

JOINT TRAINING FOR YOUTHS AND MOTHERS - ILLNESS PHASE
(HRA PROJECT)

SESSION 16: WHAT IS THE MOTHER'S LEGACY AND THE YOUTH'S GOALS?

(Day 8, Afternoon. This session is two hours in length.)

OBJECTIVES:

1. Mothers will pass on a positive legacy to their children.
2. Mothers will feel good about the legacy they have passed on to their children.
3. Youths will have a sense of direction for the future and what they want to accomplish.
4. Mothers will feel secure with their teenagers having a sense of direction.
5. Youths will have an appreciation of the legacy their mothers have left them.

RATIONALE:

This is the last session, and the objective is to end on a positive note, looking with fondness on the past and with a sense of purpose toward the future. Research has demonstrated the value of life reviews and developing legacies for dying persons. We assume that passing on a legacy will help both the mothers and teenagers cope with this difficult time.

As mothers worry about their children's future, having the teenagers present some of their goals was seen to be reassuring to the mothers and helping the youths prepare for life after their mother's death. Thus, in this session mothers develop and share legacies with their children while teenagers work on and share their goals with their mothers.

PROCEDURES:

1. Introduce participants, give out Strokes, do a lottery, and describe how the session will work. (10 minutes)
2. Separately mothers put their legacies together, think of their goals, achievements, strivings, and regrets, and make up a life story. Youths develop their future goals and describe what kind of person they want to be. (40 minutes)
3. Mothers share their legacies with their children. (20 minutes)
4. Youths share their goals and desired self with their mothers. (20 minutes)
5. Participants describe what has been meaningful to them in the workshop. (15 minutes)
6. End with group appreciation and goodbyes. (15 minutes)

MATERIALS

Strokes
Newsprint and marking pens
Lottery tickets
Family lottery prize
Legacy forms and pencils
Goal forms and pencils
Goal cards
"I Will Succeed" buttons for teens
Scotch tape and scrapbooks

Exercise 1: What Is This Last Session About?
(10 minutes)

[The purposes of this exercise are to set a positive tone for the last session, to indicate what the session is about, and to build group cohesion. Positive introductions, explanations, and a lottery are used.]

Welcome back from lunch.

Thank you for being here.

Let's start with a family lottery.

The winning family will receive a prize for the entire family.

■PASS OUT A LOTTERY TICKET TO EACH FAMILY. HAVE THEM
WRITE THE FAMILY NAME ON IT. COLLECT THE TICKETS, MIX
THEM UP, DRAW A WINNER, AND GIVE OUT A PRIZE.

This is our last session together.

We want it to be a positive and meaningful one.

Here are your Strokes to use for this afternoon.

■GIVE OUT TWENTY STROKES TO EACH PERSON.

This will be your last chance in the workshop to show other members of the group that you liked what they said or did, their style, or simply their presence here.

As we go around the room, I want you to introduce yourself and, if you are a mother, tell us what makes you proud of your teenagers.

If you are a teenager, tell us what makes you proud of your mother.

For example, a mother might say, "I am Mrs. Franklin, and I am proud of my daughter's kindness."

A teenager might say, "I am Fred, and I am proud of my mother's courage."

Go ahead and introduce yourselves to the group.

■HAVE THE GROUP MEMBERS INTRODUCE THEMSELVES TO THE GROUP, INDICATING WHAT MAKES THEM PROUD OF EITHER THEIR MOTHER OR OF THEIR TEENAGER.

Thank you.

For this last session the mothers and teenagers will start off meeting separately.

The mothers will work on their legacies to their children, and the teenagers will develop their goals for the future.

Then we will come back together and share what you worked on.

Are there any questions about this afternoon?

■ANSWER QUESTIONS ABOUT THE SESSION.

Now we will form our separate groups.

■HAVE THE MOTHERS AND TEENAGERS MEET IN SEPARATE GROUPS.

MOTHERS' GROUP

Exercise 2: What Is My Legacy to My Children? (40 minutes)

[The purpose of this exercise is to prepare the mothers for sharing their legacy with their children. Reviewing goals, achievements, strivings, regrets, how they want to be remembered, and their life story and putting together their photos and other life reminders are employed.]

We have set this time aside so that you can prepare your legacy to your children.

We want you to tell your children about what you wanted to achieve in life, your achievements, your strivings, your regrets, how you want to be remembered, and something of your life story.

Then we want you to organize the photos and other little treasures that you will give your children.

This is your life.

Here is a piece of paper on which you can make some notes.

■PASS OUT THE "MOTHER'S LEGACY" FORM.

MOTHER'S LEGACY

1. MY LIFE STORY IS.....

What has been the happiest time in my life?

2. MY GOALS HAVE BEEN.....

3. MY ACHIEVEMENTS ARE.....

4. I AM TRYING TO.....

5. MY REGRETS ARE.....

6. HOW I WANT MY CHILDREN TO REMEMBER ME IS.....

Before you begin, I want to point out that many people have not stopped and thought about their life story, goals, achievements, strivings, and regrets.

For some people it is not so easy to answer these questions.

If you get stuck, let one of the facilitators know, and she will help you come up with answers.

■ TO HELP PARTICIPANTS PROBE AGE PERIODS (CHILDHOOD, TEENAGE YEARS, YOUNG ADULTHOOD) AND SETTINGS (SCHOOL, WORK, FRIENDSHIPS, FAMILY, MARRIAGE). REFRAME QUESTIONS. FOR EXAMPLE, GOALS COULD BECOME "WHAT DID YOU WANT TO GET DONE?" ACHIEVEMENTS COULD BECOME "WHAT PLEASED YOU, MADE YOU PROUD?" STRIVINGS - "WHAT HAVE YOU BEEN TRYING TO DO OR TRYING TO BE?" REGRETS - "WHAT DO YOU WISH YOU HAD DONE DIFFERENTLY?" IF SOMEONE CANNOT THINK OF "BIG" THINGS, LOOK FOR SMALLER ONES.

Remember you are just making notes for your own use.

You are not going to show these notes to anybody.

First, think about your life story.

What do you want your children to know?

What would you tell them?

What was the happiest time in your life?

Take a few minutes and think about your life story.

Make notes if you wish.

■ALLOW FIVE MINUTES FOR THINKING OF THEIR LIFE STORIES.

Please tell us what was the happiest time in your life.

■HAVE EACH MOTHER DESCRIBE THE HAPPIEST TIME IN HER LIFE.

Now write down what have been some of your important goals.

Like maybe an important goal was to have a child, to respect your family, to be a kind person, to finish high school, to learn how to work a computer, to have a good job.

Any goal that is important to you is fine.

■ALLOW FIVE MINUTES FOR WRITING DOWN A FEW IMPORTANT GOALS.

What are some of your achievements?

What have you done that pleased you?

Can you name one thing you did that pleased you?

■ALLOW FIVE MINUTES FOR WRITING DOWN ACHIEVEMENTS.

Please tell the group one thing you achieved in life that makes you proud.

■HAVE EACH MOTHER SHARE WITH THE GROUP ONE ACHIEVEMENT THAT MAKES HER FEEL PROUD.

Next is what are called "strivings."

What are you striving for now?

What are you trying to do?

For example:

I am trying to get my life in order.

I am trying to be a better mother.

I am trying to take better care of myself.

I am trying to take one day at a time.

I am trying to have more patience.

Take a few minutes and write down what you are striving for or trying to do.

■ALLOW FIVE MINUTES FOR WRITING DOWN STRIVINGS.

Next to last are your regrets.

Is there a direction you wished you had taken and didn't?

"I wish I had married Joe."

Is there something you wished you had done and didn't?

"I wish I had finished high school."

Is there some thing you did you wished you hadn't?

"I wish I hadn't had a baby when I was a teenager."

Write down your biggest regrets.

■ALLOW FIVE MINUTES FOR WRITING DOWN REGRETS.

Will you share one of your regrets?

■ENCOURAGE SHARING OF REGRETS.

Last is how do you want your children to remember you?

What would you write there?

■ALLOW FIVE MINUTES FOR WRITING DOWN HOW THEY WANT TO BE REMEMBERED.

Next is putting together the things you brought with you.

Take some time and arrange the things you brought with you.

■GIVE EACH MOTHER A SMALL SCRAPBOOK AND TAPE. USE THE REMAINING TIME FOR WORKING ON THE PERSONAL LEGACY OF PHOTOS, CLIPPINGS, LETTERS, FAMILY TREES, AND WHATEVER ELSE.

When we go back and meet with your children, we want you to spend some time sharing your life and memories with them.

We believe that a lot of sharing of your life will be helpful to you and to your teenagers.

You have lots of things to choose from: your life story and happiest events, goals, achievement, strivings, regrets, and how you want to be remembered.

It is **up to you** to decide on what you are comfortable sharing.

Let's go and meet with your children.

■ TAKE THE MOTHERS TO MEET WITH THEIR CHILDREN.

YOUTHS' GROUP

Exercise 2: What Are My Goals?
(40 minutes)

[The purpose of this exercise is foster the development of important goals in the lives of the youths. Filling out goal forms and going over them is used.]

There are a couple of good reasons why we want you to take some time and work on what your goals are.

First, teenagers with goals appear to be more interested in taking care of themselves.

Second, your mothers are worried about what is going to happen to you.

If you have goals, they will worry less.

Therefore we want to take some time to look at goals.

Here is a goal work sheet to use.

■HAND OUT THE FORM ENTITLED "MY GOALS."

<p style="text-align: center;"><u>MY GOALS</u></p> <p><u>INSTRUCTIONS</u>: UNDER EACH CATEGORY WRITE YOUR GOALS. YOU CAN HAVE MORE THAN ONE GOAL UNDER A CATEGORY.</p> <p>EDUCATION</p> <p>WORK</p>
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MARRIAGE

FRIENDS

ACHIEVEMENTS

FEELING GOOD ABOUT MYSELF

There are different categories: education, work, marriage, friends, achievements, feeling good about oneself.

I want you to write in what your goals are for each area.

For example:

Education: "I want to get a college degree in engineering."

Work: "I want to become a policewoman."

Marriage: "I want to get married and have two children."

Friends: "I want to have a whole lot of really close friends."

Achievements: "I want to play first string on the girls' basketball team."

Feeling Good: "I want to feel really confident."

Go ahead and think about your goals.

Then write them down.

This form is for your notes.

You don't have to show it to anyone.

■ALLOW FIFTEEN MINUTES FOR FILLING OUT YOUR GOALS.

Now get with someone else in the room and share the goals you are comfortable talking about.

■ALLOW FIVE MINUTES FOR SHARING.

Pick your most important goal and tell the group what it is.

■HAVE EACH YOUTH TELL THE GROUP WHAT HER OR HIS GOAL IS. GIVE EACH YOUTH AN "I WILL SUCCEED" BUTTON' AFTER SHE OR HE TELLS THE GROUP.

That was really good.

Some times a person sets a goal but doesn't really know how to go about achieving it.

I am going to give each of you a card with a step toward reaching a goal on it.

There is an order to the steps.

I want you to stand up and form a line across the room from the first step to the last step.

You will need to find out what each other's steps are and discuss the right order.

In this case the goal is getting a job.

■MIX THE CARDS UP AND HAND THEM OUT. IF THERE ARE MORE CARDS THAN PEOPLE THE FACILITATORS TAKE CARDS AND BECOME PART OF THE LINE.

■THE CARDS WHICH FOLLOW ARE IN THE CORRECT ORDER. CARDS 4 AND 5 COULD HAVE A REVERSED ORDER OR COULD OCCUR AT THE SAME TIME.

■THE GOAL ACHIEVEMENT CARDS ARE AS FOLLOWS:

GOAL CARD 1

DECIDE WHAT KIND OF JOB I WANT INCLUDING THE TASKS I DO, THE PLACE WHERE THE JOB IS, THE HOURS, THE KIND OF PEOPLE I WOULD WORK WITH, AND THE PAY.

GOAL CARD 2

FIND SOME JOBS I MIGHT LIKE.

GOAL CARD 3

CHOOSE THE JOB WHICH BEST FITS WHAT I WANT.

GOAL CARD 4

FIND OUT WHAT RESOURCES ARE REQUIRED TO DO THE JOB. RESOURCES LIKE A UNIFORM, TOOLS, MONEY TO GET TO WORK.

GOAL CARD 5

FIND OUT WHAT SKILLS ARE REQUIRED ON THE JOB. SKILLS COULD INCLUDE GETTING ALONG WITH OTHER PEOPLE ON THE JOB, AS WELL AS BEING ON TIME AND BEING ABLE TO DO THE TASKS THAT MAKE UP THE JOB.

GOAL CARD 6

DECIDE WHAT SKILLS AND I RESOURCES I ALREADY HAVE AND WHAT ONES I NEED TO GET.

GOAL CARD 7

MAKE A PLAN TO GET THE SKILLS AND RESOURCES I NEED.

GOAL CARD 8

GET THE SKILLS AND RESOURCES I NEED FOR THE JOB I WANT.

GOAL CARD 9

APPLY FOR THE JOB.

■COACH THE GROUP AS THEY TRY TO COME UP WITH THE CORRECT ORDER. WHEN THEY ARE SETTLED ON WHAT THEY THINK AS THE RIGHT ORDER, GO OVER IT WITH THEM, MAKING AND EXPLAINING ANY CORRECTIONS.

That was really good.

You all have goals, and I hope you can see that it is possible to reach those goals.

Before you meet with the mothers I want you to do one more thing.

Answer this question: What kind of person do you want to be in the future?

You always have a chance to be different than you are now.

What would you like to be like later on?

■ALLOW A FEW MINUTES FOR THINKING ABOUT FUTURE SELVES.

Now we are going to meet with your mothers.

When you meet with your mother, please tell her about your plans for the future.

What your goals are and what kind of person you want to be.

■BRING THE YOUTHS TO MEET WITH THEIR MOTHERS.

Exercise 3: How Can We Share Legacies and Goals?
(40 minutes)

[The purposes of this exercise are to ease the mothers' concerns about their teenagers' futures, to make the mothers feel good about what they are passing on to their teenagers, and to increase the intimacy between youths and mothers. Sharing legacies and goals is the approach employed.]

Please get in family groups.

First, the mothers will share with their teenagers what their life has meant to them and their legacies to their children.

Then the teenagers will tell their mothers about their goals.

OK, mothers, go ahead and tell your children about your life, goals, achievements, strivings, regrets, happiest times, and how you want to be remembered.

Give your children their legacies.

■ALLOW TWENTY MINUTES FOR MOTHERS TO SHARE WITH THEIR TEENAGERS.

That was very good.

Now, teenagers, tell your mothers about your plans and goals for the future, and what kind of person you want to be.

■ALLOW TWENTY MINUTES FOR TEENAGERS TO SHARE WITH THEIR MOTHERS.

Thank you. That was great.

Exercise 4: What Has This Workshop Meant To Me?
(15 minutes)

[The purpose of this exercise is to allow free time to talk about what the workshop has meant to the participants. Mutual sharing is the method used.]

We are getting to the end of the workshop.

Some time has been set aside for you to talk about what this workshop has meant to you.

What was important about our meetings together and what we did?

■ENCOURAGE SHARING OF REACTIONS TO THE WORKSHOP.
WHILE NOT DISCOURAGING COMMENTS ABOUT WHAT COULD
HAVE MADE IT A BETTER EXPERIENCE, TRY TO END ON A
POSITIVE, MEANINGFUL NOTE.

Thank you for your comments.

Exercise 5: How Do We End This Workshop?
(15 minutes)

[The purposes of this exercise are to build self-esteem and to end with strong feelings for the other group members. Giving appreciation and saying good bye are employed.]

The workshop is just about over.

We really enjoyed working with you and will miss you.

For us these workshops are always very rewarding and very touching experiences.

All of you have made great contributions to the success of the workshop.

Without your sharing, participation, and supporting each other, the workshop could never have happened.

We want to end with showing each other appreciation and saying good bye.

Make sure others know that you appreciated their contributions, their style, and their presence.

Feel free to get up, wander around, give appreciation and say good bye.

**■ENCOURAGE GIVING APPRECIATION AND SAYING GOOD
BYE.**

THE END OF SESSION 16 ON GOALS AND LEGACIES AND THE WORKSHOP.

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