



TRANSFORMING OUR NARRATIVES ABOUT 21ST-CENTURY FAMILIES

GENE AND JOLENE ROEHLKEPARTAIN

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Session Overview



A. Trends in Families and Society:
How Do We Interpret & Respond?

B. Six Critical Shifts

- ① Toward strengths and resilience
- ② Toward relationships in families
- ③ Toward “living into” faith
- ④ Toward relationships with families
- ⑤ Toward empowering families
- ⑥ Toward community-center ministries

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Search
INSTITUTE > **Session Overview**






A. Trends in Families and Society:
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B. Six Critical Shifts

- ① Toward strengths and resilience
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Search
INSTITUTE > **The Changing World Families Navigate**



**Multi-Cultural
and Global**

**Religious
Pluralism**

**Digital
World**

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Search > **The Changing World Families Navigate**
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**Opportunity and
Income Gaps**



**Declines in
Participation**



**Social Poverty
and Isolation**

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Search > **The Changing Family**
INSTITUTE

We are seeing evidence of families changing everywhere:

- Families being “spiritual” but not always “religious”
- Families taking in other kids
- Dads at the bus stop
- The growing prominence of pets
- Blended families becoming even more blended

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Search INSTITUTE Discuss: Our Families

With someone next to you:

- Say your name.
- What is ONE THING you love most about your family?
- How have the changes in families and society affected your family?



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Search INSTITUTE Competing Narratives about Families

What We Hear

- Families are broken, dysfunctional
- 64% of parents say: Families have declined

What We Experience

- Families are the most important part of life
- 75% of adults say: They are very satisfied with family

In Summary

Today's families are really messed up.

Nothing is more important to me than my family.

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Quiz on Family Trends: True or False?

Turn to page 2 of your handouts.



Answers to the Quiz on Family Trends

Turn to page 17 of your handouts.



Search > **INSTITUTE** **Where Are Our Churches in All This?**

Changing Families



Changing World Around Families

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Search > **INSTITUTE** **Six Narrative Transformations** Handout, Page 4

Pathologize, Idealize	➔ 1	Strengths, Resilience
Parenting Strategies	➔ 2	Relationships in Families
“Passing on” Faith	➔ 3	“Living into” Faith
Reach thru Programs	➔ 4	Reach thru Relationships
Serving Families	➔ 5	Empowering Families
Congregation Centered	➔ 6	Community Centered

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Six Narrative Transformations: #1

Pathologize, Idealize



Strengths, Resilience

“Most studies . . . tended to dismiss the family as hopelessly dysfunctional and to seek positive extrafamilial resources to counter the negative impact. Thus, **families were seen to contribute to risk, but not to resilience.**”

— Froma Walsh



Walsh, F. (2006). *Strengthening family resilience* (2nd edition). New York: Guilford.

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A Dominant Story about Families



- “In crisis”—Risks, deficits, dysfunction
- Structure and place in society = destiny

Implications for Ministry

- Need us (professionals) to “fix” or “help” them
- Work around, compensate

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Why Our Narratives Matter

which influences how they act, which reinforces . . .

Our actions (towards others)

Pygmalion Effect
(self-fulfilling prophecy)

Others beliefs (about us)

What we believe about families . . .

Our beliefs (about ourselves)

Others actions (towards us)

affects how we treat them, . . .

Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. *The Urban Review*, 3(1), 16-20.

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A Family Strengths Perspective

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An Alternate Story about Families



Most families . . .

- Want the best for kids
- Are strong and resilient, even amid challenges
- Have capacities to learn, grow, heal



Reframing Families

- Move your thinking from “bad families” to “bad situations” to “difficult situations”
- Sheila’s story: single mom working two jobs with a deadbeat ex-husband





Discuss: Creating a New Story



Implications for Ministry?

How might our ministries be different if our primary narrative for families focused on strengths?



One Novel Idea



On the sticky note on page 5 of your handout, CLEARLY write **ONE NOVEL IDEA** of how you could put families at the center of your ministry with family strengths in mind. Pass to Jolene when you're finished.

We'll sort the ideas and share them later during the symposium.



Shift #1 Reflection

Pathologize, Idealize



Strengths, Resilience

Any questions?

Any comments?

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Six Narrative Transformations: #2

Pathologize, Idealize



Strengths, Resilience

Parenting Strategies



Relationships in Families



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Search INSTITUTE **What Happens that Matters?**

Input → **BLACK BOX** → Output

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Search INSTITUTE **The Developmental Relationships Framework**

See the Developmental Relationships Framework on page 6 of your handout.

The Developmental Relationships Framework (2.0)
 Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. They involve a dynamic mix of five elements, which are expressed through 20 actions.*

Elements	Actions	Definitions
1. Express Care Show me that I matter to you.	• Be dependable	Be someone I can trust.
	• Listen	Really pay attention when we are together.
	• Believe in me	Make me feel known and valued.
	• Be warm	Show me you enjoy being with me.
2. Challenge Growth Push me to keep getting better.	• Encourage	Praise me for my efforts and achievements.
	• Expect my best	Expect me to live up to my potential.
	• Stretch	Push me to go further.
	• Hold me accountable	Insist I take responsibility for my actions.
3. Provide Support Help me complete tasks and achieve goals.	• Reflect on failures	Help me learn from mistakes and setbacks.
	• Navigate	Guide me through hard situations and systems.
	• Empower	Build my confidence to take charge of my life.
	• Advocate	Defend me when I need it.
4. Share Power Treat me with respect and give me a say.	• Set boundaries	Put in place limits that keep me on track.
	• Respect me	Take me seriously and treat me fairly.
	• Include me	Involve me in decisions that affect me.
	• Collaborate	Work with me to solve problems and reach goals.
5. Expand Possibilities Connect me with people and places that broaden my world.	• Let me lead	Create opportunities for me to take action and lead.
	• Inspire	Inspire me to see possibilities for my future.
	• Broaden horizons	Expose me to new ideas, experiences, and places.
	• Connect	Introduce me to people to help me grow.

* Action relationships are, by definition, bidirectional, each person in a strong relationship engages in and experiences each of these actions. However, for the purpose of clarity, the framework is expressed from the perspective of one young person.

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Transforming Our Narratives about 21st Century Families

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Search
INSTITUTE > **Elements of Developmental Relationships**



Express Care

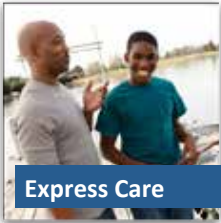
“Show me that I matter to you.”

Specific actions


- Be dependable
- Listen
- Believe in me
- Be warm
- Encourage

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Search
INSTITUTE > **Elements of Developmental Relationships**



Express Care



Challenge Growth

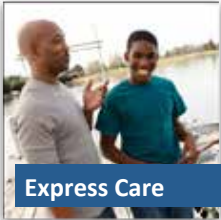
“Push me to keep getting better”

Specific actions


- Expect my best
- Stretch
- Hold me accountable
- Reflect on failures

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Search INSTITUTE > **Elements of Developmental Relationships**



Express Care



Challenge Growth



Provide Support

Specific actions

- Navigate
- Empower
- Advocate
- Set boundaries

“Help me complete tasks and achieve goals.”

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Search INSTITUTE > **Elements of Developmental Relationships**



Express Care



Challenge Growth



Provide Support



Share Power

“Treat me with respect and give me a say.”

Specific actions

- Respect me
- Include me
- Collaborate
- Let me lead

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Search
INSTITUTE > **Elements of Developmental Relationships**



Express Care



Challenge Growth

Specific actions

- Inspire
- Broaden horizons
- Connect



Share Power

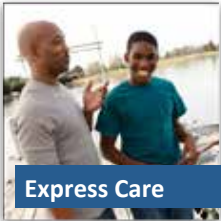


Expand Possibilities


“Connect me with people and places that enlarge my world.”

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Search
INSTITUTE > **5 Elements of Developmental Relationships**




Express Care




Challenge Growth



Provide Support



Share Power



Expand Possibilities

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Discuss: The Developmental Relationships Framework

Using page 6 of your handout, with a partner, talk about:

- What struck you?
- What questions did this raise for you?



The Developmental Relationships Framework (2.0)
 Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. They involve a dynamic mix of five elements, which are expressed through 20 actions.*

* Because relationships are, by definition, bidirectional, each person in a strong relationship plays an equal role in the experience of that relationship. However, for the purpose of clarity, the framework is expressed from the perspective of one young person.

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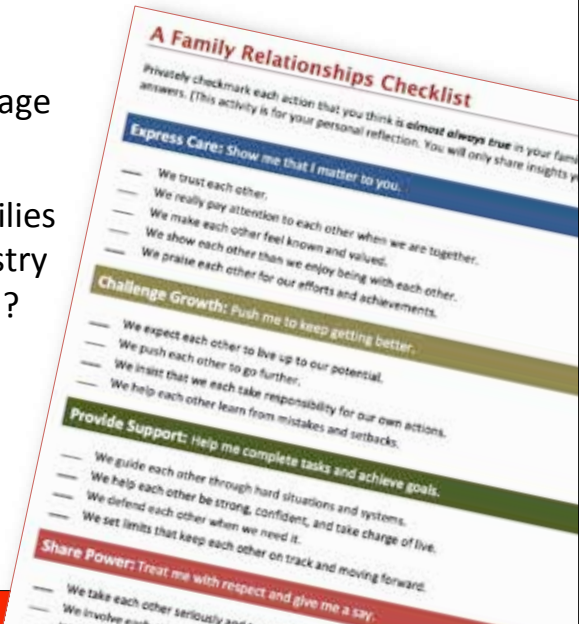
Transforming Lives



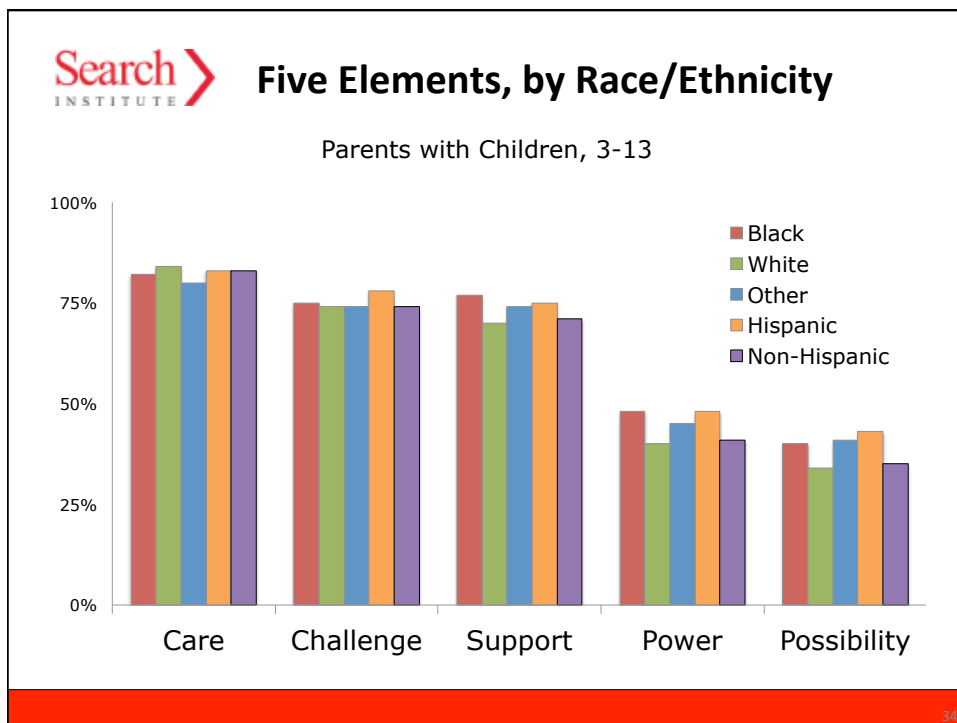
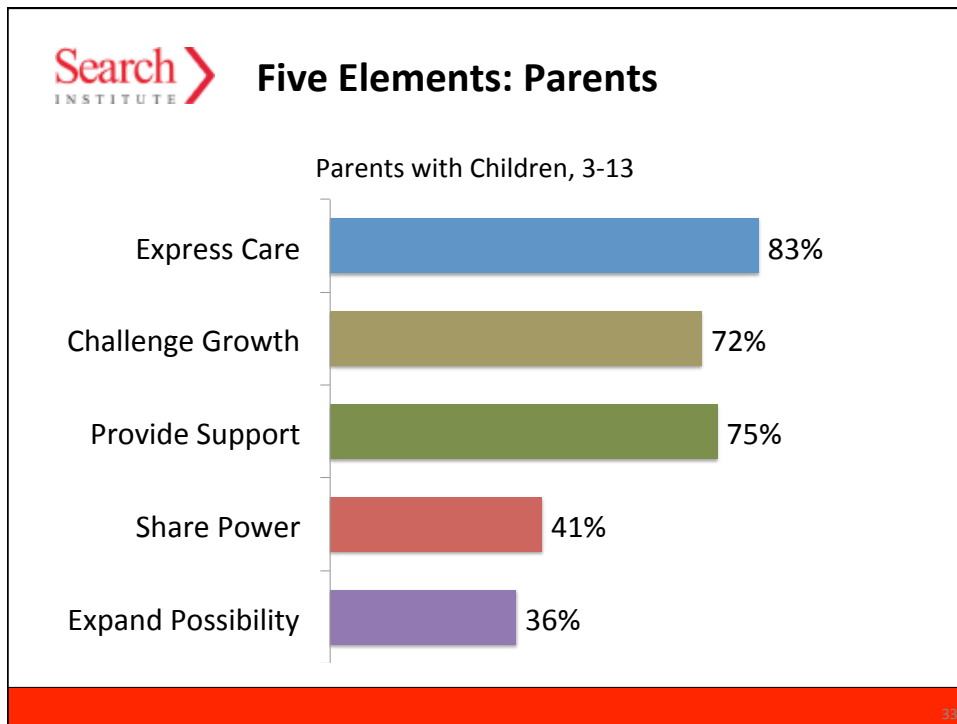
Use with Your Families

See the checklist on page 8 of your handout.

- How might the families you engage in ministry respond to this tool?



A Family Relationships Checklist
 Privately checkmark each action that you think is *almost always true* in your family answers. (This activity is for your personal reflection. You will only share insights you choose to share.)



Search INSTITUTE **Demographics Are Not Destiny**

Levels of family relationships varies little by . . .

Parent education

Family income

1 vs. 2 parents

Immigrant status

Parent sexual orientation

Parent relationship to child

What does matter: Economic strain.

Search INSTITUTE **Predicting Character Strengths**

1,085 U.S. parenting adults with 3- to 13-year-olds

The quality of **parent-child relationships** is 10 times more powerful than demographics* in predicting whether children are developing critical character strengths they need for success in life.

Character Strengths

Developmental Relationships

Demographics

* Includes age, gender, race-ethnicity, immigration status, and financial strain

Search INSTITUTE **Some Ideas to Get Started**

30 ideas to share (not all at once) with families. See page 10 of your handout.

30 Relationship-Building Ideas for Families: Getting Started

Here are ideas parenting adults can use to build developmental relationships with their kids.

Express CARE	CHALLENGE Growth
<ol style="list-style-type: none"> 1. Focus attention on your kids when they are talking about things that are important to them. Put away the smart phone. 2. Ask follow-up questions so both you and your kids know you're tracking. 3. Have fun when you're together. Laugh. Smile. Be silly. Don't always make it all about chores or homework or getting something done. 4. Find satisfaction in doing things for your kids, even if those things aren't important to you. 5. Make an effort to understand your kids' point of view when they share ideas or opinions. 6. Do what you say you will do with or for your kids. When you can't, apologize. 	<ol style="list-style-type: none"> 7. Talk with your kids about the positive things they have to look forward to in the future. 8. Expect your kids to do their best, even when doing something they don't like. 9. Help your kids find their own solutions rather than just telling them what to do. 10. Challenge you kids to try things that are a little hard for them. 11. Teach your kids that making mistakes is part of learning. 12. Require your kids to take responsibility if they do something wrong.
Provide SUPPORT	Share POWER
<ol style="list-style-type: none"> 13. Praise your kids for their hard work, whether they succeed or fail. 14. Encourage your kids to try things they might be interested in. 15. When you teach your kids a skill, demonstrate it by breaking it into smaller steps. 16. Do what you believe is right, even if others disagree. 17. Show your kids how to ask for help when they need it. 18. When your kids are not getting the help they need from other adults, talk to the person and try to 	<ol style="list-style-type: none"> 19. Respect your kids' opinions, even when you disagree. 20. When you're in a disagreement, take time to understand each other's point of view. 21. Be open to changing your opinions on important topics based on what you learn from your kids. 22. When your kids don't understand what you're trying to teach, try to show them in a different way. 23. Develop new interests based on things you learn from your kids.

Search INSTITUTE **Shift #2: Reflection**

Pathologize, Idealize

➔

Strengths, Resilience

Parenting Strategies

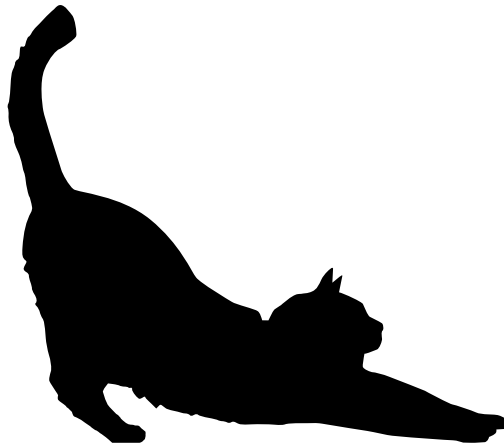
➔

Relationships in Families

Any questions?
Any comments?

A Quick Break

Stand up and stretch for a short moment.



Six Narrative Transformations: #3

Pathologize, Idealize



Strengths, Resilience

Parenting Strategies



Relationships in Families

“Passing on” Faith



“Living into” Faith



Search > **The Metaphor Shaping Our Approaches**
INSTITUTE



Passing on the Faith

- “I have it to give to you”
- Parents teach what they know (or believe, practice) so kids will know and believe it, too
- Say, do “religious” things



Living into the Faith

- “The Spirit is at work in you”
- We create and participate in shared experiences and practices through which faith comes to life
- Embody faith in everyday life

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Search > **Growing in Faith with Young People**
INSTITUTE

We tend to feel more comfortable “passing on the faith” to young children than we are “living into the faith” with teenagers.

How can we nurture spiritual growth in young people—as they grow older?



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Faith in the Messy Details of Life

“God loves and transforms us in the midst of messy details and troubles. The family can function as a workshop or laboratory for honing practices of faith that nurture forgiveness, generosity, hospitality, and justice.”



— Bonnie Miller-McLemore
Vanderbilt University

Miller-McLemore, Bonnie J. “The Rule of Family Faith: Practicing the Presence of God in Our Outward Lives.” *Lifelong Faith*, (Summer 2007) 3–11.

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Giving Voice to the Messy Details

Be intentional about building relationships:

- Establish trust
- Have progressive, slow growth in relationships to invite people to connect and go deeper
- Have meaningful disclosure



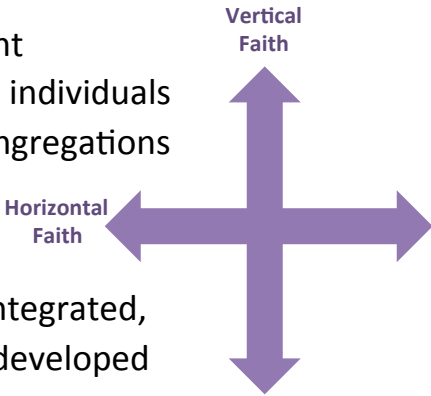
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Search > **Faith Maturity Framework**
INSTITUTE

- Major study of six Protestant denominations with 11,000 individuals in 561 randomly chosen congregations
- Identified key aspects of faith and faith maturity
- Found four types of faith: integrated, vertical, horizontal, and undeveloped
- For most adults, faith is underdeveloped, lacking key elements necessary for faith maturity

Vertical Faith

Horizontal Faith



Roehlkepartain, E. C. (1993). *The teaching church: Moving Christian education to center stage*. Nashville, TN: Abingdon Press.

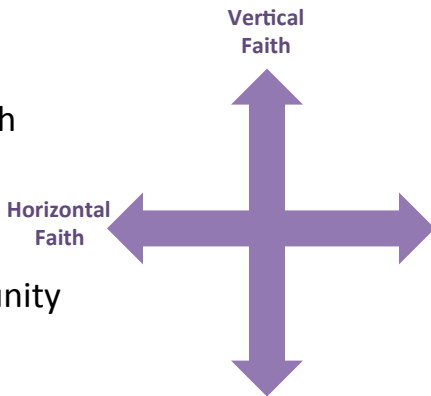
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Search > **Faith Maturity Framework**
INSTITUTE

- Trust and believe
- Experience the fruits of faith
- Integrate faith and life
- Seek spiritual growth
- Seek to be part of a community
- Hold life-affirming values
- Advocate for social justice
- Engage in acts of service and compassion

Vertical Faith


Horizontal Faith



Roehlkepartain, E. C. (1993). *The teaching church: Moving Christian education to center stage*. Nashville, TN: Abingdon Press.

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Search INSTITUTE **Family Factors Contributing to Faith**



Faith Conversations at Home

Family Devotional Practices

Service to Others


Roehlkepartain, E. C. (1993). *The teaching church: Moving Christian education to center stage*. Nashville, TN: Abingdon Press.

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Search INSTITUTE **What Do We Emphasize, Overlook?**

Each congregation has its own emphases.

Working quietly on your own, use the checklist on page 11 of your handout to reflect on what aspects of faith maturity your congregation emphasizes or, perhaps, overlooks.



Living into the Faith: What Your Congregation Emphasizes

Use this checklist (based on Search Institute's Faith Maturity framework) to reflect on what your congregation emphasizes in its ministries with families.

In your ministries with families, how much do you emphasize . . .

	A Lot	Some
1. Trusting and believing, including acceptance of core theological beliefs.		
2. Experiencing the fruits of faith or personal well-being.		
3. Integrating faith and life, including family, work, and political choices.		
4. Seeking spiritual growth through religious practices and study.		
5. Seeking to be part of a community of believers for worship and mutual support.		
6. Holding life-affirming values, such as a commitment to the welfare of others.		
7. Advocating for social justice to bring about greater justice in the world.		
8. Engaging in acts of service and compassion for other people.		

Search INSTITUTE **Discuss: Your Strengths**

Choose one area of strength (that you checkmarked “a lot” on your handout on page 11) to talk about with a partner.

Discuss . . .

- What have you done?
- How have you developed that strength?



Living into the Faith: What Your Congregation Emphasizes

Use this checklist (based on Search Institute's Faith Maturity framework) to identify faith your congregation emphasizes in its ministries with families.

In your ministries with families, how much do you emphasize . . .

	A Lot	Some
1. Trusting and believing, including acceptance of core theological beliefs.		
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7. Advocating for social justice to bring about greater justice in the world.		
8. Engaging in acts of service and compassion for other people.		

Search INSTITUTE **Shift #3: Reflection**

Pathologize, Idealize → Strengths, Resilience

Parenting Strategies → Relationships in Families

“Passing on” Faith → “Living into” Faith

Any questions?
Any comments?

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Six Narrative Transformations: #4

Pathologize, Idealize	➔ 1	Strengths, Resilience
Parenting Strategies	➔ 2	Relationships in Families
“Passing on” Faith	➔ 3	“Living into” Faith
Reach thru Programs	➔ 4	Reach thru Relationships

In churches (and other places), if we see a need,
we create a program to respond to it.
How’s that working out for us?

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Relationships: The Active Ingredient



“The **effectiveness** of child-serving programs, practices, and policies is **determined first and foremost by whether they strengthen or weaken developmental relationships**. . . .
When this type of relationship is not available or is diluted, interventions show limited effects.”

— Junlei Li & Megan Julian, 2012
University of Pittsburgh

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The Challenge

When we begin to reach out through relationships, we often hear people say, “No thanks. We’re too busy.”

But is that really true?

According to a Pew Research Center study, only 2% of people who pull back from church do so because they’re too busy.

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Why People Really Disengage

- They don’t believe (or they get disenchanted or not interested)—49%
- They dislike organized religion (or become anti-institutional)—20%
- They become religiously unsure or undecided—18%
- They stop practicing their faith—8%
- They say they’re too busy—2%

—Pew Research Center study
August 24, 2016

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Relational Barriers to Engagement

- Practical: Time, schedule, transportation
- Attitudes & expectations
 - Perceived stigma: Being judged, labeled, diagnosed
 - Blame: Kids' problems are their parents' fault
 - Loss of privacy
 - Embarrassment, shame, sense of failure, competition
 - A sense of obligation to reciprocate

See page 3 of your handout.

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What Motivates Parents to Engage?

- Perception of the **benefits**: Will it really help me or my child? It is worth it (cost, barriers)?
- What would **other parents** like me do in this situation? What will they think if I do this?
- How will I be **treated**?
- Do I have the skills, knowledge, and resources to **be successful** if I do something?

Adapted from: Olin, S. S., Hoagwood, K. E., Rodriguez, J., Ramos, B., Burton, G., Penn, M., et al. (2009). The application of behavior change theory to family-based services: improving parent empowerment in children's mental health. *Journal of Child and Family Studies*, 19(4), 462–470.

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Relationships Start with Listening

Do we start with?

- We know things you need to know
- If parents would just . . .
- We have things (activities, tools) you need

What if we started with?

- What are your hopes, dreams, struggles, gifts? What is life like for you?
- Goals: Build trust, mutual relationship; give voice
- Not just find out needs so we can “program to” (or fix) them

See page 9 of your handout.

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What You Heard When You Listened

Page 12 of your handout: **On your own . . .**

Reflect on one of the families you interviewed (or that you know well).

Add words or pictures that answer these questions:

- What do they hope for?
- What do they struggle with?
- What are some of their gifts?



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Search INSTITUTE **Discuss: Reflecting on Your Families**

- Each person: Briefly tell about the family from page 12 of your handout
- Talk about the family's . . .
 - Hopes
 - Struggles
 - Gifts



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Search INSTITUTE **Another Tool for Reflection**

Use Search Institute's Developmental Relationships Framework on page 13 to explore your relationships with families who are part of your ministries.



		The statement is generally relationship with		
		Very low of the families	A few of the families	Most of the families
Express Care	I am someone they can trust.			
	I really pay attention to them when we are together.			
	I make them feel known and valuable.			
Challenge Growth	I show them that I enjoy being together.			
	I praise them for their efforts and achievements.			
	I expect them to live up to their potential.			
Provide Support	I push them to go further.			
	I insist that they take responsibility for their actions.			
	I help them learn from mistakes and setbacks.			
Share Power	I guide them through hard situations and systems.			
	I build their confidence to take charge of their life.			
	I defend them when they need me to.			
Expand Abilities	I put limits in place that keep them on track.			
	I take them seriously and treat them fairly.			
	I involve them in decisions that affect them.			

Search > **INSTITUTE** **Shift #4: Reflection**


Pathologize, Idealize	➔ 1	Strengths, Resilience
Parenting Strategies	➔ 2	Relationships in Families
“Passing on” Faith	➔ 3	“Living into” Faith
Reach thru Programs	➔ 4	Reach thru Relationships

Questions? Comments?

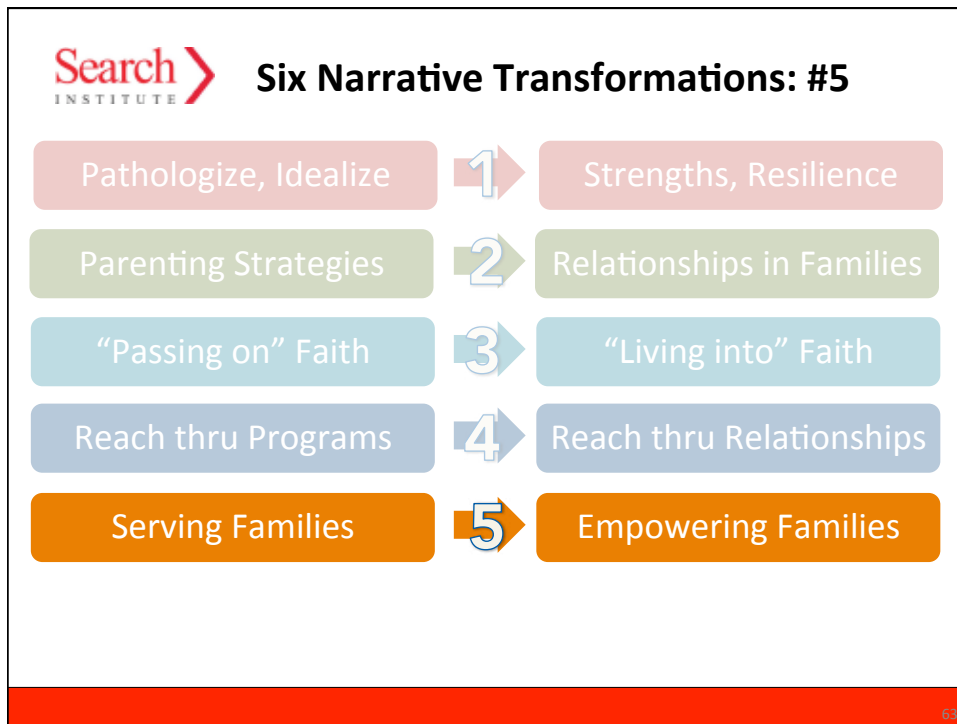
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Search > **INSTITUTE** **Break Time**

Time for a break

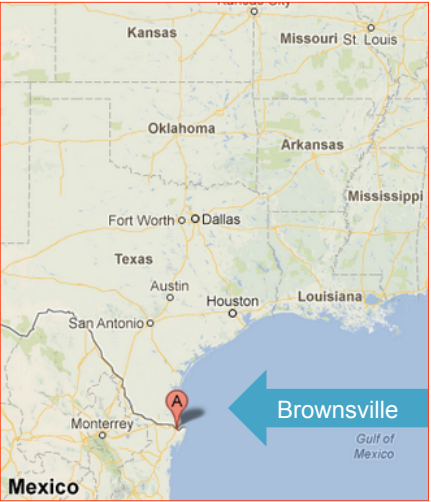


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Search INSTITUTE **Brownsville, Texas** (United Way)

- Population: 140,000
- 91% Hispanic
- 53% of children in poverty
- Per capita income: \$9,700
- 49% over 25 haven't graduated from high school



The map shows the state of Texas and its neighbors: Kansas, Oklahoma, Arkansas, Louisiana, Mississippi, Missouri, and Louisiana. Major cities like St. Louis, Fort Worth, Dallas, Austin, Houston, San Antonio, and Monterrey are marked. Brownsville is located on the southern coast of Texas, near the Gulf of Mexico, and is highlighted with a blue arrow pointing to it from the right. The Gulf of Mexico is labeled at the bottom right of the map.

Mexico



Talking Past Each Other

SCHOOLS SAY . . .

- Families don't care what happens at school.
- We communicate with families ALL THE TIME.
- Families don't take advantage of school-based services, like tutoring.
- Families won't return our phone calls.

PARENTS SAY . . .

- School doesn't care about families.
- School NEVER communicates.
- They have TUTORING?
- They've CALLED?

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Barriers: What Families Said

- Really busy.
- Haven't felt welcome in the past.
- Worried that they won't understand.
- Think immigration status might be questioned.
- Believe that everything's okay; they haven't heard otherwise.
- BIGGEST: *Families did not believe they could do anything to make a difference.*



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Search > **Empowering Families**
INSTITUTE

Types of community connections

Which of these matters most for youth well-being?

1. **Formal** supports (programs and services)
2. **Informal** supports (friends, neighbors)
3. **Family contributions** to community (service and activism)

1. Contributions

2. Informal

3. Formal

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Search > **Connecting Families with Opportunities**
INSTITUTE

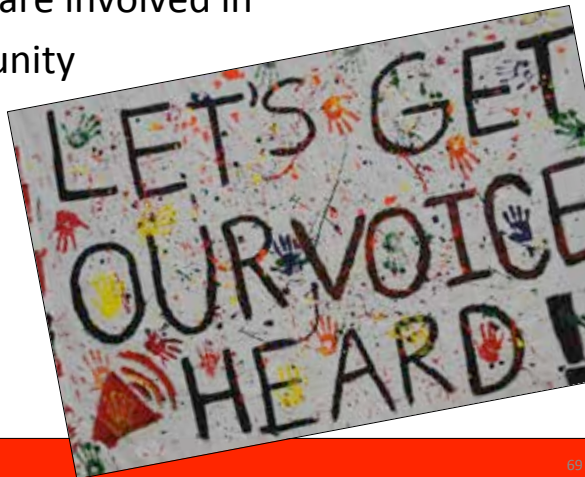
- **Start by listening:** What's really important the family?
- Create opportunities for reflection, integration
- Resist pressing families to "volunteer" for things that aren't important to them
- Guide families in a path toward deeper engagement

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Discuss with a Partner

How do you deal with the tension of celebrating the ways families are involved in enhancing community life when their involvement may reduce their availability for church activities?



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Shift #5: Questions? Comments?

Pathologize, Idealize



Strengths, Resilience

Parenting Strategies



Relationships in Families

“Passing on” Faith



“Living into” Faith

Reach thru Programs



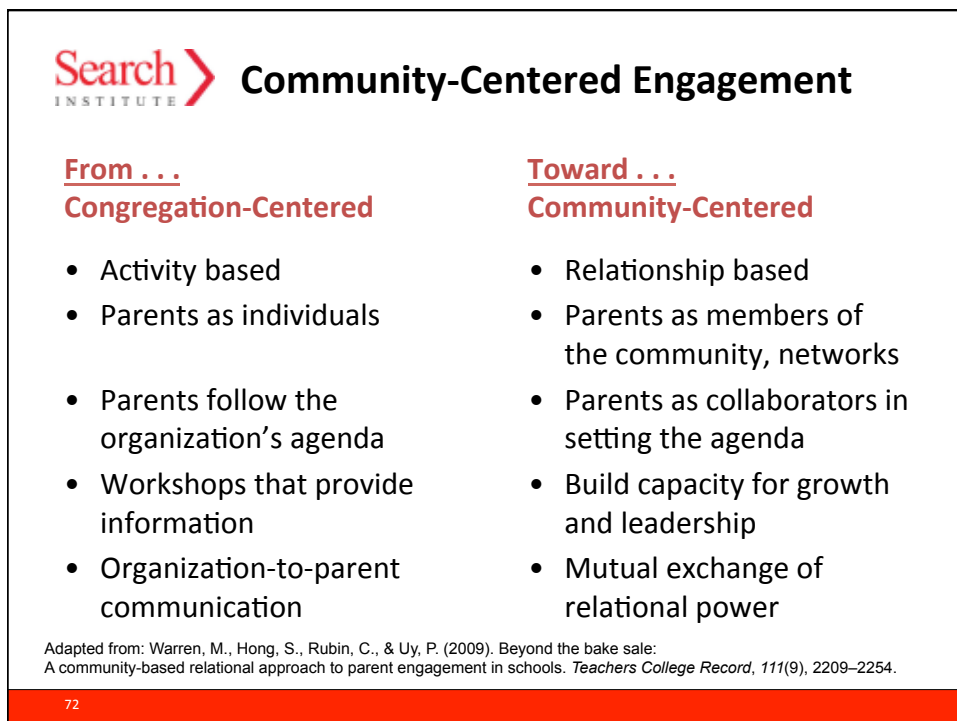
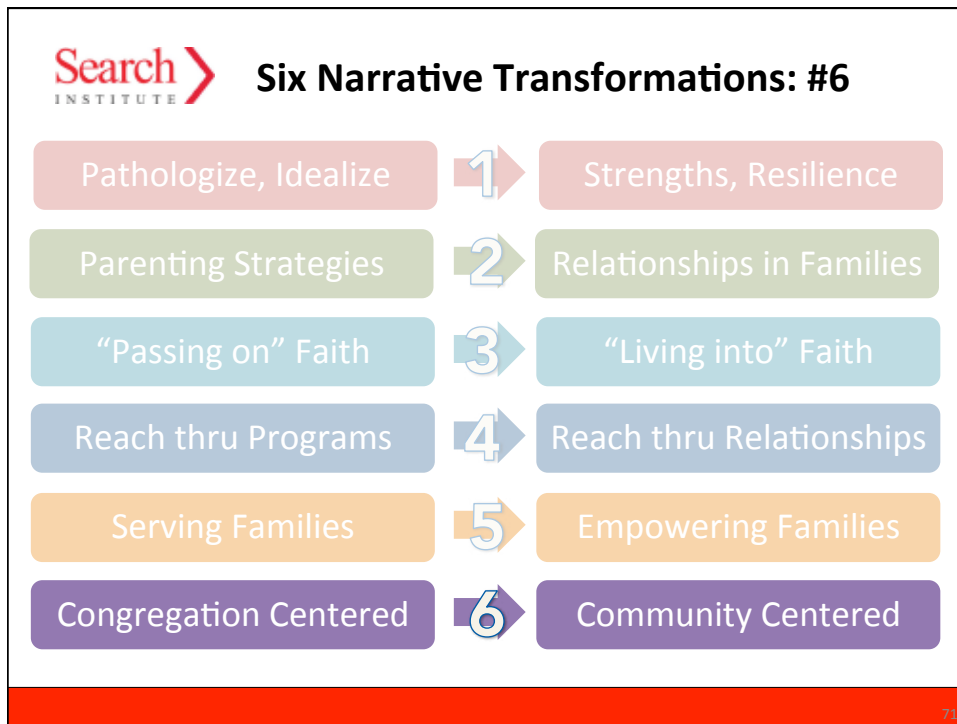
Reach thru Relationships

Serving Families



Empowering Families

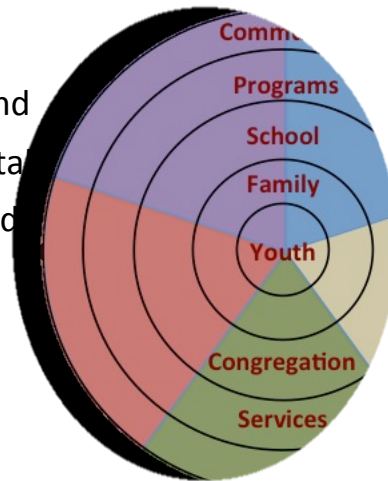
70



Why Community Centered?

GOAL

To strengthen and expand the web of developmental relationships families and youth experience in all parts of their lives.



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Why Community Centered?

WHY?

1. Community: It's **where the families are**
2. A **well-rounded faith** is engaged in the world
3. Children, youth, and families are **shaped by** all parts of their lives
4. Community connections: **First line of defense**
5. Social capital is **too fragile** for too many families
6. Strengthening communities and strengthening families are **mutually reinforcing**

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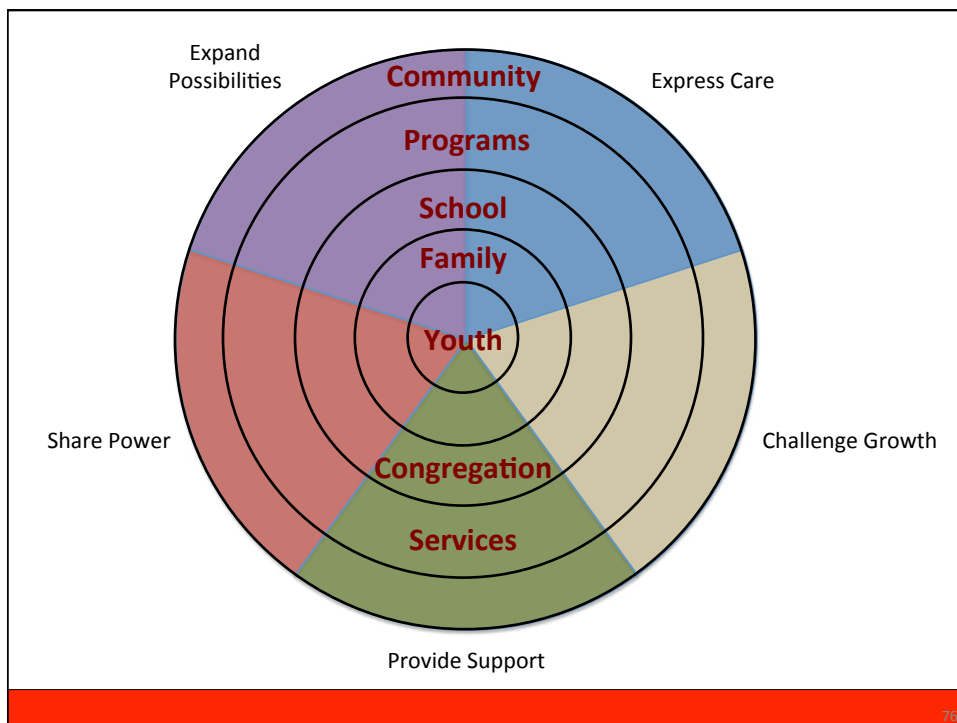
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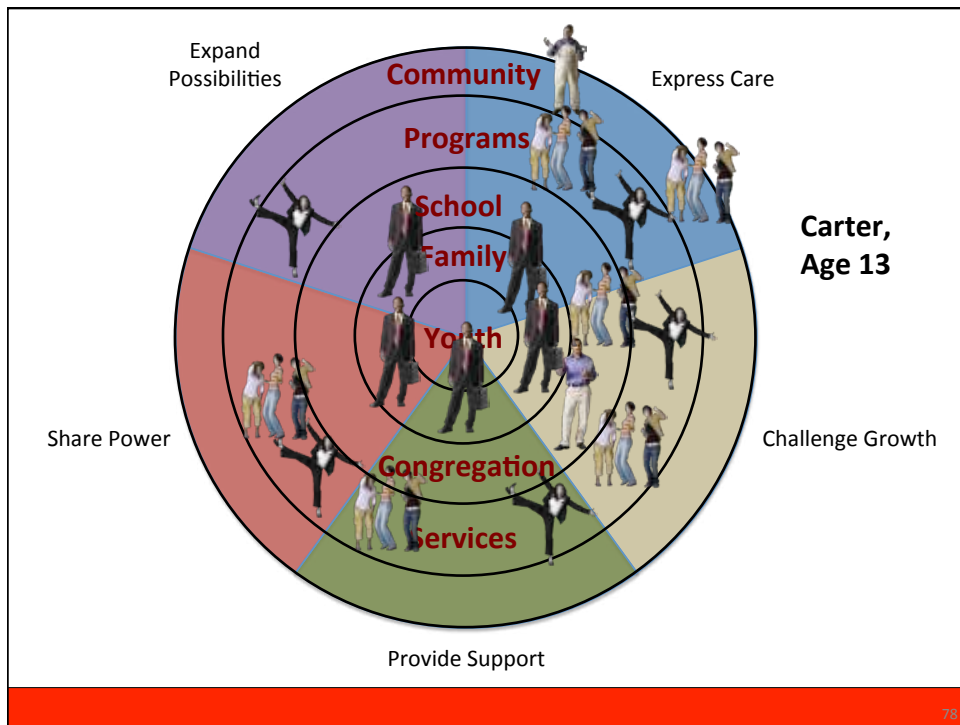
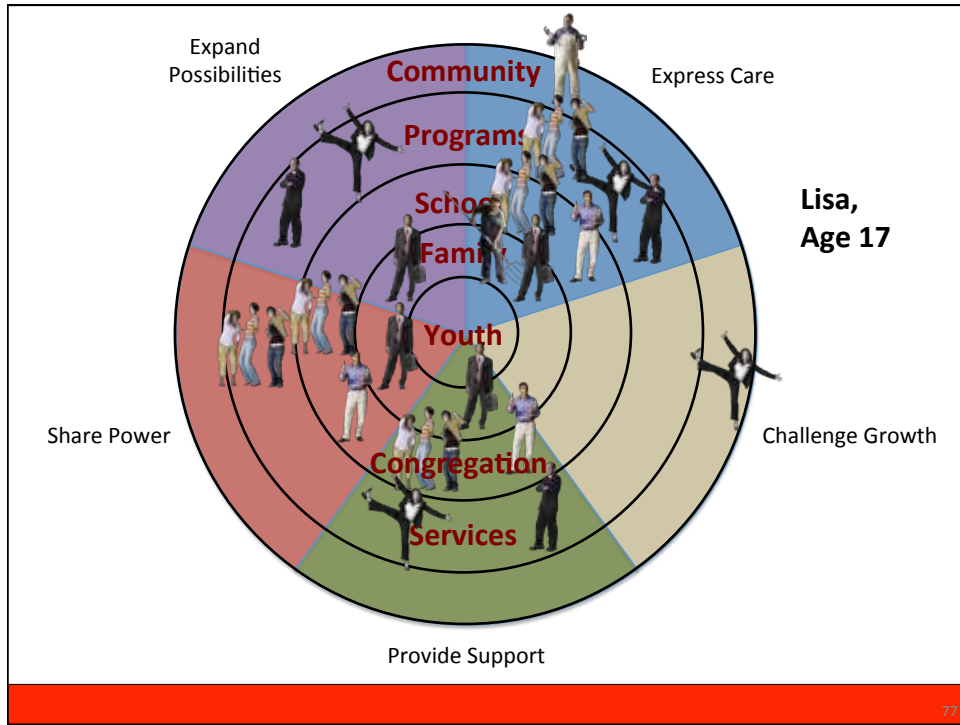
Shaped by a Web of Relationships

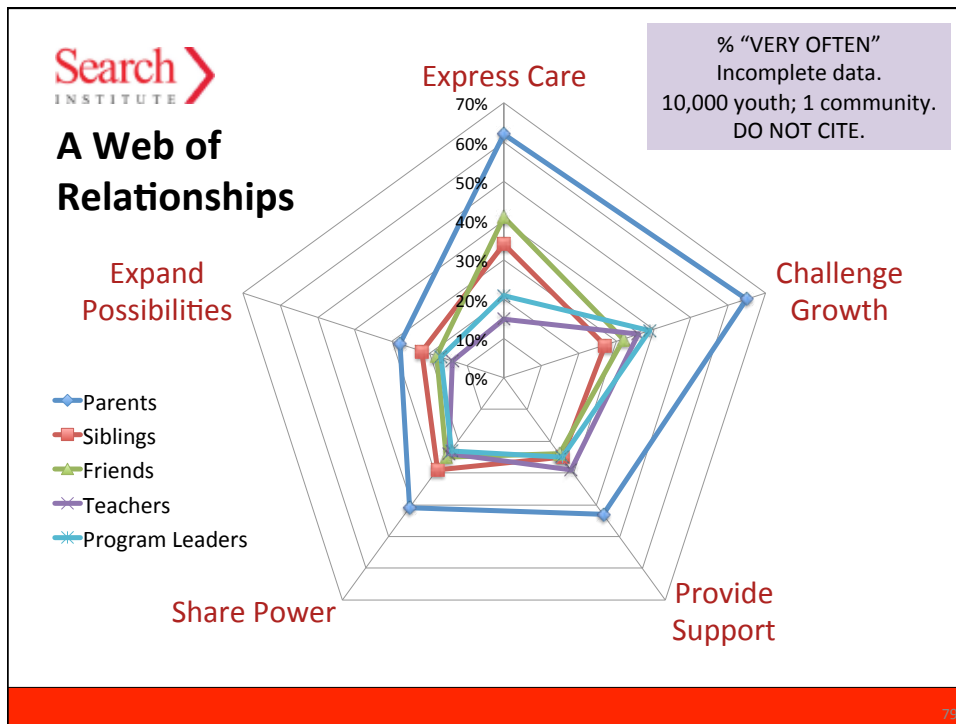
(as depicted through PowerPoint clip art)

Parenting Adults Other Family Friends Congregational Leaders

Mentors Community Members Teachers / Coaches / Program Staff








Search INSTITUTE **A First Line of Defense**

“Those individuals who had been more involved in local festivals, funerals and weddings, those were individuals who were **tied into the community**, they knew who to go to, they knew how to find someone who could help them get aid. . . . Really, at the end of the day, the **people who will save you**, and the people who will help you—**they're usually neighbors.**”

— Daniel P. Aldrich (on National Public Radio), *Building Resilience: Social Capital in Post-Disaster Recovery* (2012)



Mutual Help as a Commodity

“Social poverty—social isolation and a lack of easy access to help—had become rampant, regardless of families’ socioeconomic status. To a large extent, help had become a commodity that people buy, not what they do.”



— Gary Melton (2010)

Melton, G. B. (2010). Angels (and neighbors) watching over us: Child safety and family support in an age of alienation. *The American Journal of Orthopsychiatry*, 80(1), 89–95.

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Something to Talk about Back Home

See handout
on page 14

Empowering Families

1. How are families **already engaged** in the community (with or without the church)?

2. How does (or could) the **church support** families in their activism and ministries?

3. What changes do families want to see in their **neighborhoods, communities**? How might congregations **equip and support** them?


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Search > **INSTITUTE** **Shift #6: Questions? Comments?**

Pathologize, Idealize	➔ 1	Strengths, Resilience
Parenting Strategies	➔ 2	Relationships in Families
“Passing on” Faith	➔ 3	“Living into” Faith
Reach thru Programs	➔ 4	Reach thru Relationships
Serving Families	➔ 5	Empowering Families
Congregation Centered	➔ 6	Community Centered

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Search > **INSTITUTE** **Your Novel Ideas**



Remember the **ONE NOVEL IDEA** from earlier in the session of how you put families at the center of your ministry with family strengths in mind?

Here’s what we learned.

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Six Narrative Transformations

- 1** Strengths, Resilience
- 2** Relationships in Families
- 3** “Living into” Faith
- 4** Reach thru Relationships
- 5** Empowering Families
- 6** Community Centered

If you could come up with a breakthrough idea to put families at the center of faith formation, which shift would you focus on first?

See the handout on page 4.

Also see page 9 of your handout to dig deeper.

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LET'S TALK ABOUT IT . . .