

RELATIONSHIP

Lesson 5

Workbook Assignment

Attractions
Getting Acquainted
My Ideal Person

Overview

The purpose of this lesson is to help students understand why some attractions occur and to identify what types of individuals are attractive to them. The lesson includes a section on determining likes and dislikes associated with dating behaviors. At the conclusion of the lesson, students will describe in writing the ideal person they would like to date.

Objectives

- ◆ Students will identify personality characteristics that attract them in a dating partner.
 - ◆ Students will be able to identify the different components of attraction between individuals.
 - ◆ Students will analyze and discuss dating behavior expectations.
 - ◆ Students will describe their ideal person to meet and date.
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Vocabulary

expectations	courtesies
gender	behaviors

Key Concepts

- Positive relationships possess specific qualities that make them successful.
 - The maturity level of individuals will influence the types of people and personality characteristics that are attracted to them.
 - People are attracted to different personality characteristics.
 - Similarities between individuals add stability to the relationship.
 - Dating behaviors are directly related to expectations for self and partner.
 - Having a clear concept of one's ideal person helps guide dating choices.
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Preparation for Lesson

The teacher will need:

- Chalkboard or butcher paper and markers
 - Overhead transparencies **Ten Basic Ingredients for Friendship** and **Signs of Maturity**
 - Worksheets *Attractions*, *Getting Acquainted*, *My Ideal Person*
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Teaching the Lesson

Ask the students to take out the homework assignment entitled *Positive Relationships*. Using the overhead **Ten Basic Ingredients for Friendship**, ask the students to determine how many of these elements are present in the relationship they chose to evaluate. Explain to them that successful relationships often contain most or all of these elements. Ask the students to think of a positive relationship in their own life and identify the positive elements that are demonstrated in that relationship.

- Have the students look at their answer to question 6. Point out that even good relationships will have areas that cause difficulty for one or both partners from time to time. “Perfect” relationships are more myth than reality. All positive, successful relationships require work to maintain them, and depend on the maturity of the partners to problem-solve together.
- Place the second overhead **Signs of Maturity** on the overhead projector. Discuss the importance of possessing these qualities when in relationships of any kind. Ask the students to think of individuals they know who demonstrate any or all of these qualities.
- Suggest to the students that maturity will also influence the types of people and personality characteristics that attract us to another person.

Questions for discussion:

1. Is it true that opposites attract? Why might that be a problem for the relationship over time?
2. What would be the benefits of two people in a relationship having similar personalities, interests, beliefs and values?
3. Why is casual dating an important part of getting to know someone better?

- Have the students turn to the *Attractions* page of their workbook and complete the instructions. When they have finished the exercise, most students will begin comparing their answers with other classmates. Encourage them to do so.
- Before completing the second part of the lesson, divide the class into small groups of four to five students each. The groups may either be same sex or mixed gender depending on the teacher's preference. Ask them to continue the discussion by completing the *Getting Acquainted* pages of the workbook as a group. This is usually a lively but productive part of the lesson. Allow 20-25 minutes for this portion of the exercise.
- When the allotted time is up, have the groups share their answers with the rest of the class. The teacher may choose to list the dating behavior preferences on the board or on butcher paper under the headings: Girl's Expectations, and Guy's Expectations.
- At the completion of this lesson, point out to the students that it is often helpful to have a clear idea of the person they may be looking for to date. Assign the worksheet *My Ideal Person* as homework.

LECTURE NOTES:

Positive relationships possess specific qualities that make them successful. Friendship is often the basis for deeper and more meaningful relationships to develop. Students will be asked to focus on the ten basic ingredients for friendship: *trust, confidence, honesty, warmth, understanding, optimism, love, sense of humor, ability to listen, and caring attitude*. They will be able to identify which elements are present in the relationship they have analyzed and will also assess which elements exist within their own personal relationships. The strongest relationships will have the greatest number of elements as a foundation.

In addition to the ten elements of friendship, the maturity level of the individuals involved in the relationship will influence the overall quality and stability of the partnership. Maturity will inspire patience, tolerance, and a genuine willingness to work out problems that might develop. Young people may know individuals who display some

or all of these qualities, and should be encouraged to use these individuals as role models. Remind the students that the quest for maturity is a life long process.

People at varying levels of maturity seek out connection with others. Because personalities are so diverse, individuals find themselves attracted to different types of people for different reasons. Becoming aware of one's own maturity level and dating preferences can greatly assist in the wise selection of a dating partner. Identifying not only the desired personality characteristics, interests and abilities of a dating partner, but also understanding *which characteristics have a higher priority than others*, will facilitate the selection process.

Individuals are attracted to one another for many reasons, but research supports the findings that couples who begin their relationship sharing similarities start from a position of strength. Dr. Neil Clark Warren suggests that the following similarities are absolutely critical to the stability of a relationship: *Intelligence* - sharing a general range of ability, *Values* - shared guidelines or beliefs that direct behavior, *Intimacy* - nonsexual enjoyment of sharing their lives together, *Interests* - best if the shared interests reach across categories rather than being limited to a few, *Expectations about roles* - both partners have compatible ideas about their duties and responsibilities in the relationship.

Discussing the likes and dislikes of dating behaviors can help students eliminate the potential for misunderstanding and misinterpretation of expectations. Both genders can learn from each other when encouraged to express their ideas. This allows young people to dispel some of the myths that surround the dating process and concentrate on factual information. Having the students identify their preferences for appropriate dating behaviors can lead to better and healthier relationships which form the basis for marriage at a later time.

During the growing up years, we interact with many different people, exposing us to a variety of personality characteristics. Gradually, we begin to acquire a list of traits in others that are more or less attractive to us. It is recommended that we have in mind a general idea of the importance of those traits being considered when forming the image of our ideal person. Clarifying in our own minds the ideal person we are looking for will help us recognize this person when we meet him/her.

ATTRactions

Because personality and interests vary, we are attracted to different things in the individuals we meet. Below are listed some characteristics of personality that may interest you when you meet someone new. Rate the different items using the scale provided to determine which characteristics might attract you to the other person as a potential date.

1 - important 2 - moderately important 3 - not important

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|-----------------------------|-----------------------|
| _____ caring | _____ faithful |
| _____ independent | _____ optimistic |
| _____ generous | _____ romantic |
| _____ artistic | _____ practical |
| _____ good looking | _____ genuine |
| _____ sensitive to feelings | _____ spontaneous |
| _____ responsible | _____ studious |
| _____ polite | _____ organized |
| _____ competitive | _____ carefree |
| _____ honest | _____ fun |
| _____ adventurous | _____ likes children |
| _____ logical | _____ thoughtful |
| _____ popular | _____ has good family |
| _____ has skill or talent | _____ quiet |
| _____ imaginative | _____ rich |
| _____ ambitious | _____ affectionate |
| _____ sensible | _____ religious |
| _____ thorough | _____ courageous |
| _____ good manners | _____ outgoing |
| _____ athletic | _____ same culture |
| _____ clean and neat | _____ drug free |
| _____ sense of humor | _____ on time |
| _____ talkative | _____ intelligent |
| _____ friendly | _____ trustworthy |

Adapted from p.194 *The Winner's Circle: Yes, I Can*, La Meres Lifestyles Unlimited, Newport Beach, CA 92658

GETTING ACQUAINTED

1. What would you need to know about a person before you go out with him/her? _____

2. Other than looks, what first attracts you to another person? _____

3. How important is it for your date to demonstrate good manners? _____
4. What courtesies would you expect to give on a date? _____

5. What courtesies would you expect to receive on a date? _____

6. List some behaviors/characteristics that you **appreciate** about the opposite sex. _____

7. List some behaviors/characteristics that **bother** you about the opposite sex. _____

8. If you are interested in someone, how are you most comfortable getting to know him/her better? By spending time alone together? By doing group activities? Explain your answer. _____

9. Describe the events of a date you would enjoy. _____

10. Are your parents or other adults involved in helping you decide whom to date? _____
11. How important is it that your parents or other adults approve of your choice? _____

12. Do you let your friends influence who you do or do not date? _____
 If your parents or friends do not approve, would you date the person anyway? _____
 Explain your answer. _____

13. Do you think it is important for dating partners to have things in common? _____
 What are some advantages to this? _____

 Disadvantages? _____

14. Where did you learn your expectations about dating (friends, older siblings, TV, etc.)? _____

15. How important is sexual activity to the dating process? _____
 When would be the best time to discuss your expectations with your date? _____

16. What problems are likely to occur if you have not discussed sexual expectations with your date? _____
17. If you do not wish to have sex with your date, are you comfortable telling him/her how you feel and why? _____

18. Why is it important to make a decision about your sexual behavior before you get into a pressured situation? _____

19. What are some of the problems associated with teen pregnancy? _____

20. List some advantages for not having sex (abstinence) while dating. _____

