Child Life Course Discussion 4

Prompt:

Using the Boles et al. (2020) reading, define legacy. Then, use the cases here to design a legacy activity. Cases for this activity Download Cases for this activity. Be sure your activity is a developmentally appropriate legacy activity for the case. Please use this template for your activity: Legacy Activity Template

Discussion #4

Legacy Activity

Boles et al. (2020) defined legacy by analyzing the understanding of health care providers on the concept which resulted in the identification of four common themes. Based on these themes, legacy is defined as intergenerational, typically associated with end-of-life, informed and generated by relationships and work experiences, expressed though tangible items or intangible qualities, and able to articulate the impacts on others for which one is known and remembered (Boles et al., 2020)

Summary of Case:

In the case I have chosen, Tony, a 9-year-old boy, is expected to only have one month to live due to an inoperable brain tumor. His parents have chosen to take care of him at home during the time leading up to his death. Unfortunately, due to distance Tony and his parents have been isolated from their extended family. As the in-home CCLS on this case, I am charged with providing Tony and his family with a legacy making activity.

Legacy Activity:

For this case, I would ask Tony's parents to contact his family, friends, health care team, and other influential people in his life to create videos talking about their favorite memories with Tony and what they love most about him. Depending on Tony's ability, I would help him create a video with a message to his loved ones. I would then assist his parents in combining the individual videos into a 'movie.' Tony could assist in the creation of invites that would be sent out to the individuals he and his family want at the premiere of the movie. Later, it would be shown in a location chosen by the parents, potentially their home, with Tony and his family's loved ones.

Children faced with the possibility of death often desire to know that they are loved and will not be forgotten (Foster et al., 2012). Thus, I have designed this legacy activity with the goal

of helping Tony to know the impact he has had on others' lives. Additionally, since Tony's extended family is far away, this legacy activity is intended to help create a sense of support and connection with loved ones. I believe this will benefit both Tony and his parents. The final goal of this legacy activity is to provide Tony's parents with a tangible item to remember their son with after his passing.

Materials Needed:

This activity would require Tony's family, friends and other loved ones to have devices capable of recording short videos. Additionally, a computer would be required for the editing of the individual videos into a 'movie.' A television and a setting to accommodate friends and family would be required for the premiere. Also, a USB would be necessary to provide Tony's parents with the finished movie. In order to create invitations, construction paper and markers would be needed.

Instructions:

First, I would meet with Tony's parents to talk about my idea for this legacy activity and ask if they are interested in participating. If so, I would begin by having Tony and his parents make a list of some of the most influential and impactful people in Tony's life. This could include family members, friends, Tony's medical team, and previous teachers or coachers. After completing this list, I would enlist the help of the family in gathering the contact information for the people they named and ask if these individuals would like to participate in this activity by creating a short video for Tony. Due to having such a short time until Tony's death, this legacy activity would need to be completed rather quickly. Thus, friends and family that agreed to participate would only be given a few days to complete a video and send it to either the family or myself for editing. At this point, I would ask Tony if he would like to make a video with a message to his loved ones on how he would like to be remembered. After gathering all the videos, I would then sit down with Tony's parents and assist them in compiling them into a movie about Tony's impact. During this time, Tony could work on creating invitations for his friends and loved ones to attend the showing of this special movie. With the family's permission an area would be selected to host the showing, this could possibly be the family's home. At the showing, family and friends would be present to honor Tony and I would assist by taking photos of the event. Finally, I would send the final video and any pictures to the family so that they will have a reminder Tony's legacy after he passes.

Theoretical Connection:

I have created this legacy activity keeping in mind Piaget's theory of cognitive development which clarifies children's understanding and feelings related to death. Typically, a child

aged 6-12 is better able to understand death and perceive it as final (Pearson, 2018). While school-age children may seem outwardly uncaring, they often experience inward conflict and desire reassurance, emotional support, validation of feelings, and creative outlets (Pearson, 2018). In this case, I would need to assess how severely Tony's understanding of death has been altered from his brain tumor. Since I do not have access to this information, I have created this activity with the idea that he may be facing some of the conflicts typical for his age. Personally, I believe that the video making aspect of this legacy making activity will help Tony to express his feelings and help him work through denial which can be typical of his age (Pearson, 2018). Additionally, I believe that creating invitations for the event will provide Tony with an outlet to be creative and express his feelings through art. Finally, watching the movie with his loved ones will help provide an emotional support and acknowledge the pain and suffering he has experienced,

References

Boles, J., Jones, M., Dunbar, J., & Cook, J. (2020). Defining legacy: The perceptions of pediatric health care providers. Clinical Pediatrics, 59(11), 1004-1010.

Foster, T. L., Dietrich, M. S., Friedman, D. L., Gordon, J. E., & Gilmer, M. J. (2012). National survey of children's hospitals on legacy-making activities. Journal of Palliative Medicine, 15(5), 573-578.Download Foster, T. L.,

Pearson, L. J. (2018). The child who is dying. In J. A. Rollins, R. Bolig, & C. C. Mahan (Eds.*), Meeting children's psychosocial needs: Across the health-care continuum* (pp.213-258). Pro-ed.