



New Possibilities for Our Family and the Future

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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:

- a. The accompanying **PowerPoint deck**.
- b. 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.
- c. **Parenting Adult and Youth Surveys** Online (facilitator registration required)
- d. **Certificate of Completion (Editable Template)** PowerPoint template online

Overview

We live in a society that seems to assume that your life course is set in stone very early in life. In some places, parents worry about whether their children will get into the “right” preschools so they’ll be able to get into the “right” colleges. Others will say that you can tell how someone will do in life by the time they are in kindergarten. So, it’s not surprising that many parenting adults assume by middle school that, “*que será, será,*” what will be, will be. We’re stuck with the life we have now, and there’s not really anything we can do about it.

Yes, the early childhood years are vital, but young people keep growing and changing. The years of early adolescence are another critical time of growth and change when parent/guardian (and others’) influence can be quite significant. The opportunity lies in cultivating a relationship in which both the parenting adult and the young person are learning, growing, and changing as they discover new things about each other, and particularly being together and expanding possibilities for the young people as they grow through middle and high school toward responsible, resilient, and thriving adults.

This fourth and final session in *Keep Connected Online* introduces the fifth element of the Developmental Relationships Framework, Expand Possibilities, and focuses on the important role that they play in each other’s lives moving forward by opening doors to new ideas, new people, new places, and other new possibilities that enrich lives. It concludes with a graduation celebration in which families verbalize their shared commitments to each other.

Learning Objectives

Participants will . . .

- Integrate key **themes about positive parent-youth relationships** from across the workshop series, reflecting together on what they have learned.
- **Identify a specific commitment** they will make together as a family to keep connected in the coming weeks and months.
- Reinforce the connections and commitments they made to each other.
- Families participate in a graduation celebration in which they receive certificates of completion and share in a pledge to keep connected.

Activities at a Glance

Session 4

New Possibilities for Our Family and the Future

Total
Time:
60
minutes

Parenting Adult Session (30 minutes)	
1. Launch Your Meeting Platform	10-15 min before session
2. Welcome and Introductions	2 min
3. Backward and Forward (instead of Highs and Lows)	7 min
4. Introduce the Key Ideas in Expand Possibilities	3 min
5. Looking Forward: Expanding Possibilities Between Now and High School Graduation	8 min
6. Feedback on the Workshop Series	9 min
7. Transition to Family Session	1 min
Youth Session (30 minutes)	
1. Launch Your Meeting Platform	10-15 min before session
2. Welcome and Introductions	2 min
3. Backward and Forward (instead of Highs and Lows)	7 min
4. Looking Forward: Thanking Your Family in Your Graduation Speech	10 min
5. Feedback on the Workshop Series	10 min
6. Transition to Family Session	1 min
Family Session (Youth and Parenting Adults Together) (30 minutes)	
1. Launch Your Meeting Platform	10-15 min before session
2. Keep on Track to Keep Connected	5 min
3. Graduation: Welcome and Opening Remarks	3 min
4. Graduation: Parents' Hopes	6 min
5. Graduation: Youth's "Graduation Speech"	3 min
6. Graduation: Families' Pledges to Each Other	5 min
7. Graduation: Presentation of Certificates	5 min
8. Closing Remarks	3 min
9. Informal Social Time Online	open

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
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> Informal discussion-starter questions.		<ul style="list-style-type: none"> Webinar platform (e.g., Zoom) SLIDE #2 	10 – 15 min before start time
2 Welcome and Introductions <u>Purpose:</u> Bring the group together to begin focusing the session. <u>Method:</u> Brief topical introduction.		<ul style="list-style-type: none"> SLIDE #3 	2 min
3 Backward and Forward (instead of Highs and Lows) <u>Purpose:</u> Reflect back on the workshop series and its value to the families for the future. <u>Method:</u> Individual sharing		<ul style="list-style-type: none"> SLIDE #4 	7 min
4 Introduce the Key Ideas in Expand Possibilities <u>Purpose:</u> Introduce core information about youth-parent relationships <u>Method:</u> Three options: Group reading; mini-presentation; or video		<ul style="list-style-type: none"> Handout 41; Slide #5; or Expand Possibilities video 	3 min
5 Looking Forward: Expanding Possibilities Between Now and High School Graduation <u>Purpose:</u> Articulate positive goals that parents have for their relationships with their children when they graduate from high school. <u>Method:</u> Worksheet based on the 5 Keys		<ul style="list-style-type: none"> Slides #6, #7, #8 Handout #4.2 	8 min
6 Feedback on the Workshop Series <u>Purpose:</u> Get input from parents on the workshop experience for quality improvement <u>Method:</u> Complete an online, anonymous survey		<ul style="list-style-type: none"> Slide #10 Link to PARENT survey 	9 min

7	Transition to Family Session <u>Purpose:</u> Connect with the youth <u>Method:</u> Brief coordination		• Slide #11	1 min
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Activity	Facilitator Notes	Materials, Slides, Handouts, and Tech	Time Needed/ Est. Start Time
YOUTH 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	• Webinar platform (e.g., Zoom) <input type="checkbox"/> SLIDE #14	10 – 15 minutes before start time
2	Welcome and Introductions <u>Purpose:</u> Bring the group together to begin focusing the session. <u>Method:</u> Brief topical introduction.	<input type="checkbox"/> Slide #15	2 min
3	Backward and Forward (instead of Highs and Lows) <u>Purpose:</u> Reflect back on the workshop series and its value to the families for the future. <u>Method:</u> Individual sharing	<input type="checkbox"/> Slide #16	7 min
4	Looking Forward: Thanking Your Family in Your Graduation Speech <u>Purpose:</u> Project the kind of relationships youth want to have with their parents through high school. <u>Method:</u> Youth write “thank you’s” to their parents from the perspectives of graduating seniors	<input type="checkbox"/> Google Jamboard (prepared in advance) <input type="checkbox"/> Slide #17	10 min
5	Feedback on the Workshop Series <u>Purpose:</u> Get input from youth on the workshop experience for quality improvement <u>Method:</u> Complete an online, anonymous survey	• Slide #18 • Link to YOUTH survey	10 min
6	Transition to Family Session <u>Purpose:</u> Connect with the parenting adults <u>Method:</u> Brief coordination	• Slide #19	1 min

Activity	Facilitator Notes	Materials, Slides, Handouts, and Tech	Time Needed/ Est. Start Time
FAMILY SESSION			
<p>1 Keep on Track to Keep Connected</p> <p><u>Purpose:</u> Remind families of some of the key messages of the four-part workshop series</p> <p><u>Method:</u> Zoom poll</p>		<ul style="list-style-type: none"> • Zoom Poll #1 • Handout 4.2 in the Family Workbook 	5 min
<p>2 Graduation: Welcome and Opening Remarks</p> <p><u>Purpose:</u> To set the tone for the graduation celebration</p> <p><u>Method:</u> Brief presentation</p>		<ul style="list-style-type: none"> • 	3 min
<p>3 Graduation: Parents’ Hopes</p> <p><u>Purpose:</u> Give voice to parents’ hopes and expectations for their relationships with their young teenagers.</p> <p><u>Method:</u> A parent reads goal statements from other parents</p>		<ul style="list-style-type: none"> • Slide #22 	6 min
<p>4 Graduation: Youth’s “Graduation Speech”</p> <p><u>Purpose:</u> Give voice to young people’s hopes for their relationships with their parents.</p> <p><u>Method:</u> Youth read their joint “thank you” to parents for the kinds of relationships they want</p>		<ul style="list-style-type: none"> • Jamboard with Youth speech 	3 min
<p>5 Graduation: Families’ Pledges to Each Other</p> <p><u>Purpose:</u> Increase the likelihood that families will take their pledges seriously if they are public with their statements.</p> <p><u>Method:</u> Families share their pledges with the whole group.</p>		<ul style="list-style-type: none"> • SLIDE #23, #24 	5 min
<p>6 Graduation: Presentation of Certificates</p> <p><u>Purpose:</u> To recognize and reinforce families’ participation and commitment</p> <p><u>Method:</u> Give certificates of completion to all participating families</p>		<ul style="list-style-type: none"> • Personalized Certificates of Completion (if they were distributed) 	5 min
<p>7 Graduation: Closing Remarks</p> <p><u>Purpose:</u> Bring closure to the workshop series.</p> <p><u>Method:</u> Brief remarks</p>		<ul style="list-style-type: none"> • 	3 min

<p>8 Informal Social Time Online</p> <p><u>Purpose:</u> To encourage community building among families</p> <p><u>Method:</u> Give them online space to connect if they choose to do so.</p>		<ul style="list-style-type: none"> • Open Breakout Rooms 	<p>Your choice</p>
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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. **Notify Search Institute when all the responses are in** from your youth and parenting adult surveys you can receive your report. More information (log-in required): www.KeepConnected.info/feedback-and-evaluation-resources/
3. **Send a text message or an email** in a few days to participants:
 - a. Thank them for participating.
 - b. Send the PDF from the Jamboard brainstorm of ideas for expanding possibilities with youth to parents.
 - c. Let them know about other opportunities to stay connected.
 - d. Encourage them to stay connected to each other.
4. If you didn't do it before the session, **send or deliver to each family:**
 - a. Certificates of completion to each family. (Download certificates you can customize and print from the online Keep Connected Implementation Toolkit. They are accessed next to the material for this session.)
 - b. Take-away gifts for families for their participation (if you are offering them).
5. Organize your *Keep Connected* materials together to **use the next time** you lead the online workshop series.
6. Meet with other facilitators and leaders to **debrief the experience**. Determine what you will do the same and how you will refine the experience the next time you do it. Determine when you expect to offer the series again.

Preparation Before the Session

1. Prepare to facilitate the session

- a. 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.
- b. Review all the slides to be sure they maintained formatting on your computer. Adjust them as needed.

2. Consider **sending or delivering** the following to families before the session, potentially in a **gift-wrapped box**:

- a. Personalized certificates of completion for each family. (Download certificates you can customize and print from the online Keep Connected Implementation Toolkit. They are accessed next to the material for this session.)
- b. Take-away gifts for families for their participation (if you are offering them).

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

- a. Set up [Google Jamboard](#) pages for Youth Activity #4. (You can also use other collaborative writing spaces such as Google Presentations, the whiteboard on Zoom, or others.) Jamboard allows for some creativity with colors, Post-It Notes, etc.

Label five pages—one for each Key in the Developmental Relationships Framework:

1. Express Care
2. Challenge Growth
3. Provide Support
4. Share Power
5. Expand Possibilities

Add a link to the Jamboard page to SLIDE #17.

- b. Create **Zoom Poll #1**: “Which 3 Keep Connected Ideas Have Most Affected You and Your Family?” for the family session.

Which of the following topics in this workshop series have had the most impact on your family? Work together as a family and pick up to three.

- Kids do best when they have strong relationships with parenting adults through the teen years.
- Five key actions help to keep these relationships strong.
- It can be harder to express care as kids grow up. So we have to find ways to adjust so it works for everyone.
- Sharing power is important, particularly during the teen years.
- You can turn power struggles into power sharing.
- In positive relationships, we challenge each other to grow.
- Challenge growth is best when it focuses on our own goals or priorities, not on things other people wish they would do.
- Provide support focuses on how we help each other solve problems and achieve goals.
- We improve the most in the “Growth Zone.” That is where we are stretched to learn and try new things, but are also guided and supported so we can succeed.
- A great way to expand possibilities with each other is to explore things you’re curious about.

c. If you are going to give people the opportunity to stay after the session to socialize, be sure you know how to set up and operate [Breakout rooms](#)¹.

4. Prepare to collect **feedback about the workshop** experience from participants through the survey that is completed during this session. Participants complete the surveys online in less than 10 minutes. Search Institute will generate a report on your participants (at no cost to you). You need to sign up in advance to get a unique code for your participants. Go here to get your unique code:

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

5. **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.

¹ More information on Breakout Rooms: <https://blog.zoom.us/using-zoom-breakout-rooms/>

- b. Confirm their participation.
 - c. Be sure they have their Keep Connected materials. If they don't, arrange for them to get what they need before the session.
 - d. Confirm that they are making progress on the Keep Connected Pledge and will be ready to share it at this final session. If they've run into issues, talk through solutions.
 - e. Encourage them to watch the short video on "Expand Possibilities," which focuses on the final key in Search Institute's framework:
www.keepconnected.info/expand-possibilities/
6. **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.
7. **Check your technology** to be sure everything works several hours before you are scheduled to begin.

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:
 - Who are one or two people in your community who you would like to meet? What would you want to talk with them about?
 - What one idea, concept, perspective, or experience that has really changed the way you look at life or at the world? (It might be a book you read, a place you visited, a new discovery, etc.)
 - What is something you hope you can see or do in the next 10 years that you've never been able to do before?

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.
- d. Confirm that parenting adults have their **Family 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.

2. Welcome and Introductions

2 minutes

- a. Show SLIDE #3. **Welcome participants** to the session, which introduces the final key in parent-youth relationships: **Expand Possibilities**.
- b. You'll also have **graduation celebration** to mark the end of this group's commitment to these sessions.
- c. Show SLIDE #4. Introduce yourself, and have participants **introduce themselves with their own first name** and by describing **something they've tried in the past month** that they've never tried before. It could

be an activity they've tried, a game they've played, a place they've gone, or a food they've eaten. It could even be a new idea or way of thinking.

3. Backward and Forward (Instead of "Highs and Lows")

7 minutes

- a. Ask if anyone has been using the "Highs and Lows" activity at home. How has it gone? Remind participants that each person is invited to share in one or two sentences a **"high" and a "low"** from the past week. It can be anything they want. If they want to pass, they can do that.
- b. Say you'd like to do "highs and lows" a little differently during this session. Instead of "highs and lows," we'll do "backward and forward." Show SLIDE #5. For **"backward,"** think of something you've **learned or enjoyed about these sessions,** including what you've done at home with your family. For **"forward,"** think of something you **plan to keep doing with your family in the future** to continue strengthening and maintaining strong family relationships.
- c. **After clarifying that everyone understands the process, give them time to share their "backwards" and "forwards" with each other. Model by going first.**
- d. **When everyone who wants to share has done so,** thank them for their stories.

4. Introduce the Key Ideas in Expand Possibilities

3 minutes

Introduce parenting adults to the key ideas related to Expand Possibilities in one of the three following ways:

Option 1: Family Workbook

- a. Have parenting adults go to **Handout 4.1** in the *Family Workbook*.
- b. Give people a few minutes to read through it, or have **volunteers read aloud** the different sections.
- c. Then discuss these questions as a large group, inviting a few parenting adults to share for each:
 - What really jumps out at you because it's surprising or really important from your perspective?
 - What examples or stories from your own experiences or from your family's past can you think of that illustrate some of the key ideas on this sheet?



Option 2: Mini Presentation

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

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

- b. **Highlight key ideas about Expand Possibilities** as you display SLIDE #6:
- We help each other grow when we encourage each other to try new things, go to new places, and meet new people. Expanding possibilities is an important way to keep our minds fresh and growing.
 - By connecting young people with new people, places, and experiences, parents open doors for their children to:
 - **Discover more about themselves** and what matters.
 - **Find new opportunities**, including careers, education, art, and recreation;
 - Get experience playing **meaningful, responsible roles** in society.
 - Connect with people who will **look out for them**. This can be particularly important if kids face crises, prejudice, or other challenges.
 - Sometimes parenting adults may worry that the influence might not be good if their kids spend time with other people and ideas. They want to protect their kids.
 - However, researchers have found that teens relationships with their parents usually improve when those teens also form relationships with other trustworthy adults.
 - Similarly, when kids are exposed to other ideas, **they are more likely to learn and grow**—particularly when they talk about those ideas at home. That's why a strong relationship with open communication is so important.

Option 3: Video

- Show Search Institute’s “[Expand Possibilities](http://www.keepconnected.info/expand-possibilities/)” video from (www.keepconnected.info/expand-possibilities/).
- Discuss these questions:
 - What really jumps out at you in the video because it’s surprising or really important from your perspective?
 - What examples or stories from your own experiences or from your family’s past can you think of that illustrate some of the key ideas on this sheet?

5. Looking Forward: Expanding Possibilities Between Now and High School Graduation 8 minutes

- a. Explain that Expand Possibilities is often one of the hardest keys for families to do in their relationships. We get really busy just keeping up with what we’re doing that we don’t have time or resources to do other things—or we don’t even think about it. We may worry that other things will pull our kids away from us.

At the same time, middle school and high school can be amazing times for **expanding possibilities** if we can adapt our relationships in all the ways we’ve been talking about. That includes how we **express care, share power, challenge grow, and provide support**.

- b. We also expand possibilities during these important years of growth by taking the three actions that are part of Expanding Possibilities. (Show SLIDE #7.) They are:
- 1) **INSPIRE** our kids to see new possibilities for the future
 - 2) **CONNECT** our kids with people who can help them grow
 - 3) **EXPOSE** our kids to new ideas, experiences, and places that broaden their horizons
- c. As we’ve learned, there will be **lots of changes and challenges** through the teen years. If we can be intentional about **nurturing and adapting the five keys** in our relationships as each person grows and changes, we can grow deep enough roots to withstand some of the “windy conditions” of middle school and high school. Remind participants about the Five Keys by showing SLIDE #8.

d. Show SLIDE #9. Ask participants to turn to Handout 4.2, “Your Relationship . . . When It’s Time to Graduate,” in the Family Workbook.

- Explain that they will spend time **imagining what a positive relationship** with their kids might look like when the kids **graduate from high school**.
- Emphasize that the **focus is on their relationships** with their kids, not other hopes or expectations they have for them.



a. Walk through the page. First, have parenting adults each fill out their teen’s name and the year they will graduate high school in the blanks at the top. Then have parenting adults think—and write down—some **specific actions they hope they’ll be doing** to “practice” each of the five keys of positive youth-parenting adult relationships.

For example, they might hope that they will still be having at least **five family meals together** each week (for express care). Or they might hope that they are very comfortable **making important decisions together** (for share power). They can also include ideas that are inspired by the three themes in Expand Possibilities.

b. Give parenting adults time to write down their ideas.

Note: Be clear that they’ll be sharing their ideas with their kids during the shared family time.

c. As time allows, invite a couple of **parenting adults to share some ideas** with the whole group. Emphasize that parenting adults can **add ideas** as they hear what others are thinking about. **Learning from each other** is part of the reason we get together with other parents.

d. Finally, ask if there are some parents who would be willing to have some of their statements from Handout 4.2, “Your Relationship When It’s Time to Graduate” read during the graduation celebration with the youth. Try to get them to contribute a total of at least one or two statements from each of the 5 keys. Then ask for a volunteer parent to compile series statements from parents that they will then read anonymously during the graduation celebration.

e. Add the selected collection of statements from parents to SLIDE #22 for when they are being read during the graduation celebration. (You can add the information to the slide while the parents are completing the survey.)

6. Feedback on the Workshop Series

9 minutes

- a. Show SLIDE #10. Ask participants to complete the survey about their *Keep Connected* experience. Emphasize that the survey is designed to give feedback to improve future workshops. It is not a test of what they have learned or of their family.
- b. Put your unique link to the PARENTING ADULT survey in the chat box.
- c. Ask participants to **work in silence** as they complete the survey. If they have questions, **answer them briefly**. Avoid telling them how they should respond. **They do not have to complete a survey if they do not want to, and they can skip questions if they want.**
- d. **Thank parents for completing the surveys.** Let them know how and when you'll share key results with them.

7. Transition to the Family Session

1 minute

- a. Show SLIDE #11. Say that it is time to combine the session with the youth. Remind parenting adults of the logistics of how you'll move around. Then make the transition.

Youth Session

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 #13, which shows these conversation-starter questions, and invite youth to answer the discussion-starter questions. Feel free to jump in, too:
 - Who are one or two people in your community who you would like to meet? What would you want to talk with them about?
 - What one idea, concept, perspective, or experience that has really changed the way you look at life or at the world? (It might be a book you read, a place you visited, a new discovery, etc.)
 - What is something you hope you can see or do in the next 10 years that you've never been able to do before?

Don't require youth 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. Show SLIDE #14. **Welcome participants** to the session, which highlights the final key in parent-youth relationships: **Expand Possibilities** as we think about the future.
- b. You'll also have **graduation celebration** to mark the end of this group's commitment to these sessions.
- c. Show SLIDE #15. Introduce yourself, and have participants **introduce themselves with their own first name** and by describing about **something they've tried in the past month** that they've never tried before. It could be an activity they've tried, a game they've played, a place they've gone, or a food they've eaten. It could even be a new idea or way of thinking.

3. Backward and Forward (Instead of “Highs and Lows”)

7 minutes

- a. Say you’d like to do “highs and lows” a little differently during this final session. Instead of “highs and lows,” we’ll do “backward and forward.” Show SLIDE #16. For **“backward,”** think of something you’ve **learned or enjoyed about these sessions,** including what you’ve done at home with your family. For **“forward,”** think of something you **plan to keep doing with your family in the future** to continue strengthening and maintaining strong family relationships.
- b. **After clarifying that everyone understands the process, give them time to** share their “backwards” and “forwards” with each other. **Model by going first.**
- c. **When everyone who wants to share has done so,** thank them for their stories.

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

10 minutes

- a. **Have youth imagine** that they are now **all about to graduate** from high school. They’ve been asked to give **a collective speech at graduation.** (Let them know that actually, they’ll share their ideas when they join with parenting adults later in the session.)
- b. Their joint “graduation speech” will focus on **thanking their families** for the ways they have been open and intentional in their relationships based on what they have learned together in *Keep Connected*. They will prepare this speech from the perspective as seniors looking back and seeing how their family and its relationships **played important roles** in having a **great high school experience.**
- c. **Send youth a link to the Google Jamboard** (or another shared document you prepared) in Zoom chat. Start **brainstorming ideas** of things their families might do between now and graduation based on the Five Keys. (Show SLIDE #17.) Have them first brainstorm ideas they thankful for on each of the sheets, which each sheet representing one of the Five Keys.
- d. Then have them discuss and **agree which five or six relationship actions** they want to include in their graduation speech. (They may want to pick one idea from each key, or they may pick five that are the most important to them overall.)

- e. Work together to **draft the speech on Google Jamboard** or another collaborative platform you have chosen. (You may compile the speech all on one page, or you can put each statement on a separate page, with youth decorating the pages, if there is time.)
 - Start with a **thank-you statement** such as: “Thank you to all our parents who kept connected to us through our high school years.”
 - Add **one thank-you statement each for actions the families took together** (based on young people’s hopes) to keep their relationships strong tied to each key.

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

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

5. Feedback on the Workshop Series

10 minutes

- a. Show SLIDE #18. Ask youth to complete the survey about their *Keep Connected* experience. Emphasize that the survey is designed to give feedback to improve future workshops. It is not a test of what they have learned or of their family.
- b. Put the link to the **YOUTH survey** in the chat box.
- c. Ask youth to **work in silence** as they complete the survey. If they have questions, **answer them briefly**. Avoid telling them how they should respond. **They do not have to complete a survey if they do not want to, and they can skip questions if they want.**
- d. Thank youth for completing the surveys.

6. Transition to Family Session

1 minute

- a. Show SLIDE #19. Say that it is time to combine the session with the parenting adults. Explain the logistics of how you'll move.
- b. Confirm that the youth are ready to read their portions of the graduation "speech" during the graduation celebration.

Family Session

1. Keep on Track to Keep Connected

5 minutes

- a. Welcome everyone to the last family session. Say that as a way to help us remember some of the theme we've covered in this workshop series, we're doing a quick poll to see which topics you have found to have had the most impact on your family.
- b. Launch the Zoom Poll #1: Which 3 Keep Connected Ideas Have Most Affected You and Your Family? Have families work together to decide on three, then to vote. See what rises to the top.
- c. If most people seemed to pick just a couple, highlight that there were a lot of shared interests. If many different topics had a few minute selected many different topic, note that families taking away lots of different things. Both are okay. See if anyone has any comments to add.
- d. Conclude by noting that each of these themes may become important at different times for different families in coming months and year, depending on what's happening. Encourage families to keep the summary of the themes , which are shown on Handout 4.3 in the Family Workbook in a place where they will remember to revisit them from time to time.

Why a Poll?

What values does a poll have at the beginning of this session? We're not really trying to find out what's the most "popular" topic (though that's interesting). There are two other reasons related to learning:

1. Thinking through their answers helps refresh and reinforce what families learned across the four sessions.
2. Seeing that they had similar (and different) learning from other families demonstrates both their uniqueness and that they are not alone. It can open the door for further conversation and openness about family life.

2. Graduation: Welcome and Opening Remarks

3 minutes

Adapt the following talking points to your own program and families.

- a. Display Slide #21. Welcome everyone to the *Keep Connected* graduation celebration.
- b. Thank families for their ongoing participation, knowing how busy life can be. Affirm their commitment to each other and to their families.
- c. In the *Keep Connected* workshop series, all of your families committed to set aside time to focus on your relationships with each other. You became a community for each other.

- d. This has been a significant commitment, and I hope you'll agree it's a big step forward as our kids go through middle school and high school.
- e. Our hope is that it is only one of many steps you take. Our hope is that you will continue to make your relationships a priority, even in the midst of all the challenges that will come up. After all, our relationships are often what pull us through those tough times.
- f. It's appropriate that we have a graduation celebration. You actively participated. You taught each other. We learned and grew together.
- g. Highlight particular gifts/attitudes that different group members (adults and youth) have brought to the workshop series.

3. Graduation: Parents' Hopes

6 minutes

- a. Say that in their earlier session, the parents wrote some hopes they had for their relationships with their teens when those teens were graduating from high school. Display SLIDE #22, and ask the parent(s) who agree to read the statements to do so.
- b. Thank the reader and the parents for their thoughtful contributions and their hopes.

4. Graduation: Youth's "Graduation Speech"

3 minutes

- a. Say that, similarly, the youth imagined they were ready to graduate from high school. From that perspective, they created a shared graduation speech to **thank their families** for keeping connected through the coming years.
- b. Invite the selected youth to **read aloud the shared "graduation speech"** they prepared. **Switch to the Jamboard file to display each page** where youth created their "speech." Show each page as the youth read it.²
- c. Give time for affirmation from the parents. Similarly thank the young people for their thoughtful contributions, noting the similarities and overlaps between the two.

² If you have time, an alternative would be to download the Jamboard file as a PDF, and then convert it into a graphic (.png) file. Add each image as a new, separate page to the PowerPoint deck so that you can display the series without switching screens.

- d. Say these were statements done separately by each generation. At home, each family also worked on pledges together.

5. Graduation: Families’ Pledges to Each Other

5 minutes

- a. Show SLIDE #23 with the planning “storyboard.” Remind families that the last activities in the Pledge and Plan to Keep Connected focused on identifying goals for your family’s pledge, and then complete the “storyboard” graphic to outline the benefits, barriers, your plan, your supports, and the rewards of working on achieving your goals. These are all things that can help us get on track—or get back on track—when we need to reset, refocus, and try again.
- b. One important way to help us stay on track is to “go public” with our commitments. Telling others what we intend to do can increase the likelihood that we do it. They also can encourage us in our commitments.
- c. With that in mind, ask a few families to volunteer to read aloud their goals (from Box #1 of the “Good Habits to Keep Connected” page in the *Pledge and Plan Start-Up Guide*).
- d. Congratulate families on the thought they’ve given to the habits they want to form and maintain to keep connected through the teen years.
- e. That’s why we are concluding this session with a graduation celebration. Your family can celebrate the ways you’ve learned and grown. Just as important, you’ll have a chance to state your commitment as a family to keep connected in the coming weeks, months, and years.
- f. When all families have shared who wish to share, show SLIDE #24, which shows a Pledge to Keep Connected. Ask everyone to read it together.

IMPORTANT NOTE
It’s likely that some families haven’t done this activity, so it’s important not to insist that everyone show or read their pledge and plan. If some families that haven’t had a chance to write down some of their goals would like to speak about their goals, encourage them to do so.

6. Graduation: Presentation of Certificates

5 minutes

- a. If you **sent the Certificates of Completion in advance** in a box (with a gift) or envelope, ask families to get them now.

If you did not send out certificates in advance, just call on each family individually and say that the certificates will be coming (mail or delivery). Show Slide #25.

- b. Invite each family to open its certificate as you call their name, including the name of each family member who participated.
- c. Congratulate them for completing the series, and thank them for their participation.

7. Graduation: Closing Remarks

3 minutes

- a. As we've been through these four workshops together, **we've learned a lot about each other**. We've had fun and challenging conversations.
- b. You've also made some important commitments to each other. It won't be easy to remember and keep those. That's why you'll find tools in your Family Workbook that are designed to help you develop a plan that supports your goals. And if you get off track, don't worry too much. Just pick it up and start on it again. We've included some tips to get back on track after set-backs
- c. Just as important, I hope we **now see each other as friends, supporters, and resources** to help our families stay strong and keep connected in the years that come. Check on each other to see how you're doing. Ask each other to help you stay on track.
- d. My hope for you is that when these young people graduate from high school, **your relationships will be different**. We all learn and grow. I also hope that your relationships are strong, preparing your family for the next phase of life when these young people become young adults.
- e. I'm excited to see how we all **learn and grow in the years ahead**. I hope that we can keep connected with each other so that we can celebrate your family's milestones and successes along the way.

8. Informal Social Time Online

- a. If you choose, offer to open Breakout Rooms for people to stay around to talk with each other for a while, if they choose to. Depending on the version of Zoom you have, a group can pick a room, or they can ask you to go to one. Some may want to stay to plan a next activity.

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. **Notify Search Institute when all the responses are in** from your youth and parenting adult surveys you can receive your report. More information (login required): www.KeepConnected.info/feedback-and-evaluation-resources/
3. **Send a text message or an email** in a few days to participants:
 - a. Thank them for participating.
 - b. Send the PDF from the Jamboard brainstorm of ideas for expanding possibilities with youth to parents.
 - c. Let them know about other opportunities to stay connected.
 - d. Encourage them to stay connected to each other.
4. If you didn't do it before the session, **send or deliver to each family**:
 - a. Certificates of completion to each family. (Download certificates you can customize and print from the online Keep Connected Implementation Toolkit. They are accessed next to the material for this session.)
 - b. Take-away gifts for families for their participation (if you are offering them).
5. Organize your *Keep Connected* materials together to **use the next time** you lead the online workshop series.
6. Meet with other facilitators and leaders to **debrief the experience**. Determine what you will do the same and how you will refine the experience the next time you do it. Determine when you expect to offer the series again.