

History and Citizenship 2: Dating in Different Periods and Cultures

Course

History and Citizenship Cycle 1

Unit/Social Phenomenon/Theme

A Social Phenomenon of the Present

Lesson and Focus

Dating in Different Periods and Cultures

Trigger Warning

Discussions around consent

Aim/Rationale

The purpose of this lesson is for students to critically reflect on what is respectful and responsible in romantic and sexual relationships, considering attitudes that promote the respect of both personal and interpersonal boundaries, through the study of dating and courtship practices of different societies, including their own.

Competencies

1. Examines social phenomena from a historical perspective.
2. Interprets social phenomena using the historical method.
3. Constructs their consciousness of citizenship through the study of history.

Materials

- Projector
- Computer and/or a Whiteboard
- *Prior to this lesson, students must read, “A Guide to Love Across Cultures.” - See website for .pdf

Central Concepts

Society, Change, Continuity, Democracy, Diversity, Stakes, Territory

Hook

Having read a short newspaper article from the Calgary Herald, “A Guide to Love Across Cultures,” briefly discuss the content of the article as a class. Together, students will make a list of variables, such as social and cultural factors and contexts that influence relationships. Encourage students to go beyond the variables featured in the article.

Development/Teaching Methods

Analysis of Individual Cultures:

- Students analyse one of the variables listed by the class in groups of 2-3 people and discuss **what practices would be healthy and respectful in their personal dating lives.**
- Encourage the consideration of an array of perspectives, highlight the importance of different points of view and explore whether it is possible to reach a consensus as a group of people coming from different socio-cultural, ethnic and religious backgrounds.
- Once groups have decided what to say, have them explore the reasons behind these practices (Are there some class members who are torn between multiple perspectives of dating ethics?).
- Groups present their perspectives on contemporary dating culture.
- Be sure to stress that any beliefs surrounding relationships are completely valid and that nobody should feel that their beliefs are not legitimate, not all will share the same view. Simultaneously, in any relationship, a similar emphasis on respect, listening and effective communication is important for reaching mutual understandings around beliefs, boundaries, and pleasure.
- Ask each group to share what they have concluded about dating norms.

Culmination

- Lead a discussion about different courtship practices or norms that exist currently or historically. (E.g. Men lead the courtship process and women respond; giving flowers; arranged marriages)
- As a class, choose 5 courtship practices that seem to be the most debatable and about which students have the most diverse perspectives. Lead a class discussion about these practices.
- Conclude with a discussion of what dating and relationship norms could be considered healthy by people in any culture or historical moment. Things to consider including: consent, respect, acceptance, safety, equality, understanding, caring, enjoyment.

Performance Objectives

By the end of this lesson:

- Students will have a broader sense of culturally diverse romantic practices.
- Students will have explored what they consider a healthy relationship, and as a result they will be able to more easily identify unhealthy practices in their own lives.
- Students will have been exposed to the idea that one idea of romance is not necessarily better or worse than another and that differences in perspectives should always be respected but not necessarily adopted.
- Students will have worked to construct conscious citizenship by examining and understanding diverse perspectives on dating and relationships.

Assessment Ideas

- 1) Ask students to ask a grandparent or another older relative about courtship or dating when they were younger.
 - 2) Have students conduct further research on a courtship or dating practice from a specific historical and cultural context.
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