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Alignment of TEKS Objectives Love Notes 3.0 (EBP Model)

Love Notes 3.0 (EBP Model)

Curriculum Overview

Love Notes 3.0 (EBP Model) is an evidence-based program for adolescents and young adults, ages 14-24, with lessons on building healthy romantic relationships, preventing dating violence and improving impulse control. The curriculum consists of 13 lessons, averaging 45 minutes in length. Other topics covered include effective communication and conflict management skills, sexual consent, sexual assault, unplanned pregnancy, technology and social media use, and cyberbullying, among others.

Program Components

Students

- Grades covered: 9th – 12th grade, or out-of-school youth
- Lessons:
 - 13 lessons
 - Lesson duration is 45-minutes, with two lessons of 1.5 hours
 - Delivered in-person or virtually
- Learning activities include music, poetry, and stories to help youth identify values, role-plays on negotiation and refusal skills, and short films of scenarios that are written by youth and produced by award-winning filmmakers to reinforce key messages.
- Lesson topics include healthy relationship formation and maintenance, frameworks for assessing relationships, recognizing unhealthy relationships and response skills, effective communication and conflict management skills, drugs and alcohol use and impact on relationships, intimacy and sexual values, sex and sexual consent, sexual assault, unplanned pregnancy, technology and social media use, online pornography, sexting, and cyberbullying, among others.

Teacher and School Staff

- Instructors are encouraged to receive training from a Dibble Master Trainer or a Dibble Certified Trainer before teaching this curriculum. Trainings are offering virtually and in-person.

Program Logistics

- Where to purchase: <https://www.dibbleinstitute.org/our-programs/love-notes-ebp/>
- Cost:

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Alignment of TEKS Objectives Love Notes 3.0 (EBP Model)

- Instructor's Kit: \$675
- Participant Workbooks: \$12.50-\$13.40 each
- Primary Colors Personality Profile: \$1.10-\$1.50 each
- Format: Digital and print
- Program contact info:
 - Authors: Marline Pearson
 - Program help request: Call 800-695-7975 or Email relationships@dbibleinstitute.org for more information

Summary of Evaluation Findings

Love Notes was assessed in a three-arm cluster randomized-control trial (n=1448) of 14-19-year-old youth enrolled in a two-day camp among 23 participating community-based organizations. Organizations included community centers, faith-based agencies, child welfare social service agencies, and resources in low-performing schools with high poverty rates and majority racial/ethnic minority populations in Louisville, KY. At 6-month follow up, youth who participated in Love Notes, compared to those in the control group, reported greater use of birth control and condoms, were less likely to have had sexual intercourse, and reported fewer sexual partners.

Key reference:

Barbee, 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(S1), S85–S90.
<https://doi.org/10.2105/AJPH.2016.303429>

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Alignment of TEKS Objectives Love Notes 3.0 (EBP Model)

Table 1. Program Overview

Lesson	Activity
1: Relationships Today	1.1 Relationships Today
	1.2 Defining a Vision
	1.3 Choosing Reds or Greens?
	1.4 Trusted Adult Connection
2: Knowing Yourself	2.1 Good Relationships Start with You
	2.2 Understanding My Personality Style
	2.3 Examining Family of Origin
3: My Expectations – My future	3.1 What’s Important
	3.2 The Power of Expectations
4: Attractions and Starting Relationships	4.1 Relationship Pyramid
	4.2 The Chemistry of Attraction
5: Principles of Smart Relationships	5.1 Smart or Not-So-Smart?
	5.2 Seven Principals of Smart Relationships
	5.3 Seven Questions to Ask
	5.4 Three Sides of Love
6: Is It a Healthy Relationship?	6.1 How Can You Tell?
	6.2 Having Fun – It’s Important! (NOT Included in the EBP Version)
	6.3 Breaking Up
7: Dangerous Love	7.1 Early Warning Signs and Red Flags
	7.2 Violence: Why it Happens, What Helps, Signs of Greatest Danger
	7.3 Dangerous Love: Impact on Children
	7.4 Draw the Line of Respect

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Alignment of TEKS Objectives Love Notes 3.0 (EBP Model)

	7.5 Sexual Assault
8: Decide, Don't Slide! The Low-Risk Approach to Relationships	8.1 The High Costs of Sliding
	8.2 The Low-Risk Deciding Approach
	8.3 Making Decisions
	8.4 The Success Sequence
9: What's Communication Got To Do With It?	9.1 What's Communication Got To Do with It?
	9.2 Angry Brains and the Power of Time Outs
	9.3 The Speaker Listener Technique – Talking is Difficult
	9.4 Communication Patterns Learned in Family
10: Communication Challenges and More Skills	10.1 Communication Patterns Learned in Family (This concept is taught in Section 9.4)
	10.2 Complain and Raise Issues Effectively
	10.3 Hidden Issues: What Pushes Your Button?
	10.4 A Problem-Solving Model
	10.5 A Brief Review (NOT included in the EBP version)
	10.6 Constantly Connected – For Better and Worse
11: Let's Talk About Sex	11.1 Let's Talk About Sex... and Sliding
	11.2 The Six Parts of Intimacy
	11.3 Emotional Risks and Emotional Benefits
	11.4 Are We on the Same Page?
	11.5 Am I Ready?
	11.6 Drawing Intimacy Lines and Pacing Relationships
12: Let's Plan for Choices	12.1 Test Your Sex Smarts
	12.2 STIs and HIV Are for Real

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Alignment of TEKS Objectives Love Notes 3.0 (EBP Model)

13: Through the Eyes of a Child	12.3 My Personal Plan
	12.4 A Discussion: Internet Porn
	13.1 Child Looking for a Family
	13.2 What about Fathers?
	13.3 Father Absence, Relationship Troubles
	13.4 Child Speak: Brighter Futures
	13.5 Planning for Success – Wrap Up

Note. Some activities which are not included in this version of Love Notes are included in the table to elucidate the activity numbering process. These activities are denoted with a black fill.

TEKS Objectives

- Coverage of the Texas Education Agency’s Texas Essential Knowledge and Skills, Reproductive and Sexual Health objectives is provided in the following pages. Table 1 (above) indicates the lessons and activities of the Love Notes EBP program. Table 2 (below) indicates the percentage of TEKS coverage across all lessons for Health I and Health II, respectively.
- Definitions:
 - “Full TEKS coverage” indicates that the entire student expectation (SE) is explicitly covered, as written, in the curriculum.
 - “Partial TEKS coverage” indicates that at least one aspect of the SE is not covered or not explicitly covered in the curriculum.
- TEKS coverage was determined by consensus from two reviewers with relevant subject-matter knowledge. The full review protocol and a detailed review document for each curriculum is available upon **request**.

Table 2. Health TEKS Objectives, Reproductive & Sexual Health Strand Full or Partial Coverage – All Lessons	
9th – 12th Grade, Health I	82%
9th – 12th Grade, Health II	50%

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Alignment of TEKS Objectives
Love Notes 3.0 (EBP Model)

High School (9th – 12th Grade, Health I – One-Half Credit) Reproductive and Sexual Health TEKS Objectives Review

Table 3a. (18) Reproductive and sexual health--healthy relationships, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:			
(A) analyze how friendships provide a foundation for healthy dating/romantic relationships	X		
(B) identify character traits that promote healthy dating/romantic relationships and marriage	X		
(C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children	X		

Table 3b. (19) Reproductive and sexual health--personal safety, limits, and boundaries, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(19) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:			
(A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence		X	Instructor must cover characteristics of sex trafficking such as grooming, exploitation, and fraud.

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Alignment of TEKS Objectives Love Notes 3.0 (EBP Model)

(B) analyze the characteristics of harmful relationships that can lead to dating violence	X		
(C) analyze healthy strategies for preventing physical, sexual, and emotional abuse	X		
(D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships	X		
(E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships			Instructor must cover this Student Expectation (SE).
(F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries	X		
(G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity			Instructor must cover this SE.
(H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others	X		

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Alignment of TEKS Objectives
Love Notes 3.0 (EBP Model)

Table 3c. (20) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(20) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:	Full	Partial	
(A) analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur			Instructor must cover this SE.

Table 3d. (21) Reproductive and sexual health--sexual risk, Health I.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(21) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:	Full	Partial	
(A) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals		X	Instructor must cover the social impacts of teen pregnancy and the impacts of teen pregnancy on society.
(B) describe various modes of transmission of STDs/STIs	X		
(C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources	X		
(D) describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired		X	Instructor must cover signs and symptoms of trichomoniasis.

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Alignment of TEKS Objectives Love Notes 3.0 (EBP Model)

immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms			
(E) analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern		X	Instructor must indicate that STD/STI testing can occur during yearly physicals or if there is a concern.
(F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression		X	Instructor must specify that unmarried persons of school age are susceptible to these risks.
(G) analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs	X		
(H) identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active			Instructor must cover this SE.
(I) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy	X		
(J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity		X	Instructor must cover acknowledgment of paternity.

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Alignment of TEKS Objectives
Love Notes 3.0 (EBP Model)

High School (9th – 12th Grade, Health II – One-Half Credit) Reproductive and Sexual Health TEKS Objectives Review

Table 4a. (19) Reproductive and sexual health--healthy relationships, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:			
(A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage	X		
(B) analyze behaviors in romantic relationships that enhance dignity and respect	X		
(C) examine how a healthy marriage can provide a supportive environment for the nurturing and development of children	X		

Table 4b. (20) Reproductive and sexual health--personal safety, limits, and boundaries, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(20) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:			

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Alignment of TEKS Objectives Love Notes 3.0 (EBP Model)

(A) identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking	X		
(B) evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others	X		
(C) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk			Instructor must cover this Student Expectation (SE).
(D) analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries	X		
(E) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity			Instructor must cover this SE.

Table 4c. (21) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(21) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:			
(A) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health			Instructor must cover this SE.
(B) list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth		X	Instructor must cover factors such as heredity, environment, and nutrition, and must cover how all factors can affect fetal development from conception through birth.

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Alignment of TEKS Objectives Love Notes 3.0 (EBP Model)

(C) describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment			Instructor must cover this SE.
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Table 4d. (22) Reproductive and sexual health--sexual risk, Health II.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(22) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:			
(A) analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved			Instructor must cover this SE.
(B) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer	X		
(C) identify community resources, minors' right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment			Instructor must cover this SE.
(D) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy	X		
(E) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer, cervical cancer, anal cancer, or other cancers that may occur in males and females	X		
(F) analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement			Instructor must cover this SE.

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Alignment of TEKS Objectives Love Notes 3.0 (EBP Model)

(G) assess support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active			Instructor must cover this SE.
(H) investigate and summarize legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, and indecency with a child			Instructor must cover this SE.
(I) investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault			Instructor must cover this SE.

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Alignment of TEKS Objectives Love Notes 3.0 (EBP Model)

Texas Education Code §28.004 Statutory Compliance

Texas Education Code §28.004 lays out requirements for human sexuality instruction. These requirements (see table 5) are reflected in the above TEKS Objectives and in our assessment of their coverage in this program.

Table 5. Texas Education Code §28.004 Statutory Compliance

Course materials and instruction must:

- (1) Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- (2) Devote more attention to abstinence from sexual activity than to any other behavior;
- (3) Emphasize that abstinence from sexual activity, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with human immunodeficiency virus or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;
- (4) Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with human immunodeficiency virus or acquired immune deficiency syndrome; and
- (5) Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in curriculum content.