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PHILOSOPHY AND GOALS

The Love U2® series is a new kind of curriculum for teens. It looks beyond the “do’s and don’ts” of sex—too often the focus of our conversation with teens—to the context of sexuality: namely, relationships. Its goal is to help young people acquire practical skills and useful knowledge for forming emotionally healthy, mutually respectful, and ethically sound relationships. But Love U2® is about more than skills or facts. It focuses on helping teens craft a “North Star”—a vision of healthy relationships—that will guide their behavior now and into the future. Teens today live and breathe in a culture emphasizing casual sex and casual connections where no relationship can be trusted to last and where even the most important family bonds sometimes can not be counted on. Indeed, for some teens, sex is seen simply as a transaction. Unfortunately, teens are short on positive models. They have few road maps that will lead them into healthy relationships and away from unhealthy ones. Love U2® aims at giving teens a positive model for committed and healthy love relationships. This curriculum is about what teens can hope to achieve, not just what they must try to avoid.

Why This Curriculum Is Needed

This nation has been locked in an ideological battle over sex education: Should we teach abstinence until marriage, or should we teach about safer sex, condoms, and many points in between? This discussion has divided us and shortchanged our teens. Love U2® breaks through this gridlock. It is unapologetically pro-abstinence for teens, but not for reasons that have to do with religion, ideology, or politics. It strongly encourages teens to wait on sex because it is concerned about the emotional and social well-being of teens.

Consider a thought experiment posed by Isabel Sawhill, president of the National Campaign to Prevent Teen Pregnancy* and Senior Fellow at the Brookings Institution. Let us say we could somehow eliminate all of the health consequences of teen sex, including STDs and pregnancy. Given that scenario, would you want a 15- or 16-yearold to be sexually active? Many people would answer no, and the reason is that there are other compelling emotional and social reasons for teens to abstain from sex.

Sex is not just like eating pizza or driving to the movies. It is not just about health and safety. We want more from it. Consider the rather consistent finding that the majority of sexually active teens wish they had waited. There are powerful emotional reasons to wait to have sex that have to do with the fact that early sexual involvement is not likely to deliver what teens, especially girls, want—namely, affection, connection, respect, or love. Then there are social reasons that involve benefits and freedoms of abstinence for healthy relationship development. For teens, sex typically blurs or hinders genuine relationship development, or worse, glues teens (especially girls) to bad relationships. Importantly, there are ethical reasons for thinking about the context for sex that must consider the need of a child for two parents committed to each other and the child. Sex always involves the possibility of creating a child—a simple fact that is often ignored.

Teens are on a journey to learn about love, relationships, themselves, and their emerging sexuality. They are moving out of their families and building friendships and romantic connections. As they enter new relationships, teens find themselves in the throes of powerful feelings of attraction, rejection, and a myriad of other emotions. Most teens want affection, respect, love, and connection. Yet, our young people receive little guidance on navigating the world of teen relationships and the sexual culture. While we tell them what to say “no” to, we do too little to help teens build the healthy relationships to which they can say “yes.”

Sadly, the messages teens do receive about sex from the popular culture, and the messages they don’t receive about developing positive relationships and why healthy parental unions matter especially if they plan to have children, set the stage for many teens to fail at developing successful relationships. Contemporary culture encourages sex without meaning, living together without commitment, and having babies without mutual commitment and healthy marriage. This perspective carries consequences that seriously disadvantage our young people, especially females. Troubled or unstable relationships and unintended pregnancies can derail teens and young adults in serious ways or cancel out their gains in education, employment, and parenting. Further, such relationship choices can put the well-being of children at risk.

Building Assets

This series is meant to contribute to a larger project of building assets for youth.

Insights and skills for building successful relationships are important assets for young people. It is part and parcel of the trajectory of teen and life success and is firmly rooted in a positive youth development approach.

Love U2® is meant to help young people craft a “North Star” for their relationship lives, to build critical communication and other relationship skills, and to acquire insights into healthy relationship development. It engages teens in a deep exploration of the emotional and social dimensions of sexuality and strongly encourages teens to postpone sexual involvement, using positive reasons and skill-building exercises.

Love U2® is also meant to inform young people of the findings of social science research regarding the link between child well-being and family structure. Importantly this curriculum teaches why a particular “sequence” of some of life’s most important events, such as finishing school and establishing a healthy marriage before having a baby, really matters. Although teens and young adults say they highly value lifelong marriage as a personal goal, many are likely to fail and some are afraid to try. Teens and young adults are often woefully ignorant or misinformed about the basic research evidence on the importance of quality relationships and healthy marriages. They know little about the economic, social, and personal benefits of a healthy marriage and what research has discovered about the patterns that erode versus protect relationships and marriage. Young people have many misconceptions about cohabitation, the responsibilities of parenthood, and what it takes to raise children successfully.

Beyond the Health Paradigm

Any curricula we develop and, more importantly, our conversations with teens should not be limited to a discourse on avoiding STDs or pregnancy. True, we need to include essential health and risk reduction information, but we also must move beyond the confines of a health paradigm. Sex has meaning—or, rather, sex should have meaning—even if there is no health risk. Our conversations need to include attention to building healthy relationships, affirming the power and potential of sexual love in the right context, and the consequences for having babies when they are unintended and when parents are young and unwed. We can and should reach for higher ground in our discussions with teens. And teens want us to do just that. Teen surveys conducted by the National Campaign to Prevent Teen Pregnancy are particularly revealing: two-thirds of teens say their own morals, values, and or religious beliefs—as well as concerns about their future— influence their decisions about sex far more than concerns about pregnancy or STDs.

Perhaps one reason teens are bored with our conventional approaches is that they sense we have nothing of lasting substance to say beyond body parts and risk reduction. We have little to say that truly inspires and helps teens see a “North Star” for their relationships; we have less that makes them think about themselves and their responsibilities in relationship to others—whether it be in a romantic relationship, in their family, with a child that results from a sexual encounter, or in a future marriage.

There are other instructive reminders of what we must address from the Campaign’s surveys. Ninety-one percent of teens believe that it is important for teens to be given a strong message from society that they should not have sex until they are at least out of high school. Eighty-four percent of teens believe that teen pregnancy prevention should teach young people to be married before they have a child.

Unfortunately, teen pregnancy prevention programs, while emphasizing the importance of waiting until an older age to have a child, do not generally build an awareness of why and how healthy relationships and healthy marriages matters to child well-being. Yet, research shows that merely waiting until one is twenty years or older to have an unplanned pregnancy and birth outside of a committed union such as marriage, does not appear to significantly increase the well-being of mother or child. Age itself is not the key factor.

You will find accurate health information inside Love U2®, (specifically included in the Becoming Sex Smart and Baby Smarts: Through the Eyes of a Child units) but more attention is given in all Love U2® units to motivational themes exploring healthy relationship development, the meaning of sexual love, and the consequences of a disconnect between childbearing and marriage. Importantly, this curriculum sketches out a larger context for helping teens make wise relationship and sexual choices which can be summarized as, “It’s not just about “me.” There’s a bigger picture here. It’s about relationships, values, deeper meanings; it’s also about the needs of children; it’s about family, and it’s about community.” It is also about building knowledge and real skills.

For more information on other units within the Love U2 series, please visit the website at www.dibbleinstitute.org/love_u2.htm.

OVERVIEW OF DATING SMARTS

This program, designed for middle or junior high school teens, offers fun and engaging ways to address the topic of friends and first romantic attractions through activities, stories and visual media. There are four core activity-based lessons with two additional lessons, which are optional but strongly recommended.

Lesson One begins with a focus on self. It explores four basic dimensions of maturity with an emphasis on how developing emotional, mental and social maturity takes personal effort. The lesson moves on to consider one's values through a fun auction activity complete with play money. The values activity leads in to a discussion of what's attractive and what's important beyond appearances when thinking about friends and romantic attractions.

Lessons Two and Three, titled Crushes 101 and Crushes 102, respectively, address attractions and first crushes and all those basic concerns like: how to tell if someone is interested in you, what to say or do if you are interested in someone, how to start and keep conversations going, how to ask someone out, what to do, saying no and dealing with rejection.

Lesson Four focuses on exploring the differences between infatuation and love and the importance of friendship as a foundation for relationships. It contains a fun "Test Your Love Smarts" quiz and engaging love versus infatuation match activity with teen descriptions that brings it to life. The activities as a whole get young teens thinking about the building blocks for healthy relationships while emphasizing the importance of establishing boundaries.

Lesson Five involves the viewing and discussion of an episode from the critically-acclaimed DVD series, *My So Called Life*, as well as Shakespeare's powerful, *Sonnet 130*, from *The Art of Loving Well* anthology. The episode "Self-Esteem," from volume four of this DVD series portrays all the themes raised in lessons one to four and is well worth the effort of locating and playing for teens. Jessica's Note: *My So Called Life* is not included. However, can be purchased on-line or rented at a local video store. She states this below but I think we need to tell them here too!

Lesson Six focuses on another selection from the anthology, *The Art of Loving Well*, titled, "The Makeover of Meridith Kaplan." The story provides a rich discussion of attractions, appearances and the importance of friendship as the basis for any relationship. The lesson ends with a group activity around expectation and a questionnaire on setting dating expectations that can also be send home to parents as a conversation starter.

Please note that the anthology, *The Art of Loving Well*, is available with this curriculum, but the *My So Called Life* DVD series is no longer available from The Dibble Institute. However, the episodes are readily available at most video rental stores as well as from Netflix. The episode "Self-Esteem," portrays all the themes raised in lessons one to four and well worth the effort of locating.

LESSON 1

MATURITY ISSUES, WHAT I VALUE

OVERVIEW

This lesson explores the concept of maturity. It identifies four aspects of maturity—physical, emotional, mental, and social—and points out that the latter three don't happen on their own, but take conscious effort. The lesson then moves on to an activity that helps participants identify the values that are important to them. It continues with an activity on identifying the personality characteristics they find attractive in a potential friend or boy/girlfriend. A story from *The Art of Loving Well* concludes the lesson.

Goals

- Explore the social, emotional, and mental dimensions of maturity.
- Gain awareness of what maturity and immaturity mean in these three dimensions.
- Reflect on values and determine which are personally important.
- Identify personality characteristics in others that are important and attractive.

Lesson-at-a-Glance:

1. Four Parts of Maturity.
2. Maturity Scale Activity.
3. Values Auction—Silent and Public.
4. What's Attractive to Me Activity.
5. "A & P" story from *The Art of Loving Well*.

Materials Checklist:

Duplicate "Maturity Scale" (Resource 1a). Newsprint, marker, and pencils/pens for all. Duplicate "Values" list (Resource 1b) for all. Duplicate and cut up play money (Resource 1c)—enough for each player to have \$200 in \$10 bills. Duplicate "Attractions" worksheet (Resource 1d). Locate "Values" cards (Resource 1e—dark green at the back), cut up, and laminate if possible. *Loving Well* anthology for "A & P" story, page 16. *Optional*: Magazine pictures of teens and young adults

LESSON 4

ATTRactions AND INFatuation

OVERVIEW:

The goal of this unit is to prepare teens with “relationship smarts” as they enter the dating scene. The unit is described as a sort of “driver’s ed” for relationships, aimed at increasing teen “smarts” as they navigate the world of teen relationships. The introductory activities of this lesson begin with a “dating pyramid” schematic that will assist teens in thinking about the building blocks of good relationships. We’ll then look at those first experiences with love by exploring the chemistry of attraction and the nature of infatuation. Often referred to as “puppy love,” these early experiences are an important part of learning about love and relationships.

Goals:

- Introduce the idea that good relationships come from relationship “smarts”—a product not only of experience, but also of conscious learning and skills.
- Gain knowledge about the nature of infatuation.
- Validate the importance of early experiences of love.

Lesson-at-a-Glance:

1. What’s RQ?
2. Dating Pyramid activity.
3. The Nature of Infatuation discussion.
4. Infatuation vs. Love Match activity.
5. Read aloud story, “A & P” from *Art of Loving Well*.

Materials Checklist:

Newsprint, pencils, and colored markers. Duplicate or make a transparency of “Love IQ Quiz” (Resource 4a). Duplicate “Infatuation vs. Love Match” worksheet (Resource 4b) one for every two students and extras for parents. Cut out “Infatuation & Love” statements (Yellow and Purple -Resource 4c) found in

back, and laminate. *The Art of Loving Well* anthology. Four or five pictures of teens cut out of popular magazines. See instructions in section 3 of this lesson.

* * *

I. What's RQ?

10 minutes

Introductory Discussion

Begin by asking the group what they think RQ means. Remind them that they've all heard of IQ. Listen to their responses and make sure to point out that IQ, intelligence quotient, is not a measure of innate intelligence but rather a measure of "learned intelligence." Point out that a native of another culture, especially a pre-modern culture, who is very smart could take an American IQ test and come out looking dumb when in actuality they might be brilliant. The point of this analogy is that RQ, or relationship intelligence, is not something you are born with.

Continue by saying that this unit is about gaining some relationship "smarts." Depending on the age of your audience adjust the next statements. For younger teens you might say:

Some of you may already be pairing up, or "going with someone." Others may be moving in coed group situations where there are some attractions, but no formal pairing up. And still others could care less about the boyfriend/girlfriend scene--you're involved in your own interests with your own friends. So, while we know that many of you are not in the dating scene in a formal sense, wherever you are, think of this class as you would driver's ed. When do you take driver's ed? Before you get your license? Yes, it's to prepare you for when you do drive. You can acquire some smarts before you get too far into this new stage of life.

For older teens skip the above and just point out that many of them are already well into the dating and pairing up scene. Encourage them to look at this unit as a "map" for navigating the road ahead. Everyone can use a map when they're in strange or confusing territory. This unit will provide some important information and skills as you continue to make your way.

Testing Your RQ

➤ Activity: Love IQ Quiz:

Pass out this short true/false quiz (Resource 4a) or use as overhead transparency and ask students to jot down true or false on scratch paper. Allow a couple minutes for students to mark their answers. Then go through each one by first asking for a show of hands for true, then false. Solicit their explanations. Provide correct answers as needed using the following points as desired:

1. *There is probably only one person meant for you.*

FALSE: While you aren't attracted to just anyone, you will potentially be attracted to more than one person.

2. *Breaking up should be done slowly so you don't hurt the other person too much.*

FALSE: To go slowly only drags out the pain. Better to be "brutally honest" and make a clean break, than give a person false hopes. That doesn't mean you have to be mean.

3. *If you feel the "chemistry"--i.e., intense attraction, it's probably true love.*

FALSE: The chemistry may get love going, but it's not love at first. Real love is based on knowledge, not hormones.

4. *If you find the right person you will be happy.*

FALSE: No one else can "make" you happy or give you your identity, sense of worth or purpose. You have to do that yourself. Being happy, and having good relationships, has most to do with how developed and healthy you are yourself.

5. *Opposites attract.*

TRUE & FALSE: It is true that great relationships are built on common ground, where two people are compatible and share a lot in terms of interests, values, and goals. But it is quite common that in personality style there will be differences. For example extroverts often are attracted to introverts. Has anyone ever taken a Myers-Briggs personality style inventory? It's very interesting.

6. *Happy couples have fewer differences and argue less than unhappy couples.*

FALSE: Happy couples fight just as much as unhappy couples. It's how they fight that matters.

7. *On average, people have one serious romance before they find someone they want to marry.*

FALSE: On average people have six to seven romances, small or large, before marriage.

8. *Living together before marriage is a good way to reduce your chances of divorce later on.*

FALSE: Data shows that couples that cohabitate before marriage actually have higher rates of divorce than those that never cohabited before marriage.

* * *

2. Dating Pyramid

15 minutes

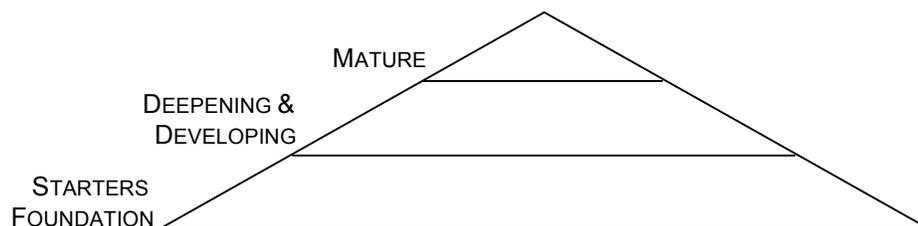
Brainstorm:

Most people eventually want to have a great relationship—nobody sets out to have a rotten relationship. So let's, for a moment, think about what goes into a great relationship, or a great marriage for that matter. What are the key ingredients?

- Ask participants to jot down individually on scratch paper all the ingredients they can think for a great relationship or marriage. Allow one minute.
- Then ask for their ideas and write them in list form on newsprint or chalkboard. You probably will get: communication, common interests, have fun, attraction, friendship, respect, trust, sharing feelings, physical affection, love, commitment, honesty, chemistry, values, loyalty, reliance, etc. If it's not mentioned, say sex, while add something like, "Married couples want a good sex life, too."

Build a Relationship:

Draw a large pyramid on newsprint or the board. Announce that with this list of ingredients, we're going to build a relationship. Good relationships don't just appear out of thin air. Relationships start and then they develop. Some relationships or marriages start on a bad or shaky foundation and these often turn out to be a problem. Divide the pyramid into three layers and label each from bottom to top as follows:



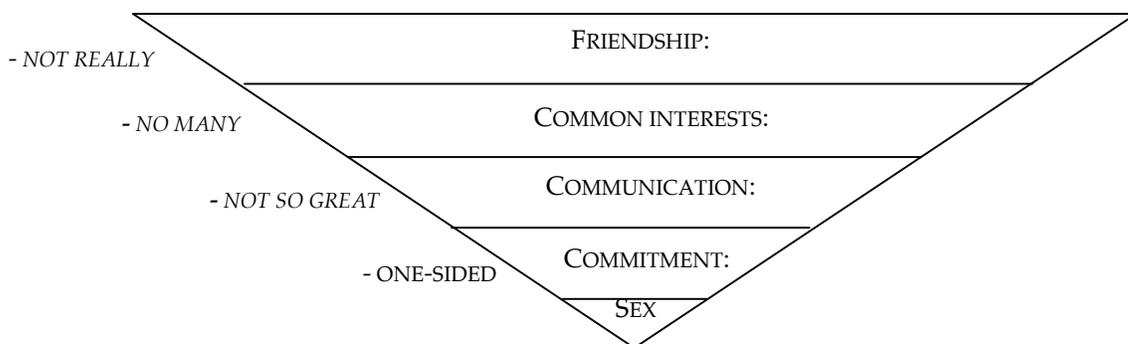
- Point out that you want a firm and positive foundation, like a pyramid. So what comes first? What ingredients would you start with? Which of these ingredients from the list would you lay at the bottom of the pyramid? Which might get you off to a good start and lay the foundation for a great relationship?
- Ask the class to help you decide where to place the ingredients. What comes first in terms of starters? (Don't leave out physical attraction—you need some chemistry. The bottom layer should also have ingredients like

common interests, have fun--enjoy doing things together, talking to each other--communication, friendship.)

- Ask which words could represent the ingredients of a developing and deepening relationship for the second layer? Hopefully they will suggest words such as trust, respect, reliance, physical affection, or honesty for the middle layers. Add that friendship and communication deepens.
- Ask what ingredients go above this in the third layer. Place love, commitment, and marriage towards the top.
- Finally, put sex at the top of the pyramid with the statement, "Married couples want to enjoy a good sex life."

Now draw a large *inverted* triangle next to first one. Announce that we're now going to switch gears and talk about what often happens in the *real world*. Think about what you see around you, or hear in songs or see in the media.

- Write sex at the bottom of the pyramid while pointing out that lot of people get attracted to someone and very quickly get sexually involved. Some relationships almost begin with sex, after they've barely started going together.
- On the second layer from the bottom write commitment with "one-sided" next to it. Explain: One person feels they've found their one true love. This person thought the sex meant something important like a commitment to a relationship, while the other person has no such ideas about a future together. They come to find out that the commitment is very one-sided.



- In the third layer from the bottom write communication with "not so great" next to it. Continue: They really don't communicate that well. He or she may feel they never really talk about what's important or that they just fight or make out all the time.

- In the fourth layer from the bottom write common interests with “not many.” Script: They actually don’t have that much in common that they enjoy doing or talking about.
- For the top layer write friendship and “not really.” Script: They don’t feel as if they are each other’s best friends. In fact, they don’t even really know much about each other’s values, character, or background.
- Ask the group which pyramid provides a more solid foundation for developing a good relationship? You could call it a “no-brainer.” Point out that many relationships today start pretty quickly with physical involvement, even sex. A couple gets physically involved before they really know each other. They may start trusting or relying on each other and calling each other girlfriend or boyfriend before they really know each other. Then, one day they wake up and realize they’re in a pretty dissatisfying relationship. They don’t communicate well, don’t have many common interests, and don’t even have that much fun together. They have a nagging doubt that this is not what it’s supposed to be like and wonder why. The answer is that they have the process backwards.
- Point out that deciding to go slow with physical involvement can actually help a relationship develop. It’s smart to hold off on decisions about having sex until after high school or even marriage. Sex typically fools people into thinking there’s a lot more there than really is. If you want to know whether or not there is quality communication, a genuine friendship; if you want to know if you really enjoy each other and if the feelings and the commitment are mutual--in short if it’s real love—then don’t be sexually active and see how long it lasts. Focus on getting to know someone, not the sexual relationship. Eight out of 10 first-time sexual relationships last six months or less. Think about it. (*ChildTrends*, “First Time: Characteristics of Teens’ First Sexual Relationships, 2003, www.childtrends.org.)

* * *

3. Infatuation

8 minutes

Discussion:

Let’s back up and start at the beginning. When people first find themselves attracted to someone what kinds of feelings do they have? What are some words that describe those feelings? Listen to what they come up with.

- Write the word infatuation on the newsprint and ask the group to define this word. Hunches are welcome. After hearing a few of their ideas read the dictionary definition. It states:

Infatuation itself means possessed by an unreasoning passion or attraction. Lacking sound judgment. Infatuated is to cause to behave foolishly. Derived

*from “fatuous,” complacently or unconsciously stupid, delusive, and foolish.
Extrapolating from insufficient information.*

Ask the group what that definition means to them in plain simple English. Point out that the dictionary definition seems to really put down the concept and cast it in a negative light. We really don't think it should be. A better way to look at infatuation is simply to see it as the “early feelings of attraction.” (Write this phrase on board or newsprint.)

- The feelings and emotions of attraction are not only very real, but also powerful, exciting, and among the most pleasant sensations we can have. There's actually a drastic change in brain chemistry during infatuation. And that's why we feel almost giddy with excitement and energy about this person, as if we're under a spell. Actually we are in an altered state of consciousness. When we come into contact with a person who highly attracts us, our brain becomes saturated with amphetamine-like neurotransmitters and they trigger incredible side effects. Symptoms include a delightfully positive attitude, increased energy, decreased need for sleep, and loss of appetite. It produces euphoria and exhilaration.

Note: There's nothing fake about infatuation. It's what gets love going, but it isn't love initially. It's an important first step of love, but it isn't love. Infatuation may grow into a real love and it might just peter out as fast as it came.



- Write the word infatuation (large) on newsprint with a heart around the “fat” syllable as illustrated above.³
- In the beginning your heart is “fat” with fascination for a person. In the beginning you actually fall in love with an “image”, just an idea of who this person is. It's based on impressions. You see a person and make associations and assumptions about this person. Typically, it's not based on real knowledge of a person yet or real knowledge of what s/he is like in a close romantic relationship.
 - ★ Let's do a little experiment. Hold up a few magazine pictures of different teenagers one by one. If you had to imagine what this person was like what descriptive words would you use? Ask the group what the body image, clothes, scene, expression, or setting say about this person? *Teacher's note:* Simply cut out a few pictures of different teens—some looking serious or playful—with different styles of dress that would indicate belonging to a particular kind of peer group.
 - ★ The point of this little example is that we do make associations and assumptions about people we see, meet, and get attracted to. That's

³ Gayle Bucher, author of *The Talk*, is credited for this image.

natural and normal. But we shouldn't fully trust these impressions just yet.

- ★ And so it goes with infatuation—we shouldn't trust it quite yet. Enjoy it totally, but don't read too much into it. This is the biggest mistake people make. It will take time, togetherness, and real knowledge of the person to know if your initial impressions, assumptions, and associations are really accurate. It takes time to develop a clear "picture."
- Another important point about infatuation is that it is me-oriented. Notice that infatuation begins with the letter "I." Infatuation is about your feelings. You can be infatuated about someone without that person even knowing you exist. Think of fans of certain musicians or actors. Infatuation is exciting and fascinating, but it can be one-sided, imaginary, and fluctuating. Infatuation can last an hour, a week, or for months. Infatuation may attract you to someone, and then as you get to know the person and discover he/she is not as you assumed, the infatuation disappears. Here's a good quote:

The feelings of love can be pure bliss one day and a disaster the next. One week you think this person is perfect, and the next week you may be deeply disappointed and aware of their failings. You may go from admiring their every movement to being bugged by just about anything they do. In other words, your attraction can be intense and positive, but your feelings can change quickly. If you assume that feelings of intense attraction should naturally lead to sex, you may end up mistrusting your judgment. (Source: Sex Smart (1998), Susan Pogany, Minneapolis: Fairview Press, p. 11.)
- Point out that with our early relationship experiences we're just getting used to the idea of love. Many people in their twenties report looking back at their early experiences and seeing how back in their teens they were more in love with the "feelings" and the "idea" of being in love than with the actual person. What they thought was love was really infatuation. Maybe that's why first relationships are often called "puppy love." It's an enjoyable stage, an important change, and the feelings are very real and often very intense.
- Advice: Enjoy the pleasant feelings of infatuation, but don't read too much into these early, exciting, and pleasant feelings. They're often mistaken for love. They can sputter out as quickly as they come. It is only with the passage of time and knowledge of each other that these early feelings of infatuation might grow into love. Later in this unit we'll be looking at the five key things to find out about someone when you start to "go" with him or her. For now, note that it takes at least three months to begin to get a real sense of who s/he is. Remember the statement "seeing someone through rose-colored glasses"? In the beginning you don't see the problems or negative parts of someone you're attracted to. Finally, remember that, on average, people go through numerous infatuations and seven or eight

romances before finding someone with whom they want to make a life commitment.

* * *

4. Infatuation and Love Card Activity 20 minutes

Matching Activity:

Point out that by now the group should be aware that infatuation can be a step on the road to the real thing—love—but not necessarily. Announce that they're going to do an activity that will help them look more deeply at the differences between infatuation and the real thing—love. It will offer some practice in recognizing the difference.

Hold up “Love and Infatuations Cards” (Resource 4c) and announce that you have a set of yellow cards with descriptions of infatuation and also a set of purple cards with love statements.⁴ Point out that each “Love” card (purple) has a corresponding “Infatuation” card (yellow) that deals with the same theme or topic. So, in other words, we have pairs of contrasting statements. Read one as an example and point out the theme or topic.

- Tell the group that half of the class will get Infatuation statement cards (yellow) and the other half Love statement cards (purple). Their job is to read the card and find the opposite card on the same topic. So for example, if you get a love statement card (purple), you need to find the contrasting infatuation statement (yellow) that goes with your topic/theme. Circulate in the room until you find the statement that represents the best contrast with yours. Read a pair of opposites as an example before passing out the cards. (Note: For younger teens you may want to highlight key concepts on statement cards.)
- Indicate to them that after they have found their match the two of them should come up to the teacher to check it out. *Key:* 1–4, 2–3, 3–1, 4–2, 5–8, 6–5, 7–9, 8–6, 9–7, 10–10.
- Next, give each pair an “Infatuation vs. Love” worksheet (Resource 4b) and pencil and ask them to complete it together as quickly as possible. They are to draw lines between contrasting statements.
- After a limited period of time, let's say ten minutes from start of the entire activity, call time and in the reassembled large group review the correct matching numbers. To save time, it is not necessary to read each entire statement, just ask what love statement goes with #1 and so on. For each

⁴ Adapted and used with permission from WAIT Training. See www.waittraining.com for WAIT Training's 7–12th grade curriculum, teacher training, speaker's bureau, and community mobilization workshops.

pair, ask the group what it's about—the theme, the point—in a few words. Write a list of these themes as you go along.

➤ **Parent-Teen Dialogue:**

Ask participants to take a blank match sheet home and ask parents to do the match. Students should then discuss it with parents and return it signed.

Optional Activity

➤ **Read story: "A & P" by John Updike (from *The Art of Loving Well*).**

This story can be read aloud by the teacher in class or sent home as a homework assignment. Even though the setting is several decades ago with very stereotypical sexist examples, it's a cute story about one boy's fantasy infatuation. Students may never have heard of the word *can*, a reference to buttocks. Consult *The Art of Loving Well* anthology for further activities regarding this story if interested. (*Teacher's Note:* If you've already read this story in Lesson 1 on maturity, simply refer to it now by reminding them of the basic story line.) Below are some questions to discuss.

- How mature was Sammy? Was he a hero or a fool in standing up and taking a stand to the store manager?
- Think about our lesson on infatuation. Which points in particular from the lesson does this story illustrate? Which love/infatuation statements apply?

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Resources to be found on the following pages:

Resource 4a "Testing Your Love Smarts."

Resource 4b "Infatuation vs. Love."

Resource to be found in back:

Resource 4c..... "Love vs. Infatuation" cards (yellow and purple) to cut up and laminate.

Resource 4a

Testing Your Love Smarts

True or False?

- | | TRUE | FALSE |
|--|--------------------------|--------------------------|
| 1. There is probably only one person meant for you. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Breaking up should be done slowly so you don't hurt the other person too much. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. If you feel the "chemistry," i.e., intense attraction, it's probably love. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. If you find the right person you will be happy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Opposites attract. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Happy couples have fewer differences and argue less than unhappy couples. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. On average, people have one serious romance before they find someone they want to marry. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Living together before marriage is a good way to reduce your chances of divorce later on. | <input type="checkbox"/> | <input type="checkbox"/> |

Infatuation

(Resource 4b)

1. Infatuation is very focused on looks and attractions. Without the thought or experience of sex or physical involvement, things get pretty dull, even boring.
2. Infatuation always needs a mirror to make sure you look and act the way you think he or she wants you to. It makes you afraid that if this person saw or knew you as you really are, he or she might not love you any longer.
3. Infatuation seems to happen all at once, often before you even know each other very well. It usually disappears just as quickly as it began. This is especially true when replaced by another "instant" relationship.
4. Infatuation might lead you to do things you don't really think are right just to keep the relationship. Or, even more devious, it will talk you into trying to think something is right even when you know deep down that it is not.
5. Infatuation is jealous, mistrusting, and uncertain. It makes you wonder and worry that you will be dropped when he or she is friendly with someone else.
6. Infatuation is "in a hurry." You can't wait to go steady, for sex, or even for marriage. It sometimes makes you plunge in head first, long before you know the person. You are afraid that you will lose this person if you don't act now.
7. Infatuation covers up what does not fit. You have different values and find yourself disagreeing with how he or she does things or treats others. But you overlook your nagging doubts because this person is the only one who matters.
8. Infatuation is an emotional roller coaster, often making you sad or moody for no reason. Your day is made or broken by whether or not the phone rings. You do a lot of daydreaming about how perfect and ideal your life would be if...if...if.
9. Infatuation often makes you feel trapped. Your whole focus is on him or her. You feel you are missing out on other things and other people.
10. Infatuation can wear another person as a trophy. If you are honest you'll admit that if this person were not as popular or good-looking your feelings might not be the same.

Love

1. Love is learned and grows gradually. While chemistry or infatuation may initially attract you, real love grows over time as you get to know this person in many ways and in many contexts. You don't need to rush real love.
2. Love makes you more likely to do what you know is right. Love will not ask you to do things you are morally unsure of or are not ready for. It brings out the best in your character.
3. Love is honest. You don't have to pretend to look or act the way you think this person wants you to. You can speak your mind freely.
4. Love involves the total person...not only physical attraction and looks. Love admires personality and character traits as well. You are turned on by this person's character, personality, interests, and mind—not just their looks.
5. Love, because it is patient, can wait for proper timing. You know that if your love is true, it will last and that you don't have to *stake your claim* to keep from losing this person. Love is learned...gradually over time.
6. Love is steady and unshakable, an attitude, not just a feeling. It is knowing that you care about someone through all the ups and downs. Feelings can change as quickly as the weather, while love lasts with realism and energy.
7. Love gives you the security to reach out and explore what life has to offer. Love is freedom. You don't own anyone, and no one owns you. No one can ever really "belong" to you, like a puppet on a string.
8. Love involves trust. It brings security. With love you feel more confident and sure of yourself, because you know that you are loved and worthy of being loved.
9. Love does not expect you to compromise your values. In fact, love deepens as you discover that you share basic values. Love will live and grow in a climate of respect and truth.
10. Love treats the other person as a person, not as a status symbol to be used to make you look good to others.