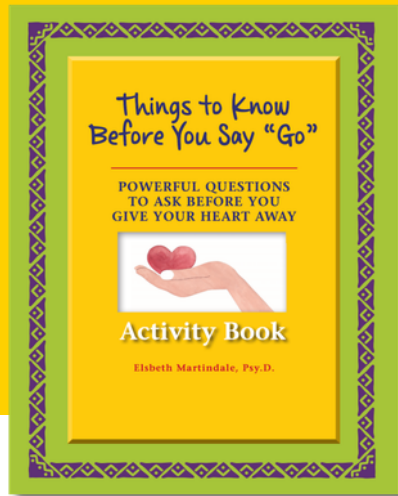




**The Dibble Institute®**  
Resources for Teaching Relationship Skills

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## Things to Know Before You Say "Go"

**Powerful Questions to Ask Before You Give  
Your Heart Away**

**By: Elsbeth Martindale, Psy.D.**

### 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.

# Things to Know Before You Say "Go"

## Activity Book TKBG - A

\$49

30 Assorted Activities (no game cards)

## Counseling Set TKBG - P

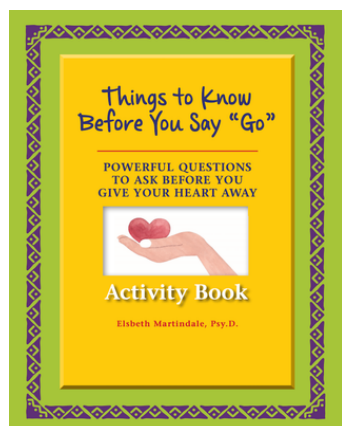
\$89

- 1 Activity Book
- 1 Card Deck

## Counseling Set TKBG - C

\$39.95

1 Deck



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## 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.

**SAMPLE ACTIVITY**

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## 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.

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GROUP MEMBERS .....

DATE .....

## ACTIVITY4 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.

|              |               |
|--------------|---------------|
| Respectful   | Disrespectful |
| Mean/Hurtful | Kind          |
| Slow         | Quick         |
| Direct       | Indirect      |
| Early        | Later         |

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?

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# Sample "Things To Know Before You Say Go" Cards

## Disappointment

How does this person deal with disappointment and loss?

## Disappointment

- 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 so attached to a desired outcome they find it difficult to accept anything less?
- Has this person dealt with the death of a loved one or other major life disappointment? How did this affect them? How did they handle it?

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## Critical

Is this person critical of others?

## Critical

- When this person is critical, is their criticism constant and unrelenting, or do they balance criticism with appreciations 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?

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## Communication

Does this person communicate clearly and directly?

## Communication

- Does this person seem comfortable talking about their ideas, thoughts, and feelings?
- Does this person assert their limits and boundaries kindly and directly?
- Does this person stand strong in the midst of conflict?
- Does this person expect me to read their mind or sense 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?

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### Family 3

Does this person  
get along with  
their own  
family?

### Acceptance

Can this person  
accept things  
about me  
I am unable  
or unwilling  
to change?

### Family 3

- Is this person respected and supported by their family?
- Is this person in conflict with any member of their family? What are the reasons?
- Does this person's family demand a lot from them (e.g. time, behavior, attention, etc.)?
- Can this person say "no" to family pressures, expectations, or demands?
- Is this person's family a place of support, comfort, and caring for them?
- Does this person's family support our relationship?

### Acceptance

- Is this person critical of my looks, weight, dreams, or life goals?
- Does this person see me as their "project" to fix?
- 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?



# The Dibble Institute

[www.BuildingRelationshipSkills.org](http://www.BuildingRelationshipSkills.org)

## 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](http://www.DibbleInstitute.org).

The Dibble Institute publishes a free monthly e-newsletter to help keep you current in the emerging field of youth relationship skills education. Please sign up for this newsletter on our website or by emailing us at [relationships@buildingrelationshipskills.org](mailto:relationships@buildingrelationshipskills.org). This newsletter is sent to you when we find something of importance concerning youth relationships or when we have new resources in which you will be interested. We know you are busy, so we promise to keep it relevant!

Did you enjoy the sample lesson?

Click [here](#) if you would like to request  
a review copy of the entire program!

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