

Sharing Power— Even When It's Challenging

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Session 3 Handouts

- 3.1: Share Power: Some Key Ideas
- 3.2: From Power Struggles to Power Sharing
- 3.3a: Sharing Power: What Approaches Fit Your Family?
- 3.3b: Sharing Power: What Approaches Fit Your Family? (Example)
- 3.4: How Youth and Parenting Adults Contribute to Shared Decision Making
- 3.5: At-Home Activities for “Share Power”
 - a. OVERVIEW: At-Home Activities Guide
 - b. POST IT: A Guide for Your Week
 - c. TRY IT: Share Power Through a Regular Family Meeting
 - d. TRY IT: Practice Negotiating Together

Overview

This *Keep Connected* workshop focuses on **sharing power in families** (the second of the five keys to strong parenting adult-youth relationships). Both youth and parenting adults examine their attitudes toward sharing power in their relationships and identify specific steps they can take to reduce power struggles.

Learning Objectives

Participants will . . .


- Understand the dynamics of sharing power and **why this area of relationships is so important**, particularly during this stage of life.
- Examine their own **feelings and values about sharing power** in their relationships in their family.
- Identify areas where they have **power struggles**—and ways they might appropriately share power to reduce the struggles.
- Identify the **different ways they currently share power**, and then identify some areas where they want to grow as a family.
- **Commit to at least one activity** they will do together to practice sharing power before the next workshop.

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

Session 3





Session 3: Sharing Power--Even When It's Challenging

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). Sign-in and Nametags	15 min prior to start
Shared Family Meal (30 minutes)	
<ul style="list-style-type: none"> Families eat and settle in Welcome and Introductions Check-In on At-Home Activities 	10 min 10 min 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	Sharing Power: Where Are We Starting Out? 	10 min	2	Role Switch: If We Were in Charge 	10 min	
3	Role Reversal 	20 min	3	What We Mean by Sharing Power – and How We Can Make it Easier 	10 min	
			4	Adding to the Family Pledge to Keep Connected Optional Youth Activity: What Can You Teach?	10 min	

Transition to family session (5 minutes)

Family Session (45 minutes) (Youth and Parenting Adults Together)		
1	Families Reconnecting	5 min
2	Revisiting Group Expectations: Fist to Five	5 min
3	Finding a Good Balance of Power 	15 min
4	Screaming Toes Game	5 min
5	Pledge to Share Power	5 min
6	Take the Conversation Home	5 min
7	Wrap Up	5 min

Activities at a Glance - Workshop for Parenting Adults Only




Session 3

Sharing Power--Even When It's Challenging

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, Highs and Lows		10 min
2 Sharing Power: Where Are We Starting Out?		10 min
3 Role Reversal		20 min
Break		5 min
Part 2 (45 minutes)		
1 Revisiting Group Expectations: Fist to Five		5 min
2 Finding a Good Balance of Power		10 min
3 Adding to the Family Pledge to Share Power		15 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 “Share Power” video for showing <input type="checkbox"/> Bring and post these materials from previous sessions: <ul style="list-style-type: none"> ✓ Five flipcharts on relationship keys. ✓ A copy of group expectations ✓ Pledge projects 	<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
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 “share power” to this session. This may include a wish that kids will become more responsible or make good decisions. <input type="checkbox"/> Bring and post these session 1 materials: <ul style="list-style-type: none"> ✓ Five flipcharts on relationship keys. ✓ A copy of group expectations <input type="checkbox"/> Copy handouts 3.1 and 3.2 for all participants. <p>Materials and Supplies</p> <ul style="list-style-type: none"> <input type="checkbox"/> A pen for each participant <input type="checkbox"/> Flipcharts and markers <input type="checkbox"/> Optional: Talking Piece <input type="checkbox"/> Optional: Flip chart paper labeled “Parking Lot” 	<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 <p>Materials and Supplies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Flipcharts and markers <input type="checkbox"/> Decision-making topic sheets (see Activity #5: What We Mean Sharing Power—and How We Can Make It Easier) <input type="checkbox"/> Sheets of paper and markers for each youth <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 3.3, 3.4, and 3.5 for each participant. 	<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"/> About 6 sticky notes (such as Post-It Notes) for each participant <input type="checkbox"/> Flipcharts and markers <input type="checkbox"/> Pens, pencils, or markers for all participants <input type="checkbox"/> A sun made out of yellow construction paper (about 5-6 inches across) for each family <input type="checkbox"/> Glue or tape to attach the sun to the pledge art <input type="checkbox"/> OPTIONAL: Symbolic reminders of sharing power for each family. Examples include: A light bulb; 3-prong to 2-prong adapter

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			
<p>Sign-in and Nametags</p> <p><u>Purpose:</u> Set the stage for building relationships with and among participants.</p> <p><u>Method:</u> Maintain a relaxed, conversational approach.</p>		<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
1 Time for families to eat and settle in			10 min
2 Welcome and Introductions		<input type="checkbox"/> Flip chart with key ideas for the session <input type="checkbox"/> Markers <input type="checkbox"/> Expectations flip chart from #1	10 min
3 Check-In on At-Home Activities			10 min
Parenting Adult Session			
1 Introductions and Highs and Lows			10 min
<p><u>Purpose:</u> To create community and foster trust through personal disclosure</p> <p><u>Method:</u> Whole-group individual sharing</p>			

Activity	Facilitator Notes	Materials	Time Needed/ Est. Start Time
<p>2 Sharing Power: Where Are We Starting Out?</p> <p><u>Purpose:</u> Surface parenting adults' current perspectives on sharing power in relationships with their children</p> <p><u>Method:</u> Vote-with-your-feet activity</p>		<input type="checkbox"/> Handout 3.1	10 min
<p>3 Role Reversal</p> <p><u>Purpose:</u> To reframe issues that are important to parenting adults as opportunities to share power. Give guidance about how to handle power struggles.</p> <p><u>Method:</u> Role play exercise and discussion</p>		<input type="checkbox"/> Flip chart <input type="checkbox"/> Markers <input type="checkbox"/> Handout 3.2	20 min
<p>4 Transition to Family Session</p> <p><u>Purpose:</u> Join parenting adults and youth together</p> <p><u>Method:</u> Parenting adults move to youth space</p>			5 min
Youth Session			
<p>1 Introductions and Highs and Lows</p> <p><u>Purpose:</u> Reconnect with each other, build trust, and practice an activity to use at home with their families</p> <p><u>Method:</u> Individual sharing</p>			10 min
<p>2 Role Switch: If We Were in Charge</p> <p><u>Purpose:</u> To prime youth to think about the give and take of decision making in their homes.</p> <p><u>Method:</u> Role-playing simulation activity</p>			10 min

Activity	Facilitator Notes	Materials	Time Needed/ Est. Start Time
<p>3 What We Mean by Sharing Power – and How We Can Make it Easier</p> <p><u>Purpose:</u> To identify actions youth can take to make it easier to share power at home</p> <p><u>Method:</u> Card-sorting activity (or move around the room) and discussion</p>		<input type="checkbox"/> Decision-making topic sheets (create in advance) <input type="checkbox"/> Flip chart <input type="checkbox"/> Markers	10 min
<p>4 Adding to the Family Pledge to Keep Connected</p> <p><u>Purpose:</u> Have youth articulate a commitment related to sharing power</p> <p><u>Method:</u> Craft activity</p>		[See detailed list]	10 min
<p>Energizers</p> <ul style="list-style-type: none"> • Partner Shuffle • Air Writing 			
<p>Brief Optional Activity: Alphabet Review</p>		<input type="checkbox"/> 4 sheets of flipchart paper (labeled) <input type="checkbox"/> Masking tape or blue tape <input type="checkbox"/> Markers <input type="checkbox"/> A noise maker	15 min.
<p>Extended Optional Activity: What Can You Teach?</p>		<input type="checkbox"/> Poster paper or whiteboard <input type="checkbox"/> Markers	30 min
Family Session			
<p>1 Family Reconnecting</p> <p><u>Purpose:</u> Youth and parenting adults share their separate ideas about sharing power</p> <p><u>Method:</u> Family discussion</p>			5 min
<p>2 Revisiting Group Expectations: Fist to Five</p> <p><u>Purpose:</u> Revisit group expectations with “sharing power” in mind</p> <p><u>Method:</u> Fist-to-five voting and discussion</p>		<input type="checkbox"/> Flip chart with group expectations	5 min

Activity	Facilitator Notes	Materials	Time Needed/ Est. Start Time
<p>3 Finding a Good Balance of Power <u>Purpose:</u> To practice negotiating different ways of making decisions in families <u>Method:</u> Family discussion and worksheet</p>		<input type="checkbox"/> Handout 3.3 <input type="checkbox"/> Handout 3.4	15 min
<p>4 Screaming Toes Game <u>Purpose:</u> Relieve tension and “clear the air” from negotiations <u>Method:</u> Active group game</p>			5 min
<p>5 Pledge to Share Power <u>Purpose:</u> Identify a family commitment for sharing power <u>Method:</u> Craft activity and discussion</p>		<input type="checkbox"/> Pledge crafts <input type="checkbox"/> Yellow construction paper or a trinket <input type="checkbox"/> Glue or tape	5 min
<p>6 Take the Conversation Home <u>Purpose:</u> Commit to what the family will do to practice sharing power at home <u>Method:</u> Family discussion with worksheets</p>		<input type="checkbox"/> Handout 3.5a-d	5 min
<p>7 Wrap-Up <u>Purpose:</u> Thank participants and foreshadow the next topic: Challenge growth <u>Method:</u> Brief presentation</p>			5 min
Extended Parenting Adult Session			
<p>1 Revisiting Group Expectations: Fist to Five <u>Purpose:</u> Revisit group expectations with “sharing power” in mind <u>Method:</u> Fist-to-five voting and discussion</p>		<input type="checkbox"/> Flip chart with group expectations	5 min

Activity	Facilitator Notes	Materials	Time Needed/ Est. Start Time
<p>2 Finding a Good Balance of Power</p> <p><u>Purpose:</u> To practice negotiating different ways of making decisions in families</p> <p><u>Method:</u> Family discussion and worksheet</p>		<input type="checkbox"/> Handout 3.3 <input type="checkbox"/> Handout 3.4	10 min
<p>3 Adding to the Family Pledge to Share Power</p> <p><u>Purpose:</u> Identify a family commitment for sharing power</p> <p><u>Method:</u> Craft activity and discussion</p>		[See detailed list]	15 min
<p>4 Take the Conversation Home</p> <p><u>Purpose:</u> Commit to what the family will do to practice sharing power at home</p> <p><u>Method:</u> Family discussion with worksheets</p>		<input type="checkbox"/> Handout 3.5a-d	5 min
<p>5 Wrap Up</p> <p><u>Purpose:</u> Thank participants and foreshadow the next topic: Challenge growth</p> <p><u>Method:</u> Brief presentation</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:
 - **Sharing power** focuses on treating each other with **respect and giving each other a say**.
 - **Sharing power can be hard** in family relationships. But it's important, particularly during the teen years.
 - We **share power in different ways** for different issues.
 - You can **turn power struggles into power sharing**.
- c. **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 "Share Power" 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 of the list so that the original can be displayed in the youth session.)
- d. 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.
- e. Have each participant **sign in**. Ask each person in the family to sign in separately.
- f. Have everyone wear a nametag with their first name.

1. Welcome and Introductions

10 minutes

- a. Have participants introduce themselves by sharing their first names and briefly sharing an example of a time when they were given a lot of responsibility to do something. (If people have trouble coming up with ideas, some examples could include being asked to lead a big project at work or school, taking care of

siblings, projects or chores around the house, or having an important role on a sports team.)

- b. Say: *Today's topic is **sharing power** in our family relationships. It can be hard to talk about for lots of different reasons. Explain that "power" can be thought of as responsibility, control, or authority within the family.*
- c. **Highlight the key ideas in this session** (which you posted before the session started):
 - **Sharing power** focuses on treating each other with **respect and giving each other a say**.
 - **Sharing power can be a hard** in family relationships. But it's important, particularly during the teen years.
 - We **share power in different ways** for different issues.
 - You can **turn power struggles into power sharing**.

If you prefer and have the equipment, you may show Search Institute's "Share Power" video from www.keepconnected.info/media-library to introduce the core ideas for this session.

- d. *We're going to start by getting a sense of **how you feel about sharing power** specifically in your family. Then we can come up with strategies that **fit with our different families' experiences, values, and priorities**.*

2. Check-In on At-Home Activities (Optional)

10 minutes

- a. Refresh participants' memories that *Keep Connected* focuses on five keys to youth-parenting adult relationships. The first was express care, which we talked about last time. Today the focus is on sharing power. In later workshops, the focus will be on challenging growth, providing support, and expanding possibilities. These five keys are important for families to maintain as kids enter adolescence. These are ways to "Keep Connected."
- b. Review **what you discussed in the previous session** (express care). First, ask participants what they remember. Then fill in the following highlights:
 - *We examined **new ways to express care** with each other, emphasizing expressing care in ways that others appreciate.*
 - *We **reflected on how we typically express care** as a family.*

- *Finally, each family picked at least **one activity to try at home**.* If needed, remind them of the three activities in the At-Home Activities packet from the second session:
 - The reminder sheet to post on a refrigerator
 - Planning a family meal together
 - Trying an activity from improv theater that can be a fun way to keep conversations going
 - Online activities from KeepConnected.info
- c. Ask participants who tried one or more of these at-home activities to share briefly **what they did and how it went**. If no one did activities, ask them for feedback on what would make it easier for them to try some activities at home. Discuss any other issues that came up. Make sure both adult and youth participants have the opportunity to share.

Parenting Adult Session

1. Introductions and Highs and Lows

10 minutes

- a. Have all participants introduce themselves by sharing their name and their kids' names.
- b. Remind parenting adults of the “Highs and Lows” activity from the second session. Ask if anyone tried this activity at home. How did it go? Remind them that, in addition to helping us connect with each other, we do this activity in each session so that we get comfortable also doing it at home with our families.
- c. Remind them 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 they want to pass, they can do that, but let them know you hope this group becomes a safe place to share their experiences.
- d. 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.

NOTE: If you have more than 10 to 12 participants, break into groups of 6-8 people for this activity.

- e. After clarifying that everyone understands the process, give them time to **share their highs and lows** with each other. Model by going first.
- f. After each person shares, thank them and allow the group to briefly celebrate or offer support. Then move to the next person.
 - If **serious issues** came 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, we're going to keep hearing from others and honor the spirit of the activity, which is to all share and learn together.
- g. When everyone who wants to share has done so, thank them.

2. Sharing Power: Where are we starting out?

10 minutes

- a. Re-introduce the idea of sharing power by **sharing any examples from the three wishes parenting adults** identified in the first session that relate to “sharing power” from the first session.

This could include things like kids becoming more responsible or making good decisions, or having a lot of give-and-take in parenting adult-child relationships. Make the point that sharing power is a key part of helping these “wishes” come true.

- b. Introduce this activity by saying parenting adults will **vote with their feet** about sharing power. You will read some statements (listed below). After you read one statement, parenting adults will move to the part of the room that reflects their response.
- Point to one end of the room and tell them standing at that end of the room means, *“This sounds like me.”*
 - Point to the other end of the room and say that standing there means: *“This sounds like the opposite of me.”*
 - An imaginary line connects these two extremes. If they are somewhere in between the extremes, they should stand in the spot on the line that best reflects that.
 - If moving around the room presents a challenge for anyone in your group or in your space, an alternative is to have parenting adults hold up their fingers to show how much a statement sounds like them, with 5 being very much like them and 1 being not at all like them.
- c. Ask all parenting adults to stand up. Then read this first statement, and have **people move to the part of the line** that fits them best.

When I was growing up, I was responsible for chores, preparing meals, taking care of siblings, or doing other tasks in my home.)

- d. Ask a few people who are standing in different spots to say what they were thinking about when they decided to stand where they are.

If people start debating each other, ask them just to listen and recognize that people have different perspectives. The goal of this workshop is not to have everyone think the same way, but to find what works best for their own family.

- e. After a few people have shared their perspectives on the first statement, read additional statements. Have people move, and then have a few share why they are standing where they are. Continue through all of the statements:
- *When I was growing up, I was involved in making some decisions that affected me, like choosing the classes I took, activities or sports to participate in, what I did with my free time, or my daily schedule.*

- *I struggle with the idea of giving my kids responsibilities in our home or involving them in family decisions.*
- *I think my kids are really good at making decisions.*
- *I worry about losing my kids if I give them too much freedom.*
- *I have to keep tight control on my kids to keep them safe.*
- *I never have power struggles with my kids.*

f. When you have finished talking about all the statements, have everyone sit down. Debrief the activity by asking:

- *What did you learn about yourself as you reflected on the statements?*
- *What patterns did you see in our group across these questions?*

g. **Distribute Family Handout 3.1.** Summarize the key points. Then ask:

- *What stands out to you about this information?*
- *What connections did you see between the handout information and the activity about the different statements?*



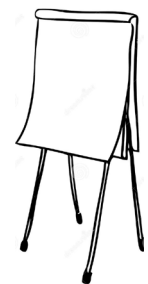
h. Conclude by summarizing: *Sharing power can be **really hard for parenting adults**. We want to keep kids safe. And kids need to make more choices and become more responsible. That's true when they're really little, and it gets **more and more important as they grow up**.*

i. ***Shifting the ways we share power** is an important part of our changing relationships. We'll shift now to exploring some practical ways to deal with challenges of sharing power with our kids.*

3. Role Reversal

20 minutes

- a. Say that many families deal with more frequent power struggles during their kids' middle school years. (Assuming this has come up already, tie it back to the earlier conversation.) So we're going to think of some ways we can **turn power struggles into opportunities to share power**.
- b. Say that there are many areas of life where power struggles and conflicts come up in families with teenage youth. Have parenting adults call out **big areas where they have power struggles with their kids**. List them on flip chart. Add these topics if they don't come up:



Focusing on Program Priorities

If your program focuses on a specific area (such as academic achievement or preventing underage tobacco or alcohol use), you may decide to focus these challenges to match your focus.

- School or homework
- Friends
- Cell phones or social media
- Home responsibilities/chores
- Dating
- Screen time
- Food choices
- Values
- Tobacco or alcohol use
- Money
- Curfews
- Music/TV/movie choices

- c. Give each parenting adult a marker and have them put stars by each of the **three topics they're most interested in discussing with other parenting adults**. Tally the votes and circle the top 4 topics.
- d. Have parenting adults pair up. Let them know that in their pairs, they will take turns thinking about the top-ranked topics from both their perspective as a parenting adult and from their child's perspective. Have each pair choose a Person A and a Person B.
- e. Let participants know that first, Person A will be the parenting adult and Person B will be the young person. Read the first of the top-ranked topics. Give participants a couple minutes to talk through how they would approach this topic if they had full decision-making power. For example, if the topic is "Curfews," the parenting adult may say "I want to enforce a 10 p.m. curfew every night because it helps keep my child safe." The parenting adult representing the young person may say "I would stay out as late as I want each night."
- f. After they share in their pairs, invite one or two pairs to share what they discussed. It is unlikely that the examples will demonstrate sharing power, but if any participants' examples do demonstrate sharing power, point that out.
- g. **Distribute Family Handout 3.2:** "From Power Struggles to Power Sharing—Questions to Ask." Ask them to read through it briefly.
- h. Next, have the pairs re-think their approaches to the topic together with an emphasis on sharing power, using Handout 3.2 as a guide. Remind them to keep thinking from the point of view of their assigned role.
- i. As they discuss, circulate around the room to check in with pairs – it can be challenging to think of ways to share power and some pairs may benefit from guidance. After they discuss in their pairs for a couple minutes, invite a few pairs to share out.



- j. Repeat this process with the remaining three topics, having Person A and Person B in each pair trade off representing youth and parenting adults.
- k. Explain that all families are dealing with **important and challenging parts of life** when they make decisions on how to approach these (and other) topics. The goal during this time is to think about what they are comfortable doing to share power with their kids. Sharing power is one way families can reduce power struggles between parenting adults and youth.
- l. Explain that all families are dealing with **important and challenging parts of life** when they make decisions on how to approach these (and other) topics. The goal during this time is to think about what they are comfortable doing to share power with their kids. Sharing power is one way families can reduce power struggles between parenting adults and youth.
- m. As a large group, discuss these questions:
- Why is **it hard to share power** in these areas? What have you experienced? What worries you?
 - **Why might it be important to share power** in this area? (Some parenting adults may be able to talk about their experiences with older kids. Others might talk about their own experiences growing up.)
- n. Finally, say: ***When it comes to sharing power, it's best to take small steps with our kids. As they mature, you can give more responsibility.***
- o. *For example, if you've always said something like: "Do it because I said so," you might begin by explaining your choice to your child. (This respects them and helps them understand.) Or you might give them 2-3 choices they can pick from. With that in mind, ask parenting adults to **brainstorm some steps** they can take right now to share a bit more power around the tough topic they're dealing with. Give groups about 3-4 minutes.*
- p. **Affirm parenting adults** for thinking of creative ways to deal with sharing power in some tough areas. **Encourage them to try** some of these ideas the next time they

Context Matters for Sharing Power

It is important to remember that parenting adults may have good reasons for having different attitudes toward sharing power, and those differences should be respected.

For example, research consistently shows that parenting adults in neighborhoods that are or are perceived to be less safe tend to use a more authoritarian parenting approach. They tend to share power less with their children because it is important to them to have strict rules to keep their children safe.

If parenting adults in the session bring up safety concerns as the reasons they find it challenging to Share Power, affirm this decision while also explaining some of the ways they can still share power. An example may be explaining clearly why a rule exists and being honest about the fears a parenting adult has about safety. For more information, see:

Ceballo, R., Kennedy, T. M., Bregman, A., & Epstein-Ngo, Q. (2012). Always aware (siempre pendiente): Latina mothers' parenting in high-risk neighborhoods. *Journal of Family Psychology, 26*(5), 805-815. <https://doi.org/10.1037/a0029584>

Pinderhughes, E. E., Nix, R., Foster, E. M., & Jones, D. (2001). Parenting in context: Impact of neighborhood poverty, residential stability, public services, social networks, and danger on parental behaviors. *Journal of Marriage and Family, 63*(4), 941-953. <https://doi.org/10.1111/j.1741-3737.2001.00941.x>

have to deal with these issues at home.

- q. Remind parenting adults as they shift into the session with youth that one of the big reasons we focus on sharing power is that it helps young people learn to take responsibility and make decisions. As parenting adults, we can do this in many ways, including those that you've talked about. As a summary, here are **four key things research shows that parenting adults need to do** when it comes to sharing power with their kids:
- Explain the decisions they make to youth, rather than just saying, "Because I said so."
 - Pay attention to the young person's feelings, opinions, and perspectives about the issue.
 - Give the young person choices to pick from.
 - Encourage young people to take the lead in areas where they are ready to do it.

4. 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 to talk together about sharing power. We'll do this in ways that respect your perspectives as well as kids' perspectives.
- b. If you think it's needed, 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 families to spend time together.
 - The purpose is **not for parenting adults to "teach"** their children, but for everyone to **learn and practice together**.
 - Sometimes, you'll ask parenting adults to **hold back their own ideas 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. Ask parenting adults to be sensitive to this, and use this as a chance to help youth 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.

- c. Remind parenting adults of the logistics of how you'll move around. Then make the transition.

1. Introductions and Highs and Lows

10 minutes

- a. Have all youth introduce themselves by sharing their first name.
- b. Remind youth of the “Highs and Lows” activity from the second session. Ask if anyone tried this activity at home. How did it go?
- c. Remind them 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 they want to pass, they can do that, but let them know you hope this group becomes a safe place to share their experiences.
- d. 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.

NOTE: If you have more than 8 to 10 participants, break into groups of 4-6 people for this activity.

- e. After clarifying that everyone understands the process, give them time to **share their highs and lows with each other**. Model by going first.
- f. After each person shares, thank them and allow the group to briefly celebrate or offer support. Then move to the next person.
 - If **serious issues** came 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, we’re going to keep hearing from others and honor the spirit of the activity, which is to all share and learn together.
- g. When everyone who wants to share has done so, thank them for their stories.

2. Role Switch: If You Were in Charge

10 minutes

- a. **Highlight the key ideas in this session** (which you posted prior to the session):
 - **Sharing power** focuses on treating each other with **respect and giving each other a say**.

- **Sharing power can be hard** in family relationships. But it's important, particularly during the teen years.
 - We **share power in different ways** for different issues.
 - You can **turn power struggles into power sharing**.
- b. To get youth thinking about this topic, ask them to imagine that all the adults in their families decided to go out of town for a week and **left them in charge of everything**.
- c. Assign **one half** of the group to imagine what they believe **their parenting adults would want them to do**. Assign the **other half** of the group to imagine what **they would want to do as kids**—regardless of what the parenting adults would want or expect.
- d. Explain that as you mention topics, you want them to describe what they would do in their role—since they're in charge and can **make all the decisions**. Encourage creativity and working together. For each situation have each group of youth **call out what they would do**, including both those who are pretending they would do what their parenting adult expects and those who are pretending they would just do whatever they want. Expect—encourage—silliness and laughter.
- e. When everyone understands, call out the following examples one at a time, having a few youth from each group share what they would do after each prompt:
- *It's time for dinner.*
 - *You have a lot of homework.*
 - *A friend sends a text and wants to get together.*
 - *You see that the dishes are piled up in the kitchen.*
 - *It's coming up on your regular bedtime.*
- f. When you've finished all the statements, ask youth to imagine what real life would be like if the choices they made during the role play really happened. Encourage them to think of both good and bad consequences.
- g. Say: *It is fun to imagine what it would be like to be in charge of everything. Sometimes parenting adults don't seem to want kids to have a say in decisions. That can be really frustrating! So let's try to figure out more about what's happening.*

3. What We Mean by Sharing Power—and How We Can Make It Easier

10 minutes

- a. Place the sheets of paper you created in advance with each of these topics on the floor in the center of your group:

- School or homework
- Friends
- Cell phones or social media
- Home responsibilities
- Dating
- Screen time
- Healthy choices
- Values
- Tobacco or alcohol use
- Money
- Curfews
- Music

Add Some Movement

If youth need to move around, post these statements on the walls around the room. Have youth stand up and go to the sheet for their topic and stay there for the rest of this activity.

- b. Ask each youth to pick one of the sheets that represents a topic about which they sometimes get frustrated that they don't have more of a say in making decisions. If two youth want the same topic, ask that they choose a different topic for now or have them work as a pair. If a youth has a different idea of a topic, have them write it on a sheet and use that topic instead.

- c. Ask youth to briefly tell what they get frustrated about when their parenting adults won't give them more of a say or let them make their own decisions about the topic they chose. (Encourage them to keep it short.)

- d. Then ask: *Why might parenting adults have trouble sharing power with you in these areas?* Have youth brainstorm some reasons (without discussing each one), such as:

- *They don't trust me.*
- *They have always made the decisions and don't want to change.*
- *They worry that I'll get hurt.*
- *They're stressed.*
- *They get tired of arguing with me.*
- *They really want to keep me safe.*
- *They worry about the consequences of what they think are poor decisions.*

- e. Say: *Today's session focuses on how we share power in our relationships in our families. That can be really hard, particularly for parenting adults. We've been talking about it already, but let's talk about what we think it means to share power.*

- f. Ask youth what they think of when you say "share power." Write their ideas on a flip chart. (If they need a prompt, suggest that sharing power means giving each other a say in what to do or in making decisions—rather than one person just maintaining all the control and ignoring what others want.)



- g. Say that researchers at Search Institute talk about four kinds of sharing power in parenting adult-youth relationships. They are (write the **BOLDFACE** word on the flip chart):
- Show **RESPECT** to each other.
 - **INCLUDE** all people who will be affected by a decision in making that decision.
 - **WORK TOGETHER** to solve problems and reach goals.
 - Let **EACH PERSON LEAD** and make decisions.
- h. Ask: If that's what sharing power is, *what are things you do—or could do—to make it easier for parenting adults to share power with you around the topic you picked?*
- i. Have youth share their ideas and also give each other ideas for each topic.
- j. Ask each youth to **pick one idea and write it** on their sheet of paper with their topic on it. Say that they will share these with the parenting adults later in the session. Try to avoid duplicates if possible.



4. 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 or second workshop, you may need to help youth get started with the activity from the first workshop. They can add to it as you go.

Remind youth that throughout this workshop series, families are creating a "Family Pledge to Keep Connected." It will focus on everyday things their families can do to keep connected in the coming years.

Option #1: The Family Pledge Box

- Give youth the box they started during the first 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.)
- Have markers and other supplies for decorating the box available. Have a sample box available to show them what you mean.
- Have them focus on a new side of the box, which they will decorate to represent sharing power.
 - Have them start by writing **SHARE POWER** on this side of the box.



- Have them draw pictures or write words on that side that remind them of what it means to share power, based on the discussions you've had. Remind them of the different parts of sharing power, such as respecting each other.
- d. Have youth share their "share power design with the other youth as a way to practice talking about how they already share power in their family.

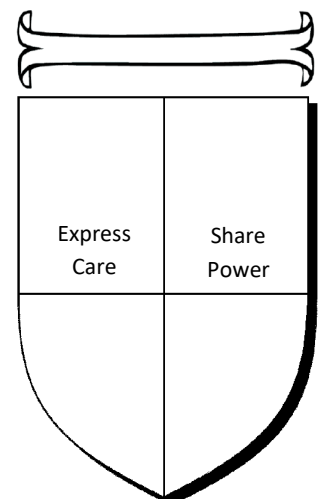
Option #2: Family Relationships Pledge Collage

- a. Give each young person the collage poster they started the first 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. **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. During the second session, they added images that focus on how they express care.
- d. Now they are going to add images that focus on what it means to share power. (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.
- e. Have youth share their "share power" design with the other youth as a way to practice talking about how they share power in their families.



Option #3: Family Relationships Crest

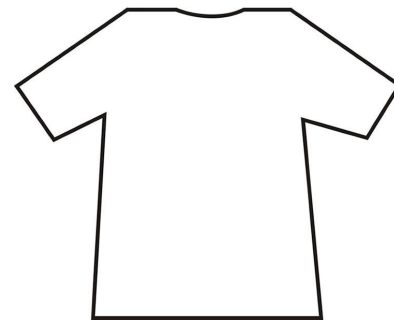
- a. Give youth the family crest they started in the first session and added to in the second. If they weren't there, give them the poster board they'll need to create one, letting them know they can catch up as the sessions continue. Have markers and other supplies to decorate the crest.
- b. Have youth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



Optional Supplemental Activity: What Can You Teach?

If you have extra time, add this supplemental activity, which is provided after this youth session. What Can You Teach? provides an opportunity for participants share the wide range of skills and knowledge they bring to the group. This activity is a good reminder that we are all leaders and teachers!

5. 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 two things in the family session:
 - Their one idea of what they can do to **help their parenting adults be more comfortable sharing power.**
 - Their additions to the pledge project. **Have youth take their family pledge projects with them to the joint family session.**
- c. Address any questions or concerns they have. Then 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.

Partner Shuffle

1. Have young people form pairs and face their partners. Have them clap their *right* hands together while at the same time touching their *left* toes together.
2. Switch to clapping their *left* hands and touching their *right* toes. Have them keep going until they can smoothly switch back and forth.
3. Try doing it as quickly as the young people can and then as slowly as they can.

Air Writing

1. Have participants begin marching in place. Ask them to write their names in the air using the following parts of their body:
 - Right finger
 - Left finger
 - Right elbow
 - Left elbow
 - Right foot (big toe)
 - Left foot (big toe)
 - Right shoulder
 - Left shoulder
 - Nose
2. Have participants draw objects or shapes after they spell their names.

Optional Youth Activity: Alphabet Review

This activity gets youth up and moving around the room while having them think creatively about all the ways people can share power.

Planning and Preparation

Recommended Number of Participants: 8 -20

Time: 15 minutes

Materials

- 4 sheets of flipchart paper
- Masking tape or blue tape (if flipchart paper isn't self-adhesive)
- Markers
- A noise maker (e.g., chime, train whistle)

Set-up

- Label each flipchart with six letters of the alphabet, starting with A, B, C, D, E, and F (on the first sheet) and omitting X and Z. Write the first three letters at the top, and the second three (D, E, F) about halfway down. Leave space for youth to write under each letter.
- Hang the four sheets around the room with masking tape or blue tape.

Facilitator Instructions

1. Create four teams of youth according to birth month (January–March, April–June, July–September, October–December). Station each team near a different flipchart—ideally the groups will be spaced evenly throughout the room. Give each young person a marker.
2. Ask the young people to think of ways family members and other adults and peers Share Power with them (or they share power with others). Each idea needs to begin with the letters on their flipchart (such as: **A**sks me my opinion, **B**e a good listener, **C**are). Write down each idea under each letter. Ask youth to write as many actions under each alphabet letter on their sheet in one minute, then you'll rotate.

Option: If you want to add some friendly competition to the game, give each team its own color of marker. (One team has green, one team has blue, etc.) Then at the end of the time, count up which team has the most ideas, and declare them the winner! You could think of other prizes, too, such as most creative idea, boldest idea, etc.

3. After one minute, sound the noisemaker and tell teams to move to the newsprint on their right. Repeat this each minute until every team has written on all eight pieces of newsprint.

Reflect

- What new or unexpected ideas did you come up with or see on the flipcharts?
- What’s your reaction when you see all these ideas? Which ones seem like they would help you grow the most right now?
- How could we share these ideas with our families in ways that will help them be open to trying something new?

Optional Youth Activity: What Can You Teach?

Participants share the wide range of skills and knowledge they bring to the group. This activity is a good reminder that we are all leaders and teachers!

Planning and Preparation

Recommended Number of Participants: 10-15 **Time:** 30 minutes

Materials:

- Poster paper or whiteboard
- Markers

Set-up:

- This activity works best in a space that allows all participants to sit and stand in a circle.

Facilitator Instructions

1. Have participants stand together in a circle. If participants have been introduced to the Developmental Relationships Framework, let them know that through this activity we will be practicing the element of **Share Power**. Through this activity, they will have an opportunity to share how they can lead and teach others.
2. Ask participants if they agree that there are many different ways of learning and knowing things that are valuable. Some people may become experts on a subject by studying it in school. Other people might gain expertise through life experience, learning family traditions, or practicing skills that they are passionate about. Ask the group to brainstorm some different kinds of expertise that people might have, prompting diverse examples such as: athletic skills, design, agriculture, math, fashion, writing, cooking, technology, or music.
3. Now that participants have brainstormed some skills and expertise, let them know that they will now share some of their own skills.
4. Ask for one participant to volunteer to start by sharing something they can teach the group. They should say their name and the skill they could teach. For example, “My name is Jenna and I can teach you how to play the cello.”

5. Continue going around the circle with each participant sharing their name and what they can teach. If participants have trouble thinking of something they can teach, remind them that it does not need to be a skill that they use in school or could use for a job; it can simply be something they enjoy doing or know a lot about.
6. Once everyone has shared something they can teach, have participants sit down in the circle.
7. Ask participants to share some common themes they heard among people's skills. Common themes could include sports, music, or languages.
8. Choose a common theme to think about more as a group. Ask for a participant to volunteer to be the recorder. Within the theme, invite participants to share the skills they have that fall within that theme while the recorder writes them down on the whiteboard or poster paper. For example, if the theme is "sports," participants can call out any sports or athletic activities they could teach. Encourage participants to think outside the box for this part of the activity.
9. As time allows, repeat the process with different themes. If common themes did not show up within the skills participants shared initially, choose your own.
10. Display the posters prominently in the space. Stay in the circle to reflect.

Reflect

- Did you learn anything unexpected about the expertise that your peers bring?
- Did you learn anything unexpected about yourself?
- What skill would you like to learn? Who can teach you that skill?
- How does it feel to look at all the skills, knowledge, and expertise we have within our group?

1. Families Reconnecting

5 minutes

- a. Have **youth and parenting adults sit together** and join with one or two other families in small groups. If the families don't know each other, have them introduce themselves.
- b. Explain that parenting adults and youth have both been talking separately about sharing power in their relationships. In both sessions, the groups thought about sharing power from different perspectives.
- c. The youth also thought about **ways they could make it easier for their parenting adults** to be comfortable sharing power with them.
- d. Before youth share their ideas, **encourage parenting adults to do the following**, in order to help youth become more confident in talking about things that are important to them:
 - *As kids are sharing, **resist interrupting**. Just listen.*
 - ***Don't debate** what your child says. Remember, they are your child's feelings.*
 - *Focus on **letting your children 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 so you can understand their perspectives.*
- e. Have **youth share the ideas** that they wrote on the sheets of paper with the other youth and families in their small groups. As youth share, tape their papers up on the wall so everyone can see the topics and suggestions. Ask parenting adults to thank their kids for coming up with some ideas.
- f. Invite parenting adults to share one thing with their small group that they **learned about themselves** in their parenting adult-only session.
- g. Have small groups talk together about any **connections they see** between what the adults talked about in the parenting adult session and what the youth talked about.

2. Revisiting Group Expectations: Fist to Five

5 minutes

- a. Bring the whole group together. **Repost the group expectations** in the room, if they aren't already up.
- b. Remind people that these **expectations were created by the youth** in the first session, and then revisited in session 2. Parenting adults were asked to support these expectations to guide the overall group.
- c. *This approach was designed to “turn the tables” on the standard way decisions are made, since adults often take the lead (and ask or expect youth to follow). But we **really didn't create these together**. If we use the language of sharing power, we shared it some, but it wasn't really two-way sharing.*
- d. *Now that we've been working with these expectations for a while, **let's look at them again together**. Does anything need to change now that we're further in the workshop series? Do some need to be dropped or others added?*
- e. **Have participants give their ideas.** If someone offers a new idea or recommends dropping something, encourage everyone to give feedback and share their opinions.
- f. In order to do this efficiently, introduce an approach **called “fist to five.”** When an idea or topic is suggested, people show where they stand by holding up their fist or 1-5 fingers:
 - A fist means, *“I disagree with this and don't want it included.”*
 - Five fingers means, *“I fully support this.”*
 - Two, three, or four fingers mean something in the middle, with three fingers being essentially neutral.
- g. Use fist to five for each additional proposed item. Each time:
 - Start by asking those who hold up **fists to explain their reasoning**.
 - Then ask those who hold up just 1, 2, or 3 fingers to do the same.
 - Finally, invite a couple of people who held up **4 or 5 fingers to share their perspective** in response to what they heard.
 - Based on this conversation, decide if there are **adjustments that would make this change work for everyone**. Adjust the expectations to reflect the conversation.

- If you can't reach a consensus, say that you're going to **set this idea aside** for the sake of time. However, in their families if they were using fist to five as a decision-making tool, they would want to keep working on it—perhaps taking breaks to give time to come up with creative solutions.

h. Ask if people can think of some ways they might **use Fist-to-Five to help them share power in their own families**. How do they think it might help them avoid power struggles and build closer relationships?

3. Finding a Good Balance of Power

15 minutes

a. Say in your own words: *Different families are in different places when it comes to sharing power. In addition, **we share power differently**, depending on our backgrounds, what's at stake, and what else is going on. That's all normal and expected.*

b. *The challenge is to find ways to share power that **fits your family's culture, values, and priorities**. You also want to share power in ways that help **prepare young people to become more responsible** and be able to make more decisions on their own as they grow up.*

c. Have participants get together with their own families. If they are by themselves, encourage them to join in with another person or another family group.

d. Distribute and explain the **Family Handout 3.3: "Sharing Power: What Approaches Fit Your Family?"** Make sure everyone has a pen or a pencil. Here are the steps:



- *Focus first on the topic the youth in your family identified in the youth session as one where your family may sometimes have **power struggles**.*

- *Then look at the list of decision-making approaches at the bottom of the chart. **Pick the decision-making approach** you most often do now in your family when it comes to that topic and write that topic above the approach. (Each approach is written from the perspective of the parenting adult.) For example, if a parenting adult often asks their kids for opinions about what to eat for dinner, then you might put "What we eat" above where it says "What you think will help me decide."*

- *Then decide together if there are some other topics (using the sheets posted on the wall or other topics that come up) that you both (parenting adults and youth) **WANT** to make decisions about using a different approach. For example, you might want to move decisions about what classes to take at*

school from “This is the decision, because I said so” to “Let’s decide this together.” Draw arrows illustrating topics you are moving. (If you have time, you can think of other topics to add as well.)

- e. After about 5 minutes of families working on this, **bring the whole group together** and ask:
 - What were some of the topics you focused on?
 - What did you discover about your families as you did this exercise? Were there any surprises?
 - What was hardest about this activity?
 - What do you plan to do together based on what you’ve learned?
- f. Distribute **Family Handout 3.4**, “How Youth and Parenting Adults Contribute to Shared Decision Making.” Explain that this handout gives specific ideas for how youth and parenting adults both can help making shared decisions a good experience for everyone.
- g. Encourage families to read it together outside of the workshop (maybe at a family meeting) and then pull it out again sometime when they’re struggling to find ways to enhance sharing power in their family.



4. Transition Game: Screaming Toes

5 minutes

- a. When talking about power and responsibility in family relationships, it’s normal for some tensions to arise. This game is designed to relieve any tension and “clear the air” before families begin working on their pledge projects.
- b. Have participants form a circle. Explain that for this game, they will all look down at their toes, and on the count of three, look up and look directly at someone else in the circle. If two people are both looking at each other (making eye contact), they scream or yell and then sit down. (If making loud noises doesn’t work in your space, they can mime a scream or wave their arms.)
- c. Continue playing until everyone is sitting down.

Adaptations— Some people may not feel comfortable making eye contact. If that is the case, consider these adaptation options

- Have participants form a circle. Explain that for this game, they will all look down at their toes, and on the count of three, look up and hold up any

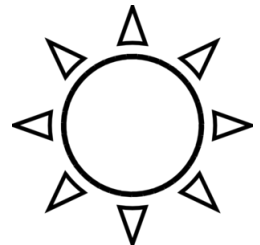
number of fingers they choose (with a larger group, start with two hands; with a smaller group, use just one hand). Anyone holding up the same number of fingers as someone else should yell the number of fingers they are holding up and then sit down. For example, if two participants each held up three fingers, they would yell “three” and sit down. If your group starts using two hands, switch to one hand once half of the participants are sitting down.

- Have participants point at each other rather than making eye contact or holding up numbers. (Keep in mind that pointing may be uncomfortable for some participants, too).

5. Pledge to Share Power

5 minutes

- a. Have youth get their project for the Family Pledge to Keep Connected. Ask youth to share how they represented Share Power on the project with their parenting adults.
- b. Ask youth and parenting adults together to think of 2-3 things they would like to work on to share power in their family, based on their experiences during this workshop.
- c. Give **each family a sun-shaped piece of yellow construction paper**. Explain that the sun creates lots of power for the earth, so we’re using it to represent how we share power in our families. Have families write on their sun the 2-3 things they will pledge to each other to do to share power in the coming weeks. Then tape or glue it to the Family Pledge project.



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

Examples would include:

- A light bulb
- 3-prong to 2-prong adapter (changing how we use power)

6. Take the Conversation Home

4 minutes

- a. Give each person (youth and parenting adult) a copy of the **four-page “At-Home Activities” handout** (Handout 3.5).



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:** Handout 3.5b reminds you of this session's key theme, and it offers some tips to try to share power at home.
- **TRY IT:** Handout 3.5c (2 pages) encourages you to plan a family meeting. It's a chance to share power—and to keep connected in general. You talk through seven questions, and you're ready to go.
- **TRY IT:** Handout 3.5d gives you a step-by-step process for negotiating in your family. Practice with a small issue. Then you may have some new ideas for how to deal with power struggles in the future by really working together to find a win-win solution.

Keep It Going!

Other families who have participated in *Keep Connected* have found that family meetings really help them. So they keep having these meetings long after the workshops are over!

- c. Have families turn back to the first page of the “At-Home Activities” handout (3.5a). Have **families 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 activities.

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.

- 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.)

7. 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 two keys: “Challenge Growth” and “Provide Support.”
- c. This session will be more valuable if they take time to use the **conversation-starter questions** in the at-home activities with their families.

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. Revisiting Group Expectations: Fist to Five

5 minutes

- a. Bring the whole group together. **Repost the group expectations** in the room, if they aren't already up.
- b. Remind people that these **expectations were created** in the first session, and then revisited in session 2. But you haven't talked about them much.
- c. *Now that we've been working with these expectations for a while, **let's look at them again together**. Does anything need to change now that we're further in the workshop series? Do some need to be dropped or others added?*
- d. **Have participants give their ideas**. If someone offers a new idea or recommends dropping something, encourage everyone to give feedback and share their opinions.
- e. In order to do this efficiently, introduce an approach **called "fist to five."** When an idea or topic is suggested, people show where they stand by holding up their fist or 1-5 fingers:
 - A fist means, *"I disagree with this and don't want it included."*
 - Five fingers means, *"I fully support this."*
 - Two or four fingers means something in the middle, with three fingers being essentially neutral.
- f. Use fist to five for each additional proposed item. Each time:
 - Start by asking those who hold up **fists to explain their reasoning**.
 - Then ask those who hold up just 1, 2, or 3 fingers to do the same.
 - Finally, invite a couple of people who held up **4 or 5 fingers to share their perspective** in response to what they heard.

- Based on this conversation, decide if there are **adjustments that would make this change work for everyone**. Adjust the expectations to reflect the conversation.
 - If you can't reach a consensus, say that you're going to **set this idea aside** for the sake of time. However, in their families if they were using fist to five as a decision-making tool, they would want to keep working on it—perhaps taking breaks to give time to come up with creative solutions.
- g. Ask if people can think of some ways they might **use Fist-to-Five to help them share power in their own families**. How do they think it might help them avoid power struggles and also build closer relationships?

2. Finding a Good Balance of Power

15 minutes

- a. Remind parenting adults that different families are in different places when it comes to sharing power. In addition, **we share power differently**, depending on our backgrounds, what's at stake, and what else is going on. That's all normal and expected.
- b. The challenge is to find ways to share power that **fits your family's culture, values, and priorities**. You also want to share power in ways that help **prepare young people to become more responsible** and be able to make more decisions on their own as they grow up.
- c. Distribute and explain the **Family Handout 3.3**: "Sharing Power: What Approaches Fit Your Family?" Make sure everyone has a pen or a pencil. Here are the steps, which they'll do on their own at first:



- *Brainstorm **areas of family life** where you sometimes have **power struggles**. These might include chores, mealtimes, technology, school work, or money. If it's helpful, you can write these around the margins of the handout.*
- *Then look over the list of decision-making approaches along the bottom of the worksheet, seeing where each of your brainstormed items fit. Be critical of yourselves - it's possible that there are situations where you think you're making decisions more collaboratively than you really are! **For each topic you brainstormed, pick the decision-making approach that best fits based on what you most often do now in your family and write that topic above the corresponding approach.** For example, if a parenting adult often asks their kids for opinions about what to eat for dinner, then you might put "What we eat" above "What you think will help me decide."*

- *Then, decide if there are some topics that you believe should **move to a different box** based on what your child needs. For example, you might want to move decisions about what classes to take at school from “This is the decision, because I said so” to “Let’s decide this together.” Draw arrows to show what items or topics you would move.*
 - *Then think about what you might do to move it to the new approach, including how both you and your child can help make it work, based on some things you’ve learned today.*
- d. After about 5 minutes, ask parenting adults to get together in small groups with 2-3 other parenting adults:
- Share one or two examples of something you’d like to change.
 - After each person shares, brainstorm together some ideas that the other parenting adults have that could help change the approach.
- e. Then **bring the whole group together** and ask:
- *What did you discover about your family as you did this exercise? Were there any surprises?*
 - *What was hardest about this activity?*
 - *What do you plan to do together based on what you’ve learned?*
- f. Distribute **Family Handout 3.4**, “How Youth and Parenting Adults Contribute to Shared Decision Making.” Explain that this handout gives specific ideas for how youth and parenting adults both can help making shared decisions a good experience for everyone.
- g. Encourage families to read it together (maybe at a family meeting) and then pull it out again sometime when they’re struggling to find ways to enhance sharing power in their family.



3. Adding to the Family Pledge to Keep Connected

15 min.

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 or second workshop, you may need to have them start with the activity from the first workshop. They can add to it as you go.

Remind parenting adults that through this six-session workshop series, families are creating a “Family Pledge to Keep Connected.” It will focus on everyday things your families can do to keep connected in the coming years.

Option #1: The Family Pledge Box

- a. Give parenting adults the box they started during the first 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 the box available. Have a sample box available to show them what you mean.
- c. Have parenting adults focus on a new side of the box, which they will decorate to represent sharing power.
 - Have them start by writing SHARE POWER on this side of the box.
 - Have them draw pictures or write words on that side that remind them of the idea of Share Power. Remind them of the different parts of sharing power, such as respecting each other.



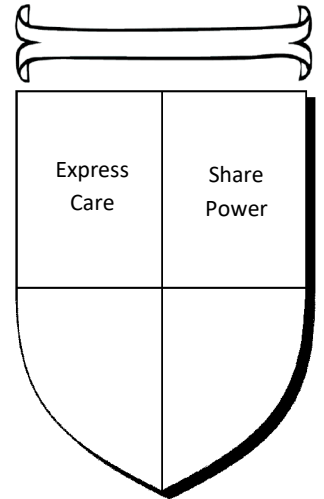
Option #2: Family Relationships Pledge Collage

- a. Give each parenting adult the collage they started the first 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, old 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 in the first session by showing their family in the center. During the second session, they added images that focus on how they express care in their family.
- d. Have them draw pictures or write words on that side that remind them of the idea of Share Power. They can draw, write words, clip and paste magazine pictures, or other options you have available.



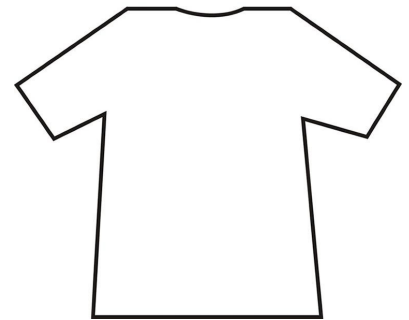
Option #3: Family Relationships Crest

- a. Give parenting adults the family crest they started in the first session and added to in the second. 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 parenting adults decorate a second panel in the crest to represent the ways they already share power 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.

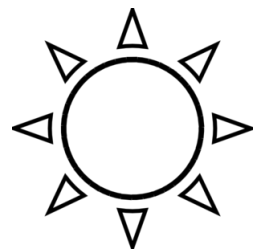


Option #4: Family T-Shirt Design

- 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 share power in their family (see diagram). They can draw, write words, clip and paste magazine pictures, or other options you have 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. Have youth describe their "share power" design to the other youth as a way to practice talking about how they like to express care in their family.



2. Give each family a **sun-shaped piece of yellow construction paper**. Explain that the sun creates lots of power for the earth, so we're using it to represent how we share power in our families. Have families write on their sun the 2-3 things they will pledge to each other to do to share power in the coming weeks. Then tape or glue it to the Family Pledge project.



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

Examples would include:

- A light bulb
- 3-prong to 2-prong adapter (changing how we use power)

5 minutes



4. Take the Conversation Home

- a. Give each parenting adult a copy of the “**At-Home Activities**” handout (Handout 3.5).

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:** Handout 3.5b reminds you of this session’s key theme, and it offers some tips to try to share power at home. Use it to update other family members who couldn’t be part of the workshop.
- **TRY IT:** Handout 3.5c (2 pages) encourages you to plan a family meeting together. It’s a chance to share power—and to keep connected in general. You talk through seven questions, and you’re ready to go.
- **TRY IT:** Handout 3.5d gives a step-by-step process for negotiating in your family. Practice with a small issue with your family. Then you may have some new ideas for how to deal with power struggles in the future by really working together to find a win-win solution.

Keep It Going!

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- c. Have parenting adults turn back to the first page of the “**At-Home Activities**” handout (3.5a). Have **parenting adults 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 it.

- d. 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.)

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.

5. Wrap Up

5 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 “Challenge Growth.”
- c. This session will be more valuable if they take time to use the **conversation-starter questions** in the at-home activities with their families.

6. 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 that you want to save 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.
- f. 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:
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