

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

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5-3 Love or Infatuation Role Play

Ask for student volunteers to read the role-play situations described on page IV-A-36. Ask the students to pre-read the situation, then pretend they have the feelings described and role play it for the rest of the class. Ask the class to identify whether it is an example of love or infatuation.

5-4 Building Blocks of Love

Using the teacher background information, **BUILDING BLOCKS OF LOVE**, (IV-A-37) and an overhead transparency of page IV-A-38 as a discussion guide, present these concepts to the students. These blocks touch on 13 areas that two people who are really in love will experience. Contrast these to the selfish attitude of those who are only infatuated. A corresponding student activity guide is provided on page IV-A-39 if desired.

5-5 Are You Really In Love?/Am I In Love?

These two activities are similar in nature and probably only one or the other should be used. The student activity guide, **ARE YOU REALLY IN LOVE?**, (page IV-A-40) has a corresponding teacher background information and discussion guide (pages IV-A-41 and IV-A-42). The student activity guide, **AM I IN LOVE?**, is on pages IV-A-43 and IV-A-44 and has a self analysis.

5-6 The Three Components of Relationships

Discuss how relationships involve three components: intimacy, passion, and commitment.

Intimacy - the first component, is being close to someone and sharing personal things with them.

Passion - the second component, is strong emotional feelings that move you to express them physically, verbally, etc.

Commitment - the third component, is pledging yourself to another, promising to be true and faithful.

These three components are not necessarily levels and nor do they have a particular order to them. Some relationships contain all three components; others may have just one or two. They are intermingled and grow together, with each component contributing to the growth of the other components. A graphic of these components is provided on page IV-A-45.

Teenage relationships are setting the stage for mate selection at a later date. Dating gives the opportunity to get to know a wide variety of individuals so that you know what type of person you want to marry. It also provides a way by which a person can practice relating to people and polish social skills. You also learn how to be the type of person that will attract others. These skills are used throughout life.

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Have students review the three levels of a relationship by completing the student activity guide, **THE THREE COMPONENTS OF RELATIONSHIPS**, (page IV-A-46).

5-7 Ain't Love Grand?

Get pictures of famous couples, but use individual pictures if possible. Put the husbands on one board and the wives on another board. Give the students the students the first names ONLY of the women, and then have the students try to match the couple. Give a small prize to the student who can get the most right first. For example: Ike and Mamie Eisenhower, Lucy and Desi Arnez, George and Martha Washington, Jackie and John Kennedy, etc.

NOTE: This is not particularly a class period activity, but something of interest for those odd moments at the beginning or end of class.

6. Identify reasons early adolescent romances are often short in duration and examine appropriate ways to end relationships.

6-1 Loveless Letters

Read the letters on page IV-A-47 that ended relationships and examine the feelings involved. Assign students to write a letter to a fictitious girlfriend/ boy-friend and as gently and honestly as possible end their fictitious relationship.

6-2 Breaking Up Is Hard To Do

Breaking up or ending a relationship is like hitting a pothole or chuckhole unexpectedly--it always takes one person by surprise and that person is usually hurt. The other person often feels badly because he/she didn't really want to hurt anyone--they just wanted to end or change the relationship. There are a number of emotions that are inherent to the "breaking up" process and they are: depression, loneliness, wanting to live in the past, anger, being out of control, desiring to hurt yourself or someone else. Have students complete the student activity guide, **BREAKING UP IS HARD TO DO**, (page IV-A-48) while the teacher presents the information from page IV-A-49.

NOTE: Ending a "love affair", relationship, or friendship is very difficult for teens. Adults occasionally discount the extent of their feelings due to their young age. Most adults should remember their first breakup and be more sympathetic. The feelings of loss are deep and there is real emotional pain. The teen may not feel "complete" without that special person. Some may feel depressed and want