



It's a Big World Out There: Helping Each Other Discover Possibilities

Contents

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

DETAILED FACILITATOR GUIDES

| | |
|--|----|
| Parenting Adult Session | 13 |
| Youth Session | 18 |
| Optional Youth Energizers and Activities | 24 |
| Family Session | 30 |
| Extended Parenting Adult Session..... | 35 |

Session 5 Handouts

- 5.1: Some Key Ideas
- 5.2: How to Complete the Expand Possibilities Timeline
- 5.3: Navigating Roadblocks to Expand Possibilities
- 5.4a: Expanding Possibilities: Explore What You're Curious About
- 5.4b: Examples: Explore What You're Curious About
- 5.5: At-Home Activities for "Expand Possibilities"
 - a. OVERVIEW: What Will Our Family Do?
 - b. POST IT: A Guide for Your Week
 - c. TRY IT: Getting Comfortable Meeting New People
 - d. TRY IT: Tips for Talking with People You Don't Know (Yet)

Overview

A big part of growing up is discovering new options for the future. Families grow together by trying new things, going new places, and meeting new people. This growing and learning is best when we provide practical help to support each other as we learn and grow.

This *Keep Connected* workshop focuses on **expanding possibilities** in families (fifth of the five keys to strong parent-youth relationships). Families explore options that fit for them and how they can help each other explore, learn, and grow in different ways.

Learning Objectives

Participants will . . .


- Reflect on the ways they have—and will—expand possibilities at **different stages of children’s lives**.
- Examine how parenting adults can overcome barriers or roadblocks that might come up when expanding possibilities with their children.
- Identify creative ways to expand possibilities by **exploring things they are curious about**.
- **Commit to at least one activity** they will do together before the next workshop to explore expanding possibilities.

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

Session 5

It's a Big World Out There: Helping Each Other Discover Possibilities





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 10 min • Welcome and Introductions 10 min • Check-In on At-Home Activities, Introduce Topic 10 min | |

Transition to parenting adult and youth sessions

| Parenting Adult Session (40 minutes) | | Youth Session (40 minutes) |
|---|------------|--|
| 1 Introductions, Highs and Lows 10 min | CONCURRENT | 1 Introductions, Highs and Lows 10 min |
| 2 Expanding Possibilities Through the Years  15 min | | 2 Who has Expanded our Possibilities?  10 min |
| 3 Navigating Roadblocks to Expand Possibilities  15 min | | 3 I'm Curious About . . .  10 min |
| 4 Transition to the Family Session 5 min | | 4 Adding to the Family Pledge to Keep Connected 10 min |
| | | 5 Transition to the Family Session 5 min |
| | | Optional Energizers & Activities <ul style="list-style-type: none"> • Hero Hunt 15 min • Telephone Pictionary 60 min |

Transition to family session (5 minutes)


| Family Session (45 minutes) (Youth and Parenting Adults Together) | |
|--|--|
| 1 Families Reconnecting 10 min | |
| 2 How Might We Explore What We're Curious About?  15 min | |
| 3 Our Pledge to Expand Possibilities 10 min | |
| 4 Take the Conversation Home 5 min | |
| 5 Wrap Up 5 min | |

Activities at a Glance - Workshop for Parenting Adults Only





Session 5

It's a Big World Out There: Helping Each Other Discover Possibilities

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 | | 5 min |
| • Check-in on At-Home Activities | | 15 min |
| Part 1 (45 minutes) | | |
| 1 Introductions, Highs and Lows | | 10 min |
| 2 Expanding Possibilities Through the Years |  | 15 min |
| 3 Navigating Roadblocks to Expand Possibilities |  | 15 min |
| Break | | 5 min |
| Part 2 (45 minutes) | | |
| 1 Introductions, Highs and Lows | | 10 min |
| 2 Expanding Possibilities Through the Years |  | 15 min |
| 3 Navigating Roadblocks to Expand Possibilities |  | 15 min |
| 4 Break | | 5 min |
| 5 Introductions, Highs and Lows | | 10 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 “Expand Possibilities” 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"/> Prepare flip charts for timeline activity <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"/> Copy handouts 5.1, 5.2, and 5.3 <p>Materials and Supplies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Markers <input type="checkbox"/> 8-10 Sticky notes per person <input type="checkbox"/> Pens and pencils <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"/> Write the categories on the beach ball from activity 3 in the youth session using a permanent marker <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"/> One or two beach balls that you can write on (alternate: playing dice) <input type="checkbox"/> A flipchart, easel, and markers <input type="checkbox"/> Sheets of paper and markers for each youth <input type="checkbox"/> Materials for “Our Family’s Pledge to Keep Connected” <input type="checkbox"/> Optional: Talking Piece <input type="checkbox"/> Optional: Flip chart paper labeled “Parking Lot” <input type="checkbox"/> Music for quiet work times |
| Family Session or Extended Parenting Adult Session | |
| <p>Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare flip charts for activity 2 <input type="checkbox"/> Make copies of Handout 5.4a (Keep a copy of 5b as an example for the facilitator) <input type="checkbox"/> <u>Extended Parenting Adult Session Only</u>: Write the categories on the beach ball from activity 1 in the extended Parenting Adult session using a permanent marker | <p>Materials and Supplies</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Extended Parenting Adult Session Only</u>: One or two beach balls that you can write on (alternate: playing dice) <input type="checkbox"/> Cut out large paper light bulbs for each family/parenting adult to as part of the pledge. <input type="checkbox"/> A flipchart, easel, and markers <input type="checkbox"/> Pens, pencils, or markers for all participants. <input type="checkbox"/> <u>Extended Parenting Adult Session Only</u>: Materials for “Our Family’s Pledge to Keep Connected” <input type="checkbox"/> OPTIONAL: Symbolic reminders of providing support and/or expanding possibilities for each family. See examples in the session plan. |

Family Pledge to Keep Connected

Preparation

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

Materials and Supplies

Option #1: Family Relationships Pledge Box

- A sample pledge box that illustrates this 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> | | <ul style="list-style-type: none"> <input type="checkbox"/> Sign-in sheet <input type="checkbox"/> Flipchart <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 | | <ul style="list-style-type: none"> <input type="checkbox"/> Expectations flip chart from #1 <input type="checkbox"/> Flipchart with the session's key ideas | 10 min |
| 3 Check-In on At-Home Activities, Introduce Topics | | | 10 min |
| Parenting Adult Session | | | |
| 1 Introductions and Highs & Lows | | | 10 min |
| 2 Expanding Possibilities Through the Years |  | <ul style="list-style-type: none"> <input type="checkbox"/> Handout 5.1 <input type="checkbox"/> 3 prepared flipchart timelines <input type="checkbox"/> Markers <input type="checkbox"/> Sticky notes <input type="checkbox"/> Handout 5.2 <input type="checkbox"/> Blank paper | 15 min |
| 3 Navigating Roadblocks to Expand Possibilities |  | <ul style="list-style-type: none"> <input type="checkbox"/> Handout 5.3 <input type="checkbox"/> Pencils or pens | 15 min |

| Activity | Facilitator Notes | Materials | Time Needed/ Est. Start Time |
|--|---|---|---------------------------------|
| 4 Transition to the Family Session <u>Purpose:</u> To integrate with youth <u>Method:</u> Informal | | | 5 min |
| Youth Session | | | |
| 1 Introductions and Highs and Lows <u>Purpose:</u> Build community <u>Method:</u> Ice-breaker discussion and individual sharing | | | 10 min |
| 2 Who has Expanded our Possibilities? <u>Purpose:</u> Youth reflect on ways family members have introduced them to new experiences or ideas <u>Method:</u> Group discussion |  | <input type="checkbox"/> Flip chart | 10 min |
| 3 I'm Curious About . . . <u>Purpose:</u> Have youth begin thinking about areas of life they haven't explored but that they are curious about <u>Method:</u> Active beach ball tossing game |  | <input type="checkbox"/> Beach ball (or other ball you can write on) <input type="checkbox"/> Flip chart <input type="checkbox"/> Markers | 10 min |
| 4 Adding to the Family Pledge to Keep Connected <u>Purpose:</u> Have youth articulate a commitment related to expanding possibilities <u>Method:</u> Craft activity | | [See detailed list] | 10 min |
| 5 Transition to Family Session <u>Purpose:</u> Integrate youth and parenting adults <u>Method:</u> Informal discussion | | | 5 min |
| Energizers <ul style="list-style-type: none">• Chain of Events• Elbow-Toe Touch | | | 2 – 3 min each |
| Brief Optional Activity: Hero Hunt | | | 15 min |
| Extended Optional Activity: Telephone Pictionary | | | 60 min |

| Activity | Facilitator Notes | Materials | Time Needed/ Est. Start Time |
|---|---|---|---------------------------------|
| Family Session | | | |
| <p>1 Family Reconnecting</p> <p><u>Purpose:</u> Share results from separate session and focus the joint family session</p> <p><u>Method:</u> Group discussion</p> | | <input type="checkbox"/> Flip charts from youth activity | 10 min |
| <p>2 How Might We Explore What We're Curious About?</p> <p><u>Purpose:</u> Develop concrete plans for how to explore new possibilities (things they are curious about)</p> <p><u>Method:</u> Small-group brainstorming to complete a planning sheet and skit</p> |  | <input type="checkbox"/> Prepared flip chart paper <input type="checkbox"/> Handout 5.4 | 15 min |
| <p>3 Our Pledge to Expand Possibilities</p> <p><u>Purpose:</u> Encourage families to commit to specific actions to deepen how they expand possibilities</p> <p><u>Method:</u> Family discussion and craft activity</p> |  | <input type="checkbox"/> Pledge craft from youth session <input type="checkbox"/> Construction paper <input type="checkbox"/> light bulbs <input type="checkbox"/> Markers | 10 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 5.5a-b | 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 |
| Extended Parenting Adult Session | | | |
| <p>1 We're Curious About . . .</p> <p><u>Purpose:</u> Have parenting adults begin thinking about areas of life their family hasn't explored but that they are curious about</p> <p><u>Method:</u> Active beach ball tossing game</p> |  | <input type="checkbox"/> Beach ball (or other ball you can write on) | 10 min |
| <p>2 How Might We Explore What We're Curious About?</p> <p><u>Purpose:</u> Develop concrete plans for how to explore new possibilities (things they are curious about)</p> <p><u>Method:</u> Small-group brainstorming to complete a planning sheet and skit</p> |  | <input type="checkbox"/> Prepared flip chart paper <input type="checkbox"/> Handout 5.4a | 15 min |

| Activity | Facilitator Notes | Materials | Time Needed/ Est. Start Time |
|--|-------------------|---|---------------------------------|
| 3 Our Pledge to Expand Possibilities <u>Purpose:</u> Encourage parenting adults to commit to specific actions to deepen how they expand possibilities <u>Method:</u> Family discussion and craft activity | | [See detailed list] | 10 min |
| 4 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 | | <input type="checkbox"/> Handout 5.5a-b | 5 min |
| 5 Wrap Up <u>Purpose:</u> Bring the session to a close and remind them of the next session <u>Method:</u> Informal discussion | | | 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

1. Sign In and Nametags

Start 15 minutes before the session begins

- a. Set up the chairs in a circle so participants can interact easily.
- b. **Write the key ideas** from the session on a flip chart or white board.
 - As we grow up, we discover new things about ourselves and each other when we explore new ideas, have new experiences, and get to know people and cultures that are different from us.
 - A great way to expand possibilities with each other is to **explore things you're curious about**.
 - Having a **specific plan** to try new things can be a fun way to expand possibilities for each other.
- c. **Display materials** that you carry forward from the previous session:
 - The **five flipcharts on the relationship keys** from the first session as a reminder of the whole framework and series. Place the “Expand Possibilities” flipchart most prominently in the room.
 - **Group expectations** from the first session, which may have been revised in session 3.
- d. As participants arrive, **greet them individually**. Thank them for coming and participating.
- e. Have each participant **sign in on the prepared sign-in sheet**. Ask each person in the family to sign in separately.
- f. Have people **wear a nametag** with their first name.

2. Welcome and Introductions

10 minutes

- a. Have participants each introduce themselves by sharing their first name.
- b. Say something like: *The primary task of being a kid is to grow and learn and figure out who you are in the world and who you want to be. It's parenting adults' job to balance supporting where our kids are now in their development, and helping them explore possibilities and expand their horizons that help them discover new things about themselves and their future. Kids also have opportunities to help expand possibilities for their parenting adults.*

Expand Possibilities is the last key in strong parent-teen relationships, which is covered in this session: Expand possibilities focuses on how we introduce each other to new ideas, people, and possibilities for our futures.

- c. **Highlight the key ideas in this session** (which you posted prior to the session).
- d. As we grow up, we discover new things about ourselves and each other when we explore new ideas, have new experiences, and get to know people and cultures that are different from us.
- e. A great way to expand possibilities with each other is to **explore things you're curious about**.
- f. Having a **specific plan** to try new things can be a fun way to expand possibilities for each other.

OPTIONAL: You may show Search Institute's "Expand Possibilities" video from (www.keepconnected.info/media-library) to introduce the core ideas for this session.

3. Check-In on At-Home Activities

10 minutes

- a. Refresh participants' memories that the *Keep Connected* workshop series focuses on **five keys to youth-parenting adult relationships**.
 - *These five keys are important for us to maintain **as our kids enter adolescence**. These are ways we "Keep Connected."*
 - *We've talked about expressing care, sharing power, challenging growth, and providing support.*
 - *Today the focus is on the final key: **expand possibilities**.*
- b. Remind participants **what you discussed in the previous session** (which focused on challenge growth and provide support). First ask participants what they remember. Then fill in the following highlights from session 4:
 - c. In positive relationships, we **push each other** to grow in different parts of life so that we can each **be and become our best selves**.
 - d. When we push each other to grow, it's also important to provide support in different ways. We support or help each other **in different ways as we grow up**.

- e. Challenge growth is best when it **focuses on our own goals or priorities**, not on things other people wish they would do. (This isn't about "fixing" other people.)
- f. Providing support focuses on how we give practical help to each other in solving problems and achieving goals.
- g. **We improve the most in the "Growth Zone,"** where we are stretched to learn and try new things, but are **also guided and supported** so we can succeed. The Growth Zone is the intersection between Challenge Growth and Provide Support.
- h. Ask participants to recall what they said they were going to do in their families. Ask if anyone tried something 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.

Parenting Adult Session

1. Introductions and Highs & Lows

10 minutes

- a. **Welcome participants** to the session, which focuses on the **two final keys in parent-youth relationships**. Have everyone introduce themselves by name.
- b. Remind parenting adults of the "Highs and Lows" activity from previous sessions. Ask if anyone has been trying this activity at home. How has it gone?

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

- 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.
- 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.

e. Finally, as they do “highs and lows” this time, have participants share about **something they’ve tried in the past month** that they’ve never tried before. It could be an activity they’ve tried, a game they’ve played, a place they’ve gone, or a food they’ve eaten. It could even be a new idea or way of thinking that they’ve encountered. Then they do their highs and lows.

NOTE THIS CHANGE FROM PREVIOUS SESSIONS!

Use this as a light-hearted way to get to know something new that also connects to the theme of “expand possibilities.”

f. **After clarifying that everyone understands the process, give them time to** share their highs and lows with each other. **Model by going first.** (For example, my name is Molly, and I tried riding a unicycle for the first time last week. My high for the week was...)

g. **When everyone who wants to share has done so, thank them for their stories.**

2. Expanding Possibilities through the Years

15 minutes

a. **Give parenting adults each the handout:** “Some Key Ideas about Expanding Possibilities” (**Family Handout 5.1**).



b. Give people a few minutes to read through their handouts or have **volunteers read aloud** the different sections of their “Key Ideas” information sheet.

c. Then discuss these questions as a large group, inviting a few parenting adults to share for each:

- **What really jumps out at you** on this information sheet because it’s surprising or really important from your perspective?
- **What examples or stories from your own experiences or from your family’s past** can you think of that illustrate some of the key ideas on this sheet?

d. Say the following in your own words:

One of the tricks of parenting teens is to expand possibilities in different ways as kids get older. If we don’t expand possibilities enough, letting them discover new parts of themselves and the world, they may miss opportunities that could be important in bringing out their best selves and helping them discover who they really are and who they are becoming.

On the other hand, if they are constantly being exposed to new possibilities that they cannot absorb or they are not ready for, they may just become overwhelmed. Or they can get caught up in activities that they are not ready

for developmentally. The challenge for parenting adults is similar to what we found in the “challenge zone” in the previous session: How do parenting adults balance encouraging kids with freedom to explore possibilities and options for who they are becoming while also being responsible to keep them safe and wanting them to be responsible, happy, and contributing adults.

*To help us think about how we expand possibilities over time, we’re going to **create a timeline.***

- e. **Post the three flipcharts** you created (see diagram at right) on walls in different parts of the room. Have parenting adults number off by three, and go to the different sheets based on their numbers. (All the 1s to one sheet, etc.)

Note: If you have fewer than 6 parenting adults, put all the sheets together, and have them all work together on this activity.

- f. Give each person **5 small sticky notes** (such as Post-It Notes) and a pen. Give each group a copy of the **activity Instructions** titled **“How to Complete the Expand Possibilities Timeline” (Handout 5.2)**. Review the instructions aloud. Check that everyone understands. Then have them complete the activity in their groups.



NOTE: If some participants struggle to complete the timeline, invite them to reflect on their childhood and how they were introduced to new ideas and opportunities during that time.



- g. When the time is up, **have each group report out**, starting with those focusing on birth to 5. After all the groups report, ask:

What did you learn in this process about the ways in which we expand possibilities for them as they grow?

3. Navigating Roadblocks to Expand Possibilities

15 minutes

- a. Explain to parents that sometimes expanding possibilities can feel daunting, especially if the things our kids are interested in take a lot of time, resources, or money. For example, a young person might want to do a sport that requires expensive equipment, a young person might have a disability that makes an activity challenging, it may be hard for your family to provide transportation for a young person to attend events related to their interest, or the young person might have an interest that their parenting adults are not interested in or do not know much about. Or, the young person might have an interest that doesn't

seem like a valuable use of time from the parenting adults' perspective. When we hit these roadblocks, it can be easy to give up on that activity or interest.

- b. Those roadblocks are all common and normal among families. To think beyond the barriers, we're going to expand our own possibilities by expanding the idea of what "possibilities" are.
- c. Look back at the flip charts. Point out any examples of expanding possibilities that require little to no time, money, and resources. Point out examples that might have taken parenting adults out of their comfort zone or been a topic they did not know much about. Examples could include introducing a young person to a new person, teaching them how to do something around the house, sharing a new opinion or way of thinking with them, or exploring a new topic together. Sometimes, by helping expand a young person's possibilities, you may expand your own as well.
- d. Invite parenting adults to share out loud additional ideas they can think of that are ways they can expand their kids' possibilities without taking too much time, money, or other resources. Encourage them to think outside the "extracurricular activities box" and to come up with adaptations to ideas already on the flipchart that require fewer resources. For example, if someone had listed "joining a hockey team," a less-resource-intensive option could be attending a local high school hockey game.

Encourage them also to brainstorm ideas for how to approach expanding possibilities if their child is interested in something they are unfamiliar or uncomfortable with. For example, if the young person is interested in video games but the parenting adult tends to consider this a waste of time. What are some ways to make it more productive or enriching or shift their mindset around the activity? (For example, parents might learn to play the games with their kids.) Add these ideas to the flip chart.

- e. Next, **distribute Handout 5.3: Navigating Roadblocks to Expand Possibilities**. Explain to them that they will use their pencil to trace their way through the maze on the handout. Each time they run into a dead end, they'll write down one of the barriers they have experienced or expect they might experience when trying to expand their child's possibilities in a specific area. Then, when they find an alternative route around the dead end, they'll write down an alternative option that helps expand their child's possibilities around that topic in a different way.

- f. Give parenting adults 5-7 minutes to complete their maze. For the most part, parenting adults should work independently. If there are two parenting adults attending from the same family and they have only one child, they can work together or choose two different topics to focus on. If there are two parenting adults from the same family who have multiple children, they can focus on different children.
- g. Once parenting adults have completed their maze, invite a few to share some of the barriers they encountered and the ideas they came up with to get around them. Remind parenting adults that there are lots of ways to expand possibilities, and they don't always have to involve transportation, money, time, or other resources.

4. Transition to the Family Session

5 minutes

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

Say that it is time to combine the session with the youth to talk together about providing support and expanding possibilities. Since you've spent most of the parenting adults-only session focused on providing support, you'll now shift to more focus on expanding possibilities. You'll begin by hearing the kinds of things kids themselves are curious about as a starting point for expanding possibilities.

Youth Session

Energizers: If you sense that youth are losing focus or energy, take a break by using one of the 3- to 5-minute energizers from the “Optional Youth Energizers and Activities” section (after the youth session) to get their bodies moving and their minds re-focused.

1. Introductions and Highs & Lows

10 minutes

- a. **Welcome youth** to the session, which focuses on the **final key in parent-youth relationships: expand possibilities**.
- b. Remind youth of the “Highs and Lows” activity from previous sessions. Ask if anyone has been trying this activity at home. How has it gone?

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

- c. Remind youth 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.
- 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.
- e. Finally, as they do “highs and lows” this time, have participants **introduce themselves** by sharing their first name and telling about **something they’ve tried in the past month** that they’ve never tried before. It could be an activity they’ve tried, a game they’ve played, a place they’ve gone, or a food they’ve eaten. It could even be a new idea or way of thinking. Then they do their 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.** (For example, my name is Molly, and I tried riding a unicycle for the first time last week. My high for the week was...)
- g. When everyone who wants to share has done so, **thank them** for their stories.

NOTE THIS CHANGE FROM PREVIOUS SESSIONS!

Use this as a light-hearted way to get to know something new that also connects to the theme of “expand possibilities.”

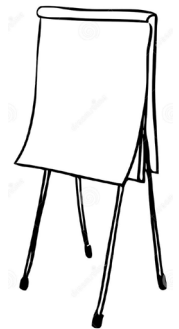
2. Who Has Expanded Our Possibilities?

10 minutes

- a. Say that this session focuses on the final key to building strong parent-youth bonds:
 - **Expand possibilities**, which focuses on how we introduce each other to new ideas, people, and possibilities for their future.
- b. Now think about your **past experiences when someone in your family guided you in some way to** have a new experience, whether they introduced you to a new person, shared a new idea, or included you in an activity or experience you had never done before?
 - What are some examples?
 - What did people do that was helpful?
- c. Next, invite young people to think of ways they have expanded their family members' possibilities.
 - What are some examples? (Prompts: sharing a YouTube channel you like with a sibling or parenting adult, teaching how to play a video game or sport, introducing them to a musical artist you like, sharing an interesting article or perspective.)

How did they respond to the new ideas or activities you shared?

- On a flip chart paper, use these examples to make a list of practical ways families can introduce each other to new ideas or experiences to share with the parenting adults later in the session, including both ways the young people have had their possibilities expanded by others and the ways the young people have expanded others' possibilities.



3. I'm Curious About . . .

- a. Introduce the activity by saying that the trust exercise was about support and guidance. Now you are going to spend some time talking about expanding possibilities, specially focused on new things you'd like to try.
- b. **Write these categories** on different parts of the beach ball(s) with permanent markers. (You can pick different categories that specifically fit your community. You can also add an "other" category.) If you have more than 6-8 youth, consider getting two beach balls so that they can play in two different groups.

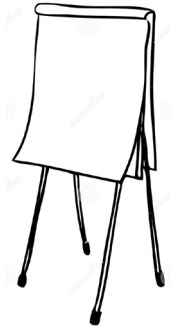
1. Sports, outdoor activities, recreation



2. Culture, religion, spirituality, philosophy, or big ideas
3. School subjects (math, science, reading, history, etc.)
4. Technology or engineering
5. The arts (music, dance, theater, visual art, etc.)
6. Activism, government, politics, or volunteering

OPTION: You can use dice, with each category being a different number that youth roll from 1 to 6. If you choose this option write the categories and corresponding numbers on a flipchart posted where everyone can easily see it.

- c. Say: *It's easy to **get in a rut with routines**. We get really busy, or we just get in the habit of doing the same things and going to the same places over and over. Some of that is good. But **sometimes we need to expand our horizons**.*
- d. Have everyone **stand in a circle** facing each other. (If you have more than 6-8 youth, consider forming two circles.) Toss the beach ball to one youth.
- e. When they catch it, **find the category closest to the right thumb**. Have the youth say one thing they are curious about or would like to try in that category. It can be serious or funny. If they can't think of anything, have them think of something from the category closest to the *left* thumb.
- f. Then they toss the ball to another youth. Repeat the process. Youth can't repeat an idea that someone else said. Go around several times so that several ideas have come up, making sure each person has a few turns catching and throwing the beach ball.
- g. As they toss the ball, a facilitator should write the ideas they share on a flip chart.



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 earlier workshops, you may need to help youth get started. They can add to it as you go.

- a. Remind youth that through this workshop series, families are creating a "Family Pledge to Keep Connected." It focuses on everyday things your families can do to keep connected in the coming years.



Option #1: The Family Pledge Box

- a. **Give youth the box** they started during the first session. (If they don't have

one, give them a blank box.)

- b. Have markers and other supplies for decorating the box available. Have a sample box available to show them what you mean.
- c. Have youth write EXPAND POSSIBILITIES on the bottom of the box.
- d. On these two sides, have them draw pictures or write words about the ways their families regularly provide support and expand possibilities for each other. They can use ideas from the activities they just completed or other things they think of.

Remind them that their parenting adults expand possibilities for them. At the same time, they may also expand possibilities for their parenting adults. For example, some youth introduce parenting adults to new music or art that enriches their lives. In some cases, they help parenting adults learn a new language or how to use a type of technology.

- e. Have youth **share their “expand possibilities”** designs with the other youth as a way to practice talking about these keys to positive parent-youth relationships.

Option #2: Family Relationships Pledge Collage

- a. **Give each young person 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. 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).**



- b. Remind them that at the **center of the poster**, they started with a collage about their family in the center. During the sessions that followed, they added images that focus on expressing care, sharing power, providing support, and challenging growth.
- c. Now they are going to add images that focus on the ways their families regularly provide support and expand possibilities for each other. They can use ideas from the activities they just completed or other things they think of.

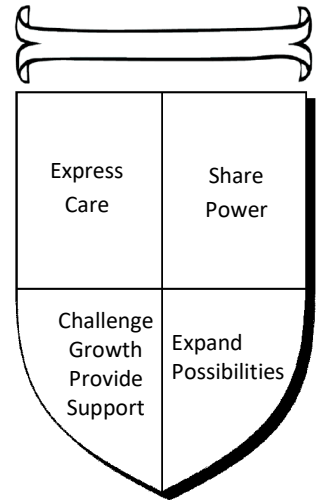
Remind them that their parenting adults expand possibilities for them. At the same time, they may also expand possibilities for their parenting adults. For example, some youth introduce parenting adults to new music or art that

enriches their lives. In some cases, they help parenting adults learn a new language or how to use a type of technology.

- d. Have youth **share their collages** with the other youth as a way to practice talking about how their family members provide support and expand possibilities for each other.

Option #3: Family Relationships Crest

- a. **Give youth the family crest** they started in the first session and added to in later sessions. If they weren't there, give them the poster board they'll need to create one. Have markers and other supplies to decorate the crest.
- b. Have youth **decorate the fourth panel** in the crest to represent the ways they expand possibilities 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).**



Remind them that their parenting adults expand possibilities for them. At the same time, they may also expand possibilities for their parenting adults. For example, some youth introduce parenting adults to new music or art that enriches their lives. In some cases, they help parenting adults learn a new language or how to use a type of technology.

- c. Have youth **share their crests** with the other youth as a way to practice talking about how their family members expand possibilities for each other.

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 expand possibilities 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 “expand possibilities” design to the other youth as a way to practice talking about how they like to expand possibilities in their family.

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

5. Transition to the 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 Pledge project with their families. **Have youth take their family pledge projects with them to the joint family session.**
- c. Also bring the brainstorm list of things they are curious about to share with the parenting adults.

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*.

1. 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 youth a chance to refocus.

Chain of Events

(This activity is like Follow the Leader, but with a delayed reaction.)

1. Have everyone line up single file behind you, and have each hold the waist of the person in front of them.
2. Say that everyone must do the same action as the person in front of them, but they can't do it until after that person has completed it.
3. You do the first action, which could be something like squatting, skipping, jumping, walking while bent over, or shaking your head.
4. Then start the second action before the whole line has finished the first action.
5. Go through several actions. Then change the line leader and let others think of actions to pass down the line.

Elbow-Toe Touch

1. Ask youth touch their left elbow to their right knee, and then touch their right elbow to their left knee.
2. Switch back and forth going slowly at first, building speed until they are going pretty fast.
3. Next, do some windmills by standing tall with their feet shoulder-width apart and their arms stretched out. Bend at the waist and touch their right hand to their left toes, then their left hand to their right toes.
4. Switch back and forth.

2. Brief Optional Activity: Hero Hunt

Youth participants think about the people in their lives who help them “Expand Possibilities”—and how they can do the same for each other.

Planning and Preparation

Recommended Number of Participants: 6 - 15 **Time:** 15 minutes + more on their own later

Materials

- A copy of the “Expand Possibilities” Hero Hunt Handout (next page) for each youth
- Pen or pencil for each participant

Set-up: None

(However, you may customize the “Hero Hunt” handout to fit the strengths, culture, and resources of your own community)

Facilitator Instructions

1. Say that you’ve been talking about the way we expand possibilities for each other in our families by introducing each other to new people, places, and ideas. In addition to our family members doing this, many other people can, and do, help to expand our possibilities. In fact, we can each do this for each other. For this activity, we’re calling them our “Expand Possibilities” Heroes, because they help us see possibilities for ourselves and our futures.
2. Distribute the “Expand Possibilities” Hero Hunt handout to all the group participants. Say that these are some of the ways people inspire or encourage us to expand possibilities for our future. (Give an example or two of how someone has helped you expand possibilities in your own life.)
3. You’ll have a chance on your own to fill in this page with people you know who are your Expand Possibilities Heroes. Your family may have other ideas too.
4. For now, focus on how people in this room “Expand Possibilities.” Have youth look through the sheet do the following (only marking areas where they would be comfortable doing these things with each other):
 - Put a checkmark in the bottom left corner of squares that are things they *like to do for other people* to help expand their possibilities.
 - Put a small circle in the bottom left corner of squares that are things they *value from other people* that help them expand their possibilities.
5. Have youth mingle, sharing what they marked that they *like to do* and *value from others*. If they get a match, then write each others’ name in that square. For example, if you said you liked to “help solve complicated problems” and Sandra said she valued that from someone. Then write each others’ name in the square, showing the mutual benefit.

Hero Hunt Handout

Who are people who are particularly important in Expanding Possibilities in their lives? We'll call them your "Expanding Possibilities" Heroes. These people inspire you, broaden your world, and help connect you with other people who can help you achieve your goals. First, do the following:

- Put a checkmark in the **bottom left corner** of squares that are things you *like to do for other people* to expand their possibilities.
- Put a small circle in the **bottom left corner** of squares that are things you *value from other people* to expand your possibilities.

In the boxes where you put a checkmark because you like to do this for them, write the name of one person you do this for. (If you're not doing it right now, for whom could you do it?)

In the boxes where you put a small circle (and other boxes without a mark), write the names of people who help you expand possibilities in that way. *Only use each name twice*, which will expand your thinking to more people. If you can't think of people for some spaces, that's okay. It may give you ideas of some of the kind of people you'd like to connect with in the near future.

When you've fill as much as you can, decide how you'd like to thank some of your "Expand Possibilities" Heroes and how you will continue to "pay it forward" by being a good friend to others as well.

| | | | |
|---|---|---|--|
| They connect with other adults, or mentors, who support me. | They take me to or tell me about interesting places. | They help me figure out what training or education I need to prepare for the career I want. | They talk about ideas that stretch my mind. |
| They introduce me to new music, movies, or books. | They help me access resources or materials I need to stay healthy. | They help me find and use community resources, such as the library or a bank. | They help me find new things that interest me. |
| They are curious about many of the same things I'm curious about. | They help me think of different possibilities for my future. | They talk to be about people and groups who are working to make society better. | They help me get resources that will help me prepare for college. |
| They inspire me to imagine a better future. | They connect me with people who would be hard for me to reach with on my own, such as people in careers I am considering. | They give me feedback that helps me know what to do next. | They introduce me to adults who offer resources and supports that I value. |

3. Extended Optional Activity: Telephone Pictionary

Participants learn about each others' sparks and strengths through an activity that combines the common games of Telephone and Pictionary.

Planning and Preparation

Recommended Number of Participants: 20 **Time:** 60 minutes

Materials

- Paper
- Markers and pens/pencils
- Telephone Pictionary handouts (1 spark handout and 1 strength handout for each participant)

Set-up

- Participants will need hard surfaces on which they can draw and write. Set up your space so that each group of 4 can have their own table or space to sit.

Facilitator Notes

This activity includes suggestions for the amount of time to spend on each part of the activity (writing and drawing). Feel free to adjust these based on your group. You may want to increase the amount of time allowed for writing if participants may find it challenging. Or you can increase the amount of drawing time if you have a creative group who enjoys being artistic. If increasing time, be sure you do not increase so much that participants are unoccupied for too long.

This activity includes two rounds of the game (one about sparks and one about strengths). If time is a constraint, shorten the activity to 30 minutes by just doing one round of the game.

It is easiest to split participants into groups of four. If the number of participants in your group is not divisible by four, split the group into other even-numbered groups. If you have more than four participants in a group, you can either increase the number of times they pass the sheet to match the number in the group or you can pass four times as instructed, knowing that not everyone will write/draw on every paper. Either option works just fine!

The handout included is designed for a group of four, but you may use a blank sheet of paper if you need space for more than four participants to write and draw.

The directions can be confusing at first. Ask four participants to demonstrate as you explain so you can refer to people by name and model how the papers will be passed.

Facilitator Instructions

1. If participants have been introduced to the Developmental Relationships Framework, let them know that through this activity we will be practicing the element of **Expand Possibilities**. Through this activity, participants will broaden their horizons by learning about others' sparks and strengths through a fun game.
2. Lead a brief group discussion about sparks and strengths.
 - a. Ask participants if they can name what sparks are. If they have not yet been introduced to sparks or need a reminder, let them know that sparks are interests, passions, or activities that give people great enjoyment and often a sense of purpose. It can be a sport, music, dance, art, technology, reading, caring for others, math, science, animals, or something else. Share examples of your own sparks with the group.
 - b. Ask participants if they can name what strengths are. Remind them that strengths are things they are good at. Sometimes a strength can overlap with a spark, but they do not have to. Share examples of your own strengths with the group.
3. Split participants into groups of four. (If the number of people is not divisible by four, try to split into larger groups with an even number of people. The facilitator(s) can join groups to even out numbers as needed.)
4. Summarize the activity for the participants so they know what to expect:

This game is called Telephone Pictionary. It combines the games Telephone and Pictionary, which you may have played before. There are four steps to the game.
5. Step 1: Let participants know that for the first round, they should write their sentence about their own spark or an activity they do relating to their spark. For example, "Amelia enjoys baking cakes" or "Oliver plays soccer." Give participants 30-60 seconds to write their sentence, and then instruct them to pass their paper to the left.
6. Step 2: Now, everyone should have a new paper with a sentence on it. Give participants 3-5 minutes to illustrate the sentence on the paper that was passed to them. When time is up, tell them to fold their paper over so only the drawing is visible. Once their paper is folded, they can pass it to their left.
7. Step 3: Next, they should look at the drawing that was passed to them and come up with a sentence that describes what they think is happening in the drawing. Give them 30-60 seconds to write their sentence. Once time is up, have participants fold the paper again so only their sentence is showing, and then they can pass it once again to their left.

8. Step 4: Participants should read the sentence written on their paper and make a drawing to illustrate it. Give them 3-5 minutes to complete their drawings. When time is up, they should fold over the paper so that only their drawing is showing. Then they can pass the paper to their left (if using groups of four, each paper will be back with its original sentence-writer).
9. Taking turns, participants can unfold the papers to reveal to their small groups what the original sentence was and how it evolved.
10. Once each group has shared amongst themselves, mix up the groups and repeat the activity, this time having each participant write their first sentence about one of their strengths.
11. After completing the second round, bring the group back together to reflect.

Reflect

- Were there any particularly funny papers you would like to share with everyone?
- What are some of your peers' sparks that you learned about through this activity?
- What are some of your peers' strengths that you learned about through this activity?
- How did it feel to share your sparks and strengths?
- Why do you think it is important to learn about other people's sparks and strengths?
- Did you hear about any sparks that you might want to try yourself?

Family Session

1. Family Reconnecting and Introduction

10 minutes

- a. Have **youth and parenting adults sit together**.
- b. As they are getting settled, **post the flip charts** from the youth activity:
 - Brainstorm of ways they and others have expanded possibilities
 - “I’m Curious About . . .” (things they’re most curious about).
- c. Help bring people together by summarizing what they’ve been doing in their separate groups:
 - *In their session, the parenting adults made a timeline and talked about **ways they have expanded possibilities for their kids as they’ve grown**. They started thinking about what these actions will be like during the teen years and how they can navigate roadblocks to expanding possibilities.*
 - In their session, **the youth played a game to help them think of many different things they are curious about**. (Point out the list of their ideas).
- d. Briefly discuss the flip charts from the youth activity.
 - Parenting adults, what are your reactions to the ideas young people came up with? Do you have any interests in common? Did anything surprise you about the ways youth shared that people have expanded their possibilities?
 - Youth, what are some ways you think you can expand your parenting adults’ possibilities?
- e. Now we’ll work together to find **creative ways our families can explore** some of the things the youth are curious about. (Parenting adults will be able to add their ideas, too.)
- f. We’ll add these ideas to our Family Pledge to Keep Connected, and then we’ll add some specific shared activities we can try in the coming week.

2. How Might We Explore What We're Curious About?

15 minutes

NOTE: Depending on your goals or timing of your workshop series, you may focus this activity on a particular season. For example, if you're conducting the workshop in the spring, you might focus it on what the family will do in the summer. Keep the focus on what the families are curious about, not other agendas for families.

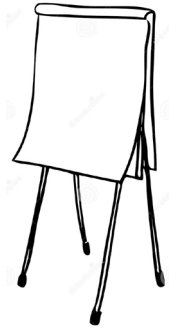
- a. Have **each family pair up with one or two other families** (including youth and parenting adults). This will tell you how many groups you'll have and how many topics you'll work on. (If, for example, you have 4 groups with 2 families in each group, you'll focus on 4 topics.)
- b. **Review the list of things the youth said they are curious about.** Have each small group pick one of the topics to focus on. Avoid having two groups do the same topic. (Say that you're going to focus today on a few topics. Families can use the process later to think of how they might explore other things they are curious about.)
- c. Once every group has a topic, give them a sheet of **prepared flipchart paper** (see sample at right) and markers. (The flipchart shows the main heading on Family Handout 5.4a.)
- d. Give each group a copy of **Family Handout 5.4b:** "Expanding Possibilities: Planning to Explore What You're Curious About" and **Family Handout 5.4b:** "Examples: Planning to Explore What You're Curious About." (5.4b offers ideas to simulate their thinking, if they need some prompts.)
- e. **Walk through the handout and activity** with the families so that they all understand it. Explain that for their chosen topic, they'll brainstorm some simple "Quick and Easy" ideas that don't require many resources and they'll also brainstorm some "Deeper Dive" ideas that might take more resources. Resources can include money, time, knowledge, materials, or other things that help someone participate in an activity or learn about a topic. Remind families that having a variety of ideas is important because sometimes people will have interests that they might want to explore deeply and invest resources in, and sometimes people may want to explore topics in a simpler way. Having a sense of what options are available can help with prioritizing.
- f. Then give them time to work together in their small groups to brainstorm options for how they might explore the topic they're curious about.

EXPAND POSSIBILITIES

WHERE might you explore it?
HOW might you learn more?
WHO can you learn from?
WHAT will it take?
WHEN might you explore this?
HOW did it go?



- g. Have them **write their ideas on the flipchart** so they can share it with the whole group.
- h. If time allows, when all the groups are nearing completion, tell them that they are going to make a **30-second** skit to promote their topic. The purpose should be to get people excited about their idea and provide some information about how to pursue it. As much as possible, they should include everyone in their group. Give them time to prepare. (If time is limited they can simply do a quick overview of what they discussed.)



- i. Have each group **present its skit** to the other groups. Cheer for their creativity. Point out that sometimes expanding possibilities means trying new things together—and with other families who share an interest.

Extra Idea

Videotape or take pictures of the activity. Families may enjoy having them and sharing them with others.

- j. When each group has presented, encourage families to think about **something they will try in the next week** to follow up on one of the ideas. Remind them to use the worksheet to brainstorm future ideas when they are interested in expanding possibilities together.

3. Our Pledge to Expand Possibilities

10 minutes

- a. Have youth get their boxes, crests, or collages for the Family Pledge to Keep Connected. Explain that youth spent time thinking about **ways their family already expands possibilities**. Ask youth to share what they wrote with their parenting adults.
- b. Have **families each think of one idea**, that has come up today that they believe would be important for their family to do on an ongoing basis.
- c. Give families each a **light bulb cut out of construction paper** as a symbol of expanding possibilities through new ideas. Have them write on the light bulb what they are committed to doing together in the coming weeks. Have them add it to their pledge projects.
- d. **Invite a few families to share** with the whole group what they put on their arrows to focus them on expanding possibilities in the coming weeks.



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

- A packet of seeds (for new possibilities)
- A map of your community
- Tickets or coupons to local events (businesses might donate)

4. Take the Conversation Home

5 minutes

- Give each person (youth and parent) a copy of the **“At-Home Activities” handout** (Family Handout 5.5).
- Say that you hope these workshops will just be the first step. Families can learn and grow at home together. These at-home activities give you a chance to **build on what you learned today** to figure out what will work for your family.
- Briefly **describe each option** for at-home activities from this session. (Use the summary on the first page.)
- Have families turn back to the first page of the “At-Home Activities” handout (5.5a). Have **families 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 family. (Telling others about our commitments makes it more likely that we'll follow through.)



EXTRA IDEA

Encourage parenting adults 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

- Thank participants** 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. You will pull together all the pieces from this series and families will **build plans** for keeping connected within their families in coming months and years.
- Discuss your plan for the graduation celebration following the six workshops. If families may invite other supporters to the celebration, talk with them about that.

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 for future sessions.
- c. Send a text or an email in a few days to remind participants to do their at-home activities.
- 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 parent-only session if you're not having a joint family session (with youth and parenting adults together). Most of the activities parallel the family session, but they assume only parenting adults are participating.

1. We're Curious About . . .

10 minutes

NOTE: Depending on your goals or timing of your workshop series, you may focus this activity on a particular season. For example, if you're conducting the workshop in the spring, you might focus it on what the family will do in the summer. Keep the focus on what the parenting adults are curious about, not other agendas for families.

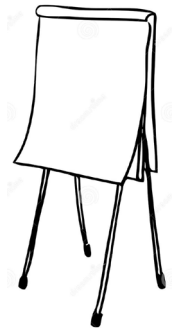
- a. Introduce the activity by saying that the trust exercise was about support and guidance. Now you are going to spend some time talking about expanding possibilities, specially focused on new things you'd like to try.
- b. **Write these categories** on different parts of the beach ball(s) with permanent markers. (You can pick different categories that specifically fit your community. You can also add an "other" category.) If you have more than 6-8 parenting adults, consider getting two beach balls so that they can play in two different groups.
 1. Sports, outdoor activities, recreation
 2. Culture, religion, spirituality, philosophy, or big ideas
 3. School subjects (math, science, reading, history, etc.)
 4. Technology or engineering
 5. The arts (music, dance, theater, visual art, etc.)
 6. Activism, government, politics, or volunteering



OPTION: You can use dice, with each category being a different number that youth roll from 1 to 6. If you choose this option write the categories and corresponding numbers on a flipchart posted where everyone can easily see it.

- c. Say that it's easy to **get in a rut with the routines we follow**. We get really busy, or we just get in the habit of doing the same things and going to the same places over and over. Some of that is good. But **sometimes we need to expand our horizons**. A good place to start is to think of things we're curious about.

- d. Have everyone **stand in a circle** facing each other. (If you have more than 6-8 parenting adults, consider forming two circles.) Toss the beach ball to one parenting adult.
- e. When they catch it, **find the category closest to the right thumb**. Have the parenting adult say one thing a family member is curious about or would like to try in that category. It can be serious or funny. If they can't think of anything, have them think of something from the category closest to the *left* thumb.
- f. Then they toss the ball to another parenting adult. Repeat the process. Parenting adults can't repeat an idea that someone else has said. Go around several times so that several ideas have come up.
- g. As they toss the ball, a facilitator should write the ideas they share on a flip chart.



2. How Might We Explore What We're Curious About?

- a. Have **parenting adults form small groups of 3-4 parenting adults**. This will tell you how many topics you'll work on.
- b. **Review the list of things the parenting adults said family members are curious about**. Have each small group pick one topic to focus on. Avoid having two groups do the same topic. (Say that you're going to focus today on a few topics. Families can use the process later to think of how they might explore other things they are curious about.)
- c. Once every group has a topic, give them a sheet of **prepared flipchart paper** (see sample at right) and markers.
- d. Give each group a copy of **Family Handout 5.4a**: "Expanding Possibilities: Planning to Explore What You're Curious About" and **Family Handout 5.4b**: "Examples: Planning to Explore What You're Curious About." (5.4b offers ideas to simulate their thinking, if they need some prompts.)
- e. Walk through the handout and activity with the parenting adults so that they all understand it. Explain that for their chosen topic, they'll brainstorm some simple "quick and easy" ideas that don't require many resources and they'll also brainstorm some "deeper dive" ideas that might take more resources. Resources can include time, money, knowledge, materials, or other things that help someone participate in an activity or learn about a topic. Remind families that having a variety of ideas is important because sometimes people will have interests that they might want to explore deeply and invest resources in, and

EXPAND POSSIBILITIES

WHERE might you explore it?

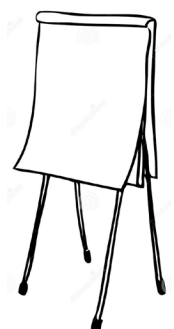
HOW might you learn more?

WHO can you learn from?

WHAT will it take?

WHEN might you explore this?

HOW did it go?



sometimes people may want to explore topics in a simpler way. Having a sense of what options are available can help with prioritizing.

- f. Then give them time to **work together in their small groups** to brainstorm options for how they might explore the topic they're curious about. Have them write their ideas on the flipchart so they can share it with the whole group.
- g. If time allows, when all the groups are nearing completion, tell them that they are going to make a **30-second** skit to promote their topic. The purpose should be to get people excited about their idea and provide some information about how to pursue it. As much as possible, they should include everyone in their group. Give them time to prepare. (If time is limited they can simply do a quick overview of what they discussed.)
- h. Have each groups **present its skit** to the other groups. Cheer for their creativity. Point out that sometimes expanding possibilities means trying new things together and event with other families who share an interest.
- i. When all groups have shared, encourage parenting adults to think about something they will **try in the next week** to follow up on one of the ideas. Remind them to use the worksheet to brainstorm future ideas when they are interested in expanding possibilities together. Point out that sometimes expanding possibilities means trying new things together and event with other families who share an interest.

Extra Idea

Take a video or pictures of the activity. Families may enjoy having them and sharing them with others.

3. Our Pledge to Expand Possibilities

10 minutes

NOTE: You will need to **adjust this activity** to reflect the option you picked in the first workshop. If some parenting adults didn't participate in the earlier workshops, you may need to help parenting adults get started with the activity from the first workshop. They can add to it as you go.

Option #1: The Family Pledge Box

- a. **Give parenting adults the boxes** they started during the first session. (If they don't have one, give them a blank box.)
- 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 write EXPAND POSSIBILITIES on the bottom of the box.



- d. Have them draw pictures or write words about the ways their families regularly expand possibilities for each other. They can use ideas from the activities they just completed.

Remind them that parenting adults expand possibilities for their children. At the same time, youth may also expand possibilities for their parenting adults. For example, some youth introduce parenting adults to new music or art that enriches their lives. In some cases, they help parenting adults learn a new language.

- e. Have parenting adults **share their “expand possibilities”** designs with the other parenting adults as a way to practice talking about these keys to positive parent-youth relationships.

Option #2: Family Relationships Pledge Collage

- a. **Give each parenting adult 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 can catch up as you go.) Have markers, old magazines to clip pictures from, glue sticks, and scissors available.
- b. Remind them that at the **center of the poster**, they started with a collage about their family. During the sessions that followed, they added images that focus on expressing care, sharing power, and challenging growth.
- c. Now they are going to add images that focus on **how their families expand possibilities**. 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).**

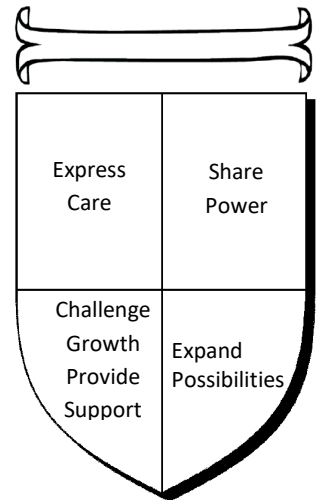


Encourage them to think of ways they do these things for their kids, but also ways their kids do for them. For example, some youth introduce parenting adults to new music or art that enriches their lives. In some cases, they help parenting adults learn a new language.

- d. Have parenting adults **share their collages** with the other parenting adults as a way to practice talking about how their family members expand possibilities for each other.

Option #3: Family Relationships Crest

- a. **Give parenting adults the family crests** they started in the first session and added to in the second, third, and fourth sessions. If they weren't there, give them the poster board they'll need to create one. Have markers and other supplies to decorate the crest.
- b. Have parenting adults **decorate the fourth panel** in the crest to represent the ways they expand possibilities 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).**



Encourage them to think of ways they do these things for their kids, but also ways their kids do them for their parenting adults. For example, some youth introduce parenting adults to new music or art that enriches their lives. In some cases, they help parenting adults learn a new language.

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 them decorate one area on the front of the shirt to represent the ways they like to expand possibilities 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 composition).**
- c. Have them describe their "expand possibilities" design to the others as a way to practice talking about how they like to expand possibilities in their family.



Do for All Three Options

- a. Have each parenting adult think of **one idea** that has come up today that they believe would be important for their family to do on an ongoing basis. It could be related to either providing support or expanding possibilities.

- b. Give each parenting adult a **light bulb cut out of construction paper** as symbols of new ideas about expanding possibilities. Have them write on the light bulb what they are committed to doing together with their family in the coming weeks. Have them add it to their pledge boxes, collages, or crests.
- c. Invite a few parenting adults to share with the whole group what they put on their arrows to focus them on either providing support or expanding possibilities in the coming weeks.



OPTIONAL: Give parenting adults each an object or trinket that will remind them of the importance of expanding possibilities. These kinds of objects are available at dollar stores. Parenting adults can also write messages to themselves on them. If you're creating pledge boxes, these can be kept inside the pledge box, and then pulled out as reminders. Examples include:

- A packet of seeds (for new possibilities)
- A map of your community
- Tickets or coupons to local events (businesses might donate)

4. Take the Conversation Home

5 minutes

- a. Give each participant a copy of the **“At-Home Activities” handout** (Handout 5.5).
- b. Say that you hope these workshops will just be the first step. These at-home activities give you a chance to introduce these family practices to the whole family and figure out what will work for your family together.
- c. Briefly **describe each option** for at-home activities from this session. (Use the summary on the first page.)
- d. Have parenting adults turn to the first page of the **“At-Home Activities” handout** (5.5a). Have **them pick one thing** they want to do between now and the next workshop with others in their family. Have them checkmark their choices and write down when they plan to do the activities.
- e. 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: Encourage parenting adults 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 parenting adults of the next session. Families will pull together all the pieces from this series and **build plans** for keeping connected at home in coming months and years.
- c. Discuss your plan for the graduation celebration following the six workshops. If families may invite other supporters to the celebration, talk with them about it.

6. Follow-Up to the Session

- a. Keep all the Family Pledge collages, boxes, or crests so that they are available for the final workshop.
- b. Gather the flipcharts and other materials for future sessions.
- c. Send a text in the next few days to remind participants to do their at-home activities.
- 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:
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