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## Alignment of TEKS Objectives

### Love Notes 3.0 (SRA Adaptation)

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#### Curriculum Overview

Love Notes 3.0 Sexual Risk Avoidance (SRA) Adaptation, is an adaptation of the Love Notes 3.0 EBP curriculum for adolescents and young adults, ages 14-24. This curriculum includes the same activities, including core concepts and skills, taught in Love Notes 3.0 EBP Model, but has been adapted to meet the guidelines of the federal Healthy Relationships Act of 2017 to emphasize sexual risk avoidance by voluntarily refraining from non-marital sexual activity. The curriculum includes 13 lessons, focused on building skills and knowledge for developing and maintaining healthy romantic, friendship, family, school, and work relationships, and preventing unhealthy relationships, dating violence and risky sexual behaviors. Youth explore their past, present, and future selves, learn communication and conflict management skills using evidence-based methods, and communicate and connect with parents/trusted adults about benefits of abstinence and components of healthy relationships. Lessons support youth's exploration of the benefits of delaying sexual activity, while teaching about how to make personal decisions about sex and relationships using critical thinking, and practice communication and interpersonal skills to assert intentions, respond to peer pressure, and navigate romantic lives. These lessons incorporate the voices of youth and young adults regarding the positive aspects of delaying sex and following the "Success Sequence" that explores education, employment, marriage, and having children.

#### Program Components

##### Students

- Grades covered: 9th – 12th grade, or out-of-school youth
- Lessons:
  - 13 Lessons, approximately 45 minutes each
  - In-person instruction and virtual options
  - Lessons are for all genders
  - Middle-school adaptation available
  - Lesson 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

##### Teacher and School Staff

- Instructors/facilitators must receive training from a Dibble Master Trainer or a Dibble Certified Trainer before teaching this curriculum. Training is offered at both the Dibble institute and or the purchaser's organization.



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### Program Logistics

- Where to purchase: <https://www.dibbleinstitute.org/our-programs/love-notes-ebp/>
- Cost:
  - Instructor's Kit: \$675
  - Participant Workbooks: \$12.50-\$13.40 each
  - Primary Colors Personality Profile: \$1.10-\$1.50 each
- Program Contact Info:
  - **Call:** 800-695-7975
  - **Email:** [relationshipskills@dibbleinstitute.org](mailto:relationshipskills@dibbleinstitute.org) for more information

### Summary of Evaluation Findings

Love Notes 3.0 SRA edition is an adaptation of Love Notes, the original program which 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 the original 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. No formal evaluation of Love Notes 3.0 SRA edition has been conducted.

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* (1971), 106(S1), S85-S90. <https://doi.org/10.2105/AJPH.2016.303429>



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**Table 1. Program Overview**

Lesson	Activity
<b>1: Relationships Today</b>	1.1 Relationships Today
	1.2 Defining a Vision
	1.3 Choosing Reds or Greens
	1.4 Trusted Adult Connection
<b>2: Knowing Yourself</b>	2.1 Good Relationships Start with You
	2.2 Understanding My Personality Style
	2.3 Examining Family of Origin
<b>3: My Expectations – My future</b>	3.1 What’s Important
	3.2 The Power of Expectations
<b>4: Attractions and Starting Relationships</b>	4.1 Relationship Pyramid
	4.2 The Chemistry of Attraction
<b>5: Principles of Smart Relationships</b>	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
<b>6: Is It a Healthy Relationship?</b>	6.1 How Can You Tell?
	6.2 Having Fun. It’s Important!
	6.3 Breaking Up
<b>7: Dangerous Love</b>	7.1 Early Warning Signs and Red Flags
	7.2 Violence: Why it Happens, What Helps, Signs of Greatest Danger
	7.3 Sexual Assault
	7.4 Dangerous Love: Impact on Children
	7.5 Draw the Line of Respect
	8.1 The High Costs of Sliding

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<b>8: Decide, Don't Slide! The Low-Risk Approach to Relationships</b>	8.2 The Success Sequence
	8.3 The Low-Risk Deciding Approach
	8.4 Making Decisions
<b>9: What's Communication Got To Do With It?</b>	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 – Taking is Difficult
	9.4 Communication Patterns Learned in Family
<b>10: Communication Challenges and More Skills</b>	10.1 Complain and Raise Issues Effectively
	10.2 Hidden Issues: What Pushes Your Button?
	10.3 A Problem-Solving Model
	10.4 Constantly Connected – For Better and Worse
<b>11: Let's Talk About Sex</b>	11.1 Sex and Sliding
	11.2 The Six Parts of Intimacy
	11.3 Understanding Sexual Regrets
	11.4 Are We on the Same Page?
	11.5 Risky Situations for Sex
	11.6 Set Your Personal Line
	11.7 Online Risks
<b>12: Let's Plan for Choices</b>	12.1 Test Your Knowledge About Sex, Pregnancy, STIs and HIV
	12.2 STIs and HIV Are for Real
	12.3 Alcohol and Drugs – Increasing the Risks
	12.4 My Personal Plan
	12.5 A Discussion: Internet Porn
<b>13: Through the Eyes of a Child</b>	13.1 Child Looking for a Family
	13.2 What about Fathers?
	13.3 What the Music Says
	13.4 Child Speak: Brighter Futures



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**Love Notes 3.0 (SRA Adaptation)**

13.5 Planning for Success

**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 SRA 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	
Level I Health (9 <sup>th</sup> – 12 <sup>th</sup> Grade)	86%
Level II Health (9 <sup>th</sup> – 12 <sup>th</sup> Grade)	85%

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### 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	
<b>(18) Reproductive and sexual health--healthy relationships.</b> 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	
<b>(19) Reproductive and sexual health--personal safety, limits, and boundaries.</b> 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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(A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence		X	Instructor must include grooming in descriptions of the characteristics of sex trafficking.
(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		X	Instructor must emphasize the context of using refusal strategies for how to say "no" assertively.
(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	X		
(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		

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

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
<b>(20) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy.</b> The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:			



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(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		X	Instructor must analyze the importance of obtaining early pregnancy testing and seeking prenatal care if signs of pregnancy occur.
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**Table 3d. (21) Reproductive and sexual health--sexual risk, Health I.**

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
<b>(21) Reproductive and sexual health--sexual risk.</b> 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) 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		
(B) describe various modes of transmission of STDs/STIs			Instructor must meet this Student Expectation (SE).
(C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources			Instructor must cover this SE.
(D) describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms	X		
(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 analyze the importance of early treatment for sexually active people, including during yearly physicals or if there is a concern.



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(F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression	X		
(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	X		
(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			Instructor must cover this SE.

## 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
(19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:	Full	Partial	

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### Love Notes 3.0 (SRA Adaptation)

(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	
<b>(20) Reproductive and sexual health--personal safety, limits, and boundaries.</b> 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) identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking		X	Instructor must identify additional community resources for individuals who have experienced sex trafficking.
(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	X		
(D) analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries	X		

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(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

X

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

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
<b>(21) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy.</b> 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	X		
(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 include factors such as heredity, STDs/STIs, and the mother's health and nutrition.
(C) describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment		X	Instructor must include description of the emotional changes that may occur during and after pregnancy, including postpartum depression.

**Table 4d. (22) Reproductive and sexual health--sexual risk, Health II.**

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
<b>(22) Reproductive and sexual health--sexual risk.</b> The student understands that there are risks associated with sexual activity and that abstinence from			

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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	X		
(B) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer			Instructor must cover this SE.
(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		X	Instructor must include minor's right to consent under certain circumstances and specify STD/STI testing treatment regarding the importance of parent or other trusted adult support.
(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			Instructor must cover this SE.
(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	X		
(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	X		
(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	X		
(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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### 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.