



SESSION 1

# Thriving Through the Teenage Years: The Power of Family Relationships

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**In addition to this facilitator guide, you will need the following to lead these sessions:**

- The accompanying **PowerPoint deck**.
- Participant handouts, which are in a separate **Family Workbook**, which families should receive in advance of the series. It includes material for the whole workshop series.
- Materials for the **Keep Connected Pledge and Plan** are provided separately. Four options are provided, depending on the project your organization selects. Families should be provided with the guide and materials for the project your organization has selected.

## Overview

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This session introduces the *Keep Connected* series. It invites youth and parenting adults to explore their hopes and expectations about family relationships as they prepare for the teenage years. Participants are introduced to the five keys to strong parent-youth relationships, and they learn what to expect in the online sessions so that they feel comfortable with—and enthusiastic about—participating.

## Learning Objectives

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Participants will . . .

- Gain perspective on the challenges and hopes they have as youth approach the teenage years.
- Be introduced to the five keys to strong parenting adult-youth relationships.
- Begin to build relationships and trust with each other and with the facilitator.
- Commit to at least one activity they will do to explore their family relationships before the next session.

## Activities at a Glance

### Session 1

### Thriving Through the Teenage Years: The Power of Family Relationships

Total Time:  
**60**  
**minutes**

<b>Parenting Adult Session (30 minutes)</b>	
Launch the Meeting Platform (10 – 15 minutes before start time)	
1. Welcome and Introductions	5 min
2. Introduction to the Workshop Series	8 min
3. The Middle School Years: Then and Now	15 min
4. Transition to the Family Session (with youth)	2 min
<b>Youth Session (30 minutes)</b>	
Launch the Meeting Platform (10 – 15 minutes before start time)	
1. Me and My Fab Fam	10 min
2. Poll: What Are Some Relationship Strengths You Experience in Your Family?	8 min
3. What Do We Expect from Each Other (including from our Parenting Adults)?	10 min
4. Transition to the Family Session (with The Parenting Adults)	2 min
<b>Family Session (Youth and Parenting Adults Together) (30 minutes)</b>	
Launch the Meeting Platform (10 – 15 minutes before start time)	
1. Family Character Strengths Bingo	10 min
2. Setting Shared Expectations	5 min
3. Relationships in Our Families	10 min
4. Continue the Conversation Through the Week	3 min
5. Wrap Up	2 min

## Facilitator Planning Worksheet

Use this set of worksheets to prepare for leading the sessions. Take notes that help you remember how you want to approach each section. Add notes for local contextual information or stories. Use this to make the sessions really work for you. Eventually, you will be able to lead the session with just these notes and the slides.

Activity	Facilitator Notes	Materials, Slides, Handouts, and Tech	Time Needed/ Est. Start Time
<b>PARENTING ADULT SESSION</b>			
<p><b>PRE-SESSION: Launch the Platform</b>  <u>Purpose:</u> Set the stage for building relationships; confirm everyone’s tech.  <u>Method:</u> Relaxed, informal conversation.</p>		<ul style="list-style-type: none"> <li>Webinar platform (e.g., Zoom)</li> <li>Slide #1</li> </ul>	10 – 15 minutes <b>before start time</b>
<p>1 <b>Welcome and Introductions</b>  <u>Purpose:</u> Help participants relax and begin to get to know each other.  <u>Method:</u> Ice-breaker discussion.</p>		<ul style="list-style-type: none"> <li>Slide #2, #3</li> </ul>	5 min
<p>2 <b>Introduction to the Workshop Series</b>  <u>Purpose:</u> Introduce the approach, structure, and goals of Keep Connected and expectations for participation.  <u>Method:</u> Vote-with-your-feet exercise.</p>		<ul style="list-style-type: none"> <li>Slide #4, #5</li> <li>Annotate in Zoom (see options)</li> <li>Handout 1.1</li> </ul>	8 min
<p>3 <b>The Middle School Years: Then and Now</b>  <u>Purpose:</u> Reflect on the fun and challenges of being a young teen and how growing up has changed since parenting adults were that age.  <u>Method:</u> Pair-and-share discussion</p>		<ul style="list-style-type: none"> <li>Prepared <a href="http://www.Linolt.com">www.Linolt.com</a> sticky note canvas</li> <li>Slide #6</li> </ul>	15 min
<p>4 <b>Transition to Family Session</b>  <u>Purpose:</u> Clarify expectations about parenting adult-youth interactions in joint sessions.  <u>Method:</u> Parenting adults move to youth space.</p>		<ul style="list-style-type: none"> <li>Side #7</li> </ul>	2 min

Activity	Facilitator Notes	Materials, Slides, Handouts, and Tech	Time Needed/ Est. Start Time
<b>Youth Session</b>			
<p><b>PRE-SESSION: Launch the Meeting Platform</b>  <u>Purpose:</u> Set the stage for building relationships; confirm everyone’s tech.  <u>Method:</u> Relaxed, informal conversation.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Slide #10</li> <li><input type="checkbox"/> Zoom platform</li> </ul>	10 – 15 minutes <b>before start time</b>
<p>1 <b>Me and My Fab Fam</b>  <u>Purpose:</u> Youth share interesting, positive things about themselves and their family in a fun, non-threatening way  <u>Method:</u> Youth move around; release energy</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>	10 min
<p>2 <b>Poll: What Are Some Relationship Strengths You Experience in Your Family?</b>  <u>Purpose:</u> Introduce youth to the five keys by focusing on strengths in their own families.  <u>Method:</u> Take an online poll</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Zoom poll feature (or other option)</li> <li><input type="checkbox"/> Slide #11</li> <li><input type="checkbox"/> Slide #12</li> </ul>	8 min
<p>3 <b>What Do We Expect from Each Other?</b>  <u>Purpose:</u> Identify group norms for the sessions to use with parenting adults  <u>Method:</u> Whole-group brainstorm and priority-setting online.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Whiteboard and Annotation features in Zoom</li> </ul>	10 min
<p>4 <b>Transition to Family Session</b>  <u>Purpose:</u> Prepare youth to participate in the session with parenting adults  <u>Method:</u> Brief discussion</p>		<ul style="list-style-type: none"> <li>• Slide #13</li> </ul>	2 min

Activity	Facilitator Notes	Materials, Slides, Handouts, and Tech	Time Needed/ Est. Start Time
<b>Family Session</b>			
<p><b>PRE-SESSION: Launch the Meeting Platform</b>  <u>Purpose:</u> Set the stage for building relationships; confirm everyone’s tech.  <u>Method:</u> Relaxed, informal conversation.</p>		<ul style="list-style-type: none"> <li>Webinar platform (e.g., Zoom)</li> </ul>	10 – 15 minutes before start time
<p>1 <b>Family Character Strengths Bingo</b>  <u>Purpose:</u> Affirm family strengths in order to boost confidence and trust as series begins  <u>Method:</u> Community- and trust-building activity within and among families</p>		<ul style="list-style-type: none"> <li>Slide #15</li> <li>Handout 1.2</li> </ul>	10 min
<p>2 <b>Setting Shared Expectations</b>  <u>Purpose:</u> To begin creating shared norms for group participation and interaction  <u>Method:</u> Youth presentation and discussion</p>		<ul style="list-style-type: none"> <li>Completed slide with expectations from youth session</li> </ul>	5 min
<p>3 <b>Relationships in Our Families</b>  <u>Purpose:</u> Introduce the five keys to relationships while affirming the ways families already build relationships  <u>Method:</u> Brainstorming and idea-sharing activity</p>		<ul style="list-style-type: none"> <li>Slide #17, #18, #19</li> <li>Handout 1.3, 1.4</li> </ul>	10 min
<p>4 <b>Continue the Conversation Through the Week</b>  <u>Purpose:</u> Introduce plans for completing the Follow-up to continue learning  <u>Method:</u> Family discussion with workbooks</p>		<ul style="list-style-type: none"> <li>Handout 1.5</li> <li>Slide #21</li> <li>Choice of 1: Slide #23-25</li> </ul>	3 min
<p>5 <b>Wrap Up</b>  <u>Purpose:</u> Thank participants and remind them of the next session  <u>Method:</u> Presentation</p>		<ul style="list-style-type: none"> <li>Slide #26</li> </ul>	2 min

## Preparation Before the Session

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### 1. Prepare to facilitate the sessions

- a. Read all the way through the session carefully so you understand the full flow, the goals, and all the activities and elements. Imagine the families you will be with and how they will respond to the session.
- b. Carefully review the session in detail, taking notes that will help you remember each section and how you will facilitate it. Make notes in sections that you want to emphasize or refine based on the interests and needs of the families participating.
- c. Review all the slides to be sure they maintained formatting on your computer. Adjust them as needed. Also review them to be sure they fit your context. Add your organization's logo if you choose. (See additional guidelines in the notes on the first slide.)
- d. Gather all the supplies you need.

### 2. Prepare the **interactive features** for the session or plan for alternatives.

- a. Be sure you familiar with Zoom's annotation feature for both the Parenting Adult and Youth sessions.

(Learn more about Annotation here: <https://support.zoom.us/hc/en-us/articles/115005706806-Using-annotation-tools-on-a-shared-screen-or-whiteboard.>)

If you do not think annotations will work well with our group, you can use one of these options:

- Turn the annotation slide into a poll. Just keep it multiple choice, and have people select their top two features.
  - Or you could have people call out their favorite features.
- b. For the youth session and the family session, be sure you are familiar with **Whiteboard in Zoom** (or a similar feature in your platform).

[You may watch [this video](https://youtu.be/jQ4-wrwHAXk) to learn more about it (<https://youtu.be/jQ4-wrwHAXk>).]

- c. Create the Zoom poll for the "Strengths in Your Family" activity in the youth session. To learn how to create and use Zoom polls, visit:

(Other free polling options are available online as well. Just search for one that works well for you.

- Add this text to the poll:

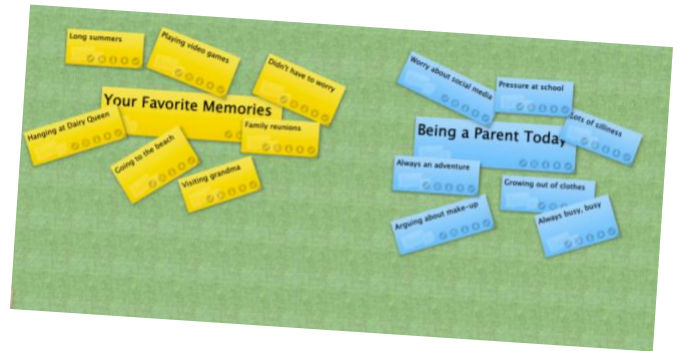
Pick up to 3 statements that fit your family best. (You don't have to be perfect at them.)

- We help each other feel important.

- We ask follow-up questions so others know we are listening carefully.
- We help each other learn from mistakes.
- We expect each other to use our strengths or gifts.
- We help each other solve problems so we can reach our goals.
- We work together to stay on track, follow the rules, and get things done.
- We plan things together.
- When we make decisions, we consider what other people in the family think.
- We help each other discover interesting new things.
- We help each other imagine different possibilities for our future.

**OPTION:** If you're not able to create polls, you can just display SLIDE #11, and have youth raise their hands (or mark using Annotation) the statements that are important to them. However, these approaches are generally not as fun as polls.

- d. For the parent session, open a free account at [www.Linoln.com](http://www.Linoln.com)<sup>1</sup> to create a canvas for the activity “The Middle School Years: Then and Now.” For advance set-up, simply create two sticky notes with larger type, each on a different color. One should read: “Your Favorite Memories.” The other should read: “Being a Parent Today.” Place them on two sides of the Lino canvas so that participants can add their own stickies around these two labels. (See example on the right.)



3. **Connect with youth and parenting adults** (via text, phone, or email, depending on their preferences):
- a. See how they're doing. Follow up on anything significant that you know was happening in their lives. Share something you're excited about personally. Take a minute first to connect.
  - b. Confirm their participation.
  - c. Check that **they'll have the technology they will need** when you'll be hosting the sessions.
    - **If you are offering the parent and youth sessions at different times**, each family only needs one computer connected to the Internet.
    - **If you are offering the parent and youth sessions at the same time**, the family will need *two* computers, two Zoom (or other platform accounts), and the ability to log into two different computers with Internet connections. (If you sign into Zoom from a second device, you will be signed out of the first one, according to a [Zoom FAQ](#).)

<sup>1</sup> Lino is a sticky note and photo sharing service that we have found to be simple to use and more than adequate in its free version for use in Keep Connected. (A premium version is \$3 per month.) If you have issues with it (such as an inability to access it), please let us know so that we can reconsider whether to rely on this platform, if needed.

If families don't have what they need to participate, problem-solve together so you're sure they can participate.

4. **Do a dry run** through the session with your co-facilitator. Talk through any potential logistical snags and what you plan to do about them. Finalize your plans in advance of the session so you can **be fully present** as families log in for the session.
5. **Double-check your technology as well** to be sure everything works several hours before you are scheduled to begin.

## Parenting Adult Session

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### 1. Launch the Meeting Platform (e.g., Zoom) 10 to 15 minutes before the start time

- a. As parenting adults sign in to the online meeting, greet them individually. Thank them for joining and participating.
- b. As others are joining, display SLIDE #1.
  - What's something you're pretty good at that not a lot of people know about? How did you learn it?
  - If you could have any musician come perform at a party for you, who would you invite?

Don't require people to answer, but encourage light-hearted conversation while others are joining the group.

- c. Confirm that parenting adults have their workbook (shown on SLIDE #1) with them that you distributed after they signed up for the workshop series. If needed (and it's possible), offer to send what they need for the session via email or as an attachment in the chat program or elsewhere in your webinar or conferencing platform.
- d. If they haven't done so already, encourage everyone to **be sure their name is shown on the screen** and that their **camera is on** so everyone can see each other. Unless they have a lot of background noise, ask them to **keep their microphone on** (not on mute) to make for a more natural conversation.

### 2. Welcome and Introductions 5 minutes

- a. **Welcome participants** to the session. Show the session title SLIDE #2, letting them know the title of the session is "Thriving Through the Teenage Years: The Power of Family Relationships." Our primary goal is to give you opportunities to strengthen your relationships in your families, even if they are already strong, and also to build some new relationships with other families.

- b. If they haven't done so already, encourage everyone to **be sure their name is shown on the screen** and that their **camera is on** so everyone can see each other. Unless they have a lot of background noise, ask them to **keep their microphone on** (not on mute) to make for a more natural conversation.
- c. Display SLIDE #3: Introductions. Say you'd like them to **introduce themselves** by sharing:
  - their first name;
  - the names of other people they consider to be part of their family; and
  - one thing they enjoy doing together as a family (in just one sentence).

Introduce yourself by going first and modeling how you'd like them to be brief but relaxed and informal.

- d. After you've finished, **identify someone to go next**. They'll introduce themselves, then **they ask someone else to go**—until everyone has introduced themselves.

### 3. Introduction to the Online Workshop Series

8 minutes

- a. Display SLIDE #4. Explain that the workshop series they are starting, *Keep Connected*, has some features that other parenting adults and youth have found to be valuable. You will read each feature that is part of *Keep Connected*. Afterwards, they will pick two that are most important to them, know they may value more than 2. They will use the Annotation feature in ZOOM to mark the one they pick.

(To learn how to use Annotation, go to: <https://support.zoom.us/hc/en-us/articles/115005706806-Using-annotation-tools-on-a-shared-screen-or-whiteboard>.)

- Options:
  - You may prefer to turn the annotation slide into a poll. Just keep it multiple choice, and have people select their top two.
  - Or you could have people call out their favorite features.
- b. Use these notes as needed to comment on their answers:

#### 1) Learn how our family can better communicate and make decisions together.

*Comments: Many families who participate in Keep Connected say that they experienced improvements in these areas.*

#### 2) Learn ways young people can do their part to make your family stronger.

*Comments: Strong family relationships aren't just the job of parenting adults. Both kids and parenting adults play important roles. The workshops invite parenting adults to give kids more of a voice in family life.*

**3) Discover ways our family can become closer and have fun together.**

*Comments: The series focuses on strengthening relationships between parenting adults and youth. Every relationship has strengths as well as challenges. So, you don't need to be embarrassed about what you're working on. In addition, relationships change as youth grow up. This workshop helps your family think about what you can do to make your relationships as strong as possible.*

*Positive relationships in families don't make everything easy. But they can families be happy and successful through the teen years.*

**4) Learn by participating in activities and discussion, not just listening to lectures.**

*Comments: In these workshops, you'll spend time in activities, projects, and discussions. You'll talk with other youth and adults, but you'll also have time with other family members. It will be the best experience for everyone if we all participate and contribute.*

**5) Get to know youth and adults from other families.**

*Comments: Through this workshop series, you will connect with other families who have similar experiences, challenges, and successes as your family. In many places, families that participate want to keep in touch with each other after the workshops are completed.*

**6) Try things at home based on what we explore during these sessions.**

*Comments: Each session, you'll get family activities and tips to use between sessions. They are designed to help you deepen relationships in your family. Some are discussions. Others are activities and games. You can pick the ones that best fit your family.*

c. After you've completed all the statements, answer any more questions parenting adults have before moving to the next activity. Refer them to Handout 1.1 for more information about the series.



d. Highlight the key ideas in this session using SLIDE #5:

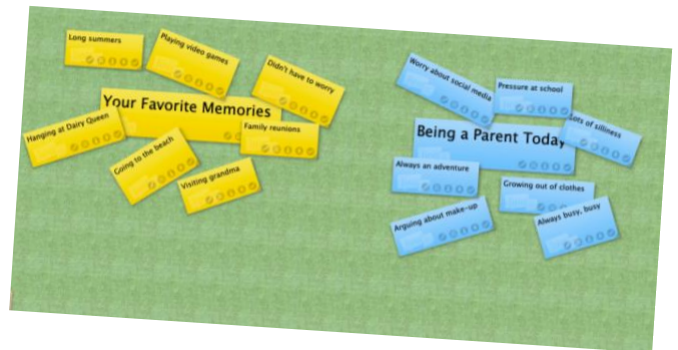
- Young people do best when they have strong relationships with parenting adults through the teen years.
- Those relationships change through the teenage years. We need to adapt relationships to keep them strong.
- Five key actions help to keep these relationships strong.

#### 4. The Middle School Years: Then and Now

15 minutes

a. Remind participants that *Keep Connected* is for families with kids between about ages 10 to 15. This is a time of **lots of transitions** often including changing schools, changing bodies, and changing relationships. Say: *This next activity helps us remember when we were about that same age—between age 10 and 15.*

b. Ask people to go **to the Lino.com canvas** that you created in advance. Send them a link to the page in the chat. (You may have chosen to use a whiteboard in Zoom or another tool instead.)



c. Show parenting adults how to select the color of stickies you selected for “Your Favorite Memories.” Then ask them to think of *their favorite memories of what it was like to be a young teen (about ages 10 to 15)*. (If they don’t know where to start, ask them to recall favorite activities, people, or their family.)

d. When they think of something, have them type each idea on a separate sticky and add it next to the large sticky where you wrote, “Your Favorite Memories.” They can each add as many as they’d like. As people add ideas, move them around to be near other ideas that are similar. But don’t cover ideas up. Give them about 2 minutes.

e. Then ask people if they see some patterns or main ideas. They may say one of the stickies captures the essence of several ideas. Put it above the others, and sort the stickies so that everyone can see the clear clusters. Don’t spend time refining the list.

f. Now shift to the other side of the canvas where you have posted (or can now post) “Being a Parent Today”) on a different color of sticky note. Like before, have parents think of answers to this question and write them in the second color of sticky notes: What phrases would you use to describe **being a parent** of a 10- to 15-year-old today?

g. Again, they can each add as many as they’d like. As people add ideas, move them around to be near other ideas that are similar. Give them about 2 minutes.

h. Bring participants together and ask if they see some patterns or main in these new stickies. What do they see as some of themes about being a parent today? Cluster ideas together. If you need to add stickies that summarize key ideas, do so. (You can do so in a different color so they stand out.)

i. Finally, ask the parents to compare the two sets of stickies. Use the following questions:

- *What do you notice when you compare the two lists? What similarities and differences do you see?*
- *What surprises you?*

- *What do you think is behind differences in these two lists? (This can include passage of time and also the different perspective: being a young person and being a parenting adult.)*
- *How might your kids describe what this age is like for them? How is that similar to or different from your memories?*

j. As needed, you may choose to elaborate on or add in some of the following comments as they make sense within the flow of the conversation. However, be sure to give participants time to share their thoughts, rather than jumping in with your thoughts right away. If you don't have time share any of these ideas, that's okay; **it's more important for parenting adults to share their experiences and thoughts first.**

- Kids and parenting adults often approach these years very differently. **Kids can get excited** as they discover new things. That's normal, but it can be **scary for parenting adults**. So, we worry about things they are seeing, hearing, and doing. And that's also normal.
- Making it more complicated, kids are also forming **new relationships** with friends and other adults. Sometimes that can make us feel less important or valued. We may think they don't need us any more—or we're losing them.
- We want to **protect our kids**, because we want the best for them. (Maybe we see ourselves in them, and we know how hard it can be.) But our need to protect them can sometimes **clash with their need** to discover how they fit in the bigger world.
- **Some kids really face difficult challenges** during these times. Some make choices that trouble us. For example, some young people experiment with or use alcohol, tobacco, or other drugs during the teen years. How do we know whether and how to intervene? How much do we need to let them work through it themselves?
- Though bigger problems come up for some families, **most of the changes and challenges are normal**—even if they're hard. **Relationships can also make it easier to talk** about the problems when they do come up.
- The core idea of *Keep Connected* is that these years will be much better if we work together to **maintain a positive relationship through all the changes and challenges**. The ways we interact with our kids can make a big difference in whether the challenges escalate or whether we grow through them.
- Part of what we hope to gain through these workshops is a **fresh perspective and some positive strategies** to work together on in our families. We also hope that, over time, you'll feel comfortable turning to others in this group for **encouragement, ideas, and support**.

- k. Leave the Lino platform and go back to Zoom. You may choose to reinforce the conversation by summarizing key points on SLIDE #6, if you have time. (They are based on the notes above.)

## 2. Transition to the Family Session (with youth)

2 minutes

**If you are continuing with a parenting adult-only session, skip this section. Go to the “Extended Parenting Adult Session Plan.”**

- a. Say that it is time to combine the session with the youth. Before doing so, briefly highlight the purpose of the combined parenting adult-youth sessions and some ways the parenting adults can help the sessions go well. Show SLIDE #7 and cover these points in your words:
- *These family sessions are designed to be **enjoyable** ways for you to learn together with your kids and with other families.*
  - *The purpose is **not for you to “teach” your child**, but for everyone to learn and practice together. That may feel awkward at first, but most parenting adults end up really enjoying learning things together with their child, particularly when their kids get older.*
  - *You’ll spend time with youth from your own family so that you can practice together. You’ll also spend time with other families.*
  - ***If your child isn’t with you during a session**, ask another family if you may join them. Or you can connect with other parenting adults who are in the session without their children.*
  - ***One of the keys to a positive parenting adult-youth relationship is the idea of “sharing power.” We’ll talk more about that in next session. The family sessions will emphasize ways we share power by ensuring that adults don’t dominate the conversations. This means that there may be times when we’ll ask you to hold back your own thoughts so the young people have a chance to be heard.***
  - *Different youth will be more or less comfortable interacting with adults, particularly in group settings. Be sensitive to this, and use this as a chance to help them get more comfortable. This is an important role that adults play in helping young people learn to become part of the adult world as they move through the teenage years.*
  - *If you have time, invite parenting adults to add other insights about what will make the family sessions work really well.*
- b. Transition to the joint family session.

SLIDE #8 is a divider slide that you do not need to show.

SLIDE #9 is a title slide that is not in the script. You may choose to use it if you wish at the beginning of the youth session, depending on your schedule.

### 1. Launch your meeting platform (e.g., Zoom) 10 to 15 minutes before the start time.

- a. As youth sign in to the online meeting, greet them individually. Thank them for joining and participating.
- b. As others are joining, display SLIDE #10.
  - What's something you're pretty good at that not a lot of people know about? How did you learn it?
  - If you could have any musician come perform at a party for you, who would you invite?
  - Don't require people to answer, but encourage light-hearted conversation while others are joining the group.
- c. If they haven't done so already, encourage everyone to **be sure their name is shown on the screen** and that their **camera is on** so everyone can see each other. Unless they have a lot of background noise, ask them to **keep their microphone on** (not on mute) to make for a more natural conversation.

### 2. Me and My Fab Fam

10 minutes

NOTE: Show the screen in **gallery view without slides**. Have youth turn their cameras and microphones on. Everyone needs to be able to see each other.

- a. Welcome youth to the session. Briefly introduce yourself. Explain that these workshops are about **family relationships**. They will learn about five keys to strong family relationships and how they as young people play a role in building strengths in their families. You also hope that they get to know you and each other better as well. Say that there are three key ideas in this session:
  - Young people (like them!) do best when they have strong relationships with parenting adults through the teen years.
  - Those relationships change through the teenage years. We need to adapt relationships to keep them strong.
  - Five key actions help to keep these relationships strong. Those five keys will be the focus of this workshop series.

Give youth a chance to comment on or ask questions about any of these, if they choose. Highlight topics that will address questions, and encourage them to bring up appropriate issues with their families. But mostly assure them that they will have a strong voice in the

conversations throughout the workshop series. Also remind them that every family has both strengths and struggles, and that the workshop series will acknowledge both.

- b. Introduce the “**Me and My Fab Fam**” game as a way to help get to know each other and move around at the same time. You will call out a characteristic and an action. If someone matches the characteristic, then they need to do the action. If several people do it at the same time, that’s fine. When they’re done, they should give their first name and say a little bit about the topic.

For example, you might say: “If your family own one or more chickens, stand up and flap your arms.” Then if someone stands up and flaps their arms, you would be sure they say their names. Then you might ask more about the chickens, repeating the young person’s name. Sandi, are they pets or farm chickens? Do any have names? Other youth can ask questions, too. Another option: If a lot of youth respond one way, you can ask those who don’t to chime in—whatever makes for a fun, get-to-know-you conversation!

- c. In Display 1A, “Move for a Minute,” are 20 statements (many more than you can use). Start with one or two that most youth can answer so that they participate right away. (Questions that are more likely to be common are in bold.) Just use as many as you need for the time you have allotted. Try to remember information about each young person so you can connect with them later.
- d. Confirm that everyone understands. Also confirm that everyone’s web camera and sound are on. Have everyone stand up to play, then begin. Keep going for as long as time allows and as long as the energy is good. Then say, if you learned something new about someone, “clap your hands and sit down,” as you thank everyone for participating.

**NOTE:** Depending on the group size of and how talkative they are, you can ask fewer or more follow-up questions. The goal is to help youth:

- learn each other’s names;
- get comfortable talking with each other;
- find things they can talk about; and
- Move around so they don’t get restless and to help with any nervousness.

**Be sure not to push them to say things that might embarrass them.**

**INCLUSION:** If someone has physical limitations, adjust the actions so they can participate fully.

**ABOUT THE QUESTIONS:** There are 20 questions—far more than you can use. They are organized in the table into four categories to help you find different questions to add variety to the conversation. Adapt them to your context, program, or culture, and based on what you know about the young people involved, or make up others that fit your group better.

## Display 1A: Move for a Minute

Your Background	What You Like	Your Family	I Can't Believe It!
<p>1. If you have lived in the same town or city since you were born, march in place.</p> <p>2. If you have ever lived outside of this state (or province or country), stretch your arms out like an airplane and take a walk around the perimeter of the room you're in right now.</p> <p>3. If you have heard something unusual or funny about the story of your birth or adoption, sit down and stand up three times.</p> <p>4. If your birthday falls on a major holiday, shake your <u>right leg</u> eight times.</p> <p>5. If you've had to deal with a significant challenge while growing up, pretend to be lifting heavy barbell weights over your head 10 times.</p> 	<p>6. If you like to sleep in late on the weekends, stretch your arms in the air like you're yawning.</p> <p>7. If you really like spending time outside in nature, walk around the room kicking your feet like you would kick piles of leaves.</p> <p>8. If you like to play soccer, run in place for 10 seconds.</p>  <p>9. If you like to read books, find a book nearby and balance it on your head.</p> <p>10. If you like to play a musical instrument, pretend to play it in the air, like air guitar, air drums, air tuba, or something else. Keep playing until someone guesses what instrument you're playing.</p>	<p>11. Do as many jumping jacks as you have brothers and sisters. (For example, if you have four brothers and sisters, do four jumping jacks.)</p> <p>12. If your family includes pets, bend down and touch your toes—once for each animal you see as part of your family.</p> <p>13. If your family speaks more than one language in your home, shake your <u>right arm</u> eight times.</p> <p>14. If your family has more than five people in it, clap your hands. (<i>If youth include their extended family, that's great. There are lots of ways to think about who's in our family.</i>)</p> <p>15. If your ancestors have been on this continent for more than 200 years, turn your upper body back and forth from the waist up a few times.</p> <p>16. If your family has four generations that are still living (that is, you have great grandparents still living or you're an aunt or uncle, and you also have living grandparents), stand with both of your <u>hands</u> waving in the air.</p>	<p>17. If you have ever eaten crickets, grasshoppers, worms, or other bugs, make a chirping sound like a cricket.</p> <p>18. If you have ever met a celebrity who most of us would recognize, strut around like you were on the red carpet at an awards show.</p> <p>19. If you have climbed a mountain higher than 15,000 feet above sea level, raise each leg to the side four times.</p>  <p>20. If you have sung or performed music in front of more than 1,000 people, shake your <u>left arm</u> eight times.</p>

### 3. Poll: What Are Some Relationship Strengths You Experience in Your Family?

8 minutes

- a. Briefly say that we've begun to get to know each other in some new ways through the "Me and My Fab Fam" activity, and we'll get to know each other more and more through these Keep Connected sessions. This series focuses on **family relationships** and how they help us all **grow up to be responsible, strong, and successful**. It uses research from Search Institute on the kinds of things we experience in relationships that are important in shaping our lives. Researchers believe that all families have both strengths and challenges, and the goal is for us to find ways to build up our strengths to help us through challenges.
- b. To get us thinking about some of the strengths we have in our family relationships, we're going to have a poll that includes some of the things that are included in the research. The statements in the poll reflect some of the things we'll be exploring during this workshop series. As you look at the poll, **pick up to three statements that fit your family most of the time**. It's not a test, and no one will see your answer. It's just to get us started with the conversation today.
- c. **Launch the Zoom poll** that you set up in advance of the session. Give youth time to select 2 to 3 options. If they're struggling, just suggest that they can select two or three that they have experienced the most. If they can't find any, they don't have to put any.

**OPTION:** If you were not able to create polls, you can just display SLIDE #11, and have youth raise their hands (or mark using Annotation) the statements that are important to them. However, these approaches are generally not as fun or quick as polls.

*If you notice that any youth are struggling to identify strengths, pay attention to how they respond and participate in the rest of the session, in case they need extra support.*

- d. After the youth have completed the poll, display the results. Ask:
  - Do you notice any patterns?
  - Are some statements more widely seen as strengths than others? Does that make sense to you? Can you give an example of what that is like as a strength in families you know?
  - Do you see anything that surprises you? What about it surprises you?

If needed, remind them that you only let them pick two or three, so it doesn't mean the others aren't present. It just means they weren't dominant in people's thinking.

- e. Show SLIDE #12. It connects each of the statements to one of the five keys to strong youth-parent relationships. Have different youth read each of the five elements in the left column: Express Care, Challenge Growth, Share Power, and Expand Possibilities.
- f. Explain that Search Institute's research identified these **five keys to strong youth-parent relationships** and, actually, these five elements can be nurtured in any relationship that helps us learn, grow, and thrive. This whole workshop series helps us be more intentional

about nurturing these five keys in our families. We'll focus on them in these youth sessions, with our families, and in activities we do as families between these sessions.

**4. What Do We Expect from Each Other (including from our Parenting Adults)?** 10 minutes

- a. Explain that each session you're going to spend the first part with youth and parenting adults in separate sessions talking about similar content with each other. Then you will join with the adults to work with your own families and with other families. That may feel awkward for some people—both youth and adults—who haven't been part of online intergenerational workshops or sessions like that.
- b. Say: *One way to make these online sessions most enjoyable is to be **clear about what we expect** from each other, including the parents and guardians. So, I'd like you to think about times you've been in groups where you learned a lot and really enjoyed being there.*
- c. Have youth think about how they are expected to act in other online settings that are most engaging. (If they're stumped, rephrase it to ask what rules they are asked to follow.) Ask them which expectations or rules have helped **make the class or group work better**.
- d. **Open the Whiteboard** feature in Zoom through the "Share Screen" function.

(To learn more about using the Whiteboard, watch this tutorial video:

<https://youtu.be/jQ4-wrwHAXk.>)

- e. Ask: **What should we expect of each other so that we all have a good experience?** Say that since the series will also include adults, the group should keep in mind guidelines that they would want both youth and adults to follow. **Type all of the ideas on the Whiteboard** using the Text tool that's visible when you're using Whiteboard. (You can move text around using the Select tool.)

- f. If needed, you might ask the group to consider these kinds of ground rules if they don't come up:

- **Participate while also allowing others to participate** so that we can hear from many people.
- **Try to stay on topic.** The workshop topics will bring up lots of personal experiences. We won't be able to cover all the topics during sessions.
- **Keep cameras on.** It's easier to feel more connected to each other when the cameras are on. (You may want to talk about when it's okay to turn them off.)

**Extra Idea – Parking Lot**

Consider introducing the idea of a Parking Lot, where you can write down questions or topics that come up that are important but may need to be revisited at a different time or place. People can send parking lot questions in the chat too, and you'll keep them and be sure they're brought up at the right time.

- **Don't multi-task.** It can be easy to do other things while you're in a Zoom meeting. But an important goal of Keep Connected is for people to get to know each other. That's hard to do when people aren't really pay attention. This depends on people participating.
  - **Mute only when there's background noise.** When someone is presenting, it's often best to mute and only unmute to ask a question. But Keep Connected is designed for small groups to be in meaningful conversations with each other. That's easier when everyone is not trying to remember to unmute. Of course, if someone has a lot of background noise, muting can be important.
  - **Avoid using cell phones** and other digital devices. Not only does it make it harder for to participate, it distracts the facilitator and other participants. If you have to use your phone, please step out and come back as quickly as you can.
  - **Support and encourage each other.** Everyone comes to this workshop with different experiences and values. By listening to and learning from each other, all can grow, even if we don't see eye to eye.
- g. After 2 to 3 minutes of brainstorming, ask youth to **use the Annotation feature in Zoom to mark 2-3 of the expectations** on the Whiteboard that they think are most important to follow while together in this group, including with parents and guardians.

(To learn how to use Annotation in Zoom, go to: <https://support.zoom.us/hc/en-us/articles/115005706806-Using-annotation-tools-on-a-shared-screen-or-whiteboard>.)

- h. When they've all voted, use the Draw tool in Zoom to **mark the 4 or 5 with the most votes**. Ask the youth if they can agree to this list for now. (Point out that you can refine it later if something comes up.)
- i. Then ask if they will share the list with the parenting adults to see if the they would be willing to agree to follow the same expectations during the workshop series. Give time to make any changes they want to make based on that information. Then save the white board, using the "save" tool in the black toolbar. (If they want to make more changes later, they'll have opportunities.)
- j. Ask if there is a young person (or a few) who would be willing to present the list to the adults. Talk through how they want to do it and give them a chance to practice.
- k. Type the final list onto the slide labelled "Group Expectations" before the family session. (Or you can use the saved PDF or PNG file from the Whiteboard as an image on this slide.)

## 5. Transition to the Family Session (with parenting adults)

2 minutes

- a. Show SLIDE #13. Say that the session will continue when you combine with the parenting adults. Explain the details of how it will work, based on your plans.
- b. Remind youth that they are going to be sharing their group expectations agreement with the adults and how they'll be doing it. Address any questions or concerns they have.
- c. Explain that they will be doing activities with their own families and other families as well. Encourage them to participate fully and to speak up when they have something to contribute. Let them know that even though they will be with adults, they will all be learning together.
- d. Transition to the joint family session.

SLIDE #14 is a divider slide that you do not need to show

SLIDE #15 is a title slide that is not in the script. You may choose to use it if you wish at the beginning of the family session, depending on your schedule.

## Family Session

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1. **Launch Your Meeting Platform (e.g., Zoom) 10 to 15 minutes before the start time** (if you aren't beginning immediately after the parent and/or youth session).
  - a. As families sign in to the online meeting, greet them individually. Thank them for joining and participating. **Youth and parenting adults from one family should join from the same computer.**
  - b. Confirm that families have their workbook with them. If needed (and it's possible), offer to send what they need for the session via email or as an attachment in the chat program or elsewhere in your webinar or conferencing platform.
  - c. If they haven't done so already, encourage everyone to **be sure their name is shown on the screen.** (If they can include all family members' first names, that's best.) Ask that they turn their **camera on** so everyone can see each other. Unless they have a lot of background noise, ask them to **keep their microphone on** (not on mute) to make for a more natural conversation.
  - d. As time allows, invite them to share any insights they gained from the parent or youth sessions they participated in. You may even prompt them by asking about specific aspects of the session. (This approach helps to reinforce the session and it may help anyone who may not have been there or wasn't paying attention to get caught up.) For example:
    - **Youth:** What were some things you learned about some of the other youth?
    - **Parenting adults:** What was most striking to you as you thought about what it was like for you to grow up compared to being a teenager today?
    - **Youth:** Did something in the poll about family strengths stand out to you?
    - **Parenting adults:** Are there some things you learned about this workshop series that you think will make it interesting or useful for your family?

## 2. Family Character Strengths Bingo

10 minutes

- a. Introduce yourself and other facilitators who are part of the parenting adult, youth, and family sessions. Then say that this activity is a way to introduce each family based on its character strengths, which are sometimes hidden, but they're really an important part of family life and relationships. So, it's an important part of getting to know each other.
- b. In your own words, say something like: Every family in this session has a lot of strengths to contribute to this group and to each other. To begin to see that, we're going to use the Annotation feature to play a quick Bingo-like game on Zoom, "Family Character Strengths

Bingo.” But the goal is not to claim a rectangle first, but to find out how many rectangles we can fill among all of us together—and to see how many of us share the same rectangle.

- c. Display SLIDE #16. Ask each family to find Handout 1.1 in their workbook and to read through the 16 strengths listed. Encourage them to decide together which strengths fit their family most of the time. (They can choose as few or as many as they would like.)
- d. When a family has picked the strengths that they think fit their family, have someone in the family (recommend the youth) use the heart or the star in the Zoom Annotation tool to mark each rectangle on SLIDE #16 that they selected as a family as a strength. Remember, they can pick as many as they want, and several families can select each rectangle.
- e. When all the families have finished marking the rectangles, ask them to share any patterns they see, such as where there are a lot of marks, where there are few, etc. What do the patterns suggest about this group?
- f. Invite each family to introduce themselves together (names of all the family members) and comment in one sentence about one of the rectangles they chose and why they marked it.

*Take a screen shot of all the annotations so you can remember the patterns later. Then use the eraser to clear the annotations off the screen.*

## 2. Setting Shared Expectations

5 minutes

- a. Explain to the parenting adults that the youth spent time in their session identifying expectations that they have for each other to make the sessions go well. They would like to share their list to see if the adults will agree to follow this list for the family sessions too.
- b. Display SLIDE #17, which includes the expectations from the youth sessions. Invite the youth who volunteered to read aloud the expectations they set. **REMEMBER: THIS SLIDE NEEDS TO BE CREATED FROM THE NOTES FROM THE YOUTH SESSION (OR A SCREEN SHOT).**
- c. Encourage the adults to clap for the youth for their work. (Or to use the Reaction button at the bottom of their Zoom screen to clap.)
- d. Point out that there may be other things that are also important, and parenting adults might word some differently. Ask if they are willing to try out these expectations for this session, and then revisit them next time, if needed. If parenting adults agree to that, ask them to indicate that it’s okay by selecting and using the thumbs up in the Reactions feature on Zoom. (Or they can add their comments in the chat.)

If someone has issues, ask them to share their concerns. If they can be resolved easily, do so. If not, ask the youth if a disputed ground rule can be set aside for this session, and then revisited at the next session. (Depending on the nature of the issue, you may need to

intervene before the next session. However, this challenge has never come up in a Keep Connected group.)

- e. Note that, in the same way that expectations help groups function better, expectations are an important part of family life. We all expect things from others in our families, even if we don't always say them.

### 3. Relationships in Our Families

10 minutes

- a. Say that this workshop series is focused on keeping family relationships strong. To help get thinking about that, we're going to think about some of the things we do in relationships in our family. We all do different things, and we don't always do what we want to do all the time. That's okay.
- b. Ask families to take out Handout 1.3 and fill in ideas in each of the five boxes. Display SLIDE #18, and walk through the instruction carefully, bullet by bullet, then read a couple of the examples to be sure families know what they are supposed to do. Then go back and read the first bullet to get them started. After a few minutes, repeat the second bullet, and, a bit later, the third.
- c. Then, family by family, ask them to report 2-3 ideas overall. Don't discuss or debate the ideas; just thank each family for contributing so that the conversation can keep moving. Jot down notes to capture all the ideas.
- d. Show Slide #19. Explain that the ideas they gave were related to the five keys to strong youth-parent relationships, or what Search Institute calls a developmental relationship. Note the connections between each of the boxes and the five keys or elements of developmental relationships. Encourage families to draw the lines on their handouts, too.
- e. **Ask them to turn to Handout 1.4** in their workbook: "Five Keys to Strong Parenting Adult-Youth Relationships." Have families read through it together.
- f. Remind participants that the coming weeks will focus on these different keys to strong parenting adult-youth relationships, as shown on Slide #20, which you should show (but don't spend much time describing). They will learn more about them, get ideas from other families, and try some activities together to help strengthen these different parts of their relationships. They'll also have a chance to share their ideas with other families who can learn from what they're already doing.



### 4. Continue the Conversation Through the Week

3 minutes

- a. Say the following in your own words: *I hope you are **intrigued to learn more** about these five keys to youth-parent relationships. In coming sessions, we will look at each of these five keys*

*and practice ways we can strengthen them together. In the fourth workshops, we'll celebrate what we've discovered together.*

- b. We also hope that these keys will help you in **your everyday lives and relationships**, if you make them part of how you interact. You might call them “good habits.” It will be helpful to you—and we think enjoyable—if you’ll spend time as a family between sessions doing a couple of things:
- 1) Show SLIDE #21 and have them look first at Handout 1.5 on Page 10 titled, “PLANNER: What Will Our Family Do?” It outlines several activities that are in the packet of follow-up activities. Encourage the families to review this immediately after the session and to decide which ones they will do and when they will do them. (They don’t need to do them all, but encourage them to do one or two at least.) They can write their plan in the right column, then post this sheet on their refrigerator door.
  - 2) Then show SLIDE #22, #23, #24, or #25, depending on the Pledge activity you selected. Direct them to the Pledge and Plan Then describe the project. Perhaps the most important activity is the second one on the sheet: The Keep Connected Pledge and Plan. There is a separate guide for this in your Keep Connected packet.
    - It involved a “craft project” that you build on every week.
    - All supplies are provided.
    - As a family , you reflect on the discussion in these sessions, then you keep symbolic reminders of your priorities and commitments together through the series.
    - At the end, you’ll share with all of us some of your family’s top commitments.
- c. SLIDES 22, 23, 24, 25 Keep Connected Pledge and Plan (one for each version) on the **Keep Connected Pledge and Plan**. It builds on the session and invites you to make specific commitments based on the session topic. Each week, we’ll ask how it’s going, and we’ll invite your family to share some of your pledge and plan during the final session.

## 5. Wrap-Up

2 minutes

- a. Show SLIDE 26. Remind them about the next session, which is called “The Power of Caring and Caring about Power.” It focuses on two keys in youth-parent relationships: Express Care and Share Power. You’ll explore some of the mixed feelings we can have about both of them as young people get older, and some practical ways to make them be really positive for our families and our relationships. **Remind them of the schedule and logistics.**
- b. Thank families for joining the workshop. Encourage them to start the **Keep Connected Pledge and Plan** in the next couple of days.

## Follow Up to the Session

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- Within one day 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 \$20 in gift cards** for giving feedback on all four sessions. Here's the link: <https://tinyurl.com/yxkt5b7s>
- **Send a text message or an email** in a few days to participants. Thank them for coming. . Remind them about the Family Pledge and Plan to Keep Connected, the follow-up activities, and the next session.
- You may also encourage families to **watch the two videos** (each less than 2 minutes long) that tie to the theme of the next session:
  - **"Express Care"** ([www.KeepConnected.info/express-care](http://www.KeepConnected.info/express-care)); and
  - **"Share Power"** ([www.KeepConnected.info/share-power/](http://www.KeepConnected.info/share-power/)).