
LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D.:

Have students review the three levels of a relationship by completing the student activity guide, **THE THREE COMPONENTS OF RELATIONSHIPS**, (page IV-A-46).

5-7 Ain't Love Grand?

Get pictures of famous couples, but use individual pictures if possible. Put the husbands on one board, and the wives on another board. Give the students the first names **ONLY** of the women, and then have the students try to match the couples. Give a small prize to the student who can get the most right first. For example: Ike and Mamie Eisenhower, Lucy and Desi Arnez, George and Martha Washington, Jackie and John Kennedy, etc.

Note: This is not particularly a class period activity, but something of interest for those odd moments at the beginning or end of class.

6. Identify reasons early adolescent romances are often short in duration and examine appropriate ways to end relationships.**6-1 Loveless Letters**

Read the letters on page IV-A-47 that ended relationships and examine the feelings involved. Assign students to write a letter to a fictitious girlfriend/ boyfriend and as gently and honestly as possible end their fictitious relationship.

6-2 Breaking Up Is Hard To Do

Breaking up or ending a relationship is like hitting a pothole or chuckhole unexpectedly--it always takes one person by surprise and that person is usually hurt. The other person often feel badly because he/she didn't really want to hurt anyone--they just wanted to end or change the relationship. There are a number of emotions that are inherent to the "breaking up" process and they are: depression, loneliness, wanting to live in the past, anger, being out of control, desiring to hurt yourself or someone else. Have the complete the student activity guide, **BREAKING UP IS HARD TO DO**, (page IV-A-48) while the teacher presents the information from page IV-A-49.

Note: Ending a "love affair", relationship, or friendship is very difficult for teens. Adults occasionally discount the extent of their feelings due to their young age. Most adults should remember their first breakup and be more sympathetic. The feelings of loss are deep and there is real emotional pain. The teen may not feel "complete" without that special person. Some may feel depressed and want to pull the covers up over

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D.:

themselves and never come out. Adolescents need to know this is not a hopeless situation and that they can take charge of their feelings and work through this time of disappointment and hurt.

6-3 The Wrong and Right Moves in Breaking Up

Have the students pretend they are detectives, and listen for clues that depict the wrong and the right moves in breaking up as you read the story of Stephen and Josie and excerpts from Mike's Diary (pages IV-A-50 and IV-A-51) to the class. Have the students make note of the clues as you read.

Upon completion, ask a student to act as a scribe and write the clues on the chalkboard as the students identify them. This should be an excellent opportunity for class discussion regarding the appropriateness and inappropriateness of particular behaviors. The overriding concept is that life does go on, and the sooner one gets active and moves on, the better. All relationships are learning steps to better prepare us for relationships to come.

6-4 Problems of Pairing: Balloon Activity

Make a copy of page IV-A-52 and cut each situation apart. Stuff each situation into a balloon, blow it up, tie it off. Put all the balloons in a basket or pillowcase, or tie them together and anchor. Ask one student at a time to come to the front of the class, choose a balloon and pop it, and read the situation to the class. Discuss possible solutions and share examples.

6-5 If You Want to Dance...Video

Show the video, **IF YOU WANT TO DANCE**, available from March of Dimes and conclude with a classroom discussion.

6-6 It's No Crush; I'm In Love

Show the video, **IT'S NO CRUSH; I'M IN LOVE**, from Highgate Pictures and conclude with a classroom discussion.

6-7 Dating Cartoon

Make an overhead transparency of the cartoon on page IV-A-53 for the students to view or enlarge it to poster size and hang in the room. The cartoon should elicit some comments and discussion! Discuss the message given: Everyone is different and everyone will not want to date each other, etc., and that is okay.

RESOURCES:

Books:

Conford, Elle, *If This is Love, I'll Take Spaghetti*, Simon and Schuster Children's Publications, 1230 Avenue of the Americas, New York NY 10020. 1984. ISBN: 0-02724-250-1. A group of stories about adolescent loves.

Eager, George B., *LOVE, DATING and SEX: What Teens Want To Know*, Mailbox Club Books, 404 Eager Road, Valdosta, GA 31602. 1988. ISBN: 0-9603752-95.

Ryker, Audrey, *ME: Understanding Myself and Others*. Glencoe-McGraw Hill, 936 Eastwind Dr., Westerville OH 43081. 1977. ISBN: 0-02665070-3.

Thomas, Alicia, *Everything You Need To Know About Romantic Breakup*, The Rosen Publishing Group Inc., 29 E. 21st St., New York NY 10010. 1990. ISBN: 0-82391-219-1.

Videos:

It's No Crush: I'm in Love; Highgate Pictures, Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019.

Princess Bride. 1987. 98 min. Is available through regular video stores. This basic fairy tale is crammed with all the cliches. It is an adventurously irreverent love story centered around a beautiful maiden and her young swain as they battle the evils of the mythical kingdom, Florin, to be reunited with one another.

