

PICK 9.0 PnP

When you use the video clips of Dr. John & Dr. Morgan, then think of it like you are team teaching. The video clips will teach many sections, while you will teach a few sections. You will also summarize what was explained in each video clip with the outline from the power point, and lead all of the class discussions and explain the small group discussions and activities. Be sure to prepare by watching each video clip and adjust your notes to provide introductions to the clip and transitions from the clip back to the outline in the power point. The following notes summarize the content of each session and how to integrate the video clips. For your organization, the different topic sections of each session are outlined.

SESSION ONE (DIFFICULT PARTNERS & RAM)

SECTION 1: DIFFICULT PARTNERS

1. **DISCLAIMER:** Jerks have no gender... both men and women can be jerks (jerkettes)
2. **LIST** on a board the characteristics of a person difficult to be with in a relationship
3. **Sobering question:** Who has ever been _____ in a relationship (point to one of the characteristics on the list—eg selfish; then point to another—controlling). Then point out that those who didn't raise their hands must be "liars" (or whatever comes close to this on the list). Ask question: *WHAT IS THE DIFFERENCE BETWEEN ACTING LIKE A JERK AND BEING A JERK?* (PERSISTENT RESISTANCE TO CHANGE/*willingness*)
4. Process clip and summarize slide of **THREE CHARACTERISTICS OF A JERK**(ette)

Divide class into three groups for small group discussion and activities.

5. Assign group one the first two questions about #1 Lack of insight
Assign group two the next two questions about #2 Poor emotional controls
Assign group three the last two questions about #3 Poor relationship skills
6. Process group presentations

SECTION 2: CHANGES IN DATING

VIDEO CLIP#1 04:04 minutes Introduction of Drs. John & Morgan; overview of head & heart; interviews about jerks & jerkettes. This reviews what you just went through.

7. Talk with class through the slide on **THREE CHANGES IN DATING**. Make a flip chart with the increase in individual freedom after description of 1st change. Then after 2nd change ask class "with increased freedom comes...? Answer: increased responsibility. Write this on flip chart. After description of 3rd change then ask class "if individual freedom has greatly increased, and with it all of the responsibility of choosing a life partner, then what do individuals need to successfully fulfill their responsibility?" **Answer: Know-How.** Write this on flip chart and emphasize that this course is not attempting to take away individual choice and freedom, but rather provide the *know-how* that can EMPOWER individuals to act responsibly and make best choices for themselves.

8. Natural transition to **TWO PURPOSES**: “So what is the basic “know-how” that we need... it is all about the way the head and heart should work together. This entire course has 2 basic purposes: help you know how to follow your HEART without losing your MIND (head).” This is much more easily done if we use this Relationship Attachment Model or RAM... it is a tool that helps you describe what is happening in your relationships. Dr. John & Dr. Morgan will give us an overview of this really helpful tool.

SECTION 3: LEARNING THE RAM

VIDEO CLIP#2 06:54 minutes Overview of RAM

9. FIVE PURPOSES OF THE RAM

Use #1 & 2 as a summary of what Drs. John & Morgan explained in Video Clip #2.

1. RAM presents a picture of your relationship and the five bonds or links that create a connection between you and another.

2. Each of these 5 links has a range (3 domains or stages of the development of a relationship: situational stage, relational stage, personal stage).

(OPTIONAL) VIDEO CLIP#3 04:32 minutes The 3T's: You may rather engage the class in brainstorming these 3T's and discussing as a class examples of each to get more class participation.

3. To truly KNOW someone requires the 3 T's: Talk, Togetherness, Time

TALK: different ways people talk (face to face and others)

TOGETHERNESS: need to see people in different situations

TIME: Patterns emerge over time (**90-DAY PROBATION PERIOD** or **90-day challenge**)

VIDEO CLIP#4 04:56 minutes The safe zone

4 & 5. Logic of RAM—Safe zone (No level should be higher than previous levels)

10. Walk through the imbalances asking “In what ways is this unsafe or risky?” Trust too high; then Rely too high; then Commit too high; then Touch too high (“what is the most obvious way that sexual touch without knowing or trusting a person can be unsafe?”).

SECTION 4: INTRODUCE FACES (& MEMORIZE)

11. **INTRODUCE FACES** and maybe make them memorize them (door prizes for anyone who can recite them from memory).

SESSION TWO (KNOW: FAMILY & CONSCIENCE)

SECTION 1: BIG LIE

1. **EXPLAIN TITLE** "Can't marry Jethro without getting the Clampetts"-clip or other ex's
2. **BIG LIE** (Love causes tunnel vision where only tend to see individual and not family)
3. **Additional influences** of overlooking family of origin (influences from growing up)

Put all four on screen (60's revolt from family values; mobility; incubators; complicated relationship histories (not looking all the way back to childhood b/c focus on last relationship and/or children from previous relationship).

SECTION 2: NECESSARY ACTIONS FOR CHANGE

VIDEO CLIP#1 03:38 minutes Ingredients of change: Change is possible... but it requires some essential activities, especially when you consider what you want to change from your family upbringing.

4. **INGREDIENTS OF CHANGE:** This ppt slide is used to just summarize what was explained in video clip #1.

SECTION 3: FAMILY INFLUENCES

5. **THREE WAYS YOU ARE SHAPED BY YOUR FAMILY** (Have them write in workbook all three).

VIDEO CLIP#2 04:16 minutes Summary of session 1 and introduction to family with interviews.

1. **How Learned Emotions and Love-** Use the two questions on the ppt slide from workbook p 21. *How did your family express their affection or make you feel loved? What is one emotion you learned to handle within your family* (usually anger is said). Ask for some to share how anger was handled in the family in which they grew up).

6. FAMILY LINE UP ACTIVITY

One side represents positive expressions of love; other side represents negative expressions or lack of positive. Middle is mixed. Be sure to acknowledge influences of culture, generational trends, and perspectives (one child sees it differently than another)

PROCESS with: What did you think back on to help you determine where to stand? What do you want to either continue or change from your family in this area of expressiveness.

7. FAMILY TREE ACTIVITY

Move into your groups and give each group a large sheet of paper or newsprint. Have someone from group draw a basic tree. Group works together to write in three "leaves" to put on tree: What you want to repeat from fam; What you want to add from fam; What you want to not repeat (put at bottom of tree as leaves fell to ground). **PROCESS** by having each group present family trees. Continue to hang on walls and then point out some of the similarities between the Family Trees.

VIDEO CLIP#3 11:34 minutes This long clip goes through all three ways you are shaped from your family. You do not have to teach any of the ppt slides about

power or roles, just show them with a quick review of what was in the video. You will introduce the conscience (#10) right after reviewing the ppt slides.

8. "Related to ways you learned to handle your emotions and express love is the ways you learned:

2. **How to Handle Power-** (class discussion) Ask for personal examples of each of four areas or ask for disclosure of what was learned in own family.

9. Transition to last area which was definitely related to Power:

3. **How Learned Roles;** talk about what you learned about your own role from parent of same sex; how view a spouse from parent of opposite sex; and the parent or person most connected with (usually most like). Ask or assign to small groups the discussion question: *Describe the activities and responsibilities that you would expect from a healthy and positive husband, and healthy and positive wife.*

SECTION 4: CONSCIENCE

10. **DEFINE THE CONSCIENCE-** write on board the conscience. Transition by saying "family experiences help shape your conscience and character. What words do you think of when you think of the conscience... what is one; another..." Most of the answers will relate to the **MONITORS & MANAGES YOUR ATTITUDES AND ACTIONS.** Now put word "conscientious" on board and ask what words the class thinks of: this will explain how the conscience **TRANSPORTS YOU WITH EMPATHY** putting you in another's perspective.

VIDEO CLIP#4 08:02 minutes After getting the class to discuss these two roles of the conscience, show this video clip that explains the conscience a little more. You can also You Tube the marshmallow study for a video illustration.

11. **CLASS DISCUSSION:** Use the discussion question about the conscience on the last ppt slide to get the class applying the concepts of the conscience to different relationship scenarios. You can do this with the entire class or divide them into small groups. This is an additional question to the previous 6.0 version power point and lesson plans. **How would a healthy conscience help to direct you in each situation? Try and include both the monitoring & transporting aspects of the conscience.**

- One of your friends is frequently mocking, criticizing or making fun of another?
- Someone you know has had a recent serious loss.
- Someone you know shares something inappropriate with you (e.g. a video, picture, social media post).
- You are friends or are dating someone who wants you to do something you feel uncomfortable with.
- What is one aspect of your conscience you would like to change to improve your relationships now and into the future?

12. **WRAP UP** these two important and related areas to explore in your own life and also in friends and dating partners.

SESSION THREE (KNOW: COMPATIBILITY, SCRIPTS & SKILLS)

SECTION 1: THREE AREAS OF COMPATIBILITY

1. BRIEF INTRO: LAST 3 AREAS TO GET TO KNOW (C...E...S)

VIDEO CLIP#1 08:37 minutes Introduction to major sources of compatibility. This clip works well as an introduction to the "C" in FACES.

2. COMPATIBILITY ACTIVITY- Introduce this activity by dividing the class into groups (3 or 6) and assign one aspect of compatibility to each group. Have them brainstorm characteristics & deal breakers.

Group 1: Personality Group 2: Values Group 3: Lifestyle

3. PROCESS COMPATIBILITY ACTIVITY

After each group you use the power point slides to summarize that area of compatibility and the importance it has. Make sure the participants write these notes in their workbooks and refer to the "red" pages of the workbooks to give examples of personality characteristics (humor) and the importance of shared values (Olson study).

SECTION 2: EXAMPLES OF RELATIONSHIP SCRIPTS

4. EXAMPLES OF OTHER RELATIONSHIPS

Collect examples of other relationships from the entire class & put on the board.

5. THREE CONCENTRIC CIRCLES OF CLOSENESS

Explain how the different relationships that the class just generated and discussed can be grouped according to the closeness that relationship has with the person you are dating. Then ask for examples from their relationships (e.g. What did you learn about someone from how they treat subordinates? Or ...how they treat strangers and service workers?). All are important but the romantic ex's have some of the most parallel to you. Therefore, the next four points of "playing detective" apply even more critically to someone's romantic ex's.

VIDEO CLIP#2 03:38 minutes Explains how the Examples of other relationships predict the ways that someone will most like act in a relationship with you.

6. PLAYING DETECTIVE & THE FOUR STEPS: This is a good way to wrap up the "E" in FACES.

1. Postpone conclusions until more is known
2. The more you know the better
3. Look at the person from the perspective of others
4. Test your theories

Beware of just casting a new character to your previous relationship script... Or becoming the new character to your partner's previous unhealthy relationship script. This means that some problem behaviors in relationships do not get fixed; rather, they just change partners and keep repeating unhealthy scripts. Similarly, some people get involved with a partner who has a history of unhealthy behaviors and blame that behavior on their partner's exes, believing that they will never be treated like those exes.

SECTION 3: SKILLS FOR RELATIONSHIPS

7. **SKILLS OF RELATIONSHIPS- COMMUNICATION AND CONFLICT RESOLUTION—** Simply introduce this last area of FACES and let the video clip explain these two skill areas.

VIDEO CLIP#3 07:24 minutes The skills of communication and conflict management

1. Speaking skills (ask the class what they would consider important for how a dating partner talks and “opens up” to you, 1. balance of speaking & listening (mutuality); 2. Balance of open up and holding back (reciprocity); 3. Balance of what you say & what you do (congruence of inside with outside).

2. Listening skills- ask how you would know a good listener. OPTIONAL ACTIVITY is the Active Listener activity. Pair off participants to practice active listening...can have the pairs do this in front their groups for accountability/role model.

8. **CONFLICT MANAGEMENT** Ask class ONE EXTREME way people handle conflicts. Then expand list on board and then ask for EXTREME OPPOSITE way and again expand list on board. The two extremes will be AGGRESSIVE (ATTACKING) and PASSIVE (AVOIDING). Then give ASSERTIVE (AFFIRMING) as the 3rd point in workbook.

9. **SMALL GROUP ACTIVITY: Brainstorm steps for Resolving Conflicts** and then make a picture on flip chart paper to represent all steps from a CONFLICT TO RESOLUTION-include do's and don'ts. When done, have each group present their pictures and explain their steps.

SECTION 4: SPEED DATING

10. WRAP UP ACTIVITY: SPEED DATING

Divide the class into two groups and form two lines with each member in one line facing a member in the other. Give all participants one of the questions from the 99 questions (back of workbook).

11. **PROCESS SPEED DATING** How many heard same answer 5x? different answers? How many initiated topics you usually do not discuss in previous dating relationships?

SESSION FOUR (TRUST & RELY)

SECTION 1: UNDERSTANDING TRUST IN NEW RELATIONSHIPS

1. **BRIEFLY EXPLAIN THAT YOU ARE TEACHING THROUGH THE RAM AND NOW MOVING AWAY FROM WHAT TO *GET TO KNOW* TO THE TOPICS OF TRUST AND RELIANCE.** “Let’s begin with trust and try to get a practical definition (fill-in in the workbook)... what words do you think of when you think of the word, ‘trust?’” Often the first words are about being trustworthy rather than describing what it means “to trust.”

List the words on the board the words associated with “trustworthy” in a right column and words associated with “the act of trust” in a left column. After collecting words point out the two columns to the class and write the titles of each column above the list. Explain that this session will **later** look at a “trustworthy” partner—which is really the idea of one who is reliable (rely) (the MARRIAGE acronym). But **first** we will examine how we come to put our trust or faith in someone.

2. **READ THE DEFINITION OF TRUST.** Trust is a feeling of confidence that comes from what you **THINK** of a someone, not necessarily what you know. It is this mental representation of a person that you have constructed that generates your levels of trust. To help develop this definition ask the 2 questions from the next ppt slide and from the workbook, “Can there be a difference between how much you know and how much you trust someone?” The answer is an obvious yes. Then ask. “Can there be a difference between what you **THINK** of someone and what that person is **REALLY LIKE?**” Then point out that some can trust someone that they actually do not know very well because they “fill in all the gaps” of what they do know. Building trust takes time but let’s look at how we build trust in the beginning of a new romantic relationship, ways we fill in the gaps and some of the risks involved.

3. **THREE DATABASES FOR FILLING IN THE GAPS OF YOUR TRUST PICTURE**

The video clip is long and explains this chart. So just show the diagram and say that this next video clip Use the power point slide of How We Construct a Trust Picture.

The diagram is slightly different than previous diagrams—the green box has been added to represent the actual trust picture you have of another. In the beginning of a relationship, when there has been little time, togetherness and talking (3T’s), a trust picture is largely constructed from your own databases of stereotypes, associations and ideals. Everything you experience within that new relationship triggers something from those three databases and you “fill in the gaps” of your trust picture from those databases. This explains why an initial trust picture is not usually an accurate representation of someone... it is more of your projection than a clear reflection of the person.

Your trust picture prompts what you expect from the person, and with additional experiences of the 3T’s (talking, togetherness over time), there are alterations to your trust picture and it eventually becomes a more accurate representation of the “real person.”

To get the class involved with understanding this diagram, you can brainstorm examples of the three databases. You can provide directions: “It is important in this section to be sure that you are respectful of others and do not say things that would be discriminative or hurtful. Even though you may not be and should not be judgmental,

we all hold opinions that influence the way we come to think of someone. For instance, what are some general stereotypes (**S**) you or others hold that influence what you think of someone you just met?" You can quickly collect ideas and keep the class appropriate. Then move to: What are some "associations" (**A**) that you can hold that fill in the gaps when you are getting to know someone—these are ways that someone reminds you of someone else." Then ask, "What are some ideals (**I**) you or others hold that end up filling in the gaps of the forming picture in your mind of someone you're getting to know. This class discussion should be only 5-6 minutes.

VIDEO CLIP#1 14:03 minutes This clip is the main clip in this session. It explains the diagram of how trust is initially built in a new friend or dating partner.

4. REMIND THE CLASS OF THE 90-DAY PROBATION PERIOD (or 90-day challenge) AND GETTING TO KNOW PATTERNS VERSUS EXCEPTIONS Use the ppt slide on the facebook version of you...

SECTION 2: COMMON MISTAKES OF TRUST & RELIANCE

5. THREE COMMON MISTAKES MADE IN HOW WE BUILD RELATIONSHIPS (Again explain that sessions 1-3 were about what to get to KNOW and now we are looking at HOW we build a relationship).

- 1. Only seeing what you want to see**
- 2. Looking for love instead of getting your act together**
- 3. It has always been this way and it always will**

OPTION 1: Keep class together and talk through these three points. Use the three discussion questions in workbook to elaborate. For #1. Q: Why are some people too trusting of those they date... For #2 use Q: What are some reasons why people become too dependent or too caretaking... For #3 use Q What are some past unhealthy relationship experiences or personal habits that tend to keep repeating... OPTION 2: Assign each of these three questions addressing the three common mistakes to the three groups in your class and have all groups brainstorm reasons. Then after group presentations you can explain the emotional needs chart; read or discuss the unhealthy needs red page of workbook and explain unhealthy opposites attract chart.

6. MEASURES OF RELIANCE (or TRUSTWORTHINESS): MARRIAGE qualities

Point out that you are transitioning from TRUST to RELY—how to know if you can depend on someone (is he/she trustworthy?). Have the class give some examples people they know that had one or more of each of the eight characteristics of trustworthiness and write them on the board next to the acronym: MARRIAGE.

VIDEO CLIP#2 01:59 minutes. Explains the four steps of testing reliability (PACE)

SECTION 3: BUILDING HEALTHY TRUST & RELIANCE

7. PACE

Use this ppt slide to just review what was explained in the clip and summarize trust and reliance.

SESSION FIVE (COMMIT & TOUCH)

SECTION 1: IDEAL & ENTRAPPING COMMITMENTS

1. **ASSIGN EACH OF THREE GROUPS** one of the first three questions about commitment from the workbook. 1. Qualities of IDEAL COMMITMENT. 2. Why some stay committed too long to unhealthy dating partner with an ENTRAPPING COMMITMENT. 3. Ways that commitment to marry is different than commitment to living together, and differences in how couples prepare for those two different living arrangements (MARRIAGE VS COHABITATION). After each group makes a presentation then show the first video clip.

SECTION 2: SECURITY FROM HIGH COMMITMENT IN MARRIAGE

VIDEO CLIP#1 12:09 minutes. This video explains how commitment generates security, and marriage is designed to generate highest levels of commitment. It has an interview story about preparing for marriage in younger years, like an athlete prepares for a sport. It covers the benefits of marriage.

2. The video clip explains the red page **MARRIED WITH BENEFITS**. The reason marriage has such good potential as a structure for the psychological, emotional and physical health of partners and also for raising children is because it can provide such a **secure environment** where partners and children know they are loved, taken care of, and provided for. You can acknowledge that seriously unhealthy relationships can undermine the security marriage should give to both partners and children. 1. Better health. 2. Better sex. 3. Better financial wealth. 4. Better parenting outcomes.

SECTION 3: RISKS OF COHABITATION

3. **COMMON REASONS COUPLES DECIDED TO MOVE IN TOGETHER** The video clip also addresses some of the risks from the red page **MOVING IN TOGETHER CAN HAVE SERIOUS RISKS**.

4. The video clip addresses two of the five risks (#1 and #5) described on the red page **MOVING IN TOGETHER CAN HAVE SERIOUS RISKS**

#1. Cohab is more entrapping than dating. #2. Cohab young (15-22) has high divorce rates like young marriages. #3. Cohab raises risk of unintended pregnancies. #4. Most enter marriage with a clear commitment but not so with cohabitation. #5. The breakup effects of cohabitation have many of the effects of divorce.

5. Basic Belief: **COHABITATION IS NOT RISKY...** This belief is FALSE.

6. **CHART COMPARISONS OF RISK** of 1st marriage/divorce and 1st cohab/breakup.

7. Use the ppt slides after the video clip to summarize points about **FOUR BENEFITS OF MARRIAGE** and the **RISKS of COHABITATION**.

SECTION 4: BIOLOGY OF BONDING IN TOUCH

8. **WHAT YOU SHOULD KNOW ABOUT SEXUAL TOUCH** (the last video clip highlights many of the points in this section and is a good summary of what you will explain). There are **TWO** major points described in this section. Setting boundaries in your physical relationship improves your future marriage relationship and also improves your choice of a dating partner.

Introduce this second main section of session 5 and the last dynamic bond of the RAM (touch) asking if anyone ever noticed that touch has the word OUCH in it—this is too true with sexual touch... it is designed to be very bonding and helps married couples stay strong in their love. But outside of marriage, sex can also lead to hurt and pain. Let's start with how sexual activity is designed to create a really strong bond. **Read top half of red page SEX PRODUCES A BIOLOGICAL BOND.** Use the power point to just review the ways dopamine, vasopressin and oxytocin increase the bond during sexual activity.

SECTION 5: REASON #1 TO PRACTICE SEXUAL BOUNDARIES

9. REASON #1 WAITING IN DATING CAN IMPROVE YOUR FUTURE MARRIAGE RELATIONSHIP

Refer to the bottom half of SEX PRODUCES A BIOLOGICAL BOND—the slide has four studies that show risks of sex outside of marriage, and benefits of waiting. Some of these studies are also explained in the next video clip.

Study #1 COUPLES: Sooner sexual involvement led to higher rates of cohabitation and lower marital quality & lower sexual satisfaction.

Study #2 MEN: The number of partners & increased likelihood of infidelity.

Study #3 WOMEN: The number of partners & increased likelihood of divorce.

Study #4 COUPLES: The timing of first sex & the quality of the marriage relationship. **Ask if there is any logical connection to what was said about the biology of sex and this point.*

SECTION 6: REASON #2 TO PRACTICE SEXUAL BOUNDARIES

10. REASON #2 WAITING IN DATING CAN IMPROVE YOUR JUDGMENT OF PARTNERS—Use this to introduce the last video clip.

VIDEO CLIP#1 06:02 minutes. This clip explains the bonding power of sexual touch because of brain chemicals that are produced. The risks that can occur when you do not practice sexual boundaries and the benefits of practicing boundaries.

Explain the study on red page about the **VALUES YOU USE.** Have class use the three relationship scenarios from the workbook & portray each one on the RAM.

SECTION 7: POSITIVE DECISIONS CAN CHANGE DESTINIES

11. Regardless of the past, decisions today can change your future!

SECTION 8: CONCLUSION: KEEP YOUR HEAD & HEART TOGETHER

Conclusion: Healthy relationships keep the head and heart working together.