



Growing Together Through the Teen Years

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Session 6 Mini-Posters and Handouts

Mini-posters for “Good Habits” pit stop rotation activity (7 sheets)

6.1: Main Ideas

6.2: Your Relationship . . . When It’s Time to Graduate

6.3: Good Habits to Keep Connected

6.4: At-Home Activities

- a. OVERVIEW: What Will Our Family Do?
- b. POST IT: 5 Keys to Strong Youth-Parent Relationships
- c. TALK ABOUT IT: Reflect on Your Keep Connected Experience
- d. TRY IT: Family Meetings to Keep Focused and Connected (3 pages)
- e. TRY IT: Get Back on Track After Setbacks

Overview

In this final session, families pull together the themes from the previous workshops and make a commitment together to continue their efforts to Keep Connected. They explore what they will do to make that commitment a good habit or routine.

Learning Objectives

Participants will . . .

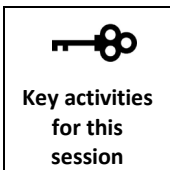
- Integrate key **themes about positive parent-youth relationships** from across the workshop series, reflecting together on what they have learned.
- **Identify a specific commitment** they will make together as a family to keep connected in the coming weeks and months.
- Develop a plan to make their **commitment become a good habit** or a routine for their family.

Activities at a Glance - Youth and Parenting Adult Workshop

Session 6



Growing Together Through the Teen Years

Total Time: 120 minutes





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)	
• Families eat and settle in	10 min
• Welcome and Introductions	10 min
• Check-In on At-Home Activities, Introduce Topics	10 min

Transition to parenting adult and youth sessions

Parenting Adult Session (35 minutes)		CONCURRENT	Youth Session (35 minutes)	
1	Looking Back: What Stuck with You? 15 min		1	Looking Back on the Family Pledge: What Stuck with You? 15 min
2	Looking Forward: Our Family Relationships When It's Time to Graduate  15 min		2	Looking Forward: Thanking Your Family in Your Graduation Speech  15 min
3	Transition to Family Session 5 min		3	Transition to Family Session 5 min Optional Energizers

Transition to family session (5 minutes)

Family Session (55 minutes) (Youth and Parenting Adults Together)	
1	Our Family's Pledge to Keep Connected: Commitment  15 min
2	Good Habits for Keeping Connected  25 min
3	Take Your Family's Commitment Home 5 min
4	Keeping Connected with Each Other 5 min
5	Closing: Preparing for the Graduation Celebration 5 min

Activities at a Glance - Workshop for Parenting Adults Only






Session 6

Growing Together Through the Teen Years

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
• Highs and Lows		10 min
Part 1 (35 minutes)		
1 Looking Back: What Stuck with You?		15 min
2 Looking Forward: Our Family Relationships When It's Time to Graduate		15 min
3 Break		5 min
Break		5 min
Part 2 (45 minutes)		
1 Reconnecting with the Pledge to Keep Connected		10 min
2 Our Family's Pledge to Keep Connected: Commitment		10 min
3 Good Habits for Keeping Connected		25 min
4 Take Your Family's Commitment Home		5 min
5 Keeping Connected with Each Other		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"/> Bring and post these materials from previous sessions: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Five flipcharts on relationship keys. <input checked="" type="checkbox"/> A copy of group expectations <input checked="" type="checkbox"/> 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"/> Familiarize yourself with the workshop, particularly the parts that require you summarize information. <input type="checkbox"/> Review the three wishes that Parenting Adults made in session #1. Identify a few to read aloud that were addressed through the workshop as well as a couple that may not have been addressed. <input type="checkbox"/> Bring and post the group expectations (if needed still) from session 1. <input type="checkbox"/> Copy handouts 6.1 – 6.2 for all participants. <p>Materials and Supplies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Flip chart and markers <input type="checkbox"/> A pen or pencil for each participant <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"/> Familiarize yourself with the session, particularly the parts that require you to summarize information. <input type="checkbox"/> Bring the completed family pledge projects (boxes, collages, t-shirts, or crests). <p>Materials and Supplies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Flip chart and markers <input type="checkbox"/> Three boxes and several tossing beanbags (or something similar) to toss into the boxes <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"/> Copy Handouts 6.3 and 6.4 for each participant. <input type="checkbox"/> Copy the mini-posters for each element of the “good habits” pit stops. <input type="checkbox"/> Determine how to set up the pit stop for the rotation activity. 	<p>Materials and Supplies</p> <ul style="list-style-type: none"> <input type="checkbox"/> A flipchart, easel, and markers <input type="checkbox"/> Pens or pencils for all participants.
Family Pledge to Keep Connected	
<p>Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bring the completed pledge projects. Provide supplies for any families that missed the previous session. 	

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"/> 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		<ul style="list-style-type: none"> <input type="checkbox"/> Expectations flip chart from #1 <input type="checkbox"/> Flip chart with key ideas for the session 	10 min
3 Highs and Lows			10 min
Parenting Adult Session			
1 Looking Back: What Stuck with You?		<ul style="list-style-type: none"> <input type="checkbox"/> Selected wishes from session 1 <input type="checkbox"/> Handout 6.1 	15 min
2 Looking Forward: Our Family Relationships When It's Time to Graduate		<ul style="list-style-type: none"> <input type="checkbox"/> Handout 6.2 <input type="checkbox"/> Prepared flip chart <input type="checkbox"/> Markers 	15 min

Activity	Facilitator Notes	Materials	Time Needed/ Est. Start Time
3 Transition to the Family Session <u>Purpose:</u> To integrate with youth <u>Method:</u> Informal			5 min
Youth Session			
1 Looking Back on the Family Pledge: What Stuck with You? <u>Purpose:</u> Reflect on aspects of the workshops that resonate with youth <u>Method:</u> Bean bag game		<input type="checkbox"/> 3 boxes <input type="checkbox"/> Completed family pledge projects <input type="checkbox"/> Several bean bags or items to toss	15 min
2 Looking Forward: Thanking Your Family in Your Graduation Speech <u>Purpose:</u> Articulate a youth perspective on positive future family relationships <u>Method:</u> Simulate preparing a “thank you” speech for parenting adults at high school graduation		<input type="checkbox"/> Prepared Flip chart <input type="checkbox"/> Markers	15 min
3 Transition to Family Session <u>Purpose:</u> Integrate youth and parenting adults <u>Method:</u> Informal discussion			5 min
Optional Youth Energizers <ul style="list-style-type: none"> • Clap Clatter • Wiggles 			
Family Session			
1 Our Family’s Pledge to Keep Connected: Commitment <u>Purpose:</u> Identify one priority in strengthening relationships that families want to invest in <u>Method:</u> Family discussion		<input type="checkbox"/> Handout 6.3 <input type="checkbox"/> Pit stop posters <input type="checkbox"/> Pens and pencils	15 min
2 Good Habits for Keeping Connected <u>Purpose:</u> To identify key strategies for turning “commitments” into “habits” <u>Method:</u> Families rotate through workstations or “pit stops”		<input type="checkbox"/> Pit stop posters <input type="checkbox"/> Handout 6.3	25 min

Activity	Facilitator Notes	Materials	Time Needed/ Est. Start Time
<p>3 Take Your Family’s Commitment Home <u>Purpose:</u> Point families to resources to help them keep connected <u>Method:</u> Brief presentation and family discussion</p>		<input type="checkbox"/> Handout 6.4a-e	5 min
<p>4 Keeping Connected with Each Other <u>Purpose:</u> To reinforce the importance of creating community among families <u>Method:</u> Whole-group discussion</p>			5 min
<p>5 Closing: Preparing for the Graduation Celebration <u>Purpose:</u> Build anticipation for family graduation at the final session <u>Method:</u> Brief presentation</p>			5 min
Extended Parenting Adult Session			
<p>1 Reconnecting with the Pledge to Keep Connected <u>Purpose:</u> Review the commitments Parenting Adults said they wanted to make in anticipation of planning <u>Method:</u> Whole-group sharing</p>		<input type="checkbox"/> Pledge projects <input type="checkbox"/> Prepared flip charts	10 min
<p>2 Our Family’s Pledge to Keep Connected: Commitment <u>Purpose:</u> Identify one priority in strengthening relationships that families want to invest in <u>Method:</u> Family discussion</p>		<input type="checkbox"/> Pit stop posters <input type="checkbox"/> Handout 6.3	10 min
<p>3 Good Habits for Keeping Connected <u>Purpose:</u> To identify key strategies for turning “commitments” into “habits” <u>Method:</u> Families rotate through workstations or “pit stops”</p>		<input type="checkbox"/> Pit stop posters <input type="checkbox"/> Handout 6.3	25 min
<p>4 Take Your Family’s Commitment Home <u>Purpose:</u> Point Parenting Adults to resources to help them keep connected <u>Method:</u> Brief presentation and family discussion</p>		<input type="checkbox"/> Handout 6.4a-e	5 min

Activity	Facilitator Notes	Materials	Time Needed/ Est. Start Time
5 Keeping Connected with Each Other <u>Purpose:</u> To reinforce the importance of creating community among parents <u>Method:</u> Whole-group discussion			5 min
6 Closing: Preparing for the Graduation Celebration <u>Purpose:</u> Build anticipation for graduation at the final session <u>Method:</u> Brief presentation			5 min

Follow Up to the Session

- Keep the materials you'll need for the graduation celebration, including:
- The Family Pledge to Keep Connected boxes, crests, collages, t-shirts, or other art.
- The Commitment statements from Handout 6.3
- Send a reminder text message or email in a few days to participants
- **Prepare to collect feedback survey data from participants at the graduation celebration** using the online survey. More information is at:
<https://keepconnected.searchinstitute.org/register-login/feedback-and-evaluation-resources/>
- 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
 - Our **expectations or hopes for the future** affect what we do today.
 - **“Good habits” help us stay on track** with the things we want to do, including helping us overcome barriers that come up.
 - We can help to keep our relationships strong by thanking each other and **committing to specific actions** we will do together.
- c. **Display the group expectations** from the first session. (The need for this will depend on your group. If these ground rules have been internalized, you may not need this sheet.)
- d. As Parenting Adults 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 **each wear a nametag** with their first name.

2. Welcome and Introductions 5 minutes

- a. Introduce yourself, and have participants **introduce themselves** one final time. Have them **each say** their first name and share, in one sentence, **a takeaway they will remember from** the *Keep Connected* workshops.
- b. Thank everyone for coming to this final workshop before the all-family graduation celebration. This session focuses on **what we want to do** to keep connected in our families. We’ll explore ways to make some of what we’ve learned **a habit or routine**.
- c. Remind people of the plans for the graduation celebration. If the logistics can work and if they choose, you may encourage them to invite other family members and friends to attend to support them and celebrate with them.

3. Highs and Lows

10 minutes

- a. Explain to participants that this week, we'll do highs and lows as a large group to reflect on the Keep Connected series as a whole. Each person will share a "high" and a "low" from the whole series. If they want to pass, they can do that.
- b. 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.
- c. 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...)
- d. When everyone who wants to share has done so, thank them for their stories.

Parenting Adult Session

1. Looking Back: What Stuck with You?

15 minutes

- a. Remind parenting adults of the wishes they articulated during the first session. The question was: **If you could make three wishes** for your relationship with your child in the **next five years**, what would those wishes be?
- b. **Read aloud 3-5 of the wishes that parenting adults wrote, including both wishes that were covered through the workshops and wishes that were not covered.** Note that some have been directly addressed during the workshop series. Others haven't. Even if they haven't been directly talked about, perhaps you gained some insights for how you can focus on these wishes too.
- c. **Ask a few parenting adults to talk** about how what they've explored in these workshops could make it more likely that their wishes for their relationships will come true.
- d. Distribute **Family Handout 6.1**, "Main Ideas Explored in the Keep Connected Workshops." Say (in your own words): *We've covered a lot of ideas across the past 5 sessions. Let's remember key ideas we've explored.*
- e. **Have parenting adults review the handout on their own.** Ask them to **checkmark two or three ideas** that have stuck with them the most from being part of **Keep Connected**.



- f. To get the feel of where parenting adults focused, read down the overall focus of each session (e.g., express care) one by one. Have them **raise their hands** if one of the ideas they checked was from that session.

Note if there were some areas where parenting adults overall tended to focus more than others.

- g. **Invite a few parenting adults to comment briefly** on what stood out for them. Limit conversation, noting that we want to focus on how we make sure these keys become a regular part of relationships in our families.

2. Looking Forward: Our Family Relationships When It's Time to Graduate 15 minutes

- a. **Highlight the key ideas in this session** (which you posted prior to the session):
- Our **expectations or hopes for the future** affect what we do today.
 - **“Good habits” help us stay on track** with the things we want to do, including helping us overcome barriers that come up.
 - We can help to keep our relationships strong by thanking each other and **committing to specific actions** we will do together.
- b. Remind participants that a major goal of *Keep Connected* is to help families **adjust and strengthen their parenting adult-youth relationships** as kids grow through middle school and high school.

There will be **lots of changes and challenges** through these years as kids move through middle school and high school.

But if we can continue to **build and adjust the five keys** in our relationships, we have a better chance of **growing closer and thriving** as our kids prepare for adulthood.

- c. **Think—Distribute Handout 6.2: “Your Relationship . . . When It’s Time to Graduate.”**
- Explain that they will spend time **imagining what a positive relationship** with their kids might look like when the kids **graduate from high school**.
 - Emphasize that the **focus is on their relationships with their kids**, not other hopes or expectations they have for them.
- d. Walk through the handout. First, have parenting adults fill out their teen’s name and the year they will graduate high school in the blanks at the top. Then have parenting adults think—and write down—some **specific actions they hope**



they'll be doing to “practice” each of the five keys of positive youth-parenting adult relationships.

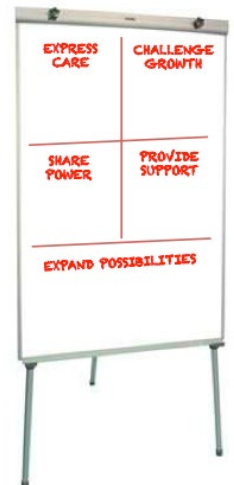
For example, they might hope that they will still be having at least **five family meals together** each week (for express care). Or they might hope that they are very comfortable **making important decisions together** (for share power).

- e. Give parenting adults time to write down their ideas.

Note: If you're doing the family sessions together, be clear that they'll be sharing their ideas with their kids during the shared family time.

- f. While parenting adults are working, **post a flip chart that lists the five key actions**, with space in between them (see diagram at right).
- g. **Pair**—Have parenting adults **share their ideas with a neighbor**.
- h. **Share**—Then invite **parenting adults to share some ideas** with the whole group. Write the ideas on the flip chart next to the relevant key.

Emphasize that parenting adults can **add ideas to their own sheets** as they hear what others are thinking about. **Learning from each other** is a primary goal for doing these sessions together.



- i. Thank parenting adults for all their ideas. Say that you'll next be spending time focused on ways we can make some of these **actions become expected** parts of family life. In other words, you'll explore how these positive relationship practices can **become routines or habits**.

3. 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.”

- a. Say that it is time to combine the session with the youth. We'll focus on what we can do to develop routines or habits that reinforce the five keys to parenting adult-youth relationships.
- b. Remind parenting adults of the logistics of how you'll move around. Then make the transition.
- c. Bring the flipchart with the parenting adults' ideas for their relationship when their kids graduate from high school to the joint session.

Youth Session

1. Looking Back on the Family Pledge: What Stuck with You?

15 minutes

- a. Have youth each **get their Family Pledge** to Keep Connected projects (depending on what they created).
- b. If youth have not finished decorating their pledge project, give them supplies to do so while you're working together.
- c. Refresh youths' memories that *Keep Connected* has **focused on five keys to youth-parenting adult relationships**. These five keys make our relationships stronger, and they help you grow up well through the teenage years.

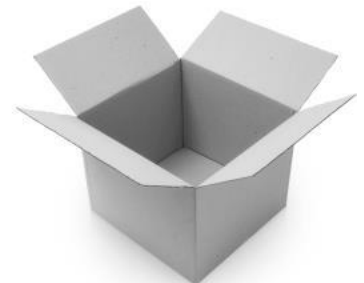
If you adapted any of the activities or decorations, you'll need to adjust this section accordingly. If you have a sample, you can walk through your sample while youth examine their own projects.

- d. Ask youth to look back over the things they included on the Family Pledge artwork. In particular, have them review the elements they added with their parenting adults to represent their commitments, as follows:

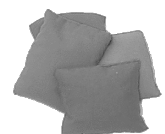
- | | |
|--------------------------------------|--------------------|
| ● Express care | A piece of ribbon |
| ● Share power | A paper sun |
| ● Challenge growth & provide support | A wide rubber band |
| ● Expand possibilities | A paper arrow |

- e. **Place three boxes on one side of the room**, each about 2-3 feet apart. Have youth stand at the other side of the room—far enough that they can toss the beanbag or ball into one of the boxes with a little challenge. **Label the boxes with numbers (1, 2, 3)** representing these three questions (which you may write on a flip chart so youth can see them):

- Box 1: What's **one activity you remember** the most that we did together? What stuck with you about that activity?
- Box 2: What have you **done—or talked about—with your parenting adult** since we started that you really enjoyed?
- Box 3: Out of the many things we've talked about, are there some that **you hope your family will keep doing?**



- f. Give youth **turns to throw a beanbag into one of the boxes**. (If they miss the first time, give them three turns each, before passing to the next person.) When



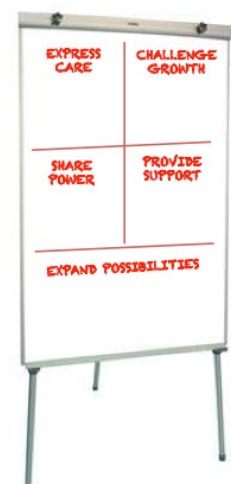
they get a beanbag into a box, have them answer the question. If they answer the question, they stay in the game. If they can't think of an answer, they drop out.

- g. If needed, remind youth of some of the ideas in each session. (It may be helpful to refer to Family Handout 6.1, though you don't need to distribute it to the youth.)
- h. As youth mention things they hope their family will keep doing, jot them down. You will return to this sheet at the beginning of the family session.
- i. Keep playing until all the youth have run out of answers to the three questions. Cheer the winning young people. (If you have a prize, share the reward!)

2. Looking Forward: Thanking Your Family in Your Graduation Speech

15 minutes

- a. **Highlight the key ideas in this session** (which you posted prior to the session):
 - Our **expectations or hopes for the future** affect what we do today.
 - **“Good habits” help us stay on track** with the things we want to do, including helping us overcome barriers that come up.
 - We can help to keep our relationships strong by thanking each other and **committing to specific actions** we will do together.
- b. **Have youth imagine** that they are now **all about to graduate** from high school.
- c. They've been asked to give a **speech at graduation**. (Let them know that actually, they'll share their ideas when they join with parenting adults later in the session.) Their “graduation speech” will focus on **thanking their families** for the ways they built and changed their relationships based on what they learned in *Keep Connected*.
- d. These things they did together as a family **played an important role** in the youth having a **great high school experience**.
- e. Have youth **brainstorm ideas** of things their families might do between now and graduation to **adjust and strengthen their parenting adult-youth relationships** based on what you've talked about during these workshops.
- f. **Add their ideas to the flipchart** you started based on their reflections on their Family Pledge projects.



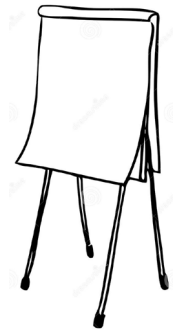
g. Prompt young people’s thinking by describing each of the five keys, as follows:

- **Express care:** Show me that I matter to you.
- **Share power:** Treat me with respect and give me a say.
- **Challenge growth:** Push me to keep getting better.
- **Provide support:** Help me complete tasks and achieve goals.
- **Expand possibilities:** Connect me with people and places that expand my world.

h. Then have them discuss and **agree which five or six relationship actions** they want to include in their graduation speech. (They may want to pick one idea from each key, or they may pick five that are the most important to them overall.)

i. Work together to **draft the speech on a new flipchart page:**

- Start with a **thank-you statement** such as: “Thank you to all our parenting adults who kept connected to us through our high school years.”
- Add **one thank-you statement each for actions the families took together** (based on young people’s hopes) to keep their relationships strong tied to each key.



For example, “Thank you for **sharing power** with me by letting me take responsibility for what we cooked together when we had a family night at home.” “Thank you **for expanding my possibilities** by encouraging me to explore lots of different options for what to do after high school.” “Thank you for **challenging my growth** when you held me accountable to do my schoolwork before playing videogames.”

- Continue until you’ve covered all five keys and the youth agree that their relationships with their parenting adults would be strong if they did these things together through middle school and high school.
- Ask different youth to volunteer to **read each statement aloud** during the graduation celebration (next session).

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

3. 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. Have youth **take their family pledge projects with them** to the joint family session to add ideas to the family commitment conversation at the beginning of the session.
- c. Save the "graduation speech" flip chart to share at the graduation celebration (next session). If some youth want to refine it or practice delivering it before the graduation, arrange a separate time to do that with them.

Optional Youth Energizers

If energy lags, restlessness rises, or you have some extra time, try these optional energizers.

Clap Clatter

1. Ask everyone to stand up. Clap out a pattern that young people repeat back to you.
2. Switch out the pattern a few times until everyone is with you—focused and engaged.
3. After a few rounds, invite a young person to try leading the call and response.

Wiggles

1. Have participants stand up and start marching in place. Say they should move the body part you call out when you say it. When you say another, they should start moving it too while also keeping all the ones moving that you've already called out.
2. Start with fingers and work your way down the body.
 - a. Begin to wiggle your fingers.
 - b. Then your fingers, and wrists.
 - c. Then your fingers, wrists, and forearms.
 - d. Then your fingers, wrists, forearms and elbows.
 - e. Then your fingers, wrists, forearms, elbows, and shoulders.
 - f. Then your fingers, wrists, forearms, elbows, shoulders, and ribcage.
 - g. Then your fingers, wrists, forearms, elbows, shoulders, ribcage, and hips.
 - h. Then your fingers, wrists, forearms, elbows, shoulders, ribcage, hips, and knees.
 - i. Then your fingers, wrists, forearms, elbows, shoulders, ribcage, hips, knees, and head.

(Or you could start with toes and work your way up.)

Family Session

1. Our Family's Pledge to Keep Connected: Commitment

15 minutes

- a. As families gather, have them help you **set up seven “pit stops”** or workstations around the room for each step in the “Good Habits to Keep Connected Storyboard” (Handout 6.3). These pit stops can be a table, a circle of chairs, or a flip chart that people stand around. (Varying them can help make the activity more interesting.) Post a mini-poster with the steps and descriptions at each pit stop.
- b. Have families gather around the **first pit stop: Commitment.**
- c. Say that both parenting adults and kids have been thinking about their hopes for their relationships when the youth graduate from high school. Have a few **parenting adults highlight things they noted** on *their* flipchart.
- d. Then have a few youth share ideas they came up with during the youth session that they hope their family will keep doing after the workshop series as well as key ideas from the Family Pledge to Keep Connected. Note any important or surprising similarities and differences between parenting adult and youth perspectives. Add the youth ideas to the flipchart parenting adults created.
- e. Note that having **positive images of the future** helps you make better choices, **particularly if you also have a plan** to head in that direction. That plan is the focus of the rest of this session.
- f. Give each person a copy of **Family Handout 6.3** (“Good Habits to Keep Connected”).
- g. Read aloud the introduction to COMMITMENT in the mini-poster at the workstation. Within their own families, have parenting adults and youth think of something they can do that **fits the checklist** in this section.



Families can **find ideas** from the pledge project, the parenting adults' notes on Family Worksheet 6.2 (“Your Relationship . . . When It’s Time to Graduate”), ideas of what youth want to keep doing, or other ideas that have come up. The goal is to think of JUST ONE THING for which they can **answer “yes”** to all the questions on the mini-poster.

Encourage families each to think of just one thing. They can come back to other ideas on their own, if they wish. Family meetings can be a time to do this.

- h. Have them **write one idea in the first box (Commitment) on their Worksheet 6.3**. Have family members review what they write so they are **comfortable reading it aloud** during the graduation celebration.

Ask families also to write it on a separate sheet to leave at the COMMITMENT pit stop too. (You'll collect these so you have them available for the graduation celebration.)

2. Good Habits for Keeping Connected

25 minutes

- a. Say something like: *It's sometimes easy to make commitments or say you'll do something. But **it can be hard to follow through**, particularly if it's not part of your routine.*

In fact, today's kids and parenting adults typically say they want to spend time together and they enjoy being together. However, they get busy leading parallel lives and can get out of the habit of connecting and spending time together. The goal of this activity is to help you be more intentional and successful at keeping connected when "life starts to happen."

- Handout 6.3 first asks you to think about up to 3 things you want to do to Keep Connected as a family as this workshop series ends.
- Each of the other pit stops (and Family Handout 6.3) asks you to think about different things you can put in place to **make it more likely that your family will follow through**. These "pit stops" are like the pit stops that racecars use to refuel and get tune-ups so they can continue successfully. For this activity, we're thinking of pit stops as places to we go to prepare for our "race" toward graduation.
- The goal is to make these commitments into everyday "good habits" in your families. These things we do to keep relationships strong can **become part of our routine**.
- We're focusing on just one goal or habit during this session. But you can use the same process to work on getting into other good habits in your family.

Facilitators' Roles

During this activity, facilitators should "float" around the room, answering questions, listening to families, and offering insights—without telling families what to write.

- b. Introduce the other topics (besides Commitment) covered at each pit stop:
- Pit Stop 2: Benefits - families will write down the benefits they will experience if they make their pledge a positive habit.

- Pit stop 3: Barriers - families will think ahead of barriers or roadblocks that might get in the way of making their commitment a habit.
 - Pit Stop 4: Plan - families will brainstorm ways they can overcome the obstacles they listed at Pit Stop 3. They can use the suggestions on the poster or come up with their own ideas.
 - Pit Stop 5: Supports - families will brainstorm the people who make up their support system and identify people who can help them stay on track with their goals.
 - Pit Stop 6: Rewards - families will come up with ideas for ways to celebrate their progress and successes as they work toward their goal.
 - Pit Stop 7: Review - families will make a plan to check in with each other about their progress as a family regularly. It's helpful to start with more regular check-ins and then check in less frequently once their commitment becomes a habit.
- c. Have families stay together and **visit each pit stop**. (They can go in order, or they can be more random so that all the pit stops aren't crowded at the same time. If they do not go in numerical order, they should still do pit stop 3 before pit stop 4, because they'll need to know what their barriers are in order to make a plan for overcoming them.) After they read the description at each pit stop, have them **complete the appropriate part of Family Handout 6.3**, which becomes their guide for putting their commitment into action. (Each pit stop's mini-poster gives them additional background and instructions.)
- d. Encourage families to rotate to all the different pit stops at their own pace, averaging about 5 minutes per strategy. (Some may take longer than others.) If they feel rushed, they can focus on one longer, leaving some to complete on their own during the following week. If they can't get to all of them, have them **focus on the BENEFITS, BARRIERS, and PLANS**. Then have them set a time in the next week when they'll finish the other questions.
- e. Wrap up this activity by bringing families together to debrief their experiences:
- *What commitment did you make?*
 - *What's one idea you had to create a good habit that you're most excited about?*
 - *What was it like to work together as a family to develop this kind of detailed plan for one goal or commitment?*

- f. Encourage families to post their completed storyboard at home where they will see it and get started at **creating this new, positive habit to keep connected**.

If the whole family isn't at the workshop, encourage participants to set a time to talk with other family members. Repeat the activity, bringing their perspective fully into what you do. Then it becomes a **shared commitment and plan for everyone**.

- g. Remind people that **you'll come back to the commitment** at the graduation celebration at the final session.

3. Take Your Family's Commitment Home

5 minutes

- a. Give each person (youth and parenting adult) a copy of the **"At-Home Activities for Growing Together"** handout (Family Handout 6.4a - e).

- b. Note that these activities are a bit different from the others. These focus on things you do together to **maintain and review your commitments** or to get back on track **if you have setbacks or need a boost** (which is common).

- c. Briefly **describe each option** for at-home activities from this session. (Use the summary on the first page.)

- **Have families decide together** where they'll keep these suggestions for when they need them.
- Emphasize that there are **many more "try it" activities for families on www.KeepConnected.info**. Encourage families that enjoy the shared activities to check out other activities. They can keep track of what they do on the website, too.

- d. Encourage them to focus in the next week or two on getting used to their commitment and plan for keeping connected. Encourage them to talk with other families about what's working and when they get stuck.

- e. If they have other ideas they'd like to add to their commitment, invite them to use the same worksheet to think through these ideas.



4. Keeping Connected with Each Other

5 minutes

- a. Say that you hope people in the workshops will **stay connected to each other** after this session.

- If **other opportunities** are set up for families, highlight those.

- If not, ask if people if there are **specific things they would like to do together** to keep connected and to keep strengthening family relationships. Perhaps some families would like to help plan them.
 - Ask if they would like to be contacted for other opportunities that you learn about in the community or in your organization.
- b. Encourage people to **connect with each other informally**. Now that they know each other, they can benefit from supporting each other when they each need a little extra help. As kids grow up, they can learn and grow together.

5. Closing: Preparing for the Graduation Celebration

5 minutes

- a. Remind families of the key ideas in this session:
- Our **expectations or hopes for the future** affect what we do today.
 - **“Good habits” help us stay on track** with the things we want to do, including helping us overcome barriers that come up.
 - We can help to keep our relationships strong by thanking each other and **committing to specific actions** we will do together.
- b. Congratulate families on the thought they’ve given to the habits they want to form and maintain to keep connected through the teen years.
- c. These commitments will depend on families following through. Sometimes they will slip, and they’ll want to reset, refocus, and try again. It’s hard to start new habits. They can turn to each other for support, tips, and encouragement.
- d. One thing we do to help us stay on track with things that are important to us is to “go public” with our commitments. Telling others what we intend to do can increase the likelihood that we do it. They also can encourage and support us in our commitments.
- e. That’s why we have a graduation celebration for our final session. You’ll have a chance to state your commitment as a family. But, more important, you’ll have a chance to celebrate and be recognized for ways you’ve learned and grown through this workshop series.
- f. Talk through logistics for the graduation celebration. If families are inviting supportive friends and family, talk through those logistics and how the group will include the visitors and make them feel welcomed.
- g. Thank families again for their participation in the series.

Follow-Up to the Session

- a. Keep the materials you'll need for the graduation celebration, including:
 - The Family Pledge to Keep Connected boxes, crests, collages, t-shirts, or other art that was created.
 - The Commitment statements from each family from Handout 6.3, "What Will We Do to Keep Connected?"
- b. 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>
- c. Prepare to collect feedback from participants through feedback surveys. Search Institute has created surveys you can use. Participants can complete the surveys online, or you can download them for them to complete on paper. You can then enter the responses, and Search Institute will generate a report on your participants (at no cost to you). You need to sign up in advance to get a unique code for your participants. Go here to complete the process:
<https://keepconnected.searchinstitute.org/register-login/feedback-and-evaluation-resources/>

Extended Parenting Adult Session (if youth are not participating)

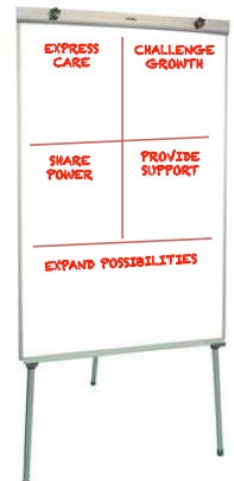
This section continues from the parenting adult-only session if you're not having a joint family session (with youth and parenting adults together). Most of the activities parallel the family session, but they assume only parenting adults are participating.

1. Reconnecting with the Pledge to Keep Connected (discussion) 5 minutes

- a. Have parenting adults each **get their Family Pledge** to Keep Connected boxes, crests, or collages (depending on what they created).
- b. Ask parenting adults to reflect on the things they included on the Family Pledge artwork. In particular, have them review the elements they added to represent their commitments, as follows:

- | | |
|--------------------------------------|--------------------|
| ● Express care | A piece of ribbon |
| ● Share power | A paper sun |
| ● Challenge growth & provide support | A wide rubber band |
| ● Expand possibilities | A paper arrow |

- c. Ask parenting adults to share with the group some reflections on what they've learned, done and thought about over the past five sessions:
 - What's **one activity you remember** the most that we did together? What stuck with you about that activity?
 - What have you **done—or talked about—with your family** since we started that you really enjoyed?
 - Out of the many things we've talked about, are there some that **you hope your family will keep doing?** Add their **ideas to a flipchart that they started earlier.**



2. Our Family's Pledge to Keep Connected: Commitment 10 minutes

- a. Have parenting adults help you **set up seven "pit stops" or workstations** around the room for each step in the "Good Habits to Keep Connected Storyboard" (Handout 6.3). These pit stops can be a table, a circle of chairs, or a flip chart that people stand around. (Varying them can help make the activity more interesting.) Post a mini-poster with the steps and descriptions at each pit stop.
- b. Have parenting adults gather around the **first pit stop: Commitment.**

- c. Say that everyone has been thinking about their hopes for their relationships when the youth graduate from high school. (Have a few **parenting adults highlight things they noted earlier** on the flipchart.)
- d. Note that having **positive images of the future** helps you make better choices, **particularly if you also have a plan** to head in that direction. That plan is the focus of the rest of this session.
- e. Give each person a copy of **Family Handout 6.3** (“Good Habits to Keep Connected”).
- f. Read aloud just the introduction and the first section of Handout **6.5a**, “COMMITMENT: What Will We Do to Keep Connected?”
- g. Read aloud the introduction to COMMITMENT in the mini-poster at the workstation. Have parenting adults pair up to help each other think of something they can do that **fits the checklist** in this section.



Parenting adults can **find ideas** from the pledge project, the parenting adult’s notes on Family Worksheet 6.2 (“Your Relationship . . . When It’s Time to Graduate”) or other ideas that have come up. The goal is to think of **JUST ONE THING** for which they can **answer “yes”** to all the questions on the mini-poster.

Encourage participants each to think of just one thing. They can come back to other ideas on their own, if they wish. Family meetings can be a time to do this.

- h. Have them **write one idea in the cloud on their Worksheet 6.3**. Have parenting adults review what they write so they are **comfortable reading it aloud** during the graduation celebration.

Ask parenting adults also to write it on a separate sheet to leave at the COMMITMENT workstation. (You’ll collect these so you have them available for the graduation celebration.)

3. Good Habits for Keeping Connected (rotate around pit stops) 25 minutes

- a. Say something like: *It’s sometimes easy to make commitments or say you’ll do something. But **it can be hard to follow through**, particularly if it’s not part of your routine.*

In fact, today's kids and parenting adults typically say they want to spend time together and they enjoy being together. However, they get busy leading parallel lives and can get out of the habit of connecting and spending time together. The goal of this activity is to help you be more intentional and successful at keeping connected when "life starts to happen."

*Each of these pit stops (and Family Handout 6.3) asks you to think about different things you can put in place to **make it more likely that your family will follow through**. These "pit stops" are like the pit stops that racecars use to refuel and get tune-ups so they can continue successfully. For this activity, we're thinking of pit stops as places to we go to prepare for our "race" toward graduation.*

*The goal is to make these commitments into everyday "good habits" in your families. These things we do to keep relationships strong can **become part of our routine**.*

We're focusing on just one goal or habit during this session. But you can use the same process to work on getting into other good habits in your family.

Facilitators' Roles

During this activity, facilitators should "float" around the room, answering questions, listening to families, and offering insights—without telling parenting adults what to write.

b. **Introduce the topics covered at each pit stop** so families know what to expect:

- Pit Stop 2: Benefits – Parenting adults will write down the benefits they will experience if they make their pledge a positive habit.
- Pit stop 3: Barriers - Parenting adults will think ahead of barriers or roadblocks that might get in the way of making their commitment a habit.
- Pit Stop 4: Plan - Parenting adults will brainstorm ways they can overcome the obstacles they listed at Pit Stop 3. They can use the suggestions on the poster or come up with their own ideas.
- Pit Stop 5: Supports - Parenting adults will brainstorm the people who make up their support system and identify people who can help them stay on track with their goals.
- Pit Stop 6: Rewards - Parenting adults will come up with ideas for ways to celebrate their progress and successes as they work toward their goal.

- Pit Stop 7: Review - Parenting adults will invite their families to make a plan to check in with each other about their progress as a family regularly. It's helpful to start with more regular check-ins and then check in less frequently once their commitment becomes a habit.
- c. Have parenting adults work on their own (or they can pair with someone else, if they choose) and **visit each pit stop**. (They can go in order, or they can be more random so that all the pit stops aren't crowded at the same time.)

If they do not go in numerical order, they should still do pit stop 3 before pit stop 4, because they'll need to know what their barriers are in order to make a plan for overcoming them.)

After they read the description at each pit stop, have them **complete the appropriate part of Family Handout 6.3**, which becomes their guide for putting their commitment into action.

Each pit stop's mini-poster gives them additional background and instructions.

- d. Encourage parenting adults to rotate to a different pit stop at their own pace, averaging about 5 minutes per strategy. (Some may take longer than others.) If they feel rushed, they can focus on one longer, leaving some to complete on their own during the following week.

If they can't get to all of them, have them **focus on the BENEFITS, BARRIERS, and PLANS**. Then have them set a time in the next week when they'll finish the other questions.

- e. Wrap up this activity by bringing parenting adults together to debrief their experiences:
- *What commitment did you make?*
 - *What's one idea you had to create a good habit that you're most excited about?*
 - *What was it like to develop this kind of detailed plan for one goal or commitment?*
- f. Encourage parenting adults to set a time to talk with other family members soon about their ideas, refining the plan with the whole family. Then it becomes a **shared commitment and plan for everyone**.

Encourage participants to post their completed storyboard at home where they will see it and get started at **creating this new, positive habit to keep connected.**

- g. Remind people that **you'll come back to the commitment** at the graduation celebration at the final session.

4. Take the Commitment Home

10 minutes

- a. Give each parenting adult a copy of the **“At-Home Activities for Growing Together” handout** (Family Handout 6.4 a-e).
- b. Note that these activities are a bit different from the others. These focus on things you do together to **maintain and review your commitments** or to get back on track **if you have setbacks or need a boost** (which is common).
- c. Briefly **describe each option** for at-home activities from this session. (Use the summary on the first page.)
- **Have parenting adults decide** where they'll keep these suggestions for when they need them.
 - Emphasize that there are **many more “try it” activities for families on www.KeepConnected.info**. Encourage parenting adults that enjoy the shared activities to check out other activities with their families. They can keep track of what they do on the website, too.
- d. Encourage them to focus in the next week or two on getting used to their commitment and plan for keeping connected.
- e. If they have other ideas they'd like to add to their commitment, invite them use the same worksheet to think through these ideas.



5. Keeping Connected with Each Other

5 minutes

- a. Say that you hope parenting adults in the workshops will **stay connected to each other** after this session.
- If **other opportunities** are set up for parenting adults and families, highlight those.
 - If not, ask if parenting adults if there are **specific things they would like to do together** to keep connected and to keep strengthening family relationships. Perhaps some parenting adults would like to help plan them.

- Ask if they would like to be contacted for other opportunities that you learn about in the community or in your organization.

b. Encourage people to **connect with each other informally**. Now that they know each other, they can benefit from supporting each other when they each need a little extra help. Encourage them to talk with other families about what's working and when they get stuck. As kids grow up, they can learn and grow together.

6. Closing: Preparing for the Graduation Celebration

5 minutes

- Remind parenting adults of the key ideas in this session:
 - Our **expectations or hopes for the future** affect what we do today.
 - **“Good habits” help us stay on track** with the things we want to do, including helping us overcome barriers that come up.
 - We can help to keep our relationships strong by thanking each other and **committing to specific actions** we will do together.
- Congratulate parenting adults on the thought they've given to the habits they want to form and maintain to keep connected through the teen years.
- These commitments will depend on families following through. Sometimes they will slip, and they'll want to reset, refocus, and try again. It's hard to start new habits. They can turn to each other for support, tips, and encouragement.
- One thing we do to help us stay on track with things that are important to us is to “go public” with our commitments. Telling others what we intend to do can increase the likelihood that we do it. They also can encourage and support us in our commitments.
- That's why we have a graduation celebration for our final session. You'll have a chance to state your commitments. But, more important, you'll have a chance to celebrate and be recognized for ways you've learned and grown through this workshop series.
- Talk through logistics for the graduation celebration. If parenting adults are inviting supportive friends and family, talk through those logistics and how the group will include the visitors and make them feel welcomed.
- Tell parenting adults you'll be asking them to complete a feedback survey at the graduation celebration. It is designed to help improve future workshops. It is not a test.

h. Thank parenting adults again for their participation in the series.

2. Follow-Up to the Session

a. Keep the materials you'll need for the graduation celebration, including:

- The Family Pledge to Keep Connected boxes, crests, collages, t-shirts, or other art that was created.
- The Commitment statements from each family from Handout 6.3, "What Will We Do to Keep Connected?"

b. 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>

c. Prepare to collect feedback from participants through feedback surveys. Search Institute has created surveys you can use. Participants can complete them online, or you can download them for them to complete on paper. You can then enter the responses, and Search Institute will generate a report on your participants (at no cost to you). You need to sign up in advance to get a unique code for your participants. Go here to complete the process:

<https://keepconnected.searchinstitute.org/register-login/feedback-and-evaluation-resources/>