

Love Notes[®]

VERSION 3.0

**Relationship Skills
for Love, Life, and Work**

Marline E. Pearson, M.A.

INSTRUCTOR'S MANUAL

Love Notes

Relationship Skills for
Love, Life, and Work

INSTRUCTOR'S MANUAL

Marline E. Pearson, M.A.

Love Notes

Relationship Skills for Love, Life, and Work
Instructor's Manual

Copyright © 2018, 2016, 2012, 2011, 2009 by Marline E. Pearson 10 9 8 7 6 5 4 3 2 1

Published by The Dibble Institute, Berkeley, CA 94707-0881

All rights reserved. To facilitate the usefulness of *Love Notes*, instructors are authorized to reproduce the handouts and the activity resources for students solely for instructional use. Any more extensive reproduction requires the prior written consent of The Dibble Institute, P. O. Box 7881, Berkeley, CA 94707-0881, USA. Brief excerpts may be used in published reviews.

All net proceeds from the sale of *Love Notes* and other instructional materials support the work of The Dibble Institute, a nonprofit, non-sectarian, non-political educational organization established to advocate and provide research-based, best practices materials for youth relationship education. For more information about additional resources, please contact:

The Dibble Institute

P.O. Box 7881
Berkeley, CA 94707-0881
(800) 695-7975 FAX (800) 695-7975
relationshipskills@dibbleinstitute.org
www.DibbleInstitute.org

Cover design and art: Randy Clark
Project management: Aaron Larson
Book production: Publication Services/Ron Widman



The Dibble Institute chose papers with recycled content that reflect our concern for the environment.

ISBN 978-1-940815-20-6

Printed in the United States of America 05/20

Table of Contents

<i>Introduction to Love Notes</i>	v		
<i>Instructor Tips</i>	xii		
<i>Love Notes Video and Resource Guide</i>	xv		
LESSON 1: Relationships Today	1		
• Relationships Today			
• Defining a Vision			
• Choosing Reds or Greens?			
• Film Opportunity			
LESSON 2: Knowing Yourself	25		
• Good Relationships Start with You			
• Understanding My Personality Style			
• Examining Family Origin			
LESSON 3: My Expectations—My Future	47		
• What's Important?			
• The Power of Expectations			
• Myself—My Future			
LESSON 4: Attractions and Starting Relationships ..	63		
• Relationship Pyramid			
• The Chemistry of Attraction			
LESSON 5: Principles of Smart Relationships	85		
• 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?	107		
• How Can You Tell?			
• Having Fun—It's Important!			
• Breaking Up			
LESSON 7: Dangerous Love	131		
• 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	163		
• 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?	189		
• What's Communication Got to Do with It?			
• Angry Brains and the Power of Time Outs			
• The Speaker Listener Technique—When Talking is Difficult			
LESSON 10: Communication Challenges and More Skills	217		
• Communication Patterns Learned in Family			
• Complain and Raise Issues Effectively			
• Hidden Issues: What Pushes Your Button?			
• A Problem-Solving Model			
• A Brief Review			
LESSON 11: Let's Talk About Sex	239		
• Let's Talk About Sex... <i>and Sliding</i>			
• 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	275		
• Test Your Sex Smarts			
• STIs and HIV Are for Real			
• Risky Situations			
• Pressure Situations—Assertiveness Skills			
• My Personal Plan			
LESSON 13: Through the Eyes of a Child	317		
• Child Looking for a Family			
• What about Fathers?			
• Father Absence, Relationship Troubles			
• Child Speak: Brighter Futures			
• Decisions about Living Together			
• Planning for Success—Wrap-Up			
APPENDIX	367		
• Supplemental Appendix Lesson: Technology and Social Media			
• In-depth Film Guide for <i>Antwone Fisher</i>			
• About the Author			
• Acknowledgements			
• Colored Activity Cards			

Introduction

Love Notes builds skills and knowledge for healthy and successful relationships with partners, family, friends, and co-workers. It is designed to help young people make wise relationship and sexual choices. Wise choices will assist them in achieving their education, employment, relationship, and family goals, while poor relationship and sexual choices may create barriers to these goals. It is developed especially for high-school-age teens and young adults at risk for unstable and poor quality relationships, unplanned pregnancies, and for those who are pregnant or already parenting. That said, much of the content of *Love Notes* is relevant to any young person.

The communication skills and self-awareness components of *Love Notes* are key to all kinds of relationships in life. For example, these soft skills increase successful and cooperative interactions in the workplace. Employers report that soft skills are vital for the success of young people entering the workforce.

Love Notes also represents an innovative approach to both pregnancy /STIs and intimate partner violence prevention within the context of a positive youth development approach. These goals, typically addressed in separate programs, are integrated and embedded into one comprehensive healthy relationship skills program. This comprehensive approach was selected by the US Department of Health and Human Services (HHS) for a 5-year evaluation. Researchers found that teaching *Love Notes* to teens resulted in a 46% reduction in the teen pregnancy rates compared to the control group. This was the highest pregnancy reduction rate achieved for males and females on the HHS Office of Adolescent Health's (OAH) list of Evidence-Based Teen Pregnancy Prevention Programs. In addition, the group of teens that were taught *Love Notes* also had the most positive outcomes compared to the control group on the OAH list, including less recent sexual activity, less frequency of sexual activity, and, for the teens that decided to remain sexually active, those from the *Love Notes* group were more likely to use a condom; and for the teens that chose to remain abstinent, a higher percentage of those in the *Love Notes* group remained abstinent.¹

Love Notes builds assets and strengthens protective factors. It appeals to young people's aspirations, rather than merely emphasizing what they must avoid. *Love Notes* engages

young people in learning more about themselves and supports them in cultivating a vision for their future. *Love Notes* empowers youth with the skills needed to further their own personal development, to form and maintain healthy relationships, to make wise sexual decisions, and to work towards success with education and employment.

All youth, regardless of sexual orientation, have attractions, emotions, and desires for healthy relationships. All youth need skills and knowledge to navigate their relationships and make wise sexual choices. This is a LGBTQ-inclusive curriculum.

Building Models and Confidence for Healthy Relationships

Many young people today lack models of healthy relationships. A recent *Child Trends* survey of disadvantaged youth reported that while respondents could list general qualities for healthy relationships, when asked if they saw many around them, they said, “No.” More sadly, they said they had little confidence they would be able to achieve a healthy relationship despite their aspirations to develop one.²

Love Notes 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 they find personally important. They are provided several frameworks to help them assess relationships (past or present) and to make important relationship decisions. They learn the red flags of unhealthy and dangerous relationships and ways to exit those relationships safely. They identify what needs to change or improve for a relationship to continue. They learn how to handle break-ups and then move forward.

Improving Communication Skills

This program includes a powerful set of evidence-based skills to improve communication, negotiation, and the handling of conflict. These skills are adapted from PREP, the *Prevention and Relationship Enhancement Program*. Youth practice new ways to handle anger and regulate strong emotions. They learn a technique for how to talk through difficult or sensitive issues. They learn how to more effectively raise issues and complaints, recognize hidden issues, and solve problems within their relationships.

The communication skills components are also essential in increasing successful and cooperative interactions in the workplace.

Strengthening Intimate Partner Violence Prevention

Building robust knowledge and skills for healthy relationships provides a positive and proactive way to prevent intimate partner violence (IPV). It is difficult to steer clear of or exit a destructive relationship if young people have only experienced and seen unhealthy relationships, and they have no clue how to build a healthy relationship. This problem is compounded if they have little insight into themselves and their unaddressed issues. The vision building, skills, guides, and frameworks in *Love Notes* help raise young people's confidence that they can develop healthy selves and healthy relationships. *Love Notes* contains activities to identify early warning signs of abuse along with how to set boundaries and apply them at the first sign of disrespect. It also raises awareness of how children are harmed by turbulent and destructive parental and partner relationships.

Sex—It's More than Bodies, Risks and Protection

Love Notes contains an important missing piece in sexual decision-making and STI/ pregnancy prevention by addressing relationship issues. After all, sex *is* a relationship issue. For example, can young people make wise sexual choices if they:

- Have never clarified what's important to them in a partner or relationship?
- Know little about how to distinguish between healthy and unhealthy and/or abusive relationships?
- Lack communication and negotiation skills?
- Have never defined a context for sex that is personally meaningful?

Youth are rarely asked to think about sex beyond the usual health paradigm of bio-reproduction, disease, and risk avoidance. If young people have never considered what deepening levels of physical intimacy mean to them (and how to discern if their partner is on the same page) then how are they to make wise sexual decisions and stick to their choices? Sex is not just about bodies, risks, and protection. It's about power dynamics, knowing one's self and one's values, and possessing the skills to navigate this terrain. It is ultimately also about the heart and aspirations.

Love Notes takes a health- and heart-based approach to sexuality and provides unique ways to tap motivation. Sexual decision-making is embedded within a rich exploration of intimacy and the development of healthy relationships. Activities guide youth in cultivating their own North Star for sexuality. They are asked to develop goals, boundaries, and a context and pace for sexual intimacy that is responsible, protective of their own aspirations in life, and personally meaningful. Films, music, poetry, and stories are used to inspire and help young people identify their values. They also develop a personal plan for their sexual choices. Medically accurate information on pregnancy, STIs, contraception, and condoms is included. This information is reinforced through films from Scenarios USA, (written by youth and produced by award-winning filmmakers) as well as other visual media, and role-plays on negotiation and refusal skills.

It takes a lot of motivation not to slide into sex and to keep the boundaries and pacing of physical intimacy that one intends. It also takes a lot of motivation to use condoms and contraception correctly and consistently to prevent STIs and pregnancy if sexually active. The unique heart- and health-based approach of *Love Notes* offers some new ways to motivate.

A New Message on Pregnancy Prevention

Many of our pregnancy prevention messages focus on a young person's self-interest in how a pregnancy would negatively affect him or her. *Love Notes* takes a different track. It encourages young people to step outside themselves and look more deeply at the consequences of unplanned pregnancy on children. By placing the child at center stage in the activities, participants see through the eyes of the child the consequences of sliding into an unplanned, first or subsequent pregnancy, and the relationship turbulence that often accompanies it. Examining how an unplanned pregnancy can disadvantage or hurt a child may tap a more powerful and positive source of motivation to more consciously plan to prevent a first or subsequent pregnancy. It helps bring home to young people why it really matters to avoid pregnancy and to wait to have a child (or a second child). Youth learn that doing some of life's big things in a particular sequence really does matter.

In terms of positive youth development, one's love life is never neutral; it's one of the central developmental tasks on the path to adulthood. A troubled love life, especially

linked with unplanned pregnancies, can derail everything. Helping young men and women assess their relationships, choose partners wisely, and acquire the skills and insights for forming and/or maintaining healthy relationships (and later healthy marriages if they choose to marry) can help them be successful. Encouraging deliberate planning for their own sexual decisions can reduce some formidable barriers in their personal lives as young people work toward their goals in education, employment, intimate unions, families, and parenting.

Love Notes is dedicated to the success of young people as much as it is to the success and well-being of their children. Clearly, children are affected for better or worse by the parental, partner, and other adult relationships in their families.

Young Parents and Co-Parenting Challenges

The approach embedded in *Love Notes* is especially important for young parents. We should not assume these relationships are all viable, nor all doomed. Some are workable, but these couples need support and skills to make their intentions of staying together a reality and not just wishful thinking. Young parents need guidance for taking a realistic look at their relationship and determining if it's viable or not. If viable and safe, they need to be able to identify what they both need to work on. If not, they need support in leaving safely. This kind of assessment, for which *Love Notes* provides the tools, is important for them as well as for their child's well-being.

Young parents need evidence-based communication and conflict management skills (included in *Love Notes*) to have a chance at a future together. How a couple communicates and handles conflict is perhaps one of the best predictors of how a couple will do over time. But they also need these skills to co-parent, whether they stay together or not.

Young parents need a heavy dose of healthy relationship education. Research tells us that relationship instability and multiple partner fertility is highly likely among these young unmarried parents.³ Young parents will do better if they can either take a break from relationships on the one hand or work to strengthen their relationship on the other hand, and if they avoid having a second child too soon. Focusing on their child and parenting and pursuing their school and employment goals will benefit themselves and

their child. But also critically important is learning to choose a partner more wisely and cautiously with their next relationship, since most will have subsequent relationships. The skills embedded in *Love Notes* can help young parents slow down the relationship-go-round that is so common as much as it can help those young parents who wish to improve and stabilize their relationship. Their future success and their child's future success will be strongly linked to their ability to form and maintain a healthy intimate relationship, or to at least stay single and away from unstable or destructive relationships as they focus on their own development.

An Activity- and Media-Based Approach

Love Notes is packed with lively activities that use real-life relationship, work, and parenting scenarios, written by diverse teens and young adults, that are LGBTQ inclusive. It incorporates popular music, music videos, film, stories, drawing, and sculpting. It appeals to males as much as females. It includes an engaging, interactive workbook where they can apply all the concepts to their own lives. Finally, there is a *Trusted Adult Connection* activity for each lesson to build a bond by communicating with a caring adult or mentor on these very important issues.

Evidence-Based Program

Love Notes is on the HHS Office of Adolescent Health's (OAH) list of Evidence-Based Teen Pregnancy Prevention Programs. In a federally funded, 5-year random control trial conducted by researchers at the University of Louisville, those participating in *Love Notes* were 46% less likely to have a pregnancy as compared to those in the control group. It also achieved four other outcomes: increased use of contraception and condoms, a greater number who remained abstinent, less recent sexual activity, and less frequency of sexual activity. These outcomes are impressive and especially so since the target audience for the study was vulnerable teens. 21% had been or were in and out of home care, 82% were low income, 16.6% were LGBTQ, 9.3% refugee, 88% African American.

¹ Barbee, A. P., Cunningham, M. R., van Zyl, M. A., Antle, B. F., & Langley, C. N. (2016). Impact of Two Adolescent Pregnancy Prevention Interventions on Risky Sexual Behavior: A Three-Arm Cluster Randomized Control Trial. *American Journal of Public Health*, 106(Suppl 1), S85–S90. <http://doi.org/10.2105/AJPH.2016.303429>. For the OAH evidence-based list, see <https://www.hhs.gov/ash/oah/sites/default/files/ebp-chart1.pdf>

For more on the research behind *Love Notes*, see: <https://www.dibbleinstitute.org/love-notes-evaluations/>

² Child Trends Research Brief (October 2009) *Telling It Like It Is: Teen Perspectives on Romantic Relationships*. childtrends.org

³ McLanahan, S. “Family Instability and Complexity after a Non-Marital Birth” in Carlson, M. & England, P. editors. *Social Class and Changing Families in an Unequal America* (Stanford University Press, 2011; for a compilation of research articles on various aspects of fragile families see “Fragile Families” in *The Future of Children* (Princeton-Brookings) Vol. 20, Number 2, Fall 2010.

To make teaching *Love Notes* easier, it has been aligned to the national Sex Education, Health, and Family and Consumer Sciences standards. *Love Notes* has also been aligned with Positive Youth Development standards. You can find all alignments on the *Love Notes* landing page at DibbleInstitute.org/love-notes-3/

Instructor Tips

Each lesson of *Love Notes* is packed with activities and plenty of information to aid the instructor in delivering the lessons. It is designed and organized to be user-friendly and does not require training, although training is extremely helpful and available upon request. Background information, preparation, materials list, step-by-step directions, as well as suggested scripts and talking points in italics are provided. All handout masters for lessons can be found at the end of each lesson. Activity cards on colored card stock are located and labeled with their lesson number at the back of the manual. We recommend that you cut and place the activity cards in a Ziploc bag or container.

An important feature of *Love Notes* is the use of images, music, film, and video clips, most of which are contained right inside the PowerPoint slides for each lesson. Although we have an array of diverse young people represented in the slides, the PowerPoint slides can also be customized with photos that better represent the population you serve. You may replace any image with a photo you own the copyright to. Several video clips used in the lessons will be directly embedded within the PowerPoint slides. There are also numerous music videos, songs, YouTube clips and short Ted Talks that are hyperlinked within the lesson's PowerPoint slides. The PowerPoint slides and duplicate masters are accessed via a digital download page at DibbleInstitute.org/LN4. Easy to follow directions are found in the manual and on the web page, but a Dibble representative can guide anyone through the downloading process if needed. This download will also contain duplicate masters for activity cards and handouts. You will find viewing each lesson's PowerPoint presentation and previewing the embedded or linked media as you read through a lesson valuable in helping you prepare to deliver the lesson. The *Video and Resource Guide* offers an overview of these resources and where they are used. Note that some of the music videos contain explicit language, but all have been chosen because of their positive message and ability to inspire and speak to aspirations.

The *Love Notes Participant Workbook* is an essential component of this program. Workbooks are purchased in bulk order from The Dibble Institute. The workbook gives young people an opportunity to review, reflect, and apply what they have

learned in each lesson to their own lives. The more they work these concepts into their own experiences, the more they can benefit from this curriculum. Each workbook application has been carefully designed to reinforce key concepts and skills. The final application, *Success Planning*, is the capstone application. It helps them synthesize what they've learned and then integrate it into their own personal success plan. Let participants know this workbook is for them and you will not be reading their entries. You can assure accountability and privacy by holding periodic workbook checks. To check for completion, quickly page through their workbooks to ensure they have completed the exercises. A classroom teacher can offer credit and points for completion. A leader in a community-based program can offer prizes or incentives for completion. The workbook check can be done quickly—at one time or periodically. Some instructors have found it useful to keep the workbooks on site for the duration of the program to ensure participants have them for use in each session.

The *Primary Colors Personality Tool* is also an essential resource for Lesson 2. This four-page booklet is ordered in bulk from The Dibble Institute. In the pocket of the manual you will find a sample *Love Notes Participant Workbook* and a *Primary Colors Personality Tool*.

The activities in *Love Notes* 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. The scenarios, poetry, and stories have all been written by diverse youth. The images in the PowerPoint slides, as well as language in the lessons and scenarios, are inclusive in terms of sexual orientation. Preview the scenarios in the activity cards. Select which to use according to what is best for your audience, cultural context and institutional requirements or community standards. Feel free to tweak, add or delete any scenarios or resources as needed. Consider having music playing as students enter the room, when they leave, and during some activities. Music engages emotions and creates a welcoming atmosphere for youth. It is an important medium for youth, and it is a powerful way to connect with them. Also ask participants to bring in music that relates to the themes on hand on a regular basis.

Highly recommended is the film *Antwone Fisher*, introduced at the end of Lesson 1. This film frames the entire program—it represents every concept in *Love Notes*. We recommend playing the opening scenes (8 minutes) at the end of the first session

and then using one of the suggested options for participants to view the rest of the film. Experience has taught how powerful a tool it is in hooking youth into the program and then being able refer to it throughout. *Antwone Fisher* can be rented or purchased on internet sites such as Amazon.

Lesson 11, *Let's Talk About Sex*, uses a short film, *Toothpaste*, from Scenarios USA, which can be found on YouTube. The film deals with sexual decision-making and healthy relationships. Activities are designed around this very engaging film. The script was written by youth and produced by award-winning Hollywood filmmakers. Lesson 12 uses *Reflections*, also produced by Scenarios USA and found on YouTube or Amazon, to address HIV, condom negotiation, and unhealthy relationships. Alternatively, you can use *Who Do You Know?* to address HIV. That video is embedded directly into the PowerPoint slides.

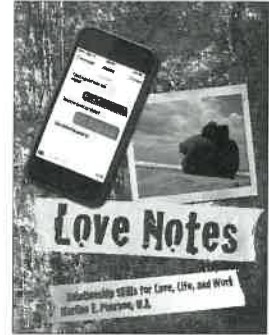
Lesson 13, *Through the Eyes of the Child*, is a unique and powerful approach to pregnancy prevention (primary and secondary). It brings together all the elements of the curriculum. This lesson will take more than one hour and we urge you not to skimp on this very important capstone lesson. If you are up against time constraints, the author is available to discuss where to cut in the curriculum given your population and their needs.

Finally, we strongly encourage you to make full use of the *Trusted Adult Connection* activities that accompany each lesson. We believe the effectiveness of this program will be amplified if participants are able to discuss the information and skills they are being exposed to with a trusted adult or parent. The connection activities are meant not only to convey core content to the participants' trusted adult, but also to serve as conversation starters and extenders. They invite that trusted person to add their words of wisdom. In the first lesson, there are directions for helping participants identify a trusted adult and for the instructor to know if help is needed in finding such a person.

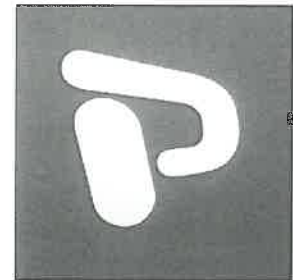
We hope you'll find these lessons easy to use. We welcome your comments, questions, or suggestions for improvement. Please feel free to contact a Dibble Institute representative who can connect you with the author, either by phone at 800-695-7975 or email at relationships@DibbleInstitute.org.

Video and Resource Guide

- TITLE:** Love Notes Participant Workbook
- LOCATION:** Available in bulk order from The Dibble Institute
- NOTES:** The *Love Notes Participant Workbook* is an essential component for the effectiveness of this program. The workbook gives young people an opportunity to review, to reflect, and to apply what they have learned in session to their own lives. The more they work these concepts into their own experiences, the more they may benefit from this curriculum. Each workbook application has been carefully designed to reinforce key concepts and skills.



- TITLE:** Love Notes PowerPoint Slideshow
- LESSON:** Each lesson has a slideshow
- LOCATION:** Available via digital download at DibbleInstitute.org/LN4
- NOTES:** Aside from image-laden slides to help deliver the lesson, important video clips are embedded directly into the lesson's slideshow. In addition, a number of music videos, songs, YouTube clips, and Ted Talks are hyperlinked within a lesson's PowerPoint show. Contact a Dibble representative if you have any trouble accessing them.



- TITLE:** Antwone Fisher: *Film*
- LESSON 1:** Relationships Today
- LENGTH:** First 3 scenes - 8 minutes for Lesson 1. Viewing options suggested for entire 120 minute film.
- LOCATION:** Rent or purchase from internet sites such as Amazon.
- TOPIC:** Self-awareness, examining and healing past hurts, healthy relationship skills, intimacy and pacing, success sequence, anger regulation
- NOTES:** This is a hopeful portrayal of one young man's journey of healing from childhood trauma and who ultimately develops a healthy love relationship. The film engages participants from the start and provides a frame of reference for every concept addressed in *Love Notes*.



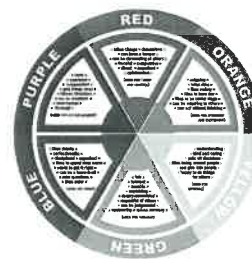
TITLE: **Primary Colors Personality Tool:** *Personality assessment*

LESSON 2: Knowing Yourself

LOCATION: Sample in pocket of manual. Bulk orders from The Dibble Institute

TOPIC: Personality style, knowing yourself

NOTES: The *Primary Colors Personality Tool* is an essential component for Lesson 2. It is designed to help participants learn more about personality style and how it relates to relationship and personal growth challenges. Clear, simple, and fast, this tool is fun while building greater awareness of self and of how style impacts relationships.



TITLE: **No More Drama**, by Mary J. Blige, or **Not Afraid**, by Eminem, or **Starting Over**, by Mackelmore: *Music videos*

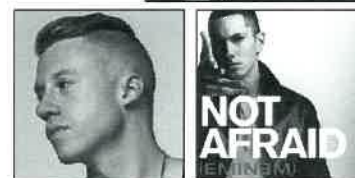
LESSON 2: Knowing Yourself

LOCATION: Hyperlinked in the PowerPoint slides. Select one.

LENGTH: 3–4 minutes

TOPIC: Self-image, relationship decision-making, life decisions

NOTES: A music video is played after the activities on baggage: i.e. examining one's past and deciding what to change, what to strengthen or leave behind. All are visually explicit, but with a powerfully positive message of change.



TITLE: **The Science of Love:** *YouTube clip*

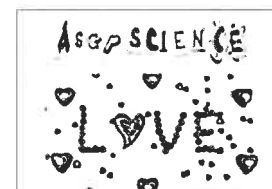
LESSON 4: Attractions and Starting Relationships

LOCATION: Hyperlinked YouTube clip in PowerPoint slides.

LENGTH: 3 minutes

TOPIC: Romantic attractions; feelings and behaviors

NOTES: Engaging and colorful lecture doodle on the neurochemistry of romantic attraction produced by highly-acclaimed asapSCIENCE Productions.



TITLE: **Too Good at Goodbyes**, by Sam Smith, or **Million Reasons**, by Lady Gaga: *Music videos*

LESSON 6: Is It a Healthy Relationship?

LOCATION: Hyperlinked in PowerPoint slides.

LENGTH: 4 minutes

TOPIC: Breaking up

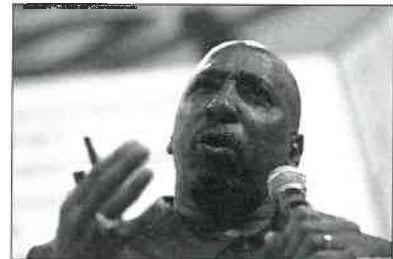
NOTES: Engages discussion on dealing with breakups. Diverse couples.



- TITLE:** *Dating Violence: YouTube clips*
- LESSON 7:** Dangerous Love
- LOCATION:** Clips embedded in PowerPoint slides.
- LENGTH:** Varies from 1–2:20 minutes
- TOPIC:** Dating violence
- NOTES:** Three clips: *Respect the Line* (1:25), *Know the Signs* (1:47), and *Teen Dating Violence* (2:21).



- TITLE:** *A Call To Men*, by Tony Porter: *Short video*
- LESSON 7:** Dangerous Love
- LOCATION:** Ted.com/talks/tony_porter_a_call_to_men, hyperlinked in the PowerPoint.
- LENGTH:** 11 minutes
- TOPIC:** Boys to men, relationship violence
- NOTES:** Tony Porter talks about the kinds of messages that were drummed into him as he was growing up in the South Bronx. Porter's story gives us insights into how a guy could develop a mentality that would lead him to disrespect and abuse females. He also tells how he broke out of that cycle.



- TITLE:** *Because of You*, by Kelly Clarkson: *Music video*
- LESSON 7:** Dangerous Love
- LOCATION:** The music video is hyperlinked in PowerPoint slides.
- LENGTH:** 3 minutes
- TOPIC:** Interpersonal violence; its effect on children
- NOTES:** This music video reminds youth of the long-term effects of relationship violence and how it can become a cycle if it is not addressed. *Because of You*, by Kelly Clarkson, is a moving way to bring home the message about the impact on children and the importance of drawing the line of respect in all relationships.



- TITLE:** *Tea and Consent: YouTube clip*
- LESSON 7:** Dangerous Love
- LOCATION:** Hyperlinked in PowerPoint slides.
- LENGTH:** 3 minutes
- TOPIC:** Sexual assault—what is consent
- NOTES:** Clever, animated clip that drives home what consent is and is not.



- TITLE:** *Till It Happens to You*, by Lady Gaga: *Music video*
- LESSON 7:** Dangerous Love
- LOCATION:** Hyperlinked in PowerPoint slides.
- LENGTH:** almost 5 minutes
- TOPIC:** Sexual assault
- NOTES:** Very powerful. Need to offer a trigger warning if you use it. Important point at end on reaching out for help to caring adults.



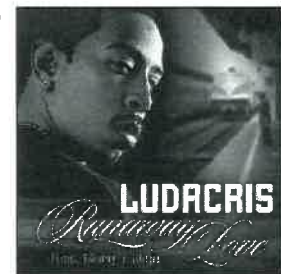
- TITLE:** *Why Domestic Violence Victims Don't Leave: Short video*
- LESSON 7:** Dangerous Love
- LOCATION:** Linked to TedTalks in the PowerPoint slides.
- LENGTH:** 15 minutes
- TOPIC:** Intimate partner violence
- NOTES:** A story of how one woman got drawn in by an abuser and how she got out. Powerful, but optional.



- TITLE:** *DUI - Decisions Under the Influence: Short video*
- LESSON 8:** Decide, Don't Slide! The Low-Risk Approach to Relationships
- LOCATION:** Hyperlinked to YouTube in the PowerPoint slideshow
- LENGTH:** 3.50 minutes
- TOPIC:** Sliding into living together
- NOTES:** This colorful and engaging lecture doodle shows how the love chemicals make it easy to slide and underscores the risks of sliding into living together while under the influence.



- TITLE:** *Runaway Love*, by Ludacris, featuring Mary J. Blige: *Music video*
- LESSON 8:** Decide, Don't Slide!
- LOCATION:** Hyperlinked to YouTube in Lesson 8 PowerPoint slides
- LENGTH:** 5 minutes
- TOPIC:** Sliding vs. deciding and risks to children
- NOTES:** This powerful music video shows how children can be hurt when parents do not address serious problems like substance abuse and when they slide quickly into poor love choices with partners that are not safe for their child. Deals with relationship violence and child abuse.



TITLE: *Ordinary People*, by John Legend: *Music video*

LESSONS 9: What's Communication Got to Do With It?

LOCATION: Hyperlinked in PowerPoint slides.

LENGTH: 5 minutes

TOPIC: Conflict management

NOTES: People don't like fighting with loved ones but may not have skills to do otherwise. This song reinforces the importance of conflict management skills in Lessons 9 and 10.



TITLE: *Communication: Video clips*

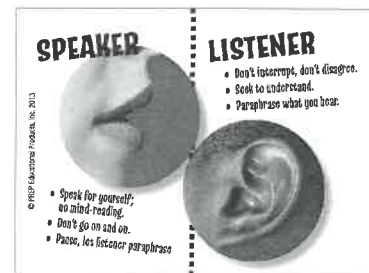
LESSONS 9, 10: What's Communication Got to Do With It? and Communication Challenges and More Skills

LOCATION: Four video clips are embedded in PowerPoint slideshow.

LENGTH: Varies 1 to 10 minutes

TOPIC: Communication patterns and skills

NOTES: *Communicating Well* (3:33 minutes) is a clip on the patterns that block clear communication. *Anger & Stress* (3:34 minutes) shows what happens inside the brain when stressed and angry. The *Speaker Listener Technique* (10 minutes) uses cartoon characters and real couples to teach this technique. Can use either 5-minute segment. *Hidden Issues* (3:14 minutes) reveals some hidden issues underlying their fight.



TITLE: *S.E.X.*, by Lyfe Jennings: *Music video*

LESSON 11: Let's Talk About Sex

LOCATION: Hyperlinked in PowerPoint slides. See further directions in Lesson 11 if difficulty in finding on YouTube.

LENGTH: 2:23 minutes

TOPIC: Sexual decision-making

NOTES: The music video is used to start Lesson 11. While showing pressures from a partner as well as the popular and peer culture, it has a positive message on thinking about sexual meaning and questioning whether two partners are on the same page.



TITLE: *Toothpaste: Short film*
LESSON 11: Let's Talk About Sex
LOCATION: Available on YouTube; hyperlinked in slides.
LENGTH: 16 minutes
TOPIC: Healthy /unhealthy relationships, sexual decision making, abstinence, condom negotiation, and pregnancy



NOTES: Scenarios USA films are written by youth and produced by award-winning Hollywood filmmakers. Two best friends consider taking their relationships to the next level. Their relationships and the decisions they make are as different as the outcomes. Filmed in Mission, Texas.

TITLE: *Reflections: Short film*
LESSON 12: Let's Plan for Choices
LOCATION: Available on YouTube; hyperlinked in slides.
LENGTH: 20 minutes
TOPIC: Sliding vs. deciding, healthy and unhealthy relationships, HIV, condom negotiation, STD testing



NOTES: In another film from Scenarios USA, three best friends learn to take the risk of HIV / AIDS seriously as they navigate their relationships.

TITLE: *Who Do You Know?: Short film*
LESSON 12: Let's Plan for Choices
LOCATION: Embedded directly in PowerPoint slides.
LENGTH: Full 20-minute version and condensed 11-minute version
TOPIC: HIV, STD testing



NOTES: This film centers around three teenage guys and addresses myths around HIV, the importance of testing, and the reality of HIV.

TITLE: *Dance With My Father, by Luther Vandross: Music video*
LESSON 13: Through the Eyes of a Child
LENGTH: 3 minutes
LOCATION: Hyperlinked to YouTube music video in PowerPoint slides
TOPIC: Positive contributions of fathers
NOTES: A song dedicated to what his father meant to him.



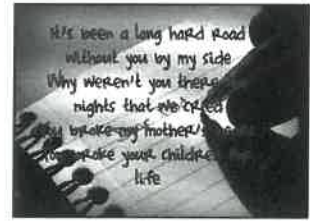
TITLE: *Emotionless*, by Good Charlotte: *Music video*

LESSON 13: Through the Eyes of a Child

LOCATION: Hyperlinked to YouTube song in PowerPoint slides

LENGTH: 3:50 minutes

TOPIC: Father absence



NOTES: Poignant letter from a son about the pain, confusion and difficulties of his father's absence.

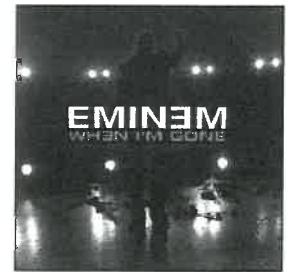
TITLE: *When I'm Gone*, by Eminem: *Music video*

LESSON 13: Through the Eyes of a Child

LOCATION: Hyperlinked to YouTube music video in PowerPoint slides

LENGTH: 6 minutes

TOPIC: Fathering and relationship instability



NOTES: This music video, written and performed by Eminem, is about his longing to be a good father and the barriers created by relationship instability with his daughter's mother.

TITLE: *Just the Two of Us*, by Will Smith: *Music video*

LESSON 13: Through the Eyes of a Child

LOCATION: Hyperlinked to YouTube song in PowerPoint slides

LENGTH: 4:30 minutes

TOPIC: Single fathers

NOTES: Beautiful song of a father's commitment to his child.



TITLE: *Perfect*, duet by Ed Sheeran and Beyoncé: *Song*

LESSON 13: Through the Eyes of a Child

LOCATION: Hyperlinked to in PowerPoint slides.

LENGTH: 4 minutes

TOPIC: This song is meant as part of the closing of the program.



Technology and Social Media, a supplemental lesson, is located in the Appendix. Several clips produced by teens from the More Than Sex series, (Community Healthcare Network Teens P.A.C.T. NYC), plus an asapScience clip and a music video, *1-800-273-8255* by Logic, are used to explore important issues surrounding youths' online lives: namely its impact on social and emotional health and on relationships, as well as sexting; cyberbullying; the legal, social and emotional risks; and internet porn.

