriam-Webster.com Dictionary*. Retrieved February 1, 2023, from <https://www.merriam-webster.com/dictionary/gender%20identity>

Merriam-Webster. (n.d.-e). Moral. In *Merriam-Webster.com Dictionary*. Retrieved February 7, 2023, from <https://www.merriam-webster.com/dictionary/moral>

Merriam-Webster. (n.d.-f). Sexual orientation. In *Merriam-Webster.com Dictionary*. Retrieved February 1, 2023, from [https://www.merriam-](https://www.merriam-webster.com/dictionary/sexual%20orientation)

[webster.com/dictionary/sexual%20orientation](https://www.merriam-webster.com/dictionary/sexual%20orientation)

Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin*, 129(5), 674–697. <https://doi.org/10.1037/0033-2909.129.5.674>

Morry, M. M., Sucharyna, T. A., & Petty, S. K. (2018). Relationship social comparisons: Your Facebook page affects my relationship and personal well-being. *Computers in Human Behavior*, 83, 140–167. <https://doi.org/10.1016/j.chb.2018.01.038>

National 4-H Council. (n.d.-a). *Curriculum development*. National 4-H Council. Retrieved January 25, 2023, from <https://4-h.org/professionals/curriculum-development/>

National 4-H Council. (n.d.-b). *Healthy living*. National 4-H Council. Retrieved January 11, 2023, from <https://4-h.org/parents/healthy-living/>

National 4-H Council. (2020). *National 4-H curriculum peer review process overview*. National 4-H Council. <https://4-h.org/wp-content/uploads/2020/09/2020-Peer-Review-Requirements-and-Process-Overview.pdf>

National 4-H Learning Working Group. (2016). *Experiential Learning Model*. National Institute of Food and Agriculture. <https://www.nifa.usda.gov/sites/default/files/resource/Experiential-Learning-Model.pdf>

Norman, M. M., & Jordan, J. C. (2006). Using an experiential model in 4-H (4-H SFS101.1/4H243, 5/2006). *EDIS*, 2006(9). <https://doi.org/10.32473/edis-4h243-2006>

- Office of Population Affairs. (n.d.). *Healthy relationships in adolescence*. U.S. Department of Health and Human Services. Retrieved February 28, 2023, from <https://opa.hhs.gov/adolescent-health/healthy-relationships-adolescence>
- Ohio 4-H Youth Development. (2013). *Ohio 4-H design team description*.
- Ohio Department of Education. (2019). *Ohio's K-12 social and emotional learning standards*. Ohio Department of Education. <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/K-12-SEL-Standards-Full-Final.pdf.aspx?lang=en-US>
- Ohio State University Extension Publishing. (2022). *About us*. OSU Extension. <https://extension.osu.edu/extension-publishing/about-us>
- Olson, E. T. (2022). Personal identity. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy archive* (Summer 2022 edition). Stanford University, Department of Philosophy, Metaphysics Research Lab. <https://plato.stanford.edu/archives/sum2022/entries/identity-personal/>
- Paíno-Quesada, S. G., Aguilera-Jiménez, N., Rodríguez-Franco, L., Rodríguez-Díaz, F. J., & Alameda-Bailén, J. R. (2020). Adolescent conflict and young adult couple relationships: Directionality of violence. *International Journal of Psychological Research*, 13(2), 36–48. <https://doi.org/10.21500/20112084.4364>
- Paley, A. (2021). *The Trevor Project: National survey on LGBTQ youth mental health 2021*. <https://www.TheTrevorProject.org/survey-2021/>
- Parker, J. G., & Asher, S. R. (1993). Friendship and friendship quality in middle childhood: Links with peer group acceptance and feelings of loneliness and social dissatisfaction. *Developmental Psychology*, 29, 611–621. <https://doi.org/10.1037/0012-1649.29.4.611>

- Patchin, J. W., & Hinduja, S. (2020). *Tween cyberbullying in 2020*. Cyberbullying Research Center and Cartoon Network. https://i.cartoonnetwork.com/stop-bullying/pdfs/CN_Stop_Bullying_Cyber_Bullying_Report_9.30.20.pdf
- Pearson, M. E. (2018). *Relationship Smarts PLUS 4.0*. The Dibble Institute.
- Peterson, D. J., Downey, L. H., & Leatherman, J. (2018). Informing youth health and well-being programs: A national 4-H healthy living evaluation study. *Journal of Youth Development*, 13(3), 212–236. <https://doi.org/10.5195/jyd.2018.605>
- Piaget, J. (1971). The theory of stages in cognitive development. In D. R. Green, M. P. Ford, & G. B. Flamer (Eds.), *Measurement and Piaget* (pp. 1–11). McGraw-Hill.
- Rao, N., & Fisher, P. A. (2021). The impact of the COVID-19 pandemic on child and adolescent development around the world. *Child Development*, 92(5), e738–e748. <https://doi.org/10.1111/cdev.13653>
- Ray, C. R. (2022). *Romantic media exposure's effect on relationship beliefs and expectations* [Honor's thesis, Appalachian State University]. https://libres.uncg.edu/ir/asu/f/Ray_Catelyn_Spring%202022_thesis.pdf
- Rice, T. M., McGill, J., & Adler-Baeder, F. (2017). Relationship education for youth in high school: Preliminary evidence from a non-controlled study on dating behavior and parent-adolescent relationships. *Child & Youth Care Forum*, 46(1), 51–68. <https://doi.org/10.1007/s10566-016-9368-8>
- Salerno, A., Tosto, M., & Antony, S. D. (2015). Adolescent sexual and emotional development: The role of romantic relationships. *Procedia - Social and Behavioral Sciences*, 174, 932–938. <https://doi.org/10.1016/j.sbspro.2015.01.714>

- Schwartz, K., Tessman, D., & McDonald, D. (2013). The value of relevant, project-based learning to youth development. *Journal of Youth Development*, 8(1), 65-71.
<https://doi.org/10.5195/jyd.2013.109>
- Seiffge-Krenke, I., & Lang, J. (2002, April). *Forming and maintaining romantic relations from early adolescence to young adulthood: Evidence of a developmental sequence*. [Symposium]. In S. Shulman & I. Seiffge-Krenke (Co-chairs), Antecedents of the quality and stability of adolescent romantic relationships, Biennial Meeting of the Society for Research on Adolescence, New Orleans, LA.
- Seldin, M., & Yanez, C. (2019). *Student reports of bullying: Results from the 2017 school crime supplement to the National Crime Victimization Survey*. National Center for Education Statistics. <https://nces.ed.gov/pubs2019/2019054.pdf>
- Shantz, C. U., & Hartup, W. W. (Eds.). (1995). *Conflict in child and adolescent development*. Cambridge University Press.
- Shulman, S., & Connolly, J. (2013). The challenge of romantic relationships in emerging adulthood: Reconceptualization of the field. *Emerging Adulthood*, 1(1), 27-39.
<https://doi.org/10.1177/2167696812467330>
- Shulman, S., & Seiffge-Krenke, I. (2001). Adolescent romance: Between experience and relationships. *Journal of Adolescence*, 24(3), 417-428.
<https://doi.org/10.1006/jado.2001.0403>
- Simpson, D. M., Leonhardt, N. D., & Hawkins, A. J. (2018). Learning about love: A meta-analytic study of individually-oriented relationship education programs for adolescents and emerging adults. *Journal of Youth & Adolescence*, 47(3), 477-489.
<https://doi.org/10.1007/s10964-017-0725-1>

- Stanley, S. M., Carlson, R. G., Rhoades, G. K., Markman, H. J., Ritchie, L. L., & Hawkins, A. J. (2020). Best practices in relationship education focused on intimate relationships. *Family Relations*, 69(3), 497–519. <https://doi.org/10.1111/fare.12419>
- Stonard, K. E., Bowen, E., Walker, K., & Price, S. A. (2017). “They’ll always find a way to get to you”: Technology use in adolescent romantic relationships and its role in dating violence and abuse. *Journal of Interpersonal Violence*, 32(14), 2083–2117. <https://doi.org/10.1177/0886260515590787>
- Student Wellness Center. (n.d.). *Ten dimensions of wellness*. The Ohio State University. Retrieved January 25, 2023, from <https://swc.osu.edu/wellness-education-and-resources/ten-dimensions-of-wellness>
- Umberson, D., & Karas Montez, J. (2010). Social relationships and health: A flashpoint for health policy. *Journal of Health and Social Behavior*, 51(1), S54–S66. <https://doi.org/10.1177/0022146510383501>
- University of Alabama Counseling Center. (n.d.). *Healthy vs. unhealthy relationships*. Retrieved February 13, 2023, from <https://counseling.sa.ua.edu/resources/healthy-vs-unhealthy-relationships/>
- University of Maine Cooperative Extension (n.d.). *Healthy relationships* (Lesson 1). 4-H Healthy Living Curriculum. <https://extension.umaine.edu/4h/healthy-living-curriculum/lesson-1/>
- University of Minnesota Libraries Publishing. (2015). Different types of communication. In *Principles of Management (Section 12.5)*. <https://open.lib.umn.edu/principlesmanagement/chapter/12-5-different-types-of-communication/>

University of Wisconsin-Madison Extension. (2020). *Experiential learning model*.

https://4h.extension.wisc.edu/files/2020/09/Experiential_Learning_Model-FINAL.pdf

Van Hoorn, J., Crone, E. A., & Van Leijenhorst, L. (2017). Hanging out with the right crowd:

Peer influence on risk-taking behavior in adolescence. *Journal of Research on*

Adolescence, 27(1), 189–200. <https://doi.org/10.1111/jora.12265>

Van Ouytsel, J., Van Gool, E., Walrave, M., Ponnet, K., & Peeters, E. (2016). Exploring the role

of social networking sites within adolescent romantic relationships and dating

experiences. *Computers in Human Behavior*, 55, 76–86.

<https://doi.org/10.1016/j.chb.2015.08.042>

Van Ouytsel, J., Walrave, M., Ponnet, K., Willems, A.-S., & Van Dam, M. (2019). Adolescents’

perceptions of digital media’s potential to elicit jealousy, conflict, and monitoring

behaviors within romantic relationships. *Cyberpsychology: Journal of Psychosocial*

Research on Cyberspace, 13(3), Article 3. <https://doi.org/10.5817/CP2019-3-3>

Vassiliadis, K. (2016). *Social networks as important as exercise and diet across the span of our*

lives. UNC News Archives. [https://uncnewsarchive.unc.edu/2016/01/04/social-networks-](https://uncnewsarchive.unc.edu/2016/01/04/social-networks-as-important-as-exercise-and-diet-across-the-span-of-our-lives/)

[as-important-as-exercise-and-diet-across-the-span-of-our-lives/](https://uncnewsarchive.unc.edu/2016/01/04/social-networks-as-important-as-exercise-and-diet-across-the-span-of-our-lives/)

Weger, H., Castle Bell, G., Minei, E. M., & Robinson, M. C. (2014). The relative effectiveness

of active listening in initial interactions. *International Journal of Listening*, 28(1), 13–31.

<https://doi.org/10.1080/10904018.2013.813234>

Wein, H., & Contie, V. (Eds.). (2017). Do social ties affect our health? *NIH News in Health*.

<https://newsinhealth.nih.gov/2017/02/do-social-ties-affect-our-health>

Wessel, T., & Wessel M. (1982). *4-H: An American Idea, 1900-1980: A history of 4-H*. National

4-H Council.

West Virginia 4-H. (2020). *West Virginia 4-H club health activity guide: Healthy relationships*.

<https://extension.wvu.edu/youth-family/4h/programs/healthy-lifestyles-initiative/4h-health-officer-healthy-relationships>

Williams. (2020). *4-H project learning*. <https://ohioline.osu.edu/factsheet/4h-50>

Wilson, H. W., Woods, B. A., Emerson, E., & Donenberg, G. R. (2012). Patterns of violence exposure and sexual risk in low-income, urban African American girls. *Psychology of Violence*, 2(2), 194–207. <https://doi.org/10.1037/a0027265>

Wincentak, K., Connolly, J., & Card, N. (2017). Teen dating violence: A meta-analytic review of prevalence rates. *Psychology of Violence*, 7(2), 224–241. <https://doi.org/10.1037/a0040194>

Wrench, J. S., Punyanunt-Carter, N. M., & Thweatt, K. S. (2020). *Interpersonal communication: A mindful approach to relationships*. SUNY Geneseo, Milne Library. <https://milnepublishing.geneseo.edu/interpersonalcommunication>

Xia, M., Fosco, G. M., Lippold, M. A., & Feinberg, M. E. (2018). A developmental perspective on young adult romantic relationships: Examining family and individual factors in adolescence. *Journal of Youth and Adolescence*, 47(7), 1499–1516. <https://doi.org/10.1007/s10964-018-0815-8>

Yang, Y. C., Boen, C., Gerken, K., Li, T., Schorpp, K., & Harris, K. M. (2016). Social relationships and physiological determinants of longevity across the human life span. *Proceedings of the National Academy of Sciences*, 113(3), 578–583. <https://doi.org/10.1073/pnas.1511085112>

Youth.gov. (n.d.-a). *Characteristics of healthy & unhealthy relationships*. Retrieved February 13, 2023, from <https://youth.gov/youth-topics/teen-dating-violence/characteristics>

Youth.gov. (n.d.-b). *Sexual orientation and gender identity*. Retrieved February 1, 2023, from
<https://youth.gov/youth-topics/lgbt>

Appendices

Appendix A: Ohio 4-H Project Book Activity Template

CFAES

OHIO STATE UNIVERSITY EXTENSION

Ohio 4-H Project Book Activity Template

Curriculum developers nationwide recognize the value of a standard activity template for developing instructionally sound project books. As noted by Williamson (1995), activity templates are a common tool for framing the learning and facilitating the experiential process consistently. Instructional materials that are systematically designed lead to more intentional adult/child interactions and more predictable learning outcomes. In addition, materials produced consistently increase consumer confidence, provide greater opportunity for adoption, reduce management and production costs, assure quality control, and make it easier for others to be part of the writing process.

Ohio 4-H has adopted this flexible template for creating and revising curriculum. It applies at the *activity* level and is valuable only after a comprehensive scope and sequence of content. It also can be customized to a content area by adding items such as journal pages, recipe review pages, pages for photos, budgets, etc.

1. **Catchy title** of the activity. You may want to list several possibilities. If the content is divided into interest or project areas, include the name of the project area too.
2. **Learning Outcomes.** State the activity's goals in these four ways, with just ONE item each:
 - Project skill.** Use an -ing phrase to describe the project skill.
 - Life skill.** Indicate the general life skill area, such as "making decisions." The life skill also may target a science process skill, a workforce preparation skill, or some other internal asset.
 - Educational standard.** As much as possible, an appropriate national or Ohio educational standard must be identified.
 - Success indicator.** Create a simple statement of 5 to 10 words that describes what the youth does to complete the activity. Start with an action verb, and indicate the life skill and subject matter involved, e.g., "Decides between two alternatives to select a product."
3. **Introduction (60 to 80 words).** In second person, build interest about the topic to be explored in this activity. This is your opportunity to connect the content with the skill to be practiced. Extended content discussion takes place in part 8. That's key! The activity takes place *before* a lot of explanation.
4. **What to Do.** Give directions for the activity and provide a means for the youth to show some aspect of the activity on the page. Include directions for exactly what youth does—completes a chart or checklist, describes an experience, keeps records, etc. If needed, include a note to fellow authors, reviewers, and the graphic designer. If appropriate, include an estimate of the time it takes to complete the activity.



THE OHIO STATE UNIVERSITY
COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES



5. **Talking It Over.** Create questions for each of the reflection steps of the experiential cycle (Share, Reflect, Generalize, and Apply) *that focus on the life skill and activity more than on the content.* Opening questions can be included, but typically only the *last question* in the group is answered. Avoid yes, no, and single answer questions. The project helper or parent discusses each question with the youth after the activity is completed. If the content is divided into interest or project areas, use one set of questions to cover all the activities.
 - a. **Share.** Include questions that anyone who does the activity can answer. Share questions should generate data for the process questions. Include questions that ask what was done, how the youth felt, etc.
 - b. **Reflect.** Include questions that ask about important aspects of the subject matter content, the experience, and the life skill practiced.
 - c. **Generalize.** Include questions that make the experience real for the youth in terms of everyday life experiences. Ask questions about the life skill practiced and the content being addressed.
 - d. **Apply.** Include questions that ask how the life skill and content applies to other likely situations.
 6. **More challenges (10-20 words).** Outline one additional activity that further explores the content or life skill. If possible, involve practicing the targeted life skill designated for the original activity. Include asking the youth to share the experience with someone.
 7. **Background information (100–200 words).** This information enhances the content of the activity but is not necessary to complete it. It's better to include too much than not enough copy in the first draft; 3 to 4 short paragraphs is a minimum. Attach additional information and realistic art.
 8. **Did you know? (10-20 words).** Include one or more facts related to the topic that youth would find interesting.
 9. **Glossary words.** List new content words and their definitions. These words appear bolded in the activity and are listed and defined in a glossary that appears at the end of the book.
 10. **Resources.** List print and online resources (web, printed material, etc.) for youth interested in exploring the topic further.
 11. **Sources.** Provide information for any outside source, including subject matter content, tables, recipes, etc. Sources must be current and research-based.
 12. **Acknowledgments (if needed).** Indicate any person(s) who made a significant contribution to the development of this activity. They will be acknowledged on the inside front cover.
 13. **Answer key (if needed).** Include answers for any puzzles, games, quizzes, etc.
 14. **Artwork (optional).** Indicate what drawings, photos, or other artwork is needed for this activity. Include samples if possible. Be specific about exactly what the images should communicate.
- NOTE:** 4-H food and nutrition also include a food safety tip, recipe, nutrition facts label, and recipe evaluation.
- Thank you helping “making the best better” by contributing to Ohio 4-H project books!*

Appendix B: 4-H Curriculum Guiding Principles



4-H Curriculum Guiding Principles

4-H Youth Development seeks to promote positive youth development, facilitate learning, and engage youth in the work of the Land Grant Universities and in their communities to enhance the quality of life. The educational foundation for 4-H lies in three mission areas tied to the knowledge base and scientific research of learning and youth development of the Land Grant University and USDA: science, healthy living and citizenship. 4-H National Curriculum has three components: content and educational learning opportunity designs, professional development, and evaluation.

4-H Curriculum is key to the 4-H positive youth development program. 4-H National Headquarters defines **curriculum as the sum total of all intentional learning experiences**. Curriculum includes:

Outputs such as activities, events, workshops, trainings, field trips;

Contexts such as club, school enrichment and special interest camps, and after-school; and

Print and on-line intentional learning materials that are intentional for youth and adults.

4-H Curriculum Philosophical Framework

The development of curriculum should incorporate the following elements:

- **Support and advance Mission Mandates through foundational, critical, and emerging issues**
Science (including engineering, technology and applied mathematics), Healthy Living, and Citizenship provide the content framework for 4-H curriculum. These content areas provide for strong development of subject matter knowledge and high competency of demonstrable skills.
- **Content is framed around the Essential Elements, inclusivity, and life skills**
The contextual framework for positive youth development programming includes Belonging, Mastery, Independence, and Generosity. Inclusivity means curriculum is relevant and fair to multiple groups, builds and strengthens relationships and fosters respect across various differences. Life skills are those skills one needs to be ready for life and career prepared with an emphasis on decision-making, responsibility, communication, and leadership.
- **Learning experiences are developmentally appropriate**
Human and positive youth development theory and research shapes intentional learning experiences relevant to age and is cognizant of physical, emotional, social, and mental development.
- **Content has a scope and sequence; has objective and standards; and is research-based**
Curriculum is based upon the experiential learning model with opportunities to experience/explore, share/process, generalize, and apply. Curriculum has a process based upon educational standards for learning design from start to finish.
- **High-quality with a comprehensive development process**
Peer review is critical to maintaining quality throughout the curriculum development process. Evaluation and research studies enhance and promote evidence-based program practices.
- **Individual and group learning are valued; youth and adults are both learners**
Based upon the assumption that learning is life-long, youth and adults are both actively engaged in learning. Through individual and group settings, intentional learning experiences are explored.
- **Scientific approach to learning, engagement, and change**
The inquiry process is nested within or overlapped with the experiential learning process. When the scientific inquiry learning objectives are primary in curriculum design, the inquiry process is central within the experience. The focus on inquiry-based learning includes opportunities for experimentation, investigation, questioning, and argumentation.

H E A D , H E A R T , H A N D S , H E A L T H

Appendix C:
Ohio Department of Education
K-12 Social and Emotional Learning Standards
Middle Grades

Competency A: Self Awareness***A1: Demonstrate an awareness of personal emotions.***

- A1.1.c Identify, recognize, and name personal complex emotions.
- A1.2.c Explain that emotions may vary based on the situation, including people and places.
- A1.3.c Utilize appropriate time and place to safely process emotion independently, with a trusted adult or with peers.
- A1.4.c Explain how others' responses to current events can impact emotions.

A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges.

- A2.1.c Describe how personal interests, qualities, and strengths may help with decision making to accomplish personal goals.
- A2.2.c Investigate a potential career path that builds on personal strengths and addresses challenges.

A3: Demonstrate awareness of and willingness to seek help for self or others.

- A3.1.c Seek appropriate support from a trusted adult when help is needed academically, socially, or emotionally.
- A3.2.c Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths.
- A3.3.c Identify and utilize appropriate processes for reporting unsafe behaviors or situations for self and others.

A4: Demonstrate a sense of personal responsibility, confidence, and advocacy.

- A4.1.c Describe how personal responsibility is linked to being accountable for one's choices and behavior.
- A4.2.c Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk
- A4.3.c Demonstrate basic self-advocacy academically and socially.

Competency B: Self-Management***B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development.***

- B1.1.c Describe the relationship between thoughts, emotions, and behavior and apply strategies to regulate response.
- B1.2.c Analyze positive and negative consequences of expressing emotions in different settings.
- B1.3.c Apply productive self-monitoring strategies to reframe thoughts and behaviors.

B2: Set, monitor, adapt, and evaluate goals to achieve success in school and life.

- B2.1.c Recognize the importance of short and long-term goals for success in school and life.

- B2.2.c Identify school, family, and community resources that may assist in achieving a goal.
- B2.3.c Set a short-term school or life goal with action steps to achieve success.
- B2.4.c Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed.

B3: Persevere through challenges and setbacks in school and life.

- B3.1.c Utilize strategies for persevering through challenges and setbacks.
- B3.2.c Reframe a challenge or setback into an opportunity with assistance.

Competency C: Social Awareness

C1: Recognize, identity, and sympathize with the feelings and perspective of others.

- C1.1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others.
- C1.2.c Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ.
- C1.3.c Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective.

C2: Demonstrate consideration for and contribute to the well-being of the school, community, and world.

- C2.1.c Explain the importance of civic mindedness.
- C2.2.c Pursue opportunities to contribute to school or the broader community.
- C2.3.c Explore a school or community need and generate possible solutions.
- C2.4.c Engage in an activity to improve school, home, or community.

C3: demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures.

- C3.1.c Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.
- C3.2.c Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural backgrounds/groups.
- C3.3.c Demonstrate respect for human dignity virtually and in-person.

C4: Read social cues and respond constructively.

- C4.1.c Generate positive responses to various social situations.
- C4.2.c Recognize that social cues are based on rules and expectations and can change based upon context.
- C4.3.c Recognize that personal and group needs can differ and identify positive actions to balance the

Competency D: Relationship Skills

D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups.

- D1.1.c Demonstrate the ability to actively listen and understand multiple perspectives.
- D1.2.c Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others.
- D1.3.c Interact on social and digital media responsibly and understand the potential impact on reputation and relationships.

D2: Develop and maintain positive relationships.

- D2.1.c Participate in a healthy network of personal and school relationships.
- D2.2.c Demonstrate inclusiveness in relationship building.
- D2.3.c Utilize strategies to manage social pressures.

D3: Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

- D3.1.c Recognize and acknowledge different perspectives of others to prevent conflict.
- D3.2.c Use a non-judgmental voice during conflict resolution to maintain safe relationships.
- D3.3.c Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed.

Competency E: Responsible Decision-Making

E1: Develop, implement, and model effective decision and critical thinking skills.

- E1.1.c Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective.
- E1.2.c Gather evidence to support and solve academic and social challenges.

E2: Identify potential outcomes to help make constructive decisions.

- E2.1.c Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence.
- E2.2.c Identify reliable sources of adult help in various settings and actively seek adults for support.
- E2.3.c Utilize knowledge of outcomes to inform future decisions.

E3: Consider the ethical and civic impact of decisions.

- E3.1.c Apply honesty, respect, and compassion to the decision-making process.
- E3.2.c Demonstrate safe practices to guide actions for self and toward others.
- E3.3.c Research opportunities for participation in civic-minded activities that contribute to the larger community.

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable.

- E4.1.c Engage in new opportunities to expand one's knowledge and experiences.
- E4.2.c Recognize that new opportunities or unfamiliar situations may require productive struggle.
- E4.3.c Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life.

Appendix D: Pilot Relationship Education Survey & Results

Relationship Education Research Survey

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Are you currently receiving education on relationships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you be interested in a program on relationships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you think other teens in your county 4-H program would be interested in this topic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How important do you think relationship education is?

- Not very important
- Somewhat important
- Important
- Very Important

What format would you attend: (circle all that apply)

- Series of in-person sessions
- Virtual SPIN club
- In-person SPIN club
- Other _____

How well do you think this type of program would be accepted in your county 4-H program?



Not Likely

☐

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

7

☐

8

☐

9

☐

10



Very Likely

What are you most interested in learning about within the topic area of relationships?

County _____ Age _____ Gender _____

Relationship Education Survey Results											
Age	Gender	Currently Receiving RE? (1-5)	Interest in RE (1-5)	Other Teen Interest (1-5)	How important is RE? (1-4)	In-person session Y/N	Virtual SPIN Y/N	In-person SPIN Y/N	Other County 10	Acceptance in 1- Most interested in learning about?	
15	Male	1	4	3	2	N	N	Y	X	7	how to keep it healthy
13	Female	2	4	5	2	N	N	N	X	8	
16	Male	4	4	4	4	Y	Y	N	X	7	different ways to deal with things
17	Female	1	4	4	X	X	X	X	X	9	Difference between a healthy and abusive relationship
14	Female	2	4	4	4	Y	Y	X	X	8	Positive/Trusting
17	Female	3	5	4	4	Y	N	Y	X	7	how they should and shouldn't function, and how to get out of one if needed
17	Female	3	5	4	4	Y	Y	Y	X	9	how to form and keep a healthy relationship, how to deal with lack of communication from your partner
15	Male	4	4	3	4	Y	N	N	X	8	how to keep them positive & trustworthy
16	Female	2	4	4	4	N	N	Y	X	7	good vs bad relationships, warning signs or red/green flags
17	Female	3	5	4	4	Y	N	N	X	7	ways to be respectful of people's time
14	Female	3	4	4	3	N	N	Y	X	8	how to be a better person/ partner
?	?	1	5	5	1	Y	Y	Y	X	8	how to be a better counselor and talk through situations at camp
14	Female	2	5	5	4	Y	N	N	X	7.5	to get along better with other people
15	Female	2	5	4	4	Y	N	N	X	7	types of relationships
15	Male	5	5	5	4	Y	Y	Y	X	10	how to have healthy relationships
Averages		2.53	4.47	4.13	3.43					7.83	
* 1 = strongly disagree/not important 5 = strongly agree 4 = very important*											

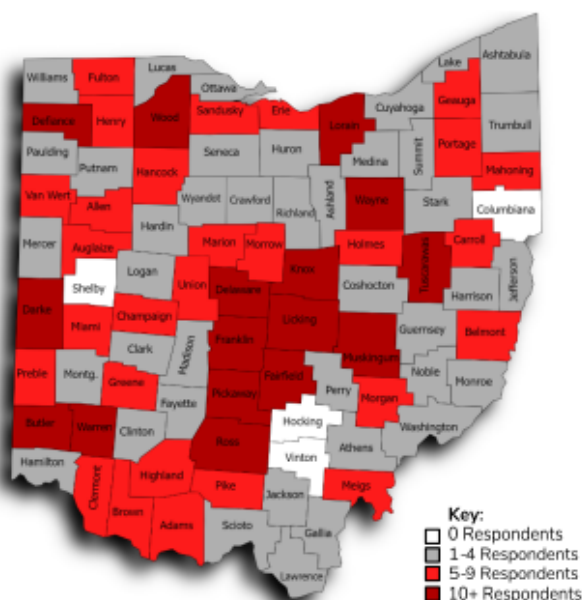
survey distributed on 2/19/22

Appendix E: A Needs Assessment Report on Healthy Relationships

CFAES

COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES

A Needs Assessment Report on Healthy Relationships



This needs assessment was created to obtain the necessary information from Ohio 4-H youth regarding their knowledge, interest, need, and acceptance of relationship education programming. The survey was sent to 33,079 Ohio 4-H youth 9-19 years old. The survey was distributed through the 4-H online system, using the emails provided on the 4-Her's profiles. The survey was open from October 25, 2022, to October 27, 2022. Response rate of 1.6% provided statistically significant response. The results of this survey were used to inform the contents of the *Relationships 101* 4-H Project Book.

60.5%

Respondents either have not or were uncertain if they had received lessons on relationships.

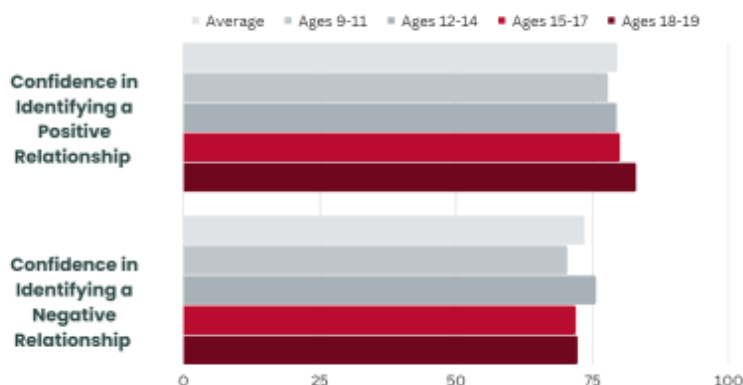
Participants listed the following as the top aspects they expected in a healthy relationship:

honesty – 60.9%
good communication – 56.4%
trust – 52.6%
respect – 48.3%
caring – 43.2%

The most frustrating relationships for youth are friendships, family relationships, negative relationships, and romantic relationships.

Respondents struggle to understand their personal identities, and how personal identity impacts their relationships.

Melanie Fuhrmann
Healthy Relationships Needs Assessment Report
2022



Ultimately, respondents wanted to make friends, become a better friend, learn how to distinguish between healthy & unhealthy relationships, develop stronger relationships, and improve their communication skills.

What about relationships do you struggle to talk to others about?

Personal feelings, crushes, and emotions	20
When there is a problem/conflict	19
Expressing my opinions, beliefs, ideas, etc.	14
Talking to others generally/communication	11
The relationship/friendship	11
Negative dynamics, trauma, and hurt	9
When it involves the other person	8
People being mean/ Bullying/ Teasing	7
Family relationships	7
Opening up to others & trusting them	6
Everything	4
Lying & telling the truth	4
Romantic relationships	4
Saying what I need	4
Being ignored/not included	3
Boundaries	3
Personal identity	3
Asking for help	2
Boys/males	2
Girls	2
Other people's feelings	2
Personal stuff	2
Physical relationships	2
The following responses each had one response:	
arguing, fear of the other person being mad, feeling like it is not okay to struggle in a relationship, Friends, not knowing what to do	1

Key:

1-4 respondents
5-9 respondents
10+ respondents

FAST FACTS

532

Respondents

13.6

Average age of respondent

95%

Respondents were current Ohio 4-H members

7/10

Average rating for respondents overall understanding of relationships

6/10

Average rating regarding respondent understanding of communication styles and behaviors

4/10

Average rating for interest in a 4-H project book about relationships. Comments provided additional context regarding this aspect



THE OHIO STATE UNIVERSITY
EXTENSION



CFAES provides research and related educational programs to clientele on a nondiscriminatory basis. For more information, visit cfaesdiversity.osu.edu. For an accessible format of this publication, visit cfaes.osu.edu/accessibility.

Appendix F: Life and Workforce Prep Skills

OHIO STATE UNIVERSITY EXTENSION

Life and Workforce Prep Skills

Four-Fold Youth Development Model

The Four-Fold Youth Development Model is designed to include all the skills youth need to become confident, capable, caring, and responsible citizens. It combines four existing models in to one comprehensive model, focusing on all aspects of the individual: their head, their heart, their health, and their hands. Youth organizations can use this model as a guide in developing curriculum and programs to help youth develop in a four-fold holistic manner.

Head

- Using scientific methods
- Processing information
- Understanding systems
- Managing resources
- Practicing creativity
- Making decisions
- Solving problems
- Visualizing information
- Reasoning
- Thinking critically
- Keeping records
- Planning and organizing
- Achieving goals
- Navigating your environment
- Working with numbers

Heart

- Communicating
- Interacting socially
- Cooperating and sharing
- Resolving conflicts
- Valuing social justice
- Valuing diversity
- Building relationships
- Caring for others
- Being empathetic

Hands

- Mastering technology
- Learning through community service
- Volunteering
- Being a responsible citizen
- Working in a team
- Exercising leadership
- Completing a project/task
- Motivating yourself

Health

- Being responsible
- Developing self esteem
- Managing yourself
- Practicing integrity and character
- Developing a sense of purpose
- Developing a positive view of future
- Using resistance skills
- Being resilient
- Managing stress
- Making healthy lifestyle choices
- Preventing personal injury
- Expressing emotions positively
- Preventing disease



THE OHIO STATE UNIVERSITY
COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES



Appendix G: Planning Grid – Project Book with Project Areas

Planning Grid—Project Book with Project Areas
XXX Title

Scope and Sequence, including intended audience:					
Activity # and Title	What To Do	More Challenges	Background	Did you know?	Resources
Project Area:					
Project Area:					
Project Area:					
Project Area:					

Appendix H: *Relationships 101* 4-H Project Book Final Review Draft*Proj4-H XXX***Relationships 101**

Name _____

Age (as of January 1 of the current year) _____

County _____

Club or group name _____

Project helper _____

[Inside Front Cover]**Authors**

Melanie Fuhrmann, MS, Graduate Research Associate, 4-H Youth Development, Ohio State University Extension

Theresa M. Ferrari, PhD, Professor and Extension Specialist, 4-H Youth Development, Ohio State University

Aubry Fowler, MPH, Extension Educator, 4-H Youth Development, Ohio State University Extension – Fairfield County

Tyler Kessler, MSW, LSW, Extension Educator, 4-H Youth Development, Ohio State University Extension – Adventure Central

Pamela Montgomery, MEd, LSW, LPCC-S, Extension Educator, 4-H Youth Development, Ohio State University Extension – Morgan County

Lorriisa Dunfee, MS, Extension Educator, Family and Consumer Sciences, Ohio State University Extension – Morgan County

Laryssa Hook, MS, Extension Educator, 4-H Youth Development, Ohio State University Extension – Delaware County

Reviewers

TBD

Production Team

TBD

This book was produced by Ohio State University Extension Publishing with these team members:

Annie Steel, Program Coordinator

Jane Wright, Assistant Director

Susie Young, Editor

Unless otherwise noted, all images are from iStockphoto.com by Getty Images.

Copyright © 20XX, The Ohio State University

CFAES provides research and related educational programs to clientele on a nondiscriminatory basis. For more information, visit cfaesdiversity.osu.edu. For an accessible format of this publication, visit cfaes.osu.edu/accessibility.

Contents

Note to the Project Helper	
Ten Dimensions of Wellness	
Project Guide	
PROJECT AREA: Focusing on You	
Activity 1: What Are Relationships?	
Activity 2: What Do I Value?	
Activity 3: Discovering Who I Am	
Talking It Over	
PROJECT AREA: Relationship Reality	
Activity 4: Healthy vs. Unhealthy	
Activity 5: What Baggage Are You Carrying?	
Talking it Over	
PROJECT AREA: Communication Skills	
Activity 6: Listen All the Way	
Activity 7: Expressing Your Emotions	
Activity 8: Finding Common Ground with Others	
Talking It Over	
PROJECT AREA: Applying Your Skills	
Activity 9: Media Messages	
Activity 10: Bullying: What Would You Do?	
Talking It Over	
Glossary	
Answer Key	
Sources	
Summary of Learning Outcomes	

NOTE TO THE PROJECT HELPER

Congratulations! A 4-H member or other youth has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another important person. As a project helper, it is up to you to encourage, guide, and assist. How you choose to be involved helps to shape the learner's life skills and knowledge.

Your Role as Project Helper

Your contribution is critical to delivery of the 4-H program, which is committed to positive youth development (PYD). The 4-H Thriving Model, the theory of change for positive youth development, connects high-quality program settings to the promotion of youth thriving. That's where you come in.

High-quality 4-H program settings provide youth a place to belong, matter, and explore their personal spark. These components, along with strong relationships with caring adults and supportive peers, help ensure that 4-H programs provide a nourishing **developmental context**—a place where youth feel a sense of belonging and can grow.

LONG-TERM OUTCOMES

- Academic or Vocational Success
- Civic Engagement
- Employability & Economic Stability
- Happiness & Wellbeing

DEVELOPMENTAL OUTCOMES (Positive Youth Development)

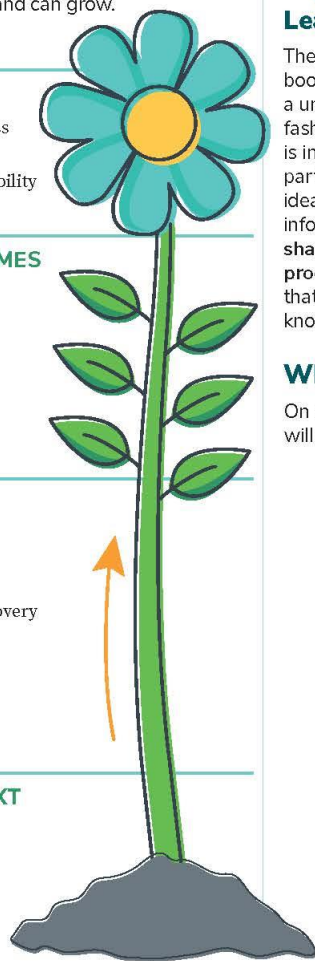
- Positive Academic Attitude
- Social Competence
- Personal Standards
- Connection with Others
- Personal Responsibility
- Contribution

YOUTH THRIVING (Social, Emotional & Cognitive Learning)

- Growth Mindset
- Openness to Challenge & Discovery
- Hopeful Purpose
- Prosocial Orientation
- Transcendent Awareness
- Positive Emotions
- Goal Setting & Management

DEVELOPMENTAL CONTEXT (4-H Programs)

- Sparks
- Belonging
- Relationships
- Engagement



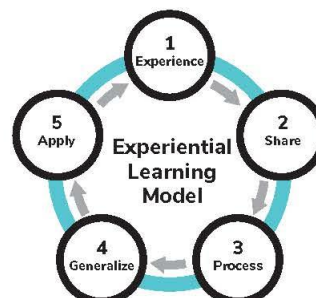
High-quality 4-H programs contribute to PYD through the intentional promotion of social, emotional, and cognitive learning. This process is described by seven indicators of **youth thriving** (see model).

Youth who experience program settings with these intentional social, emotional, and cognitive indicators achieve key positive youth **developmental outcomes**. They are then also more likely to achieve **long-term outcomes** marked by academic or vocational success, civic engagement, employability and economic stability, and happiness and well-being.

For more information on the 4-H Thriving Model of Positive Youth Development, please go to helping-youth-thrive.extension.org.

What You Should Know About Experiential Learning

The activities in this book are arranged in a unique, experiential fashion. A youth is introduced to a particular practice, idea, or piece of information through an opening **experience** (1). The learner **shares** (2) with the project helper what was done and **processes** (3) the experience through a series of questions that allow for **generalizing** (4) and **applying** (5) the new knowledge and skill.



Source: Pfeiffer, J.W., and J.E. Jones, *Reference Guide to Handbooks and Annuals*. © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

What You Can Do

On a practical level, your role as a project helper means you will strive to do the following:

- Review the Learning Outcomes for each activity to understand the learning taking place. See the inside back cover for the Summary of Learning Outcomes.
- Become familiar with each activity, including the background information. Stay ahead of the learner by trying out activities beforehand.
- Help the learner establish a plan by reviewing the Project Guide. As a resource person, limit your involvement to providing support.
- As activities are completed, conduct debriefing sessions that allow the learner to share results and answer questions. This important step improves understanding. In the Project Guide, date and initial completed activities.
- Help the learner celebrate what was done well and see what could be done differently. Allow the learner to become better at assessing their own work. Encourage exploration of the topic beyond the scope of this project book.

The 10 Dimensions of Wellness



- **Career Wellness:** A person who enjoys their work and finds it fulfilling or allows them to be fulfilled elsewhere. They choose work that aligns with their values, goals, and lifestyle.
- **Creative Wellness:** A person who appreciates and takes part in a variety of arts and cultural experiences with the main goal of better understanding the world around them.
- **Digital Wellness:** A person who thinks about how their use of technology affects their well-being. They also take steps to create healthy habits that match their values and goals.
- **Emotional Wellness:** A person who can recognize, express, and manage all kinds of feelings and would consider seeking help if needed.
- **Environmental Wellness:** A person who understands the importance of taking care of the environment. They also appreciate the connection between nature and individuals.
- **Financial Wellness:** A person who knows their financial situation. They will make a budget, save money, and manage their finances to reach realistic goals.
- **Intellectual Wellness:** A person who values learning throughout their life. They think critically, develop their moral reasoning, broaden their worldview, and seek knowledge.
- **Physical Wellness:** A person who gets enough sleep, eats a healthy diet, exercises for 60 minutes a day, and goes to the doctor for regular check-ups.
- **Social Wellness:** A person who has a strong support system that is based on mutual trust, interdependence, respect, and understanding others' feelings.
- **Spiritual Wellness:** A person who seeks balance and harmony. They seek this by exploring the meaning and purpose of human existence through reflection and discussion.

Source: Student Wellness Center. (n.d.). Ten dimensions of wellness. The Ohio State University. Retrieved January 25, 2023, from <https://swc.osu.edu/wellness-education-and-resources/ten-dimensions-of-wellness>

Project Guide

Welcome to *Relationships 101*!

Relationships 101 is designed for intermediate-level youth who are interested in learning more about healthy relationships and how to develop healthy relationship behaviors. The following interesting topics await you:

- The types of relationships and how they may be different
- The differences between healthy and unhealthy relationships
- How your personal identity and values can impact your relationships
- Skills to form a healthy relationship

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

[BEGIN TEXTBOX]

Ohio 4-H offers other projects about social and emotional health. If you want to do more projects like this one, check the Family Guide or visit Project Central at projectcentral.ohio4h.org.

[END TEXTBOX]

The amount of time for each activity varies, but the project is easily completed within one year.

Project Guidelines

Step 1: Complete **all ten** activities and **all** the Talking It Over questions.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.

Step 1: Project Activities

Complete **all ten** activities and all the Talking It Over questions. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then, ask your project helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper Initials
PROJECT AREA: Focusing on You		
1. What Are Relationships?		
2. What Do I Value?		
3. Discovering Who I Am		
Talking It Over		
PROJECT AREA: Relationship Reality		
4. Healthy vs. Unhealthy		
5. What Baggage Are You Carrying?		
Talking It Over		

PROJECT AREA: Communication Skills		
6. Listen All the Way		
7. Expressing Your Emotions		
8. Finding Common Ground with Others		
Talking It Over		
PROJECT AREA: Applying Your Skills		
9. Media Messages		
10. Bullying: What Would You Do?		
Talking It Over		

Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to healthy relationships.
- Help organize a club or group meeting based on this project.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in a county fair or other judging event.
- Plan your own learning experience.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

Plan to Do	What I Did	Date Completed	Project Helper Initials
<i>Demonstration</i>	<i>Shared the differences between healthy and unhealthy relationship behaviors with my club.</i>	<i>4/5/YR</i>	<i>M.F.</i>

[NOTE TO DESIGNER: Try to keep the rows of the table above and the one in Step 3 to one-half inch in height or a little less. You have leeway on this if necessary, but we'd like to keep the table row heights similar throughout the book.]

Step 3: Leadership and Citizenship Activities

Use what you learn to give back to your community! Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about healthy relationships.
- Help someone else prepare for project judging.
- Host a workshop to share tips about healthy relationships.
- Encourage someone to enroll in this project.
- Arrange for a professional, such as a relationship counselor to speak with your club or other group.
- Plan your own leadership/citizenship activity.

Leadership/Citizenship Activity	Date Completed	Project Helper Initials
<i>Arranged for a family therapist to visit my club and speak about improving communication and resolving conflicts.</i>	<i>5/12/YR</i>	<i>M.F.</i>

Step 4: Project Review

All finished? Congratulations! After you've completed the activities in this book, you are ready for a project review. This process helps assess your personal growth and evaluate what you have learned.

Use this space to write a summary of your project experience. Be sure to include a statement about the skills you have learned and how they might be valuable to you in the future.

[NOTE TO DESIGNER: Allow from three-fourths to one full page for this.]

Now, set up a project evaluation. You can do this with your project helper or another knowledgeable adult. If you are a 4-H member, it can be part of a club evaluation or part of your country's project judging.

Project Area: Focusing on You

Activity 1: What are Relationships?

Learning Outcomes

Project skill: Recognizing different types of relationships

Life skill: Building relationships

Educational standard: Ohio SELS Competency D2: Develop and maintain positive relationships

Success indicator: Identifies and describes relationships in their personal life

[The following text box appears just once in the beginning of the book.]

[BEGIN TEXTBOX]

Words in **bold** throughout this book are defined in the **glossary**. [END TEXTBOX]

[Introduction]

You are surrounded by relationships, and they are all different. But what makes one relationship different from another? What types of relationships are there? Do you do different activities with people based on your relationship with them?

What to Do

Estimated time: 15-20 minutes.

Supplies:

- Pencil or Markers
- Photos
- Tape or Glue

Use the boxes below to create a list of every type of relationship you can think of. Try to list at least four types of relationships. Now, list the name of someone in your life that fits into the type of relationship you listed. If you listed a type of relationship that you do not currently have, then write "None" instead of a name.

Type of Relationship	People in your life
Ex: Friendship	<i>Ex: Anna from class, Joe from my 4-H club</i>

Next, use the blank page to attach pictures of your relationships. Next to the photo write the following information:

- name of the person or people
- type of relationship
- the activities or things you do together

[Designers – add in a blank page. On the blank page include a photograph of two friends in 4-H. Next to the photo include the following words in a bulleted format below or next to the photograph]

- *Joe*
- *Friends*
- *Walk our goats together, go to 4-H meetings together, talk about our 4-H projects]*

More Challenges

Relationships support you in different ways. Make a support map showing the relationships in your life. In the center circle, put your name or a photo of you. Then draw boxes around the circle, connecting them with a line. In the boxes write the names of people who support you. This means anyone who supports you in any area of your life. This could include your parents, close friends, a club you are in, siblings, or more. Talk to your project helper about how these people support you.

Background

Every person in the world has one thing in common with each other – we are all surrounded by **relationships**. A relationship is a way two or more people are connected to and behave towards each other. Relationships impact all aspects of your life. They are a key part of human functioning and have a direct effect on your mental health. While you are young, it is important to build close and healthy relationships. You may be building close friendships and relationships right now! Relationships may also be a big part of the things you watch and talk about with your friends.

There are many types of relationships. This includes family relationships, friendships, **peer** relationships, dating relationships, and work relationships. Although relationships may have common aspects, all relationships are different. Relationships are different for many reasons. People often act a certain way based on the type of relationship they are in and the people who are in the relationship. For example, say you have two main relationships. The first you have with your parent, who helps you with your homework and gives you chores to do. The second relationship you have is with a sibling who you ride bikes with and talk about everything with. These relationships are very different from each other. You don't do the same activities with each other, and you may talk about different things. Relationships can also be very different depending on the power levels the people in the relationship have. In the previous example, one relationship was with someone similar to your age and on the same power level. The other relationship included someone who has a higher power level than you.

A single relationship cannot support you in every part of your life. Relationships often serve different purposes for you and support you in different ways. The example showed that the sibling relationship provides a space to talk about feelings. The relationship with your friend provides a space to watch media and work on schoolwork. It is important for you to have a range of different types of relationships in your life. Having good relationships can lead to being healthy and happy. A lack of relationships can often lead to being sad, lonely, and unhealthy. This is why it is important to look at the relationships in your life and to continue building strong

relationships!

Did you know?

Did you know that animals can form lifelong friendships just like humans? Studies have revealed that chimpanzees, baboons, horses, elephants, and dolphins can create long-lasting bonds with other animals.

Glossary words

Peer – a person belonging to the same societal group especially based on age, grade, or status.

Relationship – the way in which two or more people are connected to and behave toward each other.

Resources

Kids Health Hub CA. (n.d.). Healthy relationships [Website].

<https://kidshealthhub.ca/2022/02/02/relationships-2/>

ONN Our New Normal. (2016, February 27). *Kids explain relationships* (Episode 8) [Video].

YouTube. <https://www.youtube.com/watch?v=72VJBgOglmU>

Sources

Braithwaite, S., & Holt-Lunstad, J. (2017). Romantic relationships and mental health. *Current Opinion in Psychology*, 13, 120–125. <https://doi.org/10.1016/j.copsyc.2016.04.001>

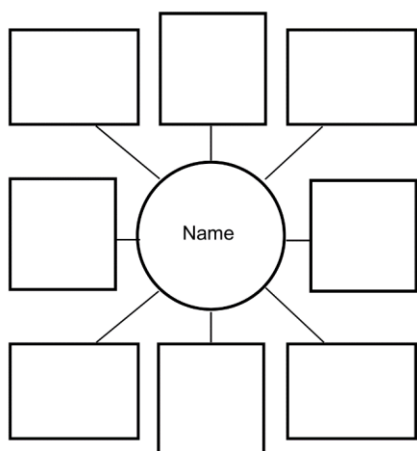
Bukowski, W. M., Bagwell, C., Castellanos, M., & Persram, R. J. (2020). Friendship in adolescence. In *The encyclopedia of child and adolescent development* (pp. 1–11). John Wiley & Sons. <https://doi.org/10.1002/9781119171492.wecad403>

Flynn, H. K., Felmlee, D. H., & Conger, R. D. (2017). The social context of adolescent friendships: Parents, peers, and romantic partners. *Youth & Society*, 49(5), 679–705. <https://doi.org/10.1177/0044118X14559900>

Seyfarth, R. M., & Cheney, D. L. (2012). The evolutionary origins of friendship. *Annual Review of Psychology*, 63(1), 153–177. <https://doi.org/10.1146/annurev-psych-120710-100337>

Wein, H., & Contie, V. (Eds.). (2017). Do social ties affect our health? *NIH News in Health*. <https://newsinhealth.nih.gov/2017/02/do-social-ties-affect-our-health>

Artwork



Project Area: Focusing on You

Activity 2: What Do I Value?

Learning Outcomes

Project skill: Recognizing personal values

Life skill: Developing integrity and character

Educational standard: Ohio SELS Competency E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

Success indicator: Identifies personal identities

[Introduction]

To have good friendships, it is essential to think about what's important to you. This is called your **values**. Values are the things you believe in. Values guide your actions. They are like a compass that points you in the right direction. Knowing what you value is important in your relationships with others.

What to Do

Estimated time: 10 minutes.

Supplies:

- Pen or pencil
- Scissors
- Tape or glue

Directions:

1. Start this activity by thinking about what makes someone a good friend. Write down all the words that come to mind when you think of a good friend.
 - a. Be as creative as you like! Some words might be adjectives like funny, kind, helpful, or happy.
 - b. You may also use words of qualities that you look for in a friend like trustworthy, honesty, or loyalty.

[Designers - insert a box or designated section where they can list their words.]

2. Once you have made your list, put stars next to 10 words that are most important to you.
3. Now, circle the top 5 words that are most important to you.
4. On the following pages, write one of the 5 qualities on each section of paper. Once you have written them down, cut out the strips of paper.
5. Link your strips of paper into a chain using a piece of tape or glue.

Your chain shows the values you want in your friendships. Remember these values when you make new friends. You can also use your chain to see if your current friendships match your values.

[Designers – Insert a page(s) that are sectioned out into 5 6-inch by 2-inch strips. Use a dashed or dotted line as the outline, with a little scissor icon next to it. The back side of this page(s) will

have to be blank, to allow the youth to cut it out of the book.]

More Challenges

How did this activity make you feel? Sometimes our friendships can bring up strong emotions (both good and bad). It's important to think about your feelings and why you may be feeling them.

Think about your current friendships. Is there something you want to work on with a friend? Write down your feelings and talk to a family member or trusted adult about them.

Background

Values are basic, fundamental beliefs that guide or motivate your actions and attitudes. Values help people identify what is important to them and what they place value on. They can include things like faith, interests, personality traits, and more. Being able to identify your personal values is important because it helps you know more about yourself. This includes what type of person you want to be and what kind of relationship you want to have with friends and family. Knowing your values also helps to understand how you want to be treated and how you will treat others.

Values are important for relationships because if you have the same values as your friend, you are more likely to have a healthy relationship. It is possible to have relationships with people who have different values. You can have different values and still be friends, but it can lead to problems. Having different values can lead to more conflict and unhealthy relationships.

Did you know?

Conflicts often involve both **facts** and values, but people often mix them up. A fact is a thing that is known or proved to be true. This is different than an **opinion**. An opinion is a personal view, belief, or judgement about a specific matter. Often opinions are formed based on a person's own thoughts, experiences, or feelings. For example, a fact about kindness is that it can increase feelings of happiness and well-being. A value about kindness would be that you value kindness because you believe that you should always treat others how you would like to be treated. Sometimes, a disagreement about values may be mistaken for a disagreement about facts, so it's important to distinguish between them and deal with each one separately to resolve the conflict effectively.

Glossary words

Fact – a thing that is known or proved to be true.

Opinion – A personal view, belief, or judgement about a specific matter.

Values – important beliefs that guide how you think and act.

Resources

ClickView. (2018, August 10). *Wellbeing for children: Identity and values* [YouTube].
<https://www.youtube.com/watch?v=om3INBWfoxY>

Sources

Hechter, M., Nadel, L., & Michod, R. E. (Eds.). (1993). *The origin of values*. Aldine Transaction.

Merriam-Webster. (n.d.). Value. In *Merriam-Webster.com dictionary*. Retrieved February 21, 2023, from <https://www.merriam-webster.com/dictionary/value>

Acknowledgments

Activity modified from: National 4-H Council. (2020). Who makes a good friend? In *Health Rocks!*

Project Area: Focusing on You

Activity 3: Discovering Who I Am

Learning Outcomes

Project skill: Analyzes one's personal identity

Life skill: Developing a positive view of the future

Educational standard: Ohio SELS Competency A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges

Success indicator: Creates a visual representation of their personal identity

[Introduction]

Asking yourself "Who am I?" is important. What do you like about yourself and what do you want others to appreciate about you? **Personal identity** is what makes you unique and truly you. This activity will help you understand yourself better.

What to Do

Estimated time: 5-10 minutes.

Supplies:

- Pen or pencil
- Sheet of paper
- Colored pencils or markers

Directions:

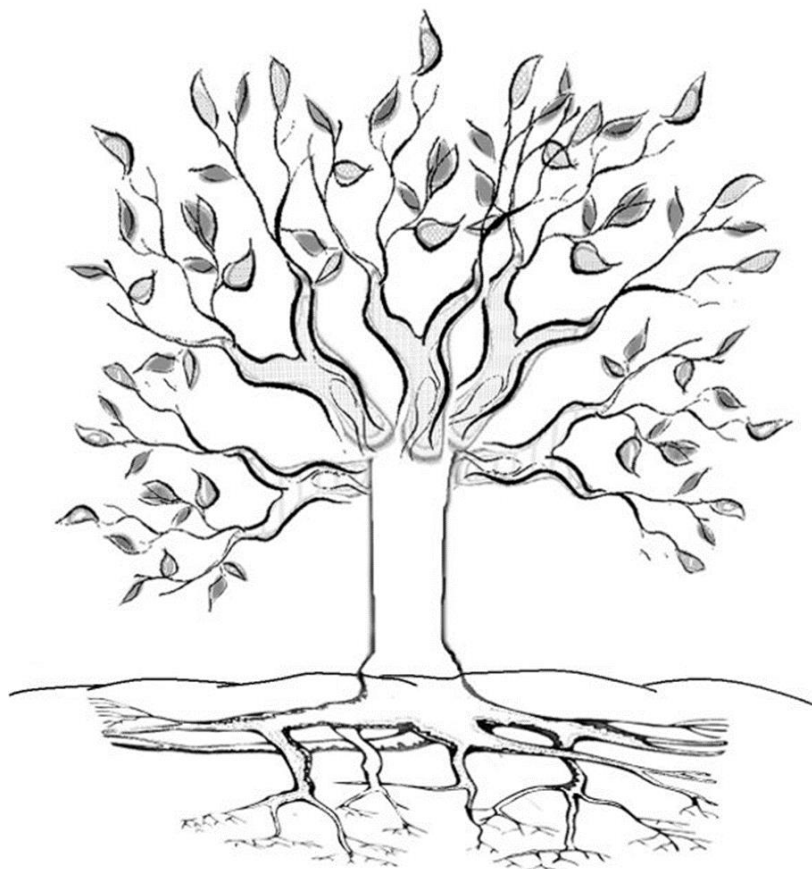
1. Use the box below to list all the words that describe you, including any qualities you want to have when you grow up.

Ex: kind, smart, trustworthy, athletic, hardworking

2. Next, you will create a visual representation of yourself. Use the prompts below to decorate the tree.
3. Decorate the tree.
 1. Leaves – You
 - Use the list of words you wrote to describe yourself from Step #1. Write your qualities on or beside each leaf. You can include qualities you have now and qualities you hope to have in the future. Include the qualities you have now on the left side of the tree. Include qualities you hope to have in the future on the right side of the tree.
 2. Roots – Your Support System

- Many people have supported you in your life. By the roots of the tree, write the name of these people.
 - You can also include things you have done, activities you take part in, and groups you are part of. Write or draw these items by the roots of the tree.
4. Talk about your tree with your project helper. Talk about how your tree represents your personal identity and what makes you truly you!

Tree Worksheet



[Designers – Can you make a similar tree photo/diagram? Have the tree take up an entire page. Add the following paragraph at the bottom of the tree page, or before the background information.]

Are there things you thought of during this activity that you didn't know what to do with? For example, did you think of exercising, peer pressure or bad grades? Try adding extra images to your drawing to address those other positive and negative influences. For example, add a positive image like a sun to show a positive influence. Add a negative image like a lightning bolt for a negative influence you are worried about.

More Challenges

Sometimes you may know your personal identity but struggle to make the best choice for yourself. That's where personal boundaries come to the rescue. A **personal boundary** is that

invisible line that you set for yourself to keep negative influences from taking a strong hold.

Think of a personal boundary you have for yourself and list it here:

After you have written your personal boundary, talk to your project helper about it. Talk to them about how you will set this boundary with someone you have a relationship with.

Background

Your personal identity is how you define yourself. It can be based on your qualities, interests, values, and interactions with friends and family members. Your identity develops over time and can change as you get older. Adolescence is the key time to develop your sense of self and personal identity. During this phase of your life, you can explore who you are, what you value and believe in, and what you want to do in the future. Your identity may change over time as you discover things you enjoy like sports or music or try things that give you new experiences.

As you develop new friendships, they can also change your identity because you may develop new interests that you did not have before. Friendships can also help you confirm your identity because there may be things that you don't enjoy that your friend does and that's okay too. It is important to create a strong self-identity so you can prioritize what is important to you, make wise choices, and exercise good boundaries.

Boundaries are like rules that you set for how you want people to treat you. It's like drawing a line in the sand to show what you're okay with and what you're not okay with. A simple example of this is telling a friend that you don't like the nickname they are calling you, and that you would prefer they call you something else. This helps you make sure that your friends treat you the way you want to be treated. Once you have boundaries that are important to you, it's important to enforce those boundaries. This helps you to continue becoming your best self and prioritize your values.

Did you know?

Did you know that negative relationships or influences (like bullying or peer pressure) can have a big impact on your personal identity? It's important to know your personal values and boundaries so you can keep healthy, positive relationships and avoid unhealthy, negative relationships.

Glossary words

Personal Boundary – a limit or rule that a person sets for themselves within their relationships with others. It helps them identify what is acceptable or unacceptable behavior from others towards them.

Personal Identity – a person's self-image, beliefs, and how a person differs from another.

Resources

N/A

Sources

Erikson, E. H. (1968). *Identity: Youth and crisis*. W.W. Norton.

Kwang, T. N. (2010). *Exploring the mutual influence of self and relationship: A theory of couple identity negotiation* [Master's thesis, The University of Texas at Austin].

<https://repositories.lib.utexas.edu/handle/2152/ETD-UT-2010-08-1915>

Olson, E. T. (2022). Personal identity. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy archive* (Summer 2022 edition). Stanford University, Department of Philosophy, Metaphysics Research Lab.
<https://plato.stanford.edu/archives/sum2022/entries/identity-personal/>

Therapist Aid LLC. (2016). *What are personal boundaries?*
<https://www.therapistaid.com/worksheets/boundaries-psychoeducation-printout>

Acknowledgments

Activity adapted from: Pearson, M. E. (2018). *Relationship Smarts PLUS 4.0*. The Dibble Institute.

Project Area: Focusing on You

Talking It Over

SHARE Describe how you came up with the qualities or things that you placed on your personal identity tree.

REFLECT Why is it important to determine what your personal values are?

GENERALIZE In what other times in your life have you thought about the different types of relationships you have? How can thinking about the relationships in your life help you to create new relationships?

APPLY What kind of boundaries do you need and how will you set them?

Project Area: Relationship Reality

Activity 4: Healthy vs. Unhealthy

Learning Outcomes

Project skill: Identifying the differences between healthy and unhealthy relationships

Life skill: Thinking critically

Educational standard: Ohio SELS Competency D2: Develop and maintain positive relationships

Success indicator: Correctly categorize 23 of the 31 relationship characteristics

[Introduction]

Humans are wired to form relationships. You learn about relationships by observing the people around you, in the media, and online. Relationships can be healthy and provide you with many benefits including comfort and joy. Relationships can also be unhealthy. An unhealthy relationship can be a source of distress and conflict. All relationships can impact your mental, physical, and social health. Do you know the difference between healthy and unhealthy relationship characteristics?

What to Do

Estimated time: 5-10 minutes.

Supplies: Pencil or pen

Place an “H” or a “U” to identify the following **characteristics** as healthy or unhealthy. “H” stands for **Healthy**. “U” stands for **Unhealthy**. Share a copy of the list with a friend, family member, or project helper. Ask them to identify the characteristics as healthy or unhealthy. Review the answers together and discuss any differences you have.

- | | |
|-----------------------------|-----------------------------------------|
| _____ Dependence | _____ Isolation |
| _____ Honesty | _____ Support |
| _____ Lack of communication | _____ Compromise |
| _____ Criticism | _____ Boundaries |
| _____ Trust | _____ Manipulation |
| _____ Anger control | _____ Emotional abuse |
| _____ Controlling behaviors | _____ Self-confidence |
| _____ Equality | _____ Physical violence |
| _____ Fighting fair | _____ Responsibility and accountability |
| _____ Intimidation | _____ Good communication |
| _____ Disrespect | _____ Aggression and hostility |
| _____ Individuality | _____ Fighting |
| _____ Dishonesty | _____ Problem solving |
| _____ Physical safety | _____ Jealousy |

_____ Non-threatening behavior

_____ Mutual respect

_____ Understanding

More Challenges

Use the list of relationship qualities to evaluate a relationship in your life. If you want, invite someone you have a relationship with to do this activity with you. Together, assess your relationship qualities and talk about ways you could make positive changes.

Background

People start forming relationships from birth. You observe people around you, like parents, TV characters, friends, and other adults in the community. These people are models for you to learn from. You can learn what relationships are and what to expect from them by observing these models. You may have a positive role model to observe and learn from. Or you might seek information about relationships from the internet. However, internet information isn't always right.

Knowing the main characteristics of a relationship is important. It helps you to decide if it's healthy or not. Liking yourself is the first step to building a healthy relationship. You need to know what values you have and if the other person has the same. People with similar values tend to have healthy relationships.

Having **healthy relationships** is good for your overall health. In a healthy relationship both people feel respected, supported, and valued. They can talk openly and honestly. There are six main aspects of a healthy friendship.

- *Support and caring* (How much the friends care for and support each other)
- *Conflict and betrayal* (How often friends argue, annoy each other, or break trust)
- *Companionship and recreation* (How much time the friends spend together, whether at school or outside of it)
- *Help and guidance* (How much the friends help each other with easy or difficult tasks)
- *Close exchange* (How much the friends share personal information and feelings with each other)
- *Conflict resolution* (How well the friends solve conflicts in a fair and efficient way)

Unhealthy relationships are negative and can hurt you. You might feel unsupported, or your feelings could be hurt often. People in unhealthy relationships often have trouble talking and controlling their anger.

The activity provides a good list of healthy and unhealthy relationship characteristics. You can use the list to see what healthy and unhealthy characteristics your relationship has. No relationship is perfect, so there's always room for improvement. If you notice unhealthy characteristics, it's a good idea to examine your relationship and see how to make it better.

Did you know?

Teens and adults across the country can get help by calling a toll-free number, texting, or visiting the website loveisrespect.org to receive immediate, confidential assistance with relationship abuse. This website is unique because it allows teens to chat one-on-one with a trained helper in a private chat room to receive immediate assistance. This service is provided by the National Dating Abuse Helpline.

Phone Number – 866-331-9474

Texting - text “loveis” to 22522

Glossary words

Characteristic – a distinguishing feature or trait that is often used to describe or identify something or someone. It can refer to a physical or behavioral trait, quality, attribute, or aspect of something that sets it apart from others.

Healthy Relationship – a positive, supportive, and respectful connection between two people based on trust, open communication, and a sense of equality.

Unhealthy Relationship – a negative and potentially harmful connection between two people, characterized by disrespect, lack of trust, poor communication, power imbalances, and/or controlling behaviors.

Resources

Health.gov. (2023). *Watch for warning signs of relationship violence*. My Healthfinder. <https://health.gov/myhealthfinder/healthy-living/mental-health-and-relationships/watch-warning-signs-relationship-violence>

Office of Population Affairs. (n.d.). *Healthy relationships in adolescence*. U.S. Department of Health and Human Services. Retrieved February 28, 2023, from <https://opa.hhs.gov/adolescent-health/healthy-relationships-adolescence>

Youth.gov. (n.d.). *Characteristics of healthy & unhealthy relationships*. Youth.Gov. Retrieved February 13, 2023, from <https://youth.gov/youth-topics/teen-dating-violence/characteristics>

Sources

Bandura, A. (1977). *Social learning theory*. Prentice Hall.

Health.gov. (2023). *Watch for warning signs of relationship violence*. My Healthfinder. <https://health.gov/myhealthfinder/healthy-living/mental-health-and-relationships/watch-warning-signs-relationship-violence>

Liberman, M. D. (2013). *Social: Why our brains are wired to connect*. Crown Publishers.

Merriam-Webster. (n.d.-a). Characteristic. In *Merriam-Webster.com Dictionary*. Retrieved February 28, 2023, from <https://www.merriam-webster.com/dictionary/characteristic>

Merriam-Webster. (n.d.-b). Healthy. In *Merriam-Webster.com Dictionary*. Retrieved February 28, 2023, from <https://www.merriam-webster.com/dictionary/healthy>

Merriam-Webster. (n.d.-c). Unhealthy. In *Merriam-Webster.com Dictionary*. Retrieved February 28, 2023, from <https://www.merriam-webster.com/dictionary/unhealthy>

University of Alabama. (n.d.). *Healthy vs. Unhealthy relationships*. Counseling Center. Retrieved February 13, 2023, from <https://counseling.sa.ua.edu/resources/healthy-vs-unhealthy-relationships/>

Office of Population Affairs. (n.d.). *Healthy relationships in adolescence*. U.S. Department of Health and Human Services. Retrieved February 28, 2023, from <https://opa.hhs.gov/adolescent-health/healthy-relationships-adolescence>

Youth.gov. (n.d.). *Characteristics of healthy & unhealthy relationships*. Youth.Gov. Retrieved February 13, 2023, from <https://youth.gov/youth-topics/teen-dating-violence/characteristics>

[violence/characteristics](#)**Answer key**

☐U Dependence
☐H Honesty
☐U Lack of communication
☐U Criticism
☐H Trust
☐H Anger control
☐U Controlling behaviors
☐H Equality
☐H Fighting fair
☐U Intimidation
☐U Disrespect
☐H Individuality
☐U Dishonesty
☐H Physical safety
☐H Non-threatening behavior
☐H Understanding

☐U Isolation
☐H Support
☐H Compromise
☐H Boundaries
☐U Manipulation
☐U Emotional abuse
☐H Self-confidence
☐U Physical violence
☐H Responsibility and accountability
☐H Good communication
☐U Aggression and hostility
☐U Fighting
☐H Problem solving
☐U Jealousy
☐H Mutual respect

Project Area: Relationship Reality

Activity 5: What Baggage Are You Carrying?

Learning Outcomes

Project skill: Recognizing relationship baggage

Life skill: Navigating your environment

Educational standard: Ohio SELS Competency E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

Success indicator: Evaluates the impact of baggage examples

[Introduction]

You have been forming relationships with people around you your whole life. The first relationships you might have formed were with your parents. The relationship experiences of your past help to shape your current relationships. Your upbringing can also impact your opinion and perceptions of relationships. This is not something that is easy to notice though! If you think very hard, could you pinpoint an action that you have changed or stopped due to an experience you had? For example, have you stopped interrupting your parents when they are speaking because you know your parents don't like it? The experiences of your current relationships will impact your future relationships.

What to Do

Estimated time: 5-10 minutes.

Supplies: Pencil or pen

Read each type of baggage below. Then, determine if the baggage would have a positive, negative, or neutral impact on someone's relationship history. Once you have determined this, put one of the following symbols on the line in the suitcase.

- + Positive impact
- Negative impact
- o Neutral impact

Explain to your project helper why you chose the impact you did for each baggage.

[Designer: if possible, put each bullet in a suitcase graphic to create visual interest. Have a line or box in the suitcase where they can place the +, -, or o symbol.] [Make the first bullet the example experience. Add a + on the symbol line/box in the first bullet's suitcase.]

- Has positive friends (friendly, caring, socially involved).
- Family does not approve of friendships with people of different races or religions.
- Has aunts, uncles, cousins, or grandparents who are helpful when needed.
- Many of their family members do not get along with each other.
- Parents or adults in the home abuse alcohol or other substances.
- You or your family members seem negative about everything.
- Is involved in some type of activity (sports, music, dance, 4-H, quiz bowl, etc.)
- Craves popularity among peers.
- Family has clear rules and expectations.
- Has friends or family who value materialistic items above other things.

- Family uses constructive ways to solve disagreements.
- Has difficulty forgiving others or hangs onto grudges.
- Family is accepting of differences in you or others.
- Changes friends frequently.

More Challenges

Make a list of the baggage you have. Identify each aspect on your list of baggage as having a positive, negative, or neutral impact on you. Think about how the neutral baggage could be turned into something good or could lead to difficulties. Talk to your project helper or a trusted friend about what you have discovered and how you may want to adjust your behaviors and attitudes for future relationships.

Background

Have you ever heard of the term **baggage**? In a relationship, usually, it's assumed that it means something negative. Baggage means all the experiences from your past, good and bad, that shape how you think and act. These experiences tend to shape our attitudes, beliefs, and behaviors. Our baggage can also influence the choices we make.

Positive experiences, like being praised by others or having a supportive family, can help you feel good about yourself. Positive baggage can help a person in their life and in their relationships. Negative experiences, like growing up in a family who fights often, or with parents who criticize you, can make life harder. Negative baggage can create challenges and difficulties for your life and relationships.

The baggage you take into adulthood is based on the actions, behaviors, and relationships you have in adolescence. Your relationships with your family and friends are not the only ones that influence you. The relationships you have with teachers, coaches, and other individuals also influence you. Even the relationships you see in the media can impact your relationships. You can learn about your personal baggage by examining past experiences.

The important thing is to be aware of how your past experiences have affected you. This helps you to decide what behaviors and attitudes you want to change and what you want to keep as you move forward in your life.

Did you know?

All relationships need attention, and this includes family relationships. Spending quality time together can help to strengthen family relationships. Family rituals and traditions can also help families create strong positive relationships.

Glossary words

Baggage – past experiences that shape how a person thinks and acts.

Resources

University of Delaware Cooperative Extension. (n.d.). *Building strong family relationships*. Retrieved March 14, 2023, from <https://www.udel.edu/canr/cooperative-extension/factsheets/building-strong-family-relationships/>

Sources

Piaget, J. (1971). The theory of stages in cognitive development. In D. R. Green, M. P. Ford, & G. B. Flamer (Eds.), *Measurement and Piaget* (pp. 1–11). McGraw-Hill.

Acknowledgments

Adapted from Relationship Smarts PLUS 5.0 © 2023. Used with permission from the Dibble Institute. www.DibbleInstitute.org

Project Area: Relationship Reality

Talking It Over

SHARE Why do you think that past experiences or baggage can impact your current relationships?

REFLECT Did you struggle to identify any relationship characteristics as healthy or unhealthy? Why or why not? What characteristics did you struggle with?

GENERALIZE How can you increase your awareness of your relationship baggage on a regular basis?

APPLY How can understanding healthy and unhealthy relationship characteristics help with your current relationships?

Project Area: Communication Skills

Activity 6: Listen All the Way

Learning Outcomes

Project skill: Active and responsive listening

Life skill: Communicating

Educational standard: Ohio SELS Competency D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups.

Success indicator: Identifies and evaluates the verbal and nonverbal cues during a conversation

[Introduction]

Communication is something you do every day. Good communication is a big part of building and keeping healthy relationships. You communicate in many ways – through speaking to one another, sending a text message, writing a note, posting on social media, or sending an email.

Listening is one of the most important communication skills you can have. How well you listen has a big impact on the quality of your relationships with other people. In this activity, you will practice speaking and actively listening to build your face-to-face communication skills.

What to Do

Estimated time: 20–25 minutes

Supplies:

- Pen or pencil
- Paper
- Timer
- Two partners
- Extra paper

Preparation:

- Ask two people you are comfortable with to help you with this activity. Then find a quiet space where you can talk.
- You will need a timer – this could be a watch, a smartphone, a kitchen timer, or a timer on a computer.

Activity:

- Choose one person to be the listener. Choose another person to be the speaker. The third person will be the observer.
- The speaker should think about something they would like to share. Use one of these ideas or come up with one of your own.
 - Tell about a time when you felt proud of yourself.
 - Tell about a time that was very difficult for you.
 - Tell about a time you had to overcome a challenge by trying something new.

- Set a timer for 5 minutes.
- Listener Instructions: Your role is to keep track of the key points the speaker talks about. Make sure you listen *actively*. This means sending **verbal** (words and phrases) and **nonverbal** (silent) cues that let your speaker know you are listening.
- Speaker Instructions: Your role is to talk with the listener about the topic you chose.
- Observer Instructions: Your role is to keep track of the verbal (words and phrases) and nonverbal (silent) cues that the listener shows. Use the following chart to make a list of the verbal and nonverbal cues the listener used and how often they display the cue.
- When the speaker is ready, start the timer.

	Verbal Cues List	Verbal Cues Count	Nonverbal Cues List	Nonverbal Cues Count
Example	<i>Mhmm</i>	5	<i>Head nod</i>	10
	<i>Okay</i>	2	<i>Used a gesture</i>	5
	<i>Asked a question</i>	2	<i>Looked at the speaker</i>	Entire time
			<i>Messed with their paper</i>	4
More Challenges				

- When you finish, discuss all questions together as a group. Use the following page to write your answers to the debrief questions.

Discussion Questions:

- Listener
 - Share what the speaker talked about and any details you can remember.
 - What emotions did you notice the speaker have while they were speaking?
 - How did you feel when you used verbal and nonverbal cues?
 - Do you think that your cues affected the speaker? If so, in what way?
 - Do you think that using cues helped you pay attention better? If so, in what way?
- Speaker
 - How well did the listener remember your story?
 - Did the listener remember three specific things from your story? Five? Ten?

- Where there times when you thought that the listener wasn't paying attention? What made you think that?
- Did you notice any verbal or nonverbal cues from the listener? What were they?
- Did the listener's cues change how you were feeling while speaking? If so, how?
- Observer – The person in the observer role should share about the interaction between the speaker and the listener.
 - What verbal and nonverbal cues did the listener use? Do you think any of the cues were helpful? Unhelpful?
 - Did the listener use more verbal or nonverbal cues?
 - What did the speaker do that made it easier or harder for the listener? (For example: did they look at the listener, speak clearly, use body language? How would you describe their tone of voice?)

[Designers – Insert one page with a lined paper background that the youth can write on. Title the page “Debrief Answers”. Break the page into three sections with the headings – Listener, Speaker, Observer.]

More Challenges

Repeat this activity, but switch the speaker, listener, and observer roles so everyone has a chance to experience each role. Did it get easier to recognize and practice good listening skills?

Background

Interpersonal communication is communication between two or more people. It is a back-and-forth process that has four parts. There is a **sender** who is the source of the information and a **receiver** of the information. The **message** is the information that is sent through a **channel**, which means how the message is sent between the sender and receiver. It can be spoken (verbal), written, or nonverbal.

Good communication means that the individuals are sending messages that are easily understood. Good communication is more than speaking, it means listening well too. People often think they listen better than they actually do. **Active listening** is a communication skill that involves going beyond just hearing the words that another person says. It includes paying attention so you can understand the meaning behind the words. Listening can be very difficult! You need to concentrate and be more alert when listening actively. But it's worth it. Good listening is important because it can make people feel happier in their relationships. It can also help them feel like they can handle tough experiences better.

There are three communication types: **verbal**, **written**, and **nonverbal**. Verbal communication is when individuals are sending messages through words. Examples of verbal cues include words or phrases such as, “ah okay,” “mhm,” or “oh yeah.” Written communication involves a written message from a sender to a receiver. Nonverbal communication is when individuals send messages without saying anything. This could include behaviors and facial expressions like head nodding, eyebrow raising, or smiling. This could also include changing the tone of your voice. People who are honestly listening will let you know by sharing cues.

Communication helps people build their relationships by sharing their experiences and needs. Practicing good communication skills can lead to feelings of respect, trust, and genuine

connection. It can help prevent and clear up misunderstandings. It is important to notice when others are using, or not using, communication cues. This lets you know when others are really putting in the effort to listen to you. Good communication takes practice! Use what you learned in this activity to help you communicate in the future.

Did you know?

Good communication skills are also important in the workplace. Employers want their employees to work together and accomplish their job. Poor listening can cause mistakes, misunderstandings, and arguments that damage relationships. Developing your communication skills now will help you with future jobs.

Glossary words

Active Listening – Giving a speaker your full attention by making a conscious effort to hear, understand, and retain information that's being relayed to you.

Channel – how messages travel between people.

Gesture – a movement of part of the body, especially a hand or the head, to express an idea or meaning.

Interpersonal communication – the exchange of information between two or more people. It means sharing information, thoughts, and feelings.

Message – information that is shared between a sender and a receiver that is both verbal and nonverbal.

Nonverbal Communication (cues) – communication that occurs through means other than words, such as posture, hand gestures, facial expressions, and silence. Also called **body language**.

Receiver – the person to whom the message is directed.

Sender – the person who wants to communicate something to others.

Verbal Communication (cues) – using words to communicate. Verbal communication can mean speaking, asking questions, restating what the speaker said, and using filler words (uh-huh, ok). Verbal cues can be volume and tone of voice.

Written Communication – the exchange of information, ideas, or messages through written language in the form of letters, emails, notes, and more.

Resources

Miller, K. (2019, May 21). 39 Communication Games and Activities for Kids and Students. PositivePsychology.Com. <https://positivepsychology.com/communication-activities-adults-students/>

Therapist Aid LLC. (n.d.). Communication worksheets for adolescents. Retrieved April 18, 2023, from <https://www.therapistaid.com/therapy-worksheets/communication/adolescents>

Sources

Barrett, K., O'Connor-Ledbetter, A., Pine, K., & Young, B.-M. (2016). Defining verbal communication. In B. Hayden & N. Rascon (Eds.), *Introduction to public communication* (Chapter 3.2). <http://kell.indstate.edu/public-comm-intro/chapter/3-2-defining-verbal-communication/>

Bodenmann, G., Nussbeck, F., Bradbury, T., & Kuhn, R. (2018). The power of listening: Lending

- an ear to the partner during dyadic coping conversations. *Journal of Family Psychology*, 32(6), 762–772. <https://doi.org/10.1037/fam0000421>
- Colorado State University Global. (2021, May 10). *What is active listening? 4 tips for improving communication skills*. <https://csuglobal.edu/blog/what-active-listening-4-tips-improving-communication-skills>
- Laplante, D., & Ambady, N. (2003). On how things are said: Voice tone, voice intensity, verbal content, and perceptions of politeness. *Journal of Language and Social Psychology*, 22(4), 434–441. <https://doi.org/10.1177/0261927X03258084>
- United States Institute of Peace. (n.d.). *What is active listening?* Retrieved February 21, 2023, from <https://www.usip.org/public-education-new/what-active-listening>
- USC Geriatrics Workforce Enhancement Program. (2020). *Fast facts: Active listening*. <http://gwep.usc.edu/wp-content/uploads/2020/03/FastFacts-Telephone-Skills-Training-Active-Listening.pdf>

Project Area: Communication Skills

Activity 7: Expressing Your Emotions

Learning Outcomes

Project skill: Learning to identify emotions

Life skill: Expressing emotions positively

Educational standard: Ohio SELS Competency A1: Demonstrate an awareness of personal emotions

Success indicator: Practice identifying and sharing emotions with others

[Introduction]

Emotions and feelings are natural and normal. They help people get meaning from their life experiences and the world around them. An **emotion** is your natural inner reaction to the situation around you. A **feeling** is your response or thoughts about the emotions you are having. Emotions are neither good nor bad. It is how individuals express emotions that could create challenges for them and their relationships. Let's practice identifying emotions and feelings and sharing them with others.

What to Do

Estimated time: 20–30 minutes

Supplies: Pen or Pencil

When you think of emotions, often only a few come to mind: sad, mad, happy, and scared. There are many more words to define how you are feeling.

1. In Box #1, list as many emotions as you can.

Box #1: List of Emotions
<i>Examples: lonely, proud, excited</i>

2. In Box #2, list the emotions you have felt strongly or many times in the past week.

Box #2: List of Strong Emotions Felt in the Past Week
<i>Examples: sad, frustrated, happy</i>

3. Pick an emotion from Box #2 that involved an interaction with another person. Now, fill in Box #3 with the following information:
 - List the emotion.
 - Identity the person involved.

- On a scale of 1 to 5, rank how strong the emotion was for you, with 1 being very weak and 5 being very strong.
- Describe the interaction.
- List a helpful way you could share this emotion or feeling with another person.
- List an unhelpful way you could share this emotion or feeling with another person.

Box #3: Working Through an Emotion					
Emotion	Person	Emotion rank (1-5)	Describe Situation	Helpful way to share feelings	Unhelpful way to share feelings
<i>Frustrated</i>	<i>Bob</i>	<i>3</i>	<i>He assumed I would be at the football game, but he never asked me to go.</i>	<i>Tell him how I feel in a calm voice.</i>	<i>Yell at him for not asking me to go.</i>

4. In the final box, you will write an “I- statement.”

I-statements communicate to another person how you feel. This helps to reduce miscommunication and improves relationships. The speaker owns their feeling without attacking the listener.

On the following post-its, change the you-statements into I-statements. The first post-it shows an example of a statement changed from a you-statement to an I-statement.

[Designers – Make these boxes look like colored post-it notes. Label each box with a number in the top left corner and make each box a different color. The first box is the example.]

1

You-statement: “You always interrupt me when I am telling a story.”

I-statement: “I get upset when I am sharing something, and I don’t get to finish what I had to say. I would like it if you let me finish talking before you talk. ”

2

You-statement: You need to stop poking me with your pencil.

3

You-statement: You didn't text me like you said you would.

4

You-statement: You always make fun of the way I say things.

In an I-statement, the speaker identifies the feeling and then connects it to the situation. The best I-statements include the following parts:

- How you feel about a behavior or situation (“I feel...”)
- A blame-free description of the behavior that is a problem for you (“when...”)
- The effect the behavior has on you (“because...”)
- What you would like the other person to do instead

Let's continue with the example from Box #3. In Box #4 there is an I-statement that could be used while discussing the situation with Bob. Now fill in the box with how you could use an I-statement for the situation you wrote about in Box #3.

Box #4: “I-Statements”

Example: “I feel mad when you don't talk to me about coming to the football game because I feel left out and like I missed something. I would really like if you could invite me to join you at the football games.”

More Challenges

Practice I-statements for the next week by keeping a journal or notebook. When you have a strong emotion that you would rate as a 3 or above, write an I-statement to help you identify the emotion, the feeling you have because of the emotion and how you could express it. Share 2 or 3 of your I-statements with a friend or trusted adult. Write an entry in your journal about the reaction of the person you shared your statement with.

Background

There is no such thing as a “good” or “bad” emotion—it's how you react and respond to the emotion that's important. If you struggle to identify or express your feelings, it can have an

impact on your health. For example, you might struggle to sleep, to focus on schoolwork, or to interact in a positive way with your family and friends. But your emotions and feelings can also bring excitement and meaning to your life. Learning to identify, accept, and share your feelings with others is important. It can increase your self-awareness, can decrease possible conflict, and can improve your relationships.

Every day you experience many emotions. You are in a part of your life where you are experiencing many life changes. These changes may bring up new feelings from the emotions you are having. You will have to learn how to manage these emotions and feelings. These experiences and changes may overwhelm and confuse you. This directly impacts how strong your emotions are and how often you experience them.

Because communication is a back-and-forth process, how you express your emotions and feelings will make a difference in how others respond to you. You-statements usually cause defensive or angry statements in response. **I-statements** focus on your feelings and thoughts. This prevents you from placing blame on the other person. Studies have shown that I-statements are effective. Others are more likely to want to discuss a disagreement or work on a problem if they don't feel blamed. Using I-statements can also decrease angry responses.

Did you know?

Why do we need so many **emojis**? A recent study from UC Berkeley identified 27 distinct kinds of emotion, many more than the established six of happiness, sadness, anger, surprise, fear, and disgust.

Glossary words

Emoji – A small digital image or icon used to express an idea, emotion, etc.

Emotion – A person's natural inner reactions to the situation around them.

Feeling – A person's response or thoughts about the emotion they are having.

I-Statement – style of communication that focuses on the feelings or beliefs of the speaker rather than the observed thoughts and behaviors of the listener.

Resources

Anwar, Y. (2017). *Emoji fans take heart: Scientists pinpoint 27 states of emotion*. Berkeley News. <https://news.berkeley.edu/2017/09/06/27-emotions/>

Muriel, C. (2021, October 9). I-Statements: Examples & fun worksheets. *Very Special Tales*. <https://veryspecialtales.com/i-statements-examples-worksheets/>

Sources

Anwar, Y. (2017). *Emoji fans take heart: Scientists pinpoint 27 states of emotion*. Berkeley News. <https://news.berkeley.edu/2017/09/06/27-emotions/>

Barrett, L. F., Adolphs, R., Marsella, S., Martinez, A. M., & Pollak, S. D. (2019). Emotional expressions reconsidered: Challenges to inferring emotion from human facial movements. *Psychological Science in the Public Interest*, 20(1), 1–68. <https://doi.org/10.1177/1529100619832930>

The Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Teaching your child to: Identify and express emotions*. Vanderbilt University. http://csefel.vanderbilt.edu/documents/teaching_emotions.pdf

Cowen, A. S., & Keltner, D. (2017). Self-report captures 27 distinct categories of emotion

bridged by continuous gradients. *Proceedings of the National Academy of Sciences*, 114(38), E7900–E7909. <https://doi.org/10.1073/pnas.1702247114>

Gordon, T. (n.d.). *Origins of the Gordon model*. Gordon Training International. Retrieved February 28, 2023, from <https://www.gordontraining.com/thomas-gordon/origins-of-the-gordon-model/>

O'Connor, D. B., & Garland, N. (2019). Emotions and health. In C. Llewellyn, S. Ayers, C. McManus, S. Newman, K. J. Petrie, T. A. Revenson, & J. Weinman (Eds.), *Cambridge handbook of psychology, health and medicine* (pp. 122–126). Cambridge University Press.

Rogers, S. L., Howieson, J., & Neame, C. (2018). I understand you feel that way, but I feel this way: The benefits of I-language and communicating perspective during conflict. *PeerJ*, 6, e4831. <https://doi.org/10.7717/peerj.4831>

Wang, J., Vujovic, L., Barrett, K. C., & Lerner, R. M. (2015). The regulation of emotion in adolescence. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 37–55). Springer International Publishing. https://doi.org/10.1007/978-3-319-17166-1_3

Answer key

Specific answers may vary, but this shows an example of what the answer could look like.

You-Statement	I-Statement
<i>Example: "You always interrupt me when I am telling a story."</i>	<i>"I get upset when I am sharing something, and I don't get to finish what I had to say. I would like it if you let me finish talking before you talk."</i>
You need to stop poking me with your pencil.	I feel annoyed when I am poked by pencils. I would like it if you stopped poking me.
You didn't text me like you said you would.	I was worried when I don't hear from you, and I wanted to know if you are okay. Please let me know that you are doing okay.
You always make fun of the way I say things.	I felt really embarrassed when you commented on how I responded to Ms. Fuhrmann. Please don't make negative comments on how I say things.

Artwork

[Author has ideas for this activity.]

Project Area: Communication Skills

Activity 8: Finding Common Ground with Others

Learning Outcomes

Project skill: Resolving conflict

Life skill: Resolving conflict

Educational standard: Ohio SELS Competency D3: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways

Success indicator: Identifies ways to manage and resolve conflicts

[Introduction]

Have you ever found yourself in a conflict with someone close to you? This could have been a disagreement with a sibling, a parent, or a friend. **Conflict** is a part of our daily lives and relationships. People don't always agree or get along well. Learning how to navigate and resolve conflicts in a constructive manner is a valuable life skill.

What to Do

Estimated time: 30 minutes.

Supplies: Pen or Pencil

1. Read the situations below and pick one to use for this activity.

Situations:

- A. While getting ready for school, you notice your favorite shirt is missing. You figure your sibling borrowed it, so you ask them where it is. They pause but then pull it out from under their bed, and you see a big stain on the front of the shirt.
 - B. You want to go to the movies with your friends on Friday, but your parents already had plans for the family. They want you to stay home and play games together as a family.
 - C. A classmate has asked you for what seems like the millionth time to borrow a pen. Every time you lend them one, you don't get it back, so this time you say no. They get angry and start to yell at you.
 - D. You and your best friend have made plans for the weekend. You have been looking forward to hanging out with them all week long. On Friday afternoon, your friend tells you that they can't go anymore because their grandmother is visiting for the weekend. Later you find out they went out with someone else and lied to you.
2. Write down every possible solution you can come up with to handle the situation you have chosen.

-
3. Next, in the chart below, decide where to put each response. You will place the response in either the “Unhealthy” or “Healthy” column.

Not Helpful	Helpful

4. Are conflicts with people in authority (for example, parents and teachers) the same as those with friends and classmates? How are they similar? How are they different? In the space below, write down your thoughts on this question. Talk with your project helper about this activity.
-

More Challenges

Use an extra sheet of paper to write about a conflict that you have recently seen or been involved in. Briefly explain what it was about and who was involved (you may change any names). Describe how the people involved looked, sounded, and acted. What strategies did they use to solve the conflict? What was the outcome? Were these effective strategies for solving the conflict? What strategies could they have used instead? Attach the paper to this book page with a staple or piece of tape.

Background

People tend to think of conflict as a bad thing. Conflict can be unpleasant and a source of stress. But conflict occurs in all relationships. Conflicts occur for many reasons. Conflict comes from differences. It is normal for people to have misunderstandings or to have different goals or different points of view. Because conflicts are part of life, we all need to develop skills to resolve them. What is important is to learn how to manage and resolve conflicts when they happen.

Conflict resolution is the process someone uses to manage or settle a disagreement. It includes a collection of skills, including communication, emotion regulation, and problem-solving. But it takes practice to get good at managing and solving conflicts. To manage conflict

effectively, you must be good at communicating and listening. When you use good communication and listening skills you may prevent conflict from happening in the first place.

The presence of conflict doesn't automatically mean that a relationship is unhealthy. Instead, it is the way you resolve the conflict that matters. There are many ways to manage and resolve conflict. Some ways to manage conflict are helpful and others are not so helpful. It is important to understand that conflict is about the situation, not the person. When people don't manage conflict well, it can hurt their relationships with others. Taken to the extreme, conflict can lead to violence.

Deciding the best conflict resolution strategy depends on many things. This includes the situation, who is involved, and their relationship with each other. It also depends on the topic of conflict, how often it occurs, and how intense it is. You need to consider all the aspects of a situation and then think about how to respond. Sometimes that is hard to do, and you react without thinking it through.

Here's a way to think about the ways people deal with conflict.

- *No Way*: Avoiding the problem or thinking it's not important.
- *Your Way*: Giving in to someone else's ideas instead of sharing your own.
- *My Way*: Standing up for yourself, especially if your safety is at risk.
- *Halfway*: Compromising means working together, even if it's not what you wanted at first. It can help avoid arguments and keep relationships happy.
- *Our Way*: Resolving conflict in a way that meets both people's goals and keeps the relationship intact. This approach usually leads to a solution that works for everyone.

Not-So-Helpful Ways to Deal with Conflict	Helpful Ways to Deal with Conflict
<ul style="list-style-type: none"> • Not caring what the other person thinks • Calling someone names or saying unkind or untrue things about them. This could be in person, to others, or on social media • Holding a grudge • Throwing or breaking things • Focusing on being right and winning, no matter what • Taking out anger on someone • Giving up on something that is important to you • Not talking about the problem • Hitting someone 	<ul style="list-style-type: none"> • Caring about the other person's point of view and listening to what they have to say • Counting backward from 10 or taking a few deep breaths • Take a pause to gather your thoughts and calm down before reacting • Speaking calmly to express your feelings and point of view • Trying to find solutions that are acceptable to both people • Focusing on the problem, not the person • Talking about ways to resolve the problem until you can agree • Talking to a trusted adult

Steps in Resolving a Conflict

1. **Chill out!** Get control of yourself. Take a few deep breaths so you can relax and think.
2. **Identify your feelings.** What is going on? How do you feel? Why do you think you feel this way?

3. **Define the problem.** What is at the root of the problem? Who is involved?
4. **Decide what to do.** Consider the pros and cons of how you might respond.
5. **Communicate.** Be respectful. Start with “I,” not “you.”
6. **Listen to the other side.** Stay calm. Concentrate on and think about what the other person is saying.
7. **Look for a win-win result.** It’s not about winning and losing. Use your problem-solving skills.

It is often necessary to use more than one approach in a single conflict. For example, you or the person you have conflict with might be too angry to talk calmly with each other. Then you may need to avoid the conflict until you both have calmed down and are able to work out a **compromise** or talk about a resolution that both can agree to. You can control your own feelings and action, but you can’t control the feelings and actions of others. Sometimes a situation becomes unsafe. When a situation becomes physical or violent, the best response is to walk away and seek help.

Did you know?

Are you good at handling conflicts? Some people deal with conflicts as an essential part of their job. Maybe one of these jobs is right for you!

- Counselors and Therapists: They talk with people to help them solve problems and communicate better. A marriage and family therapist, for example, helps people with family and other relationships.
- Mediators: They help people settle their arguments without going to court. They listen to both sides and help find an agreement that everyone is okay with.
- Lawyers: They give advice and help people and groups with legal problems and arguments. They may represent their clients in court.

Glossary words

Compromise – to give up something that you want to reach an agreement or settle differences.

Conflict – a disagreement between people or groups.

Conflict resolution skills – the abilities and strategies that are used to resolve a disagreement, dispute, or debate.

Resources

AMAZE.org. (2019, February 28). *Fighting fair: How do you resolve conflict?* [Video]. YouTube. https://www.youtube.com/watch?v=gu8gSuF_lvw

Miss Erin Doctor. (2016, August 5). *The art of compromise* [Video]. YouTube. https://www.youtube.com/watch?v=azRYgB_EiCo

Center for Community Health and Development. (2014). *Training for conflict resolution* (Ch. 20, section 6). University of Kansas, The Community Tool Box. <https://ctb.ku.edu/en/table-of-contents/implement/provide-information-enhance-skills/conflict-resolution/main>

Sources

- Community for Education Foundation. (n.d.). *Overcoming obstacles: Resolving conflicts* (Middle school). <https://www.overcomingobstacles.org/portal/en/curricula/middle-school/resolving-conflicts>
- Laursen, B., & Hafen, C. A. (2010). Future directions in the study of close relationships: Conflict is bad (except when it's not). *Social Development*, 19(4), 858–872. <https://doi.org/10.1111/j.1467-9507.2009.00546.x>
- Smetana, J. G., & Rote, W. M. (2019). Adolescent–parent relationships: Progress, processes, and prospects. *Annual Review of Developmental Psychology*, 1, 41–68. <https://doi.org/10.1146/annurev-devpsych-121318-084903>
- Western Justice Center. (n.d.). *Conflict approach tendencies*. WJC School Tools. <https://www.schooltools.info/approaches-to-conflict>
- U.S. Bureau of Labor Statistics. (2022). *Occupational outlook handbook*. <https://www.bls.gov/ooh/>

Project Area: Communication Skills

Talking It Over

SHARE What communication skills contribute to healthy relationships?

REFLECT Since identifying your feelings, are you finding it easier to talk about how you are feeling with your friends and family? Why or why not?

GENERALIZE How can you use conflict resolution strategies in your daily interactions with others?

APPLY In what ways would communicating and expressing your feelings improve your relationships?

Project Area: Applying Your Skills

Activity 9: Media Messages

Learning Outcomes

Project skill: Logging relationship references from films

Life skill: Processing information

Educational standard: Ohio SELS Competency D1.3.C Interact on social and digital media responsibly and understand the potential impact on reputation and relationships

Success indicator: Evaluates the effects of media messages

[Introduction]

Do you believe everything you see online or on TV? Of course not, but the messages you receive from the media shape your thoughts and opinions both positively and negatively. Let's explore examples of how the media displays relationships.

What to Do

Estimated time: Amount of time needed will vary from 1 hour and 45 minutes to 2 hours and 45 minutes, depending on the length of the movie.

Supplies:

- Pencil or pen
- Paper
- DVDs or online access to movies

With your project helper or another trusted adult, select a movie from the following list. While you are watching, make note of the types of relationships and how they are portrayed.

- *Bridge to Terabithia* (PG)
- *Dolphin Tale* (PG)
- *Encanto* (PG)
- *Queen of Katwe* (PG)
- *Remember the Titans* (PG)
- *Bring It On: All or Nothing* (PG-13)
- *Harry Potter and the Goblet of Fire* (PG-13)
- *The Boy in the Striped Pajamas* (PG-13)
- *The Perks of Being a Wallflower* (PG-13)
- *The Upside* (PG-13)
- *To All the Boys I've Loved Before* (TV-14 – Parent or Adult Guardian Permission Required)

After watching the movie, answer the following questions about how relationships were expressed in the movie.

What movie did you watch?

Did the movie focus on a specific type of relationship? Or were there multiple types of

relationships shown? Which ones?

Did the movie provide examples of a healthy relationship and/or healthy relationship behaviors? Describe the examples.

Did the movie provide examples of an unhealthy relationship and/or unhealthy relationship behaviors? Describe the examples.

What do you think viewers learned about relationships by watching the movie?

How could the movie shape society's view of relationships?

More Challenges

Keep a media log of every time you see a message about relationships this week. Pay attention each time you hear or see something about relationships. Write down the source, a description of the message, and the date or time you heard it. Was the message about a specific type of relationship? Was the message positive or negative? How could these messages impact your opinion and understanding of relationships? Share what you discover with your project helper.

Background

Movies and television shows can influence how you view relationships, even if you don't realize it. They create stories that are full of drama and events because their goal is to entertain the audience. Do they show the entire story behind what is happening in real life? These messages might make you believe that they do. It is important to understand that you cannot compare one relationship to another if you do not know the entire story. The messages about relationships in these shows are not always realistic. They can create false ideals, unrealistic standards, and **stereotypes**.

Mass media is a type of communication that reaches many people quickly. It includes the internet, movies, television, newspapers, magazines, and radio. Can you imagine a world without media? If not, you can understand the power media messages have on people.

Using **social media** is another way to communicate. Social media is an online network where people can interact, create, and share information with other people. Common social media networks include TikTok, YouTube, Snapchat, Instagram, and Facebook. Instagram photos often show the exciting and fun moments of someone's life. People may not want to post pictures of sad times in their lives. If a message does not explain the whole story, the story may not be as perfect as it seems.

Technology and media surround every person and everything they do. If you look around you, will you see a media source near you? Relationships are often a huge focus of the media that you view. Movies, television shows, and music portray many types of relationships. It is important to ask yourself if the relationships in these media sources are realistic or not.

If you have a phone, do you have any social media apps? You might use social media and instant messaging apps to connect with friends and family. You can also use these methods to post about your relationships. It is important to notice how media can cause negative ideas to form about someone's life or relationships in general. This activity brought attention to the types of relationship messages in the media. Now that you have identified messages in a movie, you should be able to identify messages in social media. Noticing these messages can help you learn if they are truthful and helpful or not.

Did you know?

Candid Camera is an early example of a TV show with ordinary people in unscripted situations. We now refer to this as **reality TV**, which became popular in the 1990s. In reality TV there are ordinary people, not professional actors, who serve as the main characters. Reality TV has many examples of interpersonal relationships. How much of reality TV is real? Even though it is called reality TV, it is not always realistic. When you watch reality TV, you must determine what is real and what is not.

Glossary words

Mass media – a type of communication, including broadcast (radio and television), print (newspapers and magazines) and electronic (internet based), that is designed to reach many people quickly.

Reality TV – television programs about ordinary people rather than professional actors, who are filmed in what are said to be unscripted, real situations.

Social media – forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos).

Stereotype – a preconceived notion, especially about a group of people; an often unfair and untrue belief that many people have about all people or things with a particular characteristic.

Resources

Chapman, M., Bellardi, N., & Peissl, H. (2020). *Media literacy for all—Supporting marginalised groups through community media*. Council of Europe.

<https://edoc.coe.int/en/media/8258-media-literacy-for-all-supporting-marginalised-groups-through-community-media.html>

Common Sense Education. (n.d.). *Media literacy games, tools, and lessons*. Retrieved April 18, 2023, from <https://www.commonsense.org/education/lists/media-literacy-games-tools-and-lessons>

North-South Centre of the Council of Europe. (2022). *Media literacy for global education—Toolkit for youth multipliers*. Council of Europe. <https://edoc.coe.int/en/media/11284-media-literacy-for-global-education-toolkit-for-youth-multipliers.html>

Sources

- Amedie, J. (2015). The impact of social media on society. *Santa Clara University, Advanced Writing: Pop Culture Intersections*, 2. https://scholarcommons.scu.edu/engl_176/2
- Furman, W., & Shaffer, L. (2003). The role of romantic relationships in adolescent development. In P. Floresheim (Ed.), *Adolescent romantic relations and sexual behavior: Theory, research, and practical implications* (pp. 3–22). Lawrence Erlbaum Associates.
- Lenhart, A., Smith, A., Anderson, M., Duggan, M., & Perrin, A. (2015). *Teen, technology & friendships*. Pew Research Center. <http://www.pewinternet.org/2015/08/06/teens-technology-and-friendships/>
- Patino, A., Kaltcheva, V. D., & Smith, M. F. (2011). The appeal of reality television for teen and pre-teen audiences: The power of “connectedness” and psycho-demographics. *Journal of Advertising Research*, 51(1), 288–297. <https://doi.org/10.2501/JAR-51-1-288-297>
- Ray, C. R. (2022). *Romantic media exposure’s effect on relationship beliefs and expectations* [Honor’s thesis, Appalachian State University]. https://libres.uncg.edu/ir/asu/f/Ray_Catelyn_Spring%202022_thesis.pdf
- Shulman, S., & Seiffge-Krenke, I. (2001). Adolescent romance: Between experience and relationships. *Journal of Adolescence*, 24(3), 417–428. <https://doi.org/10.1006/jado.2001.0403>
- Van Ouytsel, J., Van Gool, E., Walrave, M., Ponnet, K., & Peeters, E. (2016). Exploring the role of social networking sites within adolescent romantic relationships and dating experiences. *Computers in Human Behavior*, 55, 76–86. <https://doi.org/10.1016/j.chb.2015.08.042>

Project Area: Applying Your Skills

Activity 10: Bullying: What Would You Do?

Learning Outcomes

Project skill: Responding to a bullying situation.

Life skill: Making decisions

Educational standard: Ohio SELS Competency E2: Identify potential outcomes to help make constructive decisions

Success indicator: Identifies action in response to bullying situation and gives reasons for this choice

[Introduction]

Which of the following statements describes bullying? Mark your response.

- ☐ A. Accidentally running into someone in the hallway and apologizing
- ☐ B. When one person, or a group of people, hurts another person with unwanted words or actions.
- ☐ C. Taking the last dessert in the cafeteria
- ☐ D. When two people disagree about the music they like

What makes a situation bullying? In this activity, you will look at some situations, decide if they are bullying, and decide how to handle them.

What to Do

Estimated time: 30-45 minutes.

Read the following scenarios. Think about how you might respond if you were in that situation. Then pick a response and answer the questions. When you are done, talk about it with your project helper.

Scenario #1

You are halfway through the school year when a new student named Suzanna joins your class. You see that Suzanna is being left out of activities and some kids are making fun of her clothes and calling her nicknames. One student is even going up to your other classmates telling them not to let Suzanna sit with them at lunch. This really bothers you. You want to invite Suzanna to join your group, but you're worried that other classmates may exclude you as well.

Is this situation bullying? Why or why not?

What would you do? Choose one.

1. Decide it's not your problem and do nothing. Suzanna will be OK.
2. Talk privately with your teacher. Explain what you saw and heard and explain how you think Suzanna is being left out on purpose.
3. Decide that even though it bothers you, it's just easier to go along with everyone else. You tell others not to let Suzanna sit at your lunch table.
4. Even though some people might make fun of you or try to leave Suzanna out, invite Suzanna to sit with your group.
5. Other—include other ideas about how to respond.

Why did you choose this option? Write your response here. Include how it would make you and those involved feel.

Scenario #2

You and your friends are in a group chat about a movie that you all really like. Your friends start sending mean comments to Andrew. No matter what Andrew says, they keep saying mean things. You don't know Andrew well, but it makes you feel bad. You like your friends, but you also don't want to see them being mean to others.

Is this situation bullying? Why or why not?

What would you do? Choose one.

1. Ignore the mean comments. Your friends will probably stop soon.
2. You really like your friends, so you reply to the mean comments saying, "Ha-ha, LOL!"
3. Send Andrew a private message, apologizing for your friends' actions.
4. Reply to your friends' comments saying, "Hey, I think Andrew knows a lot about the movie and is pretty cool."
5. Other—include other ideas about how to respond.

Why did you choose this option? Write your response here. Include how it would make you and those involved feel.

More Challenges

Make a list of things you can do to include others, show kindness, and accept other people. Share this list with a friend or your project helper.

Background

A conflict is when two people have a disagreement about something. **Bullying** is more intense than a disagreement or conflict. Bullying is when someone hurts or harms another person on purpose.

Here's how you can tell if it's bullying:

- It is done on purpose to hurt or harm. Bullying can include many actions such as making fun of someone or spreading rumors. Bullying also includes attacking someone physically or verbally and excluding someone from a group on purpose.
- It happens repeatedly.
- The person being bullied feels bad and can't stop what is happening to them.
- The person doing the bullying has some kind of power over the other person, whether it is real or not. This could be that they are older, more popular, physically stronger, or know your secrets.

Cyberbullying is a specific kind of bullying. Cyberbullying takes place over digital devices like cell phones, computers, and tablets. It can include texts, emails, social media posts, or pictures.

Bullying affects everyone, not just those who are directly involved. No one ever deserves to be bullied. If you are being bullied, it's important for you to say something. You can tell an adult, so they can help you resolve the situation.

If someone is being mean, sometimes you might feel like ignoring it. Many people choose to be a **bystander** in a bullying situation. A bystander is someone who is present but does not take part in the situation or event. It is hard to stand up to people who are being mean, especially if they are your friends. It can be easy to say something mean to the person being bullied to fit in, but that makes you a bully too.

Think about what it feels like to be bullied:

- You feel all alone.
- You do not think that anyone cares.
- You question who you can trust.
- You wonder if anything will ever change

What can you do? Think about how it would feel for someone who thinks they are all alone to have another person reach out to them. What if it was someone the same age that reached out instead of an adult? This would show that they understand what they might be feeling and that they care. That person can be YOU.

Speak up! You can talk with an adult about what's going on. In a situation where you're not sure what to do, it can help to get advice from an adult you trust. They can help you think about different ways to respond to the situation.

Reach out! You can send someone who is being bullied a kind message. Let them know you don't agree with what's happening and ask how you can help. Receiving one nice message among many mean ones can make a huge difference.

Be a friend! You can tell your friends that it's not OK to say mean or false things. That sends the message that you don't agree with their actions. Your friends might change what they do as a result. If you ignore the mean comments and don't tell your friends that what they are doing is wrong, the actions will most likely continue. If your friends say something mean to you after you stand up for something you believe in, then they are not real friends. Real friends support you and what is important to you.

It's not up to you to solve the situation. But what you say and do about it *can* make a difference.

Did you know?

Students have a unique power to prevent bullying. More than half of bullying situations (57%) stop when a peer intervenes on behalf of the student being bullied.

Many countries have recognized the importance of standing up to bullying. They have designated special days to promote awareness and encourage action against bullying. In the United States, "National Stop Bullying Day" is celebrated in October. In Canada, they observe "Pink Shirt Day" in February.

Glossary words

Bullying – a behavior that involves a real or perceived power imbalance with intention to hurt or harm by repeated, unwanted words or actions. Those targeted are hurt physically or emotionally and have a hard time stopping what is happening to them.

Bystander – a person who is present but does not take part in the situation or event.

Cyberbullying – the use of technology to send, or share mean, threatening, or embarrassing messages or images to or about someone. It might be in a text, in an email, message, on social media, or in a post online.

Resources

The CKNW Kids' Fund. (n.d.). *Pink Shirt Day*. The CKNW Kids' Fund. Retrieved March 15, 2023, from <https://www.pinkshirtday.ca>

National Today. (2021, October 13). *National stop bullying day*. <https://nationaltoday.com/national-stop-bullying-day/>

PACER Center (n.d.). *Teens against bullying* [Website]. <https://www.pacerteensagainstabullying.org/>

U.S. Department of Health and Human Services. (n.d.). *stopbullying.gov* [Website]. <https://www.stopbullying.gov/>

Sources

Hilliard, L. J., Batanova, M., & Bowers, E. P. (2015). A positive youth development approach to bullying: Promoting thriving and reducing problem behaviors. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hersberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 37–55). Springer International Publishing. https://doi.org/10.1007/978-3-319-17166-1_3

PACER's National Bullying Prevention Center. (n.d.). *National bullying prevention center* [Website]. <https://www.pacer.org/bullying/>

Patchin, J. W., & Hinduja, S. (2020). *Tween cyberbullying in 2020*. Cyberbullying Research Center and Cartoon Network. https://i.cartoonnetwork.com/stop-bullying/pdfs/CN_Stop_Bullying_Cyber_Bullying_Report_9.30.20.pdf

Seldin, M., & Yanez, C. (2019). *Student reports of bullying: Results from the 2017 school crime supplement to the National Crime Victimization Survey*. National Center for Education Statistics. <https://nces.ed.gov/pubs2019/2019054.pdf>

stopbullying.gov. (2018). Bystanders are essential to bullying prevention and intervention [Fact sheet]. <https://www.stopbullying.gov/resources/research-resources/bystanders-are-essential>

Answer key

Introduction: B – When one kid, or a group of kids, hurts another kid with unwanted words or actions.

Scenario 1: Yes, it can be considered bullying. It is being done on purpose – calling Suzanna names and making fun of her – and those doing the bullying have more power because she is

new and doesn't know anyone.

Scenario 2: Yes, it can be considered bullying. It is being done on purpose to hurt someone and it keeps happening.

Project Area: Applying Your Skills

Talking It Over

SHARE How did you feel when you read about the bullying situations? Have you been in a similar situation before?

REFLECT What do you think is the hardest part about examining the relationships in media?

GENERALIZE How can media messages impact your understanding of relationships? Can they cause you to have unrealistic expectations of your relationships?

APPLY What are some ways you can address bullying?

Glossary

Active listening – Giving a speaker your full attention by making a conscious effort to hear, understand, and retain information that's being relayed to you.

Baggage – past experiences that shape how a person thinks and acts.

Bullying – a behavior that involves a real or perceived power imbalance with intention to hurt or harm by repeated, unwanted words or actions. Those targeted are hurt physically or emotionally and have a hard time stopping what is happening to them.

Bystander – a person who is present but does not take part in the situation or event.

Channel – how messages travel between people.

Characteristic – a distinguishing feature or trait that is often used to describe or identify something or someone. It can refer to a physical or behavioral trait, quality, attribute, or aspect of something that sets it apart from others.

Compromise – to give up something that you want to reach an agreement or settle differences.

Conflict – a disagreement between people or groups.

Conflict resolution skills – the abilities and strategies that are used to resolve a disagreement, dispute, or debate.

Cyberbullying – the use of technology to send, or share mean, threatening, or embarrassing messages or images to or about someone. It might be in a text, in an email, message, on social media, or in a post online.

Emoji – A small digital image or icon used to express an idea, emotion, etc.

Emotion – A person's natural inner reactions to the situation around them.

Fact – a thing that is known or proved to be true.

Feeling – A person's response or thoughts about the emotion they are having.

Gesture – a movement of part of the body, especially a hand or the head, to express an idea or meaning.

Healthy relationship – a positive, supportive, and respectful connection between two people based on trust, open communication, and a sense of equality.

Interpersonal communication – the exchange of information between two or more people. It means sharing information, thoughts, and feelings.

I-Statement – style of communication that focuses on the feelings or beliefs of the speaker rather than the observed thoughts and behaviors of the listener.

Mass media – a type of communication, including broadcast (radio and television), print (newspapers and magazines) and electronic (internet based), that is designed to reach many people quickly.

Message – information that is shared between a sender and a receiver that is both verbal and nonverbal.

Nonverbal communication (cues) – communication that occurs through means other than words, such as posture, hand gestures, facial expressions, and silence. Also called **body language**.

Opinion – A personal view, belief, or judgement about a specific matter.

Peer – a person belonging to the same societal group especially based on age, grade, or status.

Personal boundary – a limit or rule that a person sets for themselves within their relationships with others. It helps them identify what is acceptable or unacceptable behavior from others towards them.

Personal identity – a person's self-image, beliefs, and how a person differs from another.

Reality TV – television programs about ordinary people rather than professional actors, who are filmed in what are said to be unscripted, real situations.

Receiver – the person to whom the message is directed.

Relationship – the way in which two or more people are connected to and behave toward each other.

Sender – the person who wants to communicate something to others.

Social media – forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos).

Stereotype – a preconceived notion, especially about a group of people; an often unfair and untrue belief that many people have about all people or things with a particular characteristic.

Unhealthy relationship – a negative and potentially harmful connection between two people, characterized by disrespect, lack of trust, poor communication, power imbalances, and/or controlling behaviors.

Values – important beliefs that guide how you think and act.

Verbal communication (cues) – using words to communicate. Verbal communication can mean speaking, asking questions, restating what the speaker said, and using filler words (uh-huh, ok). Verbal cues can be volume and tone of voice.

Written communication – the exchange of information, ideas, or messages through written language in the form of letters, emails, notes, and more.

Answer Key

Activity 4: Healthy vs. Unhealthy

<input type="checkbox"/> U Dependence	<input type="checkbox"/> U Isolation
<input type="checkbox"/> H Honesty	<input type="checkbox"/> H Support
<input type="checkbox"/> U Lack of communication	<input type="checkbox"/> H Compromise
<input type="checkbox"/> U Criticism	<input type="checkbox"/> H Boundaries
<input type="checkbox"/> H Trust	<input type="checkbox"/> U Manipulation
<input type="checkbox"/> H Anger control	<input type="checkbox"/> U Emotional abuse
<input type="checkbox"/> U Controlling behaviors	<input type="checkbox"/> H Self-confidence
<input type="checkbox"/> H Equality	<input type="checkbox"/> U Physical violence
<input type="checkbox"/> H Fighting fair	<input type="checkbox"/> H Responsibility and accountability
<input type="checkbox"/> U Intimidation	<input type="checkbox"/> H Good communication
<input type="checkbox"/> U Disrespect	<input type="checkbox"/> U Aggression and hostility
<input type="checkbox"/> H Individuality	<input type="checkbox"/> U Fighting
<input type="checkbox"/> U Dishonesty	<input type="checkbox"/> H Problem solving
<input type="checkbox"/> H Physical safety	<input type="checkbox"/> U Jealousy
<input type="checkbox"/> H Non-threatening behavior	<input type="checkbox"/> H Mutual respect
<input type="checkbox"/> H Understanding	

Activity 7: Expressing Your Emotions

Specific answers may vary, but this shows an example of what the answer could look like.

You-Statement	I-Statement
<i>Example: "You always interrupt me when I am telling a story."</i>	<i>"I get upset when I am sharing something, and I don't get to finish what I had to say."</i>
You need to stop poking me with your pencil.	I feel annoyed when I am poked by pencils.
You didn't text me like you said you would.	I was worried when I don't hear from you, and I wanted to know if we are okay.
You always make fun of the way I say things.	I felt really embarrassed when you commented on how I responded to Ms. Fuhrmann.

Activity 10: Bullying: What Would You Do?

Introduction: B – When one kid, or a group of kids, hurts another kid with unwanted words or actions.

Scenario 1: Yes, it can be considered bullying. It is being done on purpose – calling Suzanna names and making fun of her – and those doing the bullying have more power because she is new and doesn't know anyone.

Scenario 2: Yes, it can be considered bullying. It is being done on purpose to hurt someone and it keeps happening.

Sources

[For Editor's Use]

Activity 1

- Braithwaite, S., & Holt-Lunstad, J. (2017). Romantic relationships and mental health. *Current Opinion in Psychology*, 13, 120–125. <https://doi.org/10.1016/j.copsyc.2016.04.001>
- Bukowski, W. M., Bagwell, C., Castellanos, M., & Persram, R. J. (2020). Friendship in adolescence. In *The encyclopedia of child and adolescent development* (pp. 1–11). John Wiley & Sons. <https://doi.org/10.1002/9781119171492.wecad403>
- Flynn, H. K., Felmlee, D. H., & Conger, R. D. (2017). The social context of adolescent friendships: Parents, peers, and romantic partners. *Youth & Society*, 49(5), 679–705. <https://doi.org/10.1177/0044118X14559900>
- Seyfarth, R. M., & Cheney, D. L. (2012). The evolutionary origins of friendship. *Annual Review of Psychology*, 63(1), 153–177. <https://doi.org/10.1146/annurev-psych-120710-100337>
- Wein, H., & Contie, V. (Eds.). (2017). Do social ties affect our health? *NIH News in Health*. <https://newsinhealth.nih.gov/2017/02/do-social-ties-affect-our-health>

Activity 2

- Hechter, M., Nadel, L., & Michod, R. E. (Eds.). (1993). *The origin of values*. Aldine Transaction.
- Merriam-Webster. (n.d.). Value. In *Merriam-Webster.com dictionary*. Retrieved February 21, 2023, from <https://www.merriam-webster.com/dictionary/value>

Activity 3

- Erikson, E. H. (1968). *Identity: Youth and crisis*. W.W. Norton.
- Kwang, T. N. (2010). *Exploring the mutual influence of self and relationship: A theory of couple identity negotiation* [Master's thesis, The University of Texas at Austin]. <https://repositories.lib.utexas.edu/handle/2152/ETD-UT-2010-08-1915>
- Olson, E. T. (2022). Personal identity. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy archive* (Summer 2022 edition). Stanford University, Department of Philosophy, Metaphysics Research Lab. <https://plato.stanford.edu/archives/sum2022/entries/identity-personal/>
- Therapist Aid LLC. (2016). *What are personal boundaries?* <https://www.therapistaid.com/worksheets/boundaries-psychoeducation-printout>

Activity 4

- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Health.gov. (2023). *Watch for warning signs of relationship violence*. My Healthfinder. <https://health.gov/myhealthfinder/healthy-living/mental-health-and-relationships/watch-warning-signs-relationship-violence>
- Liberman, M. D. (2013). *Social: Why our brains are wired to connect*. Crown Publishers.
- Merriam-Webster. (n.d.-a). Characteristic. In *Merriam-Webster.com Dictionary*. Retrieved February 28, 2023, from <https://www.merriam-webster.com/dictionary/characteristic>

Merriam-Webster. (n.d.-b). Healthy. In *Merriam-Webster.com Dictionary*. Retrieved February 28, 2023, from <https://www.merriam-webster.com/dictionary/healthy>

Merriam-Webster. (n.d.-c). Unhealthy. In *Merriam-Webster.com Dictionary*. Retrieved February 28, 2023, from <https://www.merriam-webster.com/dictionary/healthy>

University of Alabama. (n.d.). *Healthy vs. Unhealthy relationships*. Counseling Center. Retrieved February 13, 2023, from <https://counseling.sa.ua.edu/resources/healthy-vs-unhealthy-relationships/>

Office of Population Affairs. (n.d.). *Healthy relationships in adolescence*. U.S. Department of Health and Human Services. Retrieved February 28, 2023, from <https://opa.hhs.gov/adolescent-health/healthy-relationships-adolescence>

Youth.gov. (n.d.). *Characteristics of healthy & unhealthy relationships*. Youth.Gov. Retrieved February 13, 2023, from <https://youth.gov/youth-topics/teen-dating-violence/characteristics>

Activity 5

Piaget, J. (1971). The theory of stages in cognitive development. In D. R. Green, M. P. Ford, & G. B. Flamer (Eds.), *Measurement and Piaget* (pp. 1–11). McGraw-Hill.

Activity 6

Barrett, K., O'Connor-Ledbetter, A., Pine, K., & Young, B.-M. (2016). Defining verbal communication. In B. Hayden & N. Rascon (Eds.), *Introduction to public communication* (Chapter 3.2). <http://kell.indstate.edu/public-comm-intro/chapter/3-2-defining-verbal-communication/>

Bodenmann, G., Nussbeck, F., Bradbury, T., & Kuhn, R. (2018). The power of listening: Lending an ear to the partner during dyadic coping conversations. *Journal of Family Psychology*, 32(6), 762–772. <https://doi.org/10.1037/fam0000421>

Colorado State University Global. (2021, May 10). *What is active listening? 4 tips for improving communication skills*. <https://csuglobal.edu/blog/what-active-listening-4-tips-improving-communication-skills>

Laplante, D., & Ambady, N. (2003). On how things are said: Voice tone, voice intensity, verbal content, and perceptions of politeness. *Journal of Language and Social Psychology*, 22(4), 434–441. <https://doi.org/10.1177/0261927X03258084>

United States Institute of Peace. (n.d.). *What is active listening?* Retrieved February 21, 2023, from <https://www.usip.org/public-education-new/what-active-listening>

USC Geriatrics Workforce Enhancement Program. (2020). *Fast facts: Active listening*. <http://gwep.usc.edu/wp-content/uploads/2020/03/FastFacts-Telephone-Skills-Training-Active-Listening.pdf>

Activity 7

Anwar, Y. (2017). *Emoji fans take heart: Scientists pinpoint 27 states of emotion*. Berkeley News. <https://news.berkeley.edu/2017/09/06/27-emotions/>

Barrett, L. F., Adolphs, R., Marsella, S., Martinez, A. M., & Pollak, S. D. (2019). Emotional expressions reconsidered: Challenges to inferring emotion from human facial movements. *Psychological Science in the Public Interest*, 20(1), 1–68. <https://doi.org/10.1177/1529100619832930>

The Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Teaching your child to: Identify and express emotions*. Vanderbilt University.
http://csefel.vanderbilt.edu/documents/teaching_emotions.pdf

Cowen, A. S., & Keltner, D. (2017). Self-report captures 27 distinct categories of emotion bridged by continuous gradients. *Proceedings of the National Academy of Sciences*, 114(38), E7900–E7909. <https://doi.org/10.1073/pnas.1702247114>

Gordon, T. (n.d.). *Origins of the Gordon model*. Gordon Training International. Retrieved February 28, 2023, from <https://www.gordontraining.com/thomas-gordon/origins-of-the-gordon-model/>

O'Connor, D. B., & Garland, N. (2019). Emotions and health. In C. Llewellyn, S. Ayers, C. McManus, S. Newman, K. J. Petrie, T. A. Revenson, & J. Weinman (Eds.), *Cambridge handbook of psychology, health and medicine* (pp. 122–126). Cambridge University Press.

Rogers, S. L., Howieson, J., & Neame, C. (2018). I understand you feel that way, but I feel this way: The benefits of I-language and communicating perspective during conflict. *PeerJ*, 6, e4831. <https://doi.org/10.7717/peerj.4831>

Wang, J., Vujovic, L., Barrett, K. C., & Lerner, R. M. (2015). The regulation of emotion in adolescence. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 37–55). Springer International Publishing.
https://doi.org/10.1007/978-3-319-17166-1_3

Activity 8

Community for Education Foundation. (n.d.). *Overcoming obstacles: Resolving conflicts* (Middle school). <https://www.overcomingobstacles.org/portal/en/curricula/middle-school/resolving-conflicts>

Laursen, B., & Hafen, C. A. (2010). Future directions in the study of close relationships: Conflict is bad (except when it's not). *Social Development*, 19(4), 858–872.
<https://doi.org/10.1111/j.1467-9507.2009.00546.x>

Smetana, J. G., & Rote, W. M. (2019). Adolescent–parent relationships: Progress, processes, and prospects. *Annual Review of Developmental Psychology*, 1, 41–68.
<https://doi.org/10.1146/annurev-devpsych-121318-084903>

Western Justice Center. (n.d.). *Conflict approach tendencies*. WJC School Tools.
<https://www.schooltools.info/approaches-to-conflict>

U.S. Bureau of Labor Statistics. (2022). *Occupational outlook handbook*.
<https://www.bls.gov/ooh/>

Activity 9

Amedie, J. (2015). The impact of social media on society. *Santa Clara University, Advanced Writing: Pop Culture Intersections*, 2. https://scholarcommons.scu.edu/engl_176/2

Furman, W., & Shaffer, L. (2003). The role of romantic relationships in adolescent development. In P. Floresheim (Ed.), *Adolescent romantic relations and sexual behavior: Theory, research, and practical implications* (pp. 3–22). Lawrence Erlbaum Associates.

Lenhart, A., Smith, A., Anderson, M., Duggan, M., & Perrin, A. (2015). *Teen, technology &*

friendships. Pew Research Center. <http://www.pewinternet.org/2015/08/06/teens-technology-and-friendships/>

Patino, A., Kaltcheva, V. D., & Smith, M. F. (2011). The appeal of reality television for teen and pre-teen audiences: The power of “connectedness” and psycho-demographics. *Journal of Advertising Research*, 51(1), 288–297. <https://doi.org/10.2501/JAR-51-1-288-297>

Ray, C. R. (2022). *Romantic media exposure’s effect on relationship beliefs and expectations* [Honor’s thesis, Appalachian State University]. https://libres.uncg.edu/ir/asu/f/Ray_Catelyn_Spring%202022_thesis.pdf

Shulman, S., & Seiffge-Krenke, I. (2001). Adolescent romance: Between experience and relationships. *Journal of Adolescence*, 24(3), 417–428. <https://doi.org/10.1006/jado.2001.0403>

Van Ouytsel, J., Van Gool, E., Walrave, M., Ponnet, K., & Peeters, E. (2016). Exploring the role of social networking sites within adolescent romantic relationships and dating experiences. *Computers in Human Behavior*, 55, 76–86. <https://doi.org/10.1016/j.chb.2015.08.042>

Activity 10

Hilliard, L. J., Batanova, M., & Bowers, E. P. (2015). A positive youth development approach to bullying: Promoting thriving and reducing problem behaviors. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 37–55). Springer International Publishing. https://doi.org/10.1007/978-3-319-17166-1_3

PACER’s National Bullying Prevention Center. (n.d.). *National bullying prevention center* [Website]. <https://www.pacer.org/bullying/>

Patchin, J. W., & Hinduja, S. (2020). *Tween cyberbullying in 2020*. Cyberbullying Research Center and Cartoon Network. https://i.cartoonnetwork.com/stop-bullying/pdfs/CN_Stop_Bullying_Cyber_Bullying_Report_9.30.20.pdf

Seldin, M., & Yanez, C. (2019). *Student reports of bullying: Results from the 2017 school crime supplement to the National Crime Victimization Survey*. National Center for Education Statistics. <https://nces.ed.gov/pubs2019/2019054.pdf>

stopbullying.gov. (2018). Bystanders are essential to bullying prevention and intervention [Fact sheet]. <https://www.stopbullying.gov/resources/research-resources/bystanders-are-essential>

Summary of Learning Outcomes

Activity	Project Skill	Life Skill	Educational Standard*	Success Indicator
Project Area: Focusing on You				
1. What Are Relationships	Recognizing different types of relationships.	Building relationships	Competency D2: Develop and maintain positive relationships.	Identifies and describes relationships in their personal life
2. What Do I Value?	Recognizing personal values	Practicing integrity and character	Competency A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges.	Identifies personal identities
3. Discovering Who I Am	Analyzes their personal identity	Developing a positive view of the future	Competency A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges.	Creates a visual representation of their personal identity
Project Area: Relationship Reality				
4. Healthy vs. Unhealthy	Identifying the differences between healthy and unhealthy relationships	Thinking critically	Competency D2: Develop and maintain positive relationships.	Participants can correctly categorize 23 of the 31 relationship characteristics
5. What Baggage Are You Carrying?	Recognizing relationship baggage	Navigating your environment	Competency E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable.	Evaluates impact of baggage examples
Project Area: Communication Skills				
6. Listen All the Way	Practicing active listening	Communicating	Competency D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups.	Identifies and evaluates the verbal and nonverbal cues during the conversation
7. Expressing Your Emotions	Learning to identify feelings	Expressing emotions positively	Competency A1: Demonstrate an awareness of personal emotions.	Practice identifying and sharing feelings with others
8. Finding Common Ground with Others	Resolving conflicts	Resolving conflicts	Competency D3: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways.	Identifies ways to manage and resolve conflicts
Project Area: Applying Your Skills				
9. Media Messages	Logging relationship references from films	Processing information	Competency D1.3.C Interact on social and digital media responsibly and understand the potential impact on reputation and relationships.	Evaluates the effects of media messages
10. Bullying: What Would You Do?	Responding to a bullying situation	Making decisions	Competency E2: Identify potential outcomes to help make constructive decisions.	Identifies action in response to bullying situation

				and gives reasons for this choice
--	--	--	--	--------------------------------------

* The educational standards cited here are from Ohio Department of Education: Social and Emotional Learning Standards (Ohio SELS). These are available in their entirety at <https://education.ohio.gov/Topics/Learning-in-Ohio/Social-and-Emotional-Learning>.

Back Cover

[4-H pledge]

[NOTE TO DESIGNER: Choose a different color for these words: head, heart, hands, and health.]

[NOTE TO DESIGNER: Keep the 4-H URL and following sentence together. Use the same font size for the URL, the following sentence, and the eStore blurb.]

ohio4h.org

Want to know more about 4-H? Find your local program at **4-h.org/find**.

[eStore blurb]

Additional copies of this book and other Ohio State University Extension, 4-H Youth Development publications are available through local OSU Extension offices and online at **extensionpubs.osu.edu**. Ohio residents get the best price when they order and pick up their purchases through local Extension offices.

[printing information line]

000—MON19—Printer—000000

Book number—MonthYear of printing—Amount printed—Printer—Job Number

Text is 0.25 inch from the bottom and 0.25 inch from the spine.

Font is 10 point, Proxima Nova Regular.

Black text or reversed out white if it appears on a dark background.