

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

Prepared by Sutherland Miller, Ph.D.

SESSION 7: (JOINT - SPLIT) WAYS OF HELPING SOMEONE COPE WITH LOSS AND GRIEF (Day 4, Morning, 2 hours)

OBJECTIVES:

1. Youths will increase their comfort thinking about their deceased parent.
2. Youths will understand what adolescents need from caregivers and vice versa.
3. Youths will identify what will be helpful to them and communicate that information to the caregivers.
4. Caregivers will be able to identify what is helpful to grieving youths and potential pitfalls when trying to help a grieving child or youth.
5. Caregivers will increase their skills in helping a youth with grief.

RATIONALE:

This session is based on the assumptions that being able to express grief related feelings and being able to talk about the good times and the bad times that were shared with the deceased are a part of normal grieving and are to be encouraged. Experiential exercises are used to free up and move the grief process along for the youths.

The caregivers/parents deal with how to help the children in their care grieve. As some of them will have the responsibility for younger children as well as adolescents, how to work with little children is covered as well. Pitfalls are addressed through responding to responses which are presented on cards, and role playing provides an opportunity to practice helping. Again the intent is to make the situations real so that transfer and skill development is increased.

SUMMARY OF EXERCISES:

1. Introduce participants. Do a lottery. Check on how the week went. Have caregivers and youths report on the 2 between-session goals (1 from session 5, and 1 from session 6). (30 minutes)

For Youths

- 2a. Have youths connect with their current feelings toward the deceased parent through writing a post card. (10 minutes)
- 3a. Have the youths role play dealing with the needs of an adolescent. (15 minutes)
- 4a. Give the group the task of deciding what would help them the most and of preparing to present the list to the caregivers/parents. (30 minutes)

For Caregivers

- 2b. Review guidelines on helping teenagers and younger children deal with grief. (10 minutes)
- 3b. Have caregivers respond to cards that present pitfalls in helping. (15 minutes)
- 4b. Role play helping a teenager deal with grief. (30 minutes)

All Together

5. Have youths present list of what would help them the most to the caregivers. Discuss. (25 minutes)
6. Show appreciation to each other. (15 minutes)

MATERIALS:

Lottery tickets
Lottery prizes (caregiver and youth prizes)
"Thanks"
Newsprint and marking pens
Post cards and pencils
Feeling Thermometer Chart
Goal Setting Chart
Index cards
Goal Cards
Goal Summary Sheet
Pitfalls (Cards)
Cards for Parental Moments

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.

Exercise 1: What Happened Between Sessions?

(15 minutes)

[The purposes of this session are to increase group cohesion, to encourage sharing of memories of the deceased, and to reinforce using what was learned in the session in the real-life environment. Attention is also paid to what caregivers are doing to provide support to themselves. Introductions, a lottery, reviewing the week, and checking on goals are the approaches used.]

#THE FACILITATOR BEGINS.

Welcome back to our sessions on dealing with grief and loss when a parent dies of AIDS.

I am glad to see you here, on time, and ready to go.

To show my appreciation, I want to start with a lottery prize.

Today we have a caregiver prize and a youth prize.

#PASS OUT THE LOTTERY TICKETS. HAVE EACH PERSON WRITE HIS/HER NAME ON THE TICKET AND PUT IN CAREGIVER OR YOUTH PILE. COLLECT THEM, MIX THEM UP, DRAW A WINNER, AND GIVE OUT THE PRIZE.

Before we go any further I want to pass out your "Thanks" for today.

Remember to give them when you like what someone said or did, their style, or their presence.

#PASS OUT 20 "THANKS" TO EACH PERSON.

How did the week go for you?

What was better for you?

What was worse for you?

Also, I would like the caregivers to think of something they did to support themselves and tell us about one thing.

For example, "I took some time just for myself." Or, "I talked to my minister to get strength."

#ENCOURAGE SHARING. DO NOT GO AROUND THE ROOM AND ASK EVERYONE. LET THOSE PARTICIPANTS SPEAK WHO WANT TO. AFTER PEOPLE SPEAK, HOLD UP THE FEELING THERMOMETER AND ASK THEM HOW THEY FELT. COMMUNICATE VALUING THE EXPRESSION OF FEELINGS WHETHER THEY ARE POSITIVE FEELINGS OR NEGATIVE FEELINGS.

Each person made a commitment last week to try to achieve 2 goals that you set.

The morning goal may have been about loss.

The afternoon goal may have been about directly expressing your feelings.

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 goals went.

Focus on having completed one task on each goal.

Look at your goal card.

That's where it tells you what the goals were.

#GO AROUND THE ROOM AND HAVE EVERYONE REPORT ON GOAL PROGRESS. FAMILIES CAN REPORT TOGETHER. REFER TO THE GOAL SUMMARY SHEET. 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, and at the end of the session we will take a little time to set new goals.

We pay attention to goals for two reasons.

First, it makes sure that what we learn in the session gets applied in real life.

Trying it out in real life increases the possibility that you will use it and that it will be helpful.

Second, taking active steps in the real world to identify and express your grief feelings and to remember the real person who died - both the pluses and minuses - moves the process along.

Are there any questions?

#ANSWER QUESTIONS.

Now we are going to have the youths go to one room and the caregivers/parents go to another.

Each group will have a different agenda.

The caregivers will work on helping, and the youths on deciding what they need to help them with their grief.

YOUTHS ALONE

Exercise 2a: Making a New Connection. (10 minutes)

[The purpose of this exercise is to connect the youths to feelings about the deceased parent. Keeping these emotions alive is intended to make the exercises more meaningful and to assist in the grieving process. Writing a brief post card to the parent is the vehicle employed.]

Imagine that there was a way you could communicate to your parent who died.

Let's say you were allowed to send your mother or father a post card.

There isn't much room on a post card.

What would you say to your parent?

■ A POSITIVE FOCUS MAY ENABLE SOME PARTICIPANTS TO PARTICIPATE WHO WOULD OTHERWISE HAVE DIFFICULTY WITH THIS EXERCISE. FOR EXAMPLE, PERHAPS YOU COULD WRITE ABOUT SOMETHING POSITIVE THAT HAS HAPPENED IN YOUR LIFE THAT YOUR DECEASED PARENT WOULD WANT TO KNOW ABOUT. DISCUSSION OF POSITIVE CHANGES CAN LEAD TO A DISCUSSION OF CHANGES IN GENERAL, AND THEN TO LOSS AND GRIEF.

If you could write three or four sentences, what would they look like?

Here are some cards and pencils.

Take a few minutes and write a post card to your deceased mother or father.

■ PASS OUT POST CARDS AND PENCILS. ALLOW FIVE MINUTES FOR WRITING THE POST CARD.

You don't have to share what you wrote, but you are welcome to do so if you wish.

■IF YOUTHS ARE WILLING HAVE THEM SHARE WHAT THEY WROTE.

Next we will examine what it is like meeting the needs of an adolescent.

YOUTHS ALONE

Exercise 3a: What Is It Like Meeting the Needs of an Adolescent? (15 minutes)

[The purpose of this exercise is to give the youths insight into how a caregiver might meet their needs. Role playing is used.]

Now we want you to get a feel of how a caregiver might meet your needs.

This can help you think of the needs of a youth who lost a parent and is in a new situation.

We will do some role playing.

I want two volunteers - one to play the youth and one to play the caregiver.

SELECT THE VOLUNTEERS AND DECIDE WHO WILL PLAY EACH ROLE.

I will give you both a script with a few lines on it.

You will get to a spot where it says **Amake up the rest on your own.**@

You will continue the role play using your own words.

Here is the first script.

GIVE THE SCRIPTS TO THE PLAYERS AND HAVE THEM START. ALLOW THE DIALOGUE TO GO ON FOR JUST A FEW MINUTES.

I HAVE NEEDS TOO

CAREGIVER: You know I do a lot for you.

YOUTH: Like what?

CAREGIVER: I give you a place to live. I buy your food and fix your meals. I wash your clothes. Lots of things.

YOUTH: So?

CAREGIVER: So, I need some thanks once in a while. It doesn't seem to matter to you.

YOUTH: **(MAKE UP THE REST OF CONVERSATION ON YOUR OWN.)**

CAREGIVER: **(MAKE UP THE REST OF THE CONVERSATION ON YOUR OWN.)**

THE END

What did you think of that exchange between the youth and caregiver?

ENCOURAGE A DISCUSSION. FOCUS ON MEETING THE NEEDS OF BOTH THE CAREGIVER AND THE YOUTH.

Here is the next scene.

Who will play the youth and who will play the caregiver?

SELECT THE PLAYERS AND GIVE THEM THE SCRIPT. ALLOW THE SCENE TO LAST A FEW MINUTES.

QUESTIONS

CAREGIVER: What did you do today?

YOUTH: The same old thing.

CAREGIVER: Like what?

YOUTH: You know.

CAREGIVER: I don't know or I wouldn't ask. You went to school?

YOUTH: Yes.

CAREGIVER: What happened during the first period?
YOUTH: You ask too many questions. Just leave me alone.
CAREGIVER: **(MAKE UP THE REST ON YOUR OWN.)**
YOUTH: **(MAKE UP THE REST ON YOUR OWN.)**

THE END

What is your reaction to that conversation?

ENCOURAGE A DISCUSSION OF THE SCENE. FOCUS ON MEETING NEEDS.

Here is the last scene.

Who will play the youth and who will play the caregiver?

SELECT THE VOLUNTEERS AND GIVE THEM THE SCRIPT. KEEP THE DIALOGUE BRIEF.

DOING JOBS

CAREGIVER: I wish you would do more to help.
YOUTH: I do plenty.
CAREGIVER: I appreciate what you do, but there is more than I can handle.
YOUTH: Like what?
CAREGIVER: I want you to do some housecleaning - mop the floors.
YOUTH: Listen, when I agreed to come live here, nothing was said about house cleaning.
CAREGIVER: That's part of living here.
YOUTH: I didn't agree to that.

CAREGIVER: **(MAKE UP THE REST ON YOUR OWN.)**

YOUTH: **(MAKE UP THE REST ON YOUR OWN.)**

THE END

What is your reaction to that scene?

Did the two of them get their needs met?

ENCOURAGE A DISCUSSION OF MEETING NEEDS.

Next we will identify what your needs are.

Then you will have a chance to tell the caregivers what you want.

YOUTHS ALONE

Exercise 4a: What Would Help Me the Most? (30 minutes)

[The purpose of this exercise is to make youths aware of their needs related to the impact of their parent's death. Group determination of a list of needs is the process used.]

As we said earlier, the death of a parent is a monumental experience for anyone.

Your life is changed forever.

As time goes by, there will be longer and longer periods where the pain is less, but the pain of losing a parent is intense.

My question to you is this: "What would help you the most right now?"

For now don't screen out any idea - no matter what it is.

Let's get down as many ideas as possible.

You call them out, and I'll make a list on newsprint.

#ENCOURAGE YOUTHS TO CALL OUT WHAT WOULD HELP THEM THE MOST RIGHT NOW. NUMBER THE ITEMS AS YOU LIST THEM ON NEWSPRINT. CLARIFY THEM AS THEY ARE SUGGESTED TO MAKE SURE YOU GET THE IDEA CORRECTLY AND TO MAKE SURE EVERYONE UNDERSTANDS THEM.

That's a great list.

Does anyone have a question about one of the suggestions?

#CLARIFY THE ITEMS.

You each get three votes.

#PASS OUT A PENCIL AND INDEX CARD TO EACH PERSON.

On the index card write the number of the three suggestions that you think are most important.

#WAIT A MINUTE WHILE YOUTHS SELECT THE FOUR TOP THINGS THAT WOULD HELP THEM THE MOST.

Now pass your cards to me, and I want someone to read off the numbers to me.

#HAVE SOMEONE READ OFF THE NUMBERS WHILE YOU RECORD THE VOTE BESIDE OF THE ITEM ON NEWSPRINT. THEN TALLY UP THE VOTES AND ANNOUNCE THE WINNING THREE SUGGESTIONS.

OK. These are the ideas of what would help you the most.

Does anyone have a major problem with this list?

#LISTEN TO SUGGESTIONS AND SEE IF THE GROUP WANTS TO MAKE A CHANGE. MAKES CHANGES AS REQUIRED.

Will someone volunteer to tell the caregivers/parents' group what you came up with when we meet them in a few minutes?

#NOTE: THE GROUP MAY PREFER TO HAVE EACH MEMBER BE RESPONSIBLE TO SHARE ONE NEED WITH THE CAREGIVERS RATHER THAN HAVE ONE PERSON BE A REPRESENTATIVE FOR THE WHOLE GROUP.

Everyone can chime in, but we need someone to start the presentation off.

#SELECT A VOLUNTEER IF NECESSARY.

It is time to return to meet the caregivers and parents.

#BRING THE YOUTHS BACK TO MEET WITH THE CAREGIVERS
AND PARENTS.

CAREGIVERS ALONE

Exercise 2b: What Can I Do To Help? (10 minutes)

[The purpose of this exercise is to increase the caregivers'/parents' knowledge of how to help a grieving child. Similarities and differences between age groups is presented, and a list of suggestions for helping presented in the last session is reviewed.]

■NOTE: VALIDATE THE CAREGIVERS=NEEDS. LET THEM KNOW WHILE YOU APPRECIATE THEIR NEEDS, TODAY'S FOCUS IS ON THE NEEDS OF THE TEENS.

First we want to review briefly the suggestions about what to do that you went over in the last session on grief.

The list was for younger children, but it contains many good ideas for older youths as well.

Just remember the basic principles.

Younger children need to feel safe and attached to an adult.

Older youths need understanding as they try to become independent.

Take a look at the guidelines.

BRIEFLY REVIEW THE GUIDELINES FROM SESSION 5.

WHAT YOU CAN DO TO HELP THE CHILDREN

1. **Listen** to their ideas and feelings.
2. Put yourself **in their shoes**.
3. **Answer honestly** all their questions . There are no questions that should not be answered. If "I don't know" is the truth, then it is the best answer.
4. **Assure** them that you and other important people **will be there** when they need them.

5. Assure them that their needs for **food, shelter, and protection** will be taken care of.
6. Tell them it is **OK to be sad or angry**.
7. Help them **talk about** the person who died.
8. Tell them it is **OK to cry**.
9. Let them know that people are **supporting you** in your grief.
10. **Allow** them to still be children.
11. Keep **change** to a **minimum**. Same place, same activities, same lifestyle, same discipline, same stability.
12. Set up the child with an **on-going special relationship** with another adult of the same sex as the one who died.
13. Help them figure out **what to say to** friends, teachers, and so on.
14. **Inform** teachers of the death.
15. Do something special and meaningful on **birthdays, holidays, and anniversaries**.

We have tried to provide you with some understanding of children and death and some ideas about that to do to help a child or teenager whose parent has died.

Next we will check out what not to do.

CAREGIVERS ALONE

Exercise 3b: What Should I Avoid Doing?

(15 minutes)

[The purposes of this exercise are to sensitize parents and guardians to potential pitfalls and to increase their skills in stopping misguided attempts at sympathy. Responding to "pitfalls" cards by either explaining what is wrong or countering negative attitudes is the approach used.]

In addition to doing the right things there are some potential pitfalls to avoid and some statements to the teenager that will make things worse.

To get at these problems each of you will receive a card with a thought or remark made by a parent or new caregiver.

The card will ask you to respond to the remark.

First, read the card aloud and then tell the group how you would answer the question.

If you want help on giving your answer, you can ask anyone in the group to assist you.

I'll give out the cards one at a time.

#PASS OUT THE CARDS ONE AT A TIME. HAVE EACH PERSON RESPOND. THE TEXT OF THE CARDS FOLLOWS, AND THERE IS A KEY TO WHAT THE ANSWER SHOULD CONTAIN. ONLY THE FACILITATOR HAS THE KEY.

#HELP PARTICIPANTS GET TO THE "CORRECT" ANSWER. LIMITED DISCUSSION AFTER EACH CARD IS ALL RIGHT AS LONG AS YOU CAN STAY WITHIN THE TIME ALLOTTED. IF THERE ARE MORE CAREGIVERS THAN CARDS, OCCASIONALLY HAVE TWO PEOPLE ANSWER AS A PAIR.

CARD 1 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER DIED RECENTLY FROM AIDS?

"YOU ARE JUST LIKE YOUR MOTHER."

KEY: DON'T MAKE THE TEENAGER A REPLACEMENT FOR THE DECEASED MOTHER OR SPOUSE. THE TEENAGER WILL HAVE ENOUGH PROBLEMS BEING HIM/HER SELF.

CARD 2 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER OR FATHER HAD DIED OF AIDS?

"I KNOW JUST HOW YOU FEEL."

KEY: NOBODY KNOWS HOW THE TEENAGER FEELS. IT IS BETTER TO SAY, "I CAN'T BEGIN TO KNOW HOW YOU FEEL, BUT I LOVE YOU AND HURT WITH YOU."

CARD 3 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE PARENT HAS DIED OF AIDS?

"I THINK THERE SHOULD BE SOMEONE WITH YOU ALL THE TIME, AND YOU SHOULD NOT GO TO SCHOOL AND STOP YOUR PART TIME JOB FOR AWHILE. THEY WILL PUT TOO MUCH STRESS ON YOU."

KEY: DON'T OVERPROTECT THE TEENAGER. BEING ACTIVE IS GOOD FOR HIM OR HER.

CARD 4 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER OR FATHER HAS JUST DIED OF AIDS?

"IF YOU LOOK AROUND, YOU CAN ALWAYS FIND SOMEONE WHO IS WORSE OFF THAN YOU ARE."

KEY: EACH PERSON'S GRIEF IS UNIQUE AND SHOULD NOT BE COMPARED TO SOME ONE ELSE'S GRIEF AS A WAY OF LESSENING THE PAIN. THE STATEMENT ALSO IMPLIES THAT THE TEENAGER SHOULD FEEL ASHAMED AND GUILTY FOR FEELING PAIN OVER THE DEATH.

CARD 5 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER OR FATHER HAS RECENTLY DIED FROM AIDS?

"BE STRONG FOR ME. IT'S GOING TO BE TOUGH TAKING CARE OF YOUR BROTHERS AND SISTERS. I NEED YOU BACKING ME UP."

KEY: DON'T BECOME EMOTIONALLY DEPENDENT ON THE TEENAGER. THEY ARE GOING THROUGH TOO MUCH FOR YOU TO COUNT ON THEM TO MAKE YOU FEEL BETTER.

CARD 6 (PITFALLS)

WHAT IS THE PROBLEM WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOM OR DAD DIED RECENTLY FROM AIDS?

"NO SENSE CRYING OVER SPILT MILK."

KEY: DON'T TRY TO COVER UP THE ANXIETY WE FEEL OVER DEATH. THE TEENAGER WHOSE PARENT DIED WILL FEEL MUCH PAIN. TO CRY OVER THE DEATH IS A GOOD THING. THE MILK WILL BE SPILT FOR A LONG TIME.

CARD 7 (PITFALLS)

WHAT IS WRONG WITH MAKING THE FOLLOWING STATEMENT TO A TEENAGER WHOSE MOM OR DAD JUST DIED FROM AIDS?

"YOU HAD BETTER START BEHAVING YOURSELF. I WON'T TOLERATE SOMEONE ACTING SO BAD AROUND HERE."

KEY: REMEMBER THAT BEHAVIOR PROBLEMS CAN BE SIGNS OF GRIEF. IT IS PROBABLY BETTER TO EXPLORE THE TEENAGER'S THOUGHTS AND FEELINGS ABOUT THE DEATH THAN TO ASSUME THAT HE OR SHE IS A "BAD" KID. FOR EXAMPLE, "IT'S OFTEN HARD TO TELL SOMEONE YOUR MOTHER DIED. IS THAT THE WAY YOU FEEL?"

CARD 8 (PITFALLS)

WHY SHOULD YOU STOP AND THINK ABOUT IT BEFORE MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER OR FATHER JUST DIED FROM AIDS.

"YOU ARE YOUNG, AND YOU WILL BE ABLE TO MAKE A NEW LIFE FOR YOURSELF."

KEY: MAYBE THE TEENAGER DOESN'T WANT A NEW LIFE. MAYBE THEY WANT THE SAME OLD LIFE THEY HAD. TRY TO BE WHERE THE TEENAGER IS. MAYBE THE TEENAGER IS REALLY MISSING THE LIFE THEY HAD BEFORE MOM BECAME ILL AND DIED.

CARD 9 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER OR FATHER HAS JUST DIED OF AIDS?

"YOUR MOM IS HAPPY NOW BECAUSE SHE IS WITH GOD."

KEY: IF SHE IS WITH GOD, SHE MAY BE HAPPY, BUT THE PERSON WHO IS LEFT PROBABLY FEELS "BUT WHAT ABOUT ME?" "HOW COME SHE IS SO HAPPY WHEN I AM MISERABLE." IT IS PROBABLY BETTER TO FOCUS ON THEIR PAIN. "I KNOW YOU FEEL MISERABLE, AND I WISH I COULD TAKE THE HURT AWAY."

CARD 10 (PITFALLS)

WHY SHOULD YOU AVOID MAKING THIS STATEMENT TO A TEENAGER WHOSE PARENT JUST DIED FROM AIDS?

"COUNT YOUR BLESSINGS."

KEY: THIS STATEMENT IMPLIES A CRITICISM. IT IS LIKE SAYING STOP THAT STUPID GRIEVING AND BE THANKFUL FOR WHAT YOU HAVE. JUST BECAUSE A BEREAVED PERSON IS GRIEVING FOR WHAT HAS BEEN LOST DOES NOT MEAN THEY DO NOT APPRECIATE WHAT THEY HAVE. DON'T MAKE THE TEENAGER FEEL GUILTY FOR GRIEVING.

Those were good responses.

Are there any other examples of pitfalls that you can think of?

#MAKE NOTE OF NEW IDEAS AND DISCUSS THEM BRIEFLY.

Next we are going to practice helping a child and a teenager.

CAREGIVERS ALONE

Exercise 4b: What Would I Do If.....? (30 minutes)

[The purpose of this exercise is to increase skills in helping children grieve. Role playing is the method used.]

What we are going to do next is to practice talking with a younger child and with a teenager.

In each case someone will play the remaining parent or caregiver and the other person will play the child or teenager.

The rest of you will be observers, and each of you will have something in the scene to watch for.

#PLACE TWO CHAIRS IN THE MIDDLE OF THE ROOM.

We will start with the child.

Who will play the caregiver and who will play the child?

**#SELECT THE PLAYERS. DECIDE WHO WILL PLAY EACH PART.
HAVE THEM SIT IN THE TWO CHAIRS AND GIVE INSTRUCTIONS
TO THE GROUP.**

(TO THE PERSON PLAYING THE CAREGIVER) - Your goal is to explain to the child that her/his mother died.

Explain it in a way that clarifies what death is and that gives the child the chance to grieve.

What name do you want to be called in this role play.

#FIND OUT THE NAME OF THE CAREGIVER.

(TO THE PERSON PLAYING THE CHILD) - Your goal is find out what has happened to your mother.

You are seven years old and have many questions.

Was the death your fault?

Will anyone else die?

Who will take care of you?

#ASK THE VOLUNTEER PLAYING THE CHILD TO THINK OF HIS OR HER NAME.

In this role play what name do you want to be called?

#HAVE THE PERSON PLAYING THE CHILD MAKE UP HIS OR HER NAME AND TELL THE GROUP.

(TO THE OBSERVERS) - Each person will pay attention to something different.

Here are your assignments.

#GIVE EACH OBSERVER SOMETHING SPECIAL TO WATCH FOR.

Did the caregiver

- talk openly and honestly about death?
- communicate that sadness and mourning are normal?
- allow the child emotional release?
- express his or her own sadness?
- provide love and support?
- make it clear that he/she did not have all the answers?
- repeat that the deceased mother is not coming back?
- let the child know that feeling angry is OK?

OK. Let's go ahead and do the role play.

#DO THE ROLE PLAY. ALLOW IT TO GO NO MORE THAN FIVE MINUTES. IF THE PLAYERS GET STUCK, YOU MAY WANT TO PROMPT THEM: "YOU MAY WANT TO TELL THE CHILD ABOUT....." OR "YOU MAY WANT TO ASK THE GUARDIAN ABOUT....."

That was great!

#GIVE "THANKS" TO THE PLAYERS.

Now let's get some feedback.

(TO THE CAREGIVER) - Please tell us how you felt, one thing you did that you liked, and one thing you would do differently.

#OBTAIN FEEDBACK FROM THE CAREGIVER.

(TO THE CHILD) - Please tell us how you felt, one thing that the guardian did that you liked, and one thing you would have done differently if you had played the caregiver.

#OBTAIN FEEDBACK FROM THE CHILD.

(TO THE OBSERVERS) - Let's hear what you liked that the caregiver did and one thing you would have done differently.

#OBTAIN FEEDBACK FROM THE OBSERVERS.

Are there any other comments about this role play?

#ENCOURAGE DISCUSSION.

Now we will give you a chance to practice with a teenager.

I need a volunteer to play the caregiver and a volunteer to play the teenager.

**#SELECT THE PLAYERS. DECIDE WHO WILL PLAY EACH PART.
HAVE THEM SIT IN THE TWO CHAIRS AND GIVE INSTRUCTIONS
TO THE GROUP.**

(TO THE PERSON PLAYING THE CAREGIVER) - Your goal is to answer the teenager's questions.

Answer them in a way that encourages normal grieving and that helps the teenager deal with the parent's death.

What name do you want to be called in this role play.

#FIND OUT THE NAME OF THE CAREGIVER.

(TO THE PERSON PLAYING THE TEENAGER) - Your goal is find out if you are going crazy.

Your mother died a few weeks ago and since that time weird things have been happening to you.

A couple of times you heard your mother's voice and felt her presence in the room.

Also you wake up crying at night and often can't stop for a long time.

Ask your caregiver if there is something wrong with you.

In this role play what name do you want to be called?

#FIND OUT THE NAME OF THE TEENAGER.

(TO THE OBSERVERS) - Each person will pay attention to something different.

Here are your assignments.

#GIVE EACH OBSERVER SOMETHING SPECIAL TO WATCH FOR.

Did the caregiver

- talk openly and honestly about death?
- communicate that sadness and mourning are normal?
- allow the teenager emotional release?
- express his or her own sadness?
- provide love and support?
- make it clear that he/she did not have all the answers?
- accept angry feelings?
- communicate than anger was all right to feel?

OK. Let's go ahead and do the role play.

#DO THE ROLE PLAY. ALLOW IT TO GO NO MORE THAN FIVE MINUTES. IF THE PLAYERS GET STUCK, YOU MAY WANT TO PROMPT THEM. "YOU MAY WANT TO TEENAGER ABOUT....." "YOU MAY WANT TO ASK THE CAREGIVER ABOUT....."

That was great!

#GIVE "THANKS" TO THE PLAYERS.

Now let's get some feedback.

(TO THE CAREGIVER) - Please tell us how you felt, one thing you did that you liked, and one thing you would do differently.

#OBTAIN FEEDBACK FROM THE CAREGIVER.

(TO THE TEENAGER) - Please tell us how you felt, one thing that the caregiver did that you liked, and one thing you would have done differently if you had played the caregiver.

#OBTAIN FEEDBACK FROM THE TEENAGER.

(TO THE OBSERVERS) - Let's hear what you liked that the caregiver did and one thing you would have done differently.

#OBTAIN FEEDBACK FROM THE OBSERVERS.

Are there any other comments about this role play?

#ENCOURAGE DISCUSSION.

How do you all feel after those role plays?

#HOLD UP THE FEELING THERMOMETER CHART AND ENCOURAGE SHARING OF EMOTIONAL TEMPERATURE READINGS.

The teens have been in the other room discussing what they need from others. What do you think they came up with on their list of what would be most helpful for them?

■ENCOURAGE A DISCUSSION OF WHAT CAREGIVERS THINK TEENS MIGHT SAY THEY NEED.

That was great! Now we are going to hear from the teenagers themselves and find out what they say would be helpful to them.

#HAVE THE CAREGIVERS/PARENTS COME BACK TOGETHER IN THE SAME ROOM. THE NEXT TWO EXERCISES ARE DONE AS A SINGLE GROUP.

PARENTS/CAREGIVERS AND YOUTHS TOGETHER

Exercise 5: What Is Helpful To Teenagers?

(25 minutes)

[The purpose of this exercise is for parents/caregivers to understand what kinds of support teenagers want from them. Teenagers present the list they worked on earlier, and caregivers react to it.]

While the groups were separated, you worked on different tasks.

One thing that the teenagers did was to develop a list of what would be most helpful to them.

They are going to present the list to the parents and caregivers, so that they can react.

Will the representative(s) from the teenagers share what you came up with?

#HAVE THE REPRESENTATIVE(S) FROM THE TEENAGERS MAKE A PRESENTATION. USE NEWSPRINT. KEEP THE PRESENTATION TO 3 KEY POINTS. PROMPT AS NECESSARY. GIVE OUT "THANKS."

Do the caregivers/parents have any questions about what the points mean?

#CLARIFY MEANING. DO NOT GET INTO EVALUATING THE SUGGESTIONS.

Now that we are all clear about what is being recommended I would like to know what reactions the parents and caregivers have to the teenagers' suggestions.

#ENCOURAGE REACTIONS AND DISCUSSION.

That was a very good exchange.

We are near the end of the session, and appreciation is next.

Exercise 6: How Can I Show Others I Liked Their Contributions?

(10 minutes)

[The purpose of this exercise is to build group cohesion and self esteem. Group appreciation is used.]

Turn to the person on your right, look at them and complete this sentence about them: "I really like your....."

#HAVE EACH PERSON TURN TO THE PERSON ON THEIR RIGHT AND COMPLETE THIS SENTENCE: "I REALLY LIKE YOUR....."

Now let's show our appreciation of each other's contributions here today.

Let people know that you liked what they said or did, their style, their presence, and any great qualities they have.

Get up walk around and show people that you value them.

Give away "Thanks" if you wish.

#ENCOURAGE AND MODEL SHOWING APPRECIATION. USE WORDS, "THANKS," GESTURES, HUGS AND WHATEVER SEEMS COMFORTABLE. REINFORCE PARTICIPANTS WHO SHOW SUPPORT OF OTHERS.

I look forward to seeing you after lunch.

We will meet here at _____ (time).

THE END OF SESSION 7 ON HELPING WITH LOSS AND GRIEF

I HAVE NEEDS TOO

CAREGIVER: You know I do a lot for you.

YOUTH: Like what?

CAREGIVER: I give you a place to live. I buy your food and fix your meals. I wash your clothes. Lots of things.

YOUTH: So?

CAREGIVER: So, I need some thanks once in a while. It doesn't seem to matter to you.

YOUTH: **(MAKE UP THE REST OF CONVERSATION ON YOUR OWN.)**

CAREGIVER: **(MAKE UP THE REST OF THE CONVERSATION ON YOUR OWN.)**

THE END

QUESTIONS

CAREGIVER: What did you do today?

YOUTH: The same old thing.

CAREGIVER: Like what?

YOUTH: You know.

CAREGIVER: I don't know or I wouldn't ask. You went to school?

YOUTH: Yes.

CAREGIVER: What happened during the first period?

YOUTH: You ask too many questions. Just leave me alone.

CAREGIVER: **(MAKE UP THE REST ON YOUR OWN.)**

YOUTH: **(MAKE UP THE REST ON YOUR OWN.)**

THE END

DOING JOBS

CAREGIVER: I wish you would do more to help.

YOUTH: I do plenty.

CAREGIVER: I appreciate what you do, but there is more than I can handle.

YOUTH: Like what?

CAREGIVER: I want you to do some housecleaning - mop the floors.

YOUTH: Listen, when I agreed to come live here, nothing was said about house cleaning.

CAREGIVER: That's part of living here.

YOUTH: I didn't agree to that.

CAREGIVER: **(MAKE UP THE REST ON YOUR OWN.)**

YOUTH: **(MAKE UP THE REST ON YOUR OWN.)**

THE END

WHAT YOU CAN DO TO HELP THE CHILDREN

1. **Listen** to their ideas and feelings.
2. Put yourself **in their shoes**.
3. **Answer honestly** all their questions . There are no questions that should not be answered. If "I don't know" is the truth, then it is the best answer.
4. **Assure** them that you and other important people **will be there** when they need them.
5. Assure them that their needs for **food, shelter, and protection** will be taken care of.
6. Tell them it is **OK to be sad or angry**.
7. Help them **talk about** the person who died.
8. Tell them it is **OK to cry**.
9. Let them know that people are **supporting you** in your grief.
10. **Allow** them to still be children.
11. Keep **change** to a **minimum**. Same place, same activities, same lifestyle, same discipline, same stability.
12. Set up the child with an **on-going special relationship** with another adult of the same sex as the one who died.
13. Help them figure out **what to say to** friends, teachers, and so on.
14. **Inform** teachers of the death.
15. Do something special and meaningful on **birthdays, holidays, and anniversaries**.

CARD 1 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER DIED RECENTLY FROM AIDS?

"YOU ARE JUST LIKE YOUR MOTHER."

CARD 2 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER OR FATHER HAD DIED OF AIDS?

"I KNOW JUST HOW YOU FEEL."

CARD 3 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE PARENT HAS DIED OF AIDS?

"I THINK THERE SHOULD BE SOMEONE WITH YOU ALL THE TIME, AND YOU SHOULD NOT GO TO SCHOOL AND STOP YOUR PART TIME JOB FOR AWHILE. THEY WILL PUT TOO MUCH STRESS ON YOU."

CARD 4 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER OR FATHER HAS JUST DIED OF AIDS?

"IF YOU LOOK AROUND, YOU CAN ALWAYS FIND SOMEONE WHO IS WORSE OFF THAN YOU ARE."

CARD 5 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER OR FATHER HAS RECENTLY DIED FROM AIDS?

"BE STRONG FOR ME. IT'S GOING TO BE TOUGH TAKING CARE OF YOUR BROTHERS AND SISTERS. I NEED YOU BACKING ME UP."

CARD 6 (PITFALLS)

WHAT IS THE PROBLEM WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOM OR DAD DIED RECENTLY FROM AIDS?

"NO SENSE CRYING OVER SPILT MILK."

CARD 7 (PITFALLS)

WHAT IS WRONG WITH MAKING THE FOLLOWING STATEMENT TO A TEENAGER WHOSE MOM OR DAD JUST DIED FROM AIDS?

"YOU HAD BETTER START BEHAVING YOURSELF. I WON'T TOLERATE SOMEONE ACTING SO BAD AROUND HERE."

CARD 8 (PITFALLS)

WHY SHOULD YOU STOP AND THINK ABOUT IT BEFORE MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER OR FATHER JUST DIED FROM AIDS.

"YOU ARE YOUNG, AND YOU WILL BE ABLE TO MAKE A NEW LIFE FOR YOURSELF."

CARD 9 (PITFALLS)

WHAT IS WRONG WITH MAKING THIS STATEMENT TO A TEENAGER WHOSE MOTHER OR FATHER HAS JUST DIED OF AIDS?

"YOUR MOM IS HAPPY NOW BECAUSE SHE IS WITH GOD."

CARD 10 (PITFALLS)

WHY SHOULD YOU AVOID MAKING THIS STATEMENT TO A TEENAGER WHOSE PARENT JUST DIED FROM AIDS?

"COUNT YOUR BLESSINGS."