

Attractions and Starting Relationships

Overview

This lesson begins an exploration of healthy relationships—what they are and how they develop. It starts with a relationship pyramid activity that challenges participants to define the ingredients of good relationships. They identify which of those ingredients provide the foundational building blocks for a healthy relationship. Participants explore what happens when relationships go forward too fast and on a shaky foundation.

Next, the chemistry of attraction is explored to increase one's understanding of the powerful feelings and emotions it generates, and to learn how that chemistry can make it easy to slide into risky situations. This information is reinforced with a short asapSCIENCE YouTube clip. In this section, a simple 3-6-9-month rule on big decisions is introduced to equip youth to handle their attractions more wisely. Together these activities build an appreciation for why pacing one's involvement more slowly is a smart move.

A fun *Infatuation—Love Match* activity played out with real-life examples will help participants gain insights while building a language for talking about relationships, emotions, and love with friends or partners.

This and the following lessons will offer insights and frameworks for examining current relationships, as well as provide guidance for future relationships and decision-making. Many young people (including young parents) will go on to a new relationship. This lesson aims to increase youths' love smarts by encouraging them to clarify what is important to them while learning more about the chemistry of attraction and the building blocks for healthy relationships.

Goals

- Build awareness of the characteristics, foundation, and building blocks for healthy relationships.
- Recognize the importance of developing relationships on qualities that really matter.
- Understand the role brain chemistry and hormones play in our relationship decisions.
- Examine the benefits of pacing a relationship more slowly.

Lesson at a Glance

4.1 Relationship Pyramid (15–20 minutes)

Activities: *Group Brainstorm; Build a Relationship; Inverted Pyramid Presentation*

4.2 The Chemistry of Attraction (32 minutes)

Activities: *Video clip, The Science of Love; Infatuation—Love Match; Love Songs*

Trusted Adult Connection



Materials Checklist

Resources:

- 4a. *Infatuation—Love Match Worksheet* (pg. 83) (Duplicate one per pair for activity.)
- 4b. *Infatuation—Love* activity cards (class set): (**Locate colored activity cards in back of manual.**) Cut. Duplicate master available as a downloadable resource at DibbleInstitute.org/LN4.
- 4c. *Infatuation—Love Trusted Adult Connection Activity* (pg. 84) (One per person.)

Materials:

- Lesson 4 PowerPoint slideshow and all duplicate masters for activity cards are digital downloads that come with the curriculum. Easy-to-follow directions are found at DibbleInstitute.org/LN4.

- Small clear water bottle (remove label), 4 different colors of glitter, and a small funnel
- YouTube clip, *The Science of Love*, from asapSCIENCE is hyperlinked in the lesson's PowerPoint slideshow
- Large Post-it or flip chart paper and markers

Workbook Applications:

- *Taking Your Time* (pg. 11)
- *The Chemistry of Love* (pg. 12)
- *Match Profile* (pg. 13, optional)



Preparation

- ✓ Read through the lesson to become familiar with concepts and the sequence of activities. Review the three workbook applications and preview PowerPoint slides, including the asapSCIENCE YouTube video clip, *The Science of Love* (2.53 minutes) that is hyperlinked in the slideshow.
- ✓ Review the relationship pyramid activity. If your group is large, the instructor will need to prepare two or more large post-it / flip chart papers with a large pyramid drawn on it as indicated in Section 4.1. Practice the relationship pyramid activities with the PowerPoint slides #3–10.
- ✓ Gather clear water bottle filled with water, 4 different colors of glitter, and a small funnel to pour glitter into water bottle for demonstration. Read over how to do glitter demonstration.
- ✓ Review the *Infatuation—Love* activity cards (Resource 4b, located in the back of the manual) to become familiar with the contrasting matches. Note the bolded words. Locate the instructor's key to the matches in Section 4.2 to assist you during the activity.
- ✓ Duplicate 10 of the *Infatuation—Love Match Worksheet* (Resource 4a, pg. 83).
- ✓ Duplicate *Infatuation—Love Trusted Adult Connection Activity* (Resource 4c, pg. 84) one per person.

SECTION 4.1

Relationship Pyramid

- Flip chart paper and markers
- Workbook: *Taking Your Time* (pg. 11)

15–20 minutes

The activities in this section help young people understand the importance of building relationships on qualities that really matter. The first activity starts by having participants brainstorm a list of ingredients that characterize a great relationship. The second activity utilizes a layered pyramid diagram where participants will use the ingredients they just generated to build a relationship with a solid foundation (like a pyramid). Finally, the instructor will present an inverted pyramid to examine how relationships often develop in the real world. As a whole, these three activities aim to get youth to think about the qualities that build a healthy relationship and recognize there is a sequence and order in the building process. (PP)



Lesson 4
Attractions and Starting Relationships

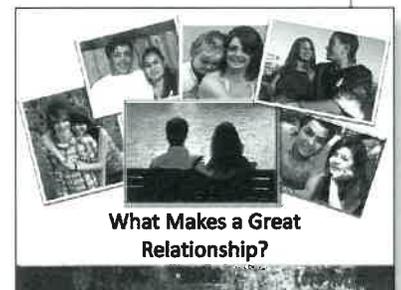
Activity: Group Brainstorm

- ❖ *If there were a recipe for a great relationship, what would be the ingredients? What makes a great relationship? (PP)*

Ask everyone to call out characteristics, qualities, or ingredients they associate with a great relationship. Tell them to shoot for 15 to 20 words or so. Write these words in list form on a large flip chart paper as they shout them out.

Note: If your group is large, break them into two or three groups. Place large post-it notes or flip chart paper around the room and ask for two volunteers to go to the sheets and write the words the entire group shouts out.

Participants will be using these words in the next step of the activity. The words will probably include some of the following: *good communication, chemistry, fun, romance,*



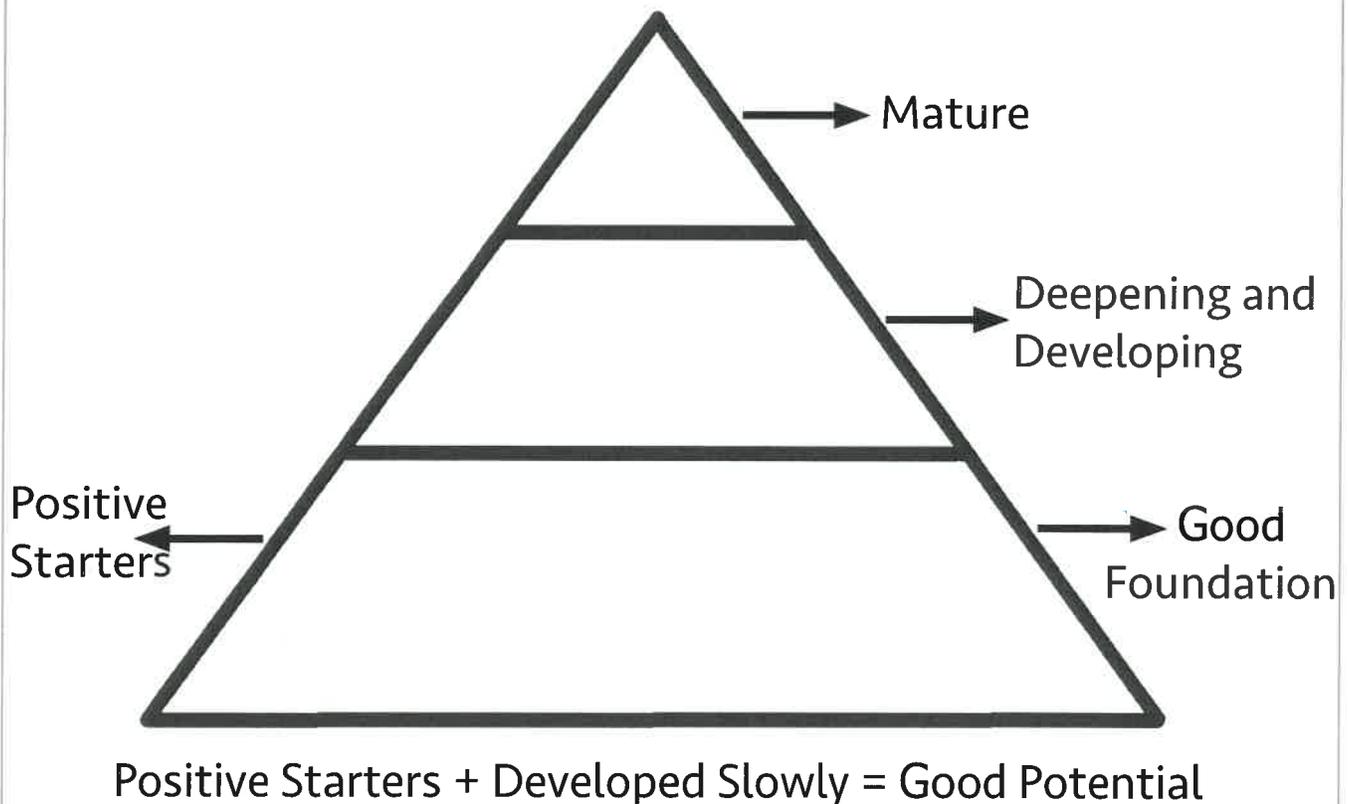
What Makes a Great Relationship?

common interests, sense of humor, caring, attraction, friendship, respect, trust, sharing feelings, physical affection, love, commitment, honesty, chemistry, shared values, loyalty, support, faithful, common dreams and goals, responsibility, reliance, inter-dependence, etc.

Note: Feel free to add words yourself. And, if sex comes up, add it to the list. See tip below on how to respond.

Activity: Build a Relationship

For this activity, the instructor draws a very large triangle on a flip chart/board labeled and divided as shown in the diagram below. If you have a large group, stick or tape two or more large flip chart sheets with a large pyramid next to the sheets with the words they've already brainstormed. **(PP)**



Introduce the relationship pyramid with these points:

- ❖ *Let's think about how relationships get started, how they develop, and then what happens.*
- ❖ *Imagine this pyramid represents a healthy relationship. For a pyramid to stand, it must have a strong foundation.*
- ❖ *If this represents a healthy relationship, then we must start at the bottom—the foundation—and build up from there.*
- ❖ *We are going to use the list of ingredients you generated to build a great relationship.*

Instructions:

1. Give markers to two volunteers from each group.
 2. Instruct the group(s) to discuss and decide which of the words they generated should go into the positive starters-foundation level and which should go into the higher levels. Instruct them to start with the foundation.
 3. As they debate and decide, one volunteer will cross out that word on the list and another volunteer will write it into the pyramid.
- ❖ *The bottom layer is about positive starters—the foundation: What qualities or characteristics would you want or expect when starting a relationship?*
 - *Which words from the list draws two people together?*
 - *Which words/ingredients would make you feel good about the person?*
 - *Which would say to you, "I'd like to see this person again and spend more time together"?*
 - *Which qualities would you want in this foundation before even thinking about taking it to the next level? Put those words from your list here.*

- ❖ *The middle layer describes a deepening and developing relationship:*
 - *You are learning more about each other's character and personality.*
 - *What qualities are important if a relationship is to become more serious, one that is mutually affirming and satisfying?*
 - *Which words signify the relationship is deepening and developing in a positive way?*
- ❖ *At the very top is mature love: You both are equally invested in the relationship and in a future together.*
 - *What qualities would you want in a relationship that might last a long time, even a lifetime?*

Note: The goal of this activity is to establish how to build a good foundation for a healthy relationship. This discovery activity will clarify what is necessary for a strong foundation in a relationship. Disagreement on placement of an ingredient is a good time for discussion. Let participants do the talking.

Debrief on the Pyramid Activity:

Read off the words participants put in the foundational level of their pyramid first. Add comments of support and reinforcement as to why these are good to experience in the early stages.

If, for example, a group has put trust, sex, or respect in the bottom layer, engage a discussion. Here are some talking tips:

- ❖ *Trust is clearly important to good relationships. But when is it okay to trust? Do people need to earn trust through their actions? Is it wise to trust before knowing someone well, before you have seen him or her walk the talk? Do you know of anyone who trusted too soon and regretted it?*

- ❖ *Respect is also essential, but there are different aspects of respect. If, for example, someone displayed disrespectful behaviors, why would you even bother from the start? That dimension of respect clearly belongs in the bottom level. But there's another kind of respect that grows from seeing a person's deeper character and actions over time that goes higher up.*
- ❖ *If any groups put sex in the bottom layer: Let's talk about this. Have you ever seen or heard of someone who had sex with someone they barely knew and then realized they were played, pregnant, or left with an STD? It's probably not safe or wise to put sex there.*
Instructor note: We'll be addressing sexual values and boundaries more directly as the program progresses so just leave it at that for now.

Continue with the words they entered into the middle and top layers. End with a round of group applause for their efforts at building a great relationship with a solid foundation.

Applying to friendships:

Be sure to point out that this activity can apply to friendships. Many of the qualities they came up with are important for friendships. It is important for everyone to look at the foundations of their friendships. Is the friendship built on solid ground and a mutual appreciation? Is the friendship genuine, caring, and a two-way street? Or, is one person just using the other person?

Activity: Inverted Pyramid Presentation

Announce that the group is now going to switch gears and look at what often happens in the real world. They will examine what a relationship can look and feel like when it progresses too fast without a good foundation. It will be based on a hypothetical scenario of one couple.

Note: Be sure to practice this presentation beforehand. To best illustrate the inverted pyramid, use the PowerPoint slides (PP).

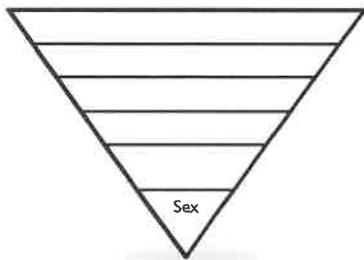
Begin the presentation with this hook question:

- ❖ *You did a great job in building a healthy relationship! Now, let's look at how things often go in the real world.*

Ask the following question:

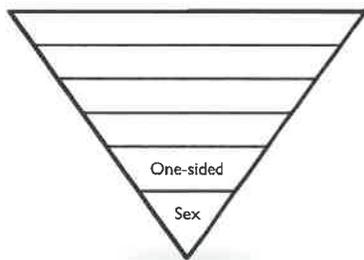
- ❖ *On average, how long do you think people generally wait these days before having sex? I am not looking for a scientifically accurate answer here and, obviously, it can vary greatly. But what do you see and hear in music or the movies? Or from people around you? (Most responses will cluster on the early side.)*

Now display the inverted triangle with "Sex" at the bottom. Use the points in the script below: (PP)



- ❖ *It's true that sex happens early in relationships for some people. Some relationships today almost begin with sex. Let's look at this couple.*
- ❖ *Neither has had time to know if the other person has any of the positive ingredients to make a healthy relationship. They haven't taken time to think about qualities they want, like in the last pyramid activity.*
- ❖ *It got serious very fast. You could say these two slid into sex before knowing each other.*
- ❖ *Maybe they get out before it becomes a relationship and it seems okay.*
- ❖ *Or, maybe they get pregnant.*
- ❖ *Or, maybe they get a sexually transmitted infection.*

Click to next slide or write, "One-Sided—Meant Something Only to One" Read script:

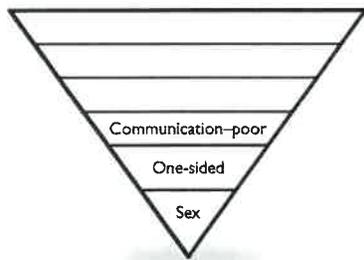


- ❖ *After having sex, only one person thought it meant a genuine interest, real feelings, a relationship, or love. (PP)*
- ❖ *The thing about sex is it always carries expectations. It can mean no more than, "We had sex today and I expect we'll have sex tomorrow."*

- ❖ *What might this look and feel like?*
 - *To the person who thought it really meant something?*
 - *To the person who thought it was just sex and doesn't want anything serious? Pause for responses.*

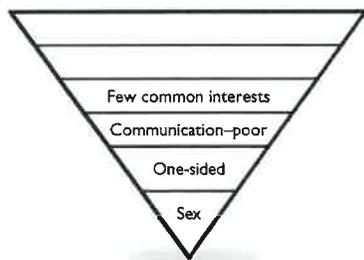
- ❖ *Do you think either person is likely to be honest about their true feelings? Will one just settle and not say what they're really looking for? Will the other just go along and get what they can?*

Click to next slide or write, "Communication—Not So Great." Read script:



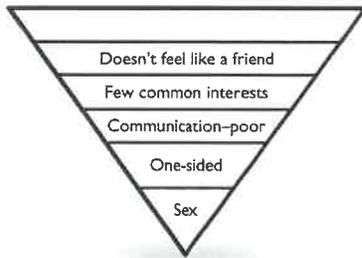
- ❖ *After a couple of months, our couple finds they lack communication. They don't share feelings or thoughts. They never talk about what is important or what is really going on between them. (PP)*
- ❖ *One shuts down when things get serious and the other feels used for sex. In fact, one feels the only time there is a real show of interest and kindness is when they are about to have sex.*
- ❖ *The couple argues and fights a lot.*

Click to next slide or write, "Few Common Interests—Not Much Fun." Read script:



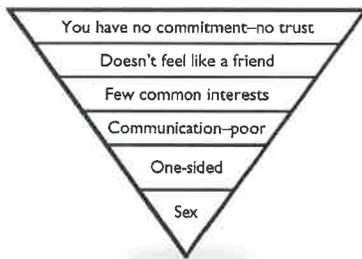
- ❖ *Eventually they discover they have very different interests. They have totally different ideas of what to do for fun. (PP)*
- ❖ *They are not on the same page when it comes to values or priorities in life.*
- ❖ *They both realize it started with sex and never moved beyond sex.*

Click to next slide or write, "Feels like a Friend—Not Really." Read script:



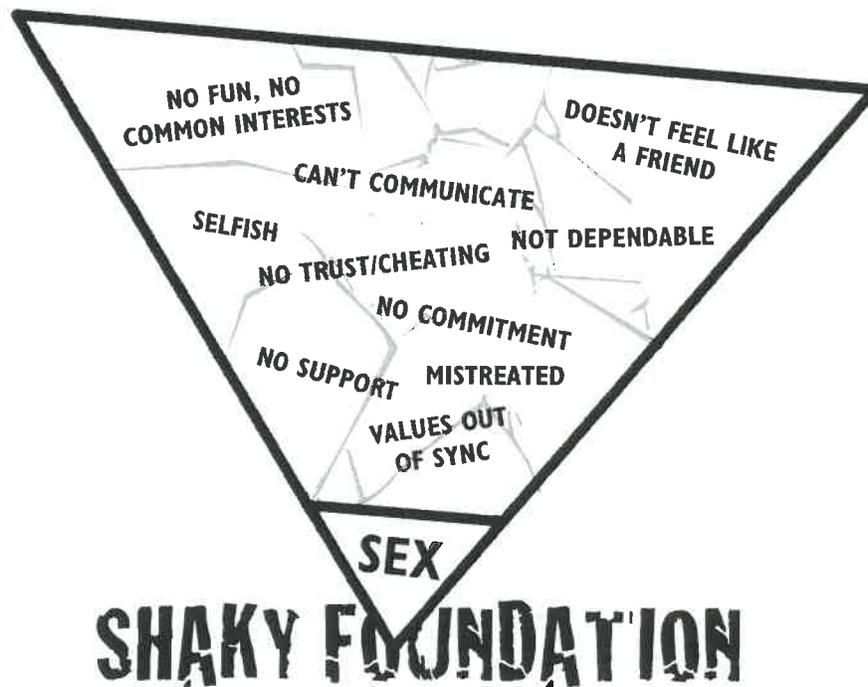
- ❖ *They are not really friends. A friend shows interest and is happy to see you. Friends enjoy each other and have a good time together. (PP)*
- ❖ *They might secretly suspect they would have never been together were it not for sex.*

Click to final slide or write, "Commitment and Trust—None." Read script:



- ❖ *Forget it! Trust does not exist. One is cheating. (PP)*
- ❖ *Obviously there is no commitment.*
- ❖ *What's likely to happen to this couple?*
 - *Break up? What has taken them so long to break up?*
 - *Continue to stay together? Why would people do that?*
 - *Get pregnant? Then what happens?*

Pause to hear their responses. (PP) Then conclude by showing the shaky foundation image along with these points:



- ❖ *If the basic building blocks of qualities and characteristics you identified earlier aren't there, the relationship has a shaky foundation and is more likely to turn out a disappointment.*
- ❖ *Sex can fool a person into thinking there is more to a relationship than there really is.*
- ❖ *In a few minutes we will talk more about why that is.*
- ❖ *Right now we'll pause for a few minutes to reflect on a couple of questions in your workbook.*

Workbook Application

(PP) Ask participants to locate pg. 11, *Taking Your Time*, in their workbook. Read the introductory passages and then ask them to take a few minutes to respond to the questions. For this exercise, state that they can use an example from their own life, or from someone they know well. Direct them to fill in the blank relationship pyramid with the qualities they desire for a relationship.

Taking Your Time



SECTION 4.2

The Chemistry of Attraction

This section begins with a brief presentation on the “love chemicals” of attraction. Participants will gain insights about the primary neurochemicals and hormones linked to romantic attraction. A short YouTube video, *The Science of Love*, from asapSCIENCE will reinforce the information. Finally, the *Infatuation—Love Match* activity will help build a vocabulary for talking about attractions, relationships, and love.

- YouTube video: *The Science of Love*
- Resource 4a: *Infatuation—Love Match Worksheet* (pg. 83)
- Resource 4b: *Infatuation—Love* activity cards
- Resource 4c: *Infatuation—Love Trusted Adult Connection Activity* (pg. 84)
- Workbook: *The Chemistry of Love* (pg. 12)
- Workbook: *Match Profile* (pg. 13)
- Small bottle filled with water, glitter, funnel

32 minutes

The Love Chemicals

Begin by underlining the message of the relationship pyramid activity:

- ❖ *It's easy to say, "Go slow and don't slide too quickly into relationships." But the fact of the matter is it can be hard when you are attracted and turned on to someone.*

Ask the following question: **(PP)**

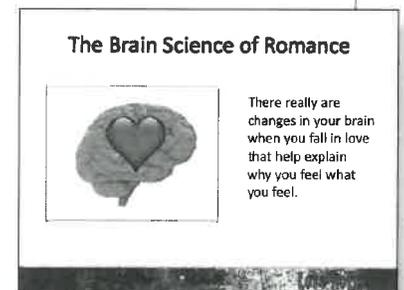
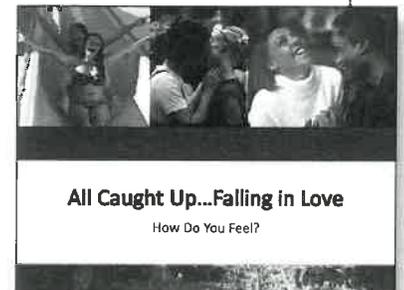
- ❖ *What are some words to describe how a person feels when strongly attracted to someone?*

Pause and invite descriptive words (energized, happy, butterflies, can't think about anything else, etc.) Then continue:

- ❖ *The feelings and emotions of attraction are great. They are powerful and exciting.*
- ❖ *Did you know there is actually a change in the **chemistry of the brain** to produce these incredibly good feelings? **(PP)***
- ❖ *When you meet someone you are highly attracted to, your brain releases neurochemicals and hormones that trigger incredible side effects. Researchers have discovered some of the primary neurochemicals and hormones linked to romantic attraction and love.*
- ❖ *This isn't pop psychology. Researchers have actually done MRIs (magnetic resonant imaging) on people who've just fallen in love. Through this scanning technology and through biological analyses, researchers have mapped some of the chemical changes that occur in the brain.*

Glitter Demonstration

Hold up a bottle of clear water and say, "This is your brain normally. You can see clearly." As you describe the neurochemicals and hormones, pour one color of glitter through the funnel into the bottle of water, then another and another, as you describe. Have a good inch-plus of glitter before you cap it and shake.



- ❖ **(PP)** With romantic attraction **PEA** (phenylethylamine, fenal-ethal-amean) elevates and acts as a releasing agent for norepinephrine (nor-ep-in-eff-frin) and dopamine. Pour in one color or glitter.
- ❖ **Norepinephrine** goes up and gives you feelings of excitement and joy. It makes your heart race, palms sweat. Pour in another color of glitter.
- ❖ **Dopamine** is the “feel good” neurochemical that gives you a rush of pleasure, a desire to go after goals and greater sociability. Pour in another color of glitter.
- ❖ It’s why newly smitten lovers feel euphoric and energized and can talk forever.
- ❖ **(PP)** Next, oxytocin, the bonding hormone, increases with touch. It’s sometimes nick-named the “cuddle hormone” and gives you feelings of attachment, trust, and safety. Oxytocin increases trust, even if you hardly know the person. Pour in another color of glitter.
- ❖ **(PP)** Serotonin levels go down with romantic attraction. Serotonin is Zen-like. It is linked to tranquility, reason, and calm.
 - The lower levels of serotonin are the same as those found in people with obsessive compulsive disorder. These lower levels help us understand why new lovers are so obsessed with each other. It explains that crazed-can’t-think-of-anything-else stage of early romance. Cap and shake the bottle.

Point out these are the “love chemicals.” Sparkly and fun, but it’s hard to see clearly. After awhile, they will settle and you’ll see more clearly.

- ❖ **(PP)** When you are passionate about someone, parts of the brain are more active and other parts less active. The areas that are notably deactivated have to do with judgment and fear. Brain scans also show that two areas of the brain become significantly less active: the area that controls fear and the area involved in negative emotions.
 - This helps explain why people feel so happy with the world—and unafraid of what might go wrong—when they fall head over heels about someone.

Romantic Attraction

PEA (Phenethylamine) and **Norepinephrine** elevate giving feelings of joy and excitement; makes the heart race



Dopamine the “feel-good” neurochemical increases. Gives a rush of pleasure, a desire to go after goals, greater sociability

Oxytocin – a bonding hormone



Triggered by touch

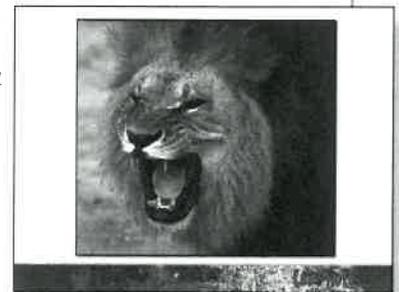
- ❖ **(PP)** *When the love chemicals are flowing, it's like seeing a kitten. All you can think of is how adorable it is. This chemistry helps explain why newly-smitten lovers often idealize their partner, magnify their virtues, and explain away or don't see their flaws. It's also why people tend to feel this relationship is closer and more special than anyone else's.*
- ❖ **(PP)** *For the first 3 months for sure...even 6 to 9 months, it's hard to see or think clearly because of the effect of this chemistry on your brain.*
- ❖ *This is basic biology. But it can be risky if you are not aware of the role they play in your decision-making.*
- ❖ *You might be fooled and get involved with someone not right for you. You may not see they are a red bead through and through, even though he or she seemed green at first.*
- ❖ *If you aren't careful the cute kitty could actually be a scary lion! **(PP)***



Until the "love chemicals" settle



A person can't see clearly



Share this list of what a person might not be seeing early on: **(PP)**

- *Absolutely nothing in common*
- *No ability to communicate*
- *Values totally out of sync*
- *Uses people*
- *Lies*
- *Sees self as victim*
- *Negative, moody*
- *Always blaming others*
- *Angry and controlling*
- *Cheats, won't stay faithful*
- *Abuses substances*
- *Irresponsible with money*
- *Not committed to school/work*
- *Not committed to his/her child*
- *Abusive*
- *In trouble with the law*

Underscore that infatuation is exciting and pleasurable. Offer the following tip:

- ❖ *In any new relationship or attraction to someone, you can enjoy these tremendously pleasant feelings. But take time and care to read their true meaning.*
- ❖ *Having clear sexual boundaries is really important.*
- ❖ *The feelings of attraction and falling in love tell you very few facts about the potential of a relationship and if this person is a good match.*

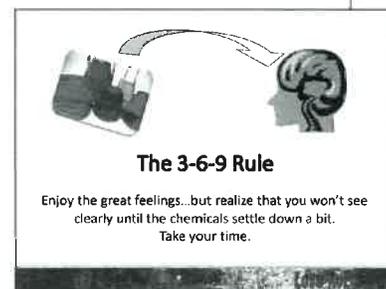
Media Opportunity: The Science of Love

(PP) This very short (2:54 minutes) clip reinforces the information just presented. Designed to convey scientific concepts using colored drawings, asapSCIENCE has received accolades from many including *Scientific American*.



3-6-9-Month Rule

- ❖ *Since the love chemicals can surge in the early weeks or months, consider holding off on decisions about being in a relationship (and especially about sex). Taking it to the next level when caught up in love chemicals is risky.*
- ❖ **(PP)** *Think about living by the 3-6-9 Rule. No big decisions for 3 to 6 to 9 months. Allow your brain time to simmer down and see what's real and what's not.*



Workbook Application:

Ask participants to locate pg. 12 in their workbook, *The Chemistry of Love*. Ask them to read it and take a few minutes to answer the questions. Emphasize it is helpful to talk to a wise person when the chemistry is flowing.

Activity: Infatuation—Love Match

Announce to the participants they will engage in an activity to help them look more deeply at the differences between infatuation and real love. Infatuation is a word commonly used to refer to the stage of early romantic attraction, when the “love chemicals” are flowing. Use these points to introduce: **(PP)**

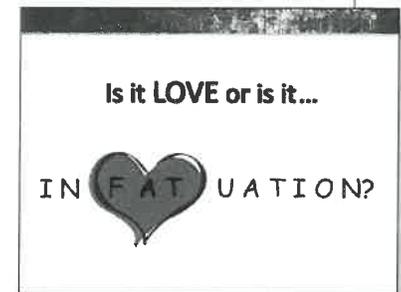
- ❖ *The love chemicals produce strong feelings. Some people believe it is okay for a couple to have sex if they **feel** they are in love. But love is more than a feeling that the love chemicals produce.*
- ❖ *Let’s do an activity to practice seeing the difference between infatuation and real love.*

State that you have two sets of cards (Resource 4b). One colored set contains statements about infatuation and the differently colored set describes real love situations. Each **love** card has a corresponding **infatuation** card that deals with the same theme or topic. In other words, there are pairs of love/infatuation contrasting statements.

(PP) Read aloud the example in the PowerPoint slide. Tell them to notice the bold words.

Instructions: (PP) Their job will be to read their card and to then circulate on their side of the room until they find the opposite colored card on the same theme. Instruct participants to only look at cards that are a different color from the color they have. Therefore, **love** cardholders only look among **infatuation** cardholders for their match and vice versa. Ask them to pay attention to the **bolded** words.

Tip for saving time: Divide cards into two sets as indicated in the key below by the bolded line. Then divide the group in half. Direct half the group to stay on one side of the room where they will mingle *only* among themselves to find their matches. The other half will be on the other side of the room finding their matches. This way they are looking among five possibilities, which will save time.



Example	
<ul style="list-style-type: none"> • Infatuation <p>I think about him 24/7. I've never had such strong feelings. It's gotta be the real thing.</p>	<ul style="list-style-type: none"> • Love <p>Love is not just a feeling. It requires knowing a person deeply, having fondness, respect and admiration. Love is a decision to share, to trust, to want the best for one another.</p>
<p>All Infatuation cards will be one color. All Love cards a different color.</p>	

Pass out **Infatuation** card numbers 1, 2, 3, 4, and 5 and **Love** card numbers 1, 2, 3, 4, and 5. Give these to the group on one side of the room. Then pull out **Infatuation** card numbers 6, 7, 8, 9, and 10 and **Love** card numbers 6, 7, 8, 9, and 10 and give them to the second group. Tell the groups to stay separate—they are to circulate only among their own side of the room.

Once they find their match, they come up to the instructor to check. If they are incorrect, they should go back and keep circulating to find the correct match. When they have the correct match, give each pair an *Infatuation—Love Match Worksheet* (Resource 4a, pg. 83), and ask them to complete it together as quickly as possible. They are to draw lines between contrasting statements.

Instructor's Key:

Infatuation	1	2	3	4	5	6	7	8	9	10
Love	4	3	1	2	5	8	9	6	7	10

After all the matches are found, review the correct matching numbers with the whole group. Ask each pair to read their cards. The rest of the group should correct their match sheet, if needed. If short on time, pick out just a few to discuss.

Activity: Love Songs

As a homework task, ask participants to identify a song that in their opinion expresses real love. Ask them to identify the words or lines that say the most to them about real love. Play one or two of these songs in each future session. (PP)



Trusted Adult Connection

(PP) Pass out Resource 4c, *Infatuation—Love Trusted Adult Connection Activity* (pg. 84). Ask your trusted adult to check two of the most important Love statements and to explain *why* to you. Then ask them to pick two Infatuation statements that, in their opinion, are warning signs of an unhealthy relationship and to explain *why* they think so. You do the same and then discuss your choices. Sign and return for credit.

Trusted Adult Connection

- Ask your TA to read the Infatuation/Love statements (4c) and do the following:
 - check 2 of the Love statements they feel are most important and to tell you why.
 - check 2 of the Infatuation statements they feel are warning signs of an unhealthy relationship and explain to you why they think so.
- Sign and return for credit.

Optional: Workbook Application

This may serve as an optional homework assignment. Introduce workbook pg. 13, *Match Profile*, as follows:

- ❖ *Some young adults use social media apps or online match sites to find partners.*
 - *Your challenge is to write a realistic and genuine description of yourself, followed by a description of the kind of person you'd like as a romantic partner.*
 - *Have fun, but make it real. Work to make them real, honest, and informative.*

Note: When finished, answer the inverted questions at the bottom of pg. 13.

Notes

- ¹ One researcher who has studied the effect of body chemistry on love and infatuation is Rutgers University's biological anthropologist, Helen Fisher. See: Fisher, H. (2004). *Why We Love*. New York: Henry Holt and Co. See also *Anatomy of Love*, Helen Fisher (2016). Also, for very a readable discussion see *National Geographic*, February 2006, cover feature on the chemistry of love.

Infatuation—Love Match Worksheet

Infatuation

1. **Infatuation is very focused on looks and attractions.**
2. **Infatuation makes you afraid that if the person saw and knew you as you really are,** he or she might not like you any longer. Your focus is on looking and acting the way you think he or she wants you to.
3. **Infatuation seems to happen all at once—** often before you even know each other very well.
4. **Infatuation might lead you to do things you don't really think are right just to keep the relationship.** He or she tries to talk you into thinking something is right even when you know deep down it is not.
5. **Infatuation is jealous, mistrusting, and uncertain.** It makes you wonder and worry that you will be dumped when he or she is friendly with someone else.
6. **Infatuation is “in a hurry.”** It sometimes makes you plunge in head first, long before you know the person.
7. **Infatuation covers up the fact that your values are all out of sync.** But, you overlook your nagging doubts because this person is the only one who matters.
8. **Infatuation is an emotional roller coaster of up and down emotions.** Your day is made or ruined by whether you are texted or called.
9. **Infatuation can make you feel trapped.** Your whole focus is on him or her. You sometimes feel you are missing out on other things and other people.
10. **Infatuation uses the other person to make you look good.** If you are honest, you'll admit that if this person were not as popular or good-looking or had less money, your feelings might not be the same.

Love

1. **Love takes time.** It grows as you deepen your knowledge of each other.
2. **Love makes you more likely to do what you know is right.** Love will not ask you to do things you are morally unsure of or are not ready for.
3. **Love means you can be the real you.** You don't have to pretend to look or act the way you think this person wants you to.
4. **Love involves the total person...**not only physical attraction and looks. Love admires personality and character traits as well. You enjoy doing things and talking together.
5. **Love involves trust.** It brings security. You enjoy each other's friends without suspicions or jealousies.
6. **Love is steady with healthy emotions.** Not just up and down, shifting and doubting feelings.
7. **Love is freedom.** Love gives you the security to reach out and explore what life has to offer.
8. **Love is patient.** If your love is true, your partner respects your sexual boundaries.
9. **Love does not expect you to compromise your values.** In fact, love deepens as you discover that you share basic values.
10. **Love does not use another person just to make you look good to others.** You genuinely love him or her and enjoy being together.

Infatuation—Love Trusted Adult Connection Activity

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Trusted Adult: Check the two Love statements you feel are most important for your teens to be aware of and explain why. Then, focus on the infatuation statement list and check which two represent the biggest red flags about a relationship. Explain to your teen why you feel so.

Signature _____