



You Already Care— How Do You Show It?

Contents

| | |
|---|---|
| Overview and Learning Objectives | 2 |
| Activities at a Glance | 3 |
| Preparation, Materials, and Supplies | 5 |
| Facilitator Planning Worksheets | 7 |

DETAILED FACILITATOR GUIDES

| | |
|---|----|
| Shared Family Meal | 11 |
| Parenting Adult Session | 14 |
| Youth Session | 19 |
| Optional Youth Energizers and Activities | 26 |
| Family Session | 35 |
| Extended Parenting Adult Session | 41 |

Session 2 Handouts

- 2.1: Expressing Care: Some Key Ideas
- 2.2: TIPS FOR PARENTING ADULTS: Showing Affection with Teenagers
- 2.3: TIPS FOR YOUTH: 15 Ways Youth Can Express Care to Parenting Adults and Other Close Family Adults
 - 2.3a: How Our Family Expresses Care
 - 2.3b Expressing Care by Really Listening
- 2.4: At-Home Activities for “Express Care”
 - a. At-Home Activities Guide
 - b. POST IT: A Guide for Your Week
 - c. TRY IT: Expressing Care During Shared Family Meals
 - d. TRY IT: Yes, And...

Overview

This *Keep Connected* workshop focuses on **expressing care in families**, the first of the five keys to strong parenting adult-youth relationships. Both youth and parenting adults examine the ways they express care, including exploring what is meaningful and what they don't like. They identify specific ways they will be more intentional about expressing care in their families.

Learning Objectives

Participants will . . .

- Learn and practice an activity for paying attention to what's happening in each other's lives called "**highs and lows.**"
- Identify **ways they express care** in their families, including ways that work for them and ways that don't.
- Be introduced to strategies for **adjusting how to express care** as kids become teenagers.
- Focus on ways to **really listen** to each other.
- Commit to at least **one activity** to do together before the next workshop to practice expressing care.

Activities at a Glance – Family Workshop (Youth and Parenting Adults)





Session 2

You Already Care--How Do You Show It?

Total Time: 120 minutes



Key activities
for this
session

| Set-Up | | | | |
|--|---|------------|----------------------------|---|
| Place discussion-starter question cards on the tables for families to talk about while they share the meal (if they choose). | | | 15 min prior to start | |
| Sign-in and Nametags | | | | |
| Shared Family Meal (30 minutes) | | | | |
| • Families eat and settle in | | | 10 min | |
| • Welcome and Introductions | | | 10 min | |
| • Check-In on At-Home Activities | | | 10 min | |
| Transition to parenting adult and youth sessions | | | | |
| Parenting Adult Session (40 minutes) | | CONCURRENT | Youth Session (40 minutes) | |
| 1 | Introductions, Highs and Lows 10 min | | 1 | Introductions, Highs and Lows 10 min |
| 2 | Catch-up: Three Wishes 5 min | | 2 | Expressing Care: The Good, the Bad, The Embarrassing  20 min |
| 3 | What It Means to “Express Care” 5 min | | 3 | Adding to the Family Pledge to Keep Connected 10 min |
| 4 | Who Really Showed You They Cared – And How Did They Do It?  10 min | | | |
| 5 | When Expressing Care Gets Hard  10 min | | | Optional Activity: Colorful Conversations |
| Transition to family session (5 minutes) | | | | |
| Family Session (45 minutes) (Youth and Parenting Adults Together) | | | | |
| 1 | Families Reconnecting | | 10 min | |
| 2 | Connecting to the Family Pledge | | 5 min | |
| 3 | Delights and Distractions: Really Listening to Each Other  | | 15 min | |
| 4 | Express Care Pledge: A Reminder | | 5 min | |
| 5 | Take the Conversation Home | | 5 min | |
| 6 | Wrap Up | | 5 min | |

Activities at a Glance - Workshop for Parenting Adults Only



Session 2

You Already Care--How Do You Show It?

Total Time: 120 minutes



Key activities
for this
session

| Set-Up | | |
|--|--|-----------------------|
| Place discussion-starter question cards on the tables for parenting adults to talk about while they share the meal (if they choose). | | 15 min prior to start |
| Sign-in and Nametags | | |
| Shared Meal (30 minutes) | | |
| • Parenting adults eat and settle in | | 10 min |
| • Welcome and Introductions | | 10 min |
| • Check-in on At-Home Activities | | 10 min |
| Part 1 (45 minutes) | | |
| 1 Introductions and Highs and Lows | | 10 min |
| 2 Catch-Up: Three Wishes | | 5 min |
| 3 What It Means to “Express Care” | | 5 min |
| 4 Who Really Showed You They Cared – And How Did They Do It? |  | 10 min |
| 5 When Expressing Care Gets Hard | | 10 min |
| Break | | 5 min |
| Part 2 (45 minutes) | | |
| 1 Delights and Distractions: Really Listening to Each Other |  | 15 min |
| 2 A Family Pledge to Express Care: Part 1 | | 10 min |
| 3 A Family Pledge to Express Care: Part 2 | | 10 min |
| 4 Take the Conversation Home | | 5 min |
| 5 Wrap Up | | 5 min |

Preparation, Materials, and Supplies

| Shared Family Meal | |
|---|---|
| <p>Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create flip charts with the workshop’s key ideas (one chart for each room you will use) <input type="checkbox"/> Optional: Prepare “express care” video for showing <input type="checkbox"/> Bring and post these materials from session 1: <ul style="list-style-type: none"> ○ Five flipcharts on relationship keys ○ A copy of group expectations | <p>Materials and Supplies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sign-in sheet (master list for the workshop series) <input type="checkbox"/> Nametags for all participants <input type="checkbox"/> Markers to write on nametags <input type="checkbox"/> Sign-in sheet (master list for the workshop series) <input type="checkbox"/> Flip charts and markers <input type="checkbox"/> Handout 1.1 (optional) <input type="checkbox"/> Index cards |
| Parenting Adult Session | Youth Session |
| <p>Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize the “three wishes” from the first session to relate, as much as possible, to the five keys. Bring those tied to “express care” to this session. <input type="checkbox"/> Bring and post these materials from session 1: <ul style="list-style-type: none"> ✓ Five flipcharts on relationship keys. ✓ A copy of group expectations <input type="checkbox"/> Prepare flip charts with the 5 actions in “express care” for activity #4. <input type="checkbox"/> Copy handouts 2.1 and 2.2 for all participants. <p>Materials and Supplies</p> <ul style="list-style-type: none"> <input type="checkbox"/> One index card for each participant (any color) <input type="checkbox"/> A pen for each participant <input type="checkbox"/> Flipcharts and markers | <p>Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bring these materials from session 1: <ul style="list-style-type: none"> ✓ A copy of group expectations ✓ Family pledge projects <input type="checkbox"/> Copy Handout 2.3 for each youth <p>Materials and Supplies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Flipcharts and markers <input type="checkbox"/> Signs for “voting” <input type="checkbox"/> Materials for “Our Family’s Pledge to Keep Connected” (see next page) <input type="checkbox"/> Talking piece <input type="checkbox"/> Flip chart paper labeled “Parking Lot” |
| Family Session or Extended Parenting Adult Session | |
| <p>Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make copies of Handout 2.4 for each participant. <input type="checkbox"/> OPTIONAL: Order packets of <i>150 Ways to Show Kids You Care</i> from Search Institute. | <p>Materials and Supplies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Materials for “Our Family’s Pledge to Keep Connected” (Extended Parenting Adult Session only; see next page) <input type="checkbox"/> 5-6 sticky notes (such as Post-It Notes) for each participant (used in two different activities) <input type="checkbox"/> Flipcharts and markers <input type="checkbox"/> Pens or pencils for all participants. <input type="checkbox"/> A piece of ribbon (about 1 or 2 inches wide and 12 inches long) and a marker that will write on the ribbon for each participant. <input type="checkbox"/> OPTIONAL: Symbolic reminders of expressing care for each family. Examples include: A travel-size bottle of lotion (intensive care); a hand warmer (be warm); a box of conversation hearts (be warm, listen); a pompom (encourage); a toy clapper (encourage). |

Family Pledge to Keep Connected

Preparation

Bring the work from the previous session. Provide supplies for any families that missed the previous session.

Materials and Supplies

Option #1: Family Relationships Pledge Box

- A sample pledge box that illustrates this session's assignment
- Markers and other supplies to decorate the boxes

Option #2: Family Relationships Collage

- Families' collages from the first session
- Old magazines, etc., for pictures to clip
- Glue sticks
- Scissors for youth
- Markers

Option #3: Family Relationships Crest




- Families' crests from the first session
- Supplies to decorate the crest
- Glue sticks
- Markers


Option #4: Family Relationships T-Shirt Design


- Families' shirts from the first session
- Supplies to decorate the shirts
- Glue sticks
- Markers

Facilitator Planning Worksheets

| Activity | Facilitator Notes | Materials | Time Needed/ Est. Start Time |
|---|-------------------|--|---------------------------------|
| Shared Family Meal | | | |
| 1 Sign-in and Nametags <u>Purpose:</u> Set the stage for building relationships with and among participants. <u>Method:</u> Maintain a relaxed, conversational approach. | | <input type="checkbox"/> Sign-in sheet <input type="checkbox"/> Flip chart <input type="checkbox"/> Markers <input type="checkbox"/> Nametags <input type="checkbox"/> Materials from previous session: Family Pledge projects, flip charts on relationship keys, and group expectations | 15 min before start |
| 2 Time for families to eat and settle in | | | 10 min |
| 3 Welcome and Introductions <u>Purpose:</u> Bring the group together with introductions and clear expectations; introduce topic for the session <u>Method:</u> Presentation and discussion | | <input type="checkbox"/> Flip chart <input type="checkbox"/> Markers <input type="checkbox"/> Expectations flip chart from #1 | 10 min |
| 4 Check-In on At-Home Activities <u>Purpose:</u> Reinforce the importance of continuing learning between sessions <u>Method:</u> Individual reflection and debriefing on index cards | | <input type="checkbox"/> Handout 1.1 (optional) <input type="checkbox"/> Index cards <input type="checkbox"/> Pens | 10 min |
| Parenting Adult Session | | | |
| 1 Introductions and Highs and Lows <u>Purpose:</u> To create community and foster trust through personal disclosure <u>Method:</u> Whole-group individual sharing | | | 10 min |
| 2 Catch-Up: Three Wishes <u>Purpose:</u> Review the wishes from the previous session. <u>Method:</u> Presentation | | <input type="checkbox"/> Blank Index cards <input type="checkbox"/> Pens <input type="checkbox"/> "Express Care" wishes from previous session | 5 min |

| Activity | Facilitator Notes | Materials | Time Needed/ Est. Start Time |
|--|---|--|---------------------------------|
| 3 What It Means to “Express Care” <u>Purpose:</u> Ground participants in the what’s known in research about expressing care <u>Method:</u> Informal presentation and discussion. Optional: Video | | <input type="checkbox"/> Handout 2.1 | 5 min |
| 4 Who Really Showed You They Cared – And How Did They Do It? <u>Purpose:</u> Surface many ways to express care and how many people do it <u>Method:</u> Round robin poster brainstorm |  | <input type="checkbox"/> Prepared flip charts with 5 Express Care actions <input type="checkbox"/> Markers | 10 min |
| 5 When Expressing Care Gets Hard <u>Purpose:</u> Acknowledge the changes in how we best express care as kids grow up <u>Method:</u> Voting and group discussion |  | <input type="checkbox"/> Handout 2.2 | 10 min |
| 6 Transition to Family Session <u>Purpose:</u> Join parenting adults and youth together <u>Method:</u> Parenting adults move to youth space | | | 5 min |
| Youth Session | | | |
| 1 Welcome, Introductions, and Highs and Lows <u>Purpose:</u> To create community and foster trust through personal disclosure <u>Method:</u> Whole-group individual sharing | | | 10 min |
| 2 Expressing Care: The Good, the Bad, The Embarrassing <u>Purpose:</u> Articulate what youth do and don’t like when parenting adults “express care” <u>Method:</u> Group discussion and voting |  | <input type="checkbox"/> Flip chart <input type="checkbox"/> Markers <input type="checkbox"/> Signs for “voting” <input type="checkbox"/> Handout 2.3 | 20 min |
| 3 Adding to the Family Pledge to Keep Connected <u>Purpose:</u> Identify how they express care in their own families <u>Method:</u> See materials list for the pledge | | <input type="checkbox"/> [See detailed list] | 10 min |

| Activity | Facilitator Notes | Materials | Time Needed/ Est. Start Time |
|---|---|--|---------------------------------|
| 4 Transition to Family Session <u>Purpose:</u> Integrate youth and parenting adults <u>Method:</u> Informal discussion | | | 5 min |
| Optional Energizers Ping-Pong Blow | | | |
| Optional Youth Activity: You Noticed! | | | 10 min |
| Optional Youth Activity: Colorful Conversations | | <input type="checkbox"/> A bag of colored candy (or alternative) | 30 min |
| Family Session | | | |
| 1 Families Reconnecting <u>Purpose:</u> Integrate youth and parenting adults into the session together <u>Method:</u> Informal presentation, discussion | | | 10 min |
| 2 Connecting to the Family Pledge <u>Purpose:</u> Youth to articulate how they best experience expressing care <u>Method:</u> Youth presentation of pledges | | <input type="checkbox"/> Family pledge crafts | 5 min |
| 3 Delights and Distractions: Really Listening to Each Other <u>Purpose:</u> Reflect on the ways family members like to be encouraged <u>Method:</u> Family reflection and discussion |  | <input type="checkbox"/> Handout 2.3a <input type="checkbox"/> Handout 2.3b <input type="checkbox"/> Index cards | 15 min |
| 4 Express Care Pledge: A Reminder <u>Purpose:</u> Identify and reinforce a commitment by each family. <u>Method:</u> Craft activity, family discussion | | <input type="checkbox"/> Ribbon for each participant (or alternative) | 5 min |
| 5 Take the Conversation Home <u>Purpose:</u> Introduce the At-Home Activities <u>Method:</u> Families complete handout | | <input type="checkbox"/> Handout 2.4a-d | 5 min |

| Activity | Facilitator Notes | Materials | Time Needed/ Est. Start Time |
|---|---|---|---------------------------------|
| <p>6 Wrap-Up <u>Purpose:</u> Introduce the next session and thank families for participating <u>Method:</u> Informal discussion</p> | | <input type="checkbox"/> “150 Ways to Show Kids You Care” (optional) | 5 min |
| Extended Parenting Adult Session | | | |
| <p>1 Delights and Distractions: Really Listening to Each Other <u>Purpose:</u> Reflect on the ways family members like to be encouraged <u>Method:</u> Reflection and discussion</p> |  | <input type="checkbox"/> Handout 2.3a <input type="checkbox"/> Handout 2.3b | 15 min |
| <p>2 A Family Pledge to Express Care: Part 1 <u>Purpose:</u> Reinforce parenting adults’ priorities and commitments through a pledge for the future <u>Method:</u> Craft project</p> | | <input type="checkbox"/> [See detailed list] | 10 min |
| <p>3 A Family Pledge to Express Care: Part 2 <u>Purpose:</u> Focus on one area where they will intentionally express care in new ways <u>Method:</u> Personal reflect and craft activity</p> | | <input type="checkbox"/> Ribbon for each parenting adult (or alternate) <input type="checkbox"/> Markers | 10 min |
| <p>4 Take the Conversation Home <u>Purpose:</u> Encourage follow through on At-Home Activities <u>Method:</u> Informal discussion</p> | | <input type="checkbox"/> Handout 2.4a-d | 5 min |
| <p>5 Wrap Up <u>Purpose:</u> Introduce the next session and thank parenting adults for participating <u>Method:</u> Informal discussion</p> | | | 5 min |

Follow Up to the Session

- Keep all the Pledge to Keep Connected materials together
- Gather the flipcharts and other materials
- Send a text message or an email in a few days to participants
- Complete the **online feedback form** about the session. Receive a \$5 gift card:
<https://tinyurl.com/SIKeepConnectedFeedback>

Shared Family Meal

Sign In and Nametags

Start 15 minutes before the session begins

- a. Set up the chairs in a circle so participants can interact easily with each other.
- b. **Write the key ideas** from the session on a flip chart or white board. (Prepare identical flip charts for each space you will use throughout the session, so the ideas are on display during all sessions.)
 - **All of us care** about each other in our families.
 - It can be harder to express care as kids grow up. So we have to **find ways to adjust** so it works for everyone.
 - Expressing care really **begins with really listening to each other**.
- c. As families arrive, greet them individually. Thank them for coming and participating. If you have time, ask them what they're looking forward to in the workshops.
- d. Have each participant **sign in**. Ask each person in the family to sign in separately.
- e. Have everyone wear a nametag with their first name.
- f. **Display materials** that you carry forward from the previous session:
 - The Family Pledge projects where they can be a visual reminder of the activity.
 - The five flipcharts on the relationship keys from the first session as a reminder of the whole framework and series. Place the "Express Care" flipchart most prominently in the room.
 - Group expectations that the youth set and parenting adults affirmed from the first session. (You'll need to have a copy so that the original can be displayed in the youth session.)

Welcome and Introductions

10 minutes

- a. **Welcome participants** to the session, letting them know that the topic is Express Care, the first of the five keys to strong family relationships. Briefly mention that you'll be focusing on ways we express care to each other in our families as kids grow up. The session focuses a lot on the power of listening without distractions. Introduce yourself briefly.
- b. Have participants **introduce themselves** by just sharing their first name.

- c. **Remind people of the group expectations** that the youth proposed during the first session.
- Highlight any that may have been hard to follow during the previous session. Note that we sometimes have to practice new ways of doing things. Highlight that these expectations can make it a better group experience for everyone.
 - Ask participants to **reaffirm these ground rules** for today's sessions. If they would like to make any changes, note these and say that you'll discuss them again when the whole group is back together later.
- d. Introduce this session, which focuses on how **we express care to each other in our families. Highlight the key ideas in this session** (which you posted prior to the session):
- **All workshop participants care** about each other in their families.
 - It can be harder to express care as kids grow up. So we have to **find ways to adjust** so it works for everyone.
 - Expressing care begins **with really listening to each other**.
- e. Note the following, as needed:
- With rare exceptions, **all parenting adults and kids care for and love each other**. Everyone who participates in this workshop loves and cares for each other; they wouldn't be here otherwise.
 - But **sometimes it is challenging to express it**. We may not know the best way to express care in the way that another person wants to receive it. Or we might sometimes say: "They know that I care about them. Why do I have to say it?"
 - Conclude by saying that you'll be exploring these kinds of issues in this session.

Check-In on At-Home Activities

10 minutes

- a. Remind participants **what you discussed in the previous session**. This also helps those who missed the first session catch up. First ask participants what they remember. If you wish, distribute another copy of Family Handout 1.1 from Workshop 1, which provides an overview of the *Keep Connected* series. Then fill in the following highlights:
- *We were introduced to **five keys to strong parenting adult-child relationships**, which we'll start to dig into during this session.* Review each of the five, pointing to the flipcharts around the room.

- We started a **Family Pledge to Keep Connected**, which the youth started in their session and then shared with the parenting adults. (If youth aren't participating, parenting adults created it themselves.)
- Each family picked at least **one activity to try at home**. The activities were:
 - A summary sheet with discussion starts and tips to post on a refrigerator or in another prominent place.
 - A family relationships checklist to do together as a family
 - Some research on family relationships to read
 - Online exploration of the content at www.keepconnected.info.

b. Ask participants to recall what they said they were going to do in their families. Give them each an index card and a pen.



- On the top of the card, have them write the **activity they tried**. If they didn't try a specific activity, ask them to write something that happened between them and their kids during the week.
- Underneath, have them write **one thing they liked** about the activity.
- Then have them turn the card over. On the back, write one thing that **didn't work** or that they would **do differently** the next time, if they did it again.

c. Invite volunteers to share what they wrote on their index card to the group.

Transition to parenting adult and youth sessions.

Parenting Adult Session

1. Introductions and Highs and Lows

10 minutes

- a. Have each parenting adult share their name and their kids' names.
- b. Explain that one way we express care to each other is to **be interested in what's happening in each other's lives**. We can do this at home, and we can also do it here.
- c. A practice that many families and groups find to be meaningful is called "Highs and Lows." (This practice can also be called Roses and Thorns, with "Roses" referring to highs and "Thorns" referring to lows, or as "Glow" for highs and "Grow" for lows or things that can grow/improve in the future.) Say that the youth will be using this same practice in their session. Families can also **use it at home as a regular ritual** to keep connected by doing highs and lows at a shared meal or other family times.
- d. Explain that each person is invited to share in one or two sentences a **"high" and a "low"** from the past week. It can be anything they want. If someone wants to pass, they can do that, but let them know you hope this group becomes a safe place to share their experiences.
- e. Explain that each person will share, but you're **not going to problem-solve or get into a long discussion**. If there's something that needs to be talked about, you can make a note in the Parking Lot if you're using one, or just ask people to hold it until after the session so that everyone can participate fully during this time.

Why High and Lows are Important

Sharing personal information (or self-disclosure) is an important part of building a relationship and creating trust between people, including between parenting adults and children at home.

NOTE: If you have more than 10 to 12 participants, form smaller groups into groups of 5 or 6 people each for this activity. If you do split the groups, provide an extra reminder that this is not a time for problem solving to ensure that both groups keep focused without active facilitation. While the two groups are sharing separately, provide time updates every couple minutes so they can stay on track. For example, you could say something like, "We're about halfway through our time. If half of your group hasn't shared yet, make sure you're continuing to share *brief* descriptions of your highs and lows."

- f. After clarifying that everyone understands the process, give them time to **share their highs and lows with each other**. Model by going first.

- g. When everyone has shared, thank them and allow the group to briefly celebrate or offer support. Then move to the next person.
- If **serious issues** come up, offer to follow up after the session.
 - If **someone starts to problem-solve or tell other stories**, say that these are really important conversations, and you hope people will support each other following the session. However, the group is going to keep hearing from others and honor the spirit of the activity, which is for all to share and learn together.
- h. When everyone who wants to share has done so, thank them for their stories.

2. Catch-Up: Three Wishes

5 minutes

- a. Prepare the **“Three Wishes” cards** from the first session that relate to the actions of “Express Care.” Read aloud the wishes that have to do with “Express Care.”
- b. If you have participants who did not attend the first session, give them each three cards and complete this sentence (three times):

**Three wishes I have for my relationship with my child in the next 5 years are:
(1) We will . . . (2) We will . . . (3) We will . . .**

Explain that this question was asked in the first workshop. Remind them that their wish should focus on something they can do together with their child, not something they wish their child would change about their behavior.

- c. **Collect the cards. Keep them to integrate into upcoming sessions.**

3. What It Means to “Express Care”

10 minutes

- a. As needed, note that several of participants’ ideas are similar to what Search Institute found in its research about expressing care in relationships. Other ideas may fit in other places, which is fine. Or they may not be included, but may still be very important. Relationships don’t fit neatly into boxes.

OPTIONAL: If you prefer and have the equipment, you may show Search Institute’s “Express Care” video from (www.keepconnected.info/media-library) to introduce the core ideas for this session.

- b. **Distribute Family Handout 2.1, “Express Care: Key Ideas.”** Point out that at its core, expressing care is about showing family members that they matter to us. We do that in many different ways. Summarize the key points on the sheet out loud as participants follow along.



- c. Explain that **expressing care is an important factor** in how our kids grow up. Remind families that while it is important in every family, it may look different from family to family, and that's okay.
- d. Note that expressing care isn't something that just happens from parenting adults to kids. **Kids also express care to their parenting adults** and their siblings. Parenting adults model expressing care to their own parenting adults, other extended family, and friends. Part of our role as parenting adults is to help kids practice expressing care to people who are important to them.
- e. Say something like: Sometimes a list like this page seems very abstract. It's helpful to see what "express care" looks like in real life—starting with people in our families.

1. Who Really Showed You They Cared—And How Did They Do It?

10 minutes

- a. Post the five flip charts with the "actions" from Express Care ("Be Dependable," "Listen," "Believe in Me," "Be Warm," and "Encourage") written in the middle. Give each parenting adult a marker.
- b. Have parenting adults do a quick round robin on their own around the room, writing on the appropriate flip chart the names or roles of people who did each action for them when they were growing up (between ages 10 and 15), including what they did. For example, they might write on the "Listen" flip chart: "Teacher—Always greeted me when I came into the classroom." (Let them know that they don't need to write on every sheet, and they can list one person on more than one sheet. If they prefer to just write the actions rather than people's names, that's fine too.)



Note: This could be triggering for some parenting adults if they had a challenging childhood or if they have trouble thinking of people who showed these actions toward them. If it appears that participants are having trouble coming up with people/actions to write, you can prompt them to think of people who do these things for them today or who did them at different points in their lives.

- c. Reconvene the whole group. Have people scan the flipcharts and see if they notice anything about the ideas. (They might notice that some sheets have more than others. Or they may notice that particular people (such as "mom") are mentioned more often than others.
- d. Ask: *Are there other important ways we express care in our families today that aren't reflected in this list? (Add them to the flipcharts where they best fit.)*

- e. Then ask: *What might this activity tell us about how we express care in our families?* (Parenting adults may mention: There are lots of ways to show care. Different people expressed care—not just one.)

2. When Expressing Care Gets Hard

10 minutes

- a. Say something like: *All that seems good in theory. But it can be **challenging, especially when our kids move into the teen years.** Researchers find what we all experience: Parenting adult-child relationships aren't always warm and fuzzy during these years. And though it might get better later, that doesn't help a lot right now, does it?*
- b. Ask parenting adults to vote on **how hard it is for them to show their care and affection to their youth.** (Emphasize that there's no judgment. This is just part of the challenge of parenting during this time of life. Also, each kid and each parenting adult is different.) Have them raise their hands for the response that best fits their experience: It's never hard. It's sometimes hard. It's always hard.
- c. Assuming not everyone votes the same way, highlight that each family's experience is different, and we can learn from each other.
- d. **Distribute Family Handout 2.2, "Showing Affection with Teenagers."** It lists seven ideas to try to express care when a young person seems to want you to go away. Invite individuals to read each idea aloud. If they have other ideas they can add them to the back of the handout.
- e. Encourage parenting adults to **pick one idea for expressing care** to their child that they'd like to try in the coming week, and to circle it on their handout.



3. Transition to the Family Session

5 minutes

If you are continuing with a parenting adult-only session, skip this section. Go to the "Extended Parenting adult Session."

- a. Say that it is time to combine the session with the youth. Explain the logistics of how you'll move around to integrate youth and parenting adults.
- b. Tell them that you're about to join with the youth in some activities and conversations about expressing care that are particularly focused on listening to each other.
- c. Before moving, briefly **reinforce the purpose of the joint parenting adult-youth sessions.** Here are some points to highlight:

- *These family sessions are designed to be **enjoyable** ways for you to spend time together with your kids and with other families.*
- *The purpose is **not for you to “teach”** your child, but for everyone to **learn and practice together**. That may be awkward at first. But most parenting adults end up really enjoying learning things together with their child, particularly when the kids get older.*
- *You’ll spend time with youth from your own family so that you can practice together. You’ll also spend time with other families. If your child isn’t with you during this session, ask another family if you may join them. Or you can connect with other parenting adults who may be in the session without their kids.*
- *Sometimes, we’ll ask you to **hold back your own voices so the young people have a chance to be heard**. This will ensure that young people have a better experience during the family sessions.*
- ***Different youth will be more or less comfortable** interacting with adults, particularly in group settings. Be sensitive to this, and use this as a chance to help them get more comfortable. This is an important role that adults play in helping young people learn to become part of the adult world as they move through the teenage years.*

4. Adjourn to the joint session

1. Welcome, Introductions, and Highs and Lows

10 minutes

- a. Have all youth introduce themselves by sharing their name.
- b. Remind youth of the group expectations they proposed during the first session.
 - Highlight any that may have been hard to follow during the previous session. Note that we sometimes have to practice new ways of doing things. Highlight that these expectations can make it a better group experience for everyone.
 - Ask youth to reaffirm these ground rules for today's sessions. If they would like to make any changes, note these and say that we'll discuss them again when the whole group is together later.
- c. Explain that one way we express care to each other is to **be interested in what's happening in each other's lives**. We can do this at home, and we can also do it during these group sessions.
- d. A practice that many families and groups find to be meaningful is called "Highs and Lows." (This activity can also be called Roses and Thorns, with "Roses" referring to "Highs" and "Thorns" referring to "Lows," or "Glow and Grow" with "glows" for "highs" and "grows" for "lows.") Say that the parenting adults will be using this same practice in their sessions. Families can also **use it at home as a regular ritual** to keep connected.
- e. Explain that each youth is invited to share in one or two sentences a "**high**" and a "**low**" from the past week. It can be anything they want. If someone wants to pass, they can do that, but let them know you hope this group becomes a safe place to share what's happening in their lives.
- f. Explain that each person will share, but you're **not going to problem-solve or get into a long discussion**. If there's something that needs to be talked about, you can make a note in the Parking Lot if you're using one, or just ask people to hold it until after the session so that everyone can participate fully during this time.

Why High and Lows are Important

Sharing personal information (or self-disclosure) is an important part of building a relationship and creating trust between people, including between parenting adults and children at home.

NOTE: If you have more than 10 to 12 participants, you may want to break into groups of 6-8 people for this activity. If you do split the groups, provide an extra reminder that this is not a time for problem solving to ensure that both groups keep focused without active facilitation. While the two groups are sharing separately, provide time updates every couple minutes so they can stay on track. For example, you could say something like, “We’re about halfway through our time. If half of your group hasn’t shared yet, make sure you’re continuing to share *brief* descriptions of your highs and lows.

- g. After clarifying that everyone understands the process, give youth time to **share their highs and lows with each other**. Model by going first.
- h. After someone shares, thank them and acknowledge what they are celebrating or struggling with. Then move to the next person.
 - If **serious issues** come up, offer to follow up after the session.
 - If **someone starts to problem-solve or tell other stories**, say that these are really important conversations, and you hope people will support each other following the session. However, you’re going to keep hearing from others and honor the spirit of the activity, which is to all share and learn together.
- i. When everyone who wants to share has done so, thank them for their stories.
- j. Say that sharing what’s happening and showing interest in each other is an important way to express care in our families. So **you’ll keep practicing** this ritual each session. Encourage youth to try it at home with their families, too.

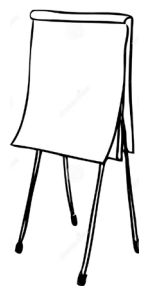
2. Expressing Care: The Good, the Bad, the Embarrassing

20 minutes

- a. You’re now going to focus on the **topic of today’s session: Express care**. Ask youth what they think of when they hear “express care.” Ask for a volunteer to write key words on a flipchart as youth share. You may need to prompt them with this description:

We express care when we show other people that they matter to us. Some ways are by:

- *Being dependable for each other—keeping our promises*
- *Listening to each other*
- *Believing in each other*
- *Being friendly*
- *Encouraging each other*



- b. Ask youth to think of ways their parenting adults or other family members express care to each other. **Add these ideas to the flipchart.**
- c. Sometimes we like the ways people show they care. Other times, we don't. And sometimes, it's embarrassing, even if we kind of like it. Different people like different things. And **what we like can change as we get older.**
- d. Find a clear area where the youth can move around. Assign three spots as the following (create signs to hang in these areas if you like):

- Like it!
- Don't like it!
- It's embarrassing!



Adaptation: Print out images of different emojis that can be used to express “Like it,” “Don't like it,” and “It's embarrassing.” Give each young person one of each. Instead of moving around the room, have them hold up the emoji that corresponds to their thought.

- e. Next, read aloud the following **examples of ways people might express care in their families.** As you read each one have youth move to one of the spots as a way to “vote” on what they think about these things. After each statement, give youth time to move to that spot. **After each statement, ask 2-3 youth to say why they picked the spot they picked.** Then read another statement. Use these examples or make up your own:
 - Give a hug at home.
 - Give a hug in front of your friends.
 - Spend a day doing something with you that you enjoy.
 - Give you a special meal or treat when you're feeling down.
 - Ask you to teach them how to play a new video game.
 - Listen to you when you're talking.
 - Tell stories about you to other family members.
 - Tell stories about you to your friends.
 - Show up to an activity, a play, a concert, or a game you're playing in.
 - Play basketball or football or soccer or another sport with you.
 - Call or text you to say “Have a good day!”
 - Plan something fun for your birthday.
 - Sing with you.
 - Tell other kids about your accomplishments.

Once you have read a few of the above examples, ask youth to take your place and share ways their parenting adults express care (including things they like, don't like, or are embarrassing). When one young person shares their example, the others can move to the spots in the room that correspond to how they feel about that action. Also ask them how they show other people in their family that they care.

- f. Debrief with a discussion of the different ways they really like—or don't like—to have care expressed in their families.
- g. Say that you know it's **sometimes hard to tell a parenting adult** that you don't like something they do to show they care, but that if they share some feedback with the parenting adults as a group it might be an easier way to start that conversation. Ask them to come up with three tips for parenting adults on ways to show your teenagers you care.
- h. **Brainstorm a list of what the youth say they like**, starting with things they chose in the activity. Write 3-4 of the ideas that seem to have the most agreement on a flipchart. Ask them to vote on how to present the information to the parenting adults: 1) In a skit or role play (this is the preferred option because it's interactive); 2) In a short presentation by some or all of the youth; 3) In a short presentation by you. Once they've voted spend a few minutes coming up with a plan for presenting during the combined parenting adult-youth session.

If they're very reluctant and even uncomfortable with being there when you share their ideas, ask if they'd prefer if you just prepared a page with the ideas to share later, rather than during the joint family session. Then add this sharing to the parenting adult-only session during the next workshop.

- i. Finally, remind youth that parenting adults also really like it when their kids express care *to them*. Give each youth a copy of **Family Handout 2.3**. Ask youth to think about **one way they would be comfortable expressing care to their parenting adult** in the next two days and to circle that action on the sheet (they can also add their own idea if nothing on the handout resonates). Encourage them to think of something they haven't tried before. Say that you'll ask them about it the next time you're together.



3. Adding to the Family Pledge to Keep Connected

10 minutes

NOTE: You will need to **adjust this activity** to reflect the option you picked in the first workshop. If some families didn't participate in the first session, you may need to help those youth get started. They can add to it as you go.

- a. Remind youth that throughout this workshop series, families will create a “Family Pledge to Keep Connected.” It will focus on everyday things their families can do to keep connected in the coming years.
- b. This pledge will be unique to each family, since each family is unique. We'll work on the project in the youth sessions, then bring it to the parenting adults. We'll add to it each week.

Option #1: The Family Pledge Box

- a. Give youth the box they started during the previous session. (If they don't have one, give them a blank box, letting them know they'll be able to catch up as you go.)
- b. Have markers and other supplies for decorating available. Have a sample box on hand to show them what you mean.
- c. Have them focus on one side of the box, which they will decorate to represent expressing care.
 - Have them start by writing EXPRESS CARE on this side of the box.
 - Have them draw pictures or write words that remind them of how their family expresses care.
- d. Have youth share their “express care” designs with the other youth as a way to practice talking about how they like to express care in their families.



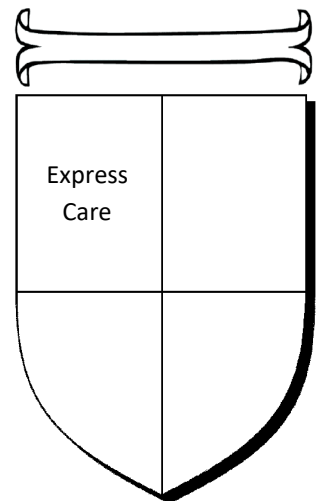
Option #2: Family Relationships Pledge Collage

- a. Give each young person the collage they started the previous session. (If they didn't create one, give them a blank poster board or a large sheet of paper, letting them know they can catch up as you go.)
- b. Have markers, magazines to clip pictures from, glue sticks, and scissors available. If using magazines, make sure to provide magazines that have images of people who reflect the participating families (in terms of racial/ethnic identity and family structure).
- c. Remind them that at the center of the poster, they started with a collage about their family. Now, on one of the corners, they're going to create a collage that represents the ways they like to express care in their family. (They can think of some of the ideas you discussed during the session.) They can draw, write words, clip and paste magazine pictures, or other options you have available.
- d. Have youth share their "express care" designs with the other youth as a way to practice talking about how they like to express care in their family.



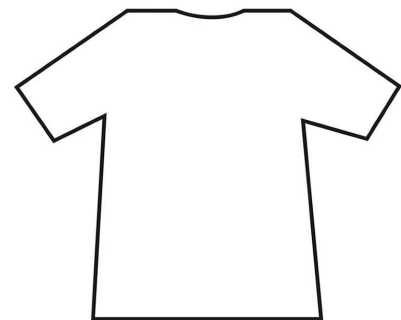
Option #3: Family Relationships Crest

- a. Give youth the family crests they started in the previous session. If they weren't there, give them the poster board they'll need to create one, letting them know they can catch up as the sessions continue. Have markers and other supplies to decorate the crest.
- b. Have youth decorate one of the panels in the crest to represent the ways they like to express care in their family (see diagram). They can draw, write words, clip and paste magazine pictures, or other options you have available.
- c. Have youth describe their "express care" panel to the other youth as a way to practice talking about how they like to express care in their family.



Option #4: Family T-Shirt Design

- a. Give youth the family shirt designs they started in the previous session. If they weren't there, give them the poster board they'll need to create one, letting them know they can catch up as the sessions continue. Have markers and other supplies to decorate the design.
- b. Have youth decorate one area on the front of the shirt to represent the



ways they like to express care in their family (see diagram). They can draw, write words, clip and paste magazine pictures, or other options you have available.

- c. Have youth describe their “express care” design to the other youth as a way to practice talking about how they like to express care in their family.

If you have extra time, add an **optional youth energizer or activity**. (See next section.)

4. Transition to Family Session

5 minutes

- a. Say that it is time to combine the session with the parenting adults. Explain the logistics of how you’ll move.
- b. Remind youth that they are going to be sharing their additions to the Family Pledges with their families. **Have youth take their pledge projects with them to the joint family session.** Address any questions or concerns they have.
- c. Explain that they will be doing activities with their parenting adults and sometimes with other parenting adults as well. Encourage them to participate fully and to speak up when they have something to contribute.
- d. Transition to the joint family session.

Optional Youth Energizers and Activities

If energy lags, restlessness rises, you have some extra time, or you want something different, try these optional energizers and activities. (They do not parallel parenting adult activities.) You may also use the longer activities in other youth meetings to tie them thematically to *Keep Connected*.

Optional Energizers

Use one of these energizers (or borrow one from another session) if young people's focus or energy seems to be drifting. These 2- to 3-minute activities to get them re-energized and re-engaged. Their primary purpose is to take a break and give folks a chance to refocus.

Ping-Pong Blow

(You'll need several Ping-Pong balls)

1. If youth look like they need to blow off some steam, have them form a circle lying on their stomachs on the floor facing inwards.

(If you have more than six youth, form multiple circles so the ball doesn't get stuck in the middle of a too-big circle.)

2. Give one youth a Ping-Pong ball. Have youth keep the ball moving around and across the circle by blowing it. Stop regularly for breaks so kids don't get lightheaded.

As If . . .

Have participants stand up and do each action for 10- 15 seconds as you describe it:

1. March
2. body AS IF you were a wet dog.

Optional Youth Activity: You Noticed!

Play a game to help you think about the ways family members respond and adjust to each other.

Planning and Preparation

Recommended Number of Participants: 5 - 10 **Time:** 10 - 20 minutes (depending on the group size)

Materials: None

Set-up: None

Facilitator Instructions

1. Have one group member leave the room, and then **change one subtle thing** about themselves without telling it to others. This could be something like untying a shoe or putting on glasses. It has to be something that others can see.
2. They then come back in, and the others try to guess what's different. But **DON'T** say anything. Rather, **when someone knows, that person should leave the room** and make the same adjustment (or something similar). That person then comes back in the room to repeat the process.
3. When everyone has either figured it out or is stumped, have **someone else leave the room** and start the process again. Continue until everyone has a turn or you run out of time.

Reflect

- What were some of the easiest things to notice? What were harder? Why?
- What was it like to try to guess what others did?
- What was it like to have people trying to guess what you had changed?
- How does it make us feel when someone notices something about us that we've changed on purpose? How does it feel when no one notices?
- What are some ways that we can get better at noticing what's happening in someone else's life so that they know we're paying attention to them?

Optional Youth Activity: Colorful Conversations

This activity gives young people a chance to get to know each other and express care to each other. In small groups, participants take turns sharing about themselves using a set of prompts tied to each color of candy they have.

Planning and Preparation

Recommended Number of Participants

Any size group, works best with groups of 5 or more participants

Materials

A bag of colored candies like M&Ms or Skittles (enough for each participant to take a small handful or enough individual bags for each participant to have one). If candy isn't an option in your setting, you can use marbles, small pieces of colored paper, Legos, or other small items that come in a variety of colors.

Time

30 minutes

Set-up

You may want to begin with participants sitting in a circle. Later they will break into small groups, so this activity will work best where there's enough space for participants to spread out.

Facilitator Notes: Ahead of time, decide which version of the Colorful Conversations Code Handout to use. There are two versions ready to print/copy. Alternatively, you can choose questions from the page of Supplemental Questions and put them into the blank handout.

- When selecting questions, make sure you choose questions that are appropriate for your group. Feel free to make up your own questions that relate to your program's context. Or, **Share Power** with participants by having them choose and write in the questions.
- If you are using candies or other objects that are different colors than the provided handout, remember to make adjustments!
- Feel free to use the questions provided in this activity in other ways as well. There are a wide range of potential adaptations for this activity. For example, you can have all participants answer each question.

Facilitator Instructions

- a. Let youth know that through this activity we will be practicing the element of **Express Care**. Let participants know that each person is going to share something about themselves, and that everyone else in the group is going to show that they care about that person by listening and asking questions. Remind participants that they should listen carefully when their peer is speaking so they can come up with a question to ask them about what they said.
- b. Pass a bag of colored candy to each participant. Ask them each to take a small handful of candies in as many different colors as possible, but not to eat the candy until they hear the instructions. The facilitator should take a handful of candy as well.
- c. Divide into groups of 3-5 participants. (Depending on the size of the group, this activity could also be done in pairs.) Give each group a copy of the Colorful Conversation Codes Handout.
- d. Ask each participant to select one candy and compare its color to the conversation topics on the Colorful Conversation Codes Handout. Based on that color, participants respond to the relevant question. The facilitator can model the process by sharing facts about themselves corresponding to the candy they have. After each participant responds to their question, one other participant should ask a follow-up question about what they heard.
- e. In their small groups, have participants take turns responding to the topics. They can eat their candy after each turn. Give participants the opportunity to share at least three times with the group.
- f. Bring the participants back to the large group to reflect. Discuss these questions as a large group:

- What surprising or interesting things did you learn about each other? Why did you find it surprising or interesting?
- What was it like to talk about yourself? What was it like to hear others talk about themselves?
- What strategies did you use to make sure you were listening actively to the other members of your group?
- Did you hear any really good follow-up questions that helped you feel that others were really listening and interested?
- If you could ask other questions (not just the six listed), what would you ask, and why?
- What did you experience in this activity that might be helpful in other relationships in your life?

Colorful Conversations Code Handout 1

Use this color code to answer questions for each color.

BLUE

Share a talent you have, and how long you have had that skill. What did you do to learn the skill? How do you practice?

RED

What is a subject or topic you'd like to learn more about? Why?

ORANGE

What is a value or rule you live by? How did you figure this out?

YELLOW

Who is someone you really respect? Why?

GREEN

Describe your dream job. How did you learn about this job? What excites you about it?

BROWN

Where is a place you can really be yourself? Why?

This page may be reproduced for educational, noncommercial uses only (with this copyright line). Adapted for Keep Connected session 1 from the *The Relationship Builder's Guidebook: Activities and Approaches to Enhance Developmental Relationships*. Copyright © 2020 Search Institute®, www.search-institute.org. All rights reserved.

Colorful Conversations Code Handout 2

Use this color code to answer questions for each color.

BLUE

Share something you would like to become better at.

RED

Share a skill or activity that has come naturally to you. How do you use this skill now? How could you use it in the future?

ORANGE

What is your favorite celebrity or TV show? Why?

YELLOW

Who is someone you aspire to be like? Why?

GREEN

Describe your dream life ten years from now. How did you come up with this dream?

BROWN

Where would you live if you could live anywhere on the planet?

This page may be reproduced for educational, noncommercial uses only (with this copyright line). Adapted for Keep Connected session 1 from the *The Relationship Builder's Guidebook: Activities and Approaches to Enhance Developmental Relationships*. Copyright © 2020 Search Institute®, www.search-institute.org. All rights reserved.

Colorful Conversations Code Handout 3

Use this color code to answer questions for each color.

BLUE

RED

ORANGE

YELLOW

GREEN

BROWN

This page may be reproduced for educational, noncommercial uses only (with this copyright line). Adapted for Keep Connected session 1 from *The Relationship Builder's Guidebook: Activities and Approaches to Enhance Developmental Relationships*. Copyright © 2020 Search Institute®, www.search-institute.org. All rights reserved.

Supplemental Questions

*Questions with an asterisk may be higher-risk for some groups or participants. Be mindful that while these questions can help foster even stronger relationships, they could be challenging for participants to answer if they have not yet built trust with the group.

Introductions/About Me

- Where do you live?
- What is one of your favorite places on earth?
- Do you have any pets? If not, what kind of pet would you want?
- Tell us something about your name. (What do you like about it? Do you know what it means? Do you know how you got your name? Do you have a nickname?)
- What was your favorite thing to do when you were in kindergarten?
- Name something you are grateful for.*
- Share an embarrassing moment you've had.*

Academic

- What is your favorite subject in school? Why?*
- What subject in school is most challenging for you?*
- Name someone at school who you really admire. What do they do that inspires you?
- What are you interested in learning more about in the future?

Sparks/Hobbies/Activities/Interests

- If you had a whole day to do anything you wanted, what would you do?
- What is something you're really good at? How did you build this skill?
- What do you usually do after school?
- What do you usually do on the weekend?
- What is your favorite thing to do outside?
- What is your favorite sport to play or watch?
- What is your favorite type of art? (Singing, drawing, painting, playing an instrument, sculpture, creative writing, etc.)
- If you could only eat one meal for the rest of your life what would it be?
- What's your favorite show or movie?

- Who is your favorite musical artist or band?
- What are you curious about?
- Would you like to be famous? What would you be famous for?
- What do you love to do with friends?
- Describe your perfect day.
- What's something you're involved in that's important to you outside school?

People

- Tell us about your family.*
- Tell us about a very good friend. What do they do that you appreciate?
- Who is your favorite musician? Why?
- Who is your favorite actor? Why?
- Who is someone from history that you admire? Why?
- If you could eat lunch with anyone in the world, alive or dead, who would you choose? Why?

Future

- Describe your dream life in ten/twenty/thirty years.*
- If you could travel anywhere in the world (or universe!) in the future, where would you go and why?
- What do you think you might want to do for your job in the future? Why?
- What are your plans after [middle school, high school, etc.]?
- If you could know something about your life in the future, what would you want to know?*
- Tell us about the last time you tried something new.
- What is one new kind of technology you hope to see invented in your lifetime?

Funny/Silly

- Would you rather have a cat with a human face or a dog with human hands? Why?
- Tell us about the last time you laughed really hard.
- Would you rather fight ten duck-sized horses or one horse-sized duck? Why?
- If you were an animal right now, which would you be? Why?
- Would you rather own a magic carpet that flies or a personal robot?
- Would you rather be able to fly or be invisible? Why?

Family Session

1. Family Reconnecting

10 minutes

- a. Have youth and parenting adults sit together.
- b. **Review the expectations agreed upon in the previous session.** If other expectations have surfaced during this session, propose that they be considered for the whole group. If there's consensus, add them to the list. Ask them to respect these expectations so that everyone can have an enjoyable time together.
- c. Remind them that this workshop is about **how we express care in our families.** Mention that everyone here cares about their families. But sometimes it's hard to express it. Or sometimes the ways we show each other we care don't resonate with others—even if we're afraid to say it.
- d. The good news is that there are **many ways we can express care that others really like,** which makes it better for everyone. So this part of the workshop focuses on sharing some ways we'd really like each other to express care in our families.
- e. If youth came up with ideas and a plan for sharing them, do this now. Emphasize that the kids know their parenting adults care and these are some ways the youth thought **expressing care could be more meaningful to them.** (If youth didn't want you to present their ideas, tell parenting adults that you'll compile the list and provide it to them.)

2. Connecting to the Family Pledge

5 minutes

- a. Explain that in addition to the group ideas, youth spent time thinking about **ways their families personally express care that they really like** and that they're going to share their thoughts with their parenting adults now.
- b. Before they do, **encourage parenting adults to do the following:**
 - *As kids are sharing, **resist interrupting.** Just listen.*
 - ***Don't debate** what your child says. Remember, these are their feelings.*
 - *Focus on **letting your child to express their feelings** and on really listening to what they are saying.*
 - *When they're done, you can **ask clarifying questions.** But don't start debating or asking about other things they might like. For now, just listen to them so you can understand their perspectives.*

- c. Have youth each show their parenting adult **what they added to the “Family Pledge to Keep Connected”** project that represents the ways they like to express care in their family. Have parenting adults listen.
- d. Then ask the parenting adults **what it was like to have their kids say what they really enjoyed**. Emphasize that different people have different experiences with this activity. The goal is to build a better understanding of each other.
- e. Explain that the families will add to the Family Pledge later in the session.

3. Delights and Distractions: Really Listening to Each Other

15 minutes

- a. Express Care includes the actions be dependable, listen, believe in me, be warm, and encourage. These are all important ways to express care, but they can be done differently and different people have different preferences. Remind participants of these actions, and ask volunteers to provide examples of each of the actions in their lives.
- b. Explain to participants that the next activity will focus on all the actions within Express Care with extra focus on “Encourage”. It will also focus on “Listen,” because they’ll be listening to each other share their experiences. Emphasize the importance of listening to understand what the other person is saying and really paying attention.
- c. Give each participant **Family Handout 2.3a** and a pen. Have them read through the examples of ways family members might encourage each other in the first column. Then, they should put a check mark in the column that matches how they feel about that method of encouragement: do they not like it at all (red/stop), do they like it a lot (green/go), or do they like it sometimes (yellow/slow down).
- d. Pass out **Handout 2.3b** to provide guidance for families’ discussions. Explain that these four practices help us listen actively to each other, especially when we are discussing things that could be difficult to talk about. Then have families share their examples and discuss:

Do you all prefer others to encourage you in similar ways, or do different people have different preferences? Which methods of encouraging, if any, do you all agree on?
- e. Ask each person to **choose 1 example of a way of encouraging that they categorized in the red/stop column** to talk about in more depth. Encourage them to try to come up with a different strategy. For example, if a parenting adult loudly cheered for their child at their band concert in front of the whole school and the youth found it embarrassing, they could agree that next time the parenting adult could try to give their child



encouragement more privately after the concert. During the discussion, encourage families to practice listening to each other and to follow the guidelines on Family Handout 2.3b.

- f. Next, ask each person to choose one example of a way of encouragement they wish family members would do more and share it with their family. Encourage them to think about why they don't do this very much, and if they would feel comfortable doing it more.
- g. Tell families that everyone has different ways of expressing care and wanting to be cared for—**NO JUDGMENT!** The important thing is being able to communicate about experiences so family members can express care to one another in ways that are comfortable and meaningful.
- h. After 3-4 minutes, have families **share an example of encouragement that didn't work well and their plan to improve it next time**. When one family gives an example, ask other participants to raise their hands if they have had similar experiences. Bring up at least 3-4 examples.
- i. Switch to highlight the **positive experiences with encouragement, including things that are happening just the right amount and things they agree to do more of in the future**. Have families share 3-4 examples.
- j. After a few families have shared, have each family discuss examples of encouragement that they all appreciate and write these on an index card. Let them know that they can continue these conversations on their own, exploring how they all do the other actions within Express Care as well.

4. Express Care Pledge: A Reminder

5 minutes

- a. Say something like this: *When we began this session, we emphasized that **everyone here really cares** about your family. The challenge is to **remember to EXPRESS care** when it's hard, when we're busy, or when we're distracted and to express care in ways that are meaningful to the people we care for.*
- b. Remind people of the **key ideas** from this workshop, including:
 - **All of us care** about each other in our families.
 - It can be harder to express care as kids grow up. So we have to **find ways to adjust** so it works for everyone.
 - Expressing care really **begins with really listening to each other**

- c. Have families talk together about **one idea for expressing care** that came up today that they would like to commit to trying in the coming weeks. Focus on an idea that everyone can do, not just something a parenting adult or a youth could or should do. They can choose one of the ideas they wrote on their index card or come up with something new.

For example, everyone can take time to greet others who are there and awake when they arrive at home after being out. Or everyone can agree to turn off the television or put away cell phones when they are eating a meal together.

- d. Give **each person a piece of ribbon** (about 1 or 2 inches wide and 12 inches long) and a marker that will write on the ribbon. Test this ahead of time – some markers will bleed on the ribbon material.



If it's hard to find ribbon that you can write on, you can give each person a notecard with a hole and thread the ribbon through the hole. You can also cut a ribbon shape out of a piece of poster board.

- e. Say that most people have good intentions about expressing care, but it is easy to forget when we fall back into our routines. Encourage them to use the **ribbons as reminders**. Ask them to use the marker to write on the ribbon what they agree as a family they'll do to express care to each other.
- f. Have each family member **create a ribbon with this commitment** and together have them **create an extra** and attach it to the Family Pledge to Keep Connected project, or put it in the pledge box. (Each person's ribbon will have the same commitment on it; the multiples are so each family member can have a copy.)
- g. Have each family member decide where to keep their ribbon as a reminder **of the agreement** for how they will express care.

Alternatives to Ribbons

One *Keep Connected* organization created posters that the families could write their goals for the week on and take home.

Instead of a ribbon, use other objects with particular meaning in your community or culture.

OPTIONAL: Give each family member an object or trinket that will serve as a reminder of the importance of expressing care. These kinds of objects are available at dollar stores. They can also write messages to themselves on them. If they're creating a pledge box, these can be kept inside the pledge box, and then pulled out as reminders.

Examples would include:

- A travel-size bottle of lotion (intensive care)
- A hand warmer (be warm)
- A box of conversation hearts (be warm, listen)
- A pompom (encourage)
- A toy clapper (encourage).

5. Take the Conversation Home

5 minutes

- a. Give each person (youth and parenting adult) a copy of the “**At-Home Activities**” **handout** (Handout 2.4).



Say that these workshops only help families keep connected if they try ideas at home. Some may not work. But others will be really enjoyable and helpful. They’ll want to keep doing them so they can keep connected.

- b. Briefly **describe each option** for at-home activities from this session:
 - **POST IT:** This sheet is designed to post on your refrigerator or in another prominent place. It reminds you of the key messages from this week, offers discussion-starter questions, some tips for expressing care, and reminders to visit www.KeepConnected.info.
 - **TRY IT:** One of the great times to show we care for each other is over a shared meal. Handout 2.3c encourages families to share a meal together. During the meal, have family members share highs and lows from the day, like we did at the beginning of this session. If families are not usually together at mealtimes, find a time of day that does work and do a different activity during which they can talk, like going for a walk, doing chores together, or just sitting together.
 - **TRY IT:** Handout 2.3d offers another fun activity that is based on improv comedy theater. It helps a family keep a conversation going in a fun way. (And humor can be a way to express care.)
- c. Have families turn back to the first page of the “At-Home Activities” handout (2.4a). Have **them pick one thing** they want to do between now and the next workshop. Have them checkmark their choice and write down when they plan to do the activity.
- d. If there’s time, invite them to **share their plan** with one other family. (Telling others about our commitments makes it more likely that we’ll follow through.)

Extra Idea – Selfie

Encourage families to take a picture with a smartphone when they do their activity together to share when they come to the next session.

6. Wrap Up

2 minutes

- a. **Thank participants** for coming to the workshop. Encourage them to try the activities they identified to complete in the next few days.
- b. Remind them of the next session, which will focus on the key “Share Power.” This topic may seem **challenging for some parenting adults** because you don’t know what to expect. But we’ll work to make it comfortable for everyone.
- c. OPTIONAL: As they are leaving, give **each family a copy of the mini-poster, 150 Ways to Show Kids You Care** (in English and Spanish). Encourage them to keep it handy where they can see it. If they feel like they’ve run out of ideas of ways to express care, have them look at this mini-poster for inspiration.



Follow-Up to the Session

- a. Keep all the Family Pledge collages, boxes, or crests so that they are available for the upcoming workshops.
- b. Gather the flipcharts and other materials for future sessions.
- c. Send a text message or an email in a few days to participants to remind them to follow up on their at-home activities. You can also send them the next session’s video to preview, available at: www.keepconnected.info/media-library.
- d. Within a day or two of completing the session, **give Search Institute feedback** on what worked, what didn’t, and how the session could be improved. As a thank you, you will receive a \$5 gift card for each feedback survey you complete. Facilitators can earn up to \$35 in gift cards for giving feedback on all seven sessions. Here’s the link: <https://tinyurl.com/SIKeepConnectedFeedback>

Extended Parenting Adult Session (if youth are not participating)

This section continues from the parenting adult-only session if you're not having a joint family session (with youth and parenting adults together). Many of the activities parallel the family session, but they assume only parenting adults are participating.

1. Delights and Distractions: Really Listening to Each Other 15 minutes

- a. Express Care includes the actions be dependable, listen, believe in me, be warm, and encourage. These are all important ways to express care, but they can be done differently and different people have different preferences. Remind participants of these actions, and ask volunteers to provide examples of each of the actions in their lives.
- b. Explain to participants that the next activity will focus on all the actions within Express Care with extra focus on "Encourage". It will also focus on "Listen," because they'll be listening to each other share their experiences. Emphasize the importance of listening to understand what the other person is saying and really paying attention.

- c. Give each participant **Family Handout 2.3a** and a pen. Have them read through the examples of ways family members might encourage each other in the first column. Then, they should put a check mark in the column that matches how they feel about that method of encouragement: do they not like it at all (red/stop), do they like it a lot (green/go), or do they like it sometimes (yellow/slow down).



- d. Have participants get into small groups to discuss their answers:

Do you think the ways you prefer to be encouraged are similar or different than how other family members prefer to be encouraged? How do you think your child(ren) might fill out this worksheet? Are there ways you encourage them that they might not appreciate, especially as they get older?

- e. Ask each person to **choose 1 example of a way of encouraging that they have used with their child in the past that they think their child might put in the red/stop column** to talk about in more depth. Encourage them to try to come up with a different strategy. For example, if a parenting adult loudly cheered for their child at their band concert in front of the whole school and the youth may have found it embarrassing, next time the parenting adult could try to give their child encouragement more privately after the concert.
- f. After 3-4 minutes, have groups **share an example of encouragement that didn't work well and their plan to improve it next time**. When one parenting adult gives an

example, ask other participants to raise their hands if they have had similar experiences. Bring up at least 3-4 examples.

- g. Next, ask each person to choose one example of a way of encouragement they wish family members would do more and share it with their group. Encourage them to think about how they could share this with their family members.
- h. Share Family Handout 2.3b. Explain to participants that this handout provides guidance for really listening to others, an important part of expressing care. Walk through the four practices of listening. Encourage them to share this handout with their family and have a discussion about how each family member prefers to be encouraged after the session.
- i. Tell families that everyone has different ways of expressing care and wanting to be cared for—**NO JUDGMENT!** The important thing is being able to communicate about experiences so family members can express care to one another in ways that are comfortable and meaningful.



2. A Family Pledge to Express Care: Part 1

10 minutes

- a. Remind parenting adults that throughout this workshop series they are creating a **“Family Pledge to Keep Connected.”** It will focus on everyday things families can do to keep connected in the coming years.
- b. This pledge will be unique to each family, since each family is unique. **They’ll add to it each week.** Encourage parenting adults to talk about it each week with their families, since the goal is to bring the whole family together.

Option #1: The Family Pledge Box

- a. Give parenting adults the **box they started during the previous session.** (If they don’t have one, give them a blank box, letting them know they’ll be able to catch up as you go.
- b. Have markers and other supplies available for decorating. Have a sample box available to show them what you mean.
- c. Have parenting adults focus on **one side of the box**, which they will decorate to represent **expressing care.**
 - Have them start by writing EXPRESS CARE on this side of the box.
 - Have them draw pictures or write words on that side of the box that remind them of how their family expresses care.



- d. Have parenting adults **share their “express care” design** with 2-3 other parenting adults.

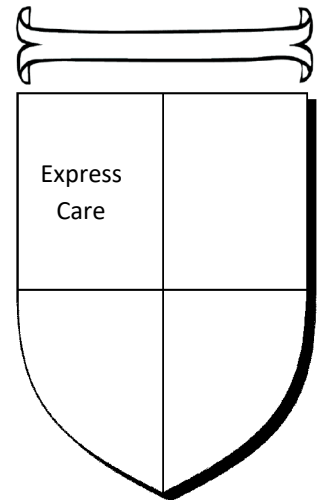
Option #2: Family Relationships Pledge Collage

- a. Give parenting adults each the **collage poster** they started the previous session. If they didn’t create one, give them a blank poster board or a large sheet of paper, letting them know they will catch up as you go.
- b. Have markers, old magazines to clip pictures from, glue sticks, and scissors available.
- c. Remind them that at the center of the poster, they started with a collage about their family. Now, **in one of the corners**, they’re going to add images that represents the ways they like to express care in their family. (They can think of some of the ideas you discussed during the session.) They can draw, write words, clip and paste magazine pictures, or other options you have available.
- d. Have parenting adults **share their “express care” design** with 2-3 other parenting adults.



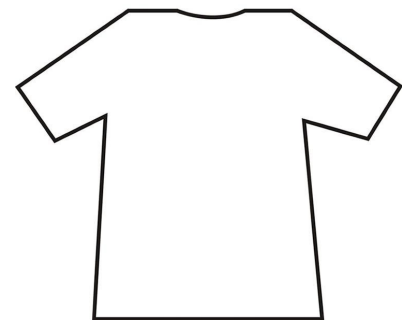
Option #3: Family Relationships Crest

- a. **Give parenting adults the family crest** they started in the previous session. If they weren’t there, give them the poster board they’ll need to create one, letting them know they can catch up as the sessions continue. Have markers and other supplies available to decorate the crest.
- b. Have parenting adults decorate one of the panels in the crest to represent the ways they like to express care in their family (see diagram). (They can think of some of the ideas you discussed during the session.) They can draw, write words, clip and paste magazine pictures, or other options you have available.
- c. Have parenting adults **describe their “express care” panel to 2-3** other parenting adults.



Option #4: Family T-Shirt Design

- a. Give parenting adults the family shirt designs they started in the previous session. If they weren’t there, give them the poster board they’ll need to create one, letting them know they can catch up as the sessions continue. Have markers and other supplies to decorate the design.



- b. Have parenting adults decorate one area on the front of the shirt to represent the ways they like to express care in their family (see diagram). They can draw, write words, clip and paste magazine pictures, or other options you have available.
- c. Have parenting adults describe their “express care” design to the other parenting adults as a way to practice talking about how they like to express care in their family.

3. A Family Pledge to Express Care: Part 2

10 minutes

- a. Say something like this: *When we began this session, we emphasized that **everyone here really cares** about your family. The challenge is to **remember to EXPRESS care** when it’s hard, when we’re busy, or when we’re distracted.*
- b. Remind parenting adults of the **key ideas** from this workshop, including:
 - Different people like to **express and receive care in different ways**. What we like often changes as we grow up. That’s okay. It’s best when we adjust to each other.
 - There are many different ways to express care. So if something isn’t really working for your family, **try something else**.
 - **Really listening to each other**—and setting aside distractions—is a really important way we express care to each other.
- c. Have small groups of 3 or 4 parenting adults talk about **one idea** that came up today that they would like to talk with their family about doing in the coming weeks, and give them some time to discuss their ideas. Focus on an idea that everyone can do, not just something a parenting adult or a youth could or should do.

For example, everyone can take time to greet others who are there and awake when they arrive at home after being out. Or everyone can agree to turn off the television or cell phones during mealtimes.



- d. Give each parenting adult a **piece of ribbon** (about 1 or 2 inches wide and 12 inches long) and a marker that will write on the ribbon.

If it’s hard to get ribbon, you can give each person a notecard with a hole that is attached to a string.

- e. Say that most people have good intentions about expressing care, but it’s **easy to forget** when we fall back into our routines. Give each person a **ribbon as a reminder**.
- f. Ask them to use the marker to **write on the ribbons** what they are committed to do to express care within their families.

Alternatives to Ribbons

One *Keep Connected* program created posters that the families could write their goals for the week on and take home.

Instead of a ribbon, use other objects with particular meaning in your community or culture.

- g. Have parenting adults each **create a ribbon for themselves** and **create an extra** to attach to the Family Pledge to Keep Connected collage or crest, or to put in the pledge box.
- h. Have each person decide where to keep the ribbon as a reminder of **the agreement** for how they will express care.

OPTIONAL: Give each parenting adult an object or trinket that will remind them of the importance of expressing care. These kinds of objects are available at dollar stores. They can also write messages to themselves on them. If they're creating a pledge box, these can be kept inside the pledge box, and then pulled out as reminders.

Examples could include:

- A travel-size bottle of lotion (intensive care)
- A hand warmer (be warm)
- A box of conversation hearts (be warm, listen)
- A pompom (encourage)
- A toy clapper (encourage)

4. Take the Conversation Home

5 minutes

- a. Give each parenting adult a copy of the **At-Home Activities” handout** (Handout 2.3).

Say that these workshops only help families keep connected if they try ideas at home. Some may not work. But others will be really enjoyable and helpful. They'll want to keep doing them so they can keep connected.



- b. Briefly describe each option for at-home activities from this session:

- **POST IT:** This sheet is designed to post on your refrigerator or in another prominent place. It reminds you of the key messages from this week, offers discussion-starter questions, some tips for expressing care, and reminders to visit www.KeepConnected.info.
- **TRY IT:** One of the great times to show we care for each other is over a shared meal. Handout 2.3c encourages families to share a meal together. During the meal, have family members share highs and lows from the day, like we did at the beginning of this session. If families are not usually together at mealtimes, find a time of day that does work and do a different activity during which they can talk, like going for a walk, doing chores together, or just sitting together.

- **TRY IT:** Handout 2.3d offers another fun activity that is based on improv comedy theater. It helps a family keep a conversation going in a fun way. (And humor can be a way to express care.)
- Have parenting adults turn back to the first page of the “At-Home Activities” handout (2.4a). Have them pick one thing they want to do between now and the next workshop. Have them checkmark their choices and write down when they plan to do the activities.
 - If there’s time, invite them to share their plan with one other parenting adult. (Telling others about our commitments makes it more likely that we’ll follow through.)

2. Wrap Up

5 minutes

- Thank parenting adults** for coming to the workshop. Encourage them to try the activities they identified to complete in the next few days.
- Remind them of the **next session**, which will focus on the key “**Share Power.**” This topic may seem a bit challenging for some parenting adults because you don’t know what to expect. But we’ll work to make it comfortable for everyone.
- This session will be more valuable to them if they use the **conversation-starter questions** in the at-home activities with their family. That session will introduce some new, creative ways to understand what it means to share power—and why it’s so important to figure out when kids are growing up.
- As parenting adults are leaving, give each family a copy of the mini-poster, *150 Ways to Show Kids You Care* (in English and Spanish). Encourage them to keep it handy where they can see it. If they feel like they’ve run out of ideas of ways to express care, have them look at this mini-poster for inspiration.

Extra Idea – Selfie

Encourage families to take a picture with a smartphone when they do their activity together to share when they come to the next session.



3. Follow-Up to the Session

- Keep all the Family Pledge collages, boxes, t-shirts, or crests so that they are available for the upcoming workshops.
- Gather the flipcharts and other materials that you want to save for future sessions.
- Complete the facilitator feedback form with information about your session for Search Institute.

- d. Send a text message or an email in a few days to participants to remind them to follow up on their at-home activities. You can also send them the next session's video to preview, available at: www.keepconnected.info/media-library.
- e. Within a day or two of completing the session, **give Search Institute feedback** on what worked, what didn't, and how the session could be improved. As a thank you, you will receive a \$5 gift card for each feedback survey you complete. Facilitators can earn up to \$35 in gift cards for giving feedback on all seven sessions. Here's the link:
<https://tinyurl.com/SIKeepConnectedFeedback>