

FIDELITY CHECKLIST for Within My Reach[®], a curriculum from PREP[®], Inc.

UNIT 1: The State of Relationships Today

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: Ice-Breaker Activity and Discussion

____ Participants have time to get to know one another

Activity: Relationships Today Are Like...

____ Share outlooks on relationships (in general)

Lesson: Effects of Troubled Relationships

____ Effects of troubled relationships on our own personal well-being Effects of troubled relationships on children

____ Discuss premise: "our love lives are not neutral"

____ Preview how *WMR* helps protect us from troubled relationships

Lesson: Orientation to the Program

____ Outline the workshop agenda and expectations

____ Describe the purpose of *WMR*

Activity: Marble Demonstration and Discussion

____ Discuss what both red and green marbles represent

____ Show how *WMR* helps us increase the green marbles and decrease the red marbles in our lives

Activity: Vision Building

____ Participants listed specific goals for themselves

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UNIT 2: Healthy Relationships: What They Are and What They Aren't

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: Is It Safe? An Essential Question

Four Types of Safety

____ Physical Safety

____ Emotional Safety

____ Commitment Safety

____ Community Safety

Activity: Is It Safe? An Essential Question

____ Relate the four types of safety with specific relationship details

Activity: Is Your Own Relationship Safe?

____ Self-assess how safe their relationships currently are

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UNIT 3: Sliding vs. Deciding

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: Sliding vs. Deciding

___ Explain what the phrase Sliding vs. Deciding means

Lesson: Deciding Whether to Have Sex

___ Emotional Downside #1: Mismatched goals

___ Emotional Downside #2: Potentially stunting the growth of the relationship

___ Emotional Downside #3: Getting overly attached too quickly

Activity: Helping a Friend Make a Decision about Sex

___ Put this material into their own words

Lesson: Should We Live Together?

___ Research regarding living together and future relationship success

___ Show Lecture Doodle: Relationship DUI

___ Advice for those who are considering (or are already) living with a partner

Lesson: Making Decisions

___ Definition and additional examples of Sliding vs. Deciding in relationships

___ Discussion of why Sliding can be dangerous

___ Risks of Sliding on children

Activity: High-Cost Slides Activity

___ Consider how the scenarios reflect High Cost Slides

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UNIT 4: Smart Love

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: The Chemistry of Love— Sliding is Easy

____ Chemicals of infatuation

____ Problem behaviors that get missed

Lesson: Seven Principles of Smart Love

Activity: Exploring the Seven Principles of Smart Love

____ Small groups help define and exemplify each principle

Activity: Smart Love

____ Apply scenarios to the principles of smart love

Activity: Examining Relationships— Past or Present

____ Personal application of the principles of smart love

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UNIT 5: Knowing Yourself First

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: Taking Your Own Growth and Development Seriously

___ Knowing yourself helps you better understand what you bring to relationships

Lesson: Learning About Personality Style

___ No personality style is better or worse than another

Activity: Primary Colors Personality Tool

___ Participants identify with 1-2 colors on the Personality Tool

Activity: Discussing Your Personality in Relationships

___ Share common personality traits—both challenges and advantages—with others

Lesson: The Powerful Influence of Family of Origin

___ Examining our family of origin to Decide what we want in relationships

Lesson: What to Do About Family Background Patterns

___ Three parts: look at the past, Decide what to change, and talk to your partner

Activity: Examining Family Background Patterns Note personal experiences

___ Choose healthy patterns

___ Choose most destructive patterns

Lesson: The Legacy of Abuse and Other Childhood Hurts

___ The impact of abuse on our decisions in relationships today

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UNIT 6: Making Your Own Decisions

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: The Powerful Role Expectations Play in Relationships

___ Satisfaction in relationships is impacted by expectations

___ How we handle different expectations matters most

___ Expectations are problematic when we are unaware, unreasonable, and unspoken

Activity: What's Reasonable? What's Unreasonable?

___ Engage in complexity of determining "reasonable" expectations

Activity: What Are My Expectations?

___ Explore personal expectations

Lesson: Revisiting Safety, Smart Love, and Decisions

___ Review of units 1-6

Activity: Making Decisions

___ Participants note specific decisions to work towards

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UNIT 7: Dangerous Patterns in Relationships

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: The Four Communication Danger Signs

Define and exemplify with the video each of the four patterns of destructive communication:

- Escalation
- Put-Downs/Invalidation
- Withdrawal/Avoidance
- Negative Interpretations

Activity: Examples of the Four Communication Danger Signs

- Show each of the four communication danger signs in action

Activity: Couple Communication Quiz

- Assess personal experience with a current or past relationship

Lesson: Intimate Partner Violence and Signs of Greatest Danger

- Arguments that get physical can be addressed with strong communication skills
- Physical violence is NEVER acceptable
- Signs of greatest danger
- Effects of violence on children

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UNIT 8: Where Conflict Begins

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: What Issues Affect Couples Most?

____ Common argument starters

Lesson: Events, Issues, and Hidden Issues Model

____ Show Lecture Doodle: Beneath the Surface

____ Identify each layer of conflict with examples: Event, Issue, and Hidden Issue

Lesson: Practice Applying the Model

____ Use Jill & David example to identify that a Hidden Issue is at play

____ Use Jill & David example to apply the Events, Issues, and Hidden Issues model

Lesson: Dealing with Events, Issues, and Hidden Issues

Activity: What Are My Hidden Issues?

____ Individuals identify Hidden Issues

Lesson: Conflict's Effect on Children

____ Effect of conflict on children's behavior

____ Ways to minimize stress for children

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UNIT 9: Smart Communication

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: Understanding Smart Communication

____ Show Lecture Doodle: Anger & Stress: Letting FLo Drive

Lesson: Time Out: A Way to Stop Negative Momentum

____ Reasons to use Time Out

____ Rules for Taking a Time Out

Activity: Practicing Time Out

____ Practice changing Time Out, depending on circumstances

Activity: Taking a Time Out

____ Personalize the ways to call a Time Out

Lesson: Complaining and Griping—Being Heard, Not Ignored

____ Ineffective Ways to Complain

Lesson: A Better Way: Using XYZ Statements

____ XYZ statements

Activity: Complaining More Effectively

____ Practice Using XYZ Statements

Activity: Thanking Others

____ Practice XYZ Statements to show appreciation

UNIT 9: Smart Communication

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UNIT 10: The Speaker Listener Technique

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: Speaker Listener Technique: Introduction and Practice

____ Show the Speaker Listener Technique video (parts 1 and 2)

____ Review the Rules for Speaker Listener Technique

Activity: ____ Practicing "I" Statements and Paraphrasing

Activity: Practicing the Speaker Listener Technique

____ Participants have a risk-free experience with the technique

Lesson: When to Use the Speaker Listener Technique and With Whom

____ Review Intensity Levels (when to use the technique)

____ Tips for using the technique on your own

Lesson: Ground Rules for Good Communication

____ Seven ground rules for good communication

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UNIT 11: Infidelity, Distrust, and Forgiveness

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: Where's Your Head At?

___ Negative and positive messages of relationships today

Lesson: Infidelity

___ Faithfulness is an element of Commitment Safety

___ Uneven commitment

___ Questions to determine whether you're playin' or stayin'

Activity: Questioning Infidelity

___ Contemplate the expectations related to infidelity

Lesson: When is it Wise to Make Up? Forgiveness and Responsibility

___ What forgiveness means and doesn't mean

___ Gauging whether it is wise to make up (reconciliation vs. forgiveness)

Activity: What it Means to Forgive

___ Apply the concept of forgiveness to personal experience

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UNIT 12: Commitment: Why It Matters to Adults and Children

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: Two Types of Commitment

___ Constraints

___ Dedication

___ Healthy You, Me, and Us model

Activity: ___ Dedication Commitment: What it Looks Like

Activity: Exploring Dedication vs. Constraint

___ Apply specific qualities of relationships to better understand low and high dedication and constraint commitment

Lesson: Walking the Talk: Priorities and Sacrifice

___ Explore healthy sacrifice

Activity: Talking about Sacrifice

___ Groups explore the healthy balance of sacrifice

Activity: Walking the Talk: Priorities and Sacrifices

___ Turning the concept of healthy sacrifice into action

Lesson: What Commitment Means to Children

___ Sacrifice applies to relationship with our children

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UNIT 13: Stepfamilies and Co-Parenting

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: Making New Families Work

____ Define terms *stepfamily* and *co-parenting*

Lesson: Making Stepfamilies Work

____ Seven tips for making new families work

Activity: How to Make a New Family Work

____ Participants personalize the tips that might work for their situation

Lesson: Deciding to Co-Parent with your Ex Effectively

____ Advice for parents who are not together

____ Discuss the important role of fathers

Activity: Deciding How to Work with Your Co-Parent

____ Review and apply the *WMR* workshop skills and strategies to co-parenting relationships

Activity: Tips for Parents Who Are Not Together

____ Participants personalize the tips that might work for their situation

UNIT 13: Stepfamilies and Co-Parenting

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UNIT 14: Making the Tough Decisions

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: Hanging in There When You Think It's Probably Worth It, but Times are Tough

___ Normalizing that all couples go through hard times

Lesson: How to Really Break Up (If You Decide It's Time)

___ Decide to break up, rather than Slide out of relationship

Activity: Lingering Relationships

___ Identify negative consequences of letting a relationship linger

Activity: Making a Break-Up Manual

___ Participants share best practices related to breaking up

___ Tips for breaking up in a healthy way

Lesson: Is Taking a Break From Relationships a Good Idea?

___ Share two stories of taking a break from relationships

___ Children are safer when parents take a break if relationships are unhealthy

Lesson: What You Need to Make the Tough Decisions

___ Building support system to help make healthy decisions

Activity: Taking Stock of Supports in My Life

___ Identify personally significant supportive people/organizations

___ Consider the ways to give back to your own communities

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UNIT 15: Reaching Into Your Future

Leaders: Put an X on the line as you flow through the unit, making sure to cover these most important points.

Lesson: Barriers to Marriage and Other Relationship Goals

___ Why marriage exists

___ Stepping up to reach goals vs. coasting

Activity: Overcoming Barriers to Your Relationship Goals

___ Identify personal barriers to goals

Activity: Revisiting Your Vision

___ Apply workshop material to personal vision

___ Make changes to vision

Activity: Using What I've Learned to Reach My Vision

___ Apply the red and green marbles metaphor to show how the skills of *WMR* can help you reach your goals

Closing Comments

___ Offer referrals

___ Thank participants for their time and work

___ Close with hopeful message

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