

**Unit 3:**  
**Personal and Family Relationship Planning**

**Essential Question:** What can be done to encourage successful life management, employment and career development?

**Lesson Problem:** Why plan for a career, family, and healthy interpersonal relationships?

**National FCS Standards**

(Refer to: <http://nasafacs.org/national-standards--competencies.html> )

**Content: 15.0 Parenting**

**Comprehensive Standard:** 15.1: Analyze roles and responsibilities of parenting.

**Competency:** 15.1.2: Analyze expectations and responsibilities of parenting.

**Content: 6.0 Family**

**Comprehensive Standard:** 6.1: Analyze the effects of family as a system on individuals and society.

**Competency:** 6.1.6: Analyze the effects of change and transitions over the life course.

**Kansas Family and Consumer Science Competencies**

**Content: Family Studies (22208/22218)**

**Benchmark:** 5.5: Analyze functions and expectations of various types of relationships.

**Competency:**

5.5.1: Analyze processes for building and maintaining interpersonal relationships in families.

**Benchmark:** 5.6: Examine personal needs and characteristics and their effects on interpersonal relationships.

**Competencies:**

5.6.1 Investigate the effects of personal characteristics and needs on family relationships.

5.6.4 Analyze the effects of lifespan events and conditions on family relationships.

**Content: Human Growth and Development (45004/45014)**

**Benchmark:** 12.4: Analyze functions and expectations of various types of relationships

**Competency:**

12.4.1 Analyze processes for building and maintaining interpersonal relationships across the lifespan.

**Benchmark:** 12.5: Examine personal needs and characteristics and their effects on interpersonal relationships.

**Competencies:**

12.5.1 Recognize personal needs over the lifespan.

12.5.2 Investigate the effects of personal characteristics and needs on relationships throughout life.

**Basic Skills:** (red font/highlighted)

**Language Arts, Math, Science, Social Studies**

**21<sup>st</sup> Century Process Skills:** (red font/highlighted)

- Thinking and Problem Solving: **Critical Thinking, Problem Solving** (Flexibility), Creativity (Innovation)
- Information Literacy and Communication Skills: **Communication** (Media Literacy, Technology)
- Leadership and Collaboration: Leadership (Initiative), Management (Productivity), Goal Setting, **Decision Making**

**Learning Objectives:** The learner will:

- Analyze processes for building and maintaining interpersonal relationships in families across the lifespan.
- Recognize personal needs over the lifespan.
- Examine the effects of personal needs and characteristics of interpersonal relationships.

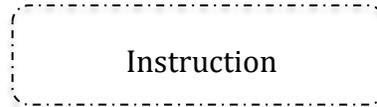
**Vocabulary:**

Relationships (Types of)

Casual /Romantic/Serious/Marriage

Family

Parenthood



**Bell work: (5-10 minutes)**

*(Post or project question(s) on the board as students enter the classroom.)*

*Describe what you think would be the perfect future?*

*What characteristics do you feel are desirable in a boyfriend/girlfriend?*

*Do you see yourself having children someday? Why or why not?*

*(Use a random calling system to ask students for their reason's for planning for the future.)*

**Introduction (anticipatory set):**

*(Teacher Note: This unit is activity driven. Review the entire list of activities before beginning.)*

**Teacher: What is your Vision?** (35 minutes/activities included)

A. What is your vision for your future? For some of you, this is an easy question. You've thought about it, and you have a sense of what you will do and when you will do it. Others of you may not have much of a sense about what lies ahead in your life.

The truth is you can influence what happens in your future. Yes, there are some things that you have no control over, but there are many things that you can control. Many decisions that you make at this point in your life will affect what happens in your future. *(Consider adding a personal story about why you decided to become a teacher, or maybe what you thought life would be like and how it relates to what your life is like now.)*

**Activity #1: 10 Years** (12 minutes) (Worksheet 3.1)

Students are given a worksheet that has them answer questions about what their life was like 10 years ago, what their life is like today, and what they want their life to be like in 10 years. Have students share with the class.

*(NOTE: It might be a good idea to have one as the teacher, so they can see more of a difference in the teachers answers than seen in their own.)*

**Activity #2: Picture your Future-Influence your Future** (20 minutes) (Worksheet 3.2)

Have each student draw/small sketch of what they want for their future on one side of the worksheet and then allow for students to answer questions on the other side. Questions on the handout include the following:

1. What do you see yourself doing after high school?
2. Do you plan to go to college or technical school? If so, what do you see yourself studying?
3. What job or career do you see yourself pursuing?
4. Do you plan to get married? Why or why not? If so, when would be the ideal time to do so?
5. Do you plan to become a parent? If so, when do you see that happening? How many children would you like to have?
6. Do you think love and marriage will come before the baby carriage in your life? Why or why not?
7. Do you see yourself paying child support? Why or why not?

*[Teacher Note: You may want to complete Activity #6—“Personal Timeline” here. Review to determine best placement. Activity #6: Personal Timeline (15 minutes) (Worksheet 3.7)]*

## **Lesson Process (with Activities):**

### **B. Teacher Lecture: Types of Romantic Relationships (15 minutes)**

*(Teacher Note: A teacher reference has been developed with main points from the following lecture. This can be used as a reference for other applications. See Teacher Reference 3.3)*

The teen years serve as a time in our life to learn about ourselves, set goals for our future and determine what we want in our personal relationships. We are all in relationships in our lifetime--family, friends, co-workers, teachers and others. Each type of relationship is different. One type that is usually introduced at this time is dating relationships. Dating offers one way of learning about romantic relationships which is linked with finding that person you want to spend your life with.

There are several functions of dating, they include:

- Understanding others and understanding yourself
- Provides companionship that could lead to long-lasting relationships
- Improves communication skills
- Allows people to learn negotiation and problem solving skills
- Provides the opportunity to take responsibility for your actions
- Gives you the opportunity to evaluate personality traits you most like in a partner.

Dating is part of relationship exploration. Some forms of dating and future long-term relationships include:

- **Casual Relationships:** Sometimes it is group dating where a group of people spend time together and develop relationships. It refers to a non-exclusive, one on one relationship. You are not technically in a committed relationship with one person. You can go out on dates with a few different people (It's not Facebook official)
- **Serious Relationship:** One-on-one dating on a regular basis over a long period of time. It's a commitment by the couple to be exclusive (had the “define the relationship talk, or DTR”. You may be introduced to the boyfriend/girlfriend's family and relationship may be “Facebook official”.
- **Marriage:** agree to a permanent commitment. You have already been through the engagement stage, and have a marriage license. You are now planning and saving for the future together.

### **Activity #3: Relationship Continuum Handout (15 minutes) (Handout 3.4)**

Students could now complete this handout individually. After completion of activity, teacher should direct conversation by asking students about appropriate ages for each section and characteristics for each section.

*(Use calling system to include every student in discussion.)*

### **Activity #4: Personal Relationship Continuum Activity (25-30 minutes) (Worksheet 3.5)**

Ask students to think about what's important to them in a romantic relationship. Begin by thinking about how their criteria might change as relationships get more and more serious. *(Read through each section of the Relationship Continuum (Worksheet 3.4) with students and have students complete the activities as directed. Consider having directions on a power-point for visual help to students and include writing down examples of each section on the board as students complete the activity.)*

### **Activity #5: Create-A-Mate Auction (45-60 minutes) (Teaching Resource3.6; Worksheet 3.9)**

*(Pre-planning: Create fake money as each student will be given \$100 in cash to bid on their characteristics. Varied denominations might be appropriate. OPTIONAL: Ask an auctioneer to lead the bidding.)*

Project a listing of different characteristics that students might consider in a future spouse (not all the characteristics need to be considered desirable.)

*(You may want to review the list to ensure they are appropriate for your school setting and community situation. Remove any category that does not meet your needs. Add others that are missing in your opinion.)*

Allow the students about 5 minutes to review their previous notes about characteristics they are looking for so they can highlight the traits they desire in a partner/spouse. Each student is given \$100 in fake money and may use it to purchase the different traits they want. Each student will need to bid on at least 5 traits. When the auction is over, the teacher will “draw” all remaining traits for students. Students may choose to accept that trait or not. Students will then answer a few questions about how their created mate may be similar to a future mate they would want, or how their created mate differs from the future mate they want. (*Directions are included in handout materials too.*)

**Activity #6: Personal Timeline** (15 minutes) (Worksheet 3.7)

Teacher: Read through directions of handout with students and check for understanding of assignment. Allow students time to complete timeline. (*You may want to complete this activity earlier in the unit.*) (*Alternative Activity—Draw a timeline on the board and allow students to give input on what age they think the average person experiences each life even. List on the timeline.*)

**Activity #7: Education and Income** (45-60 minutes)

Students could research a job or career they would like to pursue in the future. They could find out how much schooling they will need, what the income will be, and what the typical daily life of the job would include and then analyze how the job/career may impact their future relationships and family life. Determine and create the items you want the students to research. (*NOTE: This activity is reflected in the debriefing questions so be sure to complete it OR remove that debriefing question.*)

**Activity #8: Where do you stand?** (20 minutes) (Teacher Resource 3.8)

Have students stand up by their chairs and divide the room in half. (One side agrees, one side disagrees) Read off statements listed on Teacher Resource 3.8 and have students move to the side of the room that best represents their opinion. Lead discussion with students on why they choose the side they did. Discuss any items deemed appropriate.

**Debriefing Questions:** (*You may want to consider these as assessment questions rather than part of a classroom discussion.*)

**Technical:**

- What are three types of relationships?
- What is the function of dating?
- What traits are desired in a long-term relationship?

**Interpretation:**

- Why is it important to have a plan for your future when it comes to love, relationships, and parenthood?
- How important is it to locate a partner/spouse with your desired characteristics? Explain your answer.
- How will a career impact your future family and relationships? (*This is related to Activity #7. Remove if not completed.*)
- How can decisions you make now impact your future? Provide several examples?

**Reflective:**

- What would it mean if undesirable characteristics are found in a partner/spouse?
- What steps do you need to take to become more prepared for your future? In your relationships? In your family?

**Assessment:**

FCCLA Families First\*: Balancing Family and Career Unit ([www.fcclainc.org](http://www.fcclainc.org) --\*FCCLA affiliation is required.)

Activity participation

Debriefing question answers

**Teaching Resources:**

- *Strengthening Family and Self*, Good heart-Wilcox (Copyright © 2012 The Good heart-Wilcox Co) (<http://www.g-w.com/strengthening-family-and-self-2010>)
- *7 Habits of High Effective Teens*, Sean Covey (Copyright, Free Press, 2004 )  
<https://www.stephencovey.com/7habits/7habits.php>
- *The 6 Most Important Decisions You'll Ever Make*, Sean Covey (Copyright, Franklin Covey, 2012)  
[http://www.seancovey.com/books\\_6decisions.html](http://www.seancovey.com/books_6decisions.html)
- <http://www.fcclainc.com>

**Materials/Equipment:**

- Visual Presentation
- Access to computers/laptops
- LCD Projector and laptop
- Elmo or document camera
- Fake Money (\$100 per student)

**Handouts/Worksheets/References:**

- 3.1—10 years
- 3.2--Picture your Future
- 3.3—Teacher Reference: Types of Relationships
- 3.4—Relationship Continuum
- 3.5—Your Personal Relationship Continuum
- 3.6a—Teacher Reference: Create-A-Mate Auction Reference
- 3.6b—Create-A-Mate Auction
- 3.7—Personal Timeline
- 3.8—Teacher Reference: Where do you Stand
- 3.9—Create-A-Mate Reflection

**FCCLA Integration:** ([www.fcclainc.org](http://www.fcclainc.org) *Affiliated chapter is required to use these materials.*)

National Program: Families First--Balancing Family and Career Unit

Power of One: Family Ties Unit

FCCLA STAR Events:

- National Programs in Action (Families First)
- Interpersonal Communications
- Illustrated Talk (Good and Poor Relationships)
- Life Event Planning
- Advocacy—Family or Child Welfare Policy

**Optional/Additional Learning Activities/Follow Up:**

- Lesson could lead well into healthy marriage. (*Covering Unit 4: Marriage after this unit is suggested.*)
- Discuss Pillars of Character (*Explore texts for reference materials or your teaching resource sources.*)
- Graphic Organizer for Student Notes—Use organizer students are used to using.
- Show movie clips of healthy and unhealthy relationships. Discuss why they are healthy and unhealthy examples. (*Ensure school policies on Hollywood movies in the classroom are followed.*)
- Discuss how children learn about relationships. Include the impact of poor relationship role models on the child's perception of adults and parents.

Worksheet 3.1

# 10 Years

The date (ten years ago today)  
was: \_\_\_\_\_

The date today is:

The date (ten years from now)  
is: \_\_\_\_\_

My name is: \_\_\_\_\_

\_\_\_\_\_

I am \_\_\_\_\_ years old.

My name is: \_\_\_\_\_

I live in:

I am \_\_\_\_\_ years old.

I live with:

I live in:

My favorite things to do were:

I live with:

I feel:

My favorite things to do are:

I feel:

My name is: \_\_\_\_\_

I am \_\_\_\_\_ years old.

I live in:

I live with:

My favorite things to do might  
be:

*Worksheet 3.2*

**Picture your Future-Influence your Future**

1. What do you see yourself doing after high school?
  
2. Do you plan to go to college or a technical school? If so, what do you see yourself studying?
  
3. What job or career do you see yourself pursuing?
  
4. Do you plan to get married? Why or why not? If so, when would be the ideal time to do so?
  
5. Do you plan to become a parent? If so, when do you see that happening? How many children would you like to have?
  
6. Do you think love and marriage will come before the baby in your life? Why or why not?
  
7. Do you see yourself paying child support? Why or why not?

## Types of Relationships

### **There are several functions of dating, they include:**

- Understanding others and understanding yourself
- Provides companionship that could lead to long-lasting relationships
- Improves communication skills
- Allows people to learn negotiation and problem solving skills
- Provides the opportunity to take responsibility for your actions
- Gives you the opportunity to evaluate personality traits you most like in a partner.

### **Some forms of dating and future long-term relationships include:**

-*Casual Relationships*: group dating: a group of people spend time together and develop relationships; non-exclusive, not one to one relationship. You are not technically in a committed relationship with one person. You can go out on dates with a few different people (It's not Facebook official.)

-*Serious Relationship*: One-on-one dating on a regular basis over a long period of time. It's a commitment by the couple to be exclusive (had the "define the relationship talk, or DTR". You may be introduced to the boyfriend/girlfriend's family and relationship may be "Facebook official".

-*Marriage*: agree to a permanent commitment. You have already been through the engagement stage, and have a marriage license. You are now planning and saving for the future together.

## Relationship Continuum

**Directions:** Think about each of the following types of interactions and relationships. Decide the following:

- What age do you think someone should be taking part in this type of interaction/relationship?
- What characteristics should people look for in a partner when they get into this kind of relationship?

1. First boyfriend/girlfriend-relationship mainly by phone

Appropriate age range: \_\_\_\_\_

Characteristics people look for:

2. Group Dating-go out/hang out with a group of friends

Appropriate age range: \_\_\_\_\_

Characteristics people look for:

3. Go out casually with someone, one-on-one, off-and-on dating

Appropriate age range: \_\_\_\_\_

Characteristics people look for:

4. Go out with someone seriously-see each other at least weekly

Appropriate age range: \_\_\_\_\_

Characteristics people look for:

5. Make the relationship exclusive-agree not to see anyone else

Appropriate age range: \_\_\_\_\_

Characteristics people look for:

6. Make a commitment-agree that the relationship is permanent (engaged)

Appropriate age range: \_\_\_\_\_

Characteristics people look for:

7. Get married: enter into a legal contract

Appropriate age range: \_\_\_\_\_

Characteristics people look for:

8. Have a child together

Appropriate age range: \_\_\_\_\_

Characteristics people look for:

## Your Personal Relationship Continuum

Think about what's important to you in a romantic relationship. We'll begin by thinking about how your criteria might change as relationships get more and more serious.

### Where to begin....

Are there any character traits that the person must have?

Are there any qualities that the person might have that would totally be unacceptable to you?

### And now, let's think about how these might change over time...

**Casual Relationships:** If you were going out casually with someone, what kinds of characteristics would you want that person to have? List them here:

We'll call these your "non-negotiables". List them here:

MUST haves:

MUST NOT haves:

**Serious Relationships:** What would you like to see in a serious boyfriend/girlfriend?

What are your non-negotiables in a serious relationship?

MUST haves:

**MUST NOT** haves:

**Marriage:** What would you want in a partner/spouse?  
What are your non-negotiables in a serious relationship?

**MUST** haves:

**MUST NOT** haves:

**Parenthood:** What kind of person would you want to share parenthood with?  
What qualities must the person have? What qualities would be unacceptable?

What are your non-negotiables?

**MUST** haves:

**MUST NOT** haves:

Teacher Reference 3.6a

*(Teacher NOTE: Review list of traits and adapt or remove any which are not deemed appropriate for your students, school or parents.)*

*PREPARATION: Copy one copy of Worksheet 3.6b “Create a Mate Activity” and 3.9 “Create a Mate Reflection” per student.*

## **Create-A-Mate Auction Reference**

1. Each student will be given \$100 to bid on characteristics that they want in a future partner/spouse.
2. Project the characteristics on the following pages, allowing students to pick their top five. These will be the traits they bid on. They will list their top traits on Worksheet 3.9
3. You the teacher will be the auctioneer and will call out a trait, and start the bidding at a certain level. If students want to bid at that price, they should raise their hand. The first hand that the auctioneer (you) see should be considered.
4. The price will then be raised and the bidding will start again. This will continue until one person wins the bid.
5. Once the bid is won, mark the bid as “sold”. Each student should mark off the sold traits and the winner should circle the trait. NOTE: Each student can only have ONE trait in each category.
7. Students will not be able to bid on every trait they want. When the auction is over, some categories will be left without a chosen trait, draw from what is left until all the remaining characteristics are spoken for.
8. Assign each student to complete Handout 3.9 “Create a Mate Reflection” as it pulls the activity together.

**Height**

- a. Above 6'3"
- b. 6' to 6'3"
- c. 5'8" to 6'
- d. 5'4" to 5'8"
- e. Under 5'4"

**Build**

- a. Super-skinny twiggy
- b. Very muscular/body builder
- c. Somewhat muscular/toned
- d. Average with a little curve
- e. Voluptuous/curvy

**Hair color**

- a. Dark
- b. Red
- c. Blonde
- d. Natural
- e. Multicolor/highlight/dyed

**Eyes**

- a. Brown & Beautiful
- b. Brown & Bland
- c. Big & Blue
- d. Golden
- e. Hazel/Green

**Music Preference**

- a. Country
- b. Pop
- c. Rap/R&B
- d. Rock
- e. Indie/emo

**Personality**

- a. Loud, outgoing, friendly
- b. Quiet, reserved
- c. Jokester, class clown, funny
- d. Snobby, rude, selfish
- e. Quiet at first, loud around friends

**High School Clique**

- a. Jock
- b. Druggies
- c. Gothic
- d. Nerds
- e. Average

**Relationship History**

- a. 1 past serious relationship
- b. Never been in a relationship
- c. 2 serious relationships, 1 baby
- d. Only dates, never in serious relationships
- e. Just ended a 3 year

- f. relationship last week

**Family History**

- a. Parents divorced, alcoholic father
- b. Abusive father, alcoholic mother
- c. Parents divorced & happily remarried
- d. Parents happily married
- e. Father in jail, mother dead, in foster services

**Religion**

- a. Christian
- b. Jewish
- c. Muslim
- d. Agnostic
- e. Atheist

**Violent Tendencies**

- a. Kicks & hits pets, but not people
- b. Suspended for fighting 3 times
- c. Abusive, has sent 3 girl/boyfriends to hospital
- d. Often yells and cusses at parents
- e. Calm, passive, non-violent

**Talents**

- a. Athletic
- b. Musical
- c. Intelligent
- d. Good with kids
- e. Funny

**Financial Class**

- a. From a rich family
- b. Parents on welfare
- c. Middle class
- d. Family of doctors
- e. Working class

**Age**

- a. 14-16
- b. 17-19
- c. 20-21
- d. 21-25
- e. 25-35

**Number of Future Children Desired**

- a. None
- b. 1-2
- c. 3-4
- d. 5-6
- e. 7 +

**Morals/Values 1**

- a. Never smokes/drinks
- b. Sometimes smokes/drinks
- c. Often smokes/drinks
- d. Daily smokes/drinks
- e. Tried it but didn't like it

**Morals/Values 2**

- a. No physical relations until married
- b. Physical relations okay after 2 date
- c. Physical relations okay after 3 months
- d. Physical relations okay after 6 months
- e. Physical relations depending on relationship strength.

**Values**

- a. All values are mutual
- b. Most values are mutual
- c. Some values are mutual
- d. Only 1-2 values are mutual
- e. Shared values don't matter

**Interests**

- a. All same interests
- b. Some same interests

- c. 1-2 same interests
- d. No same interests
- e. Interests change monthly

**Race**

- a. Caucasian
- b. African American
- c. Hispanic
- d. Chinese
- e. Japanese

**Education Level**

- a. High School drop out
- b. High School graduate
- c. Associates degree
- d. Bachelors degree
- e. PhD

(Teacher NOTE: Review list of traits and adapt or remove any which are not deemed appropriate for your students, school or parents. )

## **Create-A-Mate Auction**

1. You will be given \$100 to bid on characteristics that you want in a future partner/spouse.
2. First, look at the next page and decide which characteristics are the MOST important to you. These are the traits that you will want to bid on. List them here:

### **5 Characteristics I feel are the MOST important**

- 1.
- 2.
- 3.
- 4.
- 5.

3. On the board, you will see traits that you will be bidding on. The auctioneer will call out a trait, and start the bidding at a certain level. If you want to bid at that price, you will raise your hand. The first hand that the auctioneer sees up will be considered.
4. The price will then be raised and the bidding will start again. This will continue until one person wins the bid.
5. Once the bid is won, come up to the board and collect your trait.
6. As you bid and win traits, circle the trait on your sheet. You may only have ONE trait in each category.
7. You will not be able to bid on every trait that you want. When the auction is over, some categories will be left without a chosen trait, we will draw from what is left until all the remaining characteristics are spoken for.
8. Fill out the final page. It compares your created character with what you feel like is your ideal partner.

### Height

- f. Above 6'3"
- g. 6' to 6'3"
- h. 5'8" to 6'
- i. 5'4" to 5'8"
- j. Under 5'4"

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- j. Father in jail, mother dead, in foster services

### Religion *(optional)*

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- g. Jewish
- h. Muslim
- i. Agnostic
- j. Atheist

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- i. Chinese
- j. Japanese

**Education Level**

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## Personal Timeline

Often as people think about the future, they imagine what they will do and may even have a pretty clear idea about when certain thing will happen for them. Have you ever thought about experiences you want to have in your life and when you want to have them?

Below you will find a list of experiences that some people want or expect to have. Review the list and put a check beside those you want in your future. Write in any other experiences that are important to you.

### Key events in Your Future:

- graduating from high school
- falling in love
- attending college
- starting a career
- getting your own place
- traveling to new places
- getting into a committed relationship/getting married
- having a child/children
- \_\_\_\_\_
- \_\_\_\_\_

**Timeline:** Now on the timeline below write in each of the experiences that you've checked in the corresponding place on the timeline to indicate when you want or expect it to happen. (*Extend the line if you want additional life years.*)



*Teacher Resource 3.8*

**Directions:** *Have students stand. Assign one classroom wall as the “agree” wall and one as the “disagree” wall. The middle refers to being undecided. As statements are read, students move. Discuss as deemed appropriate. Review and edit list based upon your community situation.*

## **Where Do You Stand?**

1. Partners in a relationship should see and respect each other as equals.
2. Marriage is harder than parenthood.
3. In male/female relationships, guys should take the lead-they should do the asking out and the paying.
4. If a couple gets divorced, it's best if the child lives with the mother and the father pays child support.
5. Both the woman and the man should contribute to the financial support of their children.
6. Its best for children if their parents are happily married and live in the same home.
7. There is no such thing as a 50/50 relationship.
8. Age shouldn't make a difference if two people love and care about each other.
9. I think it's OK for a committed couple to live together rather than get married.
10. Commitment and marriage should come before parenthood.
11. A woman should always be able to take care of herself and never completely depend on a partner to support her and the family.
12. Once you're married you should stay married and not get a divorce.



## **Create-A-Mate Reflection**

After completing the Create-a-Mate Auction, complete the following:

### **Who I WANT to end up with....**

Draw/Describe characteristics of the type of person you want to be in a long-term significant relationship with. Include the areas from the previous page and add others.

### **Who I ended up with....**

Describe/Draw the person that you ended up with based on the create-a-mate auction. Make sure to include all the areas from the previous page. If you can't draw it, then write the trait or just describe the person in paragraph form.

## Discussion Questions....

Answer the following reflection questions:

How does your partner/spouse from the activity compare to the person that you want?

How is the auction like relationships in the real world?

How is the auction different than real life?