

LEARNING ACTIVITIES/TEACHING STRATEGIES:

1. **Identify the stages of adolescent attractions (e.g., flirting, getting acquainted, friendships, phone calls, group dating, double dating and pairing).**

NOTE: Refer to the teacher background information on page IV-A-16 and share any or all of this information with your class as it seems appropriate.

- 1-1 Introductory Incidents: Pairing**

Relate the true incidents provided on page IV-A-17 that illustrate some very early stages of adolescent attraction.

- 1-2 The Avenues of Adolescent Attractions**

Using the teacher background information, **THE AVENUES OF ADOLESCENT ATTRACTIONS (Stages of Adolescent Attractions)**, (page IV-A-18) and the corresponding overhead transparency (page IV-A-19) as a guide, discuss each stage of attraction. Uncover each stage as the discussion progresses and ask for student input and experiences. Share personal experiences as appropriate. It is important for the students to understand that not every attraction or relationship goes through all of the avenues--many only get through the first stage or two and then are terminated. A major concept is that the direction can be changed at any juncture or anytime it doesn't seem right. Adolescents can turn right or left, or make U-turns on this avenue--it's all legal! The students can complete the corresponding student activity guide (page IV-A-20) by filling in the steps (streets) and definitions.

- 2. Explore ways relationships begin, develop, and grow.**

- 2-1 Ways of Showing Interest**

Divide the class into small groups and have the students brainstorm ways of showing interest in someone. Bring the class back together and have each group share their findings with the rest of the class. Write the students' input on the board or on a large sheet of butcher paper. Some examples might be: writing notes, pushing, tripping, making fun of, phone calls, asking friends to ask his/her feelings, writing their name on folders or hands, walking past their house, going out of your way to bump into them, etc.

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

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

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.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

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 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

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

to pull the covers up over themselves and never come out. Adolescents need to know this is not a hopeless situation and that they can take charge of their feelings and work through this time of disappointment and hurt.

6-3 The Wrong and Right Moves in Breaking Up

Have the students pretend they are detectives, and listen for clues that depict the wrong and the right moves in breaking up as you read the story of Stephen and Josie and excerpts from Mike's Diary (pages IV-A-50 and IV-A-51) to the class. Have the students make note of the clues as you read.

Upon completion, ask a student to act as a scribe and write the clues on the chalkboard as the students identify them. This should be an excellent opportunity for class discussion regarding the appropriateness and inappropriateness of particular behaviors. The overriding concept is that life does go on, and the sooner one gets active and moves on, the better. All relationships are learning steps to better prepare us for relationships to come.

6-4 Problems of Pairing: Balloon Activity

Make a copy of page IV-A-52 and cut each situation apart. Stuff each situation into a balloon, blow it up, tie it off. Put all the balloons in a basket or pillowcase, or tie them together and anchor. Ask one student at a time to come to the front of the class, choose a balloon and pop it, and read the situation to the class. Discuss possible solutions and share examples.

6-5 It's No Crush; I'm In Love

Show the video, **IT'S NO CRUSH; I'M IN LOVE**, from Highgate Pictures and conclude with a classroom discussion.

6-6 Dating Cartoon

Make an overhead transparency of the cartoon on page IV-A-53 for the students to view or enlarge it to poster size and hang in the room. The cartoon should elicit some comments and discussion! Discuss the message given: Everyone is different and everyone will not want to date each other, etc., and that is okay!

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6-5 If You Want to Dance...Video

Show the video, **IF YOU WANT TO DANCE**, available from March of Dimes and conclude with a classroom discussion.

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RESOURCES:

Books:

- Conford, Elle, *If This is Love, I'll Take Spaghetti*, Simon and Schuster Children's Publications, 1230 Avenue of the Americas, New York NY 10020. 1984. ISBN: 0-02724-250-1. A group of stories about adolescent loves.
- Eager, George B., *LOVE, DATING and SEX: What Teens Want To Know*, Mailbox Club Books, 404 Eager Road, Valdosta, GA 31602. 1988. ISBN: 0-9603752-95.
- Ryker, Audrey, *ME: Understanding Myself and Others*. Glencoe-McGraw Hill, 936 Eastwind Dr., Westerville OH 43081. 1977. ISBN: 0-02665070-3.
- Thomas, Alicia, *Everything You Need To Know About Romantic Breakup*, The Rosen Publishing Group Inc., 29 E. 21st St., New York NY 10010. 1990. ISBN: 0-82391-219-1.

Videos:

- It's No Crush: I'm in Love*; Highgate Pictures, Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019.
- Princess Bride*. 1987. 98 min. Is available through regular video stores. This basic fairy tale is crammed with all the cliches. It is an adventurously irreverent love story centered around a beautiful maiden and her young swain as they battle the evils of the mythical kingdom, Florin, to be reunited with one another.

