

# Love Notes

Relationship Skills for  
Love, Life, and Work

INSTRUCTOR'S MANUAL

Sexual Risk Avoidance Adaptation

Marline E. Pearson, M.A.

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## **Love Notes**

Relationship Skills for Love, Life, and Work  
Sexual Risk Avoidance Adaptation Instructor's Manual

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# Introduction

*Love Notes* builds skills and knowledge for healthy and successful relationships with partners, family, friends, and co-workers. It is designed to empower young people by developing their skills and confidence for making wise choices for their relationships and intimate lives—ones that will assist them in achieving their education, employment, relationship, and family goals. This program may be especially helpful for teens and young adults who are at risk for poor quality relationships, unplanned pregnancies, and for those who are expecting or parenting. That said, all of the content of *Love Notes* is relevant to any young person.

The communication skills and self-awareness components of *Love Notes* are key to all kinds of relationships in life. For example, these soft skills increase successful and cooperative interactions in school or in the workplace. Employers report that soft skills are vital for the success of young people entering the workforce.

*Love Notes* also represents an innovative approach to STIs, pregnancy, and intimate partner violence prevention within the context of a positive youth development approach. These goals, typically addressed in separate programs, are integrated and embedded into one comprehensive healthy relationship skills program. This comprehensive approach was selected by the US Department of Health and Human Services (HHS) for a 5-year evaluation. *Love Notes* was put on the HHS Office of Adolescent Health's (OAH) list of Evidence-Based Teen Pregnancy Prevention Programs. In this federally funded, 5-year random control trial conducted by researchers at the University of Louisville, those participating in *Love Notes* were 46% less likely to have a pregnancy as compared to those in the control group. It also achieved four other outcomes: a greater number who remained abstinent, less recent sexual activity, less frequency of sexual activity, and for those who choose to be sexually active increased use of contraception and condoms. These outcomes are impressive, especially so since the target audience for the study was vulnerable teens. 21% had been or were in and out of home care, 82% were low income, 16.6% were LGBTQ, 9.3% were refugees, and 88% were African American.<sup>1</sup>

For the University of Louisville study, not all the content of *Love Notes* was taught. It was condensed to fit their camp model design. To make it clear for those who desire to adhere strictly to the Evidence-Based Program (EBP) model, all the supplemental content—which we encourage you to use—will be clearly marked by shaded boxes. It is optional for those who want to strictly follow the EBP model.

*Love Notes* builds assets and strengthens protective factors. It appeals to young people's aspirations rather than merely emphasizing what they must avoid. *Love Notes* engages young people in learning more about themselves and supports them in cultivating a vision for their future. *Love Notes* empowers youth with the skills needed to further their own personal development, form and maintain healthy relationships, make wise sexual decisions, and work towards success with education and employment.

All youth, regardless of gender identity or sexual orientation, have attractions, emotions, and desires for healthy friendships relationships. All youth need skills and knowledge to navigate their relationships and intimate lives. This is an inclusive curriculum. Sexual and gender minority youth is increasingly becoming the common term. But because it has not yet become widely adopted by youth themselves, we will be using the more commonly recognized term LGBTQ.

### **Building Models and Confidence for Healthy Relationships**

Many young people today lack models of healthy relationships. A *Child Trends* survey of vulnerable youth reported that while respondents could list general qualities for healthy relationships when asked if they saw many around them, they said, "No." Sadly, they said they had little confidence they would be able to achieve a healthy relationship despite their aspirations to develop one.<sup>2</sup>

*Love Notes* offers young people—including young parents—knowledge of what a healthy relationship is and isn't. Young people explore the building blocks of healthy relationships and are encouraged to identify relationship qualities they find personally important. They gain insights and skills for handling attractions and choosing partners wisely. Participants learn some of the key components of healthy relationships that research has identified. They are able to use these as a guide for what to pay attention to and find out about a person to whom they are attracted. They are provided several

frameworks to help them assess a relationship (future, past, or present) and to make important decisions. These frameworks also help them to identify what needs to change or improve for a relationship they want to continue. Importantly, young people learn the red flags of unhealthy and dangerous relationships and ways to access support and exit safely. A key concept that is highlighted throughout is the benefits of taking one's time, making clear decisions, versus sliding quickly into involvements. Another important topic is how to handle break-ups safely and as learning experiences and then tips for moving forward.

### **Improving Communication Skills**

This program includes a powerful set of evidence-based skills to improve communication, negotiation, and the handling of conflict. These skills are adapted from *PREP*, the *Prevention and Relationship Enhancement Program* of the University of Denver. Youth practice new ways to handle anger and regulate strong emotions. They learn a technique for how to talk through difficult or sensitive issues. They learn how to more effectively raise issues and complaints, recognize hidden issues, and solve problems within their relationships. The communication skills components are essential for success in all relationships—intimate, family, peer, school, and for cooperative interactions in the workplace.

### **Strengthening Intimate Partner Violence Prevention**

Building robust knowledge and skills for healthy relationships provides a positive and proactive way to prevent intimate partner violence (IPV). It is difficult to steer clear of or exit a destructive relationship if a young person has seen few healthy relationships and has little clue about how to form and maintain a healthy relationship. This problem is compounded if they have little insight into themselves, the influence of past experiences on their lives, and perhaps some unaddressed issues. The vision-building, skills, guides, and frameworks in *Love Notes* help raise young people's confidence that they can develop healthy selves and healthy relationships. *Love Notes* contains activities to identify early warning signs of abuse along with how to set boundaries and apply them at the first sign of disrespect. It also raises awareness of how children are harmed by turbulent and destructive parental and partner relationships. To this new edition has been added content on sexual assault and consent as well as sex trafficking prevention.

## Sex—It's More than Bodies, Risks, and Protection

*Love Notes* contains an important missing piece in sexual decision-making and STI and pregnancy prevention by addressing relationship issues. After all, sex *is* a relationship issue. For example, can young people make wise sexual choices if they:

- Have never clarified what's important to them in a partner or relationship?
- Know little about how to distinguish between healthy and unhealthy, unequal and/or abusive relationships?
- Lack communication and negotiation skills?
- Have never defined for themselves a timing and context for sex that is personally meaningful?

Young people are rarely asked to think about sex beyond the usual health paradigm of anatomy, bio-reproduction, STIs/HIV, and risk avoidance. But sex is also about aspirations and the heart. If young people have never considered what deepening levels of physical intimacy mean to them (and how to discern if their partner is on the same page), then how are they to make wise sexual decisions? Sex is not just about bodies, risks, and protection. It's about knowing one's self and one's values and knowing what one wants for any level of involvement (from a kiss to greater physical intimacy) to mean. It's about having a personal sense of what a meaningful context for intimate involvement would be for themselves. It's also about possessing the skills and confidence to navigate this terrain.

*Love Notes* takes a health- and heart-based approach to sexuality and provides unique ways to tap motivation from a positive angle. Sexual decision-making is embedded within a rich exploration of intimacy and the development of healthy relationships. Activities guide youth in cultivating their own North Star for their intimate lives.. They are asked to develop goals, boundaries, and a context and pace for sexual intimacy that is responsible, protective of their own aspirations in life, and personally meaningful. Whatever their sexual choices, *Love Notes* encourages sexual ethics, i.e., that mutuality, kindness, caring about the other's feelings and experience, and equality are important. Young people will examine some of the essential conversations to have to discover if partners are on the same page. This is vital not only for meaningful consent but also for a mutually positive connection with someone.

Finally, in their private journal, participants will develop a personal plan for their sexual choices. Medically accurate information on pregnancy, STIs, contraception, and condoms is included. This information and decision-making challenges are reinforced



through films from Scenarios USA (written by youth and produced by award-winning filmmakers) as well as other visual media and role-plays on negotiation and refusal skills that are inclusive.

Woven into the program is new content on navigating relationships and intimate life in the digital age. Several topics such as the role of texting, sexting, social media, and internet pornography are explored.

### **A New Message on Pregnancy Prevention**

Many of our pregnancy prevention messages focus on a young person's self-interest in how a pregnancy would negatively affect them. *Love Notes* takes a different track. It encourages young people to step outside themselves and look more deeply at the consequences of unintended or poorly timed pregnancy on children. By placing the child at center stage in a few activities, participants are asked to generate a wish list of needs and wants "through the eyes of a child". Further, they are challenged to identify what might help parents provide these for a child. This approach taps a more powerful and positive source of motivation to avoid an unintended pregnancy. It helps bring home to all young people why it matters to be a planner—to wait to have a child (or a second child)—if children are a part of their vision—until their lives are more settled with their education/training, employment, and a committed partner—a spouse.

In terms of positive youth development, one's love life is never neutral; it's one of the central developmental tasks on the path to adulthood. Unhealthy, abusive, and unstable relationships, especially if linked with an unintended pregnancy, can derail everything. Helping young people assess their relationships, choose partners wisely, and acquire the skills and insights for forming and/or maintaining healthy relationships (and later healthy marriages if they choose to marry) can help them be successful. Encouraging deliberate planning for their own sexual decisions can reduce some formidable barriers in their personal lives as young people work toward their goals in education, employment, intimate relationships, family, and parenting.

*Love Notes* is dedicated to the success of young people as much as it is to the success and well-being of their children. Clearly, children are affected for better or worse by the parental, partner, and other adult relationships in their families and communities.

## Young Parents and Co-Parenting Challenges

The approach embedded in *Love Notes* is especially important for young parents. We should not assume these relationships are all viable, nor all doomed. Some have potential and are desired, but these couples need support and skills to make their intentions of staying together a reality and not just wishful thinking. Young parents need guidance for taking a realistic look at their relationship and determining if it's viable or not. If viable and safe, they need to be able to identify what they both need to work on. If not, they need support in leaving safely. This kind of assessment, for which *Love Notes* provides the tools, is important for them as well as for their child's wellbeing.

Young parents need evidence-based communication and conflict management skills (included in *Love Notes*) to have a chance at a future together. How a couple communicates and handles conflict is perhaps one of the best predictors of how a couple will do over time. But they also need these skills to co-parent, whether they stay together or not.

Young parents need a heavy dose of healthy relationship education. Research tells us that relationship instability and multiple partner fertility are more likely among young unmarried parents.<sup>3</sup> Young parents will do better if they can either take a break from relationships on the one hand or work to strengthen their relationship on the other hand and if they avoid having a second child too soon. Focusing on their child and parenting and pursuing their school and employment goals will benefit themselves and their child. But also critically important is learning to choose a partner more wisely and cautiously with their next relationship, since most will have subsequent relationships. The skills embedded in *Love Notes* can help young parents slow down the relationship-go-round that is so common as much as it can help those young parents who wish to improve and stabilize their relationship. Their future success and their child's future success will be strongly linked to their ability to form and maintain a stable, healthy intimate relationship or to stay single, stable, and away from destructive relationships as they focus on their own development and child.

## An Activity- and Media-Based Approach

*Love Notes* is packed with lively activities that use real-life relationship, work, and parenting scenarios, written by diverse teens and young adults. It incorporates popular

music, music videos, film, stories, drawing, and sculpting. It includes an engaging, interactive journal where participants can apply the concepts and skills to their own lives. Finally, there is a *Trusted Adult Connection* activity for each lesson to build a bond by communicating with a parent, caring adult, or mentor on these very important issues.

### **Evidence-Based Program**

In addition to *Love Notes* having been recognized as an evidence-based program for pregnancy prevention, as mentioned at the start, it is notable that *Love Notes* is an adaptation of an earlier program written by this author for younger teens. *Relationship Smarts* completed a 5-year evaluation involving over 8,000 diverse teenagers in the state of Alabama. Researchers from Auburn University conducting the study report sustained gains over time. Findings include: increases in students' realistic understanding of relationships and decreases in faulty relationship beliefs, broadened understanding of relationship aggression, and declines in aggression in relationships as compared to those in the control group.<sup>4</sup>

*Relationship Smarts* (and *Love Notes* as an adaptation) were listed in the National Registry of Evidence-based Programs and Practices (NREPP), a service of the Substance Abuse and Mental Health Services Administrations (SAMHSA).

### **Notes:**

<sup>1</sup> Barbee, A. P., Cunningham, M. R., van Zyl, M. A., Antle, B. F., & Langley, C. N. (2016). Impact of two adolescent pregnancy prevention interventions on risky sexual behavior: A three-arm cluster randomized control trial. *American Journal of Public Health, 106*(S1), S85–S90. <http://doi.org/10.2105/AJPH.2016.303429>. (For the OAH evidence-based list, see <https://www.hhs.gov/ash/oah/sites/default/files/ebp-chart1.pdf>.)

See interview with Anita P. Barbee, MSSW, Ph.D., Principle Investigator. MedicalResearch.com. (2016, October 14). *Impact of two adolescent pregnancy prevention interventions on risky sexual behavior: A three-arm cluster randomized control trial*. <https://medicalresearch.com/author-interviews/impact-two-adolescent-pregnancy-prevention-interventions-risky-sexual-behavior/28876/>

<sup>2</sup> Guzman, L., Ikramullah, E., Manlove, J., Peterson, K., & Scarupa, H. J. (2009, October). *Telling it like it is: Teen perspectives on romantic relationships* (Research Brief No. 44). Child Trends. [https://www.childtrends.org/wp-content/uploads/2009/10/Child\\_Trends-2009\\_11\\_05\\_RB\\_TeenRelation.pdf](https://www.childtrends.org/wp-content/uploads/2009/10/Child_Trends-2009_11_05_RB_TeenRelation.pdf)

<sup>3</sup> McLanahan, S. (2011). Family instability and complexity after a nonmarital birth. In M. J. Carlson & P. England (Eds.), *Social class and changing families in an unequal America* (pp. 108–133). Stanford University Press. <https://doi.org/10.1515/9780804779081-008>

Petren, R. E. (2016). Paternal multiple partner fertility and environmental chaos among unmarried nonresident fathers. *Journal of Social Service Research*, 43(1), 100–114. <https://doi.org/10.1080/01488376.2016.1235069>

Carlson, M. J., Pilkauskas, N. V., McLanahan, S. S., & Brooks-Gunn, J. (2011). Couples as partners and parents over children’s early years. *Journal of Marriage and Family*, 73(2), 317–334. <https://doi.org/10.1111/j.1741-3737.2010.00809.x>. Couple relationship quality is found to be predictive of greater parental engagement for both fathers and mothers.

Center for Research on Child Wellbeing. (2007, June). *Parents’ relationship status five years after a non-marital birth* (Research Brief No. 39). Fragile Families.

<sup>4</sup> For more information on the *Relationship Smarts* study (principle investigator Dr. Jennifer Kerpelman, Auburn University) see [dibbleinstitute.org/wp-new/wp-content/uploads/2020/02/Evaluation-of-a-Statewide-youth-focused-relationship-program.pdf](https://dibbleinstitute.org/wp-new/wp-content/uploads/2020/02/Evaluation-of-a-Statewide-youth-focused-relationship-program.pdf) for research published.

To make teaching *Love Notes* easier, it has been aligned to the national Sex Education, Health, and Family and Consumer Sciences standards. *Love Notes* has also been aligned with Positive Youth Development standards. You can find all alignments on the *Love Notes* landing page at [Dibbleinstitute.org/our-programs/love-notes-classic/](https://dibbleinstitute.org/our-programs/love-notes-classic/)

## Instructor Tips

Each lesson of *Love Notes* is packed with activities and plenty of information to aid the instructor in delivering the lessons. It is designed and organized to be user-friendly. Background information, preparation, materials list, step-by-step directions, as well as suggested scripts and talking points in italics, are provided. All handout masters for lessons can be found at the end of each lesson. Activity cards on colored card stock are located and labeled with their lesson number at the back of the manual. We recommend that you cut and place the activity cards in small separate Ziploc bags or containers. Keep in mind not all of *Love Notes* was used in the University of Louisville study. Content (not used in the study) will be labeled as “Supplemental Content” and be in shaded boxes for clarity for those who wish to strictly adhere to the Evidence-Based Program model (EBP).

An important feature of *Love Notes* is the use of images, music, film, and video clips, most of which are contained right inside the PowerPoint slides for each lesson. Although we have an array of diverse young people represented in the slides, the PowerPoint slides can also be customized with photos that better represent the population you serve. You may replace any image with a photo you own the copyright to. Several video clips used in the lessons will be directly embedded within the PowerPoint slides. There are also numerous music videos, songs, and YouTube clips that are hyperlinked within the lesson’s PowerPoint slides. The PowerPoint slides and duplicate masters are accessed via a digital download page at [DibbleInstitute.org/LNSRA4](http://DibbleInstitute.org/LNSRA4). Easy-to-follow directions are found in the manual and on the web page, but a Dibble representative can guide anyone through the downloading process if needed. This download will also contain duplicate masters for activity cards and handouts. You will find viewing each lesson’s PowerPoint presentation and previewing the embedded or linked media as you read through a lesson valuable in helping you prepare to deliver the lesson. The *Video and Resource Guide* offers an overview of these resources and where they are used. Note that some of the music videos contain explicit language, but all have been chosen because of their positive message and ability to inspire and speak to aspirations. You may substitute as long as it represents the same concept.

The *Love Notes Participant Journal* is an essential component of this program. Journals are purchased in bulk order from The Dibble Institute®. The journal is available in digital or hard copy form. The journal gives young people an opportunity to review, reflect, and apply what they have learned in each lesson to their own lives. The more they work these concepts into their own experiences, the more they can benefit from this curriculum. Each journal application has been carefully designed to reinforce key concepts and skills. The final application, *Success Planning*, is the capstone application. It helps them synthesize what they've learned and then integrate it into their own personal success plan. Let participants know this journal is for them, and you will not be reading their entries. You can assure accountability and privacy by holding periodic journal checks. To check for completion, quickly page through their journals or ask students to scroll through pages on their smartphone or digital device, if using the digital form, to ensure they have completed the exercises. A classroom teacher can offer credit and points for completion. A leader in a community-based program can offer prizes or incentives for completion. The journal check can be done quickly—at one time or periodically. Some instructors using hard copy journals have found it useful to keep the journals on-site in a secure box for the duration of the program to ensure participants have them for use in each session.

The *Primary Colors Personality Tool* is also an essential resource for Lesson 2. This four-page booklet is ordered in bulk from The Dibble Institute®. This is also available in digital form. One advantage is that it adds up their scores automatically. In the pocket of the manual, you will find a sample *Love Notes Participant Journal* and a *Primary Colors Personality Tool*.

The activities in *Love Notes* are varied. They include role-plays, drawing, sculpting, and activities that are designed to spark discussion and reinforce the concepts with real-life scenarios young people can relate to. The scenarios, poetry, and stories have all been written by diverse youth. The images in the PowerPoint slides, as well as the language in the lessons and scenarios, are inclusive. Preview the scenarios in the activity cards. Select which to use according to what is best for your audience, cultural context, and institutional requirements or community standards. Feel free to tweak, add, or delete any scenarios or activity cards as needed. We strongly encourage having

music playing as students enter the room, when they leave, and during some activities. Music engages emotions and creates a welcoming atmosphere for youth. It is an important medium for youth, and it is a powerful way to connect with them. Also, ask participants to bring in music that relates to the themes on hand on a regular basis.

Highly recommended is the film *Antwone Fisher*, introduced at the end of Lesson 1 as supplemental. This film represents many concepts in *Love Notes*. We recommend playing the opening scenes (8 minutes) at the end of the first session as an additional way to introduce the *Trusted Adult Connection* activities. There are suggestions for how to encourage participants to view the rest of the film. Although supplemental, experience has taught how powerful a tool it is in hooking youth into the program and then being able to refer to it. *Antwone Fisher* can be rented or purchased on internet sites such as Amazon.

Lesson 11, *Let's Talk About Sex*, uses a choice of two short films, *All Falls Down* and *Toothpaste*, from Scenarios USA. They are linked to YouTube in the PowerPoint slides. Both films deal with sexual decision-making and healthy relationships. The scripts were written by young people and produced by award-winning Hollywood filmmakers. Lesson 12 uses *Reflections*, also produced by Scenarios USA, to address HIV, condom negotiation, and assessing relationships. It is linked to YouTube in the PowerPoint slide. Alternatively, you can use *Who Do You Know?* to address HIV. That video is embedded directly into the PowerPoint slides.

Lesson 13, *Through the Eyes of the Child*, is a unique approach to pregnancy prevention (primary and secondary). The final success planning application in the journal encourages them to take what they have learned and be intentional about developing a plan to implement it.

Finally, we strongly encourage you to make full use of the *Trusted Adult Connection* activities that accompany each lesson. We believe the effectiveness of this program will be amplified if participants are able to discuss the information and skills they are being exposed to with a trusted adult or parent. The connection activities are meant not only to convey core content to the participants' trusted adults but also to serve as conversation starters and extenders. They invite that trusted person

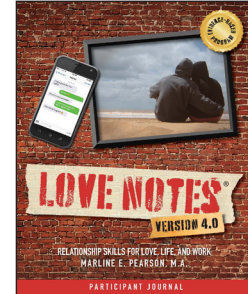
to add their words of wisdom. In the first lesson, there are directions for helping participants identify a trusted adult and for the instructor to know if help is needed in finding such a person.

We hope you'll find these lessons easy to use. We welcome your comments, questions, or suggestions for improvement. Please feel free to contact a Dibble Institute® representative who can connect you with the author, either by phone at 800-695-7975 or email at [relationshipskills@DibbleInstitute.org](mailto:relationshipskills@DibbleInstitute.org).



## Video and Resource Guide

- TITLE:** Love Notes Participant Journal
- LOCATION:** Available in bulk order from The Dibble Institute®. Available in digital form or color hardcopy.
- NOTES:** The *Love Notes Participant Journal* is an **essential component** of this program. The journal gives young people an opportunity to review, reflect, and apply what they have learned in session to their own lives.



- TITLE:** Love Notes PowerPoint Slideshow
- LESSON:** Each lesson has a slideshow.
- LOCATION:** Available via digital download at [DibbleInstitute.org/LNSRA4](http://DibbleInstitute.org/LNSRA4)
- NOTES:** Aside from image-laden slides to help deliver the lesson, important video clips are embedded directly into the lesson's slideshow. In addition, a number of music videos, songs, YouTube clips, and Ted Talks are hyperlinked within a lesson's PowerPoint show. Contact a Dibble representative if you have any trouble accessing them.



### SUPPLEMENTAL CONTENT

- TITLE:** *Antwone Fisher: Film*
- LESSON 1:** Relationships Today
- LENGTH:** 8 minutes (First 3 scenes) as an additional way to introduce the *Trusted Adult Connection* activities. Suggestions are offered for how to encourage youth to view the entire film.
- LOCATION:** Rent or purchase from internet sites such as Amazon.
- TOPIC:** Self-awareness, examining and healing past hurts, healthy relationship skills, intimacy and pacing, pathways and sequences towards success, anger regulation
- NOTES:** A hopeful portrayal of one young man's journey of healing from childhood trauma and who ultimately charts a successful future and develops a healthy love relationship. The film engages participants from the start and provides a frame of reference for concepts addressed in *Love Notes*.



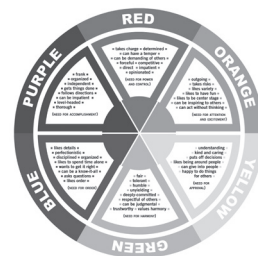
**TITLE:** **Primary Colors Personality Tool:** *Personality assessment*

**LESSON 2:** Knowing Yourself

**LOCATION:** Sample in pocket of manual. Bulk orders from The Dibble Institute®. It can be ordered in digital form or hard copy. The advantage of digital is that it adds up the responses automatically for participants.

**TOPIC:** Personality style, knowing yourself

**NOTES:** The *Primary Colors Personality Tool* is an essential component for Lesson 2. It is designed to help participants learn more about personality style and how it relates to relationship and personal growth challenges. Clear, simple, and fast, this tool is fun while building greater awareness of self and of how style impacts relationships.



**TITLE:** **No More Drama** by Mary J. Blige, **Not Afraid** by Eminem, **Starting Over** by Macklemore, or **Higher** by DJ Khaled ft. Nipsey Hussle & John Legend: *Music videos*

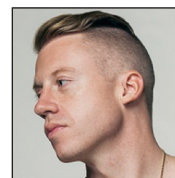
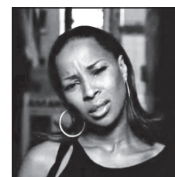
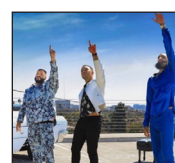
**LESSON 2:** Knowing Yourself

**LOCATION:** Hyperlinked in the PowerPoint slides. Select one.

**LENGTH:** 3–4 minutes

**TOPIC:** Self-image, change, life decision-making

**NOTES:** A music video is played after the activities on examining past experiences and identifying patterns to keep, leave behind, or work to change. All are visually explicit but with positive messages of change.



**TITLE:** **The Science of Love:** *YouTube clip*

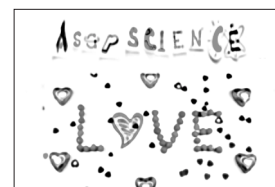
**LESSON 4:** Attractions and Starting Relationships

**LOCATION:** Hyperlinked YouTube clip in PowerPoint slides.

**LENGTH:** 3 minutes

**TOPIC:** Romantic attractions; feelings and behaviors

**NOTES:** Engaging and colorful lecture doodle on the neurochemistry of romantic attraction produced by highly-acclaimed asapSCIENCE Productions.



**TITLE:** **Too Good at Goodbyes** by Sam Smith or **Lose You to Love Me** by Selena Gomez: *Music videos*

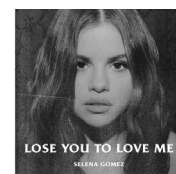
**LESSON 6:** Is It a Healthy Relationship?

**LOCATION:** Hyperlinked in PowerPoint slides.

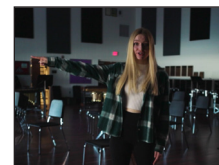
**LENGTH:** 4 minutes

**TOPIC:** Breaking up

**NOTES:** Engages discussion on understanding and dealing with breakups; Breakups as learning opportunities. Choose one.

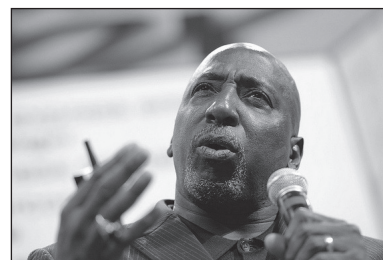


- TITLE:** Dating Violence PSA and Respect Me: *Video clips*
- LESSON 7:** Dangerous Love
- LOCATION:** Clips embedded in PowerPoint slides.
- LENGTH:** 3 minutes and 2:21 minutes
- TOPIC:** Dating violence
- NOTES:** The first one includes compelling descriptions of partner violence with messages of support. The second one is an inspiring series of messages of assertiveness from young people on respect.

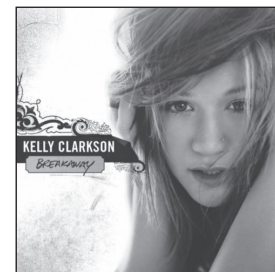


### SUPPLEMENTAL CONTENT

- TITLE:** A Call To Men by Tony Porter: *Short video*
- LESSON 7:** Dangerous Love
- LOCATION:** [Ted.com/talks/tony\\_porter\\_a\\_call\\_to\\_men](https://ted.com/talks/tony_porter_a_call_to_men), hyperlinked in the PowerPoint.
- LENGTH:** 11 minutes
- TOPIC:** Boys to men, relationship violence
- NOTES:** In this supplemental Ted Talk, Tony Porter talks about the kinds of messages that were drummed into him as he was growing up in the South Bronx. Porter's story gives us insights into how a guy could develop a mentality that would lead him to disrespect and abuse females. He also tells how he broke out of that cycle.



- TITLE:** Because of You by Kelly Clarkson: *Music video*
- LESSON 7:** Dangerous Love
- LOCATION:** The music video is hyperlinked in PowerPoint slides.
- LENGTH:** 3 minutes
- TOPIC:** Interpersonal violence; its effect on children
- NOTES:** This music video reminds youth of the long-term effects of relationship violence and how it can become a cycle if it is not addressed. *Because of You* by Kelly Clarkson is a moving way to bring home the message about the impact on children and the importance of drawing the line of respect in all relationships.



- TITLE:** Tea and Consent: *YouTube clip*
- LESSON 7:** Dangerous Love
- LOCATION:** Hyperlinked in PowerPoint slides.
- LENGTH:** 3 minutes
- TOPIC:** Sexual assault—what is consent
- NOTES:** Clever, animated clip that drives home what consent is and is not.



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**SUPPLEMENTAL CONTENT**

**TITLE:** Why Domestic Violence Victims Don't Leave: *Short video*

**LESSON 7:** Dangerous Love

**LOCATION:** Linked to TedTalks in the PowerPoint slides.

**LENGTH:** 15 minutes

**TOPIC:** Intimate partner violence

**NOTES:** A story of how one woman got drawn in by an abuser and how she got out. Powerful, but supplemental. Useful as an instructor resource to field questions on why victims stay so long.



**TITLE:** DUI - Decisions Under the Influence: *Short video*

**LESSON 8:** Decide, Don't Slide! Pathways and Sequences Towards Success

**LOCATION:** Hyperlinked to YouTube in the PowerPoint slideshow

**LENGTH:** 3:50 minutes

**TOPIC:** Starting relationships, cohabitation, and sliding vs. deciding

**NOTES:** This colorful and engaging lecture doodle shows how the love chemicals make it easy to slide into ill-fated relationships and underscores the risks of sliding into living together while under the influence.




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**SUPPLEMENTAL CONTENT**

**TITLE:** Runaway Love by Ludacris ft. Mary J. Blige: *Music video*

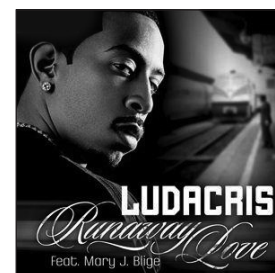
**LESSON 8:** Decide, Don't Slide! Pathways and Sequences Towards Success

**LOCATION:** Hyperlinked to YouTube in the PowerPoint slideshow

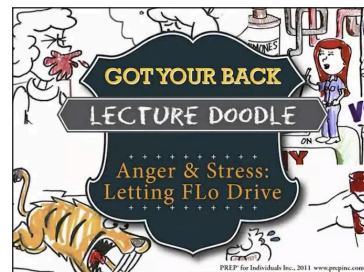
**LENGTH:** 5 minutes

**TOPIC:** Sliding vs. deciding and risks to children

**NOTES:** This supplemental but powerful music video shows how children can be hurt when parents do not address serious problems like substance abuse and when they slide quickly into poor love choices with partners that are not safe for their child. Deals with relationship violence and child abuse and offers a message of hope and change. Offer a warning that it contains difficult content.



- TITLE:** *Anger & Stress: Video clip*
- LESSON 9:** Communication and Healthy Relationships
- LOCATION:** Hyperlinked in PowerPoint slideshow
- LENGTH:** 3 minutes
- TOPIC:** Anger and the brain
- NOTES:** Animated clip that reinforces what happens in the brain when angry. Builds motivation for learning the time-out skill.



- TITLE:** *Speaker Listener Technique: Video clip*
- LESSON 9:** Communication and Healthy Relationships
- LOCATION:** Hyperlinked in PowerPoint slideshow.
- LENGTH:** Watch up to 11:34 minutes
- TOPIC:** Speaker Listener Technique
- NOTES:** This is a teacher resource to assist in preparing to teach this technique.



## SUPPLEMENTAL CONTENT

- TITLE:** *Ordinary People* by John Legend: *Music video*
- LESSON 9:** Communication and Healthy Relationships
- LOCATION:** Hyperlinked in PowerPoint slideshow.
- LENGTH:** 5 minutes
- TOPIC:** Conflict management
- NOTES:** People don't like fighting with loved ones but may not have the skills to do otherwise. This song reinforces the importance of communication and conflict management skills to maintain healthy relationships.



## SUPPLEMENTAL CONTENT

- TITLE:** *Face Time: Video clip*
- LESSON 9:** Communication and Healthy Relationships
- LOCATION:** Embedded directly in PowerPoint slide.
- LENGTH:** 1:30 minutes
- TOPIC:** Relationships—communication in the digital age
- NOTES:** In each frame is seen the same interaction in two ways—the left side via texting and the right side through face-to-face interaction. A PSA produced entirely by youth for youth by Community Healthcare Network's Teens P.A.C.T. program in New York City.



- TITLE:** 'black-ish and This is Us: Video clips
- LESSON 10:** Communication Challenges and More Skills
- LOCATION:** Video clips are hyperlinked in PowerPoint slideshow.
- LENGTH:** 1:35 minutes and 2:27 minutes
- TOPIC:** Communication danger signs and hidden issues
- NOTES:** These clips are used to review communication danger signs and to explore hidden issues under arguments.



- TITLE:** *All Falls Down: Short film by Scenarios USA*
- LESSON 11:** Let's Talk About Sex
- LOCATION:** Hyperlinked in PowerPoint slides to YouTube
- LENGTH:** 12 minutes
- TOPIC:** Sexual decision-making, alcohol, healthy and unhealthy relationships
- NOTES:** This film takes place in Brooklyn, New York. Three best friends meet three other young people on their daily commute to school. Each person is challenged to figure out who they are and what they want in a relationship.



- TITLE:** *Toothpaste: Short film by Scenarios USA*
- LESSON 11:** Let's Talk About Sex
- LOCATION:** Hyperlinked to YouTube in the PowerPoint slide
- LENGTH:** 16 minutes
- TOPIC:** Healthy / unhealthy relationships, sexual decision-making, and pregnancy
- NOTES:** Two best friends consider taking their relationships to the next level. Their relationships and the decisions they make are as different as the outcomes. Filmed in Mission, Texas.

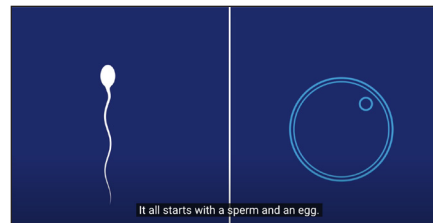


## SUPPLEMENTAL CONTENT

- TITLE:** *Think What's Next: Video clip*
- LESSON 11:** Let's Talk About Sex
- LOCATION:** Video embedded in the PowerPoint slide
- LENGTH:** 1:48 minutes
- TOPIC:** Sexting, sending explicit images
- NOTES:** Discussion about how a significant number of people pass along / share with others what was only meant for them. Also explores pressuring.



**TITLE:** How Do You Get Pregnant?: *Video clip*  
**LESSON 12:** Let's Plan for Choices  
**LOCATION:** Hyperlinked to YouTube in the slide  
**LENGTH:** 2 minutes  
**TOPIC:** Pregnancy  
**NOTES:** Short visual on how pregnancy occurs.



**TITLE:** How Do Contraceptives Work?: *TedEd video clip*  
**LESSON 12:** Let's Plan for Choices  
**LOCATION:** Hyperlinked to YouTube in the slide  
**LENGTH:** 2:44 minutes or 4 minutes  
**TOPIC:** Family Planning Methods  
**NOTES:** This TedEd video clip has extremely clear visuals and descriptions to show how various forms of family planning methods work (i.e., blocking sperm, disabling sperm, or suppressing ovulation). You can stop at 2:44 minutes. If you play the entire clip, state that the CDC has updated effectiveness percentages with typical usage. Please refer to CDC's most recent statistics found in Section 12.1. in the lesson.



**TITLE:** Reflections: *Short film by Scenarios USA*  
**LESSON 12:** Let's Plan for Choices  
**LOCATION:** Hyperlinked to YouTube in the slide  
**LENGTH:** 20 minutes  
**TOPIC:** Sliding vs. deciding, healthy and unhealthy relationships, HIV, STD testing  
**NOTES:** Three best friends learn to take the risk of HIV / AIDS seriously as they navigate their relationships. Choose this or the alternative below.



**TITLE:** Who Do You Know?: *Short film*  
**LESSON 12:** Let's Plan for Choices  
**LOCATION:** Embedded directly in PowerPoint slides.  
**LENGTH:** Full 20-minute version and condensed 11-minute version  
**TOPIC:** HIV, STD testing  
**NOTES:** This film centers around three teenage guys and addresses myths around HIV, the importance of testing, and the reality of HIV.



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**SUPPLEMENTAL CONTENT**

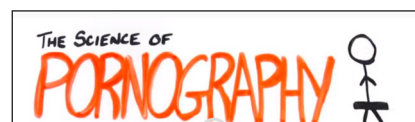
- TITLE:** Male Fantasy by Billie Eilish: *clip from music video*
- LESSON 12:** Let's Plan for Choices
- LENGTH:** 1 minute
- LOCATION:** Hyperlinked to YouTube in PowerPoint slideshow
- TOPIC:** Pornography
- NOTES:** A clip from Eilish's song, Male Fantasy, is used along with an extensive interview of Billie Eilish on the impact of viewing pornography on her as a teenager.



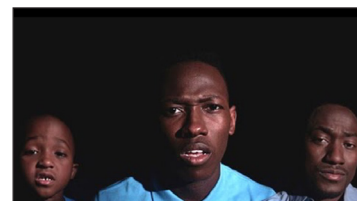

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**SUPPLEMENTAL CONTENT**

- TITLE:** The Science of Pornography: *asapScience video clip*
- LESSON 12:** Let's Plan for Choices
- LOCATION:** Hyperlinked to YouTube in PowerPoint slideshow
- LENGTH:** 3 minutes
- TOPIC:** Pornography
- NOTES:** From the highly acclaimed *asapSCIENCE* Productions, an engaging and colorful lecture doodle on pornography's potential impact on desires, behaviors, and relationships. While it points out that it's not addiction in the physical sense, its focus on the dopamine feedback system helps explain how it can produce a compulsion for ever more porn. Emphasizes it can be unlearned.



- TITLE:** Back Where You Belong by Brian Nhiri: *Music video*
- LESSON 13:** Through the Eyes of a Child
- LOCATION:** Hyperlinked to YouTube in PowerPoint slideshow
- LENGTH:** 4 minutes
- TOPIC:** Father absence
- NOTES:** Shown speaking to his father as a child and then as a young man, it links well with the activity at the start of the lesson.
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**SUPPLEMENTAL CONTENT**

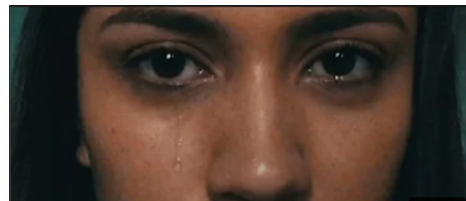
**TITLE:** *Words That Hurt: Video clip*

**LESSON:** Appendix: Supplement 2

**LOCATION:** Hyperlinked in PowerPoint slideshow

**LENGTH:** 5 minutes

**TOPIC:** Cyberbullying



**NOTES:** Combines innocent posting of selfies on social media and cyberbullying. It was made by young people in 2020. It contains powerful content. The cyberbullying intensifies. Vividly shows how cyberbullying ostracizes and is connected to depression, body-shaming, and ultimately suicidal thoughts.

**SUPPLEMENTAL CONTENT**

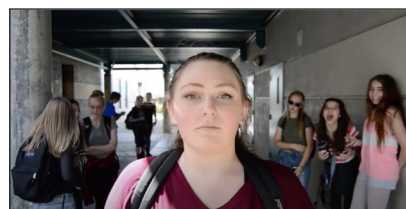
**TITLE:** *Silent: Video clip*

**LESSON:** Appendix: Supplement 2

**LOCATION:** Hyperlinked to in PowerPoint slideshow

**LENGTH:** 5 minutes

**TOPIC:** Cyberbullying



**NOTES:** The cyberbullying of a deaf girl. And ultimately, about the power of kindness.

**SUPPLEMENTAL CONTENT**

**TITLE:** *The Accidental Bully: Video clip*

**LESSON:** Appendix: Supplement 2

**LOCATION:** Hyperlinked to in PowerPoint slideshow

**LENGTH:** 2:37 minutes

**TOPIC:** Cyberbullying



**NOTES:** Shows the rationalizations people have, such as “everybody’s doing it” and “it was just a joke”. The victim is so humiliated he must transfer schools.

