**Lesson Plan**

**Attraction and Close Relationships**

Wednesday, November 1, 2017 and Monday, November 6, 2017

**Broad Learning Goals**

* Students will think critically by evaluating social psychological evidence and integrating multiple viewpoints.
* Students will demonstrate an ability to collaborate with peers in order to develop synergy.

**Learning Goals**

1. Students will be able to describe what factors influence attraction.
2. Students will examine original research and make predictions based on their current knowledge of social psychological theories.
3. Students will gain understanding on how to read and interpret data and graphs.
4. Students will be able to reflect on the advantages and disadvantages of technology in social interactions.
5. Students will gain understanding on how relationships form, what makes them last, and what contributes to their dissolution.

**Questions of the day**

* What predicts attraction?
* How has technology shaped attraction and social connections?
* What is love and what gives people satisfaction in close relationships?
* Why do people break up and what are the outcomes of breakups?

**Lesson Outline**

1. **Extra credit mini-quiz on readings**
2. **What predicts attraction?**
* Collect responses on board and discuss
* Slides on physical attractiveness
	+ Show pictures of attractive celebrities and ask what features are attractive
	+ Examples of facial symmetry
	+ Define and give examples of waist-to-hip ratio
	+ Short-clip: The economic benefits of being beautiful
	+ Discussion questions:
		- What factors other than physical attractiveness predict success?
		- From the examples we collected at the beginning of class, which one do you think is most important for attraction? Do you think this differs for men and women?
1. **Examine original research: Buss, D. M. (1989). Sex differences in human mate preferences: Evolutionary hypotheses tested in 37 cultures. *Behavioral and Brain Sciences, 12*, 1‐49.**
* Give brief overview of evolutionary psychology
* Give broad overview of the study and have students predict results
* Discussion questions:
	+ Where you surprised by the findings? Why or why not?
	+ Do you think it matter whether individuals pursue a short- or a long-term relationship?
	+ Do you think this research fully captures mate preferences? What other factors could play a role?
1. **Activity: Matching phenomenon**
* **Broad Learning Goals (from syllabus):**
	+ Understanding and applying concepts from social psychology
	+ Interpreting statistics (specifically: correlational analyses)
* **Learning objectives**:
	+ Students will understand how the matching phenomenon works
	+ Students will practice interpreting a correlational analysis
* **Materials Needed:**
	+ Post-its (numbered to account for all students)
* **Activity:**
	+ Give student a post-it with a number (tell them not to look!)
	+ Without talking, instruct class to find a partner (highest pair gets a prize?)
	+ Make pairs by shaking hands, and then move to side of class until everyone is paired
* **Discussion Questions:**
	+ How did you go about finding a partner? → use this question to talk about individualistic vs. collectivistic outcomes
	+ Why did you decide to pair with your partner? → use this question to talk about maximization vs. equalization
	+ Do people in real life have a “value” that they carry around with them? What are some of those “values”? → use this question to talk about self-esteem
* **Define:** Matching Phenomenon: people are more likely to form and succeed in a committed relationship with someone who is equally socially desirable
* Show correlation table depicting the correlation of the matches (should be positive)
1. **Think-Pair-Share: How has technology changed the way we interact with people?**
* How has technology changed the way you interact with people?
* What are the advantages of social media?
* What are the disadvantages of social media?
* From the values discussed at the beginning of class, which one do you think is most important when it comes to dating apps? Why?
1. **Discuss online dating**
* Show data on online dating and discuss
* Show video: Fat Guy Tinder Date (Social Experiment)
* Discussion question:
	+ What are some pitfalls of online dating?
1. **What is love?**
* Collect responses on board and discuss
* Slides: Different types of love
1. **Attachment styles (adapt mini-lesson by Jennifer and Adrienne)**
* Show video of baby interacting with mother and stranger
* Ask students about baby’s emotions
* Hand out descriptions of different attachment styles and have students guess attachment style
* Slides on attachment styles and how they relate to relationships throughout life
1. **Activity: Why do some relationships end and others last?**
* In pairs of two: have students look up examples of celebrity relationships that ended and those that lasted at least 10 years. They can use any electronic device for this.
* Ask class: why did unsuccessful relationships end and why successful ones did not. Collect responses on board.
* Review 3 potential mental shortcuts relevant to romantic relationships: Multiattribute choice, heuristics, anticipated emotions
* Divide class into 3 groups and have each group focus on applying one mental shortcut to understand why particular celebrity relationship failed or succeeded
* Expand discussion to the overall class
1. **Why do people break up and what are the outcomes of breakups?**
* Slides on the process and experience of breaking up
* Reexamining the divorce rate: how data can be misleading