
LEARNING ACTIVITIES/TEACHING STRATEGIES:

1. Examine desirable dating qualities.**1-1 Introductory Activity: The Dating Game**

The day before this activity, assign the students to write five (5) questions to ask the panel members. Collect the questions and compile them for use the following day. Have students participate in **THE DATING GAME** as described on page IV-B-13, along with some possible questions. After the activity, discuss the purposes and importance of dating.

1-2 Dates That Rate

Have students complete the student activity guide, **DATES THAT RATE**, on pages IV-B-14 and IV-B-15, and answer the accompanying summary questions. This survey can serve as a discussion guide upon completion.

1-3 Are You Dateable?

This student questionnaire (page IV-B-16) opens the door for a good discussion. Ask students why each question would make you more or less dateable. Answers will vary, not all will agree on each point, and that is OK. One major concept through all of the questions is that each item a person can answer correctly adds a new dimension to one's personality and contributes to becoming a more well-rounded and interesting individual.

1-4 Parent Dating Interview

As a homework assignment, have students complete the **PARENT DATING INTERVIEW** (page IV-B-17) that focuses on the dating experiences of their parents. This can be a catalyst in opening the door for dating discussions with parents or grandparents.

1-5 Things Girls/Guys Do That Drive Guys/Girls Crazy

Using the resources on pages IV-B-18 and IV-B-19, and IV-B-21 and IV-B-22, discuss as a class the things that girls and guys do that drive each other crazy. These things could be written on award ribbons such as the one on page IV-B-24 and placed around the room as the material is presented. The teacher could make the girl awards one color and the guy awards another color.

Then divide the class into "guys" and "girls" sides and have them make their own list using the student activity guides on pages IV-B-20 and IV-B-23. Ask a representative from each group to present their list to the class.

NOTE: To maintain order as you do this, preface each list with "of course no one in this class would act in such a manner, and so remember these are not to be taken personally."

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Alternate Strategy: Have each student make their own award of something that drives them crazy about the opposite sex. One stipulation would be that each student must use a minimum of three (3) to five (5) different craft items in their depiction. The teacher will need to have a variety of small craft supplies on hand for the students to use. Upon completion, use the awards for further discussion about things that drive girls/guys crazy. Display the awards around the room or in a display case in the school to draw attention to your class.

1-6 How To Rate With Your Date

Review the findings of a 1990 survey taken by George B. Eager author of Love, Dating and Sex. "Guys and girls mention ten things most often as they describe a good date." A student activity guide is provided on page IV-B-26 if desired. It is important to point out that these qualities are not only important for getting dates, but also for making and maintaining friends, meeting new people, successful marriage relationships, getting along on the job, etc. These are lifetime attributes that serve one well in many arenas. Dating is a time to develop awareness of them and begin to incorporate them into our daily lives.

2. Discuss the reasons/motives for dating.**2-1 Dating Motives**

Begin the class by asking the students if they have ever wondered:

- How do I get a date?
- How can I become more dateable?
- Where do I meet dates?
- What does the opposite sex expect from me?
- What do they like or dislike in a date?

These are some of the questions that teenagers think about as they approach the dating zone. Using the teacher background information, **DATING MOTIVES**, on pages IV-B-27 and IV-B-28 as a guide, have the students complete the corresponding student activity guide (IV-B-29) as the teacher presents the materials.

3. Recognize individual rights that apply to dating.**3-1 Dating Right of Ways**

Share the information provided on page IV-B-30 with the students or break the class into small groups and give each group one of more "dating right" para-

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graphs. They can discuss the rights as a group and then share the information with the class. Ask each group for their opinion as to the validity of each right. The teacher may choose to use the student activity guide, **DATING RIGHTS**, (page IV-B-31) if desired.

Some graphics of the "right of ways" are provided on pages IV-B-32 through IV-B-38 for use as the information is presented.

These materials are adapted from "What Teens Want to Know About LOVE, DATING and SEX" by George B Eager, published by Mailbox Club Books, 404 Eager Road, Valdosta, GA 31602.

4. **Analyze how social etiquette develops qualities that make individuals socially competent in a variety of social settings (e.g., introductions, telephone use, general courtesies, thank you notes, etc.)**

4-1 **"Pretty Woman" Clip**

Show the etiquette lesson and the dinner scene in the restaurant from the movie "Pretty Woman" as an introduction to this section on etiquette.*

OR

Show the dinner scene from "The Beauty and the Beast".

OR

The Thingamajig Book of Manners

Read some excerpts from the book, The Thingamajig Book of Manners, to the students to introduce the importance and benefits of using good manners.

* Although "Pretty Woman" is an R-rated movie, these scenes are very general and safe. Using these two scenes would not necessarily constitute an endorsement of the movie.

4-2 **What is Etiquette?**

Define the term *etiquette*.

ETIQUETTE Knowing what is expected and what is acceptable behavior in social settings.

Discuss how knowing what is expected of you in public makes for more enjoyable and relaxing dating experiences and social situations. Practicing appropriate etiquette allows you to become the type of person that others want to date and spend time with.

An overhead transparency pattern of this definition is provided on page IV-B-39.