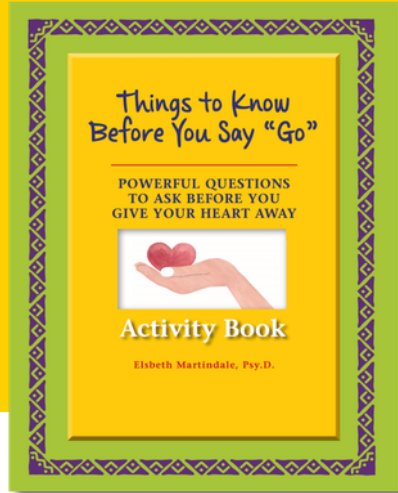




The Dibble Institute®
Resources for Teaching Relationship Skills

Want to see the entire program? Click [here](#) for a free 30-day review copy



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

\$55

30 Assorted Activities (no game cards)

Counseling Set TKBG - P

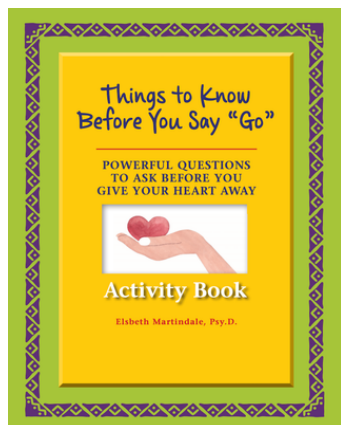
\$95

- 1 Activity Book
- 1 Card Deck

Counseling Set TKBG - C

\$45

1 Deck



To request a FREE 30-Day review copy, please click [HERE](#)

Table of Contents

Introduction/Acknowledgements	iv
How to Use this Book	vi
Teaching Tips	vii

List of Activities

Looking at Relationships

Activity 1 I'm So Excited	1
Activity 2 How Relationships Affect Us	3
Activity 3 Who Chooses Whom?	5
Activity 4 Exits	7

There Is a Lot to Know

Activity 5 How Much Do You Need to Know?	9
Activity 6 Sort-A-Stack	10
Activity 7 Spin the Heart	12
Activity 8 Trump	15
Activity 9 Interview Me	18
Activity 10 Picture This	20

Relationships Go Through Stages

Activity 11 Ordering the Stages of Relationship	21
Activity 12 Examining the Stages of Relationship	25
Activity 13 Elements in Relationship	27
Activity 14 Actions in the Stages	30
Activity 15 When Should I Ask It?	36
Activity 16 Lessons Learned	37
Activity 17 Shift with Time	39
Activity 18 Evolving Relationships	41
Activity 19 Pass the Trash	42
Activity 20 Deal Breaker	44

Teens Need to Develop Relationship Skills

Activity 21 Pop Culture Observer	46
Activity 22 Contradiction	47
Activity 23 Evaluate a Trusted Adult's Relationship	49
Activity 24 Rate-a-Mate	51
Activity 25 Check Yourself	53
Activity 26 The Power of Your Voice	55
Activity 27 Friendly Feedback	58
Activity 28 Role-Play Conversation	60
Activity 29 If I Had a Son or Daughter	61
Activity 30 Create Your Own Card	63

Appendix

Personal Assessment: What Do You Know?	65
Additional Questions	68
List of Topics from the Things to Know Before You Say "Go" Questions	69

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

To order, contact
The Dibble Institute
www.DibbleInstitute.org
800.695.7975



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.

SAMPLE ACTIVITY
To order, contact
The Dibble Institute
www.DibbleInstitute.org
800.695.7975



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?

SAMPLE ACTIVITY
 To order, contact
 The Dibble Institute
www.DibbleInstitute.org
 800.695.7975



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?

© 2009 E. Martindale, CourageToBloom.com

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?

© 2009 E. Martindale, CourageToBloom.com

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?

© 2009 E. Martindale, CourageToBloom.com

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?

Sample Activity



The Dibble Institute

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.

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. 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!

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

RelationshipSkills@Dibbleinstitute.org
800-695-7975
www.DibbleInstitute.org