



The Dibble Institute®

Resources for Teaching Relationship Skills

Positive Youth Development Framework

Skill Building. Develop soft and life skills through skill building activities within individual, family, peer and community settings.

Love Notes 4.2 AO

Love Notes 4.2 AO empowers youth with the skills and knowledge needed to further their own personal development, to form and maintain healthy relationships, to make wise sexual decisions, and to build their capacity to follow through with their intentions. It encourages young people to set goals and to work towards success in education, relationships, family, and employment.

Lesson 3 – My Expectations—My Future

Lesson 4 – Attraction and Starting Relationships

- 4.1 – Relationship Pyramid

Lesson 7 – Dangerous Love

- 7.1 – Early Warnings and Red Flags

Lesson 8 – Decide, Don't Slide! Pathways & Sequences Towards Success

Lesson 9 – Communication and Healthy Relationships

- 9.2 – Patterns that Harm Relationships
- 9.3 – Angry Brains and The Power of Time Outs
- 9.4 – The Speaker Listener Technique—When Talking is Difficult

Lesson 10 – Communication Challenges and More Skills

- 10.1 – Complain and Raise Issues Effectively
- 10.3 – A Problem-Solving Model

Lesson 11- Let's Talk About Sex

- 11.7 – Setting Your Line

Lesson 12 – Let's Plan for Choices

- 12.3 – Planning for Choices
- 12.5 – Pressure Situations and Assertiveness Skills

Youth engagement and contribution. Allow youth engagement to take different shapes. This can include youth expression, youth involvement in community service and creating opportunities for youth decision-making at various levels of government. This can also include programs that provide structure for youth contribution or that support youth leadership.	The activities in <i>Love Notes 4.2 AO</i> are varied. They include role-plays, drawing, sculpting, and games that are designed to teach and reinforce the concepts with real-life scenarios young people can relate to. One activity allows youth to dispense the information they learn about STDs (Lesson 12) as a public service announcement within their school. Additionally, students brainstorm ways to spend less time online and how they can change policy or industry practices as a result.
Healthy relationships and bonding. Identify and link youth to positive adult role models, mentors, coaches, teachers, health care providers and community leaders. Ideally, youth have at least one caring and consistent adult in their lives. Healthy peer relationships are also particularly important to youth.	Trusted Adult Connection activities are provided for each lesson in the <i>Love Notes 4.2 AO</i> curriculum. These activities are designed to provide conversation starters to nurture support and connection between each young person participating in the program and their parent and/or a trusted adult. Each activity conveys core concepts, provides talking points, and uses an easy activity to engage conversation between youth and adult. Lesson content also offers opportunities for instructors to connect youth with community resources.
Belonging and membership. Identify activities that provide positive sense of belonging (schools, sports, community service, faith-based youth group, etc)	All youth need skills and knowledge to navigate their relationships and make wise sexual choices. <i>Love Notes 4.2 AO</i> was created with youth in the curriculum language and images. Furthermore, the activities included in <i>Love Notes 4.2 AO</i> have been designed to include scenarios, poetry, and stories that have been written by youth. The images in the PowerPoint slides, as well as language in the lessons and scenarios, are representative of the many settings and stages of life of youth.

Positive Norms, expectations, and perceptions. Have clear and consistent norms and expectations about health, relationships, and forms of engagement that provide youth an increasing amount of responsibility and independence and allow youth to grow and take on new roles.

Love Notes 4.2 AO offers young people—including young parents—knowledge of what a healthy relationship is and isn't, as well as skills for handling the early chemistry of attraction and choosing partners wisely. Young people learn the building blocks of healthy relationships and are encouraged to identify relationship qualities important for good foundations.

Youth are provided several frameworks to help them assess relationships (past or present) and to make important relationship decisions.

Lesson 2 – Knowing Yourself

- 2.1 – Good Relationships Start with You

Lesson 3 – My Expectations—My Future

- 3.2 – The Power of Expectations

Lesson 4 – Attractions and Starting Relationships

- 4.1 – Relationship Pyramid
- 4.2 – The Chemistry of Attraction

Lesson 5 – Principles of Smart Relationships

- 5.2 – Seven Principles of Smart Relationships

Lesson 6 – Is It a Healthy Relationship?

- 6.1 – How Can You Tell?
- 6.2 – Having Fun—It's Important

Lesson 7 – Dangerous Love

- 7.1 – Early Warnings and Red Flags
- 7.3 – Sexual Assault and Consent
- 7.5 – Draw the Line of Respect

Lesson 8 – Decide, Don't Slide! Pathways & Sequences Towards Success

- 8.2 – The Low-Risk Deciding Approach
- 8.4 – Pathways and Sequences Towards Success

Lesson 9 – Communication and Healthy Relationships

- 9.1 – Communication Patterns Learned in Family

Lesson 10 – Communication Challenges and More Skills

- 10.1 – Complain and Raise Issues Effectively

Lesson 11 – Let's Talk About Sex

- 11.2 – What is Intimacy, Actually?

Lesson 12 – Let's Plan for Choices

- 12.3 – Planning for Choices

Safe Space. Create safe spaces that are tailored to the needs of youth—including physical infrastructure as well as emotional safety. Space can be defined in a variety of ways, including virtual. Many communities lack any space for youth to convene. Thus, communities must be committed to providing youth with safe spaces to practice, engage, and learn creatively and collaboratively. An emotionally safe space is critical to learning.

The *Love Notes 4.2 AO* curriculum training includes a ground rules discussion for teachers to have with youth in order to set expectations to create a safe space conducive to learning and open discussions.

The *Love Notes 4.2 AO* Student Journal also provides a safe and private space where students can reflect and apply the concepts they are learning into their own lives. The activities use diverse and inclusive language and use an asset-building approach to help students feel comfortable and safe in their learning environment.

Finally, the Trusted Adult-Teen Connection activities help students to identify someone in their personal life with whom they can safely connect and discuss what they are learning.

Access to age appropriate and youth friendly services; integration among services. Make information available to youth and families, connection and integrating health and social services so there is a continuum of care and support at a community level.

Course facilitators are encouraged to connect teens with resources for violence prevention, reporting, medical assistance, and more. Instructor slides can be updated with local guides and community resources.

Additionally, course materials, review access, and resources are available from the curriculum developer on request.

Student journals are for personal use and are meant to reinforce the concepts and provide information to connect with other services in their community.

Research behind the content in *Love Notes 4.2 AO* is included in each chapter.