Things To Know Before You Say “Go”

By: Elsbeth Martindale, Psy.D.

Sample Activity

NEW! Group Activities

Things to Know Before You Say “Go” Activities

Based on the acclaimed “Things to Know Before You Say ‘Go’” card game, these 30 class activities show teens why and how to learn about potential partners before rushing into intimacy. Teens learn to evaluate their relationships, past and present – and make better choices in the future.

To order

Or for more information, go to www.DibbleInstitute.org

Grades 8-14
30 Activities

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Sample Activities

Things To Know Before You “Go”

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Looking at Relationships

1 I’m so Excited
2 How Relationships Affect Us
3 Who Chooses Who?
4 Exits

There is a Lot to Know

5 How Much Do You Need to Know? Teens Need to Develop Relationship Skills
6 Sort-A-Stack
7 Spin the Heart
8 Trump
9 Interview Me
10 Picture This

Relationships Go through Stages

11 Ordering the Stages of Relationship
12 Examining the Stages of Relationship
13 Elements in Relationship
14 Actions in the Stages

When Should I Ask It?
Lessons Learned
Shift with Time
Evolving Relationships
Pass the Trash
Deal Breaker
Evaluating A Trusted Adult’s Relationship
Rate-A-Mate
Check Yourself
The Power of Your Voice
Friendly Feedback
Role-Play Conversation
If I Had a Son or Daughter
CYOC - Create Your Own Card
ACTIVITY 16 Lessons Learned

Theme: There is value in going slow.

Objectives:
- Participants will analyze the consequences of neglecting important issues as relationships develop.
- Participants will use critical thinking to examine important relationship questions.

Time needed: 20 minutes

Materials needed:
- Five Things to Know Before You Say "Go" cards for each pair of students.
- Copy of the Lessons Learned Worksheet for each pair of students.

Activity Summary:
Mistakes are often easier to identify in others. This activity helps students look at others in their life to see the negative consequences of not asking important questions before proceeding deeply into a relationship.

Directions:
- Ask each student to find a partner.
- Partners are given five cards from the Things to Know Before You Say "Go" deck.
- Ask the students to read the cards front and back, looking for examples of questions that were not asked by people they know as they entered relationships.
- Ask them to fill out the Lessons Learned Worksheet and discuss any lessons that can be learned from this.
ACTIVITY 16 Lessons Learned Worksheet

Examine the five cards you were given, and think about people you know who did not get these questions answered before they entered into a romantic relationship. Then answer the following questions.

1. I know someone who didn’t ask this question when they were dating:

   ........................................................................................................................................

   a. The negative consequence of neglecting this issue resulted in:

   b. I think they didn’t ask this because:

2. Another question couples do not always ask when they begin dating is:

   ........................................................................................................................................

   a. The negative consequence of neglecting this issue resulted in:

   b. I think they didn’t ask this because:

3. A third question couple do not always ask when they were dating is:

   ........................................................................................................................................

   a. The negative consequence of neglecting this issue resulted in:

   b. I think they didn’t ask this because:
ACTIVITY 4  Exits

Theme: Relationships are generally hard to exit.

Objectives:
- Participants will identify the various ways relationships end.
- Participants will assess the emotional costs of ending relationships.

Time needed: 20-30 minutes; 10-20-minute Add On

Materials needed:
- One copy of the Exit Strategies Worksheet for each small group.

Activity Summary:
Leaving a relationship is not always easy or comfortable. Hearts can get bruised, broken, or shattered when relationships end. This activity will help students look at the potential costs and challenges in leaving a relationship, even if it is “the best thing to do.” There are kind, hurtful, easy, and hard ways to exit relationships. This activity will help identify the range of ways partnerships come to an end.

Directions:
- Have students sit in small groups of 5-8 participants.
- Give each group a copy of the Exit Strategies Worksheet.
- Ask students to fill out the form together, discussing the various ways relationships end.
- Discuss the questions at the bottom of the sheet.

Add On: 10-20 minutes
- As a small group or whole class, make a poster of the most painful ways to end relationships, paired with a clear strategy of how to do this differently to avoid unnecessary hurt.
### ACTIVITY 4  Exit Strategies Worksheet

Fill in each box with a description of ways people leave relationships that fit with the theme of the exit strategy identified.

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Disrespectful</th>
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<table>
<thead>
<tr>
<th>Mean/Hurtful</th>
<th>Kind</th>
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<table>
<thead>
<tr>
<th>Slow</th>
<th>Quick</th>
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<table>
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<table>
<thead>
<tr>
<th>Early</th>
<th>Later</th>
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Have you witnessed relationships ending in each of these ways? Which was most painful and which most tolerable for the person being left? What could have been done to make it less painful?
Sample “Things To Know Before You Say Go” Cards

Disappointment

- How does this person deal with disappointment and loss?
- Does this person get angry when things don't go their way?
- Does this person tend to blame others for the difficulties in their life?
- Does this person get attached to a desired outcome, then find it difficult to accept anything less?
- Has this person ever had the death of a loved one or other major life disappointment? How did this affect them? How did they handle it?

Critical

- Is this person critical of others?
- When this person is critical, is their criticism constant and unrelenting, or do they balance criticism with appreciation and compliments?
- What is the general content of this person's criticism? Are they critical about individuals and their behavior or do they criticize broad classes or races of people?
- At whom is the most criticism directed?
- Do their criticisms appear fair and justified?
- Is this person critical of qualities in others they also possess?

Communication

- Does this person communicate clearly and directly?
- Does this person seem comfortable sitting down and discussing their ideas, thoughts, and feelings?
- Does this person assert their limits and boundaries kindly and directly?
- Does this person expect me to read their mind or assume what they are feeling without telling me?
- Is this person vague and indirect when communicating?
- Does this person tend to tell others only what he or she wants others to hear?
Acceptance
Can this person accept things about me, or unwilling to change?

Is this person critical of my looks, weight, dreams, or life goals?
Does this person see me as their "project"?
Does this person tell me what I could do to improve myself?
Does this person use controlling and directive language when talking about my life (i.e., you should... you need to... etc.)?
Does this person pick on me or tease me because of my imperfections?

Family 3
Does this person get along with their own family?

Is this person respected and supported by their family?
Is this person in conflict with any member of their family? What are the reasons?
Has this person's family demanded a lot of time, control, or money?
Can this person say "no" to family pressures, expectations, or demands?
Is this person's family a place of support, comfort and brake for them?
Does this person's family support our relationship?
About The Dibble Institute

Founded in 1996, The Dibble Institute is an independent, non-profit organization that equips young people with the skills and knowledge they need to develop healthy romantic relationships now and in the future. The Dibble Institute fulfills its mission by:

• Raising awareness of the needs for and benefits of helping young people learn the skills needed to navigate their romantic lives;
• Educating opinion leaders and policy makers;
• Training teachers and youth instructors;
• Developing, producing, and disseminating evidence based, best practices, developmentally appropriate, evaluated, and easy to teach relationship skills materials; and
• Serving as a clearinghouse to collect and disseminate timely and relevant research and other evidence of the benefits of youth relationship education.

The Dibble Institute programs are used in all 50 states and around the world in thousands of schools, youth agencies, and other youth programs impacting tens of thousands of young people. For more information, please visit www.DibbleInstitute.org.

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