



MML Formats for Facilitators:

Level 1: Five 2-Hour Evenings

CHMC suggests that facilitators present the MML skills according to the following schedule for Level 1 MML programs.



Level 1: Communication Skills for Great Relationships!

Activity: **Leader's Guide Segment:**

SESSION 1:

7:00 - 7:15	Welcome, registration, introductions, housekeeping	
7:15 - 7:50	Why Learn Relationship Skills? - TEACH: Perspectives Exercise, intro Experience Diagram (20 mins) - TEACH: Difference Skills Make (15 mins) - TEACH: MML descends from Relationship Enhancement®	1
7:50 - 8:10	Outcome Evaluation: Administer Pretests <i>(See instructions in your OE "Class Pack")</i>	
8:10 - 8:50	Showing Understanding Skill / Giving Empathy - TEACH: Empathy (5 mins) - DEMONSTRATE: Childhood Memory, process demo (15 mins) - PRACTICE: Childhood Memory (<i>Using the "I" form of Showing Understanding</i>) (20 mins) - PROCESS: Childhood Memory (5 mins)	2
8:55 - 9:00	ASSIGN: Childhood Memory practice as homework	

SESSION 2:

7:00 - 7:10	PROCESS: Discuss homework	
7:10 - 7:40	Showing Understanding Skill, continued - TEACH: Showing Understanding Skill guidelines (15 mins) - PRACTICE: Early Dating Memory (<i>"I" form</i>) (12 mins) - PROCESS: Early Dating Memory (3 mins)	
7:40 - 8:55	Expression Skill - TEACH: Expression Skill, guidelines 1 and 2 (5 mins) - DEMONSTRATE: Remembering the Good (5 mins) - PRACTICE: Remembering the Good (15 mins) - PROCESS: Remembering the Good (10 mins) - TEACH: Remaining Expression Skill Guidelines (20 mins) - PRACTICE: When I Think of Us as a Couple (20 mins)	3
8:55 - 9:00	DISTRIBUTE: Homework assignment (<i>"Skill Take Out"</i> or other)	7

NOTE: All timings are approximate.



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SESSION 3:

7:00 - 7:10	PROCESS: Discuss skill use, homework	
7:10 - 7:30	Expression Skill, continued - TEACH: Review Expression Skill Guidelines (10 mins) - PRACTICE: Expression Cards (10 mins)	
7:30 - 8:55	Discussion Skill - TEACH: Discussion Skill guidelines, (10 mins) - DEMONSTRATE: A Time for Us (5 mins) - PRACTICE: A Time for Us (" <i>I</i> " form) (20 mins) - PROCESS: A Time for Us (5 mins) - PRACTICE: Experience Circles (15 mins) ** (<i>Instructions attached</i>) - TEACH: Falling Leaf, "Something Important to Me" (10 mins) ** - DEMO: "Something Important to Me" (5 mins) ** - PRACTICE: "Something Important to Me" (" <i>I</i> " form) (15 mins) ** - PROCESS: "Something Important to Me..." (5 mins) **	4
8:55 – 9:00	DISTRIBUTE: Homework assignment ("Skill Take Out" or other)	7

SESSION 4:

7:00 - 7:10	PROCESS: Discuss skill use, homework	
7:10 - 7:45	Conflict Management Skill - TEACH: Jenga activity, Conflict Management guidelines (15 mins) - DEMONSTRATE: Empathy to Reduce Anger (5 mins) - PRACTICE: Empathy to Reduce Anger (" <i>I</i> " form) (10 mins) - PROCESS: Empathy to Reduce Anger (5 mins)	6
7:45 - 8:30	TEACH: Assign Couple Dialogue (5 mins) PRACTICE: Discussion Skill – topic of couple’s choice (35 mins) - PROCESS: Discussion (5 mins)	
8:30 - 8:45	Outcome Evaluation: Addressing of Envelopes <i>(See instructions in your OE "Class Pack")</i>	
8:45 - 9:00	Closing: - Discuss plans for Session 5 - Distribute homework and handouts (<i>Healthy/Unhealthy Relationships, Community Resources – see OE "Class Pack"</i>) PRACTICE: Partner Appreciations (10 mins)	

SESSION 5:

MAKE-UP SESSION/EXTRA DIALOGUE SESSION
 *Use this optional session to provide a review of any missed session(s) and/or include the following:
 - TEACH: Review Skills and skill guidelines (25 mins)
 - PRACTICE: Couple Dialogue on topic of couple’s choice (45 mins)
 - PROCESS: Couple Dialogue (15 mins)
 - PRACTICE: Partner Appreciations (10 mins)

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NOTES and INSTRUCTIONS:

****PRACTICE: Experience Circles (15 mins)**

1) Set up the circles:

- Put 4 to 6 participants in a circle with their backs to each other facing outward.
- Match another participant with each person, so they are facing each other. This makes 2 circles — one inside the other.
- Duplicate with additional circles if the group is large.
- Make sure each person has a partner.
- All Coaches should participate, and you can lead this activity from within the circles if you are needed to make things even.

2) Direct the activity:

- Give the following directions: *"I am going to ask you to talk about a topic with the person facing you for a minute – that's about 30 seconds for each partner. Then I will ask you to change partners and talk about a new topic with a new partner. We'll do this 6 times, so each time, introduce yourself to the person in front of you, "Hi, I'm Mary"; "Hi, I'm John." Then both of you talk about the topic until I say, "Okay, stop and change partners!" Then the people on the outside move one person to their left, and we'll do the same for the next question."*
- Then tell these topics one at a time:
 - 1) *Talk about something that happened to you this morning on your way to class (option: Name something you especially like about this season);*
 - 2) *What does the term "mysteries of love" mean to you?*
 - 3) *What have you liked and disliked about this class so far?*
 - 4) *What is important to you about having good relationships?*
 - 5) *Talk about a time when you felt really understood.*
 - 6) *What do you hope to accomplish from participating in this class?*
- Remember: For each question, only give participants 1 minute total to discuss the topic.
- When you have gone through all 6 topics, ask the participants to return to their seats.

3) Process the activity:

- Ask questions, and give empathic responses to volunteers.
"What did you think of this activity?"
"What did you notice about it?"
- You'll get a variety of responses. Be accepting of EVERY answer, and give an empathic response, such as *"You didn't like having to think so fast about something personal,"* and go on.

Possible responses:

- Questions got more personal as we went along
- Pauses before speaking on the latter questions
- Got easier to answer once we got used to it
- helped that we didn't have time to comment/judge each other's comments

NOTE: This activity proceeds into "Falling Leaf" (*next*).

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****TEACH: Falling Leaf (10 mins)**

1) Teach Experiential Learning:

- *This activity used "Experiential Learning."*
- *No wrong or right answers.*
- *Experiential Learning means you take what you can use.*
- *This class is set up the same way – take from it what you need.*

2) Teach Experience Diagram:

- Refer to Participant Book's back cover: **Experience Diagram**
- You *actually* went deeper in conversation as the topics progressed:
 - 1) The **first** topic was an **"event-chit-chat-topic:"**
Talk about something that happened to you this morning on your way to class (or: Name something you especially like about this season);
 - 2) the **second** was **"thoughts:"**
What does the term "mysteries of love" mean to you?
 - 3) the **third** was **"surface feelings:"**
What have you liked and disliked about this class so far?
 - 4) the **fourth** was **"concerns:"**
What is important to you about having good relationships?
 - 5) the **fifth** was **"deeper feelings:"**
Talk about a time when you felt really understood.
 - 6) the **sixth** was **"desires:"**
What do you hope to accomplish from participating in this class?

Thus, through the course of your short conversations on these 6 topics you "experienced" going through the entire Experience Diagram — going deeper in conversation as you went along.

- *Events impact us – our "Feelings", "Concerns" and Desires." Most of us want to share at a deeper level than just Thoughts and Events, especially with our partner.*
- *Discussion Skill helps you share about significant events at all 5 levels.*

3) Teach Falling Leaf:

- *The skills you've learned make sharing at deeper levels safe.*
- *Your dialogues can gradually deepen. Here's how:*
 - Follow a path of Naming Feelings.*
 - Each time you Show Understanding, name a feeling. May be stated by the Expresser, or may be implied.*
 - Look at "Falling Leaf Diagram" (pg. 30) in your participant book.*
 - As you each name feelings, you'll go deeper and deeper into the topic.*
 - Safely, gently- like a Falling Leaf.*

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****PRACTICE: “Something Important to Me I’d Like to tell You” (20 mins)**

1) Instructions:

- *Each person is going to talk about something important:*
 - Perhaps related to work, thoughts about retirement, a problem with extended family, or a personal goal.
 - NOT a problem with your partner or your partner’s family.
- *The partner’s role is to Show Understanding:*
 - Focus on naming Feelings and identifying Concerns and Desires.

2) Demonstrate:

- Ask for a volunteer.
- Have the volunteer (the “Expresser”) talk to you so class can listen.
- Tell participants to watch for how the dialogue deepens.
- Listen carefully, then Show Understanding in the “I” form.
 - Carefully insert Feelings, especially vulnerable ones, and name Concerns and Desires.
- After, process the demo by asking participants about what they noticed.

3) Assign the Couple Exercise:

- *You’ll have a total of 15 minutes to each share something important.*
- **Teach the Expresser:** *“When you’re the Expresser, give gentle correction if the empathy given by “reading between the lines” is incorrect. This should be viewed as a gift from the Expresser, not as a reprimand. Correction gives the person Showing Understanding the gift of knowing you accurately, and more deeply.”*
- **Teach the person Showing Understanding:** *“When you’re Showing Understanding, this is not your chance to play amateur psychiatrist. “Reading between the lines” is a way to put yourself in the shoes of the Expresser in order to connect better and more deeply with your partner’s experience.”*
- Signal a change in roles at about 7 minutes.
- Coach as needed.

4) Process:

- *What did you notice about this exercise?*
- *What was easy? What was difficult?*
- *When you were Showing Understanding, did you try to name some Feelings that your partner hadn’t stated? What was that like?*
- *When you were the Expresser, how did it feel to have your partner Show Understanding to something important to you?*

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