

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

**2-2 "The Party" / "Want to Buy a Corvette?"**

Read one of these stories to class and relate the events to the brainstorming activity 2-1. **"THE PARTY"** is provided on pages IV-A-21 to IV-A-22 and **"WANT TO BUY A CORVETTE?"** can be found on page IV-A-23.

**Discussion Questions:**

- What are some ways that a boy or girl could meet each other?
- What are some things that you should be cautious of when arranging to meet someone you don't really know?
- What are some signs given by others that they might interested in you?

**2-3 "Surefire Ways to Meet a Mate"**

Have the students take the "folklore quiz" on page IV-A-24 concerning lovelorn remedies and foolproof ways to meet other people. (Adapted from "Searching for the Perfect Mate?" by Jerry Johnston of the Deseret News and the Farmers Almanac.)

If the students answered TRUE to all of the suggestions, they scored a perfect 100% according to the Farmer's Almanac, which is never wrong!

**3. Identify the purposes and importance of group socialization, dating and pairing, and examine why every adolescent is not ready to date or pair at the same time.**

**3-1 Something to Crow About**

Read the story, **SOMETHING TO CROW ABOUT**, on page IV-A-25 to illustrate the three basic emotional needs: acceptance, approval, and affection. The teacher background information on page IV-A-26 can be used as guide for this discussion, while identifying the purposes and importance of group socialization, dating, and pairing. An overhead transparency of the three basic emotional needs is provided on page IV-A-27.

**3-2 Group Dating Panel**

Have a panel of junior high students discuss the advantages of group socializing to one-on-one dating for their age group. Some of the questions posed before the panel might be:

- What are some advantages of group activities?
- What are some disadvantages of group activities?
- How could group activities be made better?
- What suggestions could you give for people who don't feel comfortable in a one-on-one situation?

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

**3-3 Pressures for Pairing**

As a class, discuss the pressure that many feel to be paired with someone when that person doesn't really want to be. Would or could group socializing help in this situation? How? Point out that not every adolescent or teenager is ready to date or pair at the same time, just as every child does not learn to ride a bicycle exactly on their 5th birthday. It is okay to wait until you are comfortable with pairing to begin these activities.

**3-4 How Do I Feel About Love?**

Have the students complete the student activity guide, **HOW DO I FEEL ABOUT LOVE?**, on page IV-A-28 and discuss the results as a class. Be sure to point out that adolescents develop romantically at different rates just as they grow tall at individual rates. There is no perfect time to begin "pairing", and that is one of the reasons it is awkward for some, at this age, and very natural for others. Some people don't care to date or "go out" until high school or college. Not everyone pairs during junior high and IT IS OKAY!

**3-5 High School Panel**

Have a panel of high school students visit the class and discuss how they eased into the one-on-one dating situation. Have them discuss the advantages of group dating when a person first starts to pair.

**3-6 The Class Ring**

Have the students read the story, **THE CLASS RING**, (page IV-A-29) and then answer the questions on the corresponding student activity guide (IV-A-30). Discuss as a class.

**3-7 Apple Analogy**

Display apples in various stages of progression from blossom, to seed, to ripe fruit. (Other objects that show progression could be used as well.) Pose the following questions to the class:

1. Is the blossom ready to be harvested? Why? or Why not?
2. A green apple is the same size as a ripe red apple, why aren't they ready to be harvested?
3. Why do some apples fall from the tree before others?
4. Why do some apples seem to ripen before others?

**NOTE:** The teacher can glue popped popcorn to a stick to look like an apple tree in bloom.

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

4. Discuss appropriate activities for junior high dating/pairing, including the advantages of group socialization rather than paired dating at a young age, and the potential problems of early boy/girl pairing.

**4-1 Dating Ideas**

As a class, brainstorm some dating activities that would be appropriate for junior high students. Some of those ideas might include:

- going to a game
- going to a school dance or other school activity
- invite several friends over for dinner made by other friends
- participate in sports together (tennis, basketball, skiing, swimming, etc.)
- go on a bike hike and pack a lunch
- go to the zoo

Have students list ideas that are free, and those they could do for under \$10.00. Then have the students vote on the favorite class idea. A resource list of possible **THINGS TO DO ON DATES** is provided on page IV-A-31.

**4-2 Advantages of Group Socialization/Potential Problems of Early Pairing**

Divide the class into small groups and have half of the groups identify some advantages of group socialization and the other half identify potential problems of early pairing. Hang two large pieces of butcher paper in the room, one for each topic. Ask a recorder for each group to share their findings with the remainder of the class and implement discussion as necessary.

Some possible advantages of group socialization are:

- Safety in numbers
- More fun
- Meet new people
- Easier to communicate
- Less opportunity for intimacy
- Others \_\_\_\_\_

Some potential problems of early pairing are:

- Premature intimacy
- Relationships accelerate more rapidly
- More pressure to perform or entertain, so to speak
- Increased danger of date rape
- More expensive
- Others \_\_\_\_\_

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

One statistic that is pertinent to this activity is:

90% of the teenagers who date before the age of 14 become sexually active before they graduate from high school; while the number of teenagers who become sexually active before graduation decreases significantly for those who wait until they are 16 or older to begin dating. This is primarily due to an increased knowledge base and social maturity.

**4-3 Dating Collage**

Have students make a collage using pictures from magazines showing "appropriate pairing activities" that are legal and affordable in which junior high students could participate. (It is suggested that the teacher have a sample ready to show the students.)

**4-4 Dating Code**

Have the students develop a **DATING CODE** for their future children using the student activity guide on page IV-A-32. An example for the teacher is provided on page IV-A-33.

**5. Examine the elements of infatuation and love.**

**5-1 Introductory Activity: Love Stories**

Read the stories on pages IV-A-34 and IV-A-35 describing feelings of love to the class. Discuss how love at any age can feel very real and is a strong emotion that is not easily lost. Even though our lives go on in many other directions, there is always a sentimental feeling for the first love in our life.

**5-2 Love or Infatuation: How Do You tell?**

Divide the bulletin board area in half with a strip of border or paper and label one half **LOVE** and the other half **INFATUATION**. Make word strips out of poster board with the following descriptive words written on them. Ask various students to pick a word strip from the stack and place it on the side of the bulletin board they think is appropriate. Explain why each word strip fits where it does.

**LOVE**

Giving  
Slowly built  
Lasts a long time  
Shows concern for other person  
Honest  
Based on many issues  
Deep and caring  
Secure, trusting

**INFATUATION**

Taking  
Immediate, quick  
Burns out quickly  
Selfish, looking after own interests  
May be dishonest  
Based on physical attraction  
Surface relationship  
Insecure, jealousy, mistrust