SEVENTH/EIGHTH GRADE
LESSON IV
RELATIONSHIPS AND DATING

Objectives
Students will
• Discuss the importance of family values in decision making
• Discuss the importance of commitment in all relationships
• Discuss the responsibilities involved in developing relationships and dating
• Discuss the growing problem of dating violence

Concepts
1. When adolescents begin to gain independence, they reflect a background of values given by family, church, friends, school, etc. These values may be used to help them make decisions.
2. Part of growing up is forming close relationships with friends. Friends give a sense of belonging to a group of people of the same age. With friends, one shares similar interests, activities, problems and worries.
3. Dating may take place as couples or in groups of friends. Sometimes there are pressures to date in order to gain acceptance and popularity.
4. Marriage, for those who choose it, is the culmination of friendship, dating and courtship. It is one of life’s most serious commitments. Making a decision to share one’s life with another person should not be taken lightly.
5. Teens feel a need to belong to a social group. Sometimes the groups evolve into cliques which exclude “outsiders.”
6. Violence and rape during the dating process is prevalent. Students need to be aware of the problem in order to avoid a dangerous situation.

Materials
• Worksheets
  1. “Things I Do”
  2. “Circle of Friends”
  3. “Ideas about Dating”
  4. “School Cliques”
• Parent Interview Form

Activities
1. Have students complete “Things I Do” lesson.
2. Have students complete “Circle of Friends” worksheet.
3. Divide the class into eight groups and assign each group one of the following topics. Make a list of the advantages and disadvantages of the situation that could include stability, finances, communication, commitment, etc.
   single
4. Have students complete “School Cliques” worksheet.
5. Have students interview their parents using the worksheet provided.
6. Have students complete the “Ideas about Dating” worksheet.
7. Lead a student discussion in class using the “Parents’ Ideas and Expectations” worksheet.
8. Discuss the possible pressure students feel to get married and why and when they might choose to do so.
9. **Exceptional Education Inclusion Activities**
   A. Allow students to draw pictures on the “Things I Do” worksheet.
   B. Role-play some of the situations on the “Circle of Friends” worksheet.
   C. Allow students to tape record their interview.
THINGS I DO

Teacher directions: Discuss the importance of being touched, being loved, and being involved in friendships. In order for babies to develop normally they require touching, holding, and loving. Have the students talk about what they like about their friends and family.

1. Have students complete the “Things I Do” worksheet. Allow about 15 minutes.

2. Process the results by asking the following questions.
   A. What are things someone your age can do to have fun?
   B. What are some things you do to make yourself feel good?
   C. What are some things you do to make yourself look good?
   D. What are some things you do to relax?
   E. What are some things you do to get hugs and affection?
   F. List additional ways people get hugs and affection?
   G. Do you have to spend money to get your needs met?
   H. Are you comfortable doing things alone? Do you enjoy doing things alone?
   I. Do your friendships require money to maintain?
   J. Was it difficult to fill in some of the squares? Which ones? Why?
THINGS I DO

<table>
<thead>
<tr>
<th>Things I Do To Make Myself Look Good</th>
<th>Things I Do To Get Hugs and Affections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things I Do To Feel Good</td>
<td>Things I Do To Have Fun</td>
</tr>
<tr>
<td>Things I Do To Relax</td>
<td></td>
</tr>
</tbody>
</table>
CIRCLE OF FRIENDS

Teacher Directions:
1. Before handing out the worksheet, lead students to discuss activities and behavior they share with others according to their level of acquaintance.
2. Distribute “Circle of Friends” worksheet. Begin by reading a list of situations where students might find themselves. Tell them to place the number of the sentence that the teacher writes on the board inside the circle where they think the description fits. For example, as sentence #1 is read “laugh really hard with,” write #1 on the board and ask students to think about the people they know only slightly (acquaintances), their whole class at school, their friends, their close friends, their families and themselves. Have them put number #1 in each circle where they would laugh really hard with the people who would fit in that category.
3. Below are listed kinds of situations that can be used in the friendship circles activity. Each item used is separately numbered and listed on the board for use in coding the worksheets.

   1. laugh really hard
   2. tell a big secret
   3. get angry
   4. cry
   5. ask for help
   6. ask for directions
   7. ask for money
   8. ask for help or advice with a problem
   9. invite to their house
   10. sleep over at their house
   11. tell about a family problem

4. Discuss “Circle of Friends” in small groups. Put the following questions on the board for the groups to discuss.

   A. Why do we feel safer with our close friends?

   B. Why can we do certain things with or tell certain things to some people that we are not comfortable doing them or telling them to others?

   C. What does your “Circle of Friends” worksheet say about the kinds of things that you feel comfortable sharing with close friends?
SCHOOL CLIQUES

Directions: Answer the following questions in complete sentences.

1. Have you ever been in a clique or group? What was it?

2. Have you been given a group label and was it hard to break away from the label? (example: skater or whatever is a current group name)

3. Have you ever changed groups, what was it like?

4. What would you do if your best friends changed groups?

5. How do labels come to be and do they serve a purpose?

6. Are group labels ever harmful or demeaning? How?

7. Do you know of groups in other parts of the U.S. where you have lived that are not here, or groups we have here that are not located in other parts of the country?

8. Have you heard your parents talk about groups that were around when they went to high school? What groups can they identify?
IDEAS ABOUT DATING

Directions: Answer the questions using complete sentences.

1. What does dating mean?

2. What are positive reasons to date?

3. What are some problems that may result with dating?

4. Define the following types of dating:
   A. party dates
   B. group dates
   C. double dates
   D. blind dates
   E. single dates

5. What types of events or social activities provide for a fun date?

6. What are some proper etiquette that you think should be used in various dating situations?
   A. Asking your parents if you are old enough to date.
   B. Asking for a date.
   C. Accepting a date.
   D. Refusing a date.
   E. Meeting your date’s parents.
   F. Saying good night.
   G. Door opening.
   H. Paying for a date.
PARENTS’ IDEAS AND EXPECTATIONS ABOUT DATING

Directions: Interview your parents or an adult using the following questions. Record their answers and bring them to class to share. Compare your parent’s dating expectations with your ideas about dating.

1. What is a good age to begin to date?

2. Who should do the phone calling and asking?

3. What are some guidelines to follow about who to date (kinds of people, age, range, etc.)

4. Who should pay for the date? Does this ever vary?

5. Are there some do’s and don’ts or some family standards for dating? (time to be in, age, places you may or may not go, etc.)

6. What is the purpose of a date? Why do people date?

7. How long should a couple date before they think of getting engaged or married?