



Lesson 9

Dating and Relationships

Background

This lesson provides information about developing healthy relationships, setting dating guidelines, and the emotional “ups and downs” that adolescents experience in relationships.

Discussion Questions

1. What is the “pressure of intimacy?” What can you lose – besides your virginity -- by being sexually intimate as a teenager?
2. Describe the emotional “ups and downs” associated with dating. Do you believe most teenagers are ready for a serious dating relationship? Why or why not?
3. What did you learn from the segment on married teenagers? Did anything surprise you?

Vocabulary Builders

Term	Definition
Abstinence	The decision to NOT do something (i.e., abstaining from sex means choosing NOT to have sex; abstaining from drugs means choosing NOT to do drugs).
STIs	Stands for sexually-transmitted infections. There are a variety of STIs that people can contract through oral, vaginal and anal sex; some can cause health risks such as infertility, and there are even some that can cause death.
HIV/AIDS	Stands for Human Immunodeficiency Virus (HIV), an infectious agent that causes Acquired Immunodeficiency Syndrome (AIDS) – a sexually-transmitted disease.
Emotional Ups and Downs	The variety of “up” feelings (i.e., elation, confidence, joy, happiness) and “down” feelings (i.e., sadness, regret, doubt, depression) people feel. Also called “mood swings.”
Self-Reflection	The process of self-examination; can also include the process of reconsidering a certain situation or decision and trying to understand your deeper thoughts or feelings about it, how it affected you, and how you might have grown or changed because of it. Self-reflection often helps a person gain perspective and/or a feeling of gratitude.



Activity

Self-Respect

In this activity, students will develop a Self-Respect Checklist – a series of statements they can use to see if their friends or boyfriends/girlfriends meet the criteria for healthy, positive relationships.

Self-Respect Checklist

Positive Signs	Negative Signs
<ul style="list-style-type: none">▪ Uses words to build my self-esteem	<ul style="list-style-type: none">▪ Uses words to tear down my self-esteem
<ul style="list-style-type: none">▪ Respects my personal time with my family and other friends	<ul style="list-style-type: none">▪ Is jealous of my friends and/or complains about how I spend my personal time
<ul style="list-style-type: none">▪ Is interested in me and my future	<ul style="list-style-type: none">▪ Seems to be interested only in himself/herself

Begin the discussion by explaining that today the class is going to work together to design a Self-Respect Checklist – a series of statements that will help you determine if your friends meet your criteria for being a good friend.

Review the sample Self-Respect Checklist in the workbook. There are two columns – one contains statements describing the way a friend *should* act and show respect. The other column contains statements on the flip side – describing the way a person shows little or no respect to a friend.

Divide the class into smaller groups, and give each group a blank “Self-Respect Check” worksheet. Each group is responsible for coming up with its own list of positive behaviors in one column, and a list of the related negative behaviors in the other column. After each group is finished, have them share their list with the class and explain why they selected the statements they did. There should be enough space for each group to list eight positive and negative characteristics.

If time permits, ask each group these questions after their presentation:

- Are there other statements you can think of now that you would like to include in your chart? If so, what are they?
- How did the people in your group decide on these characteristics? Did anyone have a statement that was “rejected” by the group? Why?
- (To the class): Does anyone have comments about this group’s Self-Respect Checklist?



Self-Respect Checklist

Positive Signs	Negative Signs
▪	▪
▪	▪
▪	▪
▪	▪
▪	▪