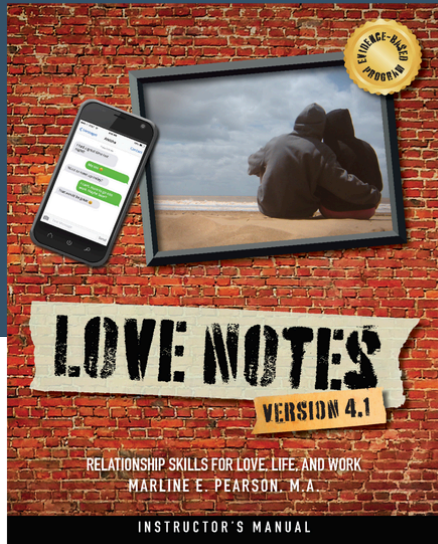




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Love Notes 4.1 AO

Relationship Skills for Love, Life, and Work
By Marline E., Pearson, M.A.

- Evidence-Based Program
- 13 Lesson Plans plus supplemental content based on the needs of the youth
- Activity Cards, PowerPoints, Digital Downloads, and Video Clips
- Fidelity tools: scripted PowerPoints, instructor checklists, and observation forms
- Loads of activities: drawing, sculpting, skills practice, roleplaying, stories, film, music, and more
- Youth-produced films that focus on healthy decision-making
- Scenarios written by youth
- Trusted Adult Connection activities

For a growing number of adolescents and young adults, unplanned pregnancy, single parenting, and troubled relationships derail personal goals. *Love Notes* was created for this vulnerable audience, some already pregnant or parenting. In 13 lessons, they discover—often for the first time—how to make wise choices about relationships, delaying sexual activity until marriage, pregnancy, marriage, partnering, and more.

Updated in Spring 2025, *Love Notes 4.1 AO* includes the latest YRBS stats along with existing topics important to today's youth, including sex trafficking prevention, technology in relationships, navigating relationships in the digital age, online porn, sexual assault—and their impact on relationships. *Love Notes 4.1 AO* includes the evidence-based content with supplemental materials that allow facilitators to go deeper on topics that are meaningful to young people.

The Research Base for Love Notes 4.1 AO

Love Notes has been evaluated at the University of Louisville and found to be 46% more effective as an innovative pregnancy prevention strategy for at-risk youth. Federally funded, the study tested *Love Notes'* innovative approach against traditional health/body based methods.

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Love Notes 4.1 AO

Instructor's Kit \$550

LN4.1-FV-AO

- Instructor's Manual
- Reproducible Handouts
- 1 Sample Participant Journal
- 1 Sample Primary Colors – Personality Profile
- Downloadable Lesson Power Points

10 Participant Journals \$150

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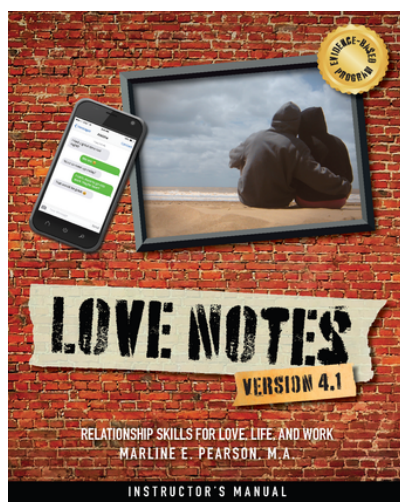


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Sample Lesson From Love Notes 4.1 AO

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Is It a Healthy Relationship?

Overview

This lesson offers guidance on how to tell if a relationship is healthy. Utilizing a clear, three-question framework that defines six types of relationships, participants will create sculptures to analyze what healthy and unhealthy relationships look like in the real world. The goal is for participants to develop a deeper understanding of the differences and be able to develop communication skills for discussing healthy and unhealthy relationships. A self-assessment exercise helps participants examine their own relationships.

The importance of fun in keeping healthy relationships alive and well will also be explored. Youth will engage in a competition to generate a list of fun activities to do with friends or partners.

Most young people will experience relationships that don't work. Issues surrounding breaking up are addressed in the final section. Issues include knowing when it's time, better and worse ways, tips on breaking up, and surviving a breakup.

Goals

1. Analyze the differences between healthy and unhealthy relationships.
2. Assess a relationship using the three-question guide.
3. Build awareness of the important role of fun in healthy relationships. Brainstorm fun ideas.
4. Explore issues around breaking up and moving forward.

Lesson at a Glance

6.1 **How Can You Tell?** (30 minutes)

Activities: *Relationship Sculptures; Assessing Relationships*

6.2 **Having Fun—It's Important!** (5 minutes)

Activity: *Fun Brainstorm Competition*

6.3 **Breaking Up** (20 minutes)

Activities: *Is it Time?; Better and Worse Ways; Surviving a Breakup; Supplemental: Music video and discussion*

Trusted Adult Connection



Materials Checklist

Resources Found at End of Lesson:

- 6b. *Breaking Up Tips* handout
- 6c. *Surviving a Breakup* handout
- 6d. *Is it Healthy or Unhealthy?* handout

Activity Cards Located in Back of Manual:

- 6a. *Six Types of Relationships* Activity Cards (class set): **Locate colored cards in back of the Manual.** Cut six cards. Duplicate masters can be downloaded at DibbleInstitute.org/LNA41.

Materials:

- Lesson 6 PowerPoint slideshow is a digital download that comes with the curriculum. Easy-to-follow download directions are found at DibbleInstitute.org/LNA41.
- Sculpting Materials:
 - Play-Doh (2 colors per group. If containers are the tiny ones, have more)
 - Colored pipe cleaners
 - Toothpicks

- Popsicle/craft sticks
- Small sugar spice drops or mini marshmallows
- 6 Sturdy large paper plates or cardboard squares for sculptures
- Supplemental: One 4 x 6 Index card for each participant, Section 6.2

Journal:

- *Is It a Healthy Relationship?* (pgs. 19-20)



Preparation

- ✓ Preview the PowerPoint slides as you read through the lesson, especially to see pictures and descriptions of sculptures constructed by past groups.
- ✓ Locate the colored *Six Types of Relationships* activity cards (Resource 6a). **The colored activity cards are located in the back of the manual.** Cut.
- ✓ Gather sculpting materials (they are reusable). Put materials for each group in a two-gallon Ziploc bag for easy distribution. Each bag should contain 2 Play-Doh colors, 6–8 pipe cleaners, several toothpicks, some spice drops or mini marshmallows, and 8 colored craft sticks. Have a reserve of extras for any group needing more. Be sure to have 6 sturdy paper plates or cardboard squares on which to place sculptures.
- ✓ Select music to play during entering class and during sculpting activity.
- ✓ Review the journal [pgs. 19-20](#).
- ✓ Duplicate [Resources 6b](#) and [6c](#) back-to-back for the *Trusted Adult Connection*. Also, duplicate [Resource 6d](#) as an option for the *Trusted Adult Connection*.
- ✓ Supplemental: Preview both songs in the PowerPoint slides and select one to play.
- ✓ Supplemental: Review Section 6.2 on fun and decide if you will use it.

SECTION 6.1

How Can You Tell?

- Sculpting materials & paper plates
- Music & equipment to play
- Resource 6a: *Six Types of Relationships* activity cards
- Journal: *Is It a Healthy Relationship?* (pgs. 19-20)

30 minutes

(PP) Introduce the lesson to the youth:

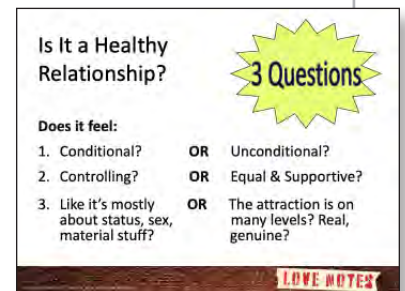
❖ *In the last session, we learned about principles for smart relationships. Now we're going deeper to look for signs of healthy versus unhealthy relationships.*

- *Sometimes, the differences may not be clear. Especially if you haven't seen many good models of healthy relationships, it can be hard to know.*
- *So, how can you tell if a relationship is healthy and worth staying in?*

❖ *There are 3 essential questions you can ask to determine if a relationship is healthy.*

❖ (PP) *These three questions ask you how it feels deep down inside. If you answer these questions **honestly**, you will know. These questions, for the most part, can also apply to friendships.*

1. *Does this relationship feel **conditional**—as in you have to be, act, or look a certain way? Or does it feel **unconditional**—you are genuinely liked, even with your imperfections?*
2. *Does it feel **disrespectful or controlling**—meaning what you think or want doesn't matter; the other person makes all the decisions? Or, does it feel **equal, supportive, respectful**—the other person treats you like an equal, is supportive of you, and you make decisions together?*
3. *Does it feel like the relationship is mostly about **sex, status, or material things**? Or does the attraction feel like it's on **many levels**?*



Activity: Relationship Sculptures

- ❖ **Hold up cards:** *I have 6 cards, each one describes a healthy or unhealthy relationship in more detail. We'll do an activity with these cards to explore healthy vs. unhealthy relationships more deeply.*

Divide into 6 groups. It works best to have each group gathered around a table. You can also limit it to 5 groups if you need to since you will show the one on sex, status, or material things as an example. Pass out a **card**, bag of materials, and a paper plate to each group. Continue with the directions:

- ❖ *Each group has a card that describes one of the six types of relationships. Three are healthy, and three are unhealthy, corresponding to the three questions.*
- ❖ *There are two steps here. First, one person reads the card aloud to the group and then discusses these questions:*
 - *Have you ever seen a relationship like this? What kind of behaviors would you see in this type of relationship?*
 - *What is it like/would it be like to be around them?*
 - *If you were in that type of relationship, how would it feel?*
- ❖ *Secondly, after your discussion, use the materials in the bag and make a sculpture that represents that relationship.*
- ❖ **(PP)** *Here's an example of what one group made for their sculpture. Read the bullets on the slide.*
- ❖ *Put the directions slide back up. Remind them to discuss the questions first before beginning their sculpture.*
- ❖ *Have fun. This isn't about great art or making things look real. Use your imagination. Think about symbols and images.*

Mostly about sex, money, status



- He's in the pink bed throwing money and jewelry at her.
- Our girl only thinks about what her boyfriend buys her. In return for gifts she has sex.
- She spends lots of time on looking the way he wants (fancy hair-do's).
- The spirals coming from her head also represent her inner insecurity and turmoil.
- The gifts are nice, but she feels deep down there's nothing else.

LOVE NOTES

- ❖ *You will have 10 minutes max to work. I'll call a five-minute and then a two-minute warning to keep you on track. Play music while they work.*

Processing the activity:

When finished, the instructor or group member can pick up their sculpture and walk around the room so each group can see it.

1. Before each small group interprets their sculpture, ask others to briefly try to interpret what they see—what any part of it represents. Ask if it looks healthy or unhealthy.
2. Then, have one or two volunteers from the group interpret their sculpture and describe each of its features and how it represents that kind of relationship. Be sure they identify the type they have (i.e., bolded title on their card).
3. Finally, ask for a member of that group to read the points on the card aloud to the whole class. This way, everyone gets the benefit of hearing the descriptions for each type of relationship.
4. Use their interpretations of their sculptures as a springboard for discussion with the whole group. As you go from group to group, here are some discussion extenders to weave in, if needed:

- ❖ *Without naming names, have any of you seen a relationship like that in real life? Or in a movie?*

- ❖ *How does or would it feel to be in that type of relationship?*

- ❖ *Can you think of a popular song or movie that captures that type of relationship?*

When you get to **Controlling/Disrespectful**, be sure to add these points:

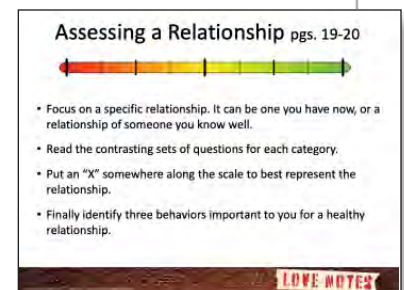
- ❖ *Controlling relationships evolve into abusive ones. Everyone should be on the lookout for danger signs or red flags if a relationship feels controlling or disrespectful in any way.*

- ❖ *Know that it is not okay for a partner or friend to make you feel bad, call you names, put you down, or disrespect you. A healthy relationship means the other person makes you feel good about who you are. We'll be talking more in a later lesson about dating violence.*
- ❖ Have a round of group applause after each one.

Instructor note: (Optional) Take a photograph of each sculpture. Include the group's brief description of their sculpture and a copy of the corresponding *Six Types of Relationships* activity card by each photo. Consider printing the photos of their sculptures (in color) and making a large poster for public display. Give it a title, such as, "Is it a Healthy Relationship?" Post it in your room or a public place to serve as an important reminder and to honor their work and creativity. **Note:** You can also insert these photos into your PowerPoint slide show.

Activity: Assessing Relationships

- ❖ **(PP)** *Before you use what you've learned to assess an actual relationship, let's underscore a central point:*
- ❖ *Feeling **safe** in a relationship is the ultimate test of a healthy relationship.*
 - **Physical Safety**—*If there is any aggression or fear of aggression, it's not healthy, period.*
 - **Emotional Safety**—*This kind of safety comes from feeling safe to say what's on your mind and in your heart—to be accepted for the real you.*
 - **Trust and Commitment Safety** means knowing your partner will be there for you—they've got your back and are reliable.
- ❖ **(PP)** Ask participants to locate *Is It a Healthy Relationship?* in their journal (pgs. 19-20). It may help to read the first paragraph on pg. 19 of the journal. You might also opt to read aloud each set of contrasting questions for each category.



Pause after each category for youth to assess with an “X” along the scale. When finished, allow a minute or so for participants to describe three behaviors important to them personally for a healthy relationship.

- *In this exercise, you will have the opportunity to use what you’ve learned to assess a relationship.*
 - *Focus on a specific relationship. It can be one you have now or a relationship of someone you know well— like a friend or even a family member or an adult couple you know.*
 - *Read the contrasting sets of questions for each of the three categories. Put an “X” somewhere along the scale to best represent that relationship.*
 - *Finally, at the bottom of pg. 20 in your journal, identify three behaviors that are important to you for a healthy relationship.*
-

NOTES:

SUPPLEMENTAL CONTENT

SECTION 6.2

Having Fun—It's Important!

- Flipchart paper, markers
- Prizes/candy
- 4x6 index cards
- Equipment to play music

5 minutes

In this very brief section, participants will learn that having fun and continuing to have fun is important to successful and healthy relationships. Youth will brainstorm and share ideas for fun activities they like to do.

(PP) Introduce the idea of why fun is so important to healthy relationships:

- ❖ *Having fun, believe it or not, is very, very important to a satisfying relationship. Doing enjoyable things together helps two people feel connected to each other.*
- ❖ *Happy experiences create a positive bond, making it easier to tackle the problems of everyday life and cope with irritation and stress.*

Explain what often happens to fun in long-term relationships or marriages:

- ❖ *So, what happens to fun in a relationship or many marriages? Most couples start with fun as part of the relationship. As life gets busy, couples often let time for fun slip away.*
- ❖ *When there is free time, it is easy to slide into watching videos, playing computer games, or checking your social media accounts. A decision could be made to spend some of that free time having fun with a partner, a friend, or family members.*
- ❖ *There is nothing bad about videos, computer games, or even social media, but it can be awfully easy to make them the major things we do.*
- ❖ *Did you know research shows people are happiest when they are out doing things, spending time with others, or working on some hobby or interest?*

Fun is important for relationships!

- Plan for fun—don't get lazy.
- Mix it up. Do different things.



LOVE NOTES

- ❖ *People that make the effort to do fun things together, no matter how busy life gets, are rewarded. Over time, the people that keep fun alive have more satisfying relationships and friendships.*
- ❖ *Research on happiness and fun also tells us it is important to do different things from time to time. A great idea is to try out new activities to keep fun alive.*

Activity: Fun Brainstorm

- ❖ **(PP)** Divide into groups of three or four and announce there will be a three-minute competition with prizes. Each group is to brainstorm a list of ideas of fun things to do with a partner or friend according to two criteria: cost and time. Some ideas should be free, some should cost just a little, and others can cost more. Regarding time, some fun ideas should take less than a half-hour, take an evening, all afternoon, the whole day, or longer. Tell them to mix it up and strive for variety, fun, and creativity. But, they all must come up with a few fun ideas that are free.
- ❖ Play music while they brainstorm and create their list.
- ❖ When time is up, give prizes/candy to the group with the longest list. Have each group read off their lists, with each subsequent group adding ideas not mentioned thus far. As groups report their ideas for fun, instruct participants to jot down the ones they like (and their own ideas) on their index cards. Suggest they tape the list in their locker or notebook to remind them of things to do for fun.
- ❖ Ask the group if they want to vote on the list with the most creative or different ideas. Give that group prizes/candy. And then you can offer candy to everyone for their creative contributions.

Brainstorm Fun Ideas

- **COST:** Free, low-cost, medium-cost, & some higher cost.
- **TIME:** half an hour, a couple hours, an evening, a whole day.
- **VARIETY:** Mix it up—don't always do the same thing. Try new things!



LOVE NOTES

SECTION 6.3

Breaking Up

- Resource 6b: [Breaking Up Tips](#)
- Resource 6c: [Surviving a Breakup](#)
- Supplemental: Music video
- Resource 6d: [Is it Healthy or Unhealthy?](#)

10 minutes

Being in an unhealthy relationship is a good reason to break up. There are other good reasons as well. This section addresses several important issues around breaking up: knowing when it's time, worse and better ways, and tips for breaking up and moving on.

Activity: Is it Time?

- ❖ *It's been said, "People are in your life for a reason, a season, or a lifetime."*
- ❖ *Not every friendship or romantic relationship is meant to last.*
- ❖ *Just as there are healthy and unhealthy ways to start a relationship, there are healthy and unhealthy ways to end one.*
- ❖ *But how do you know when it's time? How will you end it? And how will you move on?*
- ❖ *Many people have wondered about whether or not they should break up. Sometimes it's confusing.*
- ❖ *Let's look at a few situations. Give your opinion by a thumbs up or down (or shout out) on whether you think they should stay together or break up.*

Encourage discussion by asking why or why not and adding your wisdom as needed. Do not spend more than three minutes on this.

(PP) Situations:

1. *You just don't feel the same way as you did when you first started talking. Besides, you two hardly have anything in common.*

Is it Time?



1. You don't feel the same way as you did when you first started talking. Besides, you hardly have anything in common.
2. You discover the person you're going with isn't perfect and you have some disagreements.
3. You are fighting more and more. Arguments feel scary at times.
4. You're hanging with someone who has feelings much stronger than yours and is pushing you to get more involved. You like them, but not the same way they are into you.

LOVE NOTES

2. *You discover the person you're going with isn't perfect, and you have some disagreements.*
3. *You are fighting more and more and are unable to talk things out. Arguments feel scary at times.*
4. *You're hanging with someone who has feelings much stronger than yours and is pushing you for greater involvement. You like them, but not the same way they are into you.*

After the poll, ask if they have other reasons why a couple should break up.

Common Reasons

(PP) Present some common reasons for breaking up:

- ❖ *The biggest reason people break up is because feelings change. After those love chemicals settle down a bit and you see the person more clearly—and as you learn more about their character, personality, interests, and values—you may decide that you really don't fit.*
- ❖ *Breaking up doesn't necessarily mean you or the other person is bad—you may just not be right for each other.*
- ❖ *You may have discovered some troubling behaviors, like difficulty handling anger or problems with drug or alcohol abuse.*
- ❖ *And another common reason is even when two people like each other, one may simply not be ready for that level of involvement. They may want to experience other people and places.*
- ❖ *The teen and young adulthood years are a time of figuring out yourself, where you are going, and discovering which friends and partners fit with you.*

Common Reasons



- Feelings change. You find you're too different.
- You discover troubling behaviors.
- Even when two people like each other, one may simply not be ready for that level of serious involvement.
- The teen and young adulthood years are a time of figuring out yourself, where you are going, and discovering which friends and partners fit with you.
- Deciding to leave sex out of your teen relationships, may make it easier to break up and learn from those experiences.

LOVE NOTES

Activity: Better and Worse Ways to Break Up

Begin this section with a quick brainstorm. Ask the group to identify the worst ways they've seen people break up among people at school or elsewhere. As they offer examples, ask them to describe how that might feel to the person on the receiving end.

Instructor Note: This section is important. Some youth experience serious emotional distress and even suicidal thoughts or attempts around a breakup.

❖ **(PP)** Brainstorm before advancing the bullets on the PowerPoint slide.

- Do it through a text.
- Get a friend to tell them.
- Don't say anything but let it be known through your social media.
- Send a photo/video of you and someone else.
- Just ignore the person in the hope they'll get the message. (Ghosting)
- Be seen with another person or worse, go out with their best friend.
- Do things to make the person break up with you.



Next, ask the group if the following statement is a good thing to say if someone wants to break up:

❖ *We can still hang with each other as friends.*

After you hear their responses, ask if that statement might merely be a cop-out or putting off the inevitable. Plus, does it give false hope to the one who is being dumped?

Breakup Tips

❖ *So many people break up in these ways, yet we know it feels awful to the person on the receiving end.*

- ❖ *Let's now examine some tips on breaking up because there are better and worse ways to do it.*

(PP) Offer these breakup tips to the group:

1. ***Talk to an adult you trust:*** *Go over the reasons it isn't working. Don't talk about it with friends that encourage drama or revenge. And if there are any concerns about your safety and how the person will react, ask a parent or trusted adult to assist you.*
2. ***Pick a time and a private place and tell the person yourself:*** *Don't do it around their friends. Have the respect to do it face-to-face. But don't tell them right before a big event like a test, a game, a birthday, or the start of the school day. A good time is on a Friday after school or a Saturday. You will both have time to start getting over it and talk to supportive friends and adults before school begins again. If you are worried whatsoever about your safety, do not pick a private place. Get help from a caring adult.*
3. ***Make a clean break:*** *Don't beat around the bush or make empty promises. Be honest and direct, but not cruel. Do not give a mixed message. Say: "I want to break up." or "I don't have the same feelings anymore." Remember, you do not have to argue or convince the person. Your feelings are your feelings.*
4. ***Avoid cruelty:*** *Mention something you appreciated about them, if appropriate.*
5. ***Caution:*** *If a person threatens to harm or even kill themselves if you break up, you must reach out for help for yourself and for them. Their threat may make you feel guilty, scared, or angry, but you can and should still end things. Even though this is emotional blackmail to make you feel responsible and not break up, this threat has to be taken seriously. This is why you must reach out to parents—yours and theirs, a school counselor, or another caring adult for help in handling this. The national suicide crisis hotline is 1-800-273-8255. If there is immediate danger, call 911.*

Break Up Tips

- Talk to a caring and trusted adult.
- Pick a time and place.
- Make a clean break. Be honest.
- Avoid cruelty. Say what you appreciate.
- **Caution:** If a person threatens to harm, or even to kill him or herself if you break up, you must reach out to parents—theirs and yours, a school counselor or other caring adult.



LOVE NOTES

Surviving a Breakup

Offer these words of wisdom to survive a breakup when you are the one being dumped:

- ❖ *First, it's important to have a reality check—most people will have heartbreaks. Very few people have the luck of not experiencing it at some point. Perhaps most important in handling a broken heart are the messages you give yourself.*
- ❖ *It is natural to feel really hurt. Go ahead and cry. Crying is a great way to get your emotions out. It's normal to feel miserable when someone you like breaks up with you.*
- ❖ *It's important to find a wise person you can trust to talk to, like a parent, an aunt, an older sibling, or a cousin. Pick a good shoulder to lean on—not a friend who encourages drama or revenge.*

(PP) Offer participants these basic tips for dealing with a broken heart and disappointment. It's important. Some young people go through a serious emotional spiral down—depression and even suicide—after a breakup.

- ❖ **Face reality**, and don't be obsessed with winning this person back. You can't force a relationship. It sacrifices your dignity to beg for a relationship, act desperate, or try to chase the person. And you deserve to be in a relationship with someone who wants to be with you and likes you for who you are.
- ❖ **Don't blame yourself.** There are lots and lots of reasons why relationships end. Make a list of your positive qualities. Work to make the changes you want. Ultimately, you want a relationship with someone who admires you, recognizes your qualities, is as crazy about you as you are about them, and accepts you as you truly are. Also, make a list of what you want in a partner. What qualities are you looking for, and what's important? What can you learn from this relationship?
- ❖ **Stay away from the revenge game.** Forget about getting even or spreading rumors. It might be tempting, but it's immature, and it can keep you from moving on after a breakup.

Surviving a Break-Up

- Face reality—it's over.
- Don't blame yourself.
- Stay away from the revenge game or spreading rumors
- Get perspective. Talk to a wise adult
- Beware of rebounding.
- Get busy. Get out and get going with life.
- Remember, things get better with time.
- **A Word of Caution**



LOVE NOTES

- ❖ **Get perspective.** *Most people go through more than one romance. This is a normal part of life. From a relationship that ends, you can grow wiser and more insightful about yourself, what you are looking for, and how relationships should be. Talking with a caring adult can give you some needed perspective.*
- ❖ **Beware of rebounding.** *Don't hop into another relationship right away to make your ex jealous or to make yourself feel better. This is not a good idea at all. Give yourself time.*
- ❖ **Get busy.** *When you are out of tears, get busy and get outside. Do things with friends or family. Go biking, swimming, jogging, skating, kick a ball, shoot baskets, or take walks. Make it a point to do something physical every day.*
- ❖ **Get going with life.** *Call a friend and make plans. Don't sit around feeling sorry for yourself.*
- ❖ **Remember, things get better with time.**

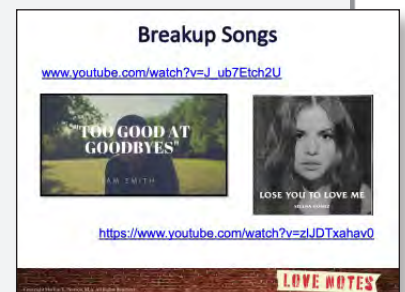
Caution: *If you are depressed and crying several months later, seek out a parent, relative, trusted adult, or school counselor to help you deal with your emotions and gain perspective.*

SUPPLEMENTAL CONTENT

Music Video Opportunity

(PP) Consider playing one of these songs that offers important reflection messages for discussion on breaking up. Ask them to listen to the lyrics carefully.

- ❖ **Sam Smith** (*Too Good at Goodbyes*) sings, “never want to get close again...never want to open up my heart to someone again.” Ask the group what they think about closing themselves up after a disappointing relationship or friendship. Might going slowly help a person discover if they are a good match and worthy of you?



- ❖ **Selena Gomez** (*Lose You to Love Me*) sings she had to “lose you to love me.” Ask: *What does that mean to you?* Point out that early romances and breakups can be learning experiences. Remember, good relationships start with you—knowing yourself, what’s important to you, and your goals. It’s knowing what is and isn’t a healthy relationship. It’s using the *Seven Principles of Smart Relationships* to guide you in getting to know a person. And importantly, taking it slow.

Trusted Adult Connection

(PP) Offer participants a choice for their TAC Activity.

1. Handout *Breaking Up Tips* (Resource 6b) and *Surviving a Breakup* (Resource 6c). Read both breakup handouts and tell each other which tips you feel are really important. Then ask your TA if one of these tips, in particular, might have been helpful to them when they were younger.
2. Discuss the *Is it Healthy or Unhealthy?* (Resource 6d). Do you agree that these 3 questions capture a lot? Ask your TA if they have additional wisdom or stories to share with you about healthy or unhealthy relationships.

Trusted Adult Connection

Choose one:

1. Read both break-up handouts and tell each other which tips you feel are really important. Then ask your TA if one of these tips, in particular, might have been helpful to them when they were younger.
2. Discuss the *Is it Healthy or Unhealthy?* Do you agree that these 3 questions capture a lot? Ask your TA if they have additional wisdom or stories to share with you about healthy or unhealthy relationships.

LOVE NOTES

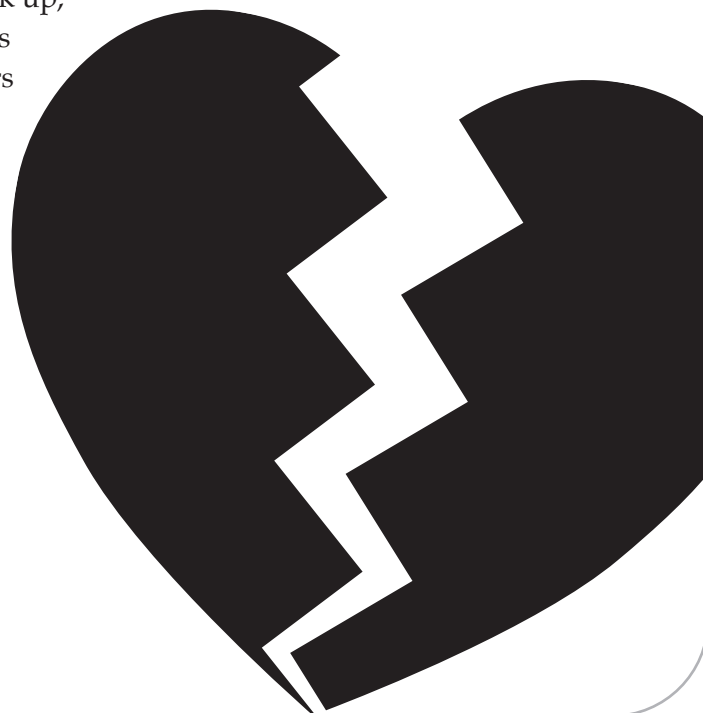
NOTES:

Breaking Up Tips

1. **Talk to an adult you trust:** Go over the reasons it isn't working. Don't talk about it with friends that encourage drama or revenge. And if there are any concerns about your safety and how the person will react, ask a parent or trusted adult to assist you.
 2. **Pick a time and a private place and tell the person yourself:** Don't do it around their friends. Have the respect to do it face to face. But don't tell them right before a big event like a test, a game, a birthday, or the start of the school day. A good time is on a Friday after school or a Saturday. You will both have time to start getting over it and talk to supportive friends and adults before school begins again. If you are worried whatsoever about your safety, do not pick a private place. Get help from a caring adult.
 3. **Make a clean break:** Don't beat around the bush or make empty promises. Be honest and direct, but not cruel. Do not give a mixed message. Say: "I want to break up." Or "I do not have the same feelings anymore." Remember, you do not have to argue or convince the person. Your feelings are your feelings.
 4. **Avoid Cruelty:** Mention something you appreciated about them, if appropriate.
- **Caution:** If a person threatens to harm or even kill themselves if you break up, you must reach out for help for yourself and for them. Their threat may make you feel guilty, scared, or angry, but you can and should still end things. Even though this is emotional blackmail to make you feel responsible and not break up, this threat has to be taken seriously. This is why you must reach out to parents—yours and theirs, a school counselor, or another caring adult for help in handling this. The national suicide crisis hotline is 1-800-273-8255. If there is immediate danger, call 911.

Trusted Adult: Discuss with your young person.

Signature: _____

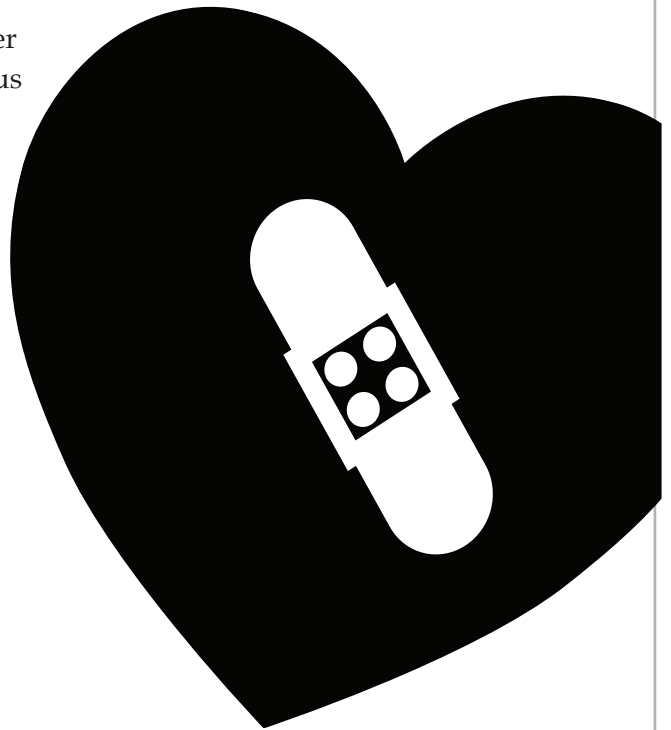


Surviving a Breakup

1. **Face reality**, and don't be obsessed with winning this person back. You can't force a relationship. It sacrifices your dignity to beg for a relationship, act desperate, or try to chase the person. And you deserve to be in a relationship with someone who wants to be with you and likes you for who you are.
2. **Don't blame yourself**. There are lots and lots of reasons why relationships end. Make a list of your positive qualities. Work to make the changes you want. Ultimately, you want a relationship with someone who admires you, recognizes your qualities, is as crazy about you as you are about them, and accepts you as you truly are. Also, make a list of what you want in a partner. What qualities are you looking for, and what's important? What can you learn from this relationship?
3. **Stay away from the revenge game**. Forget about getting even or spreading rumors. It might be tempting, but it's immature, and it can keep you from moving on after a breakup.
4. **Get perspective**. Most people go through more than one romance. This is a normal part of life. From a relationship that ends, you can grow wiser and more insightful about yourself, what you are looking for, and how relationships should be. Talking with a caring adult can give you some needed perspective.
5. **Beware of rebounding**. Don't hop into another relationship right away to make your ex jealous or to make yourself feel better. This is not a good idea at all. Give yourself time.
6. **Get Busy**. When you are out of tears, get busy and get outside. Do things with friends or family. Go biking, swimming, jogging, skating, kick a ball, shoot baskets, or take walks. Make it a point to do something physical every day.

Trusted Adult: Please discuss these with your youth. Add any wisdom or stories you have.

Signature: _____



Is it Healthy or Unhealthy?

IS IT CONDITIONAL?

You worry about not being good enough. This person makes you feel little. You feel like you have to be or look a certain way in order to keep their attention or love. You worry a lot about being dumped. You can't be the real you. You have to wear a mask. There is little trust or security.

UNCONDITIONAL?

You both feel appreciated for who you really are. You don't have to pretend or play games. You do not have to be perfect. You can tell each other about behaviors in each other that you don't like. You support each other in making changes that you each decide to work on. You each show you genuinely care about the other.

CONTROLLING OR DISRESPECTFUL?

One person needs to be the "boss". They ridicule the words and actions of the other and show little interest in their feelings. The controlled person worries about upsetting their partner or friend and often avoids saying or doing things. The controller does not support their friend or partner and, in fact, often tries to hold them back. One or both feels they are entitled to express in any way they choose.

EQUAL, RESPECTFUL, AND SUPPORTIVE?

Both treat each other well. Neither dominates or consistently gives in. Both feel respected. Each feels their thoughts, feelings, and needs are important to the other. They know differences and disagreements are inevitable in a relationship and do not put each other down when these occur. Both feel encourages by the other to develop and better themselves.

MOSTLY ABOUT STATUS, SEX, OR MATERIAL STUFF?

This relationship is either based almost exclusively on sex, status, or the material things one gets out of the relationship. Without one or more of these elements, there would not be much there. There is not a lot of fun or deeper getting-to-know-each-other.

ATTRACTION ON MANY LEVELS?

This couple has chemistry, but they also enjoy talking and getting to know each other. They have fun doing things based on shared interests and are open to trying new activities that the other person values. They balance time together, apart, and with friends. This relationship is based on a lot more than looks, status, or material things.

Trusted Adult: Read the above. Which would you emphasize? Offer any additional wisdom you have on what makes a healthy relationship and/or what signals an unhealthy relationship.

Signature: _____

Did you enjoy the sample lesson?

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

Need to chat with us? Please see our information below:

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