

ADJUSTMENT PHASE FOR YOUNG ADULTS - PHASE III
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

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SESSION 4: WHERE AND HOW CAN YOUNG PEOPLE GET SUPPORT?

OBJECTIVES:

1. Youth will be able to identify what would help them deal with their new situations.
2. Youth will better understand how to give support to others.
3. Youth will be able to identify community and personal support resources.
4. Youth will learn relaxation skills.

RATIONALE:

Frequently people try to help others who are in crisis, have experienced a major loss, or are facing a difficult situation, but their help is not perceived as useful from the point of view of the recipient. In this session youth are given the opportunity to define what behaviors are helpful to them, both in the context of the loss of their parents and in general. They are instructed to use this information to make the group a more supportive experience as well as to take that knowledge to their lives outside the group. Furthermore, their needs for support (emotional, tangible, material, etc) are highlighted and they are encouraged to identify some people upon whom they might access for support. Youth are encouraged to plan how to increase their support networks, including identifying one main person who can be supportive to them. Finally the youth's personal skills and resources are expanded through instruction in relaxation approaches.

SUMMARY OF EXERCISES:

1. Introduce the session's objectives and the participants. Review the achievements made on last week's goals. (15 minutes)
2. Discuss what family members and friends said to or did for the youth after the death of the parent. Then list helpful and unhelpful things someone might say to or do for a bereaved adolescent. (35 minutes)
3. Identify what is helpful to young people using a mock "interview" of a young person whose parent has died of AIDS. (20 minutes)
4. Identify formal and informal sources of support in the community by using an interview form. Have youth identify one main person they can turn to for support. (20 minutes)

5. Practice relaxation (15 minutes)
6. End with group appreciation and goal setting. (15 minutes) [**Note: please remind participants to bring a memento of the deceased person to the next session.**]

MATERIALS:

Lottery tickets
Lottery prize
"Thanks"
Newsprint and marking pens
Goal Cards (blank or decorated index cards)
Goal summary sheet
Support form

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read aloud the text in small letters - make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the session along. Exercises may be lengthened or shortened at your discretion, as long as all the material is covered.

FACILITATOR'S NOTES - REMINDERS AND POINTS TO MAKE

Exercise 1: What Happens In These Sessions?
(15 minutes)

[The purposes of this exercise are to create a comfortable and rewarding atmosphere, to explain how the sessions work, and to review "between-session goals." A lottery, "Thanks," goal review, and explanations are used here.]

#THE FACILITATOR SAYS

Welcome back to these sessions on dealing with adjusting to a new life after losing a parent to AIDS.

I'm glad that all of you could be here.

You have all experienced a great deal of change, and change is difficult.

Some of you have lost someone close to you, and others have lost a way of life.

Some of you are raising your brothers and sisters, and maybe your own children too.

Some of you have gained family members, but are still finding it challenging to adjust.

Now let's begin the session.

We often start our sessions with a lottery.

I will pass out the lottery tickets, and then we'll draw a prize.

Everyone, write your name on a ticket.

#PASS OUT THE LOTTERY TICKETS. HAVE EACH GROUP
MEMBER WRITE HIS/HER NAME ON ONE, COLLECT THEM, MIX
THEM UP, AND DRAW A WINNER. THEN GIVE OUT THE PRIZE.

An important thing that we do in these sessions is to let people know when we like what they said or did.

When we like that they came to the session,

When we like something they said,

When we like the way they present themselves,

When we like a quality about them,

One way to show our appreciation is to give them a "Thanks."

This is a "Thanks."

#HOLD UP A "THANKS."

Everyone will receive a pile of "Thanks," and I hope yours are all gone - given to other people in the group - by the time we end today.

Here are your "Thanks."

#GIVE TWENTY "THANKS" TO EACH GROUP MEMBER.

At the end of the last session you set a "between-session goal."

Think of what you did to complete that goal.

Check your Goal Card.

Last week's goal was about dealing with feelings of grief.

How did that work out?

#GO AROUND THE ROOM AND HAVE EACH YOUTH REPORT ON HOW THE TASK WENT. GIVE OUT "THANKS" FREQUENTLY.

That was great.

Do you have any reactions to what the group members presented?

#ENCOURAGE COMMENTS.

Today we will talk about what is supportive to young adults who have lost a parent to HIV/AIDS, and how and where young people can get support.

Exercise 2: Giving Comfort to Each Other
(35 minutes)

[The purpose of this exercise is to discover what interpersonal assistance is helpful and which kinds are not. Discussing post-death experiences and building a group list of helpful and unhelpful actions are the methods used.]

One way to deal with unpleasant feelings and difficult times is to be with someone else who can give comfort.

Today we're going to come up with some ideas from you about what another person can do to make you feel better. We're also going to make a list of things that other people do which are not helpful.

First, think about when your parent died. What did people do and say that was helpful?

#HAVE YOUTH SHARE HELPFUL REACTIONS OF FRIENDS AND FAMILY MEMBERS AFTER THE DEATH OF THE PARENT. YOUTH MAY NEED TO TELL A STORY THAT HAS BOTH HELPFUL AND UNHELPFUL ASPECTS. THE GOAL OF THIS PART OF THE EXERCISE IS TO ELICIT YOUTH'S EXPERIENCES, SO THE FACILIATOR DOES NOT NEED TO COMMENT MUCH ON WHAT YOUTH SHARE.

What did people do and say that was unhelpful?

#HAVE YOUTH SHARE UNHELPFUL REACTIONS OF FRIENDS AND FAMILY MEMBERS AFTER THE DEATH OF THE PARENT.

Now let's think about what people can do to help someone who has lost a parent.

Think about the things people just shared about what happened after their parent died.

Also think about where you are now and what would be helpful to you now.

Share with the group whatever comes to mind. Don't worry if it's a great idea or not.

Let's just get a lot of different ideas to look at.

The more ideas the better.

That's called brainstorming.

#WRITE UP ON NEWSPRINT "HELPFUL" AND THEN LOWER DOWN "UNHELPFUL." ENCOURAGE IDEAS. USE THE FOLLOWING AS A GUIDE:

HELPFUL RESPONSES

CONTACT WITH PEOPLE IN THE SAME SITUATION
ENCOURAGING EACH OTHER TO ATTEND THIS GROUP REGULARLY
PROVIDING AN OPPORTUNITY TO EXPRESS FEELINGS AND THOUGHTS
EXPRESSING CONCERN FOR THE PERSON
SIMPLY BEING THERE FOR THE PERSON
PROVIDING A "BIG PICTURE" PERSPECTIVE
RELIGIOUS SUPPORT
HELPING WITH PRACTICAL THINGS, LIKE COOKING
INVOLVING THE PERSON IN SOCIAL ACTIVITIES

UNHELPFUL RESPONSES

GIVING UNASKED-FOR ADVICE
ENCOURAGING RECOVERY
FORCED CHEERFULNESS
NOT LISTENING
SAYING, "I KNOW HOW YOU FEEL"
SAYING "IT'S TIME TO GET OVER IT"
PROVIDING UNWANTED HELP
CRITICIZING OR BLAMING PARENT
INTERFERING IN THE PERSON'S LIFE.

#IF SOME IMPORTANT IDEAS FROM THE ABOVE LIST ARE NOT MENTIONED, BRING THEM UP FOR CONSIDERATION.

Now that we have all these ideas on paper, let's take a closer look at them.

What do you think of them?

Which ones are the most important?

#ENCOURAGE DISCUSSION OF THE IDEAS. MAKE A NEW LIST OF THE MOST RELEVANT HELPFUL ACTIONS.

Those are really good ideas.

We'll try to operate that way when we support and comfort each other in here.

Exercise 3: What Would Help Me?

(20 minutes)

[This exercise is designed to encourage the young people to identify what would be helpful them or someone in their situation. It assumes that with this knowledge youth will be better able to see value in the sessions to follow and to seek out what will support them. A mock observed role-play with observers and helpers is used.]

We want you to work more on what would be helpful to a young adult who has lost a parent to HIV or AIDS.

To find that out, we are going to do a little role play.

In the role play some of you will help another young person find out what he or she needs for the journey ahead.

I need three volunteers who will be the helpers.

Their task is to find out what would help the youth deal with this situation.

They can ask whatever questions they want and make any suggestions.

Remember that the helpers are not to solve his problems, but are to figure out what would help him handle all these concerns.

For example, if the youth said she felt like running away, the consultants might validate her feelings, encourage her to explore what was making her feel overwhelmed, and walk through some problem-solving steps with her.

The helpers are to work as a team of expert consultants.

The rest of the group will be the observers who will give feedback to the helpers.

I am going to play the youth whose parent has died of AIDS.

#THE FACILITATOR'S TASK IS TO PRESENT A WIDE RANGE OF CONCERNS THAT BEREAVED YOUNG ADULTS FACE. IF POSSIBLE, THE FACILITATOR CAN FOCUS ON THE ISSUES

RAISED PREVIOUSLY IN THE GROUP. THE FACILITATOR STARTS BY NAMING A GROUP OF CONCERNS AND CAN THEN ADD OTHERS AS THE "INTERVIEW" CONTINUES.

Example of Facilitator's Opening Comments:

My mother died six months ago.

I am really tired and upset.

One moment I feel **angry** at my mother for getting AIDS and dying, and then I feel very **sad**.

I am living with my older sister.

I am **sleeping a lot**. She is **nagging** me about this.

She's **not my mother**. I don't have to listen to her.

#HELPERS CAN ASK QUESTIONS OF "YOUTH," HELP HIM/HER EXPLAIN THE SITUATION BETTER, AND DO SOME PROBLEM SOLVING. THE GOAL IS TO HELP THE YOUTH IDENTIFY WHAT MIGHT BE HELPFUL.

Example of Facilitator's continuing interview themes:

I don't have a job. What I am supposed to do all day? Why can't I sleep if I want to?

I'm afraid if they find out my mother had AIDS at my job, I'd get **fired**.

I've heard that happens.

My sister didn't get along with my mother as well as I did. I want her to forget all the **mistakes** my mother made.

I'm tired of hearing it.

I get **angry** at her because she doesn't seem to understand.

I can't control my feelings.

I don't know **what to say to anyone**.

I'm **scared** too.

What's going to **happen to me**?

Who will **take care of me**?

There is so much tension now at home.

My boyfriend/girlfriend is **tired of hearing it**.

I wish I could **change the atmosphere at home**.

I wish I could just **go somewhere else**.

**#AFTER FIVE MINUTES OF INTERVIEWING, ASK FOR
FEEDBACK. BEGIN WITH THE THREE HELPERS. GIVE "THANKS"
TO THE HELPERS.**

Now let's get some feedback.

How did you helpers feel during the interview?

What one thing did you do that you liked and what one thing would you do differently?

#ENCOURAGE SHARING.

Now for the observers.

How did you feel watching this interview?

What one thing did the helpers do that you liked and what one thing would you do differently?

#ENCOURAGE SHARING OF FEEDBACK.

Now let's hear from the entire group.

Do you have more ideas on what would be helpful to the young person?

**#LOOK FOR IDEAS ON CONTROLLING FEELINGS,
COMMUNICATING WITH SISTER AND BOYFRIEND/GIRLFRIEND,
GETTING COUNSELING AND EVALUATION FOR DEPRESSION,
GETTING HELP WITH JOB PLACEMENT OR TRAINING,
WORKING OUT NEW ROLES AT HOME, CREATING A POSITIVE
HOME ENVIRONMENT, PLANNING FOR THE FUTURE, TELLING
OTHERS, AND HANDLING STIGMA.**

Also you could see from the role play that helping someone figure out what they need to work on can be more effective than giving a person lots of advice or interfering in their life when not asked to.

Exercise 4: To Whom Can Youth Go For Help?
(20 minutes)

It seems like we are all alone.

Often there are many more people we could use as a resource than we have considered.

I want to remind you of something that many of you know already:

Other people can provide you with support and assistance at this time of need.

To help you think about who those people could be, I am going to pass out a piece of paper where you can list helpful people.

#HAND OUT "WHO CAN HELP ME" AND PENCILS. GO OVER THE FORM SLOWLY TO ASSIST YOUTH WHO MAY HAVE TROUBLE READING. READ EACH QUESTION ALOUD AND THEN WAIT WHILE PARTICIPANTS FILL IN THE NAMES OF HELPFUL PEOPLE.

SUPPORT FORM: WHO CAN HELP ME?

Instructions: Under each heading write down people who can help you even if you are not using them now.

WHO CAN LISTEN TO ME TALK ABOUT MY FEELINGS?

WHO CAN HELP ME UNDERSTAND ALL THE THINGS THAT HAVE HAPPENED IN MY LIFE?

WHO CAN GIVE ME GOOD ADVICE ON HOW TO HAVE SAFER SEX?

WHO CAN TALK TO ME ABOUT MY CONCERNS ABOUT HEALTH, INCLUDING SUBSTANCE USE AND HIV?

WHO CAN GIVE ME GOOD ADVICE ON DEALING WITH MY CHILDREN OR YOUNGER BROTHERS AND SISTERS?

WHO CAN GIVE ME GOOD ADVICE ON DEALING WITH MY FAMILY MEMBERS OR ROMANTIC PARTNERS?

WHO CAN BE A GOOD COMPANION AND DO FUN THINGS WITH ME?

WHO CAN HELP ME KEEP MY SPIRIT AND HOPES UP?

WHO CAN HELP ME DO THINGS THAT NEED GETTING DONE?

See how many lines you can fill in.

The more names the better - even if some of them seem far-fetched.

If you have trouble thinking of people, maybe you can make a plan to find others.

Maybe your church, or the Big Sisters and Big Brothers, or a local community center, or relatives you haven't seen for a while can give you some good suggestions.

It is very important to help yourselves because if you feel hopeless and overwhelmed, it will be hard for you to be good to yourself and the people in your life who need you.

Take your time and fill out the support list.

#ALLOW TIME FOR COMPLETING THE FORM.

Now think of the people you would like to support you.

Pick one person with whom you would like to have more contact and make a plan for how that will come about.

Having even one person that you can count on can make a big difference in your lives.

Don't pick your children as your support person, if you have them.

Children can provide love and support, but not in the same way an older person can.

You need to have a reliable person in your life who you can both give support to and also get support from.

#ALLOW TIME FOR DECIDING WHO PRIMARY SUPPORT PERSON WILL BE AND TO MAKE A PLAN ABOUT HOW THEY WILL GET SUPPORT FROM THAT PERSON; E.G., YOUTH WILL

ASK PERSON TO GO TO THE DOCTOR WITH HIM/HER

Can you give me some examples of your plans?

#SELECT A FEW VOLUNTEERS TO SHARE WITH THE GROUP WHO
THEY CHOSE AS THEIR PRIMARY SUPPORT PERSON AND WHAT THEIR
PLAN IS ABOUT GETTING SUPPORT FROM THAT PERSON.

There are other resources in the community.

Some of them are listed in the Project Talk Young Adult Resource guide in your handbooks.

We gave this to you a few weeks ago. We have more copies if you need it.

Community resources are there for you -- use them.

Exercise 5: How Can We Let Out Some Tension?
(15 minutes)

[The purpose of this exercise is to reduce tension. A relaxation sequence is used.]

Another way to support yourself is through learning how to relax.

There are three primary relaxation styles: breathing, using your imagination, and releasing physical tension.

We will do a little of each so that you can have a chance to see what works best for you.

#LEAD THE GROUP THROUGH THE RELAXATION SEQUENCE .

RELAXATION SEQUENCE

Get yourself in a comfortable position.

Begin by watching your breath. PAUSE

Just let it come and go naturally. PAUSE

In PAUSE and out PAUSE.

In PAUSE and out PAUSE.

Put your hand right below your belly button and feel it move up as you take in air.

Feel your hand rise. PAUSE

And let the air out.

Feel your hand go down as you let the air out. PAUSE

In PAUSE and out PAUSE.

In PAUSE and out PAUSE.

Put your hand in the air and feel it swing back and forth like a gate as you breathe.

In and out. PAUSE

In and out. PAUSE

Now tighten your fist PAUSE

And let it go.

Do it again and make it even tighter.

Tighten. PAUSE

Loosen. Feel the difference between tight and loose.

Tighten the muscles in your jaw PAUSE

And let them go PAUSE.

Squinch up your eyes PAUSE

and let them loosen PAUSE.

Tighten all of your face PAUSE

And loosen.

Tighten your shoulders PAUSE

and let them go. PAUSE

Feel the tension flow from the top of your head out your toes. PAUSE

Now think of a place that you love

A peaceful place. PAUSE

As I count to ten, you will go to that place.

1..2..3..4..5..6..7..8..9..10

Hear the sound of that place PAUSE

Smell the fragrance of that place PAUSE.

See the colors of that place PAUSE

Feel the air on your skin. PAUSE

Soak up the warmth PAUSE

Feel at ease in this place - so at ease. PAUSE

Let this special place of yours help you feel good.

Feel safe and secure. PAUSE

Let this place take care of you. PAUSE

Now lets return to this room.

As I count from 10 to 1, you will gradually experience this room and all that is in it.

10...9...8...7...6...5...4...3...2...1

How was that?

We tried breathing , releasing physical tension, and imagining.

I hope you got a sense of which one was best for you.

With each one of these relaxation approaches we can make them longer and more interesting.

You can do this at home too.

We are at the end of today's session.

Exercise 6: Supporting Each Other Through Appreciation.
(15 minutes)

[The purpose of this exercise is to build group cohesion. Giving appreciation is the approach used.]

We hope you enjoyed your time thinking about getting and giving support, and how to improve things in your lives.

At the end of today's session - when we set between session goals - you may want to do set a goal related to what you worked on today.

For example, you could set a goal that has to do with your support person.

Or, if you would like, you can set a goal that will help you reach your long-term goal that we talked about last session.

Think about what you want your goal to be.

Check your Goal Cards or Goal Summary Sheet for your long-term goal. It's the one with the box around it.

#ALLOW 2 MINUTES FOR COMING UP WITH A BETWEEN-SESSION GOAL. HAVE YOUTH WRITE BETWEEN SESSION GOAL ON GOAL CARD AND GOAL SUMMARY SHEET FOUND IN THE HANDOUTS FOR SESSION 1. THERE IS AN EXTRA GOAL SUMMARY SHEET IN HANDOUTS FOR THIS SESSION.

What is your goal?

#HAVE YOUTH STATE BETWEEN-SESSION GOAL

The last thing for today is to show appreciation to other group members for their contributions today.

Let them know you liked what they said or did, their presence, their style or anything else.

Use "Thanks," words, hugs, handshakes, pats on the back, and whatever you feel comfortable with.

#ENCOURAGE GIVING APPRECIATION. MODEL HOW APPRECIATION IS GIVEN. REINFORCE GROUP MEMBERS AS

THEY COMPLIMENT OTHER PARTICIPANTS.

Also for next week, I would appreciate it if everyone brought a memento of the person who died.

Don't tell others what it is.

A memento is something that reminds you of that person and maybe something you did together.

A memento could be a photo, a ticket stub, a piece of jewelry, a sea shell, a bead, a hat, and so on.

See you next week.

If any of you are in touch with each other over the week, remind your group member about the memento and to make it to the group next week.

The group can't happen without you.

END OF SESSION 4 FOR YOUNG ADULTS

SUPPORT FORM: WHO CAN HELP ME?

Instructions: Under each heading write down people who can help you even if you are not using them now.

WHO CAN LISTEN TO ME TALK ABOUT MY FEELINGS?

WHO CAN HELP ME UNDERSTAND ALL THE THINGS THAT HAVE HAPPENED IN MY LIFE?

WHO CAN GIVE ME GOOD ADVICE ON HOW TO HAVE SAFER SEX?

WHO CAN TALK TO ME ABOUT MY CONCERNS ABOUT HEALTH, INCLUDING SUBSTANCE USE AND HIV?

WHO CAN GIVE ME GOOD ADVICE ON DEALING WITH MY CHILDREN OR YOUNGER BROTHERS AND SISTERS?

WHO CAN GIVE ME GOOD ADVICE ON DEALING WITH MY FAMILY MEMBERS OR ROMANTIC PARTNERS?

WHO CAN BE A GOOD COMPANION AND DO FUN THINGS WITH ME?

WHO CAN HELP ME KEEP MY SPIRIT AND HOPES UP?

WHO CAN HELP ME DO THINGS THAT NEED GETTING DONE?

GOAL SUMMARY SHEET

DATE: _____

MY GOAL FOR THIS WEEK IS: _____
