

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

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SESSION 16: LOOKING TO THE FUTURE

OBJECTIVES:

1. Youth will develop a list of their future goals.
2. Youth will understand that grief may interfere with attaining their goals.
3. Youth will feel comfortable being happy and successful even though they have been grieving.
4. Youth will develop a list of obstacles to achieving goals and brainstorm ways to deal with them.

RATIONALE:

The basic purpose of this session is to develop a future orientation in which youth focus on setting and being committed to achieving their goals. It is hoped that by sharing goals and strategies for achieving them motivation will be increased as well. Youth are encouraged to feel optimistic about what the future holds and to see themselves as having the power to make a significant contribution to society. One potential barrier for the youth is the feeling that it is not right for them to feel happy or be successful when their mother or father has died. Attempts are made to deal with that perception through making it explicit and discussing it. While there is insufficient time to deal in depth with many obstacles and strategies for overcoming them, some additional obstacles are identified and possible solutions are put forth.

Although the overall theme of the adjustment phase is coping with the death of a parent and its consequences, we want the sessions to end on an upbeat note. This is not to deny that the grieving process will continue for some time, but we assume that looking at the future as well as the past will help the youth refrain from getting stuck. Youth also need to express their feelings about saying goodbye to the group and what the experience has been like for them.

This day ends with a graduation ceremony which takes place after the conclusion of the session. The ceremony typically is conducted as follows: Groups facilitators speak to the group for a few minutes; e.g., about the progress participants have made during the cycle, then one-by-one each group participant is presented with a certificate of appreciation and asked to say a few words about what the group has meant to him/her. Finally, primary project staff members (e.g., project coordinator and assistant) thank members for their participation and say a few words. Then participants and staff have refreshments. If possible, participants also can be presented with a small gift and/or can have photos taken of their "graduation."

If the session needs to be shortened to accommodate the graduation ceremony, exercises 4 and 5 can be reduced in length because they contain content that is also covered in other sessions.

SUMMARY OF EXERCISES:

1. Have the youth review "between-session goals." Do a lottery. Give out "Thanks," and introduce the session. (25 minutes)
2. Have youth review future goals in a range of areas and share one. (15 minutes)
3. Use a script to bring up the idea of needing permission from the deceased parent to be happy and successful. Discuss it. (20 minutes)
4. Identify obstacles to achieving goals and brainstorm solutions. (20 minutes)
5. Youth write a postcard from the future. (20 minutes)
6. Short-term goals are set, group appreciation is given, and good-byes are said. (20 minutes)

MATERIALS:

"Thanks"
Lottery tickets
Lottery prize (special prize)
Feeling Thermometer Chart
Goal Cards
Goal Review Sheet
"SMART" Problem-Solving Chart
Newsprint and marking pens
Pencils
"View from the Future" postcards (5x8 index cards)
Script: Is It OK To Feel Good?
A Youth's Goals
Graduation Certificates

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: Introduction and Today's Session

(25 minutes)

[The purposes of this exercise is to create a positive atmosphere and to increase a sense of self-efficacy. A lottery and introductions are used. Youth are requested to identify goal setting as a successful technique that helps them take action by reviewing past "between-session goals." A review of the current "between-session goals" is also used.]

It is good to see everyone here for the last session.

We are going to work on a topic and then have a graduation ceremony.

Today we are going to focus on the future.

Even though this is the last session, I want to start with introductions.

We are always getting to know more about each other.

Please tell us your name and one positive thing that you have gotten out of these workshops.

For example, you might say, "My name is Shanta, and I really liked being able to talk about my anger. I never realized how much anger I carry around."

#GO AROUND THE ROOM AND HAVE EACH PARTICIPANT COMPLETE THE SENTENCE, "My name is _____ and one thing I liked about the workshops was..."

Thank you for sharing.

Before we get started I want to do a lottery.

Today's prize is a little bit special because it's our last day.

We want to say a special "thank you" for all your hard work and all you shared during the program.

#GIVE OUT A LOTTERY TICKET TO EACH PARTICIPANT. HAVE NAMES WRITTEN ON THEM. COLLECT THEM, MIX THEM, AND

DRAW A WINNER. GIVE OUT THE PRIZE.

Now let me give you your "Thanks" for the day.

That way you can let people know when you like what they say about their goals.

Remember, "Thanks" tell a person that you liked what the person said or did, his or her style, appearance, presence, and any other contributions to the group.

#PASS OUT TWENTY "THANKS" TO EACH PERSON.

Last time we worked on dealing with substance use.

Did any questions or thoughts come up about dealing with substance use?

#ENCOURAGE COMMENTS ABOUT LAST SESSION.

Last time you set a goal about substance use.

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

Look at your goal card or goal summary sheet. That's where it tells you what the goal was.

#GO AROUND THE ROOM AND HAVE EVERYONE REPORT ON GOAL PROGRESS. REFER TO THE GOAL SUMMARY SHEET. 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.

In the program we have talked a lot about goals, both your "between-session goals" and your long-term goals.

Take a look at your Goal Summary sheets, starting from Session 1.

Look at all the goals you have set. How many did you try to achieve? How many "between-session" goals did you make real progress on? What about your long-term goal?

Are "between-session" goals or long-term goals easier to make? How about to achieve?

Do you think that setting goals for yourself each week was helpful?

HAVE PARTICIPANTS DISCUSS THE LINK BETWEEN SETTING GOALS AND TAKING ACTION ON THEM. TRY TO DETERMINE WHAT PROPORTION OF "BETWEEN SESSION GOALS" WERE COMPLETED; E.G., HALF, MORE THAN HALF, ETC.

Setting goals for yourself, even if they are small, makes it more likely that you'll take action on something important to you.

We hope that you will continue to set goals even when you are not attending the program. You can even continue to keep track of them.

Do you think you will, or have you set an extra goal for yourself while you have been attending the program, other than the "between session goal?"

HAVE PARTICIPANTS DISCUSS BRIEFLY WHETHER THEY HAVE SET EXTRA GOALS FOR THEMSELVES AND/OR IMAGINE THEY WILL SET GOALS FOR THEMSELVES OUTSIDE OF PROGRAM.

Today we are going to focus on the future.

Exercise 2: What are my future goals?
(15 minutes)

[Youth are to identify future goals in order to motivate them to achieve future goals. Identifying goals in a wide range of areas and sharing are the approaches used here.]

What do you want the future to be like?

In these workshops we have focused a lot on your future goals.

We had two sessions just on how to set goals and how to break down the steps to reach goals.

These goals will help you plan your future.

Where in your life do you want to be in five years?

Take a few minutes and let's review some important future goals for yourself.

You can set goals in a lot of areas: what kind of person you want to be, what kind of education you want, what kind of job you will have, where you will live, the kinds of friends you will have, etc.

WRITE GOAL CATEGORIES ON THE BOARD: PERSONAL, EDUCATION, JOB, LIVING SITUATION, FRIENDS, RELATIONSHIP W/FAMILY, OWN FAMILY, PARTNER, HEALTH. REFER TO GOAL REVIEW SHEET HANDOUT.

You can use the goals you have already been thinking about or add new ones.

#ALLOW ABOUT FIVE MINUTES FOR SELECTING GOALS. YOUTH SHOULD SET AT LEAST ONE GOAL FOR EACH AREA, USING GOAL REVIEW SHEET.

Let's go around the room and share with the others here one important goal of yours.

#ASK EACH YOUTH TO STATE AT LEAST ONE GOAL OF THEIRS. THEY SHOULD STATE THE AREA FIRST AND THEN THE GOAL.

Thank you for sharing.

Next let's take a look at how a youth's feelings about the death of his mother or father can make it harder to achieve what he or she wants.

Exercise 3: Is It OK To Feel Good?
(20 minutes)

[The purpose of this exercise is to decrease negative feelings that block a youth's happiness and achievements. A script and discussion are used.]

To explore one barrier to accomplishing future goals, I would like you to observe this next scene.

Who will play Chantal and who will play Delbert?

#SELECT THE PLAYERS, GIVE THEM THE SCRIPT, AND HAVE
THEM READ IT ALOUD TO THE GROUP.

IS IT OK TO FEEL GOOD?

CHANTAL: You dog!

DELBERT: What's a matter?

CHANTAL: I hear you did really good on the math test. I messed it up completely.

DELBERT: That's too bad.

CHANTAL: Don't you feel really good? It's your first college test.

DELBERT: I don't know.

CHANTAL: You should be happy. I'd be screaming and jumping if I had your grade. That test was hard!

DELBERT: I guess so.

CHANTAL: What's wrong with you?

DELBERT: Nothing.

CHANTAL: Well how come you aren't happy about doing so well?

DELBERT: You know that my mother died.

CHANTAL: Of course I know. I was at the funeral.

DELBERT: It doesn't seem right to feel happy when she's dead.

CHANTAL: Maybe you do feel happy about the test - just a little.

DELBERT: I wouldn't let myself feel good. I'm surprised I let myself do well on the test.

CHANTAL: I knew your mother. Your mother would want you to feel happy. She'd be proud that you made a good grade.

DELBERT: I keep thinking I need her permission to feel OK.

CHANTAL: Delbert, ask her. "Mama, is it OK for me to feel happy?"

DELBERT: What would she say?

CHANTAL: She'd say, "Of course, it's OK, Delbert. Keep making good grades in math, son. I knew you could do it."

DELBERT: Chantal, you are something else.

CHANTAL: I see a little smile coming on.

THE END

What's happening here?

#ENCOURAGE RESPONSES AND DISCUSSION. PROMPT WITH COMMENTS SUCH AS

"SHOULD DELBERT TRY TO KEEP HIMSELF SAD?"

"WHAT WOULD THAT LEAD TO?"

"ISN'T IT DISRESPECTFUL TO FEEL HAPPY?"

"WHAT SHOULD DELBERT DO IF HIS MOTHER DIDN'T CARE WHETHER OR NOT HE DID WELL IN SCHOOL?"

"WHAT ROLE SHOULD A DECEASED PARENT PLAY IN THE LIFE OF A YOUNG PERSON?"

You can see that how you think about the dead parent and how you think a person is supposed to behave when grieving can affect your current life.

Look at your Goal Review Sheets.

How close are your personal goals to what your mother or father would have wanted for your future?

ENCOURAGE BRIEF DISCUSSION OF WHAT PARENTS WOULD HAVE WANTED FOR YOUTH AND HOW SIMILAR THESE ARE TO YOUTH'S OWN GOALS. THE MAIN POINT IS THAT PARENTS WOULD HAVE WANTED YOUTH TO BE SUCCESSFUL, WHETHER THE SPECIFIC GOALS ARE SIMILAR OR DIFFERENT. IF PARENTS' AND YOUTH'S GOALS ARE SIMILAR, THIS CAN BE HIGHLIGHTED.

Everyone has personal projects that they are working on.

Now we are going to look at what gets in the way.

Exercise 4: What Are Other Obstacles to a Satisfying and Successful Future?
(20 minutes)

[The purposes of this exercise are to identify other obstacles to success and satisfaction and to consider some ways of overcoming those barriers. Problem identification and problem solving are the methods used.]

Sometimes there are barriers that get in the way of accomplishing a goal or finishing a personal project.

Each youth in this room has some idea of what kind of person he or she wants to be and what he or she wants the future to be like.

It is not unusual for an obstacle to appear which blocks the direction in which you want to go.

I want you to tell me what kind of obstacles a young person may face in trying to achieve his or her goals.

#ENCOURAGE IDENTIFYING OBSTACLES. LIST THEM ON NEWSPRINT.

POSSIBLE OBSTACLES INCLUDE LACK OF INFORMATION ABOUT THE ISSUE, LACK OF MOTIVATION RELATED TO GRIEF, LACK OF MOTIVATION DUE TO OTHER ISSUES, SUBSTANCE USE, POOR EDUCATION OR JOB SKILLS, LACK OF CONFIDENCE, LOW SELF ESTEEM, NO JOBS OR SCHOOLS IN THE AREA, FEEL TIED DOWN AND TOO BUSY BECAUSE OF CHILDREN, ETC.

Let's take a closer look at one of these obstacles.

Which one do you think is the most important?

#HELP THE GROUP SELECT AN OBSTACLE TO WORK ON. IF GROUP AGREES AND IF IT SEEMS NATURAL, CHOOSE OBSTACLE RELATED TO DEATH OF A PARENT.

That was very good.

So, we are going to work on _____ (THE OBSTACLE)

Do you remember the steps in solving a problem?

#HOLD UP THE "SMART" PROBLEM SOLVING CHART.

I want to go over the steps with you.

1. S is for state the problem.
2. M is for make a goal.
3. A is for actions you could take. You need to brainstorm as many actions as you can.
4. R is for reach a decision - after you evaluate the actions.
5. T is for try it and review it.

Then think about what you would do differently next time and try again if necessary.

Let's apply the steps in solving a problem to the obstacle you chose.

**#COACH THE GROUP THROUGH STEPS ONE - FOUR. THEN
HAVE GROUP MAKE A PLAN FOR TRYING IT. GIVE OUT
"THANKS."**

Now let's think about the future a little bit more.

Exercise 5: What Do I Want From the Future?
(20 minutes)

[The purpose of this exercise for the youth is to motivate them by having them describe what a successful and satisfying future would be for them. Writing a post card from the future is the approach employed.]

I would like you to pretend that you have been away from your family and friends for five years.

The year is _____ (FIVE YEARS FROM THE PRESENT).

If you can't imagine being in the future 5 years from now, take 3 years.

You are going to write a postcard to a very important person in your life, telling them what has happened in those five years.

What life is like for you now.

Tell them the goals and dreams that came true.

#PASS OUT PENCILS AND PROJECT TALK "VIEW FROM THE
FUTURE" CARDS (DECORATED 5 X 8 INDEX CARDS). GIVE THEM
TEN MINUTES TO WRITE THEIR CARDS.

I would like each youth to read his or her post card from the future.

We want to keep up with what has been happening to you.

#HAVE EACH YOUTH SAY WHO THE CARD IS TO AND READ HIS
OR HER POSTCARD. GIVE OUT "THANKS" AND LOT OF PRAISE.

Thank you very much.

It sounds like the next five years are going to be very productive and important for you.

It's almost time to stop for today.

Exercise 6: What Is My Short-term Goal? Saying goodbye.
(30 minutes)

[The purposes of this exercise are to create positive feelings about the group and participation in the program, and to increase self esteem. Setting short-term goals, reviewing progress made while in the program, showing appreciation to each other and saying goodbye are employed.]

We are near the end of this final session.

Even though we won't be meeting again as a group, I would like you to set a goal that you can accomplish in the next week.

Today we have worked on the future.

Here are some examples of goals related to today's session.

1. Youth can discuss with a trusted friend his/her future plans.
2. The youth can visit the library to learn more about a future goal.
3. The youth makes a list of what he/she would want in a job in terms of the people, the place, the activities, the environment, and the conditions (hours, pay, benefits, chances to move up, and so on).
4. The youth makes an appointment to talk with a vocational or college counselor.
5. The youth joins a new group that could provide fun and support such as Big Brothers, Scouts, church group, hospital volunteer.

Remember that when you set your goal it needs to meet certain standards.

Make it realistic, clear, not too much or too little, and easy to see if achieved.

Go ahead and select a goal to accomplish in the next week.

#ALLOW A FEW MINUTES TO SELECT A GOAL.

Now let's hear what you came up with.

#HAVE YOUTH SHARE THEIR GOALS. COACH AS NEEDED.
ENCOURAGE OTHERS TO COMMENT ON THE GOAL,

SUPPORTING THEM AND SUGGESTING WAYS TO MAKE THE
GOAL FIT THE STANDARDS BETTER. GIVE OUT "THANKS."

That was very good.

Think about what coming here to these sessions has meant to you.

Remember what it was like the first time? You didn't even know each other.

Think about how much you have shared.

Think about any group issues or problems you have overcome together.

Does anyone want to comment on what participating in the program has meant to them?

#ENCOURAGE YOUTH TO SHARE WHAT THE EXPERIENCE HAS
MEANT TO THEM. IF PARTICIPANTS ARE RELUCTANT,
ENCOURAGE THEM TO STATE ONE THING THEY LEARNED
ABOUT THEMSELVES OR ABOUT DEALING WITH GRIEF.
HOWEVER, DON'T PUSH ANYONE TO PARTICIPATE.

As this is the last session, when you show appreciation to others in the group, we want you to say goodbye as well.

First - before showing our appreciation to each other - I want to say that we (THE FACILITATORS) have enjoyed working with you.

You have gone through a tremendous amount since we started having sessions together.

There have been some big changes in your lives, and you deserve great credit for the way you have tried to cope with everything that has happened.

We want to give you recognition for your hard work.

So today we will have a graduation ceremony after this meeting.

#HAVE A GRADUATION CEREMONY THAT BEST FITS YOUR
GROUP. BE CREATIVE BUT SEE ABOVE (IN "RATIONALE") FOR

OUTLINE OF RECOMMENDED CEREMONY STRUCTURE.

Graduation will start with certificates.

The certificates indicate that you have completed the program on dealing with the death of a parent.

They represent a lot of honesty, struggle and hard work.

Now let's take some time to show appreciation to each other and to say goodbye.

Turn to the person on your left and complete this sentence, "One thing I will miss about you is _____."

I'll start. One thing I will miss about you is _____.

HAVE PARTICIPANTS COMPLETE SENTENCE ABOUT PERSON ON THEIR LEFT.

Now let's take some time to show appreciation to each other and to say goodbye.

#START THE GROUP APPRECIATION BY GETTING UP AND GIVING "THANKS," PRAISE, AND SUPPORTIVE GESTURES TO GROUP MEMBERS. ENCOURAGE GROUP SHARING OF POSITIVES. MAKE SURE NO ONE IS LEFT OUT.

That's the end of our program.

We hope this is also the beginning of a brighter, happier future for all of you.

Let's go to the graduation ceremony.

THE END OF SESSION 16 - YOUNG ADULTS

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THE END

**PROJECT TALK
GOAL REVIEW SHEET**

AREA

GOAL(S)

PERSONAL

EDUCATION

JOB

LIVING SITUATION

FRIENDS

RELATIONSHIP W/FAMILY

OWN FAMILY

PARTNER

HEALTH
