You now have a new tool in your tool kit!

Love Notes EBP is included in the Evidence Based Program list based on statistically significant decreases in sexual activity, increases in contraceptive use, and avoidance of pregnancy.

Love Notes EBP, a comprehensive healthy relationship education curriculum written by Marline E. Pearson, teaches young people how to build healthy romantic relationships as well as how to preventing dating violence and avoid unprotected sex.

Love Notes v2.1 (classic), condensed to 12 hours of key instruction and evaluated in CHAMPS (Creating Healthy Adolescents through Meaningful Prevention Services), was evaluated in a 5-year $4.8 million study through the Kent School of Social Work, University of Louisville. Anita Barbee, Ph.D. was the Principal Investigator.

To order or for more information:
www.DibbleInstitute.org
PO Box 7881 • Berkeley, CA 94707-0881
800.695.7975 • relationshipskills@dibbleinstitute.org
## Table of Contents

<table>
<thead>
<tr>
<th>SKU</th>
<th>TITLE</th>
<th>RETAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>LN3.0-EBP-M</td>
<td>Instructor’s Manuals</td>
<td>$675</td>
</tr>
<tr>
<td>COL-S10</td>
<td>10 Primary Colors</td>
<td>$15</td>
</tr>
<tr>
<td>LN3.0-PW10</td>
<td>10 Participant Workbooks</td>
<td>$135</td>
</tr>
</tbody>
</table>

**LESSON 1: Relationships Today** ........................................... 1
- Relationships Today
- Defining a Vision
- Choosing Reds or Greens?
- Trusted Adult Connection

**LESSON 2: Knowing Yourself** ............................................. 17
- Good Relationships Start with You
- Understanding My Personality Style
- Examining Family of Origin

**LESSON 3: My Expectations—My Future** ................................. 33
- What’s Important?
- The Power of Expectations

**LESSON 4: Attraction and Starting Relationships** .................. 47
- Relationship Pyramid
- The Chemistry of Attraction

**LESSON 5: Principles of Smart Relationships** ...................... 63
- Smart or Not-So-Smart?
- Seven Principles of Smart Relationships
- Seven Questions to Ask
- Three Sides of Love

**LESSON 6: Is It a Healthy Relationship?** ........................... 79
- How Can You Tell?
- Breaking Up

**LESSON 7: Dangerous Love** .................................................. 91
- Early Warnings and Red Flags
- Violence: Why it Happens, What Helps, Signs of Greatest Danger
- Dangerous Love: Impact on Children
- Draw the Line of Respect
- Sexual Assault

**LESSON 8: Decide, Don’t Slide! The Low-Risk Approach to Relationships** .................................................. 109
- The High Costs of Sliding
- The Low-Risk Deciding Approach
- Making Decisions
- The Success Sequence

**LESSON 9: What’s Communication Got to Do With It?** .................. 131
- What’s Communication Got to Do with It?
- Angry Brains and the Power of Time Outs
- The Speaker Listener Technique—When Talking Is Difficult
- Communication Patterns Learned in Family

**LESSON 10: Communication Challenges and More Skills** ............. 149
- Complain and Raise Issues Effectively
- Hidden Issues: What Pushes Your Button?
- A Problem-Solving Model
- Constantly Connected—For Better and Worse

**LESSON 11: Let’s Talk About Sex** ........................................ 169
- Let’s Talk About Sex… and Sliding
- The Six Parts of Intimacy
- Emotional Risks and Emotional Benefits
- Are We on the Same Page?
- Am I Ready?
- Drawing Intimacy Lines and Pacing Relationships

**Lesson 12: Let’s Plan for Choices** ...................................... 195
- Test Your Sex Smarts
- STIs and HIV Are for Real
- My Personal Plan
- A Discussion: Internet Porn

**Lesson 13: Through the Eyes of a Child** ................................ 213
- Child Looking for a Family
- What about Fathers?
- Father Absence, Relationship Troubles
- Child Speak: Brighter Futures
- Planning for Success—Wrap-Up

**APPENDIX** ........................................................................ 233
- Middle School Adaptation Guidance
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.

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. To analyze the differences between healthy and unhealthy relationships.
2. To assess a relationship using the three-question guide.
3. To explore issues around breaking up.

Lesson at a Glance

6.1  How Can You Tell?  (30 minutes)
    Activities: Relationship Sculptures; Assessing Relationships
6.2  **Having Fun—It’s Important! (Not included in the EBP Model)**

6.3  **Breaking Up**  (20 minutes)

Activities: *Is it Time?; Breakup Tips; Surviving a Breakup; Breakup song*

**Trusted Adult Connection**

---

### Materials Checklist

#### Resources:


6d.  *Breaking Up Tips* handout (pg. 127 in the LN 3.0 Manual)

6e.  *Surviving a Breakup* handout (pg. 128 in the LN 3.0 Manual)


#### Materials:

- Lesson 6 PowerPoint slideshow is a digital download that comes with the curriculum. Easy-to-follow download directions are found at [DibbleInstitute.org/LNEBP4](http://DibbleInstitute.org/LNEBP4).
- Sculpting Materials:
  - Play-Doh (2 colors per group)
  - Colored pipe cleaners
  - Toothpicks
  - Popsicle/craft sticks
  - Sugar spice drops or mini marshmallows

#### Workbook Applications:

- *Is It a Healthy Relationship?* (pgs. 19–20)
Lesson 6

Preparation

✓ Preview the PowerPoint slides as you read though the lesson. Lesson 6 in the LN 3.0 Manual may be useful for more background.

✓ Locate the colored *Six Types of Relationships* activity cards (Resource 6a). The colored activity cards are in the back of the LN 3.0 Manual. Cut.

✓ Gather sculpting materials (they are reusable). Put materials for each group in a gallon ziplock bag for easy distribution for the activity. Each bag should contain 2 Play-Doh colors, 6–8 pipe cleaners, several toothpicks, some spice drops or mini marshmallows, 8 colored craft sticks. Have a reserve of extras for any group needing more.


✓ Duplicate Resources 6d and 6e back-to-back for the Trusted Adult Connection.

✓ Preview both songs provided in the PowerPoint slides and select one to play.
SECTION 6.1
How Can You Tell?

(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 vs. 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?

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

❖ These three questions ask you how it feels deep down inside. If you answer these questions honestly, you will know.

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,
Lesson 6

**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**

- **(PP) I have 6 cards, each one describing 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 5 groups.** Here are the directions:
  - Each group will get a card. One person reads the card aloud to the group.
  - Then, **you’ll discuss** that kind of relationship using the questions on the slide. (Read the 3 bullets under #1 on the slide to the class.) Really think about relationships you may have seen like this among your peers or the adults you know in your life.
  - Finally, your group will make a sculpture using the bag of materials provided to represent that kind of relationship.

- **(PP) Before you start, we’ll look at an example.**
  - This sculpture represents an unhealthy relationship.
  - This relationship is based on the money, status, or material things a person gets out of the relationship.

Read aloud the descriptions on the slide.
(PP) Pass out an activity card (Resource 6a) and a bag of materials to each group.

❖ Read the card and then discuss the questions on the slide. Then, create your sculpture to represent that kind of relationship.

❖ Remember, this activity is not about creating great art. Brainstorm symbols and images, and have fun! Use your imagination.

❖ You will have ten minutes total to read the card, discuss the questions, and then make a sculpture.

Instructor Note: Play music while they work and give a 5-minute and then a 2-minute warning before calling time.

Debrief and process (2–4 contrasting ones, depending on time):

❖ Everyone please get up and gather around a group and their sculpture.

❖ Ask those gathered around: What do you see in this sculpture? Does it look healthy or unhealthy to you? (Invite ideas for just a moment.)

❖ Now, the group has the floor to interpret their sculpture. (Validate and use their interpretation as a springboard for a discussion.)

❖ When that group is done: Will one of you now read your card aloud to the whole group, please?

Repeat this process with one or more sculptures. Have a round of group applause after each. Note: Be sure that you process at least two: one healthy and another unhealthy. If you have time, do four or all five.
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) Please turn to workbook pgs. 19–20. You will now use the three-question framework to assess a relationship.

You will need to focus on a specific relationship (past or present — yours or one of someone you know well).

I will read aloud each set of contrasting statements and pause for you to put an “X” somewhere along the scale between unhealthy (red) and healthy (green). Ask yourself if it falls more on the healthy or unhealthy side.

Let’s begin with the first set.

Read the Conditional and Unconditional statements and pause for a few seconds for the youth to mark their “X.” Repeat for the other two scales on pg. 20.

Finally, ask them to take a minute or two to jot down three behaviors important to them personally.
SECTION 6.2 Having Fun—It’s Important! (Not included in the EBP Model)

SECTION 6.3 Breaking Up

❖ (PP) 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?

Is it Time?

❖ (PP) Let’s look at a few situations. Give your opinion by a thumbs up or down vote on whether they should stay together or break up.

Engage discussion by asking why and adding your wisdom as needed. Do not spend more than three minutes on this.
The biggest reason for why people break up is that feelings change.

Okay, let’s say you’ve decided to break up. Now you have to do it.

Let’s do a quick brainstorm: What are the worst ways you’ve seen people break up? (1–2 minutes)

Gosh, so many people break up these ways, yet we all know it feels awful to the person on the receiving end.

Let’s focus on the last bullet: “Let’s just be friends.”

Is this just a cop-out? Does it give false hope to the one who is being dumped?

Now, let’s examine some tips on breaking up because there are better and worse ways to do it.

### Breakup Tips

(PP) Go over these points:

1. **Talk to an adult you trust.** Go over the reasons it isn’t working. And if there are any concerns about your safety and how your partner will react, ask a trusted adult to assist you.

2. **Pick a time and a private place.** 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, game, or birthday. If you are worried whatsoever about your safety, do not pick a private place. Get help from a caring adult.
3. **Be clear and be honest.** Don’t beat around the bush or make empty promises. Don’t give a mixed message. Say something like, “I want to break up. 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 to kill themselves if you break up, you must reach out for help. 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 your parents, their family, 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.

**Note:** There is a handout of these points (Resource 6d, *Breaking Up Tips*, pg. 127 in the LN 3.0 Manual) which will be used for the TAC.

---

**Surviving a Breakup**

**Instructor Note:** This section is important. Some youth do a serious, emotional spiral down—even suicide—around a break up.

❖ After a breakup, it’s important to do a reality check. Most people will have heartbreaks. Very few people get through life without either being a heartbreaker or heartbroken. It is natural to have strong feelings—to feel miserable.

❖ (PP) Let’s go over this advice:

1. Don’t blame yourself. There are lots of reasons why relationships end. Make a list of your positive qualities. Make a list of the qualities you’d want in a partner. Write down what you can learn from this relationship.

2. Face reality—it’s over. Do not be obsessed with winning this person back. You can’t force a relationship.
3. Stay away from the revenge game. Do not spread rumors or try to get even.

4. Get perspective. You are young. Many people go through this. Talk to a trusted adult or parent.

5. Don’t hop into another relationship right away to make your ex jealous or to make yourself feel better.


7. Remember, things get better with time.

**Instructor Note:** Emphasize and read the **caution bullet** at the bottom of the slide. There is a handout on this: Resource 6e, *Surviving a Breakup* (pg. 128 in the LN 3.0 Manual).

If you have young parents in your group, see the talking points in the LN 3.0 Manual on pgs. 123–124 and in Resource 6f, *Tips for Parents* (pg. 129 in the LN 3.0 Manual).

### Breakup Song

(PP) If you choose to play *Sam Smith’s Too Good at Goodbyes* (4 mins.), conclude with these comments:

❖ Sam Smith sings about closing one’s self up after a breakup—saying, “never want to get close again… never want to open my heart to someone again.”

❖ Might some heartbreaks be avoided by taking things more slowly? Going slowly might help you discover if a person is worthy of your love.

Another song to consider playing is *Lose You to Love Me*, by *Selena Gomez* (3:30 mins.). Points to conclude with:

❖ Selena sings she had to, “lose you to love me.”

❖ Early romances and breakups can be learning experiences.
(PP) Read the slide.

Handout *Breaking Up Tips* (Resource 6d, pg. 127 in the LN 3.0 Manual) and *Surviving a Breakup* (Resource 6e, pg. 128 in the LN 3.0 Manual), duplicated back-to-back.