TOPIC 1. WHAT IS THE MEMORY PROJECT?

Preface:

The aim of this short introduction session is to help parents to understand the difference between the Memory Book (writing down the family history and other important information for children) and the Memory Project (a series of workshops which have been developed to answer questions from parents about HOW they can learn to do the best for their children.)

The ideas mentioned in Topic 1 are all explained in much more detail in the other Topics available on this website. But at this stage parents only need enough information to help them decide if they want to get involved in the workshops; also to decide which topics are likely to be most useful to them.

Most of the ideas and materials referred to in Topic 1 were originally put together with help of a group of Ugandan parents living with HIV/Aids.This means that some of the language, examples and illustrations are geared to the culture of Uganda and the particular problems of families living with HIV/AIDS. But we hope that most of the basic ideas can be helpful for people living in other parts of the world and facing many different problems

We hope you will find ways to adapt the ideas to fit the culture and the needs of your group and we shall be very pleased to hear from you about how you have managed to get the ideas across. We can then pass on your suggestions to other people who use this website.

Please contact us via ***www.memorybooks.org.uk/feed-back-form.***

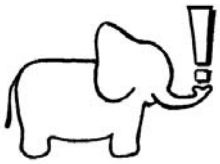
Icons used in this document:



This is where you can get a picture of how the topic fits into the whole structure of the Memory Book training programme and what it aims to achieve with the group members.



When this icon appears at the beginning of each topic it describes how the topic is broken into sessions or group activities and provides a guide to the time to be spent on each session. Elsewhere this icon details what needs to be taught by the end of a particular session or activity



Elephants don't forget and you should not forget this important piece of information or idea.



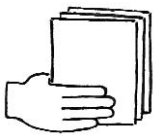
Key facts for the trainers/workshop leaders to get across during the session.



Guidance notes for trainer/leaders on how to run this session.



A story that draws a picture of a situation or explains a point or idea to the group.



Material/sheet to be given out to the group.

Background information for trainers/workshop leaders



Topic 1 is covered in one session but because attending training or workshops may be new to some of the group members, it is suggested that you make time for a good break in the middle and leave time for follow up questions and informal socialising at the end. The overall aim is to encourage people to feel confident enough to join in, not to intimidate so that they drop out.



AIMS OF THIS SESSION are to help members of the group to:

- Relax and find out more. By coming along to Topic 1 they are not committing themselves to join up for a difficult training programme, but they can choose if and what they want to learn.
- Be clear about the difference between Memory Book and Memory Project.
- Know something about the most important components of the Memory Project training programme (open communications in the family, planning for children, making use of the law etc.)
- Decide which Topics will be most useful for them as individuals and as a group.
- Have some understanding of the ground rules for future workshops.
- Go home feeling confident that they don't have to be experts to come to the workshops. Their experience as parents and as members of the community, and their willingness to share what they think and hope for, are the only entrance requirements!

MATERIALS needed for this session:

- Copy of "Information on the Memory Project" (for trainers/leaders to refer to)
- Supply of newsprint and marker pens
- Paper and pens for workshop members who want to make notes.
- Copy of the Memory Book for Africa, downloaded from the website or a copy of the printed version (available from TALC POBox 49 St Albans, Herts Al1 5TX, UK or info@talkuk.org).
- Examples of some of the materials used in the Memory Project Training Programme are included at the end of this topic (but choose any others you like).
  - List of page headings from the Memory Book
  - Outline map of Uganda (or country where workshop is taking place.)
  - Mango Tree
  - Who Am I? Sheets for children and parents.
  - Planning Jigsaw
  - Guidelines for making a will.
  - Copy of sample "Ground rules"
  - Copy of Smiley Faces feedback poster



KEY FACTS for the trainer or workshop leader to get across:

- All the information discussed in this session, and all the way through, is personal and private and must never be repeated outside the room.
- When people are talking about things which are usually kept private try to fit them into small groups where they feel safe and comfortable.
- Be ready to stop people who start going into details which aren't necessary or appropriate.
- Many people feel shy or embarrassed by their lack of education or inexperience of talking in a group. To start with they may think they have nothing useful to say. But with your encouragement they can switch from thinking "I don't know anything" to realising that their personal treasure trove of experience and memories is the foundation for all this work. They have as much to offer as anyone else.
- Making a Memory Book and doing some of the workshop exercises uses reading and writing. But people who find this difficult should not be put off because there will be tactful helpers who can help people when necessary (Trainers make sure you have some helpers!!)
- Although many parents are carrying a heavy burden because of health or other problems, the workshops can be FUN and many parents go away feeling much more confident and light hearted.
- Listen out for opportunities to remind group members that most families find life is much easier once parents and children start talking to each other with out big secrets in the way. (This will come up in Topic 3 on Open Communications in the family.)
- Remind parents how much LESS terrifying it will for children if plans for their future are openly discussed (covered in Topic 7 Planning for Children.)
- Even if parents cant complete all the work, or can't find solutions for all their problems, every little that they do will help their children.



How to run this session:

⇨ Because this is a first experience for many people, make sure the room or space is as comfortable as possible and that workshop leaders are around to give a friendly welcome.

⇨ See advice in the section "Ideas for Workshop Leaders" about introductory games or other ways of helping newcomers to relax and speak a few words.

⇨ Explain the programme for this session.



⇨ Be prepared to give a *presentation* based on the paper "Planning for our Children." This paper has been included at the end of this document. Use any other material from the website that you feel will be useful. Emphasise the main ideas covered in the Memory Project Training Programme.

⇨ Encourage group members to ask questions or to speak up if there is anything they don't understand. However IF there are too many interruptions to deal with "on the run", find one of the group who would be willing to write questions on newsprint, and then deal with them at the end.

⇨ **This might be a good time to take a break?**

⇨ When you come back together check that everyone has understood what are the most important themes covered by the Memory Project training programme:

- Open communications in the family
- Planning for children
- Making use of the law
- Making Memory Books
- Helping children prepare for difficult changes including possible death of parents and/or separation from the family.

⇨ Encourage members of the group to work out which Topics are most important for them and where they want to start.

⇨ Show samples of materials which will be used in future workshops, explain what they are for, how they are used.This requires a bit of research of the Memory Book and the various Topics from which you take the examples.(Copies of some materials which you could use here are given at the end of Topic 1 or find others that you prefer. If resources allow you may want to give out samples for people to take home.)

⇨ Next talk about the practical arrangements for future workshops:

- If decisions have already been made explain when and where workshops will be held and any costs involved.
- Explain that if people say they want to come to the workshops its important they show up because (volunteer) trainers are giving their time and the success of the workshop depends on the group working together and helping each other.
- Raise the subject of GROUND RULES. The purpose of ground rules is to make sure that everyone feels safe in the workshop and that confidential information will be respected. (sample Guidelines that are given at the end of this topic can be discussed. But its better if group members come up with their own version.)

⇨ Finally, after checking for any more questions, bring the workshop to a close. There are plenty of suggestions in Ideas for Workshop Leaders about good ways to end the session and for getting Feedback. (A simple fun way to do this is to use the Smiley Faces format - a copy is at the end of this Topic.)

Information on the Memory Project

1. PLANNING FOR OUR CHILDREN'S FUTURE

Aids has affected so many parents and people of working age, leaving many extended families swamped with responsibility and unable to take in any more dependant children. In other cases families have been torn apart by fears and mis-beliefs to do with Aids. So, in too many cases, the traditional systems of care by relatives or clan members, or informal arrangements with neighbours or community members, can no longer to be relied on.

Although there are now effective treatments for people with HIV/Aids, it is likely to be many years before they (ARVs) become universally available and in the meantime, the terrible reality is that many more children will be orphaned, joining the millions who are already struggling to survive without parental guidance and without a secure plan for their future. Therefore in the Memory Project training programme great emphasis has been put on helping parents to look their worst fears in the face and start really thinking about different ways their children could be looked after in the event of their early death.

Over the past fifteen years groups of parents have tried out the ideas described below. However ill and desperate they felt, they showed that they wanted to do their best for their children – but they needed help to work out what would happen if they died before the children were old enough to look after themselves. The structure of the Memory Book together with practical workshops on opening up communications with children, planning ahead and making the future as secure as possible, empowered many of them to overcome their fears about disclosing their HIV status. Being open within the family knocked the first hole through the wall of silence and once they were free of the terrible burden of secrecy they found they had more energy and confidence to face the future. Many parents were also surprised to find out how well their children coped with the facts and that they welcomed the opportunity to be involved in working out the best solutions for the family.

The Memory Project training programme which is summarised below (and available on this website) is built upon the experience and inspiration of these pioneering parents. However, though there are frequent references to families living with HIV/Aids, we believe that much of the information, and suggestions for practical things to do to protect children, would apply just as well for the huge number of families whose lives are overtaken by disasters beyond their control and where children risk being separated from their parents, for example by war, famine or migration.

With or without Aids as a factor in the immediate family, many children are surrounded with uncertainty and risk. If parents can open up communications in the family, provide their children with a strong sense of identity and help them prepare for the unpredictable future, this will go some way to help them survive whatever problems come there way.

> ***So, as much as we may hope that the HIV crisis is past its peak, and that other disasters are better controlled, we believe that this is not the right time to cool down on the ideas suggested below. On the contrary it is time to rev up efforts to help parents to prepare and plan for their children and to spread the ideas as far and wide as possible.***

These ideas started with the Memory Book* which made it easy for parents to put together all the information that children need to know about who they are and how they fit into their wider family and community. When parents started to write their Memory Books they realised there was a lot more they needed to do to give their children the best chance to survive tough times in the future.

These were some of the questions they asked:

- How can we start talking with our children, telling them important (and often difficult) information and listening to what they have to say?
- If we have HIV or face other serious problems in our family, HOW can we begin to make plans that will keep our children safe in the future?
- If we manage to make plans, how can we be sure they will happen ?
- What can we do to prepare our children for the possibility of our death and that their lives may completely change?
- If we are not there to bring them up how can we help our children to hold on to their sense of identity, to know who they are and where they belong?

These and many other questions were gradually built into a training programme which became known as **The Memory Project.**** The **Memory Book** and the contents of the **Memory Project training programme** have now been made freely available on the **Memory Project Website***** for anyone who wants to use them.

A summary of the main topics covered by the Memory Project is given below. (These and other relevant subjects are covered in much more detail in ten Training Topics, all of which are or will be available on the website.)

Information on the Memory Project

2. PUTTING CHILDREN IN THE PICTURE AND INCLUDING THEM IN MAKING PLANS FOR THEIR OWN FUTURE.

This involves helping children to understand what is going to happen in the future and who they can trust for support and advice. It means using the time that is left to pass on knowledge and skills so children will be better prepared to cope on their own in the future.

A huge problem for parents living with HIV/Aids is when and how to start talking openly to their children about their sero-status. The later they leave it the more frightening it becomes. Meanwhile children, who have often guessed the truth, are left with their questions unanswered and their fears about the future getting worse day by day. (Although this paper mainly refers to the problem of HIV, keeping quiet about other "secrets in the family" can be just as damaging – even very young children pick up the signals when something is wrong.)

If they don't learn the facts until after the death of their parent, children often react with anger because they were not trusted with the truth. They have also been given an unspoken message that Aids is unmentionable. This increases their sense of stigma and isolation.

They will have to cope alone with their grief, their shock and their fears about Aids at a time when their lives are being turned upside down. This might include being separated from brothers and sisters or being moved to live with virtual strangers. Worst of all, it's too late to get answers directly from their parents. That chance has been lost forever.

Parents need to understand that knowing the truth about Aids is generally less terrifying than being left in the dark to worry alone. On the contrary, when children are allowed to share the family problems they are already starting to face up to their future loss; they understand why they are being asked to take on more of the household duties; they can use every opportunity to pick up skills and knowledge from their parents; they can learn first hand about HIV transmission and how to stay safe (and what better form of protection can there be than hearing about it from your parent who is living with the reality?)

If their parents give them a chance to speak for themselves children can even say what they hope for their own future care. If time allows they will be able to get to know their future carers, work out plans for future schooling or work and how they will keep in touch with siblings and extended family.

To achieve this level of openess within the family, many parents need practical help to learn how to start talking and when to start? They want to know:

- How much detail to give?
- How much can very young children understand?
- How can parents answer awkward questions?
- Can they trust the children not to gossip outside the home?

Parents also have to face that opening up to their children about Aids often means talking about other family problems, for instance illness or death of the other parent, sexual matters, money - topics which in many households are not easily talked about with children. But if these subjects remain taboo it is virtually impossible to prepare children for the loss and changes ahead and they cannot be actively involved in planning for their own future.

As well as encouraging parents to do some straight talking, many of them also need help to learn to LISTEN to their children. They need to welcome questions, be on the alert for opportunities to drop important information into the conversation, give their children time to react and encourage them to ask more questions. There's no doubt that when parents "tune in" to their children, it makes it easier for them to put their fears and feelings into words.

Finally parents need to know that telling important information is never finished. One quick explanation will not do the trick. But their patience and willingness to talk it over time and again, to answer questions and to go at the child's pace, will gradually make it clear that the situation is not too terrible to mention. Problems ***can*** be managed. The unknown future ***can*** be faced.

Topic 2 of the training programme **covers the different stages of child development, what children can understand at different ages and ideas to help parents open up communications in the family. Topic 3 is about facing up to secrets in the family.**

3. PLANNING FOR THE FUTURE CARE OF CHILDREN

When one or both parents has HIV/Aids, it is unavoidable that family life will be disrupted at some future date. Although children cannot be protected from the distress of seeing their parents ill or dying, a great deal can be done to reduce their fears about what is going on in their home and, crucially, what will happen to them in the future.

But unfortunately when parents despair because the future looks so bleak and they don't know how to start to make a plan, children are put at real risk. In many cases children are not told what is happening until suddenly their parents become too ill to carry on or die before arrangements can be made. In some such cases senior relatives have to decide at the graveside where the children will sleep that night. Sometimes they are moved far away from everyone they know; brothers and sisters may become separated while other children have to cope alone without adult carers.

Without really understanding what is going to happen next its difficult for vulnerable children like these to hold on to their sense of identity and to keep hope alive that life will ever return to normal.

BUT if parents understand why it is so important to be open and to make plans before the crisis overtakes them, they and their children will be much stronger to face whatever happens in the future. This means being open with the children, involving them in looking at options and trying to make plans which they feel comfortable with.

Something encouraging to keep in mind is that Aids has an advantage over some other illnesses or accidental death - the course of the illness nearly always allows time to make plans - provided the parents understand what has to be done and are prepared to do the painful preparatory work with their children.

Safe and reliable arrangements can't be made overnight so parents need to look for solutions while they have strength and time on their side. If there is no obvious family member to take responsibility, parents will have to look further afield, for instance:

- is there a trustworthy member of the community who would supervise the older children and help them keep the family together in their own home?
- Are there any distant relatives who might take in one or more of the children and help them to keep in touch with siblings living elsewhere?
- Are there any welfare agencies working in the area who look for unrelated families to adopt or foster children?
- **Is there a local self-help group whose members would rally round to help the children cope?**

If parents can be helped to see that looking ahead will ***not*** make matters worse, they will find that the energy they wasted on denying their situation can now be used constructively. Like many other parents who have taken this brave step, they will feel a sense of relief and growing confidence that they CAN make a difference to the way things will work out for their children.

Very practical help on **Planning for children is given in Topic 7** of the training programme.

4. USING THE LEGAL SYSTEM TO MAKE PLANS STICK.

The best of plans can fall apart if they are not protected by the proper legal processes for naming guardians, making wills and safeguarding family property.

But when the Memory Project training programme got going it soon became clear that most families had little or no knowledge of the law; some people believed that making a will would hasten their own death; others were convinced that, as women, they had no rights under the law.

So the Memory Project now includes sessions on how to write wills, make formal guardianship arrangements and register ownership of property.

Understanding the law and dealing with people in authority might be a great challenge for parents who are struggling with illness and isolation. But with a bit of knowledge and encouragement many of them have somehow gathered their strength and tackled whatever had to be done in order to leave things well organised.

The importance of **using the law of the land to protect plans and property is covered in Topic 9** of the training programme. The Memory Project website also includes a simple guidebook on family law, guidelines on how to write a legal will and sample will form. (At present these papers relate to the law in Uganda but legal information for other countries will be added as they become available.)

5. WHO AM I? HELPING CHILDREN HOLD ON TO THEIR IDENTITY BY SAVING IMPORTANT FAMILY INFORMATION AND CHILDHOOD MEMORIES.

One way to help children survive the death of parents involves providing them with information which will give them a clear sense of identity and values to live by.

This includes making Memory Books which record personal information as well as giving details of the family background, traditions and beliefs. The written words and pictures, together with small familiar objects, saved in Memory Baskets or boxes, will bring back memories and help children to understand who they are and how they fit into their extended family and community

When the Memory Book was first shown to parents with Aids, they very quickly understood the value of writing down important family information. They realised that,

Information on the Memory Project

if they died when the children were young, their words would always be there in the future, to help them manage without direct parental guidance. They wanted to be sure their children had the facts - information which would give them a sense of history and of belonging. But as well as personal history, many of them wrote about their values and beliefs and their hopes for how their children would carry themselves into the future,

As parents started to record their family history, some of them also began to collect small domestic objects, favourite books, photos, small possessions which had belonged to father and mother - not valuables, but everyday items which would help to keep memories alive and remind children of normal daily life. Some parents used specially woven baskets and others decorated tin trunks to store their treasure trove.

Although the original purpose of the Memory Book was just to make it easy for parents to write down all this vital information, it soon became clear that making Memory Books was also a sort of therapy - it gave parents the chance to remember happy experiences in their earlier lives, to describe their own achievements, skills and interests. They began to realise that they need not be remembered only as tired and sick but for their whole life experience - and that their ideas and values need not come to an end at their death.

Another plus was that, in many cases, once parents started writing their Memory Books and collecting the special bits and pieces for their Memory Baskets, their children became curious and soon they were drawn into the work. This gave parents a great opportunity to tell stories about the family and to explain the importance of carrying ideals and beliefs through to the next generation. So, as well as achieving its aim of helping parents to pass on important information about the family and individual children, The Memory Book has also provided parents with a "way in" to start to talk about their illness and the changes ahead. For many children this has been a far more comfortable experience than sitting face to face with the parents for a painful discussion. Because making the Memory Book is a long process, there are plenty of chances to go back over difficult information or questions which the child wants to ask again.

From the child's perspective, the Memory Book gives answers to questions they would have asked their parents over the years; it provides accurate information to help them understand their family background and all that has happened in recent times. It even helps them to keep contact with extended family and distant friends - who might otherwise be lost to them. Most important it helps them to really understand who they are.

Over time parents have come up with many new ideas which have been included in the revised Memory Book for Africa and as well as explaining how to get started, these guidelines include subject headings to help parents work step by step through different aspects of their family's life.

The whole process of **making Memory Books is covered in Topic 4** of the training programme and copies of the Memory Book in several different languages can be freely printed from the website.

OTHER TOPICS WHICH WILL BE COVERED IN THE TRAINING PROGRAMME INCLUDE:

- Facing up to family secrets – help to understand why open-ness usually works better than secrecy & how to break through the wall of silence.
- Changing relationships in the family – a look ahead to coping with feelings when a new partner joins the family or children have to move under another roof.
- Being prepared for the hard times ahead – helping children to be as prepared as possible for loss and change.
- Living responsibly with HIV. Because thankfully many people now live longer with HIV, new problems come up about who to tell, new relationships, and how to help children avoid risky behaviour.

(Please note that some of these topics are still in preparation and will be added to the website, along with other new material, as soon as possible.)

*****_The origins of the Memory Book are described at http://www.memorybooks.org.uk/memory-book-story - on this website._

******_The Memory Project was developed with the help of a group of HIV+ mothers who were members of a self-help group in Kampala, Uganda, from 1995 onwards._

*******_This website includes many of the original ideas and materials which were developed in Kampala, and now adapted to make it more user-friendly for self-help groups working without professional trainers. The website also includes new training material, translations of the Memory Book into different languages and provides opportunities for sharing ideas and resources with others who are working on the same ideas._

For more information you are welcome to contact us via the website:
http://www.memorybooks.org.uk/contact-memory-books

This

Memory Book

is for

.....

This Memory Book has been written by.....

The Story Of Our Family

Facts About Members Of Our Family

Our Family Home

Our Faith - The Things We Believe In

Family Traditions & Special Events

Your Birth

How You Got Your Name

When You Were a Baby

The First Time You

Your School Days & Growing Up

Your Interests & Activities

My Favourite Memories Of You

My Hopes For Your Future

Important People In Your Life

Information About Your Health

Information About Your Mother

Mother's Childhood

Mother's Growing Up & Adult Life

Mother's Interests & Activities

Mother's Likes & Dislikes

Mother's Special Memories

Mother's Beliefs & Thoughts On Life

Mother's Health

Mother's Life Today

Information About Your Father

Father's Childhood

Father's Growing Up & Adult Life

Father's Interests & Activities

Father's Likes & Dislikes

Father's Special Memories

Father's Beliefs & Thoughts On Life

Father's Health

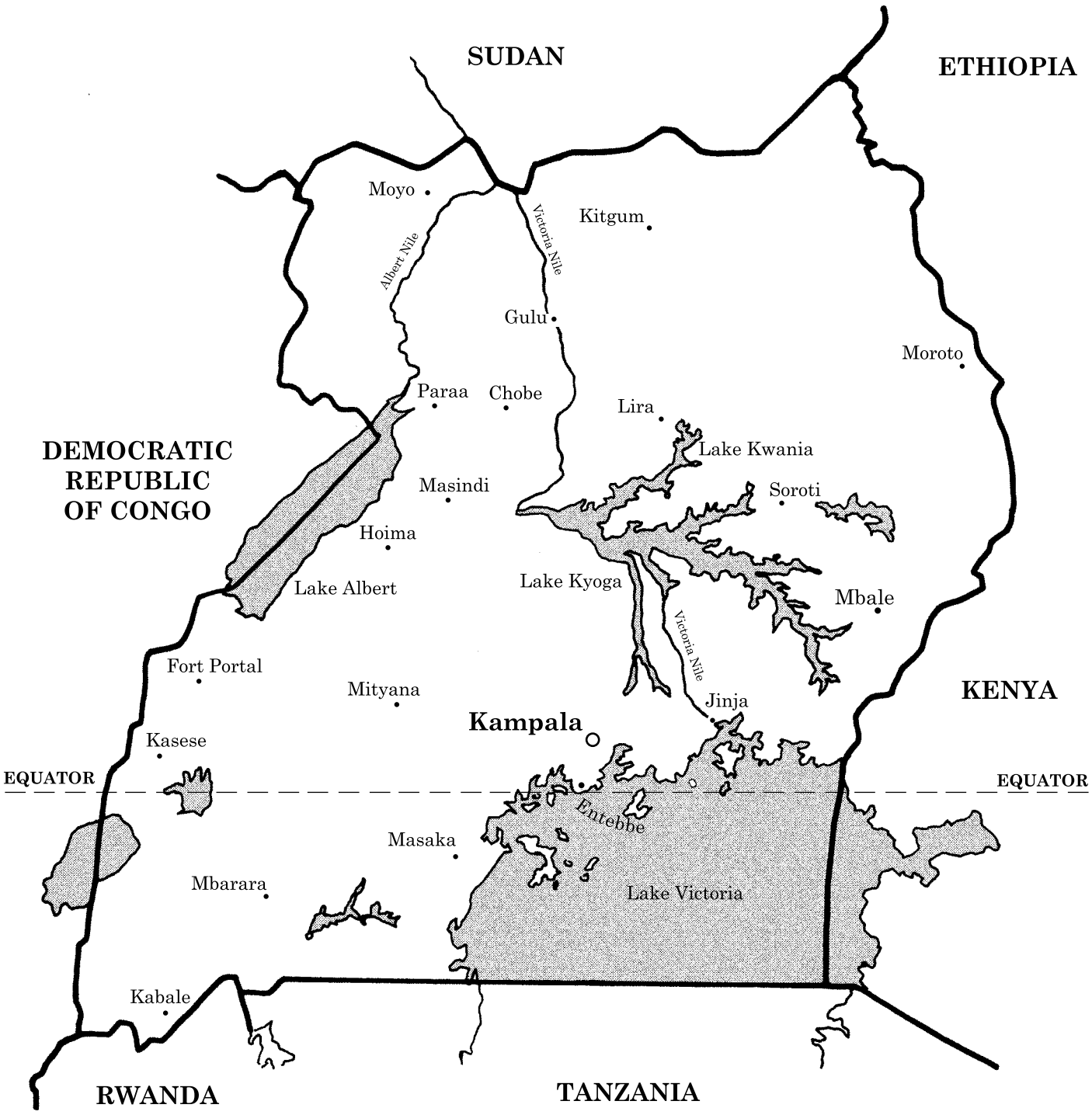
Father's Life Today

Names & Addresses Of People
Who Are Important To Our Family

Dates & Information About
Other Important Events & People

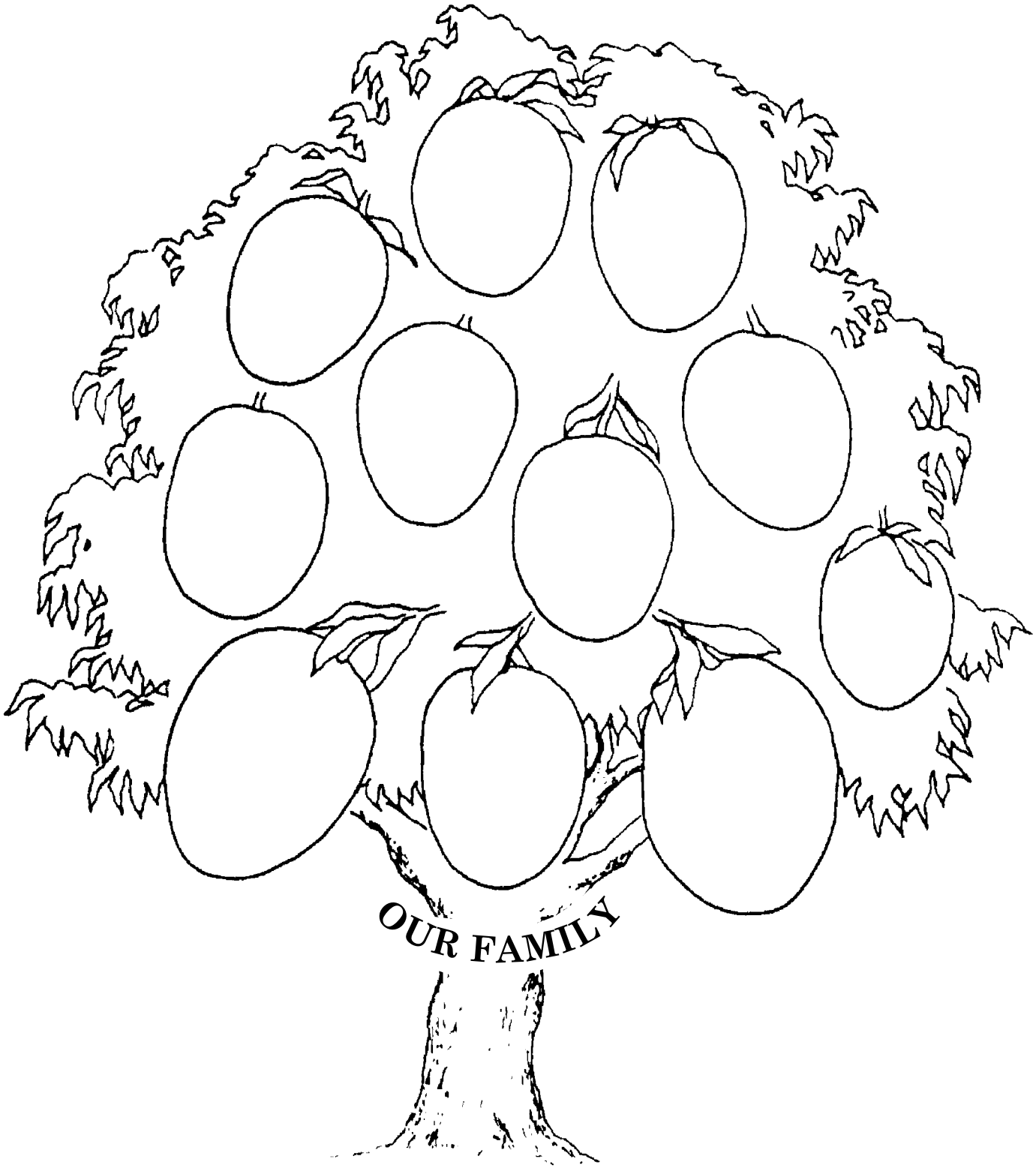
Where To Find Documents & Records

MAP OF UGANDA



www.memorybooks.org.uk

People and Organisations which can help us make plans for our children



Who Am I?

My name is.....

My age is.....

The people in my family are.....

.....

.....

Something I am good at is.....

.....

My teacher is.....

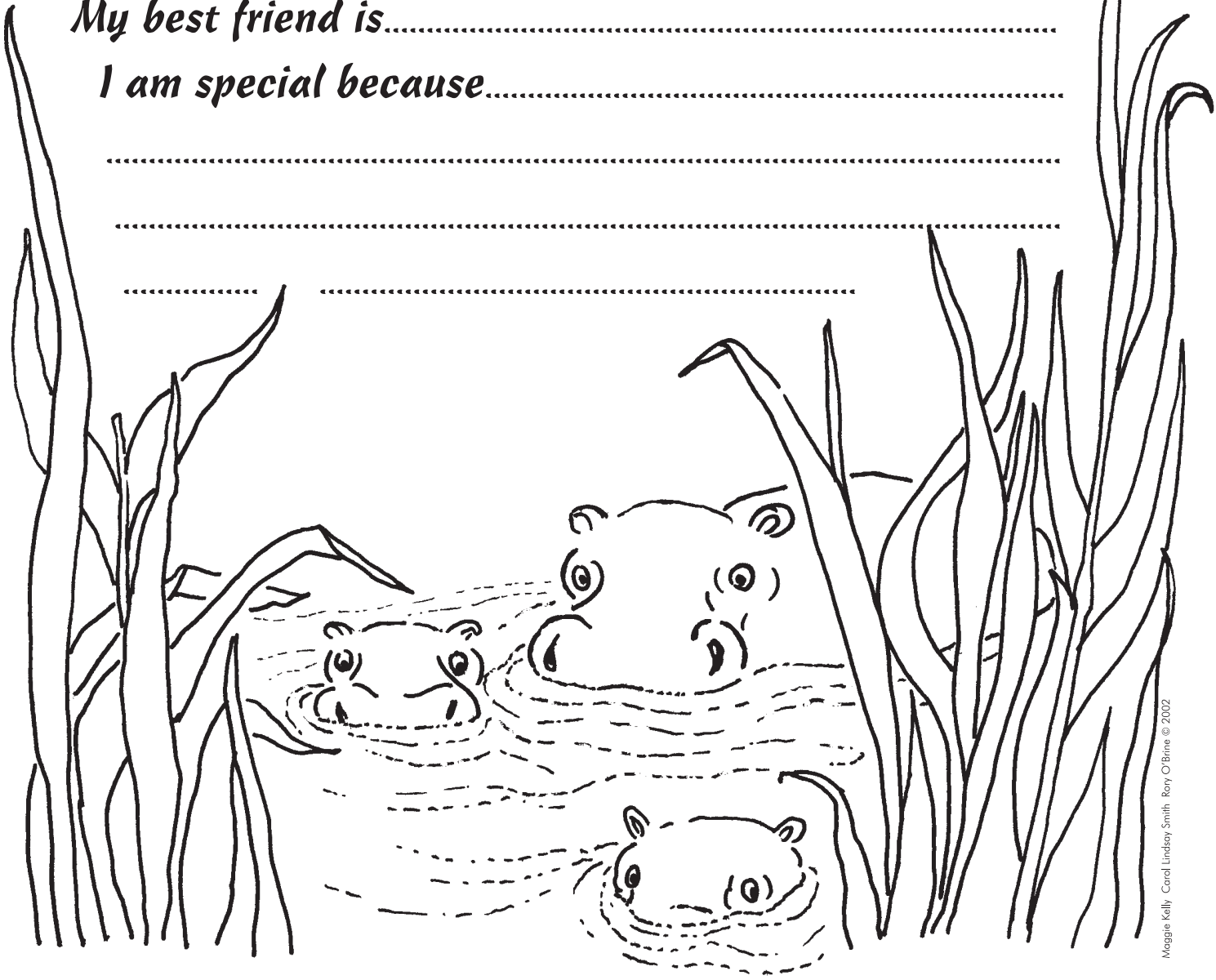
My best friend is.....

I am special because.....

.....

.....

....



Maggie Kelly Carol Lindsay Smith Rory O'Brine © 2002

Who Am I?

My name is.....

My family come from .....

My age is.....

My earliest childhood memory is..... .

.....

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Members of my family are.....

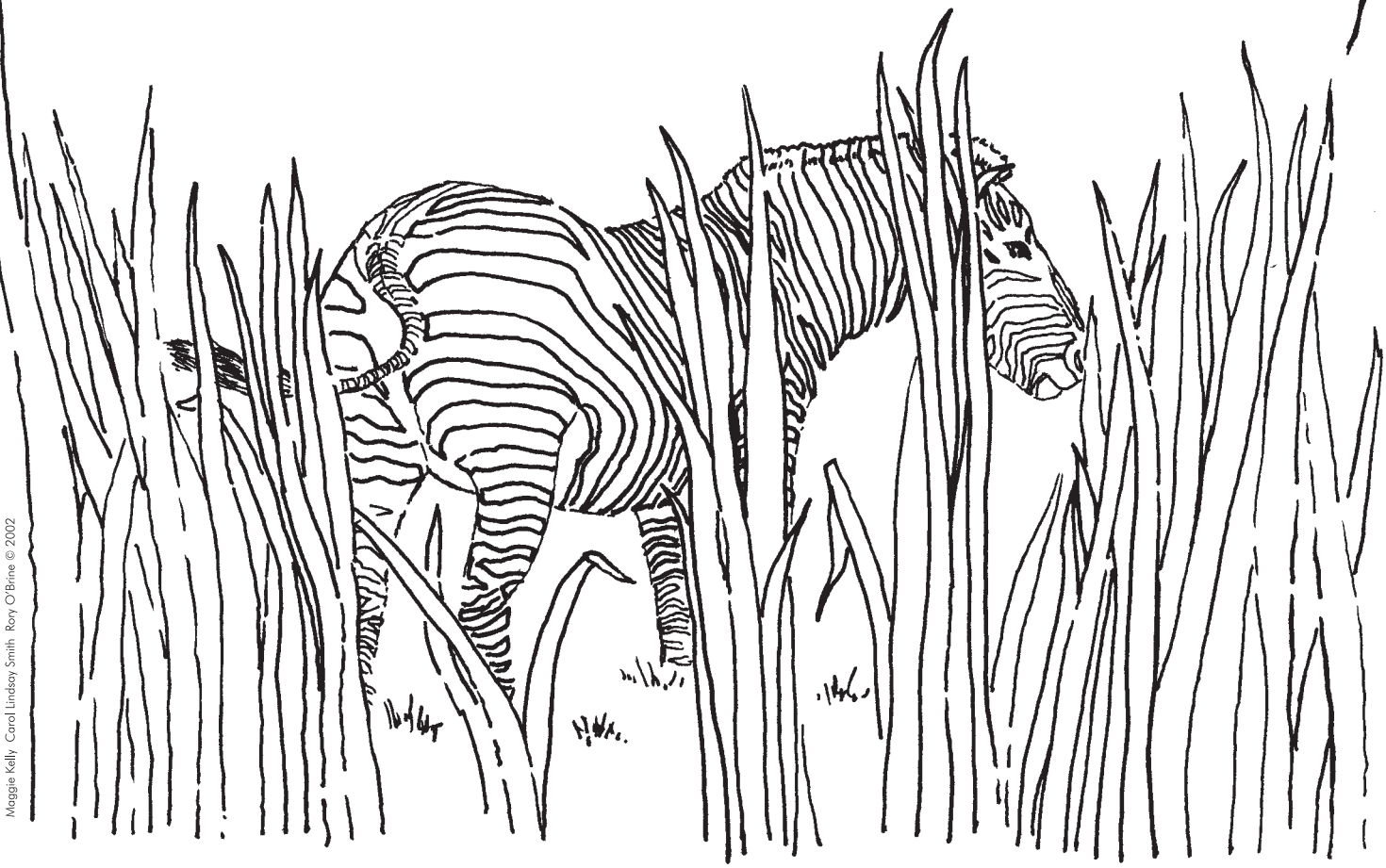
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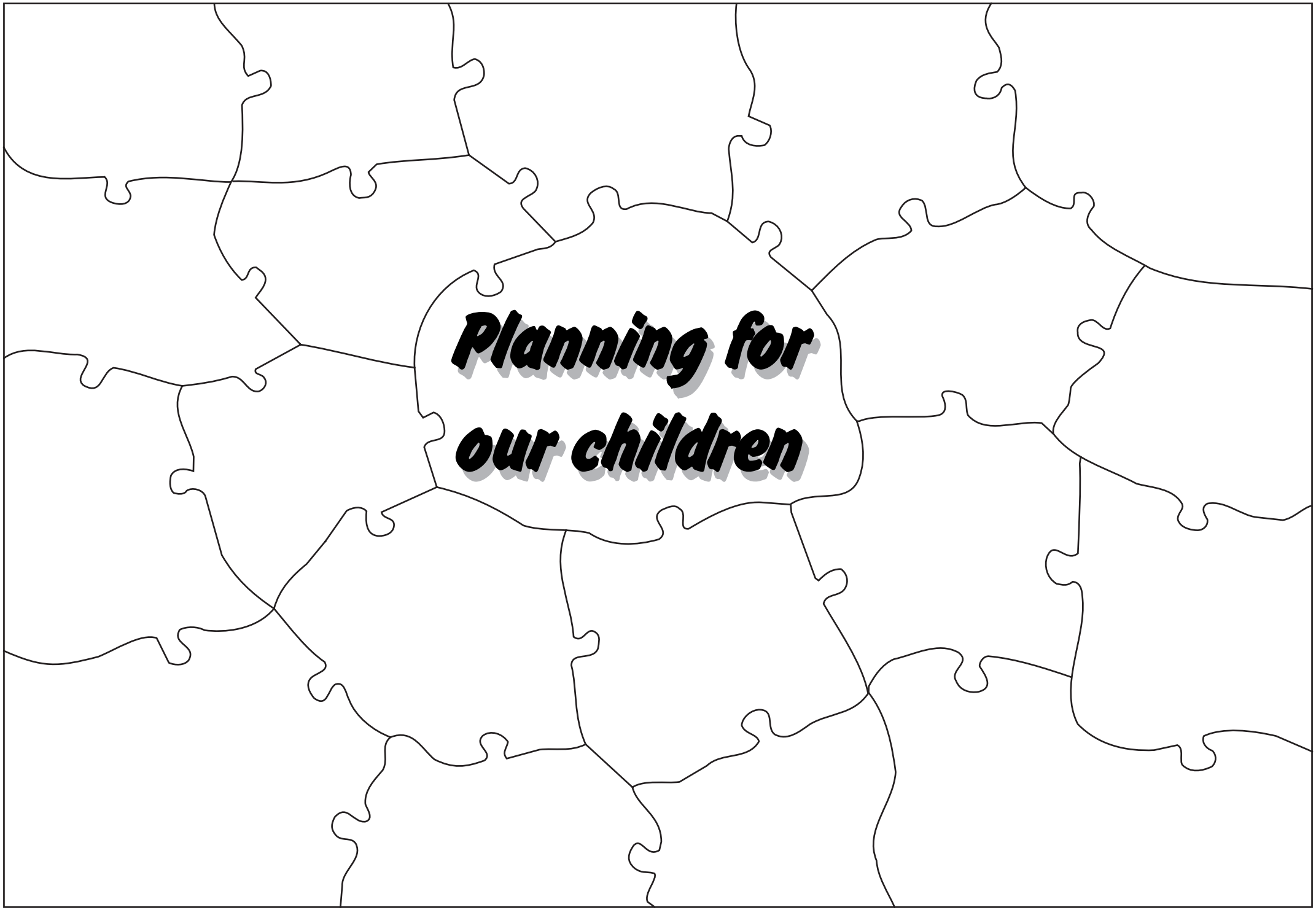
Something which makes me happy.....

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Maggie Kelly Carol Lindsay Smith Rory O'Brine © 2002


Planning for
our children

GUIDELINES FOR A PERSON WHO IS WRITING A WILL UNDER UGANDAN LAW



EMMA SSALI NAMULI
(Lawyer and legal advisor to NACWOLA)

ACKNOWLEDGEMENT

Living with HIV/Aids is a challenge. Going public about one's HIV status can add to the pressures and problems. But it also gives the chance to talk openly to children about the family situation and to get advice about how to make secure plans for their future care. This docuement has been written following many legal advice sessions with individuals and groups of mothers living with HIV in Uganda who led the way in being open about their health with their children and family.

Published by - CLS Development Services,

www.memorybooks.org.uk
email: carol@memorybooks.org.uk

Understanding the legal words used

TESTATOR.
In legal language the person writing the Will is called the Testator.

TESTATE.
This is the word used when someone who dies has left a legal Will. In such cases the property will be distributed following instructions of the person who has written the Will. If any relative or other person attempts to seize property which has been included in the Will, it will be easier for the children or dependents to get help from the authorities to get it back.

INTESTATE.
This word describes the situation where a person has died without leaving a legal Will. In these cases the person's property is distributed following strict rules under the Law of Uganda. If relatives or neighbours seize the property it will be more difficult for the children and dependents to claim it back if the person has died intestate.

EXECUTOR.
This is the formal name for the person you ask to carry out the instructions in your will. It is important to make sure that the person you wish to name is willing to take on this responsibility.

BENEFICIARY.
This is the formal name for the children, dependents and any others to whom you leave property in your Will.

GUARDIANS FOR YOUR CHILDREN UNDER AGE 18.
You should include full details of the person or people whom you want to take care of your children following your death. It is very important to talk to these people in good time, to make sure they are willing to take on this responsibility.

USING A WILL FORM.
It is not essential to use a printed Will Form. But it helps to do so because the form will help you to include all the necessary information. This will make it easier for the Executors to carry out your wishes.

LANGUAGE OF THE WILL.
You can use any language which you understand well. However, after your death the Will has to be translated into English so if you can write it in English this will avoid any misunderstandings in translation.

What is needed to make a will legal

WITNESSES.
Your signature on the Will has to be witnessed by two independent people. They do NOT have the right to see what you put down in the Will - they only have to see you sign it. They should NOT be beneficiaries – that is they should not be expecting to receive anything from the Will.

PROOF OF OWNERSHIP OF PROPERTY.
If you have land or other property it is important to leave a note to say where the title deeds can be found, also bank books and other important documents.

SIGNATURES.
People who don't write easily can sign with a thumb print.

KEEPING THE WILL SAFE.
Make three copies of your Will. Keep one with your other important documents. Give the other copies to people you trust. For instance a reliable friend or elder, a **named** representative of your bank or the authorised representative of your local court.

FOR THE WILL TO BE LEGAL:

- **AGE.** You must be 21 years old or above.
- **UNDERSTANDING WHAT YOU ARE DOING.** At the time of writing your will, you must be in sound mind, you must not be drunk or under influence of drugs and you must be in a state where you fully understand what you are doing.
- **NO OUTSIDE PRESSURE.** No-one is allowed to interfere with your decisions about what to put in your Will and you have to sign to say that you have freely made the Will without pressure from other people.
- **THE WILL MUST INCLUDE:**
  - ✦ Your full name and address, names of your parents & where you were born & name of your husband or partner (or deceased husband/partner.)
  - ✦ Name, age and address of all your children any any other dependants.
  - ✦ Name of heir or heiress in cultures where this applies.
- **DISTRIBUTION OF PROPERTY.** Write down all your property and the names and ages of the people you want to inherit from you. Give clear instructions about how you want your property to be shared between these people.
- **WITNESSES.** Your signature on the Will must be witnessed by two independent people.
- **GUARDIANS.** The people you have chosen to take responsibilty for your children should be named in the Will.
- **EXECUTOR.** Include the name of the person you wish to carry out your instructions.

MEMORY PROJECT

Setting Ground Rules For Workshops

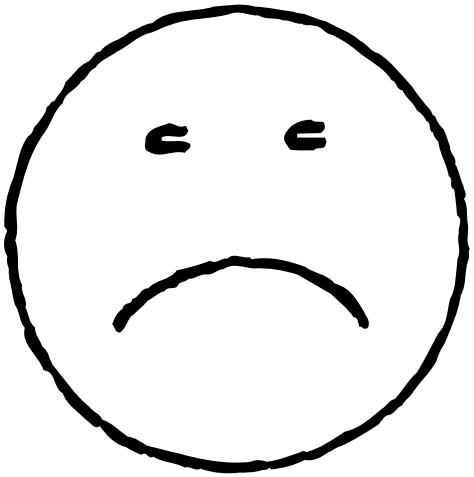
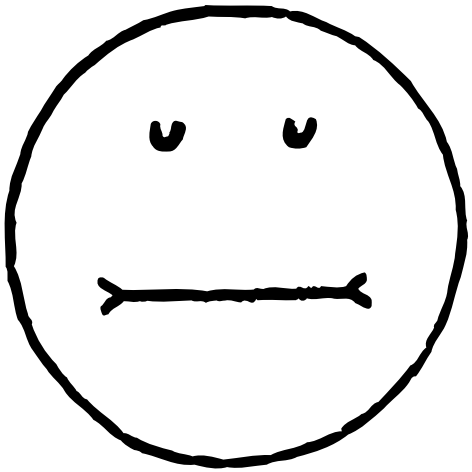
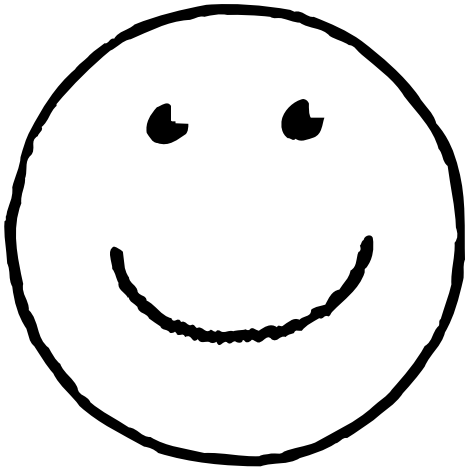
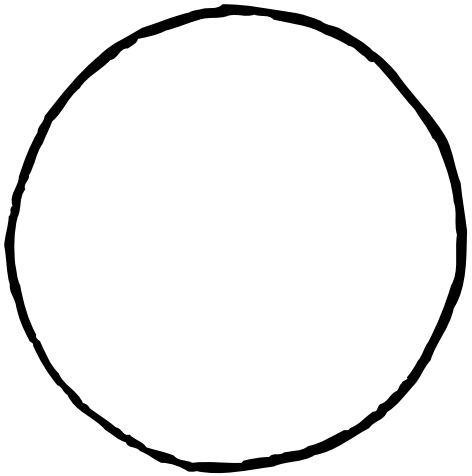
To make sure that your workshop runs smoothly, and is productive it has to be a safe environment for all taking part. You need to discuss openly and collectively agree upon "ground rules" to help make this happen. Below are some sample "ground rules".

SAMPLE GROUND RULES

Here are some ideas to help your group work out their own boundaries.

- *Everyone has responsibility for making the workshop a safe place where people can speak openly about personal matters.*
- *Everyone should have a chance to speak & be heard*
- *The views and beliefs of people from different religions, tribes and backgrounds must be respected*
- *All personal information is confidential and must not be discussed outside the workshop.*
- *Everyone has different levels of knowledge and skills and workshop members must be ready to share knowledge & help each other in practical ways.*
- *Everyone must make a real effort to arrive on TIME!*
- *The workshop leaders MUST be given time to rest, reflect and get ready for the next session. So try not to bombard them in the breaks!*

WORKSHOP TRAINING MATERIAL - Smiley Faces Feedback

			
didn't – like, enjoy, learn	so/so	liked, enjoyed, learnt	