



The Power of Caring and Caring about Power

Growing Up Shifts How Teens Express Feelings and Find Their Own Voice. Both Can Be Challenging for Family Relationships

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DETAILED FACILITATOR GUIDES

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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

There's a widespread (inaccurate) assumption that when children become teenagers, they don't really need much care or attention from parents any more. Children who may have sat in your lap a few months ago now want to be dropped off a few blocks from school. They don't seem to want you to Express Care; they're more likely to shrug and mumble, "Whatever. . . . I don't care."

On top of that, the thing they *do* seem to most want, we're told, is their independence. To push boundaries. Disregard limits. And argue about almost anything. Based on this depiction, they aren't interested in *sharing* power. They **want to TAKE power**.

To be clear: Both of **those storylines are exaggerated**. In the vast majority of families, **teenagers and parents still need and want to express care**. It's just that the ways they do it **shift as they grow up**. The same is true for sharing power. You don't go from sharing no power one minute to sharing all power the next. Instead, sharing power is a process of **building trust and confidence over time** based in mutual care. It's just that the transition can feel pretty rough sometimes.

This session invites families to explore these two keys to strong relationships and how they can be intentional in shaping these relationships as young people mature, take on new responsibilities, develop new capabilities, and find their place in the world. Even as young people embrace new possibilities in the world around them, they can enjoy strong, dynamic relationships with their families—even if those relationships aren't the same as they were when they were much younger.

Learning Objectives

In this session, participants will . . .

- Learn and practice an activity for paying attention to what's happening in each other's lives called "**Highs and Lows.**"
- Examine the **ways parenting adults and youth express care and deal with power dynamics** in their families, including ways that work for them and ways that don't.
- Be introduced to strategies and tools for **adjusting how they express care and share power** that not only can improve family relationships but also prepare kids for adulthood.
- Commit to at least **one activity to do together** before the next workshop to practice expressing care or sharing power in their family.

Activities at a Glance

Session 2

The Power of Caring and Caring About Power

Total
Time:
**60
minutes**

Parenting Adult Session (30 minutes)	
1. Launch Your Meeting Platform	10-15 min <small>before session</small>
2. Welcome and Introductions	3 min
3. Revisit Group Expectations	2 min
4. Introduce the Session’s Key Ideas: Express Care and Share Power	2 min
5. Highs and Lows	7 min
6. The Changing Ways We “Express Care”	5 min
7. Sharing Power: Where Are We Starting?	5 min
8. Sharing Power: Key Ideas	4 min
9. Transition to the Family Session	2 min
Youth Session (30 minutes)	
1. Launch Your Meeting Platform	10-15 min <small>before session</small>
2. Welcome and Introductions	2 min
3. Highs and Lows	6 min
4. How to Express Care: More, Less, Not at All	10 min
5. Power: Another Side of Youth-Parent Relationships	7 min
6. Actions that Help Power-Sharing Work	3 min
7. Transition to Family Session	2 min
Family Session (Youth and Parenting Adults Together) (30 minutes)	
1. Introduction	2 min
2. How Your Family “Re-Charges”	5 min
3. Finding a Good Balance of Power	10 min
4. Reconnecting by Expressing Care	5 min
5. Keep Connected During the Week	5 min
6. Wrap-Up	3 min

Facilitator Planning Worksheets

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
PARENTING ADULT SESSION			
1 PRE-SESSION: Launch the Platform <u>Purpose:</u> Set the stage for building relationships; confirm everyone’s tech. <u>Method:</u> Relaxed, informal conversation		<ul style="list-style-type: none"> • Webinar platform (e.g., Zoom) • Slide #2 	10 – 15 minutes before start time
2 Welcome and Introductions <u>Purpose:</u> Help participants relax and begin to get to know each other. <u>Method:</u> Ice-breaker discussion		<ul style="list-style-type: none"> • Slides #3, #4 	3 min
3 Revisit Group Expectations <u>Purpose:</u> Confirm and reinforce group norms. <u>Method:</u> Review, discussion of expectations.		<ul style="list-style-type: none"> • Slide #5 (prepared in advance) 	2 min
4 Introduce the Session’s Key Ideas: Express Care and Share Power <u>Purpose:</u> Review the key themes in the session to begin building a basic understanding. <u>Method:</u> Brief presentation		<ul style="list-style-type: none"> • Slide #6 	2 min
5 Highs and Lows <u>Purpose:</u> To connect with each other through their experiences of the week <u>Method:</u> Individual sharing		<ul style="list-style-type: none"> • Side #7 	7 min
6 The Changing Ways We “Express Care” <u>Purpose:</u> To reflect on ways parents can respond to the changes that occur during teens years as their children shift in how they want to give and receive care and affection. <u>Method:</u> Group discussion and reflection		<ul style="list-style-type: none"> • Slides #8, #9 • Handout 2.1 • Handout 2.2 	5 min

Activity	Facilitator Notes	Materials, Slides, Handouts, and Tech	Time Needed/ Est. Start Time
<p>7 Sharing Power: Where Are We Starting?</p> <p><u>Purpose:</u> To identify sharing power as part of relationships and some of the tough areas where families have “power struggles.”</p> <p><u>Method:</u> Online poll and discussion</p>		<ul style="list-style-type: none"> • Slide #10, #11 • Zoom Poll on Power Struggles • Handout 2.3 	5 min
<p>8 Sharing Power: Key Ideas</p> <p><u>Purpose:</u> To summarize key reasons it’s important to share power in family relationships.</p> <p><u>Method:</u> Discussion reinforced by presentation</p>		<ul style="list-style-type: none"> • Slide #12, #13 • Handout 2.4 	4 min
<p>9 Transition to the Family Session</p> <p><u>Purpose:</u> Reinforce parenting adults’ roles in the family session. Set up for success in the family session.</p> <p><u>Method:</u> Remind parents of the purpose and keep the transition relaxed.</p>		<ul style="list-style-type: none"> • Slide #14 	2 min

Activity	Facilitator Notes	Materials, Slides, Handouts, and Tech	Time Needed/ Est. Start Time
YOUTH SESSION			
<p>1 Launch Your Meeting Platform</p> <p><u>Purpose:</u> Set the stage for building relationships; confirm everyone’s tech.</p> <p><u>Method:</u> Relaxed, informal conversation</p>		<p>☐ Slide #16</p>	<p>10 – 15 minutes before start time</p>
<p>2 Welcome and Introductions</p> <p><u>Purpose:</u> Help participants relax and begin to get to know each other. Confirm group norms and expectations.</p> <p><u>Method:</u> Ice-breaker discussion</p>		<p>☐ Slide 17, #18, #19</p>	<p>2 min</p>
<p>3 Highs and Lows</p> <p><u>Purpose:</u> To connect with each other through their experiences of the week</p> <p><u>Method:</u> Individual sharing</p>		<p>☐ Slide #20</p>	<p>6 min</p>
<p>4 How to Express Care: More, Less, Not at All</p> <p><u>Purpose:</u> To surface areas where youth want family members to do more and less to express their care or affection as the youth are growing up.</p> <p><u>Method:</u> A worksheet to identify ways they do and don’t like expressions of care.</p>		<p>☐ Slide #21, #22</p> <p>☐ Handout 2.5</p> <p>☐ Handout 2.6</p> <p>☐ Whiteboard in Zoom</p>	<p>10 min</p>
<p>5 Power: Another Side of Youth-Parent Relationships</p> <p><u>Purpose:</u> To begin opening up the sources of power struggles in families.</p> <p><u>Method:</u> Online poll and discussion</p>		<ul style="list-style-type: none"> • Slide #23 • Zoom Poll on Power Struggles 	<p>7 min</p>
<p>6 Actions that Help Power-Sharing Work</p> <p><u>Purpose:</u> Identify strategies to move beyond power struggles toward power sharing</p> <p><u>Method:</u> Brainstorm discussion</p>		<ul style="list-style-type: none"> • Slide #24 	<p>3 min</p>
<p>7 Transition to Family Session</p> <p><u>Purpose:</u> Prepare youth for the family session.</p> <p><u>Method:</u> Brief reminders and instructions</p>		<ul style="list-style-type: none"> • Slide #25 	<p>2 min</p>

Activity	Facilitator Notes	Materials, Slides, Handouts, and Tech	Time Needed/ Est. Start Time
FAMILY SESSION			
1 Introduction <u>Purpose:</u> Summarize key points to reorient and reconnect participants. <u>Method:</u> Brief presentation		<ul style="list-style-type: none"> • Slide #27 	2 min
2 How Your Family “Re-Charges” <u>Purpose:</u> To build more connections among the participating families <u>Method:</u> Introductions that reveals more about themselves		<ul style="list-style-type: none"> • Slide #28 	5 min
3 Finding a Good Balance of Power <u>Purpose:</u> To give families a tool and strategies to work through power struggles that focus on specific challenges they face. <u>Method:</u> Use a worksheet that helps to unpack the underlying issues	Create Slide #29 from Youth & Parent sessions >>	<ul style="list-style-type: none"> • Slide #29, #30 • Handout 2.7 • Zoom REACTION icons 	10 min
4 Reconnecting by Expressing Care <u>Purpose:</u> To build community and end on a note of affirmation. <u>Method:</u> Participants affirm each other within and across families		<ul style="list-style-type: none"> • Slide #31 	5 min
5 Keep Connected Between Sessions <u>Purpose:</u> Introduce the activities to be completed between sessions <u>Method:</u> Families select activities to do		<ul style="list-style-type: none"> • Slides #32, #33 • Handout 2.9 	5 min
6 Wrap-Up <u>Purpose:</u> Introduce the next session and confirm the logistics. <u>Method:</u> Brief send-off		<ul style="list-style-type: none"> • Slide #34 	2 mins

Follow Up to the Session

1. Within one day of completing the session, **give Search Institute feedback**. You will receive a \$5 gift card for each feedback survey you complete. [Here is the link.](#)
2. **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.
3. **Set yourself a schedule for preparing for the next session.**

Preparation Before the Session

1. Prepare to Facilitate the Session

- 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, taking notes that will help you remember each section and how you will facilitate it. Flag sections 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.
- d. Create SLIDE #5 with **group expectations** that the youth developed during the first session.
- e. Gather all the supplies you need.

2. Prepare the **interactive features** for the session or plan for alternatives (some of which are listed below).

- a. Prepare **TWO versions of the Power Struggles Poll**—one for the parenting adult session and one for the youth session. (You'll need to create them separately so that the two groups' answers don't get combined—unless you have a more sophisticated platform.) Create a poll in your online platform as follows.

1) Set it up so that participants can pick three options. (In Zoom, just make it multiple choice, and have the instructions say to pick three.)

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

2) Notes

- a. If your platform limits the number of options you can include, select the ones you believe would be most common among your families.
- b. We have selected a variety of topics that are common in many families with middle school youth. You may customize the list based on what you know about the families you serve.
- c. If your program focuses on a specific area (such as academic achievement or preventing underage tobacco or alcohol use), you may decide to emphasize these challenges in your poll.

- d. Avoid any that you know would be too embarrassing or taboo for families to discuss.
 - 3) **Alternatives:** If you or your families don't have access to polling software (such as the polls embedded in Zoom, webinars, or free polling platforms on the Web), you may substitute these options
 - a. Put each of the options in a box on a slide, and have people use ANNOTATIONS in Zoom to pick the ones they want.
 - b. Add a worksheet to their packet of materials. When it's time for the activity, have them fill it out on paper and hold it up to their webcam—or take a picture with their phone and text it to you.
 - c. Read the options aloud, and people raise their hands or clap or stand up when you get to ones that are power struggles in their family.
3. **Connect with families** (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. Be sure they have their Keep Connected materials, including the Family Workbook and the Keep Connected Pledge and Plan for Families (aligned with the pledge activity you are using). If they don't, arrange for them to get what they need before the session.
 - d. Encourage them to watch these two short videos, which focus on the two keys to strong relationships in advance of the session:
 - "Express Care" video from www.keepconnected.info/express-care
 - "Share Power" video from www.keepconnected.info/share-power
4. **Check your technology** to be sure everything works several hours before you are scheduled to begin.
5. **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.

Parenting Adult Session

1. Launch Your 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 #2, which shows these conversation-starter questions:
 - What was one funny or heartwarming thing that happened in your family since we met last time?
 - Complete this sentence: I wish I had a dollar for every time my family

Don't require people to answer, but encourage light-hearted conversation.

- c. Confirm that parenting adults have their workbook with them that you distributed previously. 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.

2. Welcome and Introductions 3 minutes

- a. **Welcome participants** to the session. Show the session title slide, SLIDE #3, letting them know the title of the session is "Staying Close While Letting Go." It explores two important keys to a positive parent-youth relationship: expressing care and sharing power.
- 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 #4: Introductions. Say you'd like them to **introduce themselves** by sharing their first name and then, instead of their last name, say last thing they had to eat (or something else very brief). So, someone might say: "Rachel Salad." Or: "Sandra Enchilada." (If you want, you can give people "extra points" for alliteration, or having both words start with the same sound: "Harry Hamburger.") Introduce yourself by going first and modeling what you mean. Let people get a little silly if they want. (They don't get a lot of chances.)

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

3. Revisit Group Expectations

2 minutes

- a. **Remind people of the group expectations** that the youth proposed during the first session. Show SLIDE #5 on which you've summarized group expectations from the first session.
- b. Highlight any expectations that may have been hard to follow during the first session. Note that we sometimes have to practice new ways of doing things. These expectations can make it a better group experience for everyone.
- c. Ask participants to **reaffirm these ground rules**. If they want to make changes, note these and say that you'll discuss them when the whole group is together.

4. Introduce the Session's Key Ideas: Express Care and Share Power

2 minutes

- a. Explain that express care and share power are two important keys to strong youth-parent relationships based on Search Institute research. Each emphasizes a different, but complementary, part of our relationships with each other.
- b. Display SLIDE #6 with the key ideas for the session. Ask the parenting adults to follow along in their workbooks (Page 13) as you review the **key ideas in this session** about expressing care and sharing power. (Use the notes in the right column below to elaborate, only as needed, for your group.) *Alternative:* You may ask volunteers to read the material in the Family Workbook.)

Key ideas in the session	Explanatory notes (use only as needed)
<ul style="list-style-type: none"> • All of us care about each other in our families. 	<ul style="list-style-type: none"> • With very rare exceptions, all parenting adults and kids care for and love each other. Everyone who participates in this workshop loves and cares for each other; they wouldn't be here otherwise.
<ul style="list-style-type: none"> • Every family has power dynamics, such as decision making and responsibilities. Each family is different. 	<ul style="list-style-type: none"> • We often don't like to talk about "power" in families. Parents can get nervous when they can't "control" their children. But by sharing power, kids learn to be responsible and make good choices. • Families vary widely in how they think about and practice sharing power, depending on their culture, background, and even where they live. Different approaches work for different families.

Key ideas in the session	Explanatory notes (use only as needed)
<ul style="list-style-type: none"> • As our kids grow up: <ul style="list-style-type: none"> ○ Expressing care can become more awkward. ○ Power issues can turn into power struggles or conflicts. 	<ul style="list-style-type: none"> • Sometimes it’s hard to express care. We may not know how to do it in a way the other person wants to receive it. Or we might say: “They know I care about them. Why do I have to say it?” • As they become teenagers, many kids seem to want to have a say in almost everything. That can result in what seem like endless power struggles.
<ul style="list-style-type: none"> • We can learn practical ways to express care and share power that make them enriching and enjoyable parts of family life. 	<ul style="list-style-type: none"> • The session will give families a chance to talk together about the ways they appreciate expressing care so that they can move beyond the awkward movements. • They will also get tools they can use to turn power struggles into power sharing in their families.

5. Highs and Lows

7 minutes

- a. Explain that one way we express care to each other is to **be interested in what’s happening in each other’s lives**. We can do this with our families, and we can do it with each other in this group.
- b. Introduce the **“Highs and Lows” activity** (SLIDE #7). (This activity can also be called Roses and Thorns, with “Roses” referring to highs and “Thorns” referring to lows.) Describe how each person will be invited to share in one or two sentences a **“high” and a “low”** from the past week. The high and low can be anything they want. If someone wants to pass, they can do that.

Important Notes

- If **serious issues** come up, offer to follow up after the session.
- If **someone starts to problem-solve or tell other stories**, gently say that these are really important conversations, and you hope people will support each other after the session. However, the group needs to honor the spirit of the activity, which is for all to share and learn from everyone.

- c. Explain that each person will share, but you're **not going to problem-solve or get into long discussions**. If there's something that needs to be talked about, you will ask people to hold it until after the session so that everyone can participate fully during this time.

If your group is larger than about 6 people, separate into smaller groups in breakout rooms. (See box.) Otherwise, Highs and Lows can take much longer and be intimidating for some participants.

- d. After clarifying that everyone understands the process, give them time to **share their highs and lows with each other**. Model by going first. *(You are encouraged to participate fully in the session without dominating it.)*
- e. As each person shares, thank them and allow the group to briefly celebrate or offer support. Then move to the next person.

If You Have More than 8 People

If you have more than 8 participants, form smaller groups in breakout rooms of 4-5 people each for this activity (if you have the available technology). If you do split the groups, provide an extra reminder that this is not a time for problem solving to ensure that both groups keep focused without active facilitation. While the two groups are sharing separately, provide time updates every couple of minutes so they can stay on track. For example, you could say something like, "We're about halfway through our time. If half of your group hasn't shared yet, make sure you're continuing to share *brief* descriptions of your highs and lows."

- f. When everyone who wants to share has done so, thank them for their openness. If you went into breakout rooms, bring everyone back together. Ask people to give a "thumbs up" if they found Highs and Lows to be a meaningful activity. Say that the youth will be using this same practice in their session.
- If they did find it to be valuable, say this activity is something many families **use it at home as a regular activity** at a shared meal or other family times. Handout 2.11 in the Family Workbook describes how to do the Highs and Lows at home.
 - If they didn't find it meaningful, say that sometimes it doesn't click because of what happened during the week or what we're able to share. We just need to give it some time.

6. The Changing Ways We "Express Care"

5 minutes

- a. Reiterate that this session focuses on two areas of relationships. The first is "express care." Ask:
- What are some ways we expressed care during Highs and Lows?
 - In what ways does expressing care help us in our relationships? *[Hints, if you need them: You get to know the other person. It can deepen personal connections. It says you matter to the other person. It can help to build trust when you know the other person keeps confidences. They offer encouragement.]*

- b. Indicate where you notice when some of participants' ideas are similar to what Search Institute found were important parts of expressing care in relationships. Their research focused on relationships that help young people grow up successfully and resilient. That includes relationships with their parenting adults.
- c. To stimulate more thinking about expressing care, highlight the background information in **one of these three ways**—whichever works best for your participants (or combine them):
- **Option #1:** Review SLIDE #8, which reviews the key points, which are all explained more here. (Each point is animated on the PowerPoint, so each will show with a separate click):
 - 1) There are **five ways to express care** in Search Institute's framework:
Be dependable, Listen, Believe in me, Be warm, and Encourage me
 - 2) Not all families express care in the same ways. We do it in ways that reflect our personalities, our cultural background, etc. What's important is that we all express care to each other that fit us.
 - 3) Expressing care is valuable and has important benefits to all of us.
 - 4) Expressing care is a two-way interaction between both people in a relationship. We need to help our kids learn to express care to others, including us. And it's deeply rewarding when they do.
 - **Option #2:** Review Handout 2.1 in the Family Workbook. It covers the same points as the slide.
 - **Option #3:** Show the Express Care video, which you will find here:
www.keepconnected.info/challenge-growth/
- d. Say that for many parents, it can be easier to express and receive care from children when they are younger. Then it can get harder as they grow up and become teenagers. Ask participants if they've seen some of that. **Have them speak out loud or jot in the chat, depending on what's easiest for them.**
- Have some ways of expressing care gotten harder? What has changed?

- Has expressing care gotten easier in any other ways?
- How have some of these changes in how you express care to each other affected your overall relationship?

(You may have some parenting adults who have not experienced much if any change. Others may be struggling a great deal with a relationship with a child right now. Many will be in between. All of those can occur as a normal part of the transition into adolescence. Affirm to parents that their experiences are like the experiences of many other families.)

e. The transition into adolescence: Summarize in your own words these key ideas that provide some context to their experiences:

- The relationship topics we’re focused on today can be challenging in families because of the big changes happening between the ages of about 10 and 14, when young people enter adolescence. (It’s often called early adolescence.) Adolescence is the period when they move from childhood toward adulthood. All parts of their development speed up.
- Young adolescents, or teenagers, need to build an identity of their own. This involves having a strong sense of who they are, becoming self-confident, learning what they can do, and how they think for themselves. So, they may pull away for a while from their parents—who have defined so much of who they are up to this point. They connect with friends and other people at school and in the community as their world expands.
- They become more independent and think for themselves. They want to make more of their own decisions. These shifts are a normal part of how they are preparing for adulthood.

f. While they may be normal, these changes can be hard on relationships! Things they used to like become taboo. They still want and need your care and affirmation, but the ways they want it and when they want it may change.

g. Show Slide #9 “Showing Affection with Teenagers,” and briefly highlight each tip. (Refer to Handout 2.2 in the Family Workbook for more information.) Ask parents to use ANNOTATIONS in Zoom to mark the tips that seem most helpful right now. (If they aren’t familiar with annotations or if your software doesn’t have them, they can just

There may be some families that are really struggling and need a lot of attention to deal with complex issues. Find a gentle way when they pause to say that you sense that they are having a really hard time and that it will be difficult to give enough time to their issue during this session. Ask if they would be willing for you to follow up with them after the session. At that point, you may either call to listen to them, or you may call to recommend a counselor or other specialist who can really support them. What’s most important is to validate their experience while also not turning the session into a personal counseling session.

Learn more about this age period at: www.keepconnected.info/understanding-ages-and-stages/ages-10-14/

type the numbers in the chat, or they can call them out loud.) Encourage them to read more about the tips on Handout 2.2 later.

7. Sharing Power: Where Are We Starting?

5 minutes

- a. Shift the conversation by saying that we begin changing the ways we express care with teenagers when they become more assertive about what they want. This is also part of growing up that affects our relationships. Another shift takes place in the “share power” area of the five keys to youth-parent relationships. (Remind them of the five areas if they don’t remember. They are on the back of the Family Workbook and on Slide #10.)

Express Care

Challenge Growth

Provide Support

Share Power

Expand Possibilities

- b. Say that many families deal with more frequent power struggles during the middle school years. (Assuming this has come up already, tie it back to the earlier conversation.) This is a normal and important part of growing up. So, it’s helpful to find healthy ways to deal with these challenges.
- c. Say that power struggles and conflicts can come up in many areas of family life, particularly in Western industrialized cultures. We’ve put some common ones into a poll. **Pick three that occur most often in your family, if they do.**

Launch the Power Struggles Poll in your online platform. (You may have picked different topics.) If families have others, they can add them in the chat box.

- School or homework
 - Friends
 - Cell phones or social media
 - Home responsibilities/chores
 - Dating
 - Screen time
 - Food choices
 - Values
 - Tobacco or alcohol use
 - Money
 - Curfews
 - Music/TV/movie choices
- d. After everyone has picked their three top options, show the results. Ask if the overall pattern seems to make sense based on what they know from other families. Do any of the areas really stand out as particularly challenging?
- e. Keep track of the poll results so you’ll have them handy for **creating Slide #29 for the family session.** (Sometimes it’s easiest to take a screen shot.)
- f. Ask parents to brainstorm for 1 or 2 minutes about why the top power struggle area is so difficult. What are the clashes about? Why are the perspectives so different? Have parents think about both the parent perspective and the youth perspective, working to see the different interests they have.

- g. Have parenting adults turn to **Handout 2.3** “From Power Struggles to Power Sharing—Questions to Ask” in the Family Workbook. Show Slide #11, and briefly highlight each key question. Ask participants each to pick one question that they think might have been helpful to them in dealing with the issue you just discussed. Encourage them to mark it on their handout.

8. Sharing Power: Key Ideas

4 minutes

- a. **Conclude the parent session by distributing Handout 2.4.** Summarize the key points, which are also shown on Slide #12 Then ask:
- *Now that we’ve talked about sharing power for a few minutes, how have your feelings about it shifted, if they have?*
 - Knowing that it can be hard, why might it be important to share power? (Some parenting adults may be able to talk about their experiences with older kids. Others might talk about their own experiences growing up.)
 - *What do you see as opportunities to strengthen your relationships with your youth by focusing on sharing power?*
- b. Affirm parenting adults for thinking of creative ways to deal with sharing power in some tough areas. Encourage them to try some of these ideas the next time they have to deal with these issues at home.
- c. Remind them that a big reason we focus on sharing power is that it helps young people learn to take responsibility. As parenting adults, we can do this in many ways, including those that you’ve talked about. Here are four key things research shows that parenting adults need to do (show Slide #13) that help young people become more responsible:
- 1) Explain decisions you make to youth, rather than just saying, “Because I said so.”
 - 2) Pay attention to the young person’s feelings, opinions, and perspectives.
 - 3) Give the young person choices to pick from.
 - 4) Encourage young people to take the lead in areas where they are ready.
- d. In addition, the slide shows the four actions within Share Power. Ask parenting adults to look for connections between the two lists. Mention that they’ll come back to these actions within the Developmental Relationships Framework in the session with youth.
- e. Conclude by summarizing: *Sharing power can be **really hard for parenting adults**. We want to keep kids safe. And kids need to make more choices and become more responsible. That’s true when they’re really little, and it gets **more and more important as they grow up**.* As we get more comfortable doing it, we can enjoy seeing how our

children are growing into responsible adults. But that takes practice and working together, which is what we'll do when we get together with the youth.

9. Transition to the Family Session

2 minutes

- a. Say that it is time to combine the session with the youth to work together on how we express care and share power in our families. Show Slide #14.
- b. Briefly **reinforce the purpose of the joint parenting adult-youth sessions**. Here are some points to highlight:
 - These family sessions are designed to be **enjoyable** ways for families to spend time together.
 - The purpose is **not for parenting adults to “teach”** their children, but for everyone to **learn and practice together**.
 - Sometimes, you'll ask parenting adults to **hold back their own ideas so the young people have a chance to be heard**. This will ensure that young people have a better experience during the family sessions.
 - **Different youth will be more or less comfortable** interacting with adults. Ask parenting adults to be sensitive to this, and use this as a chance to help youth get more comfortable. This is an important role that adults play in helping young people learn to become part of the adult world.

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

- a. As youth sign in online, greet them individually. Thank them for joining and participating.
- b. Display SLIDE #16, which shows these conversation-starter questions, and invite youth to answer the discussion-starter questions. Feel free to jump in, too:
 - What was one funny or heartwarming thing that happened in your family since we met last time?
 - Complete this sentence: I wish I had a dollar for every time my family

Don't require people to answer, but encourage light-hearted conversation.

- 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. Welcome and Introductions 2 minutes

- a. Welcome the youth to the session, and briefly introduce the session title and the two keys to youth-parent relationships with Slide #17.
- b. Show slide #18 with instructions for introducing themselves. This includes giving their first name. Then, instead of their second name, say the last thing they ate (e.g., Sandra Enchilada). Then pick the person to go next.
- c. Show Slide #19 of the group expectations that the youth created during the first session.
 - Highlight any that may have been hard to follow during the previous session. Note that we sometimes have to practice new ways of doing things. Highlight that these expectations can make it a better group experience for everyone.
 - Ask youth to reaffirm these ground rules for today's sessions. If they would like to make any changes, note these and say that we'll discuss them again when the whole group is together later.

3. Highs and Lows

6 minutes

- a. Explain that one way we express care to each other is to **be interested in what's happening in each other's lives**. We can do this with our families, and we can do it with each other in this group.
- b. Introduce the "Highs and Lows" activity (Slide #20). (This activity can also be called Roses and Thorns, with "Roses" referring to highs and "Thorns" referring to lows.) Say that the parents will be using this same activity in their session. Families can also **use it at home as a regular ritual** to keep connected.
- c. Explain that each youth is invited to share in one or two sentences a "**high**" and a "**low**" from the past week. It can be anything they want. If someone wants to pass, they may do so.
- d. Explain that each person will share, but you're **not going to problem-solve or get into a long discussion**. If there's something that needs to be talked about, you can make a note in the Parking Lot if you're using one, or just ask people to hold it until after the session so that everyone can participate fully during this time.
- e. After clarifying that everyone understands the process, give youth time to **share their highs and lows with each other**. Model by going first.
- f. After someone shares, thank them and acknowledge what they are celebrating or struggling with. Then move to the next person.
 - If **serious issues** come up, offer to follow up after the session.
 - If **someone starts to problem-solve or tell other stories**, say that these are really important conversations, and you hope people will support each other following the session. However, you're going to keep hearing from others and honor the spirit of the activity, which is to all share and learn together.
- g. When everyone who wants to share has done so, thank them for their stories.

Why High and Lows are Important

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

If You Have More than 8 People

If you have more than 8 participants, form smaller groups in breakout rooms of 4-5 people each for this activity (if you have the available technology). If you do split the groups, provide an extra reminder that this is not a time for problem solving to ensure that both groups keep focused without active facilitation. While the two groups are sharing separately, provide time updates every couple of minutes so they can stay on track. For example, you could say something like, "We're about halfway through our time. If half of your group hasn't shared yet, make sure you're continuing to share *brief* descriptions of your highs and lows."

- h. **Say that you'll keep practicing** this activity each session. Encourage youth to try it at home with their families, too.

4. How to Express Care: More, Less, Not at All

10 minutes

- a. Say that part of what can be important in Highs and Lows is that it allows us to express care and interest about what's happening in each other's lives. Ask youth if they can recall examples of ways people expressed care during Highs and Lows. (Add your ideas after giving youth time to reflect and contribute.)
- b. **Post Slide #21**, which shows the actions that are part of Express Care in Search Institute's framework of developmental relationships. Briefly describe each of the five actions, expanding on each with something like each of these definitions:
- *Be dependable*, by being someone I can trust.
 - *Listen*, by really pay attention when we are together.
 - *Believe in me*, by making me feel known and valued.
 - *Be warm*, by showing me you enjoy being with me.
 - *Encourage me*, by praising me for my efforts and achievements.
- c. Ask them to get Handout 2.5 in the Family Workbook, which is also shown on Slide #22. When all youth have the handout, walk through the instructions for the first three steps, step by step, and have them each complete these steps their own sheets.
- d. **Then click again** on Slide #21 to show step 4 at the bottom of the worksheet. Have youth each pick 1-2 actions they most appreciate that their parents do or could do and draw stars by them.
- e. Open the Whiteboard on Zoom.¹ Type the ideas the youth give you on the Whiteboard. (If you don't have this, just write the ideas on paper to transfer to a slide later.)
- f. Say that you're going to create a combined list out of all these ideas to share with the group of parents. This won't come from just one person, but from the whole group or most of the group.
- Ask youth if any of the actions are ones **everyone would appreciate** experiencing more in their family. Insist that there be full consensus; no coercion! If there isn't that's okay. Mark all the ideas that everyone likes.

¹ **Open the Whiteboard** feature in Zoom through the "Share Screen" function. To learn more about using Whiteboard, watch this tutorial video: <https://youtu.be/jQ4-wrwHAXk>.

- Then add 3 to 5 other ideas that are most popular, even if not everyone likes all of them. If anyone strenuously dislikes any idea, they have “veto power.” Everyone needs to either like an idea or be willing to say it’s okay. The goal is to have a list of 4 to 6 ideas to share with the parenting adult group.
 - Finalize and save the list on WHITEBOARD (or wherever you kept the list). Ask one or more youth if they would be willing to share it with the parent group.
- g. Finally, say that parenting adults, just like youth, also really appreciate it when others express care to them, including their kids. Give each youth a copy of **Handout 2.6**. Ask youth to think about **one way they would be comfortable expressing care to their parenting adult** the next two days and to circle that action on the sheet. (They can also add their own idea if nothing on the handout resonates.) Encourage them to think of something they haven’t tried before. Say that you’ll ask them about it the next time you’re together.



5. Power: Another Side of Youth-Parent Relationships

7 minutes

- a. Say in your own words something like: So far in this session we’ve focused on “expressing care.” Sometimes, it seems like relationships are all about expressing care. But actually, the research behind Keep Connected highlight five different elements of or **keys to strong youth-parent relationships**. Show Slide #23 and briefly introduce all five keys, just with their names. (You’ll be exploring all five during these workshops, so they’ll learn more about them all later.)
- b. Ask youth what they think of when you say “share power.” (If they need a prompt, suggest that sharing power means giving each other a say in what to do or in making decisions—rather than one person just maintaining all the control and ignoring what others want.)
- c. Continue that sometimes the area of “**sharing power**” feels like the opposite of “**expressing care**.” Because issues of responsibility, decision making, and respect are where there are often squabbles or even fights in families, particularly as you get older. **It’s normal**. As you learn more and gain more experience, you **want to do more things on your own**. It’s also normal for **parents to want to protect** or hold on to some things, which feels like they’re holding you back.
- d. Ask participants to use one of the REACTION symbols in Zoom **if they’ve experienced what you’re talking about**. Then ask them to explain the symbol they chose.

- e. Say you're going to do a quick poll about some common areas where parents and youth sometimes have power struggles. Ask them to pick 3 topics that they seem to have the most power struggles about.

Launch the Power Struggles Poll in your online platform. (You may have picked different topics than the ones shown here.) If youth raise other topics, have them add them in the chat box.

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

- f. When you get the results, ask youth if it's okay to focus on the top 2-3 topics. (If you already know the results of the parenting adult session, you might try to find overlapping topics, but that's not essential.) If there's an important topic that fell further down and someone can make a case for it, the group can decide by consensus to substitute it for something else. But don't take too long.
- g. Keep the poll results (perhaps with a screen) to create Slide #29 for the family session.
- h. Put the final 2-3 topics (whatever you have) in the chat so everyone can see them. Then ask: *Why might parenting adults have trouble sharing power with their kids in these areas?* Have people speak out loud or write their answers in the chat. If they say their ideas verbally, be sure to add them to the chat so you can grab them later. Some of the following reasons may come up. If they don't, consider adding them when there's a lull in the conversation:
- *They don't trust me.*
 - *They have always made the decisions and don't want to change.*
 - *They worry that I'll get hurt.*
 - *They're stressed.*
 - *They get tired of arguing with me.*
 - *They really want to keep me safe.*
 - *They worry about the consequences of what they think are bad decisions.*
- i. Before you forget, **save the Chat to your computer**² before you forget. (Otherwise, you may lose it when you end your Zoom session.)

² Saving chat in Zoom: <https://support.zoom.us/hc/en-us/articles/115004792763-Saving-in-meeting-chat>

6. Actions that Help Power-Sharing Work

3 minutes

- a. Say that researchers at Search Institute have identified four actions within sharing power in relationships. Display Slide #24, which shows those four actions:
 - Show **RESPECT** to each other.
 - **INCLUDE** all people who will be affected by a decision in making that decision.
 - **WORK TOGETHER** to solve problems and reach goals.
 - Let **EACH PERSON LEAD** and make decisions.
- b. Ask youth to select one of the top power-sharing challenges they identified in the poll. How could they use one of these four actions to make it easier to deal with this issue?
- c. Ask: If sharing power involves these four actions, *what could you do to make it easier for parenting adults to share power with you around this challenging topic?* **Brainstorm together a few strategies** based on these broad ideas. Have someone write them down so you can remember them for the family session:

7. Transition to Family Session

2 minutes

- a. Display Slide #25. Say that it is time to combine the session with the parenting adults. Explain the logistics of how you'll move.
- b. Remind youth about the two things they will be sharing with the parents:
 - 1) The ways parenting adults express care that the group as a whole most appreciates; and
 - 2) The area of family life that they want to focus on in terms of sharing power
- c. Address any questions they have. Then transition to the family session with parenting adults.

Family Session

NOTE: As parenting adults and youth transition from their separate sessions, quickly fill in the top topics for power struggles from the youth and parenting adult sessions in Slide #29.

1. Introduction

2 minutes

- a. Remind families that this workshop focuses on two keys to youth-parent relationships: **expressing care and sharing power**. Both can sometimes be awkward topics to talk about together for different reasons. But when we can find ways to open up, it can help us keep connected as we grow and change in our families.
- b. **Display Slide #27**, which summarizes the overall session’s key points:
 - All of us **care about each other** in our families. Every family also deals with **power dynamics**, though they are different in each family.
 - Both expressing care and sharing power can become more **challenging or awkward** as kids grow up.
 - There are practical tools and practices to express care and share power that make them **enriching and enjoyable parts of family life**.
- c. The first two bullets were emphasized in the separate youth and parenting adult sessions. This family time will emphasize the last point: **practical tools and practices**. We’ll start with sharing power and go back to expressing care. Then we’ll end with a discussion of tools and activities to try between these sessions.

2. How Your Family “Re-Charges”

5 minutes

- a. Say something like: Last time, we all introduced ourselves individually. Now we’re going to introduce ourselves as families. Show Slide #28. Have families huddle with others in their family for 2 minutes to decide how their family “recharges” or gets its power back when their worn out.
- b. Encourage those who feel creative to think of a metaphor to use. But it’s not necessary. For example, you might say, “We’re the Jackson family, and we like to plug in with friends for relaxing conversation.”
- c. Give only a couple of minutes for families to come up with their “recharge” strategy, then ask one person from each family to share their family name(s) and recharge strategy. Don’t get into story-telling or idea-swapping; just help people learn something new about each other.

- d. When all the families have shared, thank them for their openness in their introductions. Remind them that it's okay to ask others to repeat their names if they can't remember.

3. Finding a Good Balance of Power

10 minutes

- a. Ask families to think back to the power struggle poll from the youth and parent sessions. These polls focused on areas where each group rated different topics based on how challenging they are in terms of sharing power.
- b. Show Slide #29 (which you created between sessions to show the top “power struggles” for parenting adults and youth in your sessions. Compare the rankings of the top 3-5 topics. (Since the numbers are small, it's best not to show the numbers so that people don't focus on wondering who the people are.) Are the lists from parents and youth similar? Different? If they are different, can you think of why that might be? Don't spend a lot of time these questions; just enough to get everyone thinking.
- c. Say in your own words: *Different families are in different places when it comes to sharing power. In addition, **we share power differently**, depending on the issue, our backgrounds, what's at stake, and what else is going on in our family, our community, and, sometimes, even the world. That's all normal and expected. The challenge is to find ways to share power that **fits your family's culture, values, and priorities**. You also want to share power in ways that help **young people learn to become more responsible** and be able to make better decisions as they grow up.*
- d. Have participants get together with their own families and take **Handout 2.7** (“Sharing Power: What Fits Your Family?”) out of their Family Workbook. Display Slide #30, which shows the chart on the handout. Have them write the top power struggle topic from the youth session on the line for question #1. (This way, all families will be thinking about the same power struggle topic during the session.)
- e. Walk families through the instructions on the handout, showing them the examples. Then give them about 5 minutes to work on their own worksheet together as a family.
- f. After about 5 minutes of families working on this process, **bring the whole group together**. Ask each family to pick a **Zoom reaction icon** that best fits how they feel about where they ended up with shifting from a power struggle to power sharing.
 - If some showed happy icons, ask them if they would be willing to share one thing that really worked for them. (Don't push them, if they'd prefer not to share.)
 - If some showed sad or other emotions, ask if any would be willing to share what was hard or where they got stuck. Don't immediately jump in to solve their issue, but encourage other families to share how they might have dealt with that issue.

- Say that sometimes the issues are really hard, and sometimes can't resolve them right away. One of the tools in the follow-up activities is a process for practicing negotiating when you're stuck. You might find that helpful if you're not used to working through difficult issues together.
- Encourage families to keep trying this power-sharing tool, starting with simpler conflicts, but gradually seeing if it can help them with more challenging power struggles.

4. Reconnecting by Expressing Care

5 minutes

- Say, it's really important when we work through difficult issues that we remember—and remind each other—that we care about and love each other, even when we disagree or get frustrated. So, it's time to come back to Express Care, where we began our separate youth and parent sessions.
- Remind parenting adults about key topics in their session (which also lets the youth in on the topics), including:
 - *The ways we express care as young people get older change, just as the ways we share power change. That can require lots of adjustment for everyone.*
 - *Parents began to think about new ways to show affection that were more appropriate for middle schoolers and high schoolers.*
- Then say that the youth got very specific about expressing care. They identified specific ways they appreciated having adults express care to them. Have the youth who volunteered to share those three top ideas do so now.
- Affirm the young people for “sticking their necks out” and sharing something that's important to them. Ask parenting adults if they can think of specific ways that they appreciate it when their kids express care to them.
- Display Slide #31. Remind participants that this slide shows the five broad actions that we can do for each other Express Care. We do these in small and big ways every day. In fact, we've probably done some of them during this session—and may not have even realized it!
- Now's it's time to give a little affirmation! What are ways you've seen or experienced others in your family or the larger group Express Care during this session, including the separate parent and youth sessions? You can call it out or send it in the chat. It can be tied to any of the five actions in Express Care.
- If needed, you can get people started by affirming some things you saw in the group.

- h. Thank each person who contributes. After 2-3 minutes, wrap up the conversation. Thank people for their words and for all the ways people have expressed care during the session. Remind people how important even small gestures of can really matter.

5. Keep Connected Between Sessions

5 minutes

- a. The final activity is to check in on the follow-up activities, beginning by asking about the what families did since the last session. **(It's important to bring up the follow-up activities each time, even if you know that few had an opportunity to do much. It sets up an expectation that the home activities are integral to the workshop series.)**
- b. Show Slide #32, which summarizes the activities from the past session. Congratulate the families that completed at least one activity. Ask for their brief feedback on how it went and what they enjoyed. Say that you'll provide their feedback to Search Institute.
- c. In particular, discuss the Pledge and Plan to Keep Connected. Did they start? If not, talk about getting caught up soon, since the project is an important part of the course.
- d. Show Slide #33, which shows activity options for the coming week. Ask families to look at Handout 2.9 at in their Family Workbook. It lists the potential follow-up activities. Invite families to choose the activities they would like to try in the coming week.
- e. Note that the workshops, by themselves, are not enough to translate the ideas into everyday "good habits" in our families. It's important to try them—and keep trying them— only help families keep connected if they try ideas at home. Some may not work. But others will be really enjoyable and helpful. They'll want to keep doing those activities so they can keep connected.
- f. Briefly **describe each option** for follow-up activities. (Brief descriptions of each are included on the handout.)
 - a. Have families turn back to PLANNER: What Will Our Family Do Together? (Handout 2.9). Have them checkmark their choice and write down when they plan to do the activities.

Keep It Going!

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

6. Wrap Up

2 minutes

- a. Show Slide #34. Remind them about the next session, which is called "In the Zone: Challenge and Support Growth." It focuses on two keys in youth-parent relationships: Challenge Growth and Provide Support. It gets at the tricky balance between how hard we push each other to grow and how much we help completing tasks without just doing things for them. **Remind them of the schedule and logistics.**

- b. Encourage families to start the **Keep Connected Pledge and Plan** in the next couple of days. These sessions will be most valuable if they take time together to do some of the “Try It” family activities and discussion-starter questions that are provided.
- c. Thank families for joining the workshop, and let them know of your availability between sessions if they want to talk.

Follow-Up to the Session

1. 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>
2. **Send a text message or an email** in a few days to participants:
 - a. Thank them for coming.
 - b. Remind them about the Family Pledge and Plan to Keep Connected, the follow-up activities, and the next session.
 - c. 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:
 - **“Challenge Growth”** (<https://www.keepconnected.info/challenge-growth/>); and
 - **“Provide Support”** (<http://www.keepconnected.info/provide-support/>).
3. **Set yourself a schedule for preparing for the next session.**