

ADJUSTMENT PHASE FOR YOUTHS AND CAREGIVERS/PARENTS
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

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SESSION 12 (YOUTH): HOW DO I DEAL WITH FEAR? (Day 6, Afternoon, 2 hours)

OBJECTIVES:

1. Youths will identify their fears concerning their futures.
2. Youths will express their fears.
3. Youths will increase their relaxation skills.
4. Youths will learn to accept their fears.
5. Youths will learn how to use self-talk to deal with fears.
6. Youths will learn how to question their fears.
7. Youths will brainstorm solving problems around fears.

RATIONALE:

Cognitive-behavioral techniques are used to deal with fears. These techniques have shown effectiveness as reported in the research literature. Such techniques include physical relaxation, fear expression, fear exposure, questioning of fears to determine if faulty logic or illogical beliefs play a role, questioning the beliefs, self-talk, and problem solving.

There is also an emphasis on self-esteem, self-efficacy, and believing that one can survive difficult times. Note that this session has more exercises than the average one, so it is important to keep up the pace.

PROCEDURES:

1. Introduce the participants, review goals, do a lottery, and hand out "thanks." (10 minutes)
2. Introduce the topic with a scene and then relate feelings to fear through the Feeling Thermometer. (10 minutes)
3. Give a blank card to each youth. Have her/him write one fear of theirs on it. Collect cards, shuffle, and have them read the fears. (10 minutes)

4. Do an extended physical relaxation. (15 minutes)
5. Use fear situations and have each person practice self-talk on those fears. (15 minutes)
6. Role play questioning the fears using the Fear Questions Scripts 1 and 2. (20 minutes)
7. Practice beginning to problem solve a fear through brainstorming possible solutions. (20 minutes)
8. Have youths imagine what they would say five years from now about how they survived these difficult times. (5 minutes)
9. Announce the next session, set goals, and show appreciation of each other. (15 minutes)

MATERIALS:

Thanks
Scripts: "What's My Fear" and "So What If It Happens?"
Feeling Thermometer
Blank cards and pencils
Goal cards
Peter's Story
Examples of fears
Fear questions
Fear Questions Script 1
Fear Questions Script 2
"SMART" Problem-solving poster
Relaxation instructions
Lottery tickets
Lottery Prize

Exercise 1: What Happened Between Sessions
(10 minutes)

[The purpose of this exercise is to start on a positive note, increase self-esteem and self-efficacy, and build group cohesion. The introductions, review of steps taken, and lottery all contribute.]

It is good to see you back here.

Let's start with an introduction.

Please give your first name and tell us one thing about yourself that makes you proud.

Someone might say, "I am Howard and what makes me proud is I got my driver's license."

I'll start.

My name is..... and one thing that makes me proud is.....

REMINDER: FACILITATOR'S PARTICIPATION IN THIS
INTRODUCTION IS TO MODEL THE ACTIVITY FOR THE GROUP
MEMBERS. THE FACILITATOR SHOULD REMEMBER TO KEEP
SELF-DISCLOSURE WITHIN APPROPRIATE LIMITS.

HAVE EACH YOUTH GIVE HIS/HER FIRST NAME AND ONE
THING THAT MAKES HIM/HER PROUD.

Thank you. That was very good.

To show you how pleased we are that you are here, on time, and ready to go, we are going to do a lottery.

Write your name on the ticket and put in the bowl.

COLLECT THE LOTTERY TICKETS, MIX THEM UP, DRAW ONE
AND GIVE OUT THE PRIZE.

Remember that we use "Thanks" to show that we liked something someone said or did or for something about them.

I hope that by the end of the session you have showed your appreciation so much that you have got not a "thanks" left.

HAND OUT 20 "THANKS" PER PERSON.

Each person made at commitment last week to try to achieve a goal that you set.

Now I would like to check in with you about your goal.

Remember, what were the characteristics of a good goal?

#HOLD UP THE GOAL SETTING CHART. [USE THE PRE-PRINTED GRAPHIC.]

A PERSONAL GOAL SHOULD:

#Be Realistic

#Be Clear

#Not Be Too Easy or Too Hard

#Easy to Recognize When It's Been Accomplished

The goal was to be realistic, clear, not too much or too little, and easy to see if completed.

I want to go around the room and have everyone talk about how meeting his or her goal went.

Look at your goal card.

That's where it tells you what the goal was.

#GO AROUND THE ROOM AND HAVE EVERYONE REPORT ON GOAL PROGRESS. CHECK OUT IF THE GOAL MET THE CRITERIA. SEE WHAT BARRIERS AROSE. HAVE THE GROUP HELP BRAINSTORM SOLUTIONS TO OVERCOMING THE BARRIERS.

Thank you for sharing your work on the goals you chose.

Each week we will end the session setting a goal to achieve between sessions.

Today we are going to look at fear - a feeling that young people often experience after losing a parent and going to live with a new family.

Exercise 2: What Frightens me?
(10 minutes)

[The purpose of this exercise is to link the abstract concept of fear to personal feelings. A script and use of the Feeling Thermometer are employed to bring about this end.]

To get us into the topic for today I will need two volunteers to read the parts of Ricky and Rita.

Who will help me?

SELECT VOLUNTEERS. GIVE THEM THE SCRIPTS AND HAVE THEM DO THE SCENE BEFORE THE GROUP.

WHAT'S MY FEAR?

RICKY: You look like something is on your mind.

RITA: There is.

RICKY: Do you want to talk about it?

RITA: What good is talking going to do?

RICKY: You never know. It might help.

RITA: It won't change the situation.

RICKY: You mean your grandmother told you might have to move out?

RITA: Yes.

RICKY: Talking about it probably won't change the situation, but it might make you feel better.

RITA: Ricky, I'm scared.

RICKY: About what?

RITA: Lots of things.

RICKY: Like what?

- RITA: What's going to happen to me? I don't want to be all alone. I don't know where I can live or how I can survive.
- RICKY: Being scared is natural with all that's going on.
- RITA: It may be natural, but I don't like the feeling. My stomach is upset all the time. I can't sit still. What am I going to do?
- RICKY: Everything seems terrible.
- RITA: Does it ever!

THE END

As you can guess, today we are dealing with fear.

We will use the Feeling Thermometer to check out where your feelings are.

I'll read the situation and you mark how much comfort or discomfort you would feel.

HAND OUT THE FEELING THERMOMETER ON FEAR. READ THE SITUATIONS ALOUD. WAIT AFTER EACH SITUATION FOR THE YOUTHS TO RECORD THEIR TEMPERATURE LEVELS. THE SITUATIONS ARE AS FOLLOWS:

1. You see yourself failing out of school because you've been skipping ever since your mother died.
2. You see yourself being asked to leave the home by your caregiver before you feel ready.
3. You see yourself all alone with no one to care for you.
4. You see yourself being yelled at because you are failing to do important things.

Will someone share your high and low temperature readings?

ENCOURAGE SHARING.

Those situations were just examples to get you started.

Are there other situations you would add that make you feel discomfort?

By discomfort I mean anxious, nervous, tense, jittery.

OBTAIN RESPONSES.

How you think about yourself when you are afraid can make you want to deny your fear and push it away.

If you spend your energies on avoiding how you feel, you will have trouble reducing the fear and solving the problem.

What do you think of yourself when you are afraid?

ENCOURAGE SHARING. TRY TO GET AT DAMAGING SELF-PERCEPTIONS THAT WOULD LEAD TO REFUSING TO OWN FEARS. DISCUSS. FOR EXAMPLE, YOUTHS MIGHT THINK THEY DESERVE THE LOSS, THAT IT IS WRONG OR WEAK TO SHOW FEAR OR ASK FOR HELP, THAT THERE IS NOTHING THEY CAN DO, THAT THEY DON'T DESERVE THEIR CAREGIVER'S HELP, THAT THEY ARE BAD PEOPLE BECAUSE OF THEIR BEHAVIOR, THAT THEY ARE DESTINED TO FAIL.

Some beliefs about yourself are more helpful to you than others.

For example, believing that it is weak to show fear can lead to you spending a lot of energy hiding your fear.

Your job is to be aware of your thoughts about yourself and to challenge them.

Later today we will learn how to talk back to your fears.

The next exercises will focus on being more aware of our fears and being able to deal with them.

Exercise 3: What Is A Hidden Fear of Mine?
(10 minutes)

[The purpose of this exercise is express one fear in a safe situation. Using anonymous cards enables that to occur.]

Before you can deal with your fears, it is critical to accept your fears.

Having your whole life change is a frightening business, and being afraid is natural.

Here is a list of fears other young people have come up with.

PASS OUT EXAMPLES OF FEARS.

EXAMPLES OF FEARS

I am afraid that I will end up all alone.

I am afraid I won't be able to love anyone again.

I am afraid I will get HIV like my mother or father did.

I am afraid I will end up homeless.

I am afraid that I just can't handle this whole thing.

I am afraid that I will end up with too many responsibilities - too much to do.

I am afraid my caregiver will make me move out.

I am afraid I will be a bad parent.

I am afraid that I will crack up.

I am afraid I will have a substance abuse problem like my mother or father did.

I am afraid I will get put in foster care.

I am afraid that I push people away.

I am afraid that no one will help me get into college.

I am afraid that I won't know how to take care of myself.

I am afraid that I will never learn how to have a job.

I am afraid that no one will care what happens to me.

I am afraid that I will be sent away from my friends.

I am afraid that there will be no one to love me.

I am afraid that no one will help me graduate from school.

I am afraid that my whole future is going right down the drain.

I am afraid that someone will find out my mother had AIDS and I will be an outcast.

What are some of your fears?

I am going to pass out a blank card.

I want you to write down your worst fear about having lost your parent and, for some of you, going to live with someone new.

Do not put names on the cards, as they will be collected.

Write so someone else can read it.

ALLOW A FEW MINUTES FOR WRITING DOWN THE FEAR.

Please give me your cards.

COLLECT THE CARDS; SHUFFLE THEM; PASS THEM BACK OUT;
AND HAVE EACH YOUTH READ A CARD ALOUD.

What do you think of those fears?

ENCOURAGE DISCUSSION. KEEP MAKING THE POINT THAT PEOPLE CAN'T HELP HOW THEY FEEL. FEARS ARE EXPECTED IN THIS SITUATION.

Exercise 4: How Important Is It To Relax?
(15 minutes)

[The purpose of this exercise is to teach youths to relax and to use relaxation to reduce discomfort that has already built up in the session. Relaxation techniques has long been associated with fear and panic reduction programs.]

NOTE TO FACILITATORS: THERE MAY NOT BE ENOUGH TIME TO DO THIS RELAXATION EXERCISE AS WRITTEN, IT IS POSSIBLE TO MODIFY THE EXERCISE BY TENSING AND RELAXING EACH MUSCLE GROUP WITHOUT GOING THROUGH THE PROCESS OF FIRST TENSING EACH GROUP AND THEN RELAXING EACH GROUP. SEE PAGE 15.

Fear is felt in our bodies.

One very important way to deal with fear is to learn how to relax your physical body.

Doing this helps a person feel in control and keeps you from panicking over the tension that fear produces.

It is very hard to be relaxed and feel fear at the same time.

During these sessions we will learn a number of ways to relax, but we will start with physical relaxation.

First, I will put up a list of the muscle groups that will be tensed and then relaxed.

PUT UP A LIST OF MUSCLE GROUPS. AS YOU GO OVER THE LIST, POINT TO EACH MUSCLE ON YOUR BODY. THE BODY PARTS ARE AS FOLLOWS:

Hand and lower arm, right, left, then both together

Upper arm, right, left, and then both together

Lower leg and foot, right, left, and then both together

Thighs

Chest (and breathing)

Shoulders and lower back

Back of neck

Lips

Eyes

Lower forehead

Upper forehead

NOTE: INSTRUCTIONS BELOW GO THROUGH THE TENSING OF EACH MUSCLE GROUP.

Now I want to show you how to tense each muscle group.

FOLLOW THE INSTRUCTIONS BELOW.

Lower arm - Make a fist, palm down, and pull wrist up toward the upper arm.

Upper arm - Tense biceps. With arms by side, pull upper arm toward side without touching. (Try not to tense lower arm while doing this; let lower arm hang loosely.)

Lower leg and foot - Extend leg so it is straight. Point toe upward toward knees.

Thighs - Pull knees together until upper legs feel tense.

Abdomen - Pull in stomach toward back.

Chest and breathing - Take a deep breath and hold it about 10 seconds, then release.

Shoulders and lower back - Shrug shoulders, then bring shoulders up until they touch ears.

Back of neck - Put head back and press against the back of chair.

Lips - Press lips together; don't clench teeth or jaw.

Eyes - Close eyes tightly but don't close too hard. (Be careful if you have contact lenses.)

Lower forehead - Pull eyebrows down (try to get them to meet).

Upper forehead - Raise eyebrows and wrinkle your forehead.

NOTE: INSTRUCTIONS BELOW GO THROUGH THE RELAXING OF EACH MUSCLE GROUP.

Next I will show you how to relax, demonstrating on the lower right arm.

Tighten the hand and lower arm, pay attention to how it feels, and then relax it.

Make sure you relax the entire arm from the shoulder down.

Try it several times until you get it.

Close your eyes and keep them closed while I take you through the entire process.

NOTE: INSTRUCTIONS BELOW GO THROUGH THE TENSING AND RELAXING OF EACH MUSCLE GROUP.

LEAD THE GROUP THROUGH THE ENTIRE PROCESS. FOLLOW THE INSTRUCTIONS BELOW:

Have them a) tense a muscle group (remember to do both sides and together for the upper and lower arms) for 10 seconds b) feel the tension c) relax the muscle and d) notice the difference between relaxed and tense. Between each muscle group allow 20 seconds and say "Just continue to relax."

Deepen the relaxation by telling them they will feel more relaxed as you count from 1 to 5. Count.

NOTE: INSTRUCTIONS BELOW GO THROUGH A BREATHING EXERCISE.

Now I want you to concentrate on your breathing.

Feel the cool air coming in and the warm air going out.

Feel the cool air coming in and the warm air going out.

Feel the cool air coming in and the warm air going out.

Next I want you to pay attention to exhaling only.

Exhale.

Exhale.

Exhale.

With each exhale you will feel more relaxed.

As I count from 5 to 1, you will become alert again.

When I get to 5, you will open your eyes, take in all the sights, and feel peaceful and confident.

Now, yawn and stretch.

To get good at relaxing, you need to practice twice a day.

I am going to hand out instructions on relaxing so that you can practice on your own.

HAND OUT RELAXATION INSTRUCTIONS.

Exercise 5: What Can I Do in Fearful Situations?
(15 minutes)

[The purpose of this exercise is to improve the youth's control in fearful situations. Self-talk is practiced as the technique for achieving more control.]

Let me tell you a little bit about self-talk.

We talk to ourselves all the time, but most of it is not helpful.

We can use constructive self-talk to guide us through difficult situations.

Self-talk can make us feel better.

"Stay cool; you're doing fine" is an example of self-talk that makes us feel better.

Self-talk also can help us with the problem.

"Put your plan into action. Stay focused."

That self-talk is an example of working on the problem.

You can use talk self-talk to prepare for a situation, during the situation, if you feel overwhelmed, and afterwards - to see how you did.

We are going to practice using self-talk on a fearful situation.

If with all the pressure my grades dropped a bit and a teacher called me to see him and I was afraid **before** the meeting, I could say to myself:

I'll take a few deep breaths before going in there.

What's the worst thing that could happen to me anyway?

I'll think through what I am going to say to him.

I've been in worse situations than this before and survived.

If I was talking with the teacher **face to face**, and he started yelling at me, I could say:

Stay cool.

Let him get all bent out of shape.

Think of a nice relaxing place.

Stay with the plan I made up.

Don't let him get me off.

If I started to feel **panicky** while talking to the teacher, I could say to myself:

I'll take a break - tell him I have to go to the bathroom.

Take a couple of deep breaths.

Remember he's just trying to upset me.

He can't hurt me.

I'm scared but I can still listen to him.

After the scene with the teacher in which I didn't end up panicking, I could say to myself:

I did pretty good.

I can see how to keep him from getting me upset next time.

I do better when I talk with him again.

You can try out the idea of self-talk.

I'll tell you what the situation is and you tell the group what self-talk you would use.

Some of these situations involve preparation, some involve face to face discussion, some are about getting panicky, and others are afterward.

Here are the situations.

GO AROUND AND DESCRIBE A SITUATION TO A YOUTH, OBTAIN A SELF-TALK RESPONSE, AND THEN MOVE ON TO THE NEXT YOUTH WITH A SITUATION. KEEP GOING UNTIL EVERYONE HAS HAD A TURN. COACH AS NECESSARY. GIVE OUT THANKS. THE SITUATIONS ARE AS FOLLOWS:

1. Your caregiver wants to talk with you about the problems you have been having and how tired of it she is. The thought that she is going to complain about you scares you. What would you say to yourself to prepare for this conversation?
2. Your teacher really wants you to go to college. With your mother's death you don't think you can go. Your teacher wants to talk with you about it and you are afraid to face the teacher and tell her you can't go. What self-talk would you use to prepare for this situation?
3. You had a really bad dream about your mother. It was awful and very frightening. What self-talk would you use to deal with your fear?
4. You come home and the place is empty. There is a note saying your caregiver went to the hospital. You feel very frightened and alone. Your older sister comes in and asks what is the matter with you. What self-talk would you use to handle this situation?
5. You are with your friends, and you begin to think that you might get sent away because your caregiver says you are too much trouble. You would never see your friends again. You feel really scared of being without them. What self-talk could you use in this situation?
6. Your caregiver asks you if there is anything you can think of she needs to add to the list of things she has to do. You suddenly are aware of how much she does for you. You get scared wondering if you can make it on your own. What self-talk would you use in this situation?
7. When your caregiver gives you a list of chores to do, you get this terrible sinking feeling. You don't like living there. You don't feel you belong there. At first, you feel like you can't breathe. You are afraid that you will break down crying in front of your brother/sister and upset him/her. What self-talk could you use in this situation?
8. Your caregiver tells you all these jobs he/she needs you to help with now that you are living there. You feel totally overwhelmed. How can you do these new jobs and keep up with the things you are already doing? You fear you will let him/her down. What self-talk would use in this situation?

9. You found a letter your mother wrote you. It was so upsetting, you thought you would break down crying and be unable to stop. You did cry a little, but you never became hysterical. What self-talk would you use in this situation?

Exercise 6: How Can I Work On My Fear?
(20 minutes)

[The purpose of this exercise is to improve the youth's ability to determine the progression of assumptions on which the fear is based. Looking for errors in logic, data, and meaning is the approach followed.]

There are three questions that can be helpful with being anxious or fearful.

The first is "Where's the evidence that this is going to happen?"

Where is the evidence that you will be all alone for the rest of your life?

The second is "How could this situation be looked at differently?"

I guess I could see this as a way of making me get serious about what I want out of life.

The third question is "So what if it happens?"

Or you could say, "What will that lead to?"

Maybe the fear is made worse because it is based on a logical error such as making a catastrophe out of something.

Here is a script to illustrate asking one of the questions.

I need a volunteer to read Frank and one to read Katie.

SELECT THE VOLUNTEERS, GIVE THEM THE SCRIPT, AND HAVE THEM READ THE SCRIPT ALOUD TO THE GROUP. REMIND PARTICIPANT PLAYING "KATIE" TO READ HER PART IN A RESPECTFUL MANNER SO THAT MEMBERS CAN SEE THE BENEFITS OF QUESTIONING THOUGHTS ABOUT FEAR.

SO WHAT IF IT HAPPENS?

FRANK: I bet that I'm going to have to move out of my grandmother's house.

KATIE: That sucks, what will you do?

FRANK: I don't know, I'll probably have to go to another school.

KATIE: So, what if that happens?

FRANK: Well, if I have to go to another school I'll lose all my friends.

KATIE: So, what if that happens?

FRANK: No one will like me.

KATIE: And what if that happens?

FRANK: Then I won't have any friends.

KATIE: And what will that lead to?

FRANK: Then I'll be a total loser and my life won't be worth anything.

KATIE: And what will that lead to?

FRANK: I'll just be a terrible person.

KATIE: So wait a minute, what you're telling me is that if you have to move out of your grandmother's house you'll be a terrible person?

FRANK: Well, I don't know..., I don't know....

THE END

You can see that what Frank thought would happen is based on expectations that are not true.

He won't be a terrible person.

I am going to divide the group into pairs.

DIVIDE INTO PAIRS.

Now count off 1 and 2.

The 1's goal is to tell the 2s about their fear.

The 2's goal is to ask the 1s one of the three questions - whichever they choose.

The questions are again 1) What evidence is there that this is going to happen? 2) How can this be looked at differently? And 3) So, what is going to happen? or "what will that lead to?"

GIVE "1'S" THE FEAR QUESTIONS 1 HANDOUT, AND GIVE THE "2'S" THE FEAR QUESTIONS 2 HANDOUT AS A GUIDELINE.

The 2's should follow the question along where ever it takes them.

After four minutes reverse roles and switch handouts.

The 1's should look at the handout and start with saying, "I have a fear that _____." They can choose one of the most typical fears or make up one of their own.

If you don't want to share a real fear, you can role-play someone who has one of the typical fears.

At the end, give each other feedback on how you felt during the role play and whether your ideas about your fears changed at all.

BRING THE GROUP BACK TOGETHER AND FIND OUT HOW THEY EXPERIENCED THE ROLE PLAY. EMPHASIZE THAT THEY CAN USE SELF-TALK AT HOME TO COPE WITH UNCOMFORTABLE AFFECT, SUCH AS FEAR.

FEAR QUESTIONS 1
[TALKING ABOUT TYPICAL FEARS]

Step 1: Fill in the blank in this sentence, using a typical fear or one of your own.

I have a fear that _____

Typical fears of youths whose parents have died

- I won't be able to love anyone again.
- My caregiver will make me move out.
- I will lose custody of my children.
- I just can't handle this whole thing.
- I'll never stop feeling angry and depressed.

Step 2: [#2 ASKS FEAR QUESTION]

Step 3: **Explain fear a little or say more about it.**

Step 4: [#2 ASKS FEAR QUESTION]

Step 5: **Explain fear a little or say more about it.**

Step 6: [#2 ASKS FEAR QUESTION]

Step 7: **Explain fear a little or say more about it.**

Now switch roles.

FEAR QUESTIONS 2
[TALKING TO SOMEONE ABOUT THEIR FEARS]

After the person states his/her fear and talks a little about it, ask one of the following questions:

Where is the evidence that this is going to happen?

How could this situation be looked at differently?

How could you look at this differently?

So what if it happens?

What will that lead to?

Exercise 7: What Can I Do To Change a Situation?
(20 minutes)

[The purpose of this exercise is to increase the youths' skills in brainstorming. Working on a simulated situation is the approach taken.]

Being afraid tell us we need to do something to protect ourselves.

Many times we are protecting ourselves from something negative in a relationship with another person or from confirming a negative view of ourselves.

Problem-solving can help us do what is necessary to protect ourselves.

A critical step in problem-solving is brainstorming.

When one is trying to solve a problem, there are some definite steps to take such as define the problem, determine the goal (what will it look like when the problem is fixed?), brainstorm possible solutions, evaluate the solutions, pick one to try, try it, and see how it works.

We have a way of remembering how to solve problems. It's called Smart.

S is for state the problem.

M is for make a goal.

A is for actions you could take.

R is for reach a decision.

T is for try it and review it.

Brainstorming means to come up with as many possible solutions without trying to evaluate them.

Don't screen any out.

That comes later.

Quantity is important.

Let me give a brief example.

A girl is afraid that if she fails out of school she will never have a successful life and she will be out on the streets.

What are some alternative ways to fix that problem?

She could get some extra help at school, team up with a friend to study, join a support group, get information about the GED or Job Corp or ask her friends to help her get to school on time.

I am going to divide the group in half and each group will receive a problem to work on.

Each group is to brainstorm solutions.

Come up with as many as possible.

FACILITATOR COACHES - IF NECESSARY - AND GIVES OUT THANKS. THE PROBLEM IS AS FOLLOWS:

PETER'S STORY

Peter is 19. He is in a GED class and works two part-time jobs. He wants to go into the army when he gets his GED. He lives with his grandmother, an older married sister, a brother six years old, and a brother twelve years old. Peter's mother died of AIDS a year ago. His grandmother's health is not that great. She is sick most of the time and does not have the energy to do many of the household chores. She has asked him to be responsible for getting his younger brothers dressed in the morning, giving them breakfast, and getting them off to school. Peter is afraid that he will soon have to do many of his grandmother's jobs. He fears having too much to do and not being able to keep up with his school work, see his friends, and play in a band that he belongs to. What can Peter do?

ALLOW SEVEN MINUTES TO BRAINSTORM. BRING THE GROUPS BACK TOGETHER AND HAVE THEM PRESENT THEIR LISTS. EMPHASIZE NOT EVALUATING SOLUTIONS UNTIL AFTER THE BRAINSTORMING. REINFORCE COMING UP WITH "FAR OUT SUGGESTIONS."

IF THERE IS TIME AFTER THE BRAINSTORMING AND

DISCUSSION, SELECT A FEW SOLUTIONS AND CONSIDER THE
PROS AND CONS OF EACH.

Exercise 8: How Does It Look From the Future?

(5 minutes)

[The purpose of this exercise is to reinforce the notion that there will be a future for the youths, they will survive, and this terrible situation will pass. Asking them to look back from the future is the approach taken.]

Please stay in your small groups.

Imagine that it is three years from now, and you are telling a friend how you survived those tough years after your parent died.

What would they say?

Here is an example:

"Those were really difficult times. It tore me up to see my mother like that. How did I survive? Well, first I had faith in myself. I knew that no matter what happened I had the strength and could make it. Second, I had great friends. They really helped me."

AS THERE MAY NOT BE ENOUGH TIME FOR EVERYONE TO SHARE WHAT THEY WOULD SAY TO A FRIEND, ASK FOR A FEW VOLUNTEERS TO START OFF. IF THERE IS ENOUGH TIME HAVE EVERYONE SAY WHAT HE/SHE WOULD TELL A FRIEND. EMPHASIZE HOW THEY MADE IT. LOOK FOR BELIEFS IN SELF, FAITH, SUPPORT FROM FRIENDS, GOD, HAVING GOALS, AND SO ON. GIVE OUT THANKS.

Those were really good ideas looking back from the future.

BRING CAREGIVERS AND YOUTHS BACK TOGETHER FOR GOAL-SETTING EXERCISE.

Exercise 9: What Is Next?
(15 minutes)

[The purposes of this exercise are to increase group cohesion, to set goals, and to create interest in the next session. Giving appreciation is used to create cohesion. Goal setting leads to applying learning to real life. NOTE: CAREGIVERS JOIN YOUTHS FOR THIS EXERCISE. Text for caregiver and youth is the same.]

We are at the end of this session.

This afternoon we will set some goals to achieve between today and the next time we meet.

Remember to make the goal realistic, clear, not too much or too little, and easy to tell if achieved.

Today we focused on fears that people in their situation usually have and how to deal with them.

Some examples of possible goals for youths from this afternoon are:

1. write down one fear that you have then list what will happen next if that fear comes through.
2. prepare for a situation that you face next week by listing five self-talk things you could say.
3. once during the week do the physical relaxation that we practiced today.

Caregivers can make a plan to deal with an on-going problem at home.

Take a minute and think about what you will do between sessions.

WAIT A MINUTE FOR TWO.

Now we will go around and find out what your goals are.

HAVE EACH PERSON STATE WHAT HIS OR HER GOAL IS AND
WRITE IT ON GOAL CARD AND GOAL SUMMARY SHEET.

Thank you.

It's hard to believe, but we have only two more Saturdays left.

We have more work to do in the next few weeks, but a lot of our work is behind us.

How would you describe the program to a friend? Would you recommend it to someone who lost a parent to AIDS or another illness?

USE THESE QUESTIONS TO HAVE PARTICIPANTS BEGIN TO TALK ABOUT TERMINATION IN A RELATIVELY NEUTRAL WAY. IF PARTICIPANTS RAISE THE ISSUE, TALK A LITTLE BIT ABOUT HOW IT FEELS TO APPROACH THE END. FACILITATORS CAN ALSO MENTION THAT SAYING GOODBYE IS IMPORTANT AND WE WILL TEACH THEM HOW TO DO IT.

Now I want you to show appreciation to the others in the group for their contributions.

Let them know you liked what they said or did or their style or simply their presence in the group.

GIVE APPRECIATION TO THE GROUP MEMBERS. BE A MODEL. REWARD THOSE WHO GIVE THANKS TO OTHERS. MAKE SURE NO ONE IS LEFT OUT.

That is very good.

The next meeting will be on _____ (day and date) at _____ (time and place).

I will see you next time.

If any of you are in contact over the next week or so, please remind each other about your goals and to make it to the group next time.

THE END OF SESSION 12

A PERSONAL GOAL SHOULD:

#Be Realistic

#Be Clear

#Not Be Too Easy or Too Hard

#Easy to Recognize When It's Been Accomplished

WHAT'S MY FEAR?

RICKY: You look like something is on your mind.

RITA: There is.

RICKY: Do you want to talk about it?

RITA: What good is talking going to do?

RICKY: You never know. It might help.

RITA: It won't change the situation.

RICKY: You mean your grandmother told you might have to move out?

RITA: Yes.

RICKY: Talking about it probably won't change the situation, but it might make you feel better.

RITA: Ricky, I'm scared.

RICKY: About what?

RITA: Lots of things.

RICKY: Like what?

RITA: What's going to happen to me? I don't want to be all alone. I don't know where I can live or how I can survive.

RICKY: Being scared is natural with all that's going on.

RITA: It may be natural, but I don't like the feeling. My stomach is upset all the time. I can't sit still. What am I going to do?

RICKY: Everything seems terrible.

RITA: Does it ever!

THE END

FEELING THERMOMETER ON FEAR

100	VERY UNCOMFORTABLE
90	
80	
70	
60	
50	
40	
30	
20	
10	
0	COMPLETELY COMFORTABLE

SITUATIONS

TEMPERATURE
READINGS

1. You see yourself failing out of school because you've been skipping ever since your mother died.

2. You see yourself being asked to leave the home by your caregiver before you feel ready.

3. You see yourself all alone with no one to care for you.

4. You see yourself being yelled at because you are failing to do important things.

EXAMPLES OF COMMON FEARS

I am afraid that I will end up all alone.

I am afraid I won't be able to love anyone again.

I am afraid I will get HIV like my mother or father did.

I am afraid I will end up homeless.

I am afraid that I just can't handle this whole thing.

I am afraid that I will end up with too many responsibilities - too much to do.

I am afraid my caregiver will make me move out.

I am afraid I will be a bad parent.

I am afraid that I will crack up.

I am afraid I will have a substance abuse problem like my mother or father did.

I am afraid I will get put in foster care.

I am afraid that I push people away.

I am afraid that no one will help me get into college.

I am afraid that I won't know how to take care of myself.

I am afraid that I will never learn how to have a job.

I am afraid that no one will care what happens to me.

I am afraid that I will be sent away from my friends.

I am afraid that there will be no one to love me.

I am afraid that no one will help me graduate from school.

I am afraid that my whole future is going right down the drain.

I am afraid that someone will find out my mother had AIDS and I will be an outcast.

PHYSICAL RELAXATION INSTRUCTIONS

Step 1: Tighten the first muscle group.

Step 2: See how it feels.

Step 3: Relax the first muscle group.

Step 4: Tell the difference between tight and relaxed.

Step 5: Continue until each group has been tightened and relaxed.

Step 6: Go deeper into relaxation.

Step 7: Breathe out three times.

Step 8: Yawn and stretch.

The Muscle Groups Are:

Hand and lower arm, right, left, then both together

Upper arm, right, left, and then both together

Lower leg and foot, right, left, and then both together

Thighs

Chest (and breathing)

Shoulders and lower back

Back of neck

Lips

Eyes

Lower forehead

Upper forehead

See the next page for how to tighten each muscle group.

How to Tighten Each Muscle Group:

Lower arm - Make a fist, palm down, and pull wrist up toward the upper arm.

Upper arm - Tense biceps. With arms by side, pull upper arm toward side without touching. (Try not to tense lower arm while doing this; let lower arm hang loosely.)

Lower leg and foot - Extend leg so it is straight. Point toe upward toward knees.

Thighs - Pull knees together until upper legs feel tense.

Abdomen - Pull in stomach toward back.

Chest and breathing - Take a deep breath and hold it about 10 seconds, then release.

Shoulders and lower back - Shrug shoulders, then bring shoulders up until they touch ears.

Back of neck - Put head back and press against the back of chair.

Lips - Press lips together; don't clench teeth or jaw.

Eyes - Close eyes tightly but don't close too hard. (Be careful if you have contact lenses.)

Lower forehead - Pull eyebrows down (try to get them to meet).

Upper forehead - Raise eyebrows and wrinkle your forehead.

SO WHAT IF IT HAPPENS?

FRANK: I bet that I'm going to have to move out of my grandmother's house.

KATIE: That sucks, what will you do?

FRANK: I don't know, I'll probably have to go to another school.

KATIE: So, what if that happens?

FRANK: Well, if I have to go to another school I'll lose all my friends.

KATIE: So what if that happens?

FRANK: No one will like me.

KATIE: And what if that happens?

FRANK: Then I won't have any friends.

KATIE: And what will that lead to?

FRANK: Then I'll be a total loser and my life won't be worth anything.

KATIE: And what will that lead to?

FRANK: I'll just be a terrible person.

KATIE: So wait a minute, what you're telling me is that if you have to move out of your grandmother's house you'll be a terrible person?

FRANK: Well, I don't know..., I don't know.

THE END

FEAR QUESTIONS 1
[TALKING ABOUT TYPICAL FEARS]

Step 1: Fill in the blank in this sentence, using a typical fear or one of your own.

I have a fear that _____

Typical fears of youths whose parents have died

- I won't be able to love anyone again.
- My caregiver will make me move out.
- I will lose custody of my children.
- I just can't handle this whole thing.
- I'll never stop feeling angry and depressed.

Step 2: [#2 ASKS FEAR QUESTION]

Step 3: **Explain fear a little or say more about it.**

Step 4: [#2 ASKS FEAR QUESTION]

Step 5: **Explain fear a little or say more about it.**

Step 6: [#2 ASKS FEAR QUESTION]

Step 7: **Explain fear a little or say more about it.**

Now switch roles.

FEAR QUESTIONS 2
[TALKING TO SOMEONE ABOUT THEIR FEARS]

After the person states his/her fear and talks a little about it, ask one of the following questions:

Where is the evidence that this is going to happen?

How could this situation be looked at differently?

How could you look at this differently?

So what if it happens?

What will that lead to?

PETER'S STORY

Peter is 19. He is in a GED class and works two part-time jobs. He wants to go into the army when he gets his GED.

He lives with his grandmother, an older married sister, a brother six years old, and a brother twelve years old. Peter's mother died of AIDS a year ago. His grandmother's health is not that great. She is sick most of the time and does not have the energy to do many of the household chores. She has asked him to be responsible for getting his younger brothers dressed in the morning, giving them breakfast, and getting them off to school.

Peter is afraid that he will soon have to do many of his grandmother's jobs. He fears having too much to do and not being able to keep up with his school work, see his friends, and play in a band that he belongs to. What can Peter do?

GOAL SUMMARY SHEET

DATE: _____

MY GOAL FOR THIS WEEK IS: _____
