



MML Formats for Facilitators:

Level 1: 8-Hour Day

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:

8:30 - 8:50	Welcome, registration, introductions, housekeeping	
8:50 - 9:35	Why Learn Relationship Skills? - TEACH: Perspectives Exercise, intro Experience Diagram (20 mins) - TEACH: The Difference Skills Make (20 mins) - TEACH: MML and MMS descend from Relationship Enhancement® (5 mins)	1
9:35 - 10:00	Outcome Evaluation: Administer Pretests (25 mins) <i>(See instructions in your OE "Class Pack")</i>	
10:00 - 10:50	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 (10 mins)	2
10:50 - 11:05	BREAK	
11:05 - 11:45	Showing Understanding Skill, continued - TEACH: Showing Understanding Skill guidelines (15 mins) - PRACTICE: Early Dating Memory (<i>"I" form</i>) (15 mins) - PROCESS: Early Dating Memory (10 mins)	
11:45 - 12:45	Expression Skill - TEACH: Expression Skill, guidelines 1 and 2 (10 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)	3

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12:45 - 1:15	LUNCH	
1:15 - 2:00	<p>Expression Skill, continued</p> <ul style="list-style-type: none"> - PRACTICE: Expression Cards (20 mins) - PRACTICE: When I Think of Us as a Couple ("<i>I</i>" form) (20 mins) - PROCESS: All Expression Skill exercises (5 mins) 	3
2:00 - 3:10	<p>Discussion Skill</p> <ul style="list-style-type: none"> - TEACH: Discussion Skill guidelines (15 mins) - DEMONSTRATE: A Time for Us (10 mins) - PRACTICE: A Time for Us ("<i>I</i>" form) with "<i>Couple-to-Couple Coaching</i>" (35 mins) ** - PROCESS: A Time for Us (10 mins) 	4
3:10 - 3:25	BREAK	
3:25 - 4:15	<p>Discussion Skill, continued</p> <ul style="list-style-type: none"> - 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)** 	
4:15 - 5:00	<p>Conflict Management Skill</p> <ul style="list-style-type: none"> - TEACH: Jenga activity, Conflict Management guidelines (20 mins) - DEMONSTRATE: Empathy to Reduce Anger ("<i>I</i>" form) (5 mins) - PRACTICE: Empathy to Reduce Anger ("<i>I</i>" form) (15 mins) - PROCESS: Empathy to Reduce Anger (5 mins) 	6
5:00 - 5:15	<p>Outcome Evaluation: Addressing of envelopes (<i>See instructions in your OE "Class Pack"</i>)</p>	
5:15 - 5:20	<p>DISTRIBUTE: Skill Take-Out (<i>or other homework assignment</i>) and "Healthy/Unhealthy Relationships," Community Resources (<i>included in your Class Pack</i>)</p>	7
5:20 - 5:30	PRACTICE: Partner Appreciations (10 mins)	

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NOTES and INSTRUCTIONS:

**** PRACTICE: A Time for Us ; “Couple-to-Couple Coaching” (35 mins)**

Benefits: Both couples learn much more quickly because they are not only listening to their own communication patterns, but being helpful to someone else who is trying to learn the same skill.

Set-Up: Have each couple join with another couple in order to “coach” each other in the skills they are practicing. The couple practicing sits facing each other with the “coaching” couple sitting to one side, male coaching male, and female coaching female.

Demonstration: Give a demo to the class of how to coach “skillfully” with words like “try this” or, using the I-form of empathy, “As _____, I....” Encourage couples to have the “War Words to Win Words” pages open for reference.

Coach: The Facilitator and any trained or authorized Coaches present go quietly from group to group making suggestions as needed *not to the couple practicing*, but to the couple coaching. For instance, the Coach might tell the male “coach:” “Tell him to Show Understanding first before he Expresses.” The male “coach” will then do the coaching of the male “practicer” who is practicing the skill.

Time: You’ll need to plan on nearly twice the time normally allowed for each exercise that requires coaching.



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****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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