

LST 403 – Behaviorist Instructional Design Documents – Dr Ward Cates

Surviving a Break up

A Self-Instructive Learning Web Site

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Project Overview

Title

Surviving a Break up: A Self-Instructive Learning Web Site

Target Audience

High school students aged 15-18 years old

Overall Goal

Upon completing this unit, learners should have an understanding of the reactions or feelings after a break up and the basic coping strategies to survive a break up.

Rationale

Break ups are a simple fact of life in this age where nearly half of all marriages end in divorce, and stories of high school sweethearts living happily ever after are few and far between. According to American Demographics, one-third (35 percent) of Americans today say they have been through a break up at least once in the past 10 years. The restless young are in fact more likely to be dating and to have experienced a recent heartbreak.

This target audience is especially vulnerable and more influenced by their peers who themselves are inexperienced in handling break ups and relationships matters. These teens often emulate Hollywood laissez-faire take on love and relationships and the media's exaggeration of love and hurt. Hence, an instructive learning unit on how to survive a break up is timely and crucial for these technology-savvy teens who prefer listening to a neutral 'party' than to nagging parents and preachy teachers.

Description of the Project

The lesson would be a self-instructive learning web site to be designed specifically for high school teenagers. It will introduce the delicate subject of relationships and break ups in a non-intrusive way. It will broach the subject by providing sound background content on the emotional affect of break ups and reiterate the point that the "pain will go away" through the various coping strategies offered.

The learning web site would be both factual and fun, presented in a light-hearted way through a 3D graphical character (the learner can choose either a cool male or female rock star with a purple heart medal pinned on his or her jacket) who will greet the learner on the first page of the web portal. The hip avatar (Rocker Sage) will guide the learner in his or her journey towards recovering from the break up. At the end of the learner's journey, Rocker Sage will 'pin' a virtual purple heart on the learner honoring his or her courage in overcoming adversity and pain.

Scope of the Project

1. What are the tell-tale signs of an imminent break up (pre break up)?
2. What are the reactions and feeling associated during the break up?
3. What do you do post break up?

Materials to be included

This unit is designed to be solely a self-learning instructive learning web site and all the necessary materials are contained therein. It is available to anyone with no access control.

General Development Guidelines

1. Learner would need internet access and an updated web browser.
2. The web site should be accessed either on a PC or Macintosh platform.
3. This unit should require about 20 minutes completing.
4. The web site will not specifically name or endorse any self-healing programs or systems that are available on the market.

Needs Assessments

Discrepancy Analysis

Desired Performance: The learners should be able to differentiate the various feelings such as Anger, Denial, Disorientation, Fear, Guilt and Self-blame. They should understand that the love and subsequent break ups they have experienced or are experiencing are not as disastrous as to disrupt their everyday life. They need to understand that falling in love and breaking up are a part and parcel of life and they too can overcome the hurt and move on with life. They should be able to reflect on their experiences and not repeat whatever mistakes they have made in the past. They should be able to use the suggested coping strategies to overcome their break up.

Current Performance: Most of the learners are able to experience the joy and excitement of falling in love as well as the pain that comes with a break up. To some, this may be the first time they experience heartaches that hurt more than past infatuations. They are often not sure on how to react. Some might react inappropriately on the advice of their peers who are not experienced to handle the situation. Some may have distorted perceptions on love based on what they have seen in the media. Half of them do not talk to their parents on matters of the heart and hence have no parental guidance on this matter.

Input-Output Analysis

Input: The learners are aware that they can consult the school counselor to talk about their problems. Some schools organized talks on dating and relationships. Some schools will invite speakers from Planned Parenthood to talk about sexuality, pregnancy and sexually transmitted diseases. However, not all learners are privileged to attend such talks. Most of the talks concentrate on topics such as teens' pregnancy, bullying, vandalism and gun control. Very few school talks concentrate on relationship issues, deeming it to be a non-priority.

Output: With few available materials or insufficient guidance, learners are unable to handle their break up in a responsible manner. They will vent their hurt, anger and frustration in a way that are disruptive to their well-being. However, as a result of the training received, learners will be able to channel their emotions constructively. As they go through the web site, they will learn some coping strategies and will be able to utilize each of them effectively.

Statistics

There is unfortunately insufficient statistics on teens' break ups. The general statistics conducted by American Demographics showed that 35 percent of Americans today say they have been through a break up at least once in the past decade. In a survey conducted by eNation on America's failed relationships in 2002 showed that Americans under the age of 35 are twice as likely as those between 35 and 54, and nearly five times as likely as those 55 and older, to have

split with a significant other in the past decade. The survey concentrated mainly on respondents of age 18 and above.

On the other hand, the article “*Instant messages are lasting*” published in USA Today in July 2001 highlighted Pew's survey of 754 teens. The survey finds that face-to-face interaction and phone contact have been partially replaced by Instant Messengers (IMs). Teens use IM to “nurture friendships, begin and end romantic relationships and mediate difficult conversations with the emotional distance the Net provides”. Pew stated that 17% of the teens have used IMs to ask someone out while 13% to break up.

The lack of additional statistics indicates the perception that teens’ break ups are deemed to be a trivial matter and hence not worth researching on. In the survey done by American Demographics, it was also mentioned that regardless of the causes of a split, saying goodbye to a special someone is rarely easy for the respondents. Thus, our younger audience would find it more difficult to cope given their lack of maturity and experience in handling break-ups.

Market Analysis

Most of the products available for instructions come in the form of instructional web sites, self-help books and programs.

Some web sites:

1. Eight ways to get over the person who broke your heart
<http://www.articletycoon.com/Article/Eight-Ways-to-Get-Over-the-Person-Who-Broke-Your-Heart/743>
2. Surviving a break up
<http://www.asi-results.com/brainstorm/brain974.htm>
3. How to get over a break up
<http://dating.about.com/od/recoverymovingon/ht/MoveOnSecrets.htm>
4. Break-up FAQs
<http://wiki.answers.com/Q/FAQ/2119>
[Containing more than 100 links to questions on relationships and break-ups]
5. iVillage – Street talk
http://ivillage.feedroom.com/ifr_main.jsp?nsid=b7d910b32:111008062c4:4baf&fr_story=550f9a5168f26c9c3066d6c636b4a7ca7e8fd471&st=1172541757437&mp=WMP&cpf=true&fvn=9&fr=022607_090239_7d910b32x111008062c4x4bb0&rmdm=836915.9873923523

While some of these web sites offer general printed information about relationships and break ups, they do not guide the learner through the instruction using small steps and constant feedback. Learners are not able to reinforce what they have learned using practice questions to check for understanding as per in the normal learning process. As these web sites are available to learners free of charge, the information is not presented in a structured lesson format and may be difficult to follow. The validity of information is also questionable as we are not informed of the background of the authors or contributing authors.

Some books:

1. Exorcising Your Ex
(How to Get Rid of the Demons of Relationships Past - ISBN: 9780684803029)
Publisher: Simon & Schuster
2. How to Heal a Broken Heart in 30 Days
(A Day-By-Day Guide to Saying Good-Bye and Getting on With Your Life - ISBN: 9780767909082)
Publisher: Bantam Dell Publishing Group
3. The Good Bye Book (How to Heal a Broken Heart in 30 Days - ISBN: 9780963537829)
Publisher: Listening Inst
4. How to Heal Your Broken Heart
(The Secrets to Getting over a Relationship Breakup or Divorce - ISBN: 9780972513074)
Publisher: Bantam Dell Publishing Group
5. Rebound Rituals (50 Ways To Bounce Back After Breaking Up - ISBN: 9780811845465)
Publisher: Chronicle Books LLC
6. Extreme Breakup Recovery (ISBN: 9780974206134)
Publisher: Lightning Source Inc
7. Life After Your Lover Walks Out (A Practical Guide - ISBN: 9781932690262)
Publisher: Lightning Source Inc

These books are written for the general public and not for our target audience and thus the content might not be appropriate for high school students. Besides the cost of the books (each averaging \$15), time is one factor that might discourage our target audience from reading them. The learner would need to put aside at least a few hours to read and understand the content. The application of the knowledge gained from the book is yet to be seen as there are no exercises to check for understanding.

Audio program:

1. It's Called A Breakup Because It's Broken
(The Smart Girl's Breakup Buddy - ISBN: 9780739321843)
Publisher: Random House

There are some audio programs in the market (although they are not as popular as the web sites). However, the cost of the program and its effectiveness in reinforcing knowledge are some issues that might render the program to be less suitable for the target audience.

Self-help Programs:

1. Don't Break-up.com
<http://www.dontbreakup.com/ahome.html?hop=boris9>
2. Catch him and keep him.com
<http://www.catchhimandkeephim.com/index.asp?source=google&gclid=CPWm7YbQzYoCFQFcgQodpzELcg>
3. Double your dating.com
<http://www.doubleyourdating.com/10006?gclid=CMiShcrRzYoCFSIOgQodcSbeAg>
4. Coping with a break up
http://vitalcoaching.com/dating/extra4/coping_with_a_break_up.htm

There are also some self-help programs that are for sale or available through subscriptions. These systems have a wider range of topics and do not cater exclusively on how to survive a break up. Furthermore, the systems normally target audience with a disposable income (those who are already working). The structure and content of these programs are not pitched to the level of our target audience.

Therefore, although it may seem that there are many available resources on the market, there is a dearth of resources catering to high school students. It is timely that a self-instructive learning web site is created for these students to help them cope with break ups in a more responsible. These students should not be bogged down by the emotional baggage of break ups that it might affect their studies and cause them to lose sight on their ambitions. The learning web site with its easy access at any hour and its carefully thought-out knowledge reinforcement exercises will indeed be a boon to our target audience.

Goals and Objectives

Goal

Upon completing this unit, learners should have an understanding of the reactions or feelings after a break up and the basic coping strategies to survive a break up.

Objectives

First performance objective

Knowledge level - The learner, upon completion of this unit, will demonstrate knowledge of the different reactions and feelings after a break up by correctly responding with 100% accuracy to the embedded items pertaining to these emotions.

Comprehension level - The learner, upon completion of this unit, will identify examples of the different reactions and feelings after a break up by correctly responding with 100% accuracy to the embedded items pertaining to the examples.

Second performance objective:

Knowledge level - The learner, upon completion of this unit, will demonstrate knowledge of the coping strategies to survive a breakup by correctly responding with 100% accuracy to the embedded items pertaining to the techniques.

Comprehension level - The learner, upon completion of this unit, will identify examples of circumstances in which the coping strategies can be employed by correctly responding with 100% accuracy to the embedded items pertaining to the examples.

Learner Analysis

General description

The intended audience for the instructional unit is male and female high school students aged 15 to 18 years old. They come from varied ethnicity, religious beliefs, and family socio-economic status. A large percentage also works part-time after school or in the weekends and during school vacations to support their lifestyle and to save for college. Most of them aim to pursue higher education (to attend at least community college) after graduating from high school.

Strengths

These students are highly energetic. Most of them are relatively good readers. They have good communication skills and sufficient learning skills and subject knowledge after having gone through 8 years of schooling. They are generally positive and curious to experiment new things (although this can be a weakness if the new things include drugs). The fact that they still remain in high school and did not drop out indicates that they do have some interest in schooling.

These students are reasonably exposed to the Internet and computers. A.C. Nielson reported that these students are spending more time using the Internet as a tool for school work assistance, playing games, communicating with friends and surfing. Their savvyness in using the computer applications and the Internet remains their strong point. In fact the Pew Internet & American Life Project found that 87 percent of teens (or about 21 millions) go online with 59 percent of older "wired" teens (15-17 years old) go online once a day or more.

Weaknesses

Being young, these students are impressionable and are often influenced by their peers. They are also trend-conscious and some would do anything to appear hip and cool. Most of them have Hollywood-tainted views on relationships and love matters. They are also highly influenced by the media and assume that whatever information printed or published in the media and on the Internet to be the gospel truth.

They have little or no purchasing power and hence rely on "frebbies" such as free information and downloads available on the web. An example is their preference to download free music than buy the original CDs.

The students are also more emotional as they undergo hormonal changes. They are more swayed by feelings than critical thinking. Although their free-spirited and gung-ho attitude can also be a strength, they are generally immature to rationalize their decisions, often relying on the advice of friends than their teachers or parents. They prefer not to discuss matters of the heart issues with an adult.

Potential area of difficulty

The topic is highly subjective with no right or wrong answers. The availability of other resources allows the students to compare and contrast the various recommendations given. Hence, some students might not agree to the coping strategies and advice offered.

Students might not want to spend time using with the instructional unit as they are already undergoing emotional trauma and thus will not be motivated to learn more about the break up.

Strategies

1. To capitalize on learners' familiarity of computer applications and their high spending time on the Internet, the instructional unit should be Web-based.
2. In order to take advantage of the learners' fascination with the hip and trendy, the interface of this instruction should incorporate cool, colorful graphics and iconic characters or avatars that they can identify with.
3. To overcome anxiety learners have with regard to a sensitive topic, this instruction should use an interesting theme to maintain a fun and friendly atmosphere for them.
4. Due to the restless nature of the learners who want to process information fast, the material should be given in byte size and straight to the point.
5. To address the learners' emotional needs for closure and to help them to move on, the unit should include coping strategies.
6. To take advantage of the fact that the learners are relatively good readers, explanatory text should be presented within this instruction.
7. To avoid having the learners feel that they do not need this instruction, this instruction should make special note that regardless of the learners' experience, this instruction will still prove valuable.
8. To enhance the learning experience for learners, this instruction should use positive reinforcements for learners' progress.
9. To ease the learners' anxiety in getting in their feelings, this instruction should present the embedded items in a variety of forms including "other than text" distracters.
10. In order to reduce the stress of the learner having other things to do, this instruction should only require 20 minutes to complete.
11. To enhance the learning experience for the learners, this instruction should use feedback for each response to embedded items.

12. In order to avoid the learners thinking that they could not retain the information from this instruction for a long period of time, this instruction should be presented in small steps with proper feedback and embedded items. This would ensure that learning is permanent and the learners do not need to revisit this instruction.
13. To avoid possible anxiety for the learners wondering if there is someone watching over their backs, this instruction should remind learners that there is no one is over their back and forcing them to proceed; learners are in control of their own learning and success.
14. To increase learners' comfort and encourage them to explore the topic, this instruction should not include a pre or post test.
15. To help learners identify with the topic, this instruction should use short video clips of teenagers experiencing similar scenarios.

Content Analysis

The analysis contains four representations of unit content.

First analysis:

Content Outline represents the content to be presented in the web site. There are three main topics. The sub-topics are catalogued under each main topic.

Second analysis:

Analysis of Sequence (Figure 1) is a sequential display of the content. The flow chart is to be read from top to bottom. There are three main topics that are further broken down into sub-topics. However, each module is accessible by the learner. The 'introduction' is used as an entry behavior to ensure that the learners are motivated to start the unit.

Third analysis:

Content Analysis of Terminology (Table 1) is a table with three column headings – “Term”, “Definition” and “Teaching Strategies” that will be employed to help the learners understand these terms.

Fourth analysis:

Content Analysis of Teaching Approaches (Table 2) is a table with three column headings – “Topic”, “Problem” and “Suggested Approach”. Each row indicates problems that might be encountered and possible teaching approaches that might be used to solve the problem.

Content Outline

Introduction

1. Relationship and you

Pre Break up

1. What are some of the signs of a relationship heading towards a break up?
 - a. Your partner suddenly becomes busy and starts avoiding you.
 - b. Your partner does not reply to your calls and makes excuses to avoid any communication with you.
 - c. When affection and public display of attention becomes less and you start feeling left out and feel deprived of love which came easily before.
 - d. When you start becoming not a priority but a liability.
 - e. When suddenly you seem to be fighting on rather trivial issues
 - f. You seem to get vibes that your partner has started hiding a lot of things from you whereas earlier in the relationship, you would be the first person to be aware of anything and everything.
 - g. When all of a sudden your partner has nothing to share and you tend to feel that you are not being given the right kind of attention.
 - h. You just cannot seem to do anything right; your partner suddenly finds fault with everything you do.
 - i. It becomes difficult to communicate and all of a sudden it feels as if you are not compatible.
2. What can you do to prevent the break up?
 - a. **Communicate.** Communication is important in resolving problems.
 - b. **Resist making accusations.** Approach your partner calmly, without being defensive. Tell him/her the problem.
 - c. **Refrain from insulting your partner during arguments.** Fighting dirty can quickly become a habit and eventually someone will say something that the other person cannot forget, or worse, forgive.
 - d. **Take time to tell your partner why you love him/her.** Not once, but often. This can be something as small as a compliment on how they look. Your partner needs to know you appreciate him/her.

- e. ***Be supportive and look for ways to give your partner the things they need the most.*** Even if your partner does not tell you what he/she needs, you can figure it out if you pay attention.
- f. ***Never try to solve a problem when you are angry.*** Take time to cool down. Nothing will really be solved when you are yelling at each other.
- g. ***Set aside some time for just the two of you.*** If not once a week, then at least once a month. This should be quality, alone time, however you two choose to spend it.
- h. ***Discuss decisions that affect the both of you and try to find a solution that will keep you happy.*** Never make an important decision that affects you both without talking to your partner.
- i. ***Do not lie!*** A healthy relationship requires trust. Never ever lie about things important to the relationship.
- j. ***Know when it is time to leave and make the break.*** Do not let anyone use you or abuse you. Most problems can be worked out if both people in the relationship make an effort to improve things. There are however some exceptions. It is time to leave if the relationship becomes abusive.

Break up Blues

1. Break up is normal and is part and parcel of relationship and life
2. What are some of the reactions and feelings associated with breaking up?
 - a. Anger
 - b. Bargaining
 - c. Denial
 - d. Disorientation & confused
 - e. Fear
 - f. Guilt
 - g. Hope
 - h. Relief
 - i. Sadness
 - j. Self-blame

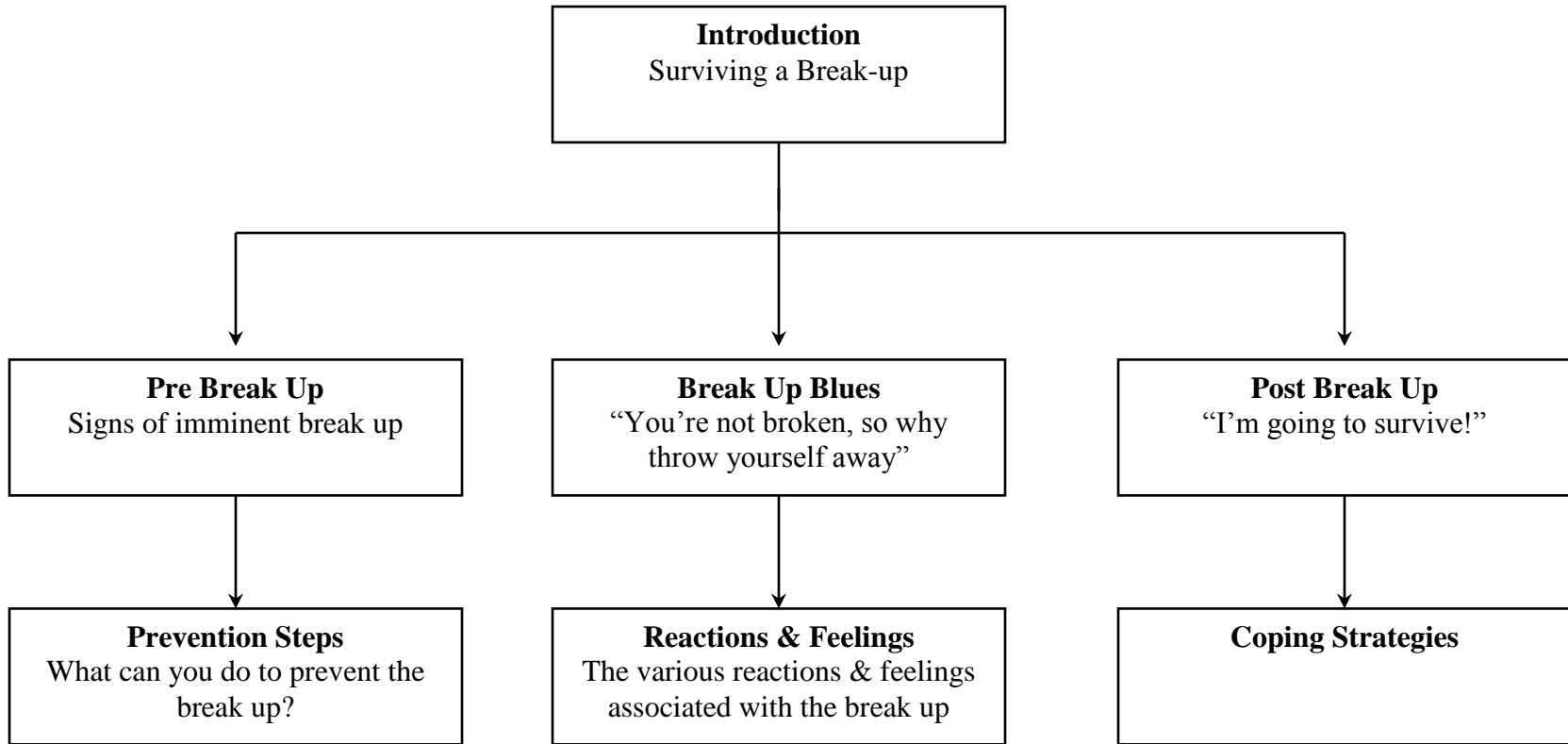
Post Break up

1. The importance of moving on with your life.
Facing the pain, learning from mistakes, and seeking enjoyment in other activities are effective for recovering from a break up. The goal is to not only recover from the break up but to also gain something positive from an otherwise negative event. The period after a break up is an excellent time to learn and to grow as a person.

2. Some coping strategies:
 - a. ***Let go of the possibility of getting back together.*** Though every break up is unique, usually when a person ends a relationship, the decision is final. As long as you believe you might get back together, you will not let the person go.
 - b. ***Do not rely on your ex to help you through the pain.*** Your ex broke up with you, but he/she is not responsible for making you feel better. Do not spend time fixating on what your ex might be doing or whether or not he/she feels pain. At this time the focus should be on you.
 - c. ***Give into the pain.*** Allow yourself to be sad. Cry, sob, and scream, if you need to. You will feel slightly better and as the day goes by the feelings will diminish even more. Eventually the thought of your ex will not generate any sad feelings.
 - d. ***Perform a closure ritual.*** You cannot truly move on from the failed relationship until you emotionally lay it to rest. A symbolic gesture can be a start toward accomplishing this goal. For example, taking down all of your photos together could be effective for closure.
 - e. ***Focus on today.*** Instead of worrying that you will always be alone, concentrate on the present moment. The future will take care of itself.
 - f. ***Think positively.*** Just because this relationship ended does not mean that your future relationships will be doomed. You will eventually meet someone new and feel just as happy, maybe even happier, with that person.
 - g. ***Examine your relationship history.*** Explore what went wrong, what went right, your strengths and weaknesses, and your relationship patterns. Try to understand yourself and what is important to you. Learn from your relationship and then let it go.
 - h. ***Connect with friends and family.*** Feeling the need for companionship and comfort is natural. Hanging out with friends can be an excellent solution as long as you do not use social activities to block out the break up pain. Moreover, discussing your feelings can be highly therapeutic, and other people might have words of wisdom to share with you.
 - i. ***Remind yourself that you can survive on your own.*** Though life can be more enjoyable with a significant other, you can also enjoy life as a single person, like you previously did before meeting your ex.

Content Analysis of Sequence

Figure 1



Content Analysis of Terminology

Table 1

Term	Definition	Teaching Strategies
Anger	When one is angry and often enraged at his/her partner for shaking his/her world to its core.	Show a short video clip that demonstrates 'anger' - how a student gets angry when he was pushed against the school locker for no reason. Relate the example to the similar emotion felt after the break up.
Bargaining	The act of pleading with our partner to give us a chance - "Don't go", "I'll change this and I'll change that if only you'll stay".	Use examples to highlight pleading or negotiation in process – Britney negotiates with the tailor seller to modify her prom dress without charging her extra. Relate the example to the similar emotion felt after the break up.
Denial	When one cannot believe that the break up is happening to him/her. He/She cannot believe that the relationship is over.	Use everyday examples to highlight denial – Bob argues with Bill and insists that he is the real winner of the game Murrowind when in actual fact, the video screen shows otherwise. Relate the example to the similar emotion felt after the break up.
Disorientation & confusion	The state of mind where one does not know who or where he/she is anymore. His/Her familiar world has been shattered and as a result he/she has lost his/her bearings.	Show a short snippet from a TV sitcom of the new kid on his first day in a new high school. He is confused and disorientated and confusion as he tries to get around a strange building. Relate the example to the similar emotion felt after the break up.
Fear	When one is frightened by the intensity of his/her feelings. He/She is frightened that he/she may never love or be loved again.	Use examples to show fear in process – Bob is tricked into staying alone in haunted house and he fears ghosts will get to him soon. Relate the example to the similar emotion felt after the break up.
Guilt	One feels guilty particularly if he/she chooses to end a relationship. Although he/she does not want to hurt the partner, yet he/she does not want to stay in a lifeless relationship.	Use everyday examples to show guilt – Barbara feels guilty for scolding Britney, her younger sister harshly for scribbling on her art work; Barbara later realizes that by scolding Britney, she is actually teaching Britney a value to take care for other people's possessions. Relate the example to the similar emotion felt after the break up.

Term	Definition	Teaching Strategies
Hope	When one fantasizes that there will be reconciliation and that the parting is only temporary.	Use an example of how a child at a foster home hopes that his real parents will suddenly turn up to take him out of the foster home permanently. Relate the example to the similar emotion felt after the break up.
Relief	When one is relieved that there is an ending to the pain, the fighting, the torment, the lifelessness of the relationship.	Use examples to show relief in process – Britney runs in a 10-miles marathon; when she reaches the finishing line, she guzzles down a large bottle of isotonic drink. She feels a sense of relief that her thirst has been quenched. Relate the example to the similar emotion felt after the break up.
Sadness	When one cries, sometimes for what seems an eternity, for he/she has suffered a great loss.	Use examples of one losing a favorite pet or a best friend whose family moves to another state permanently. Relate the example to the similar emotion felt after the break up.
Self-blame	When one blames himself/herself for what went wrong and replay the relationship over and over, saying, "If only I had done this. If only I had done that".	Use an example of how a neighbor blames himself for not locking the house doors, only to find his house was burgled while he was out fishing. Relate the example to the similar emotion felt after the break up.

Content Analysis of Teaching Approaches

Table 2

Topic	Problem	Suggested Approach
Break Up Blues	Learners might not readily accept the advice on how “whatever happens in that relationship, there will be a "rest of your life" and that they will become stronger and wiser after going through the experience.	<p>Instead of putting the advice on the screen as text, we can make cool Rocker Sage (our 3D graphical character) dish out the advice. Rocker Sage will advise the learners <i>“You'll be bruised, but not broken. So don't throw yourself away!”</i></p> <p>The learners will identify with the cool Avatar rather than boring textual descriptions or worse, a talking head of a school councilor, a mother or a teacher.</p>
Coping Strategies – “Focus on today”	Learners might not be able to understand the abstract concept like “Focus on today”. Each learner’s focus priorities differ. Learners need to be able to choose the most effective method for the situation at hand.	<p>Clear descriptions of how to focus on ‘today’ through the use of a short video snippets.</p> <p>Learners will view snippets of the various situations. An example can be ‘Bob sitting, and worrying that the hole on the roof will become bigger and that rain water will soak everything in the house’, and ‘Bob getting up and fixing the hole on the roof’.</p> <p>Emphasize on the effectiveness of concentrating on the present moment will reinforce the idea that it does not benefit learners to worry about the uncertain future.</p>

Measurement Plan

This instructional unit would not use a pretest or post test. The instruction would be for the learners' personal development and emotional well-being.

Embedded Items

There are 10 embedded items in this unit. The multiple choice items would allow the learner to make two attempts. Each incorrect response has two types of feedback. The first time, an incorrect response is chosen, the feedback provided would detail why the response is incorrect and ask the learner to try again. The second time an incorrect response is chosen, the feedback provided would detail why the response is incorrect and then explain which is the correct response and why.

Item 1 (Knowledge level) – This item is intended to reinforce knowledge of the signs of imminent break up. It immediately follows a discussion of this topic.

Which of the following is a sign of a relationship heading towards a break up?

- A. When your partner communicates with you his/her problems.
- B. When your partner suddenly finds fault with everything you do.
- C. When your partner shows his/her affections.

Feedback provided for:

- A. Incorrect. Good communication helps to resolve problems.
Try Again.
Or
Good communication helps to resolve problems. Communications might prevent misunderstanding and a break up.
- B. Correct When your partner suddenly finds fault with everything you do.
- C. Incorrect Showing affections is a good sign of a healthy relationship.
Try Again.
Or
Showing affections is a good sign of a healthy relationship. It also indicates that you care for each other.

Item 2 (Knowledge level) – This item is intended to reinforce knowledge of the different reactions and feelings after a break up. It immediately follows a discussion of this topic.

Which of the following is NOT a normal reaction after a break up?

- A. Denial
- B. Disorientation
- C. Joy

Feedback provided for:

- A. Incorrect. Denial occurs when one cannot believe that the break up is happening to

- him/her.
 Try Again.
 Or
 Denial occurs when one cannot believe that the break up is happening to him/her. He/She refuses to accept that the relationship is over.
- B. Incorrect Disorientation is the state of mind where one’s familiar world has been shattered.
 Try Again.
 Or
 Disorientation is the state of mind where one’s familiar world has been shattered. As a result he/she has lost his/her bearings.
- C. Correct Joy is a state of happiness.

Item 3 (Knowledge level) – This item is intended to reinforce knowledge of the different reactions and feelings after a break up. It immediately follows a discussion of this topic.

Which term best describe your feelings breaking away from a relationship that is physically or emotionally abusive?

- A. Anger
- B. Fear
- C. Relief

Feedback provided for:

- A. Incorrect Anger is a feeling to describe when one is enraged at his/her partner for shaking his/her world to its core.
 Try Again.
 Or
 Anger is a feeling to describe when one is enraged at his/her partner for shaking his/her world to its core. It is a strong emotion; a feeling that is oriented toward some real or supposed grievance.
- B. Incorrect. Fear occurs when one is frightened by the intensity of his/her feelings.
 again.
 Try Again.
 Or
 Fear occurs when one is frightened by the intensity of his/her feelings. He/She is frightened that he/she may never love or be loved again.
- C. Correct Relief is a feeling one feels when there is an ending to the pain endured during the relationship.

Item 4 (Knowledge level) – This item is intended to help learner reinforce knowledge of the coping strategies to survive a break up. It immediately follows a discussion of this topic.

Match the coping strategies to the rationale behind those coping strategies

Survival Steps**Rationale**

- | | | |
|----|-------------------------------|--|
| A. | Cry & scream | You need comfort and companionship. |
| B. | Connect with family & friends | You will feel good about future relationship. |
| C. | Think positively | You will feel better after letting out your sadness. |

Feedback for A:

- i. When dragged to ‘You will feel better after letting out your sadness’.
 - Correct. By crying, the feelings will diminish the feelings even more. Eventually the thought of your ex will not generate any sad feelings.
- ii. When dragged to ‘You will feel good about future relationship’.
 - Incorrect. Crying does not help you to be positive about the future.
- iii. When dragged to ‘You need comfort and companionship’.
 - Incorrect. You do not need to be in the presence of others to cry.

Feedback for B:

- i. When dragged to ‘You need comfort and companionship’.
 - Correct. Discussing your feelings with friends and family can be highly therapeutic as other people might have words of wisdom to share with you.
- ii. When dragged to ‘You will feel good about future relationship’.
 - Incorrect. It is you and not friends who can decide on the outcome of your future relationship.
- iii. When dragged to ‘You will feel better after letting out your sadness’.
 - Incorrect. You should connect with others for advice and not only to let out your sadness.

Feedback for C:

- i. When dragged to ‘You will feel good about future relationship’.
 - Correct. Positive thinking will help you feel good about future relationship.
- ii. When dragged to ‘You will feel better after letting out your sadness’.
 - Incorrect. Crying does not help you to be positive about the future.
- iii. When dragged to ‘You need comfort and companionship’.
 - Incorrect. It is up to you to think positively and not due to other’s companionship.

Item 5 (Knowledge level) – This item is intended to help learner reinforce knowledge of the coping strategies to survive a break up. It immediately follows a discussion of this topic.

Drag the ‘band-aid’ icon that precedes the correct response.

For which of the following strategies will enable you towards ‘understanding yourself’.

- A. Letting go of the possibilities of getting back together.
- B. Relying on you ex to help you through the pain.
- C. Examining your relationship history.

Feedback provided for:

- A. Incorrect. This shows that you are merely moving on.
Try Again.
Or
This shows that you are merely moving on. As long as you believe you might get back together, you will not let the person go.
- B. Incorrect This shows that you are only fixated in wanting your ex to help you.
Try Again.
Or
This shows that you are only fixated in wanting your ex to help you. You are not focusing on your own self healing.
- C. Correct Examining your relationship history will allow you to understand your strengths and weaknesses.

Item 6 (Comprehension level) – This item is intended to help learner identify an example of how to prevent a break up. It immediately follows a discussion of this topic.

Which of the following is an example of what you can do to prevent a break up?

- A. Resist making accusations.
- B. Lie if telling your partner the truth might upset him/her.
- C. Decide on major decisions without discussing with your partner.

Feedback provided for:

- A. Correct. Resist making accusations and approach your partner calmly without being defensive.
- B. Incorrect A healthy relationship requires trust.
Try Again.
Or
A healthy relationship requires trust. Never lie about things important to the relationship.
- C. Incorrect Never make an important decision that affects you both without talking to your partner.
Try Again.
Or
Never make an important decision that affects you both without talking to your partner. Your partner may offer alternative opinions.

Item 7 (Comprehension level) – This item is intended to help learner identify an example of a reaction after a break up. It immediately follows a discussion of this topic.

Which of the following is an example of ‘Bargaining’?

- A. “I’ll change this....”
- B. “If only I have done this....”
- C. “Everything still remains the same....”

Feedback provided for:

- A. Correct. Bargaining occurs when one promises to do something if his/her partner will give him/her another chance.
- B. Incorrect. Self-blame is when one blames himself/herself for what went wrong
Try Again.
Or
Self-blame is when one blames himself/herself for what went wrong.
He/She will replay the relationship over and over.
- C. Incorrect. Denial occurs when one cannot believe that the break up is happening to him/her.
Try Again.
Or
Denial occurs when one cannot believe that the break up is happening to him/her. He/She cannot believe that the relationship is over.

Item 8 (Comprehension level) – This item is intended to help learner identify an example of a reaction after a break up. It immediately follows a discussion of this topic.

Which of the following is an example of ‘Hope’?

- A. “He will soon call me to say sorry.....”
- B. “Even though she said we broke up, we’re still together.....”
- C. “The relationship is not heading anywhere so breaking up is the best solution....”

Feedback provided for:

- A. Correct. Hope is the feeling of fantasizing that there will be reconciliation and that the parting is only temporary.
- B. Incorrect. He is in denial of the break-up.
Or
He is in denial of the break-up. He cannot believe that the relationship is over.
- C. Incorrect. The sentiment expressed here is almost similar to one of relief.
Try Again.
Or
The sentiment expressed here is almost similar to one of relief. He/She feels relieved that the relationship has ended.

Item 9 (Comprehension level) – This item is intended to help learner identify an example of a reaction of a coping strategy. It immediately follows a discussion of this topic.

Click on the ‘band-aid’ icon that precedes the correct response.

If you take down all the photos of you and your ex together, you are _____

- A. rekindling all past feelings.

- B. performing a closure ritual.
- C. creating space in your rooms for other things.

Feedback provided for:

- A. Incorrect. Keeping alive past feelings does not allow you to move on with your life.
Try Again.
Or
Keeping alive past feelings does not allow you to move on with your life.
Thinking about the past events will make you more depressed.
- B. Correct The act symbolizes ‘forgetting the past and moving on’.
- C. Incorrect Creating more space in your room does not mean you are moving on.
Try Again.
Or
Creating more space in your room does not mean you are moving on. You should ‘housekeep’ your heart and not only your room.

Item 10 (Comprehension level) – This item is intended to help learner identify an example of a reaction of a coping strategy. It immediately follows a discussion of this topic.

Watch the 3 video snippets and click on the ‘heart’ icon next to the right video.

<u>Icon</u>	<u>Video content</u>
A. Connect with friends & family	Bill (in room alone): “I wonder if Jill is crying or thinking of me like I’m thinking of her.....”
B. Do not rely on your ex	Britney (in gym): “I still can make it for the marathon, even if Tim is no longer here to encourage me.....”
C. Remind yourself you can survive on your own	Bob to Dad: “Thanks for the advice Dad. I feel so much better...”

Feedback for A:

- i. When dragged to the ‘Bob video’
 - Correct. Discussing your feelings can be highly therapeutic as other people might have words of wisdom to share with you.
- ii. When dragged to the ‘Bill video’
 - Incorrect. Bill is alone and not in the company of family and friends to advise him.
- iii. When dragged to the ‘Britney video’
 - Incorrect. Britney is exercising alone and not connecting with anyone.

Feedback for B:

- i. When dragged to the ‘Bill video’
 - Correct. Do not spend time fixating on what your ex might be doing or whether or not he/she feels pain.
- ii. When dragged to the ‘Britney video’

- Incorrect. Working hard towards achieving one's goal is a way reminding oneself that he/she can survive after the break up
- iii. When dragged to the 'Bob video'
 - Incorrect. Bob is discussing his feelings with his dad and is not relying on his ex.

Feedback for C:

- i. When dragged to the 'Britney video'
 - Correct. Working hard towards achieving one's goal is a way reminding oneself that he/she can survive after the break up
- ii. When dragged to the 'Bob video'
 - Incorrect. Crying is a not a positive way to remind oneself that one can survive all obstacles.
- iii. When dragged to the 'Bill video'
 - Incorrect. Bill is fixating on what his ex is feeling and doing. He is not reminding himself that he can survive on his own.

Instructional Plan

Description of Model

This instructional unit is based on *Gagne's Nine Significant Events Model*. Gagne's model suggests that behaviorist instruction is comprised of a series of instructional blocks. Each of these blocks comprises of cycles of the following nine events:

1. Gaining learner's attention
2. Informing learner of objectives
3. Stimulating recall of prerequisites
4. Presenting stimuli
5. Providing guidance
6. Eliciting performance
7. Providing feedback
8. Assessing performance
9. Enhancing retention and transfer

Each block should contain at least seven of these nine events. The events may occur according to the above sequence, but often there are recursive cycles within a block. The above listed events have many times been referred to only by their numbers. For example, E8 simply means event #8 (assessing performance).

For this subject matter, E3 may not be relevant as everyone is assumed to have some basic knowledge about relationship and break ups. E4, E5, E6 and E7 is the most frequently seen as there are the events in which new material is presented (E4), clarified (E5) followed by the requiring performance (E6) and giving feedback (E7) to ensure that the learner understands the material that has been presented. Gaining performance (E1) may occur frequently and assessing performance (E8) may not occur at all.

The Gagne model applied in the proposed self-instructive learning web site

Event models	Instructional blocks
Gain attention	A wounded heart (animation) in torn war fatigue limps into center screen. The heart looks bruised and worn out. Suddenly a 'survival-like' music booms out and Rocker Sage (a 3D character) struts in to meet 'wounded heart'.
Inform objectives	Rocker Sage (the learners can choose either a cool male or female rock star with a purple heart medal pinned on his or her jacket) greets 'wounded heart' and talks to learners. He tells learners that he too was like 'wounded heart' once. He tells them that he will guide them in their journey towards recovering from their break up. He informs them that at the end of the learner's journey, he will give a virtual purple heart to learners honoring their courage in overcoming adversity and pain.

Gain attention	Rocker Sage shouts “Look out for shooting arrows!”(transition to ‘Pre Break up’) – animation of arrows shooting through the hearts on the love tree.
Presenting Stimuli	Short trigger videos in ‘Pre Break Up’ block. For example, the point on ‘When you seem to be fighting on trivial issues’: the trigger video clip will show a couple arguing about a minor matter such as clicking the remote fast and furious to switch the TV channel every few seconds.
Providing Guidance	The learners would be presented with some information on each tell-tale sign of a break up.
Eliciting guidance	An embedded item (Item 1) would be presented to check for knowledge of facts about those signs.
Provide feedback	Feedback would be presented for both the correct response as well as the incorrect response.
Gain attention	Rocker Sage runs across the screen holding up his shield against the charging arrows (transition to ‘Prevention Steps’) – animation of arrows shooting through the hearts on the love tree.
Presenting Stimuli	Short trigger videos in ‘Prevention Steps’ block. For example, the point on ‘Resist making accusation’: the trigger video clip will show a couple accusing one another using baseless accusation.
Providing Guidance	The learner would be presented with some information on each prevention step.
Eliciting guidance	An embedded item (Item 6) would be presented to check for comprehension of facts about the prevention steps.
Provide feedback	Feedback would be presented for both the correct response as well as the incorrect response.
Gain attention	Rocker Sage meditates in the middle of the screen. Soft music in the background. He opens his eyes and exclaims, “I feel calm. You?” (transition to ‘Reactions & Feelings’).
Presenting Stimuli	Short trigger videos in ‘Reactions & Feelings’ block. For example, ‘Anger’ reaction: the trigger video shows how a student gets angry when he was pushed against the school locker for no reason. (see Table 1)
Providing Guidance	The learners would be presented with some information on each

	reactions and feelings step.
Eliciting guidance	Embedded items (Items 2, 3, 6, 8) would be presented to check for knowledge and comprehension of facts about those reactions.
Provide feedback	Feedback would be presented for both the correct response as well as the incorrect response.
Gain attention	Rocker Sage looks at the Operational Plan on a table and tells his 3 “wounded heart” soldiers, “Alright man, here’s the plan!” (transition to ‘Coping Strategies’).
Presenting Stimuli	Short trigger videos in ‘Coping Strategies’ block . For example, ‘Perform a closing ritual’ reaction: the video shows how one student kept all the photos of her ex hidden away in the attic.
Providing Guidance	The learners would be presented with some information on each coping strategies.
Eliciting guidance	Embedded items (Items 4, 5, 9, 10) would be presented to check for knowledge and comprehension of facts about those strategies.
Provide feedback	Feedback would be presented for both the correct response as well as the incorrect response.

Delivery System

The goal of this instructional unit is to enable learners to have an understanding of the reactions or feelings after a break up and the basic coping strategies to survive a break up. This unit would be designed to be a web site so that learners can access it at anytime and at anywhere.

The entire web site will be developed by an instructional web designer. It will be developed primarily in HTML. Animations and video clips will also be included in the web site. The unit should take approximately 20 minutes to complete. The availability of the instruction would be announced to all teachers who would then encourage their students to visit the web site.

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