



## Complex Dynamics of Human Attraction and Adolescent Issues Relating to It

<p><b>Lesson Plan for Grades:</b> 12<sup>th</sup> grade, (as topic is mature) <b>Length of Lesson:</b> 50 minutes</p>
<p><b>Authored by:</b> UT Environmental Science Institute <b>Date created:</b> 11/14/2017</p>
<p><b>Subject area/course:</b></p> <ul style="list-style-type: none"> <li>Advanced Health; Sociology</li> </ul>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Student handouts (1 per student), and enough pencils for all students, and colored pencils/markers in red and green for all groups</li> <li>Access to white board/chalk board or document camera along with appropriate writing utensils</li> </ul>
<p><b>TEKS/SEs:</b> <b>§115.33. Advanced Health, Grades 11-12</b> (3) Health information. The student investigates the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:</p> <ul style="list-style-type: none"> <li>(E) analyze behavior in romantic relationships that enhance dignity, respect, and responsibility.</li> </ul> <p><b>§113.46. Sociology</b> (7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:</p> <ul style="list-style-type: none"> <li>(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders;</li> </ul>
<p><b>Lesson objective(s): Students will be able to (SWBAT):</b></p> <ul style="list-style-type: none"> <li>Analyze and record what attributes lead to feeling attraction.</li> <li>Design a research experiment that can assess how much of an impact each of these attributes has on attraction.</li> <li>Present possible reasons for how feeling attraction can lead to issues such as dating violence, teen parenting, drug use, suicide, eating disorders, and identity issues regarding dating and sexuality.</li> </ul>
<p><b>Differentiation strategies to meet diverse learner needs:</b></p> <ul style="list-style-type: none"> <li>The teacher should ask students whether they prefer to read or watch videos to learn about concepts; then have students learn in their preferred learning style. However, the teacher may assign students certain methods to improve their skills. For example, if a student prefers reading, teachers may have them watch a video and take notes to improve their listening skills.</li> <li>ELL students and students with learning disabilities should have multiple forms of instruction including visual and written instruction sheets as well as a verbal instruction and demonstration.</li> </ul>
<p><b>ENGAGEMENT (5 minutes)</b></p> <ul style="list-style-type: none"> <li>“Whether it be as a future best friend, a boyfriend/girlfriend, or partner, have you ever wondered what makes you feel attracted to someone?”</li> <li>Main concept questions: “Keeping it classroom appropriate, what is the main thing that leads us to feel attracted? Let’s break it down, first looking at the different factors that all play a role in creating attraction between two people. ”</li> <li>Possible Student Guiding Questions that Should be asked by the Teacher:             <ol style="list-style-type: none"> <li>What does it mean to feel attracted to someone?</li> </ol> </li> </ul>



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- *Feeling like you want to date them/engage with them*
  - *Accepted responses may be variable*
  - 2. Can attraction change over time for humans?
    - *The process of evolution and how big of an effect it plays on human roles and relationships*
    - *Accepted responses may be variable*
  - *Expected Student Responses to main concept questions:*
    1. *When you like the way they smile, or something else physical.*
    2. *When you think they look pretty/handsome/cute/etc.*
    3. *When they're funny or friendly.*
    4. *We want to spend more time with them.*
    5. *Attraction can change over time either because of changes in human evolution (desiring someone plump when food is scarce, versus desiring someone thin in times where there is enough food).*
    6. *Attraction never changes for individuals, but it does for our species.*
    7. *Attraction doesn't change; it's only variable among different people.*
  - "Sociologists study how humans live in societies and the group dynamics and subcultures within society."
- TRANSITION:** "Now, we're going to be doing a fun, group activity where all of you will be sociologists!"

#### EXPLORATION (15 minutes)

- "Ok everyone! I will place you in groups of 2-3 students and you will be working together with your group members to come up with some characteristics, and assumptions for what makes you or people in general feel attracted. I will pass along a handout to each of you, and you will follow the directions on the handout to come up with your responses."
- "Think about the following questions (which will be written on the board, or under the doc cam, and try to find a way to answer them through your presentations."
  - "What does attraction tell us about our own behavior and characteristics?"
  - "What types of characteristics may be the result of evolutionary changes?"
  - "How can the attraction we feel affect the way we act when forming relationships with others? What are some concerns and issues we should be aware of?"
- Students will make a web on a paper with "Attraction" at the center in a box, and "branches" (lines, arrows) coming from the center to each characteristics groups come up with.
  - From each characteristic, if the characteristic is something that seems to be constant and fixed, students will use **red** marker/colored pencil to trace over the characteristic.
  - If the characteristic is something that has recently been viewed as "attractive," the students will trace over the characteristic bubble in **green**.
  - Students will check what type of characteristic each attribute is (and label all of them using either red or green).
  - For characteristics that cannot be grouped, students will leave them uncolored.
- Students will then from each "characteristic" bubble, draw two boxes with arrows pointing away from the bubble. One of the boxes will be listing the positive ways these attributes can affect our dating or relationships, while the other box will be listing all the negative ways these attributes can impact us.
- The exploration activity or activities will be described *in detail* in pages behind this table if necessary.
  - The activity or activities should produce a shared common experience for the students.



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- Teachers should allow for student-directed learning during this time, but should also be highly engaged while students are performing activities, asking questions of the students one-on-one or while they are working in groups (see example questions under Evaluation)

**TRANSITION:** “Ok everyone! Let’s begin presenting our group thoughts and ideas for our characteristics on what we believe is the key to feeling attraction towards someone.”

#### EXPLANATION (10 minutes)

- Teacher calls on groups to present their responses and findings. Students will all present as sociologists, explaining how they decided on the characteristics, and what made them decide on the responses they came up with. The presentations will be student-directed and will be process-focused, rather than result-focused. The teacher will state that there is no “single, correct” way to come up with the responses, rather it is the process that is significant, as it can be repeated over and over again, providing new information through repetition and discussions. The students will conclude their presentations by sharing their responses to the higher order-thinking questions (given prior to the Exploration activity). The other students will ask questions if they have any, or elaborate on alternative ways the grouping could have been done.
- Some higher order thinking questions, which teachers will use to **solicit student explanations** and help them to justify their explanations are listed below:
  1. “Was there a consensus in your group in the characteristics you selected? Why or why not?”
  2. “What types of characteristics are the most useful for giving us an idea on the past and present evolutionary behavior?”
  3. “What are some ways the characteristics that make us feel attraction that may negatively impact our dating/relationship life?”

**TRANSITION:** “Now let’s connect what we did with how it relates to building a research project like what sociologists do in their everyday lives!”

#### ELABORATION (15 minutes)

- In small groups of 3 to 4, students will design their own research experiment to look at how much of an impact each of these characteristics has on attraction, just as real-life sociologists do. They will then present their methods for conducting the research, what their predictions are, how they could have multiple trials, and what some possible sources of error may be. The student handout provides a guide as to how to structure the research design as well as what written questions the students need to answer during the presentation. The teacher will ask verbal questions like:
  1. “What are some effects of the characteristics we came up for Question 1?”
  2. “How can we measure or quantify these characteristics?”
  3. “What are some predictions for which of the characteristics will have the greatest impact? The least?”
  4. “What are some ways to recreate the experiment (to have multiple trials)? What are some ways to design similar experiments that can test the same hypotheses in a different way?”
  5. “What are some possible sources of error through following your experimental design? How can these errors be eliminated in future experiments?”

**TRANSITION:** “Now that we have finished presenting this group research design, please make sure you have turned in all your papers/posters to me.”

#### EVALUATION (throughout entire lesson and 5 minutes at end)

- Teacher will walk around the classroom during the exploration portion of the lesson, and ask critical questions regarding how students can find characteristics that cause attraction and



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how different attributes attract men and women.

- Teachers also assess student responses from the Handout that will be collected at the end of the lesson as well as how students shared their responses during the Explanation and Elaboration portions of the lesson (the presentations).

**SOURCES AND RESOURCES**

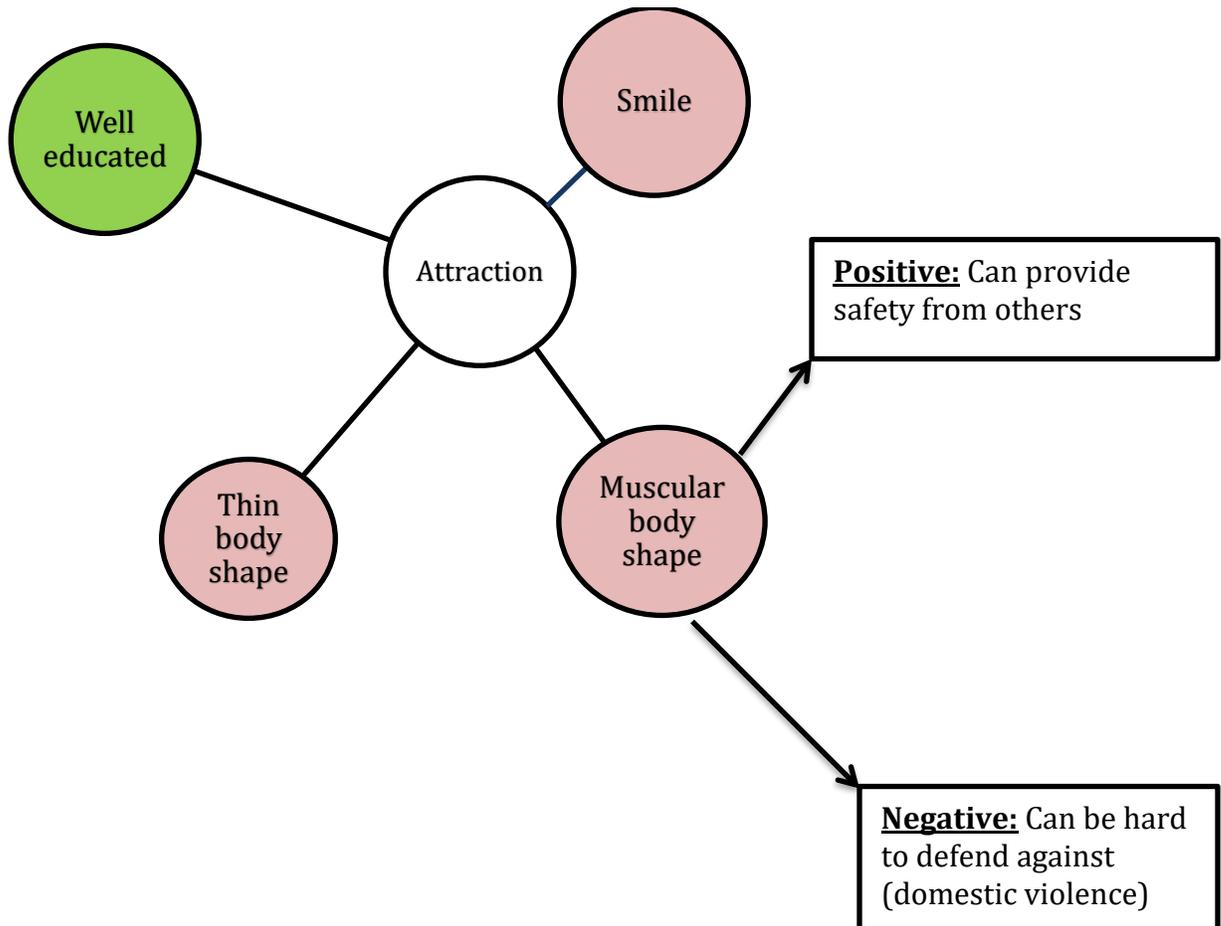
- **Dr. David Buss' *Hot Science – Cool Talks #109*, “Human Mating Behavior: An Evolutionary Perspective”, [www.hotsciencecooltalks.org](http://www.hotsciencecooltalks.org)**



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### EXPLORATION ACTIVITY

Student Template (Example) of what the web should look like:

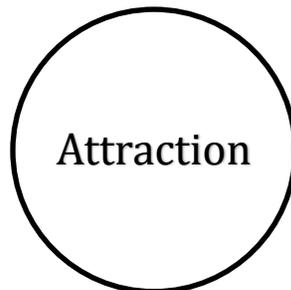




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### EXPLORATION ACTIVITY: STUDENT HANDOUT

1. Working in teams, your group must decide on several characteristics that cause attraction. Put each characteristic in a new circle and connect them to the existing “attraction” circle.
2. For each characteristic discuss with your group if the characteristic is something that seems to be constant and fixed and color the characteristic bubble in **red**. If the characteristic is something that has recently been considered as “attractive,” color the bubble **green**. For characteristics that cannot be grouped, leave them uncolored.
3. For each characteristic bubble, draw two boxes with arrows pointing away. One box will list positive ways these attributes can affect our relationships, while the other will be list all the negative ways these attributes can affect us.





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**ELABORATION ACTIVITY: STUDENT HANDOUT**

**Name:**

**Group Member Names:**

**Research Experimental Outline:**

- **Purpose of your designed experiment:**
- **Hypothesis/ Prediction as to which of your Characteristics will have the greatest impact on Attraction:**
- **Hypothesis/ Prediction as to which of your Characteristics will have the least impact on Attraction:**
- **Write out a short Procedure for how you will test out at least 1 of the above mentioned characteristics (include materials needed, and how you will measure/quantify your data):**



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### ELABORATION ACTIVITY: STUDENT HANDOUT

- Write out how you can repeat this experiment (multiple trials) to gain more data for conclusions.
  
  
  
  
  
  
  
  
  
  
- What are some sources of error in your Research Design?
  
  
  
  
  
  
  
  
  
  
- What are some possible ways to eliminate these sources of error?



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**EVALUATION ACTIVITY: STUDENT ASSESSMENT RUBRIC**

**A. Characteristics:**

1	2	3	4
-Student has NOT made a web.	-Student has made a web identifying ONLY the characteristics but has NOT categorized them into whether they are constantly attractive or recent (red or green) -Student DOES NOT have positive/negative boxes coming from the characteristics	-Student has characteristics, along with evolutionary color categories, AND positive/negative boxes. -Some of the information is incomplete or incorrect.	-Student has characteristics, along with evolutionary color categories, AND positive/negative boxes. -All information is present, labeled, and correct.

**B. Research Design:**

1	2	3	4
-Student handout was not completely finished.	-Student handout had many mistakes.	-Student handout had few mistakes.	-Student handout had no mistakes.

**C. Group Work and Presentation:**

1	2	3	4
-Student distracts the group and prevents the group from working on the handout. -Student DOES NOT work on the web activity. -Student disrupts the group or class during the lesson.	-Student DOES NOT participate in the Exploration part of the lesson AND DOES NOT speak during the presentation for the Explanation & Elaboration parts of the lesson.	-Student EITHER participates in the Exploration part of the lesson OR speaks during the presentation for the Explanation & Elaboration parts of the lesson.	-Student participates in the Exploration part of the lesson AND speaks during the presentation for the Explanation & Elaboration parts of the lesson.