



Dating and Relationships Grade 7

UNIT OVERVIEW

Duration: 6 periods (200 minutes) (5 X 40 minute periods)

- Lesson 1: One period
- Lesson 2: Three periods
- Lesson 3: One period
- Student Evaluation: one period – test and drama performance

Description

- Students will learn how to evaluate relationships and distinguish true friendship using Jesus as our model.
- Students will learn about the development of relationships during adolescence and about the tasks that help develop skills for more intimate relationships.
- Students will begin to explore the risks involved in pre-teen dating.

Background Information

- It is natural that students at this age are interested in and begin exploring relationships with the opposite sex.
- **We need to be sensitive to relationships in class and that students can be already involved in dating relationships.**
- The lesson's intent is to look at dating from a developmental perspective.
- It is important for students to understand that teen relationships evolve as teens develop. They are given a snapshot of how relationships can develop.
- Coupling – serious dating that is pre-mature can impact on teen development as they learn to balance peer and family relationships with school, study, eventually work and other interests. Much of the literature warns that pre-mature one on one dating is not recommended until the age of 16 years. This offers the student the opportunity to appreciate his/her friendships, know himself/herself better, and understand the purpose of a variety of relationships.
- **We need to be sensitive to the esteem issues of young adolescents and that close relationships can affect self-esteem.**

- Brain research has offered much perspective on male and female development: As students understand their developing bodies and brains, they are offered insight and perspective on their rapidly changing moods. This research offers at least the intellectual knowledge that adolescent moods are affected by changing hormones and sometimes a good night of sleep will help them gain perspective on relationship challenges. (for more information on Brain research see Michael Gurian, author of *A Fine Young Man* 1998, and *The Wonder of Girls* 2002).
- **Not all teens date in elementary and high school.**
- Lessons must be culturally sensitive to the fact that not all teens date. Many postpone dating until after high school. Some just do not have time to date. Dating should be presented as a choice rather than assume that all teens are dating or be perceived that they “should” date. For some cultures, dating is not encouraged.
- **Adolescents develop friendships in stages and these friendships allow them to develop the skills for intimacy in adulthood. Jesus is our model for friendship and relating to people in a way.**
- Scripture has many examples where Christians can reflect on relationships using Jesus, his family and disciples as the model.
- Students need to be taught the skills to reflect on their relationships. They need to be grateful for the gifts that their friends offer and for what gifts they offer to their friends.
- **Pop culture is currently promoting the myth of “friends with benefits”. This is the myth that sexual activity is a “natural” bodily function that does not have to be attached to emotion. The argument is that there are no consequences for friends who “trust” each other to engage in these “safe” sexual activities.**
- Traditionally, family life programs cite that sex outside marriage has the following negative outcomes; possible unplanned pregnancy, possible transmission of STI, and a broken heart due to pre-mature bonding without commitment.
- The myth of “friends with benefits” is that sex is seen as “fun” and does not need to be scary. The promotion of “safer” sex in popular culture is offering young people a sense of invincibility towards pregnancy and STIs. The view that young people can have sex without emotional consequences makes this myth a serious safety concern for parents and teachers. Sexual activity is identified in much literature as a high-risk behaviour for teens.

- Students need to receive the positive message that their bodies are their own.
- The benefit of teaching the developmental perspective on dating with the emphasis on chastity is the reasonable approach that respects students to make good choices based on self-knowledge rather than fear. Teens do not scare easily. They do appreciate being treated with the respect that reasoned approach brings to them.
- Ultimately, students are free to learn. This learning is sometimes the result of difficult mistakes in relationships. Teachers are aware that such difficult lessons have been learned outside the classroom, Jesus must be our model for love, and acceptance, we too must acknowledge Christ's teaching "I give you a new commandment, that you love one another. Just as I have loved you, you also should love another." (Jn. 13:34)

Fully Alive Expectations:

The students will:

(from Theme 2: Living in Relationship)

- explore intimacy, choice, and quality as significant aspects of relationships
 - be encouraged to accept the changing nature of their relationships as they approach adolescence.
 - identify qualities that are essential for real friendship
- deepen their understanding of the influence of friendship

The current Fully Alive student text looks at relationships now. It does distinguish that some friendships are more intimate than others.

- *The new lesson provides an overview of teen development of intimate relationships over time. There are two areas of focus within the overview.*
- *One is about friendship and is about both same sex and opposite sex relationships.*
- *The other focus is on dating specifically. It addresses dating differently from the OPHEA curriculum. Positive peer influence is considered.*

(from Theme 3: Created Sexual: Male and Female)

- explore the changes in relationships that occur because of sexual attraction
- deepen their understanding of the role of sexuality in their relationships

(From Theme 4: Growing in Commitment)

- explore their responsibilities toward themselves and others
- be encouraged to recognize the need for balance in their lives

OPHE: Healthy Living Expectations:

- describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex);
- apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs;
- identify sources of support (e.g., parents/ guardians, doctors) related to healthy sexuality issues;

Assessment and Evaluation

Students will be assessed by written test and drama performance.

Catholic Graduation Expectations

CGE1f Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship

CGE2e Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life

CGE3c Thinks reflectively and creatively to evaluate situations and solve problems

CGE3d Makes decisions in light of gospel values with an informed moral conscience

CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities

CGE5e Respects the rights, responsibilities and contributions of self and others

CGE6b Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended

CGE6c Values and honours the important role of the family in society

CGE7c Seeks and grants forgiveness

CGE7d Promotes the sacredness of life

Suggestions for Accommodations

Handouts may be provided instead of note taking.

Other responses may be considered instead of drama – oral presentation, written reflection. The number of scripture passages may be reduced. A Children's Bible may be used instead of NRSV Bible.

Black Line Masters:

Black Line Master 1 - The Relationship Cycle- picture

Black Line Master 2 - The Relationship Cycle- student note

Black Line Master 3 - Jesus and Intimacy

Black Line Master 4 - Jesus and Friendship

Black Line Master 4a- Jesus and Friendship (possible student responses)

Appendix 5 - Gallery Walk

Black Line Master 6 - Friendship

Black Line Master 7 - Friendship Reflection Rubric

Appendix 8- Four Corners: Teacher Instructions
 Appendix 9 - A Close Up on Dating – Teacher Resource
 Black Line Master 10 - Test Dating and Relationships

Sources - Annotated

Benson, Peter L. Judy Galbraith, and Pamela Espeland *What Teens Need to Succeed* Minneapolis: Free Spirit Publishing, 1998 A book written for teens summarizing the 40 developmental assets promoted by the Search Institute. These include restraint, a faith community, and positive peer influence. It is written from a secular perspective and though abstinence is promoted, safer sex is also promoted for teens who decide not to remain abstinent.

Bibby, Reginald *Canada's Teens Today, Yesterday, and Tomorrow* Toronto: Stoddart, 2001
 Canadian study of Canadian Teens.- studies the way teens behave from a sociological perspective. Excellent read.

Covey, Sean *The 6 Most Important Decisions You'll ever Make* Toronto: A Fireside Book Simon and Schuster, 2006 This book takes a strong stand on abstinence from a secular perspective.

DiMarco, Hayley *Technical Virgin How Far is Too Far* Grand Rapids Mi.: Revell - Hungry Planet, 2006 Written from a Christian perspective, addresses girls and sexual activity promoting chastity.

Gurian, Michael *A Fine Young Man* New York: Jeremy P. Tarcher/Putnam 1999 Looks at male development and promotes abstinence and postponing dating to the age of 16 and argues from a developmental perspective.

Gurian, Michael *The Wonder of Girls* New York: Atria Books, 2002 Looks at female development and is consistent in establishing the same standard for girls from a developmental perspective.

Herman Doug, *Time for a Pure Revolution* Wheaton Illinois, Tyndale House Publishers, 2004. A well-researched guide for parents and teachers on the value of chastity and the risks of sex outside marriage.

Scales, Peter C. and Nancy Leffert *Developmental Assets A Synthesis of the Scientific Research on Adolescent Development Second Edition* Minneapolis: Search Institute, 2004 Examines the assets teens need to develop successfully. It includes the asset of restraint. It asks that teens remain abstinent and not to engage in promiscuous sexual activity as it is a high-risk behaviour. It is written from a secular perspective and promotes condom use if teens decide to engage in sexual activity.

Additional Resources

Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Needs Kindergarten to Grade 6 Ontario, 2005. Though this resource says it is up to Grade 6, the principles found here were used in developing the lessons for all learners.

GSP, *100,000 CLIPART* Hemera Technologies 2001

NRSV Catholic Edition *The Catholic Youth Bible* Winona MN, Saint Mary's Press, 1993

Publications

Benson, Peter L. Judy Galbraith, and Pamela Espeland *What Teens Need to Succeed* Minneapolis: Free Spirit Publishing, 1998

Bibby, Reginald *Canada's Teens Today, Yesterday, and Tomorrow* Toronto: Stoddart, 2001

Covey, Sean *The 6 Most Important Decisions You'll ever Make* Toronto: A Fireside Book Simon and Schuster, 2006

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Gurian, Michael *The Wonder of Girls* New York: Atria Books, 2002

Herman Doug, *Time for a Pure Revolution* Wheaton Illinois, Tyndale House Publishers, 2004

Scales, Peter C. and Nancy Leffert *Developmental Assets A Synthesis of the Scientific Research on Adolescent Development Second Edition* Minneapolis: Search Institute, 2004

Websites

Catechism of the Catholic Church – with search tool:

<http://www.scborromeo.org/ccc.htm>

Teaching Strategies found at

http://www.aea267.k12.ia.us/cia/index.php?page=teaching_strategies

Ontario Conference of Catholic Bishops “Intimacy and Sexuality: A Letter to Catholic Secondary Students in Ontario from the Roman Catholic Bishops of Ontario” <http://www.occb.on.ca/english/intimacy.html>

Search Institute 40 Developmental Assets at <http://www.search-institute.org/assets/>

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Lesson One

THE RELATIONSHIP CYCLE

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Description

Students will note and reflect on the development of relationships. They will understand that many changes are happening with all relationships during adolescence and that dating relationships change over time. It is a long transition from bodily changes and the maturity required for a committed married relationship. This is intended to fill in the gap and explain what happens between Theme Three Created Sexual: Male and Female and Theme Four: Growing in Commitment. Students will be given a big picture of personal relationship development.

Materials

- BLM 1 and BLM2 on overhead
- Overhead projector
- Fully Alive – Student Text
- Student notebooks

Notes to Teacher

The success of these lessons relies largely on classroom discussion. Negotiating rules for appropriate and respectful discussion will not only ensure the integrity of the lessons, but also promote and protect the dignity of each student.

Lessons to follow will emphasize **Later Peer Relationships** and **Early Dating Relationships**.

Later Peer Relationships –

- As students spend more time away from family, and become more intimate with peers, relationship boundaries can be tested.
- Some students might date early as a test to these limits.
- Factors that put youth at risk during this stage are – limited developmental assets for the student, a lack of belonging to family, school, and lack of early peer relationships.
- In order to keep relationships in perspective, students need significant adult relationships as well as significant peers.
- Students will reflect more deeply on the concept of intimacy and realize that intimacy takes place amongst family and same-sex friendships as well as in dating relationships.
- An intimate relationship does not have to involve an intense opposite sex relationship.

- Later in the units, with lessons on STIs and Pornography, students will see that pre-mature sexual activity is very high-risk behaviour and boundaries are necessary.

Early Dating

- Serious dating that is pre-mature can interfere with teen development as they learn to balance peer and family relationships with school, study, eventually work, and other interests.
- Much of the literature warns that one on one dating is not recommended until the age of 16 years.
- This offers the student the opportunity to appreciate his/her friendships, know himself/herself better, and understand the purpose of a variety of relationships.
- It also allows them to establish the support system to work through infatuations and all the new feelings and experiences of early dating. This will be discussed more in lessons to follow.

Ministry Learning Expectations

- explore intimacy, choice, and quality as significant aspects of relationships
- be encouraged to accept the changing nature of their relationships as they approach adolescence.
- explore the changes in relationships that occur because of sexual attraction
- deepen their understanding of the role of sexuality in their relationships
- explore their responsibilities toward themselves and others
- be encouraged to recognize the need for balance in their lives

Assessment Opportunities:

Students will be assessed by written test and drama performance. Note completion and teamwork for drama may be evaluated by checklist for learning skills.

TEACHING / LEARNING STRATEGIES

1. Think Pair Share: (20-25 minutes)

Have students record the title Dating Relationships in their notebooks. Ask students to respond to the following questions:

Question	Possible Responses
<p>1. How would you define dating?</p>	<p>Simply spending time with opposite sex and getting to know that person. Eventually begin to ask the question, are there qualities in this relationship that might lead to the commitment of marriage. Etc.</p>
<p>2. Write a list of reasons why people date....</p>	<p>Attraction Friendship Desire for love Something to do Fun Etc.</p>
<p>3. What activities might people do on dates? A teacher might want to point out high risk situations (being home alone together, going on vacation alone together) also point out that dating in public and dating in groups are good ways to reduce pressure.)</p>	<p>Movies Dinner Go for a walk Play sports Watch sports Go to a party or a dance do community service together Attend a Church/School activity Holding hands, kiss, hug</p>

Students may share their responses with a partner and fill in any blanks or new ideas. Teacher can then lead discussion as students share their responses.

Note and discussion: (15-20 minutes)

Teacher will summarize the discussion and place “The Relationship Cycle” on overhead. Read over titles and point out that peer relationships change over a long period of time. People learn their first relationship skills in their families. Later their relationships include peers and these friends become more important as they grow. (The unit of Theme Two points out that sometimes peer relationships need to be balanced with family – this may already be their experience.) As they get older, the balancing of relationships becomes more challenging. After discussing the note point by point, have the students copy it.

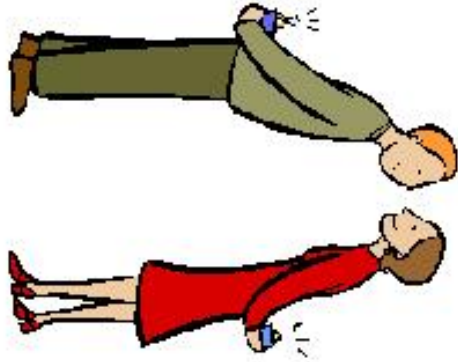
Black Line Masters:

- Black Line Master 1 – The Relationship Cycle
- Black Line Master 2 – The Relationship Cycle – student note

BLM 1



Marriage



Engagement

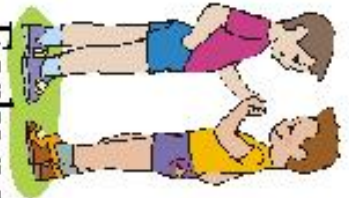


Early family life

*Relationship
Cycle*



Later Dating



Early peer relationships



Later peer relationships



Early Dating

BLM 2

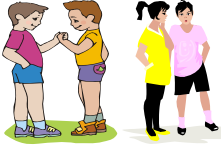
The Relationship Cycle

Early Family Life...



- first community of belonging
- first experience of love dignity and acceptance
- bonding with family and extended family
- first relationships – learn personal boundaries

Early Peer Relationships...



- relationships outside the family
- empowered by family to seek acceptance in the wider community
- usually same sex relationships
- provide positive sense of belonging to the larger community
- development of social skills

Later Peer Relationships...



- peers become more important for personal growth
- seek more intimate friendships
- more time spent with peers
- beginning to include both sexes
- can experience both positive and negative peer pressure
- boundaries can be tested

Early Dating...



- more time spent with opposite sex
- new feelings, attraction, infatuation
- sometimes moves beyond infatuation
- sometimes short relationships
- avoid high pressure situations – date in groups

Later Dating...



- person becomes more established in desires and dreams
- begins to ask is this a relationship that can lead to commitment?
- Might choose that he/she does not have a vocation to be married
- has established personal boundaries to make commitment

Engagement...



- a time to solidify goals and dreams
- explore the commitment of marriage further
- spend time getting to know each other's family

Marriage...



- Covenant relationship that commits to family life
- Union between a man and woman that symbolizes the love of God for all people
- Welcoming to children and to teach a child his/her dignity and belonging to the community as a child of God.

Student note

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Lesson Two

THE RELATIONSHIP CYCLE – JESUS AND INTIMACY A FOCUS ON FRIENDSHIP

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Description:

- Students will note and reflect on quality friendships.
- Aristotle spoke of true friendship as a mirror.
- Each friend should look to the other for qualities that are admirable.
- Students will look at Jesus as a model of friendship.
- They will be able to see some of the virtues involved in an intimate friendship that Jesus, his mother and his disciples modeled.
- Students will be able to respond by reflecting on their own relationships.
- This activity will take two 40-minute periods with the performance of the skit in the following evaluation period or extra time to complete written reflection.

Materials:

- Appendix 3 Appendix 4 and/or Appendix 5 and Appendix 6 handouts
- Fully Alive – Student Text
- Student notebooks

Notes to Teacher:

The success of these lessons largely relies on classroom discussion. Negotiating rules for appropriate and respectful discussion will not only ensure the integrity of the lessons, but also promote and protect the dignity of each student.

Jesus and Intimacy

- Jesus modeled intimacy to his followers. In fact when the woman with the hemorrhage merely touched the garment of Jesus for healing, he did not allow her healing to be unacknowledged. He insisted on saying to her "Daughter, your faith has made you well; go in peace, and be healed of your disease."
- Jesus chose his friends freely. Youth too choose their friends freely.
- Jesus did not expect perfection in his friends and though they were “sinners”, they responded to him by repentance and they followed him in order to be more like him. (“I have come not to call the righteous but sinners.” Mk. 2:17b)
- Often, there is an unwritten rule amongst youth; they want to be seen as good, but not as “too” good.
- Youth are very accepting of each other’s imperfections and this is one of their strengths. The fact is though that while no one is perfect, the Catholic faith calls people to increase in wholeness.

- Friends are supposed to help friends become better individuals. Friends are to raise the bar for each other as Jesus did for his friends like Zacchaeus.
- In this respect Zacchaeus became a role model himself, his friendship with Jesus allowed him to respond to Jesus' invitation to wholeness. The handout invites the students to reflect on their own relationships. Do they call their friends to become more whole individuals? Are their friends calling them to become better individuals? This is the kind of intimacy that friendship should lead to – this includes those young men and young women students are “just friends” with and those they will date.
- Positive peer influence is a support and a resource for students. They need to be shown the goodness and strength of friendship.
- The issue of positive peer influence can be raised when peer pressure is referred to in the student text on page 57 in Fully Alive Text. It needs to be emphasized that peer pressure can work two ways and youth should seek out positive peer influence – friends who help them become better persons.

Ministry Expectation Code

- explore intimacy, choice, and quality as significant aspects of relationships
- be encouraged to accept the changing nature of their relationships as they approach adolescence.
- explore their responsibilities toward themselves and others

Assessment Opportunities: suggestions for assessing expectations

- Students will be assessed by drama performance or reflection on friendship.
- Teamwork for drama may be evaluated by checklist for learning skills.
- Students might also have the choice of responding in writing rather than drama.

TEACHING/LEARNING STRATEGIES

1. Distribute handout – “Jesus and Intimacy” (BLM 3)
2. Whole class discussion: Compare and contrast student ideas on the definition of intimacy with the dictionary definition that is provided.
3. Read and discuss Jesus and Zacchaeus.
4. Introduce readings about Jesus and Friendship (BLM 4) and complete the Gallery Walk activity (BLMaP 5). Invite students to look up the passages and respond to the best of their ability in small groups.
5. The teacher may have to help through teacher feedback using part of answers from the teacher notes.
6. Students respond to the readings by creating a role-play that shows how the lessons from these on friendship apply to today.

Optional Activities

After the discussion on Zacchaeus, the teacher may want students to respond by written reflection on friendship. Students may reflect on the sayings about friendship. They may also use the sayings from *Fully Alive* student text p.52.

Black Line Masters and Appendices

Black Line Master 3 – Jesus and Intimacy
Black Line Master 4 – Jesus and Friendship
Appendix 5 – Gallery Walk
Black Line Master 6 – Friendship
Black Line Master 7 – Friendship Reflection Rubric

Jesus and Intimacy

According to Dictionary.com, the word Intimate means:

1. Marked by close acquaintance, association, or familiarity.
2. Relating to or indicative of one's deepest nature: *intimate prayers...*
3. Essential; innermost: *the intimate structure of matter.*
4. Marked by informality and privacy: *an intimate nightclub.*
5. Very personal; private: *a letter.*
6. Of or involved in a sexual relationship.

Important Note: This last meaning is the least common use of the term “intimate”. It is essential that the teacher make it clear to the class that this lesson is concerned with the first two meanings of “close acquaintance” and “relating to one’s deepest nature.”

We do know that Jesus had many close friendships. By examining some of his relationships, people can learn more about intimacy in all relationships.

Class Discussion **Jesus and Intimacy (Luke 19:2-10 NRSV)**
 A man was there named Zacchaeus; he was a chief tax collector and was rich. He was trying to see who Jesus was, but on account of the crowd he could not, because he was short in stature. So he ran ahead and climbed a sycamore tree to see him, because he was going to pass that way. When Jesus came to the place, he looked up and said to him, "Zacchaeus, hurry and come down; for I must stay at your house today." So he hurried down and was happy to welcome him. All who saw it began to grumble and said, "He has gone to be the guest of one who is a sinner." Zacchaeus stood there and said to the Lord, "Look, half of my possessions, Lord, I will give to the poor; and if I have defrauded anyone of anything, I will pay back four times as much." Then Jesus said to him, "Today salvation has come to this house, because he too is a son of Abraham. For the Son of Man came to seek out and to save the lost."

Zacchaeus was a person who worked for the enemy. Other people did not like him. They did not like the way he looked. Though he was wealthy – he was not happy. He was attracted to Jesus. He wanted a friend who he could admire – who would give him the desire to become a better person. He was so determined to see Jesus, he climbed the tree to see him and Jesus responded. Zacchaeus was so grateful that he shared his wealth with the poor.

- **Jesus was able to relate to people at a profound, intimate level. He brought out the best in the people he spent time with.**
- **No one who was chosen by Jesus was perfect.**
- **Do your friends bring out the best in you? Do you bring out the best in your friends? How?**
- **Peer pressure can help people learn to become better friends and better human beings by learning to imitate the qualities of good friends.**
- **Peer pressure can have the opposite effect – to bring others down and make them less than who God created them to be by allowing them to fall into temptation and develop the bad habits of friends.**
- **Are your friends helping you become a better person?**

BLM 4

Jesus and Friendship

Class Response

Passage Title and Citation	Explain how Jesus interacted with his friends/family.	How did the friends/family respond to Jesus? Did he/she become better a friend to him?	How did Jesus challenge men and women to be friends/ good family members to each other even today?
Philip and Nathanael John 1: 43-51			
The Wedding at Cana John 2:1-12			
Jesus walks on water Matthew 14:22-33			
Mary and Martha Luke 10:38-42			
Mary Anoints Jesus John 12:1-8			
Jesus and Peter John 21:15-19			

Now...

Write a script and perform a role-play for one of these scripture passages.
Be sure to show us the lesson Jesus teaches us today.

Role Play Rubric

Level	One	Two	Three	Four
Knowledge	Shows limited knowledge of Bible story	Shows some understanding of Bible story but lacking detail	Retells Bible story with all parts – beginning middle and end	Shows profound understanding of Bible story
Inquiry	Story does not fully respond to all questions	Story responds to most questions	Story responds well to all questions from perspective	Story responds well to all questions with perspective and insight.
Communication	Limited use of language conventions	Use of proper language conventions with several errors	Script written well in sentence with few errors.	Excellent communication of ideas.
Application	Limited application of challenge to society	Applies most challenge to society	Applies gospel story challenge to society	Excellent application of gospel challenge to society

BLM 4a

Jesus and Friendship – possible student responses:

Passage Title and Citation	Explain how Jesus interacted with his friends/family.	How did the friends/family respond to Jesus? Did he/she become better a friend to him?	How did Jesus challenge men and women to be friends/ good family members to each other even today?
Philip and Nathanael John 1: 43-51	Jesus recognized Nathanael, spoke truthfully to him and promised that he would “see greater things than these.” Jesus’ promise was a covenant an invitation to of friendship with him.	Nathanael had judged Jesus by his place of origin Nazareth. Nathanael responded to Jesus by becoming an apostle. Imagine his intrigue at becoming friends with Jesus.	People become friends based on attraction, the possibility of a rewarding relationship of fun and great things. It becomes a dynamic exchange of fun and discovery. People are given freedom to choose their friends as Jesus chose disciples.
The Wedding at Cana John 2:1-12	Jesus speaks to his mother in a surprising way – the way only close family members can speak to each other and know that there is still love. Jesus did as his mother requested in spite of his words.	Mary wanted to save the hosts the embarrassment of running out of wine. She invites Jesus to rise to the occasion and do what she knows he can do. Mary invited Jesus to perform a miracle – the first in John’s gospel.	Sometimes when true friends speak with each other and it is overheard – outsiders do not understand the language that is used. There are many unspoken understandings between friends like between Jesus and his mother. Friends will help each other do the right thing.
Jesus walks on water Matthew 14:22-33	Jesus saw that his friends were in danger on the boat. Jesus walked out to them on the water to help them. He consoled them – “Do not be afraid.”	The disciples were surprised to see Jesus. Peter wanted to respond. He wanted to walk on water too. He grew by trusting Jesus and imitating him.	Sometimes teens engage in high-risk activities. It takes much courage and even risk to “walk on water” to rescue a friend from danger. Youth need to affirm a true friend and trust the same way Peter trusted Jesus.
Mary and Martha Luke 10:38-42	Jesus spent time enjoying the hospitality of his friends. He interacted with men and women treating women with respect and honesty. When Martha wanted him to confront her sister, Jesus was honest with Martha and	Martha was welcoming but stayed with household tasks and criticized her sister for not helping out with the tasks. Mary was comfortable sitting and listening to Jesus.	Young men and women are exploring what it is to be male and female, discover their roles and spend time together. Real friends are able to give each other feedback and ask each other to look at a situation from a different perspective. Such a request

	invited her to let the chores go...		does not put a close friendship at risk.
Mary Anoints Jesus John 12:1-8	Jesus defended Mary's action of anointing his feet with expensive fragrance. Jesus allowed Mary to do this act of great kindness.	Mary was so grateful for the presence of Jesus, for his raising her brother from the dead, she responded to Jesus by anointing his feet.	Sometimes friends will commit random acts of kindness for each other. While it might seem undeserved, the best response is to say thank you, Mary for the life of her brother, and Jesus for the gesture of Mary.
Jesus and Peter John 21:15-19	Jesus asked Peter 3 times if he loves him. When Peter answers, Jesus asks him to care for the people. He asked him once for each time Peter had denied him. He let Peter know that the denial is over and in the future he will be faithful when his faith is challenged – even to the point that he too will die.	Peter had the courage to answer Jesus. He was hurt when Jesus asked three times for his denial of Jesus was a fresh wound that he was ashamed of. He was able to answer Jesus and he went on to be a great leader for the community.	Friends are able to talk about and forgive terrible hurts. The relationship can move on in a relationship.

Appendix 5**Gallery Walk****Materials Needed:**

- Chart paper
- Markers
- Bibles
- Masking Tape

STEP 1

Divide class into groups with bibles for each student and one chart paper and markers. Students will also need handout with list of readings. Write assigned reading at the top of the chart paper.

STEP 2

Ask students to read assigned reading and explain on chart paper what they learn from Jesus and his disciples/family about intimacy and friendship.

Give about 10 minutes at 1st poster, call time, move the chart paper and have students, reflect and record after reading the next reading. They will move 1 poster clockwise until all groups have written their insights on the poster.

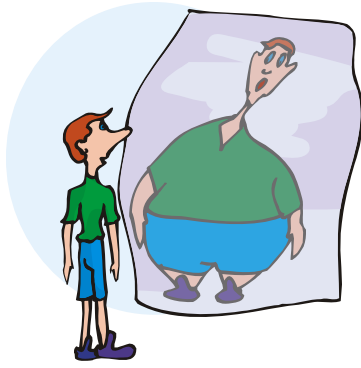
STEP 3

Provide time for students to observe each other's insights by presenting each poster or allowing time to tour and read each other's responses.

STEP 4

Allow students to choose a response to one of these readings about Jesus and friendship by creating a role-play reapplying the lessons learned in the time of Jesus to a modern situation.

Source: http://www.aea267.k12.ia.us/cia/index.php?page=teaching_strategies



Friendship

BLM 6

A Friend is a mirror of your better self.

Do your friends help you to see yourself more clearly?

Wishing to be friends is quick work, but friendship is a slow ripening fruit.
Aristotle

Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down.
Oprah Winfrey

There is nothing on this earth more to be prized than true friendship.
Saint Thomas Aquinas

A true friend never gets in your way unless you happen to be going down.
Arnold H. Glasow

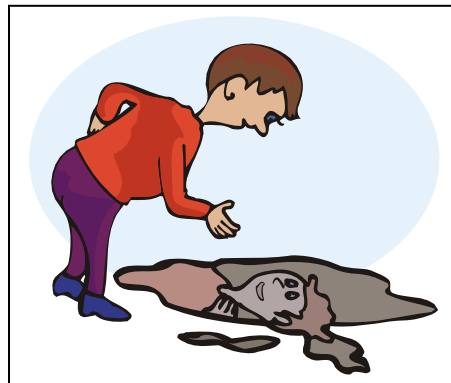
If it's very painful for you to criticize your friends - you're safe in doing it. But if you take the slightest pleasure in it, that's the time to hold your tongue.
Alice Duer Miller

An insincere and evil friend is more to be feared than a wild beast; a wild beast may wound your body, but an evil friend will wound your mind.
Buddha

Source: (http://www.brainyquote.com/quotes/topics/topic_friendship.html)

Friendship

*I spoke
You listened
Then you told me what I said
And I was enlightened.
Your gentle words struck me lightly
Like drops on a pool of water-
The waves moved and
I saw myself more clearly....*



BLM 7

Friendship Reflection Rubric

Choose one statement about friendship from the handout called “Friendship” or from page 52 of student text, or create your own.

Copy the statement at the top of the page.

Explain how that statement relates to one of your friendships – or someone you are aware of.

Is there an example of this statement in the life of Jesus? (Describe.)

What lesson does the statement and the life of Jesus teach you about friendship?

Level	One	Two	Three	Four
Inquiry	Reflection does not fully respond to all questions	Reflection responds to most questions	Reflection responds well to all questions	Reflection responds well to all questions with insight.
Communication	Limited use of language conventions	Use of proper language conventions with several errors	Written well in sentences and paragraphs with few errors.	Excellent communication of ideas in paragraphs with correct writing.
Application	Limited application of statement and life of Jesus	Applies mostly to statement and life of Jesus	Applies to statement and life of Jesus	Excellent application to statement and life of Jesus

Dating and Relationships Grade 7

Lesson Three

THE RELATIONSHIP CYCLE – FOCUS ON DATING

[Top](#)

Description

- Students will reflect on dating relationships.
- They will explore their understandings of dating from media and other sources – family, peers.
- They will be given information from authors who have written on the subject of dating relationships and have studied the issue.

Materials

- Appendix 8 and Appendix 9 for teachers
- Copies of BLM 10 test for students
- Fully Alive – Student Text
- Student notebooks

Notes to Teacher

The success of these lessons largely relies on classroom discussion. Negotiating rules for appropriate and respectful discussion will not only ensure the integrity of the lessons, but also promote and protect the dignity of each student.

- Students will begin to explore their opinions and practice reasoning.
- It is important to be positive towards their appropriate expression of opinion and to provide information to expand their knowledge/affirm their intuition by providing reasons/correct any misinformation.
- This is the opportunity for students to state their opinion and broaden their understanding by listening to classmates and listen to the teacher's information.

Ministry Learning Expectations

- explore intimacy, choice, and quality as significant aspects of relationships
- be encouraged to accept the changing nature of their relationships as they approach adolescence.
- explore the changes in relationships that occur because of sexual attraction
- deepen their understanding of the role of sexuality in their relationships
- explore their responsibilities toward themselves and others
- be encouraged to recognize the need for balance in their lives

Assessment Opportunities: suggestions for assessing expectations

Students will be assessed by written test. Their participation may be evaluated by checklist for learning skills.

TEACHING/LEARNING STRATEGIES

1. Organize classroom for class discussion as suggested on teacher instruction sheet Appendix 7.
2. Provide students with structure and format for lesson. Ensure that this is a discussion where they will be encouraged to respond and explain their responses. The purpose of the exercise is to consider questions related to dating and to understand why they believe what they believe.
3. Following the student responses the teacher will provide the students with information from Appendix 9 in a manner that sensitive to the student responses.
4. Students will be evaluated by expressing their opinion on the test. Some information may be noted on the chalkboard for student study purposes.

Black Line Masters and Appendices

Appendix 8– Four Corners: Teacher Instructions
Appendix 9— A Close Up on Dating – Teacher Resource
Black Line Master 10 Dating and Relationships Test

Optional Activities

It might be worthwhile to show a video dealing with the consequences of premature sexual activity. One that is age appropriate for Grade 7 is “It Ain’t Worth It” with NBA star A.C. Green. Check your board’s resources.



Four Corners: Teacher Instructions

LABEL CORNERS: Strongly Agree, Agree, Disagree, Strongly Disagree.
Place strongest opinions in diagonal corners, the furthest apart...

HAND OUT LIST of issues or belief statements, be clear that they **MAY NOT** put their names on them...have them privately label each statement w/code: **SA** = Strongly Agree, **A** = Agree, **D** = Disagree, **SD** = Strongly Disagree

COLLECT, shuffle and redistribute, telling people that they must put it back in the mix if they recognize it to be their own...

TELL them that when they move to a corner, they must meet and greet one another (handshake, names, etc.) and subgroup themselves into groups of no more than five so that they will be part of the discussion...

Once they have done that, then they will have one or two minutes to brainstorm that issue from that perspective -- whether it agrees with their thinking or not. They must **appoint** a spokesperson that will share their groups thinking when called upon...

CALL OFF the number of the item or the issue and have them move to the corner that represents the person whose paper they are carrying...

LEAD - the discussion by moving back and forth from group to group, keep the talk positive.

Once each issue has been openly talked through, use the teacher resource to inform students of the perspective of the author who addresses that issue.

(source: <http://www.aea267.k12.ia.us/framework/index.php?page=framework-teaching>)

Teacher Resource: A Close Up on Dating

1. Teenagers should date after they are sixteen years old. Michael Gurian A Fine Young Man 1999 (p. 111) Gurian focuses his study on brain development and emotional structure. Intimate relationships too early have “not only sexual health risks but also risks to the core self.” (p.110) Sometimes early intimacy happens when family or peer relationships are “problematic in significant ways.” (p.110)

...we find him moving to romantic intimacy too early for his developing brain and emotional structure to truly handle. When, for instance he cannot wait to get away from a domineering mother or cruel father, romantic intimacy is an escape from the pain, an alternative structure set up by the core self to give it a refuge. Thirteen or fourteen is too young for a boy to be neglecting other friends because he’s spending time with one girl. An adolescent male who becomes seriously involved before fifteen or sixteen is most likely not capable of maneuvering the involvement without serious risks, not only sexual health risks but also risks to the core self. Even many stage 2 adolescents (14-17 years) aren’t close to ready. Their physical, cognitive and emotional changes have not advanced enough. They stand to lose themselves in romantic love rather than gain themselves.

2. “Date people your own age.” Sean Covey The 6 Most Important Decisions You’ll Ever Make. 2006 p.188 Covey takes a strong position on abstinence from a reasoned perspective. He provides dating guidelines based on advice from young people. Rule of thumb – not more than two years. Covey provides 6 well-explained dating guidelines that are consistent with Gurian (see above). His “6 Guidelines to Intelligent Dating” are: 1. Don’t date too young. 2. Date people your own age. 3. Get to know lots of people. 4. Date in groups. 5. Set your own boundaries – as to whom you will date and what qualities your date should have and also decide in advance what you are willing and not willing to do. 6. Have a plan – here he includes a list of fun and cheap dates! (pp. 187-192)
3. “On the whole, a teenage guy’s focus isn’t love and romance; it’s sex and getting sexual.” DiMarco’s book addresses young women and invites them to establish personal boundaries and stick to them. It is written from a Christian perspective and is compassionate to those who may have gone too far already. The above statement is challenging the intention of dating – it should be addressed to both boys and girls. Haley DiMarco Technical Virgin 2006 (p.52)
4. The general impression many teens have from the popular media is that “everyone is doing it”. Bibby makes the point that teen sexual activity has not changed much since 1984. We often focus on the negative behaviour rather than the positive. Actually far less than half of teens in high school have engaged in sexual intercourse. Reginald Bibby: Canada’s Teens Today, Yesterday, and Tomorrow 2001 p. 318
5. About half of teens who had sex wish they had waited. Covey makes the point that just because some teens have had sex, many of them wish that they had not. The fact that many teenagers have had sex, does not provide us with a moral evaluation of whether or not even they think it was the correct thing to do. Students should not allow that things

happen to be the moral standard that make it correct action. Sean Covey: The 6 Most Important Decisions You'll Ever Make. 2006 p.211

6. "Even if you aren't technically going all the way, it's still a major giving of your most intimate self." DiMarco advocates boundaries that include no genital contact. She points out that so called "alternative" sexual activities can lead to the spread of STDs and violate God's command to be faithful. Haley DiMarco Technical Virgin 2006 p. 103
7. "Youth in the middle teens are doing trial-and-error work in the area of intimacy as much as they are in learning how to drive or think out calculus problems." Michael Gurian A Fine Young Man 1999 (p. 137) Gurian wants young people to develop the resources they need to deal with relationships. There needs to be balance amongst family and peer relationships. Teens need mentors to seek guidance in dating relationships. There is a learning curve. Teens will make mistakes like they do in other areas, and they need the resources to provide feedback and support when mistakes happen. A great resource is What Teens Need to Succeed, a book that outlines for teens 40 developmental assets to help them deal with challenges such as dating relationships. The belief is that the more resources a teen has, the more equipped he/she is to deal with challenges. Some assets are – positive peer influence, positive adult relationships, restraint (including abstinence) and a faith community. These developmental assets can be found at <http://www.search-institute.org/assets/>. Also available is a catalogue for educators and Faith Communities. The book is not appropriate for students because while it does promote abstinence it also suggest use of condoms for teens that decide not to abstain.
8. More than eighty-five percent of teens in Canada want to get married and stay with the same partner for life. Reginald Bibby: Canada's Teens Today, Yesterday, and Tomorrow 2001 p. 318 In spite of the apparent relativism and cynicism of the post-modern age, Bibby was not able to empirically determine that marriage and family life is coming to an end in Canada. Teens want to get married and stay married for life.

The Ontario Conference of Catholic Bishops wrote a letter titled "Intimacy and Sexuality: A Letter to Catholic Secondary Students in Ontario from the Roman Catholic Bishops of Ontario" (<http://www.occb.on.ca/english/intimacy.html>). Here the Bishops reveal that they understand the messages in society that contradict Catholic tradition. They invite young people to consider the call to chastity and support young people to follow their dreams towards a faithful marriage. The bishops understand that adolescent relationships provide teens with the skills of intimacy that lead to the possibility of fidelity in marriage.

"Friendships during adolescence are usually much more intimate than childhood relationships. You have a better understanding of yourself, a more developed personality to share with others, and a greater desire to explore the many possibilities of human relationships. You give more to your friendships, because, in a sense, there is more of you to give." (OCCB, 1994)

As students develop into Catholic High School Graduates, it is hoped that students will develop the relationship skills practicing chastity "expressed notably in friendship with one's neighbour... it leads to spiritual communion." (CCC 2347) This practice of chastity prepares students for the total self-giving commitment of marriage. Church teaching supports their desire for marriage and the happiness they desire in living out that commitment.








Dating and Relationships Test

Name: _____

BLM 10

Part 1 - Knowledge

Match column A to column B by writing the correct letter next to the matching picture.

	Column A	Column B
_____	 Early Dating	A) Union between a man and woman that symbolizes the love of God for all people
_____	 Early Family Relationships	B) A time to solidify goals and dreams and to explore commitment further, and get to know each other's family.
_____	 Early Peer Relationships	C) Begins to ask is this a relationship that can lead to commitment?
_____	 Engagement	D) Characterized by new feelings, attraction, and infatuation. Sometimes short relationships.
_____	 Later Dating	E) More time spent with peers, beginning to include both sexes
_____	 Later Peer Relationships	F) Usually same sex relationships where there is development of social skills
_____	 Marriage	G) Bonding with family and extended family

/15 Knowledge

1. Explain intimacy as “close acquaintance” and “relating to one’s deepest nature.” Provide three examples of relationships where there is such intimacy. (5 marks inquiry)

2. Explain one lesson that you have learned about Jesus and friendship in this unit. How does this apply to one of your friendships now? (5 marks inquiry)

/10 Inquiry