

Relationships: Dating Traditions and Cultural Influences

Unit: Family Resource Management

Problem Area: Relationships

Lesson: Relationships: Dating Traditions and Cultural Influences

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Describe cultural dating traditions and customs.**
- 2 Analyze the cultural controls and influences on dating.**

- **Resources.** The following resources may be useful in teaching this lesson:

E-unit(s) corresponding to this lesson plan. CAERT, Inc. <http://www.mycart.com>.

Dodgson, Lindsay. "First Date Etiquette Differs around the World - Here Are the Rules You Need to Know in 11 Countries." *Business Insider*, Business Insider, Accessed Jun. 1, 2019. <https://www.businessinsider.com/how-dating-etiquette-changes-in-different-countries-2018-3>.

Hardy, Marcelina. "Cultural Differences Among Teenagers." *LoveToKnow*, LoveToKnow Corp, Accessed Jun. 1, 2019. https://www.teens.lovetoknow.com/Cultural_Differences_of_Teenagers.

Pilossoph, Jackie. "Love Essentially: Do Cultural Differences Affect the Odds of a Marriage Lasting?" *Chicagotribune.com*, Accessed Jun. 1, 2019. <https://www.chicagotribune.com/suburbs/evanston/ct-evr-love-essentially-tl-0407-20160330-column.html>.



■ **Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- arranged marriage
- cohabitante
- customs
- dating
- healthy relationship
- influence
- monogamous
- pda
- polygamous
- quinceañera
- romantic relationship
- taboo
- uchi-soto

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

■ *Use VM–A as a visual to introduce dating and traditions.* ■

CONTENT SUMMARY AND TEACHING STRATEGIES

Objective 1: Describe cultural dating traditions and customs.

Anticipated Problem: What are cultural dating traditions and customs?

- I. Dating customs and traditions can be different depending on where one lives and the people of that area. ***Dating*** is two people who have romantic feelings for each other

spend time together. A **romantic relationship** is a connection between or among people who have intimate feelings of love toward each other. **Customs** are the commonly accepted and practiced traditions of a certain people or place. The expectations from society, parents and the people dating can be different. Often traditions and customs change over time as well. Below is an overview of five countries' dating customs and traditions.

- A. THE UNITED STATES: Dating can be serious and monogamous or casual and polygamous in the US. **Monogamous** is being a relationship with one other person. **Polygamous** is being in relationships with multiple people. Both men and women can ask each other out on dates. These dates are often an activity such as see a movie, out to eat or for coffee. Many couples will cohabitate once they have been seriously and exclusively dating for a while. **Cohabitate** is two or more people living together.
- B. INDIA: In India marriages have traditionally been arranged. An **arranged marriage** is parents choosing a bride or groom for their child. Young people do not date in India, but rather get together in groups to socialize with each other. Couples live with their parents until they get married so do not cohabitate. Couples do not engage in public PDA. **PDA** is an acronym for public displays of affection.
- C. MEXICO: A **quinceañera** is a lavish party for a Mexican or Latin American girl turning fifteen. Although a girl's 15th birthday celebration was once an indication that the girl was of marrying age, in modern times it has transitioned to become a fancy coming of age party in the teen years. The dating time is relatively short. Sometimes only six months between meeting and marriage. Most young people live with their parents until they get married.
- D. JAPAN: In Japan arranged marriages are very common. Parents chose who their children will marry. In modern society, some people will date but it is not until college and only with the intent of getting married. **Uchi-soto** are the strict rules defining public behavior in Japan. PDA is not common and often thought of as taboo. **Taboo** is a custom that prohibits a certain behavior or action.
- E. FRANCE: In France, young people don't date rather they go out in groups as a way of getting to know each other. Once they decide they are a couple, it is understood that it is exclusive. PDA is very common.

Teaching Strategy: Many techniques can be used to help students master this objective. Use VM-A as a visual to introduce dating and traditions. Discuss with students the ideas of dating. Assign LS-A to further the student's understanding of different dating customs and traditions.

Objective 2: Analyze cultural influences on dating.

Anticipated Problem: How do culture and traditions effect dating?

- II. According to Anita Chlipala who was interviewed by Jackie Pilossoph for the article Love Essentially: Do cultural differences affect the odds of a marriage lasting?, the biggest challenge I see in couples is their inability to accept, honor and respect what is important to their spouse.
 - A. As with all relationships, there is a spectrum of healthy to unhealthy. A **healthy relationship** is one of respect, trust, honesty, kindness and a mutual understanding of expectations. Cultural and tradition influence can clash with modern ideas of relationships.
 - B. There are many traditions and customs that can influence a relationship before and during dating and into marriage. The influence might be minor or major which also effects the way a couple approaches the relationship. **Influence** is the ability to affect the thinking, actions or outcome of someone or event. One of the most important things for couples to do is be honest and open in their communication about what their expectations are. How to raise children might seem like a long way in the future when a couple first starts dating, but if the relationship become more serious, these points should be discussed. Issues can also arise if factors like holiday traditions, connections with extended family, and where to live or vacation are not openly discussed.

Teaching Strategy: *Many techniques can be used to help students master this objective. Use VM–B as a visual of cultural influences in a family. Discuss with students the different types of influences and how this may affect family dynamics. Assign LS–A if it had not been already.*

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. If a textbook is being used, questions at the ends of chapters may also be included in the Review/Summary.
- **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. b
2. c
3. c
4. e
5. f
6. d

Part Two: Completion

1. parents
2. acronym
3. fifteen
4. public
5. prohibits
6. expectations
7. affect

Part Three: Short Answer

Answers will vary but will be similar to; the inability to accept, honor and respect what is important to their spouse. Cultural and tradition influence can clash with modern ideas of relationships. How to raise children, holiday traditions, connections with extended family, and where to live or vacation.

Relationships: Dating Traditions and Cultural Influences

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|--------------------------|---------------|
| a. customs | d. cohabitate |
| b. dating | e. monogamous |
| c. romantic relationship | f. polygamous |

- _____ 1. Two people who have romantic feelings for each other spend time together.
- _____ 2. A connection between or among people who have intimate feelings of love toward each other.
- _____ 3. The commonly accepted and practiced traditions of a certain people or place.
- _____ 4. Being a relationship with one other person.
- _____ 5. Being in relationships with multiple people.
- _____ 6. Two or more people living together.

► Part Two: Completion

Instructions: Provide the word or words to complete the following statements.

1. An arranged marriage is _____ choosing a bride or groom for their child.
2. PDA is an _____ for public displays of affection.
3. A quinceañera is a lavish party for a Mexican or Latin American girl turning _____.



4. Uchi-soto are the strict rules defining _____ behavior in Japan.
5. Taboo is a custom that _____ a certain behavior or action.
6. A healthy relationship is one of respect, trust, honesty, kindness and a mutual understanding of _____.
7. Influence is the ability to _____ the thinking, actions or outcome of someone or event

► **Part Three: Short Answer**

Instructions: Answer the following.

Explain some of the long-term issues associated with dating someone from a different culture?

DATING

Dating customs and traditions can be different depending on where one lives and the people of that area.



CULTURAL INFLUENCES ON RELATIONSHIPS

How to raise children might seem like a long way in the future when a couple first starts dating, but if the relationship become more serious, these points should be discussed.



Dating in the United States Compared to Another Country (Culture)

Purpose

The purpose of this activity is to compare and contrast differing dating customs and traditions of those in the United States with another country.

Objective(s)

1. Research dating custom and traditions in the US
2. Research dating custom and traditions in a country other than the US
3. Complete the chart

Materials

- ◆ lab sheet
- ◆ paper and pencil
- ◆ access to the internet on a mobile device or computer

Procedure

1. Access internet sites, interview family or friends or otherwise research dating custom and traditions in the US.
2. Complete "DATING CUSTOMS AND TRADITIONS IN THE US" section of the chart.
3. Access internet sites, interview family or friends or otherwise research dating custom and traditions in a country of your choice.



4. Complete “DATING CUSTOMS AND TRADITIONS IN _____ (fill in your chosen country name)” section of the chart.
5. Answer the summary question.
6. Turn in completed lab sheet to your teacher.

DATING CUSTOMS AND TRADITIONS IN THE US	DATING CUSTOMS AND TRADITIONS IN _____ (fill in your chosen country name)
1.	1.
2.	2.
3.	3.
Summary question: Compare and contrast at least one of the customs or traditions from the US with your chosen country.	