

**WHEN  
RELATIONSHIPS  
BREAK**

**CREDITS**

***Executive Producer***

Anson Schloat

***Video Producer***

John G. Young

***Associate Producer***

Deborah E. Gatins, Ph.D., Clinical Psychologist

***Teacher's Resource Book***

Deborah E. Gatins, Ph.D.

Copyright 1999  
Human Relations Media, Inc.

# CONTENTS

Introduction .....	1
Learning Objectives .....	3
Program Summary .....	4
Notes for Class Discussion .....	8
Instructions for Worksheet 4 .....	9
Worksheets	
1: Research Project .....	11
2: Tips for Breakups .....	13
3: Dear Gabby .....	14
4: Rating Breakup Styles .....	16
5: Time to Break Up? .....	18
6: Role Plays on Breaking Up .....	21
7: How Painful Is the Breakup? .....	23
8: Live and Learn .....	24
9: Coping with a Breakup .....	26
10: How to Deal with a Loss Creatively .....	27
Fact Sheets	
1: Tips for a Healthy Breakup .....	28
2: Red Flags of an Unhealthy Relationship .....	29
3: Tips for Breakups with an Abusive/Dependent Partner .....	30
4: Normal Reactions to Breakups .....	31
5: Unhealthy Reactions to Breakups .....	32
6: Factors Affecting a Breakup .....	33
7: Six Types of Love .....	34
8: Positive Choices For Coping .....	35
9: Negative Choices For Coping .....	36
Bibliography .....	37

## INTRODUCTION

Much has changed about the dating scene in the last few decades. In 1950, the average age of marriage was 20 for women and 22 for men. Back then, dating in high school was a serious form of courtship and often led to the choice of life partners. Today, the average age of marriage is about 25 for women and 27 for men. In some ways this has changed the nature of high school dating. It is considered less serious and more fun. But to the teen who is experiencing a painful breakup, there is nothing fun about it.

Most teenagers would certainly agree that romance is often on their minds. In fact, some psychologists believe that establishing intimate romantic relationships is one of the primary developmental tasks of adolescence. Perhaps the greatest joys and the deepest sorrows are associated with teenage love. Young romance can create profound turmoil as teenagers struggle to make positive choices. Out of these struggles arise opportunities for emotional growth. This process of struggle and growth sets the stage for adult partnerships.

By the age of 16, more than 90 percent of all adolescents of both sexes will have had at least one date. About 75 percent of high school students have been steadily involved in a dating relationship by the end of high school. Research indicates that dating styles vary according to age. In early adolescence, dating consists primarily of mixed group activities. Teenagers of both sexes gather together at parties, at the mall, at local restaurants, or at the movies. By mid-adolescence, a group of established couples might go out together. Finally, in late adolescence, couples may seek more intimate evenings out. Interestingly, there is research to suggest that this pattern is healthy and that to date seriously in early adolescence may have negative consequences—particularly for girls. However, moderate dating is associated with good mental health. Those teenagers who follow the above pattern and wait until late adolescence before becoming seriously involved are better adjusted than those teenagers who choose early, intense dating or not dating at all (Steinberg 1996).

Breaking up is frequently reported by teenagers as one of their greatest stressors. Consider that first serious breakup: it can be devastating. One of the reasons teenagers have great difficulty coping with this experience is that they have had no prior experience with it. By the time you have had your second, third, or fourth breakup, you can at least say, “I remember this awful feeling. I know it will go away.” First breakups of intense romantic relationships often leave teenagers wondering if they will ever be okay again. The rejection is profound, for it is perceived by teens as a negative statement about their newfound identity as a sensual woman or man. *Will anyone ever love me again? Am I attractive? What did I do wrong?*

## INTRODUCTION (CONTINUED)

The video *When Relationships Break* consists of personal interviews with teens who share their experiences with their relationships. They discuss their often chaotic feelings after breaking up and some of their positive and negative choices of ways to cope. Students viewing the video will see that others have experienced the same feelings—and have survived! The video and accompanying print materials will help students ascertain when and how to let go of a relationship and how to deal with the painful aftermath.

## LEARNING OBJECTIVES

After viewing the videotape *When Relationships Break* and participating in class activities, your students will be able to:

- identify appropriate and inappropriate ways to break up
- recognize unhealthy ways of coping with breakups
- learn productive ways to handle a breakup
- develop new strategies for handling problems with romance
- understand that there is a wide range of responses to breakups
- evaluate their own methods of breaking up
- recognize red flags of unhealthy relationships
- recognize expected emotional reactions to breaking up and accept that these reactions are normal

## PROGRAM SUMMARY

The video opens with a montage of adolescents giving their reactions to the painful breakup of a relationship. The title *When Relationships Break* appears as a framed picture of a young couple falls to the floor and shatters.

In the first segment, **Getting to Know You**, several teens discuss how they go about initiating relationships, what they do socially, what a typical date consists of, what “going out” means, and what having a boyfriend/girlfriend entails.

Adolescent psychologist Dr. Deborah Gatins appears on screen to describe the profound and overwhelming first experience of love: “You see this other person and your heart skips a beat and you get that sort of feeling in your stomach and you realize that you’re suddenly happy just because they’re around you...You love the way they look. You love the way they talk. Some of their little idiosyncrasies become charming to you and you just find yourself enveloped by this person and just wanting to be around them all the time.”

In the segment entitled **Breaking Up Is Hard to Do**, teens share their feelings about being on the receiving end of a breakup as well as being the one to break up: A young man named Juda remembers with anguish, “It was probably the worst feeling I have ever, ever experienced in my life. I did not stop crying for days...I felt betrayed...Just the fact that she didn’t love me anymore and that I still had all these crazy feelings for her.” A young woman, Brooke, speaks wistfully of a mutual breakup as she and her boyfriend prepared to go to college. A young man named Luca admits he didn’t break off relationships in a nice way: “I rarely, rarely did it to their face.” Another young man, Andre, tells what happened when he broke up with a girl who was very attached to him: “She flipped...She threw all my books out; she threw them in the garbage. She was screaming and yelling.” Another teen, Andrew, says, “It’s a hard thing to do to have to be the one to go to the other person and say, ‘We have to break up.’” Several teens describe the spectrum of emotions they went through—from “My whole world was shattered” and “totally wiped out” to rage, despair, sadness, confusion, anger, and feeling upset. A teenage girl named Morgan reflects, “You’re completely lost and it just consumes you.” Another young woman, Sylvia, remembers not going to school for a whole week because she was depressed.

Dr. Gatins explains why it feels so devastating to many young people. They say, “I never saw it coming. I was so stunned and so shocked.” They don’t understand what happened and can’t make sense out of it. “There’s a sense of denying it’s really happening,” she continues. “It’s very confusing.”

The next segment is called **Letting Go**. We are shown clips of the teens talking about what they did after a breakup. Andrew tells how he spent a lot of time by himself “really dwelling on it, which isn’t good.” Morgan says she felt she was no longer completely whole. Kelly explains, “You feel like you lose a little bit of who you are.” Morgan describes how she started hanging around with a bad crowd,

## PROGRAM SUMMARY (CONTINUED)

driving around until all hours of the night and getting drunk: “I was trying to refind happiness...I was just experimenting with my life and it got really dangerous.” It came to a head when she got arrested for shoplifting. Morgan explains that she felt she couldn’t trust anyone “because I trusted him the most and he hurt me the most.” Her ex-boyfriend, Max, admits that he didn’t handle the breakup well—after breaking up with Morgan on Thursday, he started dating someone new on Monday. Juda says that hanging around with his ex-girlfriend after they broke up “turned the knife in the wound. It definitely did not help me get over her any faster. In fact, it made the process a lot slower.” Brooke describes her emotional pain after a visit to her ex-boyfriend at his college: “It brought back all these feelings. I realized I missed him so, so much.” Sylvia tells how she still thinks about her first boyfriend four years after breaking up. She says, “There’s a little part of me that’s angry at him for what he did, but I try to compensate for that by saying I learned so much.”

Dr. Gatins comments on the mixture of feelings adolescents have after they break up with their first love: “Will anyone ever love me again? Was that it? Was that my moment? Was that the great love of my life?” There’s a sense that they are never going to love anybody again like that because that first love experience was just so incredible, or they think, “I’m not taking that chance. Are you kidding? That was the worst pain of my life.” She says, “This can really overtake you at any age, but particularly when you’re just starting out, just learning in those new relationships.”

In the next section, **Let’s Just Be Friends**, the teens discuss the possibility of remaining friends after a romantic relationship ends. Sylvia says that although she and her ex-boyfriend said they wanted to be friends, “it just made it extremely difficult.” Morgan and Max describe how they still talked a lot after breaking up “because we were best friends before we started going out.” She says, “I think that door should always be open that you should say that you should still be friends.” Andrew says, “Ultimately, I think you should still be friends...because you always have that sense that, well, at least we were friends.” Kelly charges that when people break up by saying they just want to be friends, “that excuse is just totally a way of getting out of the relationship without telling the other person how they truthfully feel.”

On whether it is possible to remain friends, Dr. Gatins says, “It rarely works.” She explains that even though some people genuinely care about you and mean it, “it’s just very hard. You usually need time. That’s not to say that a year from now you can’t be friends...There’s a whole sort of dance between the two of you that you can’t abruptly change without having some space and some time away from each other.” She tells viewers that people say they wish to be friends in order not to hurt someone’s feelings, but the other person takes it as rejection, which makes him or her feel worse. She cautions viewers, “You really want to think about that ‘Let’s just be friends’ line and what it really, really means.”

## PROGRAM SUMMARY (CONTINUED)

In the section called **Taking Care of Yourself**, the teens discuss what helps ease the pain. Andre advises, “Don’t just sit there and let it eat you up inside. That will cause you to do something stupid.” Morgan offers, “You need friends to listen to you blow off steam, and especially friends who have been through similar situations.” Kelly concurs, “Talking to people does help if they have gone through a really tough relationship...Talking to your parents can help because hopefully they have gone through some of those really bad ones.” Brooke expresses the value of talking to her mom. She says that her mom’s consoling mixed with her friends’ encouragement “made me believe that things would get better.” “It’s hard to believe when you’re 16,” Sylvia adds, “but your mom usually knows exactly what’s up.” Morgan, however, says that she didn’t let her parents in: “I didn’t let them know what was going on.” Brooke concludes the segment by saying, “Those emotions that you have after a breakup need to be told to someone, need to be let out. If you keep them inside, it’s only going to get worse.”

According to Dr. Gatins, “The reality is, whether someone took the time to be honest and talk with you directly and try to be real about their feelings...or whether they did it in a horrible way, you still walk away as the one being broken up with, feeling horrible, awful, terrible, devastated, like things will never be okay again.” She validates those feelings and recommends talking with others who have been through similar experiences. She advises: Don’t shut down. Don’t pull inside. Don’t isolate. Find those best friends. Find those other people and talk about it. Continue to show up for things. Go to parties. Push yourself to go out. Do something. “The worst thing to do is to sit around and stew about it.” Some people are introspective and need a couple days to think about what happened “but no more than a couple of days. This is not something that should go on and on and on by any stretch of the imagination.” She continues with more suggestions: Develop some interests and some hobbies. Get involved in a new project. Get a job. Plan a trip. Go out with friends. Treat yourself.

The young people then share their feelings about entering into a new relationship after a breakup in a segment called **I’ll Never Fall in Love Again**. Kelly says, “I wasn’t really interested in getting in another relationship with someone. I didn’t think that it would be as happy or as good of a relationship as the last one.” Max echoes, “I don’t want to be with anyone.” Morgan agrees, “I’m not really into having a relationship right now.” Sylvia adds, “Now I’m just kind of chilling out. I don’t have a boyfriend because I don’t want a boyfriend.” Juda, however, says he’s learned that “if you go through life trying to avoid love, you are definitely going to be more unhappy than if you search for it...It is totally worth it.”

College students Brooke and Juda describe their 13-month dating relationship. They express qualities that they appreciate in each other. Concerning the development of their relationship, they feel they have a solid foundation because they got to know

## PROGRAM SUMMARY (CONTINUED)

each other as friends before going out romantically. They talk about the things they value in their relationship. It is obvious that they care about each other deeply.

Dr. Gatins points out that both Brooke and Juda were extremely upset when their first love relationships in high school ended. She says that they “certainly had that sense that they would never love again, but when you hear them talk about each other and the relationship they have now, you can see that whatever they learned in that first relationship they take into the second relationship and made it even better.” They are more careful about being open, talking about their feelings, taking it at a slower pace, and being aware of what the other one thinks. They also really work at the relationship.

In the final segment, **DOs and DON'Ts**, the teens tell viewers how NOT to break up: “The worst way to break up is to have your friend do it,” “The wrong way to break up is to tell everybody before you tell that person,” “in front of her friends,” “over the phone,” or “through a friend, through notes, or on the computer—that’s more hurtful to the other person because it shows that you really don’t care that much at all.” The RIGHT way, according to Sylvia, is going to a person calmly and saying, “I don’t think this is working out.” Andrew says you have to talk to the person if there is any doubt about the relationship. Luca advises, “Try to tell them in a way that’s not going to make them feel bad.”

Dr. Gatins says the worst thing at any age to handle when a relationship breaks up is that there are almost always unanswered questions. “You have to walk away from something knowing that you didn’t really know the answers to some things, and the answers that you got didn’t really satisfy you. You have to walk away feeling a little bit like you’re leaving behind unfinished business, and that’s uncomfortable at any age.”

The video concludes with final words of advice from the teens: “I don’t think anything involving relationships is easy because it’s dealing with another person’s emotions and that is probably the most complicated thing you can ever deal with,” Andrew surmises. “Before you let yourself get really emotionally involved, think about who they are and see if you want to trust them with your feelings,” Kelly advises. Luca affirms, “There has to be someone else out there that is going to end up caring about me.” Andre says, “You’ll get over it.” Brooke speaks from her experience, “It gets better as time goes on.” Sylvia shares the sentiment: “Time heals all wounds. You will get over it.” Morgan says that although she regrets the mistakes she’s made, “they have made me stronger. I’ve gained a better understanding and perspective on life and on myself.” Juda closes with, “Don’t pretend that it doesn’t hurt, but know that it eventually subsides...It’s definitely not the end of the world. Eventually you’ll be able to look back on that experience and know that it helped to mold you. It added something to you.”

### **Recognizing Red Flags**

- Have students list on a sheet of paper qualities or behaviors that would be considered unhealthy or a “turnoff” in a relationship.
- Discuss these qualities/behaviors, and write them on a board.
- Ask students to list some indicators that a person would not be right for them.
- Ask if these indicators would be right for everyone. How would students know if they were entering an unhealthy relationship? What would they do, and how would they handle it?
- Compare students’ responses to the indicators listed in Fact Sheet 2 *Red Flags of an Unhealthy Relationship*. Have the students ever seen any of these behaviors in someone they have dated? What were the results? (Instruct students not to mention names of individuals.)

**Alternate activity:** Put the information from the Fact Sheet on small business card-sized paper and laminate to hand out to students to place in their wallets. This could be a class project or a school-wide project.

## INSTRUCTIONS FOR WORKSHEET 4

Being familiar with the information in Fact Sheet 1 *Tips for a Healthy Breakup* will help students rate the breakup situations in Worksheet 4 *Rating Breakup Styles*. You can use Worksheet 4 in several ways, as described below:

### **A. Rating Responses**

Most of the breakup situations described in the worksheet are typical of teenagers but poor ways of going about ending a relationship. There is no objective way to decide which are “bad,” “okay,” etc. However, consider that the best way to end a relationship is to meet with the person face-to-face, in private, and to tell the person in a way that considers his/her feelings. With that in mind, we offer the following opinions about the breakups:

1. The healthiest responses are numbers 4, 8, and 14. \*
  2. Even when the content of the message is appropriate, it is unfair and a bit cowardly not to deliver this important information in person
    - Numbers 2, 7, and 12 ask someone else to deliver the bad news.
    - Number 1 considers the person’s feelings to some extent, but it does not involve speaking to the person face-to-face.
  3. Numbers 3 and 11 are passive and indirect. These methods could also be considered mean.
  4. Numbers 6 and 9 are dramatic, manipulative, and deceptive.
  5. Numbers 5 and 10 are mean. Saying these things will certainly just hurt someone’s feelings.
  6. Number 13 indicates poor mental health. No one should need another partner in order to break up with a boyfriend or girlfriend.
- \* The teenagers will probably debate this. For example, numbers 1 and 2 aren’t that bad. They are not face-to-face, but the content of the call or the letter might be very appropriate.

## INSTRUCTIONS FOR WORKSHEET 4 (CONTINUED)

### **B. Analyzing the Breakup**

You can also use Worksheet 4 to encourage the class to consider the motivation behind the person's behavior in the breakup. You can list several categories on the board and ask students to classify the breakups during class discussion, or students can suggest categories in a brainstorming session. Suggestions for categories follow:

- |                    |                 |
|--------------------|-----------------|
| a. immature        | f. mature       |
| b. seeking revenge | g. insecure     |
| c. cowardly        | h. dramatic     |
| d. mean            | i. manipulative |
| e. lying           | j. other        |

For example, students may agree that breakup number 12 is both immature and cowardly or that breakup number 9 is dramatic and number 5 is mean.

### **C. And the Loser Is...**

Finally, the class might have some fun debating which of the situations is the absolute worst way to break up. This can be a class or small group activity. Take a vote to determine the big loser. If you use this exercise in several classes, it would be interesting to share the results of each class's vote with one another.

# **STUDENT WORKSHEETS**

**RESEARCH PROJECT**

Research one of the topics from the following list, and write a brief paper on your findings. You can gather information at your school or local library, as well as on the Internet. Use a *Resource Tracker* (Worksheet 1B) to collect information. Refer to the bibliography at the end of this guide for numerous resources.

**1. When to Start Dating**

Research indicates that girls mature physically sooner than boys. But do they mature sooner emotionally? How do physical maturity, emotional maturity, and gender influence decisions to date? What other factors influence a personal decision to date? (Hint: What does the students' particular school culture expect?)

**2. Grief**

Some breakups are so painful that individuals describe them as similar to losing a loved one through death. Investigate Elisabeth Kubler-Ross's book, *On Death and Dying*. Explain how the stages of grief described might be applied to the ending of a relationship.

**3. Love**

What is love? Some scientists have tried to explain this human phenomenon. Some have even come up with different kinds of love, like *passionate* love and *companionate* love. Research this concept, and discuss the kind of love you think most high school students share with a romantic partner.

**4. Who Is More Romantic?**

According to several studies on college romances, males fall in love more easily than females, while females fall out of love more easily than males. Moreover, rejected men take breakups much harder than rejected women. All of this seems contrary to our popular beliefs about romance. Find some of these studies and discuss the reasons for these gender differences.

**5. Interview Your Friends**

This requires research with your friends or any teenager who is willing to answer some questions. Interview at least 20 teenagers and ask them to describe the best and worst explanations they got from or gave to someone to end a romance. Consider which are the most common ways to break up. Organize the information by gender. Comment on any trends you discover in the ways males and females break up.

**6. Attachment**

Some couples spend all of their time together. They seem unable to make decisions without consulting one another. If one is happy, the other is happy; if one is sad, the other is sad. Mental health professionals have used the term "codependent" to describe unhealthy relationships when couples seem to have merged their identities. Investigate this topic.

NAME: \_\_\_\_\_

## RESOURCE TRACKER

WORK  
SHEET  
**1B**

<b>Title of book or article:</b> _____	<b>Title of book or article:</b> _____
<b>Author(s):</b> _____	<b>Author(s):</b> _____
<b>Published by:</b> _____	<b>Published by:</b> _____
<b>Copyright date:</b> _____	<b>Copyright date:</b> _____
<b>Subject covered:</b> _____	<b>Subject covered:</b> _____
<b>Quote(s):</b> _____	<b>Quote(s):</b> _____
<b>Notes:</b> _____	<b>Notes:</b> _____

HRM VIDEO

WHEN RELATIONSHIPS BREAK

**TIPS FOR BREAKUPS****Step 1:**

What is the best way to break up with someone? Come up with a list of five guidelines for breaking up with someone in a mature, respectful way. Think about what you would like someone to keep in mind when breaking up with you.

**TIPS FOR BREAKING UP**

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

**Step 2:**

When you have finished your list, compare your ideas with those of your classmates. Compile one large list from the individual ideas you've developed.

**Step 3:**

Compare the class tips against those developed by experts in *Tips for a Healthy Breakup* (Fact Sheet 1).

## DEAR GABBY

Choose two of the scenarios described below, and help the teenagers who wrote the “Dear Gabby” letters by giving them advice. It may be helpful to study the information on Fact Sheets 1, 2, and 3 before writing your responses.



**1.** *Dear Gabby,*

*I just found out that my boyfriend kissed another girl. He is really sorry. He swears it will never happen again. He told me he really didn't know what he was doing. He just lost it. He says he loves me, and I believe him. I love him, too. How do I get my friends off my back? They seem to think I'm a pushover.*

*Signed, Tell Me Anything*

**2.** *Dear Gabby,*

*I have been dating my current boyfriend for two months. I am very much in love with him. He hasn't said he loves me, but I can tell he does from the way he treats me. I have always wanted to go out with him, so these past two months have been like a dream come true. He says that we should take our relationship to the next level to prove we are truly committed to each other. I definitely want to show him how much I care. And I think this is what has been holding him back from telling me he loves me. He is probably afraid to say it unless I prove I really do care and plan to stay his girlfriend. I never thought I would have sex this young, but I guess it is the only way to prove to him that I am his. Do you think I am making the right choice?*

*Signed, In for a Major Heartbreak*

**3.** *Dear Gabby,*

*My girlfriend is the most beautiful girl in the school. I can see other guys checking her out all the time. In a way it makes me proud, but mostly it just makes me mad. She is so friendly she doesn't realize these other guys are flirting with her. She talks to everyone. We had a big fight last night because I told her I did not want her talking to other guys without me around. She doesn't realize that all guys are interested in just one thing. Can you please back me up here? She is so naive. If she doesn't stop talking to other guys, I may just have to break up with her because I can't take it anymore. (And, to tell you the truth, there is a new girl in school who is pretty hot.)*

*Signed, What a Jerk*

**DEAR GABBY (CONTINUED)****4.** *Dear Gabby,*

*I am the luckiest guy in the world. I have a great girlfriend I have known since elementary school. We have been friends forever. Now that we are in 10th grade everyone seems to be dating. We are very open about our feelings for each other. She has told me many times that she loves me and that I am her best friend, but we have never kissed. She goes out a lot with her friends to parties where there are other guys. I don't worry because I know I can trust her. She always tells me who she met at what party and who she has gone out with. She even tells me if she ends up hanging out with just one guy, so I know I have nothing to worry about. Now that we are older, I would like this to be more of a boyfriend/girlfriend relationship. How exactly do I do this?*

*Signed, Living in a Fantasy World*

**5.** *Dear Gabby,*

*My boyfriend has many great qualities. He is a great athlete, he makes me laugh, he is kind to my family, and he can talk about his feelings. The other day, my parents noticed some bruises he left on my arms when he grabbed me. My parents freaked. They think this is abusive and don't want me to see him anymore. I can't believe their reaction after all the nice things he has done for our family. He just doesn't realize how strong he is. He also has intense feelings. When he gets mad, he gets really mad. But when he is sweet, he is really sweet. I understand he is just an intense guy. What can I tell my parents to get them to back off? They are ruining everything.*

*Signed, On My Way to the Emergency Room*

**6.** *Dear Gabby,*

*Every year my family goes away for the summer. I have always enjoyed these vacations and have lots of friends at our summer place. My boyfriend is upset because we will be separated for so long. He has asked me to agree not to go out with any guys while I am away. This is hard for me because a lot of my friends are guys. I don't plan to fool around with anyone, but I do intend to see my friends. He has also asked me to call him every day, and he spoke directly to my parents and got their permission to come for two visits. My friends think that was sweet, but I was kind of mad that he didn't talk to me about it first. Anyway, I'm to call him every night, I'm not to go out with any guys, and he has two visits planned. I guess he's just insecure. I'm thinking I will just not tell him if I end up going to the beach or a movie with one of my guy friends. If he is going to freak, what's the point? I will be faithful to him. My friends say this is a form of lying. What do you think?*

*Signed, Missing the Big Point*

## RATING BREAKUP STYLES

The following is a list of ways that teenagers have ended relationships. Most of these are bad ways to go about it. Some are worse than others. Review the list and rate them. Then, compare your ratings with those of other members of the class.

**RATING:**                    **1**                    **2**                    **3**                    **4**                    **5**  
    **TERRIBLE**        **BAD**                **OKAY**            **GOOD**            **VERY GOOD**

- 1.** Call the person on the phone. Tell him/her the relationship is over. You wanted him/her to hear it from you directly before it got all over the school.

Rating: \_\_\_\_\_

- 2.** Write your steady a letter to break up, and have a friend give it to him/her.

Rating: \_\_\_\_\_

- 3.** Just ignore him/her. Eventually, he/she will get the message.

Rating: \_\_\_\_\_

- 4.** You decide you wish to date others. Tell your boyfriend/girlfriend you made a mistake committing to an exclusive relationship. You enjoy spending time with him/her but wish to see other people as well.

Rating: \_\_\_\_\_

- 5.** Deliver a detailed list of all the things that he/she does that bother you. This way he/she can't possibly try to argue with you. There will be too many problems to fix.

Rating: \_\_\_\_\_

- 6.** Tell your boyfriend/girlfriend you don't deserve him/her. He/she is too good for you.

Rating: \_\_\_\_\_

- 7.** Have one of your parents call and explain that your relationship has gotten too serious and they will not allow you to be in a relationship like this.

Rating: \_\_\_\_\_

**RATING BREAKUP STYLES (CONTINUED)**

- 8.** If you are attracted to someone else but you do not wish to hurt your partner's feelings, let him/her know your feelings have changed. It's nobody's fault, but you are no longer interested in a relationship.

Rating: \_\_\_\_\_

- 9.** Cry a lot. Let him/her know you feel terrible about this, but it's just not working out. You can't really explain why. You just keep crying and saying, "It's over."

Rating: \_\_\_\_\_

- 10.** Tell your partner you are really attracted to someone else and this must mean things are not working out between you two anymore. You want to pursue this other person, and you can't do that if you are in a relationship. You don't want to sneak around behind his/her back. You feel the best thing to do is to end it.

Rating: \_\_\_\_\_

- 11.** Start being late for things. Purposely forget plans that were made. Pick fights. In this way, you will drive the other person crazy and then he/she will break up with you. It will save you the trouble of having to do it.

Rating: \_\_\_\_\_

- 12.** You explain to your steady's best friend that you don't want to go out with him/her anymore and to please relate this to your boyfriend/girlfriend.

Rating: \_\_\_\_\_

- 13.** First, find a new boyfriend or girlfriend. Once you have that new person, let the old partner know you are not interested in a relationship anymore. It will help to have a new person for you to turn to and for your ex-partner to see you with so he/she knows it is really over.

Rating: \_\_\_\_\_

- 14.** Find a quiet, private place where you will not be interrupted. Tell your steady the truth in a way that considers his/her feelings. Give your steady some time to absorb what you are saying.

Rating: \_\_\_\_\_

## TIME TO BREAK UP?

Review the following scenarios, and make suggestions for how the couple should handle things. If a breakup seems necessary, describe how it should be done.

After writing your responses, discuss your answers in small groups. Each group is responsible for:

- (1) presenting its recommendations for one of the scenarios to the rest of the class; and
- (2) leading a class discussion on that scenario to gather the reactions of others.

### **Scenarios:**

1. All the guys think that Gina is gorgeous. Frank remembers how thrilled he was when she agreed to go out with him. He couldn't wait to tell his friends. It really impressed the guys that he had the nerve to ask her out and that she said yes. It made him feel great to show up with her at parties. He always made sure the guys saw him holding her hand or putting his arm around her. Lately, Gina has been asking for them to spend time alone together instead of with his friends. Frank can't imagine spending time alone with Gina. What would they do? He likes hanging out with his friends and loves to have Gina around with the group.

---

---

---

---

---

---

---

---

2. Heather is happy to have Tyrone for a boyfriend. All her friends seem to have boyfriends, and she was getting nervous that no one would ever ask her out. Tyrone is sweet. He's not that attractive to Heather, but he does take her to all the right parties and he is usually on time for things. Heather feels that Tyrone is just the right guy for now. Someday she'd like to get Gary to notice her, but until then Tyrone is fine. And isn't it great that he tells her how much he loves her? He really is nice.

---

---

---

---

---

---

---

---

**TIME TO BREAK UP? (CONTINUED)**

3. Dan just sent Tracy a dozen beautiful red roses. She can't believe how fancy they are—and how much they must have cost him! He often does things like this to let her know how much he really cares for her. She loves him so much. She understands that he has trouble talking about his feelings. He has been under so much stress lately. He never would have yelled at her the way he did last night if his parents weren't constantly on his back. She is going to call him right now and tell him how beautiful the roses are and how much she loves him. He'll be so relieved to hear that her wrist was only sprained. He has nothing to feel bad about.

---



---



---



---



---

4. LouAnn. That's how everybody refers to Lou and Ann: LouAnn. They are never apart. They love the name and think it's funny. However, Jane misses Ann. They used to have a lot of fun together. Now, she can never get Ann to come out without Lou. Oh well, maybe Jane just doesn't realize that this is how a real relationship works.

---



---



---



---



---

5. Brian has been dating Susan for three months. Most of that time has involved basketball season. Brian plays basketball, and Susan is on the cheerleading squad. Now that the season is over, Brian finds he is not making any effort to spend time with Susan. It was easier when they spent so much time together traveling to games on the weekends. He now prefers to hang out with his friends. Susan is complaining that Brian is ignoring her. The truth is that Susan is right.

---



---



---



---



---

**TIME TO BREAK UP? (CONTINUED)**

6. Maybe Nick is right. Lucy should give the relationship another chance. It was so awful to see him cry like that. She really does care about him. It just seemed to her that the spark between the two of them is gone. How could she be so mean? If he loves her that much, she should try harder to make it work. Maybe her restless feelings are just temporary. Other people in couples probably feel like she does from time to time, right? Chances are she'll never find anyone who will care for her the way Nick does. She should count her blessings and stop looking elsewhere. There is more to a relationship than being in love. That stuff is for fairy tales. This is the real world.

---

---

---

---

---

---

---

7. Carlos cannot remember his life before Jenny. She knows his family. She knows his friends. Everyone likes Jenny. It's just that they seem to argue all the time now. Jenny doesn't understand it either. They talked about it for two hours on the phone last night. They used to have so much fun together. In fact, they believe they are each other's first true love. So why do they always end up fighting? They've discussed breaking up, but both of them feel sick just thinking about it, so they go on—and just end up fighting again and again. Carlos and Jenny just don't know what to do anymore.

---

---

---

---

---

---

---

**ROLE PLAYS ON BREAKING UP**

For this activity, you will need copies of Fact Sheet 6 *Factors Affecting a Breakup* and Fact Sheet 7 *Six Types of Love*. Choose one of the role play scenarios below, and:

- Determine the factors involved that may complicate the breakup (see Fact Sheet 6, Part 1).
- Decide what kind of love, if any, the partners have for each other (see Fact Sheet 7).
- Act out the situation in the role play, varying the place, time, and manner of the breakup (refer to Fact Sheet 6, Part 2). For instance, the person breaking up may be hostile or apologetic; he or she may decide to break up in the middle of a busy hall at school or in private. Some of the role plays already specify these variables.

**1. KEVIN AND AMELIA**

Kevin wants to end things with Amelia. They have been going out for six months. He really enjoyed the first four months but feels the relationship is going nowhere. He would rather be out with his friends, and he finds himself checking out other girls. He has known Amelia for three years. They have always been friends. He is hoping she will feel the same way he does.

**2. PABLO AND CATHY**

Pablo has just found out from a friend that Cathy has been cheating on him. He can't wait until next period to confront her. He and Cathy always meet for lunch in the cafeteria. We'll see who looks like a fool then!

**3. KIM AND TREVOR**

Kim cannot believe the summer is almost over. She and Trevor have had a wonderful time, but she is going far away to college and they will not be able to see each other at all. She knows it makes no sense for them to try to maintain this relationship, but every time it comes up Trevor finds a way to avoid discussing it. She has decided that today is the day. They must face the reality that this relationship is over.

**4. LAURA AND JOHN**

Laura can't believe she agreed to give the relationship another chance. She just started crying as soon as John got angry. She never really got her point across because he was so defensive and she was just a mass of tears. Oh well, this is really not working out. Laura is going to try to talk to John again. Maybe it will go better this time.

**ROLE PLAYS ON BREAKING UP (CONTINUED)****5. TERRY AND TIM**

Tim's been pressuring Terry about sex. She likes Tim a lot. They used to have a lot of fun together. But now that's all he talks about. She is tired of feeling like she's not being a good girlfriend, and she is tired of feeling guilty about all this. She is going to tell him to find someone else. She is not ready for sex.

**6. CHRIS AND LINDA**

No matter what Chris asks for, Linda gives it to him. At first, he thought this was great. But now he is bored with her. She doesn't seem to have a mind of her own. Even when he gets angry and yells, she just agrees that he is right and apologizes all the time. It's over.

**7. JACK AND DIANE**

Jack and Diane have been going out forever. They've grown up together and have gone to the same school since kindergarten. It seemed natural to start going out in 7th grade. They are in 10th grade now and Jack feels like he needs a change. He wants to have some fun. He cares deeply for Diane—she has been a true friend. But he wants a chance to explore other relationships.

**8. GAIL AND NED**

Gail cannot believe what she is hearing. Ned just told her he is too tired to go out, but the phone rings and his buddies invite him out and he is asking where to meet them. He is going to get off the phone and tell her he's out the door, and maybe he'll call her later. Well, forget it! She is sick of being second best to the guys. This is it!

**9. ERIK AND ELENA**

Erik thinks Elena is great. He has really enjoyed the time they have spent together, but the summer is here and he knows he does not want to be tied down by a girlfriend. He plans to end the relationship.

**10. LING AND ALEX**

Ling always has a good time with Alex. The prom, the school picnic, the senior class fair, and the concert were all great. Alex seems to be getting more serious about the relationship, but Ling was just having fun. She thinks she needs to talk to him about this. If he thinks they are going steady, she will need to let him know that she does not consider him to be her boyfriend.

## HOW PAINFUL IS THE BREAKUP?

In healthy relationships, it is important for the two people to retain as much of their individuality as possible. In general, the more each partner functions as a complete, whole person, the less painful breakups will be when they occur. However, particularly in teenage relationships, there may be a tendency to be “swallowed up” by or “swept in” to the loved one’s life. But the more dependent and needy each person is in the relationship, the more difficult breaking up is, and the more such people may feel as though they have lost part of themselves.

Consider the following diagrams, which depict different types of relationships as they relate to sharing a sense of yourself with another. In the space provided, indicate how painful a breakup might be and why.

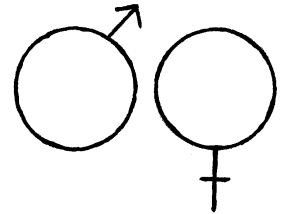
1. *maintaining total independence*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



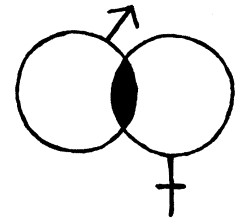
2. *more independent than dependent*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



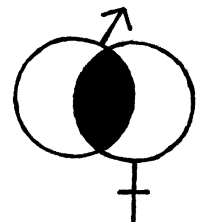
3. *more dependent than independent*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



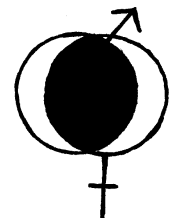
4. *very dependent on each other*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







**COPING WITH A BREAKUP****Step 1:**

In the space below, make a list of ideas for how to handle an upsetting breakup. What are some things people might do to help them cope after a breakup?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Step 2:**

Compare your list with those of your classmates. As a class, come up with a single list of strategies which everyone agrees are healthy and beneficial. If you need help deciding whether a strategy is good or bad, consult Fact Sheet 8 *Positive Choices for Coping* and Fact Sheet 9 *Negative Choices for Coping*.

(For information about normal vs. unhealthy reactions to breakups, see Fact Sheets 4 and 5.)



# **FACT SHEETS**

**TIPS FOR A HEALTHY BREAKUP**

- Tell the person you are breaking up with in person, face-to-face.
- Find a private place.
- Choose a time when you will not be interrupted and neither of you has to rush off to class or work.
- After you have said all you can, do not continue talking just because the other person is upset. He/She may insist that you explain it again and again or may try to change your mind. It is respectful to allow the person some time for questions, but this should not become a lengthy, drawn out process. It is not your responsibility to help the person work through this. He/She needs to find new supports now.
- Be honest.
- Avoid blaming—the person or yourself.
- Do not tell the person all the things you do not like about him/her. This will only cause bad feelings. Isn't it true that you just no longer want to spend time with that person exclusively and the relationship is no longer fun for you?
- Do not get defensive. Do not start fighting over minor incidents. It is a way to distract you from the main mission, which is to break up.
- Know for sure that this is what you want to do, or else you are likely to be talked out of it.
- Expect resistance. You might not get it, but it is better to anticipate that you will.
- Do not be seduced by the person's promises to change. (The assumption is that these issues have already been discussed and there has been no change.)
- Do not decide to "take a break" as a compromise. This never works.
- If you plan to be friends, understand that you may need to wait a while before you can socialize at that level.
- Make sure your body language is consistent with the message. If you hold the person's hand or touch him/her affectionately, that message will be "heard" more loudly than your words.

**RED FLAGS OF AN UNHEALTHY RELATIONSHIP****WATCH OUT FOR THESE RED FLAGS!**

Evaluate closely before continuing the relationship when the person:

- monopolizes your time
- speaks of love in the early part of the relationship
- wants you to “check in” many times a day
- is jealous and/or aggressive
- is aggressive in other areas (such as with family or friends)
- when asked to stop a certain behavior, does not stop or respect the request
- blames you for bringing out the worst in him or her
- calls you names—degrades you in front of others
- uses alcohol or drugs regularly
- has abuse in his/her family history
- makes the relationship more than it is

**If you see red flags, slow down!**

Ask yourself:

- Is this person good to me?
- Is this relationship good for me?

**TIPS FOR BREAKUPS WITH AN ABUSIVE/DEPENDENT PARTNER**

If you are concerned that your partner may become abusive by threatening to hurt either you or himself/herself, you should keep these tips in mind:

1. Have the courage to break up. You cannot waiver. Abusive or dependent people will try to talk, beg, threaten, or seduce you out of this decision.
2. Break up in a public place. You may want to tell the person in private, but be certain that there will be others nearby in case you need them.
3. Keep the breakup conversation very short. More time may encourage the person to become more upset in your presence and act out.
4. Understand that NO explanation will be acceptable to an abusive or dependent person. Nothing you say will make him/her agree that the relationship should end. You need to state briefly and directly that the relationship is over.
5. Be prepared for protests, promises to change, and possible threats. Remain calm, firm, and brief. You can say, "There's no point debating this. You feel it works for you, but it does not work for me." Or, "This is the kind of behavior that turns me off. This is why we are breaking up." And then, get out!
6. Know that you have nothing to be guilty about. You are not responsible for someone else's feelings or actions. Do not let the person guilt you into believing that you are. Be prepared to hear things like: "You did this to me! You told me you loved me. Was that a lie? How could you hurt me like this? You know how much you mean to me..." or "You can't get away from me. I will go after anyone you try to date. I will find you no matter where you go."
7. Before you choose your time and place, have ready the phone numbers of local police. If your partner becomes abusive either by attempting to hurt you, trashing the room, or threatening to kill himself/herself, you should call the police. They are trained to deal with both assaultive and suicidal individuals. It will also help to have a friend of his/hers or a parent ready to intervene.
8. In some cases it may be advisable to break up in the presence of a counselor. In this way, you can leave and let the person work out his/her feelings with someone trained to handle this and you need not fear that anyone will get hurt.
9. If you are truly worried or frightened, it is okay to break the privacy rule and ask an adult you trust to be there with you (as in the example above with the counselor).
10. You may need to take some time to determine how it is you ended up in an abusive or dependent relationship. You may want to seek counseling to avoid putting yourself in this kind of relationship again.

**NORMAL REACTIONS TO BREAKUPS**

Being on the receiving end of a breakup is one of life's most painful experiences. The sense of rejection and loss that most people experience makes it difficult to go about their daily routine. Here are some common reactions to a painful breakup:

1. Many teenagers report feeling a hollow pit in their stomach. There is a physical sense of loss. Some even feel a tightness around their hearts.
2. Many report difficulties with eating and sleeping. Some will eat or sleep too much, others too little. These are signs of depression. The body reacts to depression by having difficulty regulating these basic functions.
3. There can be problems with concentration. Students will find that they have not been listening in class or that they cannot focus on their homework.
4. Mood swings are common. One minute you may be laughing and the next you find yourself crying. Small things can set you off. A particular song will bring back memories that overwhelm you. A place you often went together may need to be avoided for a while.
5. Along with mood swings may be a general irritability. Many people experience being short-tempered. Teenagers find themselves snapping at friends and arguing with parents over trivial things. This is often a sign that they have not worked through their anger about the relationship having ended.
6. Many people withdraw. They will spend much time alone. They may have no interest in socializing with anyone. Some report that this is a time of introspection. Teenagers will use the time alone to think about the relationship and why it ended.

All of these reactions are normal. They are part of the grieving process. It is hard to let go of someone you loved. It is natural to experience this turmoil as you work your way back to feeling normal. Eventually, you should feel better.

This grieving process usually lasts between one week and three months. If you find you are still thinking about your ex after three months, you might need to seek counseling. Certainly, if you are still having trouble eating, sleeping, or concentrating, you should seek counseling. And any persistent dangerous behavior (drinking, drugging, stealing, self-mutilation, starving, bingeing, sleeping around, etc.) requires immediate attention. **DO NOT** wait three months before you seek help if you are engaging in behaviors that you know are self-destructive. See Fact Sheet 5 *Unhealthy Reactions to Breakups* for responses that are not in the normal range.

**UNHEALTHY REACTIONS TO BREAKUPS**

Although being on the receiving end of a breakup may be the most painful experience you have had, **you will get over it**. The normal range of time for grieving is one week to three months. Here are some signs that your reaction to the breakup is unhealthy and requires the assistance of a counselor. If you are experiencing one of these signs, consider getting help. Counseling services are confidential and can only help you.

1. You are still thinking about your ex regularly three months after the breakup. It is as painful now as it was the day of the breakup.
2. You are obsessed with your ex. You find ways to be around him/her. You organize your social life so that it coincides with your ex's schedule.
3. You continue to ask your ex to give you another chance despite the fact that he/she has told you "no" several times.
4. You change crowds. You drop all of your old friends. You choose new friends who are dangerous and engage in unlawful activity.
5. You decide to "kill the pain" by using alcohol or other drugs.
6. You cut yourself. The physical pain distracts you from the emotional turmoil.
7. You quit things: clubs, teams, jobs, after-school activities, etc.
8. You isolate yourself for longer than three months. You don't go out at all anymore. You spend most of your time by yourself.
9. You sleep all the time or cry all the time.
10. You become hostile and aggressive. You are always picking fights. You may even be especially nasty to your ex.
11. You suddenly get involved in dangerous activities: sky diving, bungee jumping, rock climbing, race car driving, etc. These are activities that you were not interested in before the breakup.
12. You think about killing yourself or attempt suicide.
13. You think about killing other people, like your ex or your ex's new boyfriend/girlfriend.
14. You begin an unhealthy diet. You may alternate between starving yourself and binge eating behavior.
15. You agree to a physical relationship with your ex. You say that there are "no strings attached," but in your heart you are hoping this brings you back together.

**FACTORS AFFECTING A BREAKUP****PART 1: SITUATIONS THAT COMPLICATE A BREAKUP**

1. The couple is separating for the summer.
2. One of the partners is moving away.
3. One or both of the partners is going to college.
4. The couple is breaking up because one of the partners is planning to date the other partner's friend.
5. One of the partners is caught cheating on the other.
6. One of the partners has fallen out of love.
7. One of the partners has fallen in love with someone else.
8. The couple has shared a deep level of physical and/or emotional intimacy.
9. The partners' friends are very different and do not get along.
10. One partner is choosing to work hard at school, while the other is choosing to party and get into trouble.
11. One partner is seriously involved in drugs or alcohol.
12. One partner is in trouble with the law.

**PART 2: HOW WE BREAK UP WITH SOMEONE**

The following factors can have a big effect on how the breakup goes:

1. Time spent thinking about **what** we will say—none, hours, days, weeks?
2. **Where** we choose to break up—in public, in private, on a date, at school, etc.
3. **When** we choose to break up—in the morning before school, after school, on the weekend, etc.
4. Is our manner apologetic and self-deprecating?
5. Are we hostile, defensive, and blaming?
6. Are we evasive? Is it obvious that we are not telling the truth?
7. Are we respectful and truthful?
8. Are we certain this is what we want before we do it?
9. Could the other person say something to change the decision to break up?

**SIX TYPES OF LOVE**

Most important in how we handle breakups is our feelings. If we are in love, breaking up can be very painful. If we are not in love, it often seems much easier. The most awkward situations tend to come about when one partner is in love and the other is not OR when their love for each other is different.

Sociologist John Lee believes there are six different types of love:

**1. Eros:**

This is sexual love. Partners are interested in a physical relationship and are most focused on what their partner looks like.

**2. Ludis:**

This is for the “players.” These people think love is a game and do not get attached to anyone. They tend to change partners frequently.

**3. Storge:**

This is companionate love. It is warm and affectionate. It is the kind of love you might feel for a sibling or a best friend.

**4. Mania:**

This is obsessive love. This love makes people always anxious about their relationships. They want to know where their partner is all the time and constantly want their partner’s attention.

**5. Pragma:**

This is realistic love. Pragmatic lovers seek a match with someone whose personality, background, values, and interests are similar to their own.

**6. Agape:**

This is altruistic love. It is unselfish. It accepts people for who they are and does not try to change them. It is patient and kind and demands nothing in return.

Source: Lee, John A. **The Colors of Love**. Toronto: New Press, 1973. Cited in John Stewart and Carole Logan, **Together: Communicating Interpersonally**, 4th Ed., New York: McGraw-Hill, Inc., 1988, 1993.

**POSITIVE CHOICES FOR COPING**

What can you do to begin healing? How do you learn to let go? There are many things you can do to help yourself. Research suggests that being on the receiving end of a breakup is much harder than being the one who does the breaking up. However, both parties can benefit from using the following list of successful strategies:

1. Talk to your friends, your parents, a relative, a school counselor, etc. Keep talking until you feel you understand things a little better.
2. Write a letter to your ex expressing your feelings. Do NOT mail it. It is just a way to help you understand how you are feeling.
3. Keep a diary. Begin writing immediately and track how your feelings change as the days go by.
4. Stay active. Go out with friends. Join a new club at school. Do not spend too much time alone. Do not isolate yourself.
5. Exercise. Regular moderate exercise is the best way to help us cope with all kinds of emotions.
6. Let yourself cry. It is important to experience all emotions. Try to do this at a time when you are with someone you trust or when you do not have to rush off to work or school.
7. Treat yourself. Have dinner out with friends. Go to a movie. It is okay to pamper yourself to feel better.
8. Make a list of the pros and cons of the relationship. You may discover there were problems in the relationship that you refused to recognize.
9. Admit you may be angry. One of the things that prevents people from recovering from a breakup is refusing to admit they are angry. They talk about how wonderful their ex was, how they didn't deserve him/her, how grateful they are to have had any time with the person at all, etc. People who go on like this are usually being unrealistic and not dealing with their anger.
10. Recognize that even though you may be experiencing pain now, you have learned and grown as a person. You are more prepared for the next time. (And there will be a next time!)
11. Make a list of all the things in your life you have to be grateful for.
12. Consider your youth and the overwhelming likelihood that with six billion people on earth you will doubtless experience many opportunities to find a match.

**NEGATIVE CHOICES FOR COPING**

Do not make the following choices when you are coping with a breakup:

1. Get drunk or high. (*Avoids dealing with feelings.*)
2. Get a new boyfriend/girlfriend immediately. (*Avoids understanding what the problems were with the relationship; does not give yourself time to mourn.*)
3. Get back at the person for hurting you by dating his/her best friend, starting a rumor, etc. (*Immature. Denies your feelings of sadness, turns everything to anger.*)
4. Stay away from school. (*Self-destructive.*)
5. Reject all of your friends. Keep to yourself. (*Offers no opportunity to talk about it with people who care. Denies you of the outside perspective of a more objective observer.*)
6. Beat somebody up—either the person who broke up with you or anybody you can pick a fight with. (*Immature. Avoids dealing with feelings. Abusive to others. Doesn't change the situation.*)
7. Threaten to hurt the person (or others) unless he/she agrees to come back to you. (*Immature. Avoids understanding why the relationship was not working. This will not make that person care for you. If you do intimidate him/her into returning, you are a bully and must accept that you have blackmailed the person into the relationship. The person will NOT come to love you but will always be aware that he/she has been manipulated into something that he/she did not want to do.*)
8. Threaten to kill yourself or attempt to kill yourself. Show the person you cannot live without him/her. (*Another form of blackmail. Immature. Doesn't deal with why the relationship didn't work. If the person takes you back out of fear for you, this is not love. The person will resent you for manipulating him/her. Thus, another breakup is inevitable.*)
9. Get involved with a new and dangerous crowd. (*Avoids dealing with the pain.*)
10. Call the person constantly and plead for a second chance. Agree to have sex with him/her with no strings attached. (*The person will view you as pathetic. If he/she does choose to have sex with you, he/she will think even less of you. Even though you insist you do this because you love the person, you will feel taken advantage of, the relationship will end, and you will feel even worse about it.*)
11. Pretend it doesn't bother you at all. (*Avoids dealing with feelings.*)
12. Tell anybody who will listen your side of the story. This includes badmouthing your ex and telling everyone how badly you were treated. (*Impulsive. Chances are you will regret this and wish everyone did not know your business. You may lose friends who do not trust you to keep secrets.*)
13. Put all your energy into thinking of ways to win the person back. (*Denial. Avoids accepting reality that the relationship is over. Prevents healing and moving on.*)

# **BIBLIOGRAPHY**

## BIBLIOGRAPHY

- Baumeister, R. F., and S. R. Wotman. **Breaking Hearts: The Two Sides of Unrequited Love.** New York: Guilford Press, 1992.
- Bosma, H., and A. Jackson, Eds. **Coping and Self-Concept in Adolescence.** New York: Springer-Verlag, 1990.
- Bugental, Daphne Blunt. "Communication in Abusive Relationships." **American Behavioral Scientist**, 1993, 36(3), 288-308.
- Burns, Jim. **Surviving Adolescence—Growing Up Ought to Be Easier than This.** Irving, TX: Word Books, 1990.
- Carter, Sharon. **Coping through Friendship.** New York: The Rosen Publishing Group, 1988.
- Chance, Sue. **Stronger than Death.** New York: W.W. Norton & Co., 1992.
- Colgrove, M., H.H. Bloomfield, and P.A. McWilliams. **How to Survive the Loss of Love.** New York: Bantam, 1976, 1991.
- Conroy, David L. **Out of the Nightmare: Recovery from Depression and Suicidal Pain.** New York: New Liberty Press, 1991.
- Coombs, H. Samm. **Teenage Survival Manual: How to Reach Twenty in One Piece.** Lagunitas, CA: DB Inc., 1989.
- Hassler, William. **Coping: Strategies for Successful Modern Living.** Greensboro, NC: Tudor Publications, 1990.
- Kingma, D.R. **Coming Apart: Why Relationships End and How to Live through the Ending of Yours.** Berkeley, CA: Conari Press, 1987.
- Kubler-Ross, Elisabeth. **On Death and Dying.** New York: Macmillan Publishing Company, 1969.
- Lee, John A. **The Colors of Love.** Toronto: New Press, 1973, cited in John Stewart and Carole Logan, **Together: Communicating Interpersonally**, 4th Ed. New York: McGraw-Hill, Inc., 1988, 1993.
- Levy, Barrie. **In Love and in Danger—A Teen's Guide to Breaking Free of Abusive Relationships.** Seattle, WA: The Seal Press, 1993.
- Steinberg, L. **Adolescence.** NY: McGraw-Hill, Inc., 1996.
- Sylvia (pseudonym). "Abusive Relationships: When Love Becomes a Prison." **Scholastic Choices**, 1985, 10(6), 16-19.

### **INTERNET RESOURCES**

- <http://www.mancol.edu/stntlife/relcom.html>  
<http://www.mancol.edu/stntlife/relcom.html>  
<http://www.erlbaum.com/680.htm>  
[http://www.loveadvice.com/KEY\\_1002.HTM](http://www.loveadvice.com/KEY_1002.HTM)  
<http://www.couns.uiuc.edu/brochure.htm> (Counseling Center, University of Illinois)