



Savoring Your Sunset Years

*Supplemental
Materials*

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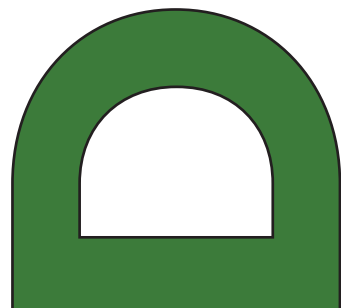
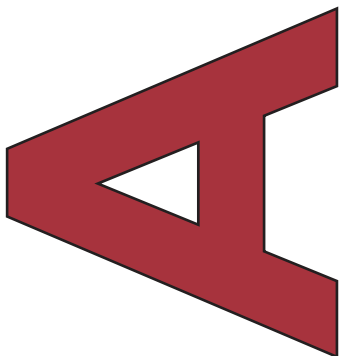
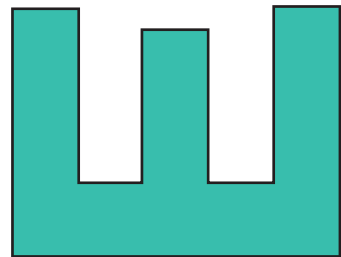
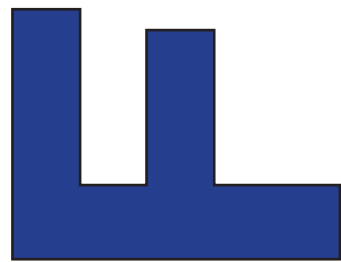
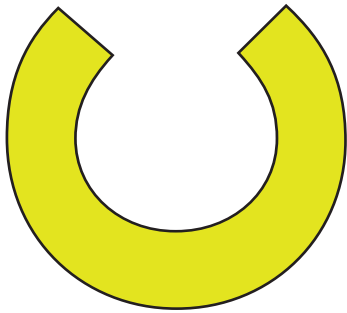
THE “MAGIC” SCALE

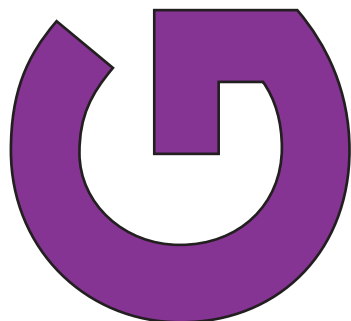
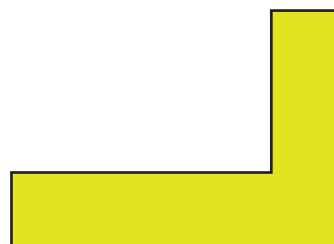
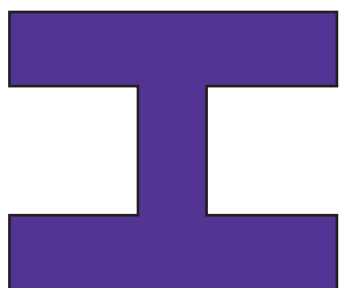
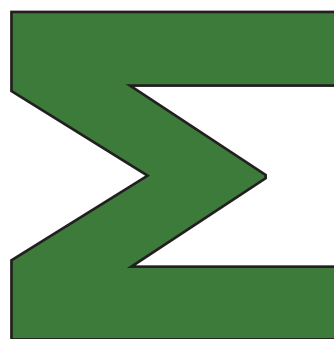
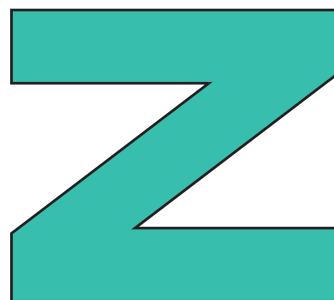
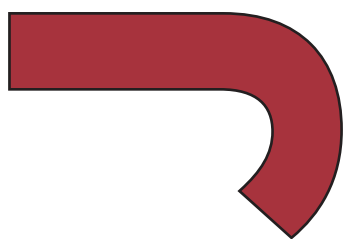
The “Magic” Scale tells not your weight at different times of your life but reveals the emotional or mental hang-ups you may still be carrying around even at this age.

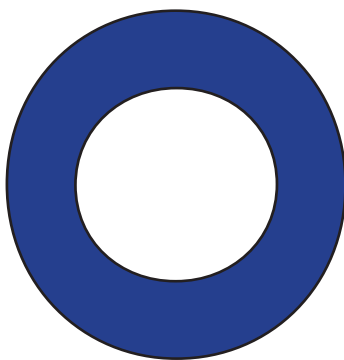
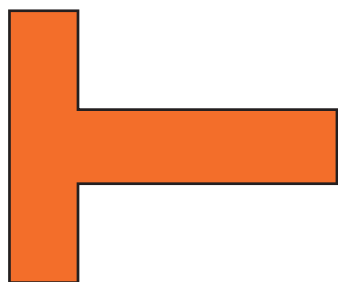
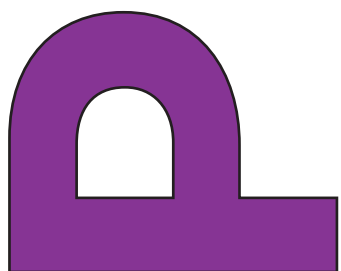
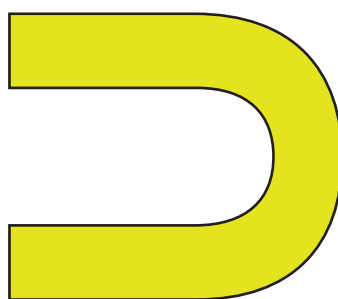
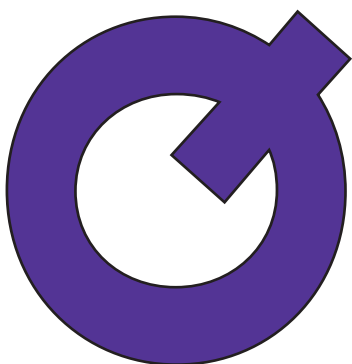
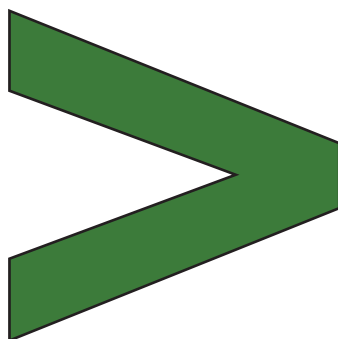


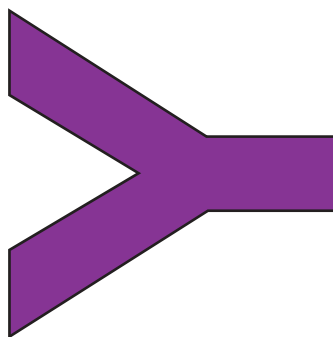
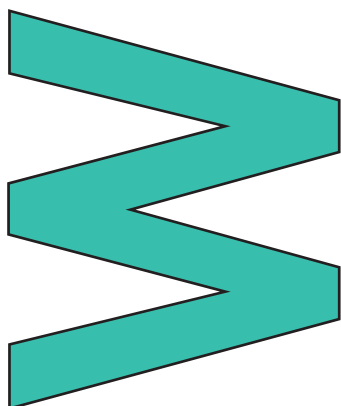
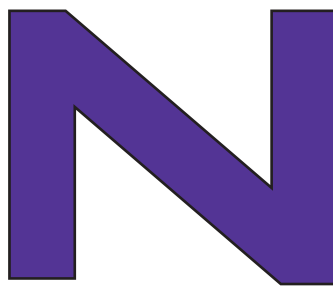
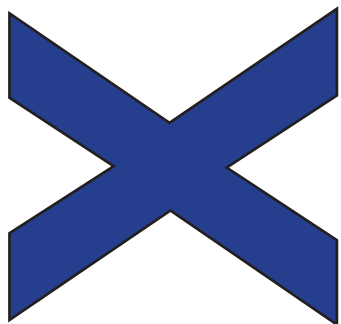
"Identifying Voice" Project

These alphabet flash cards may be printed on cardstock and cut out for use in the activity on page 19 of the *SYSY* book.

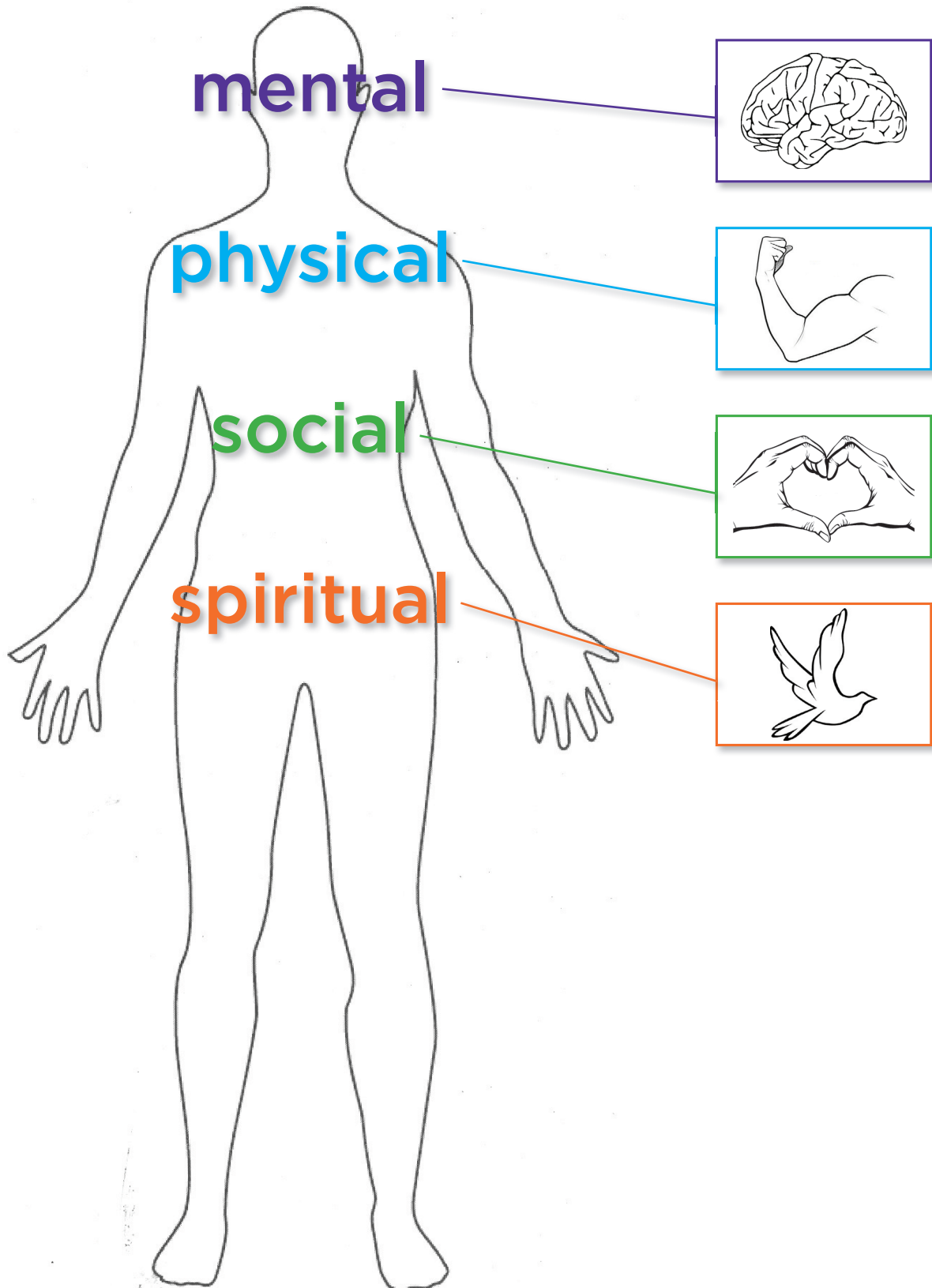








THE WHOLE MAN

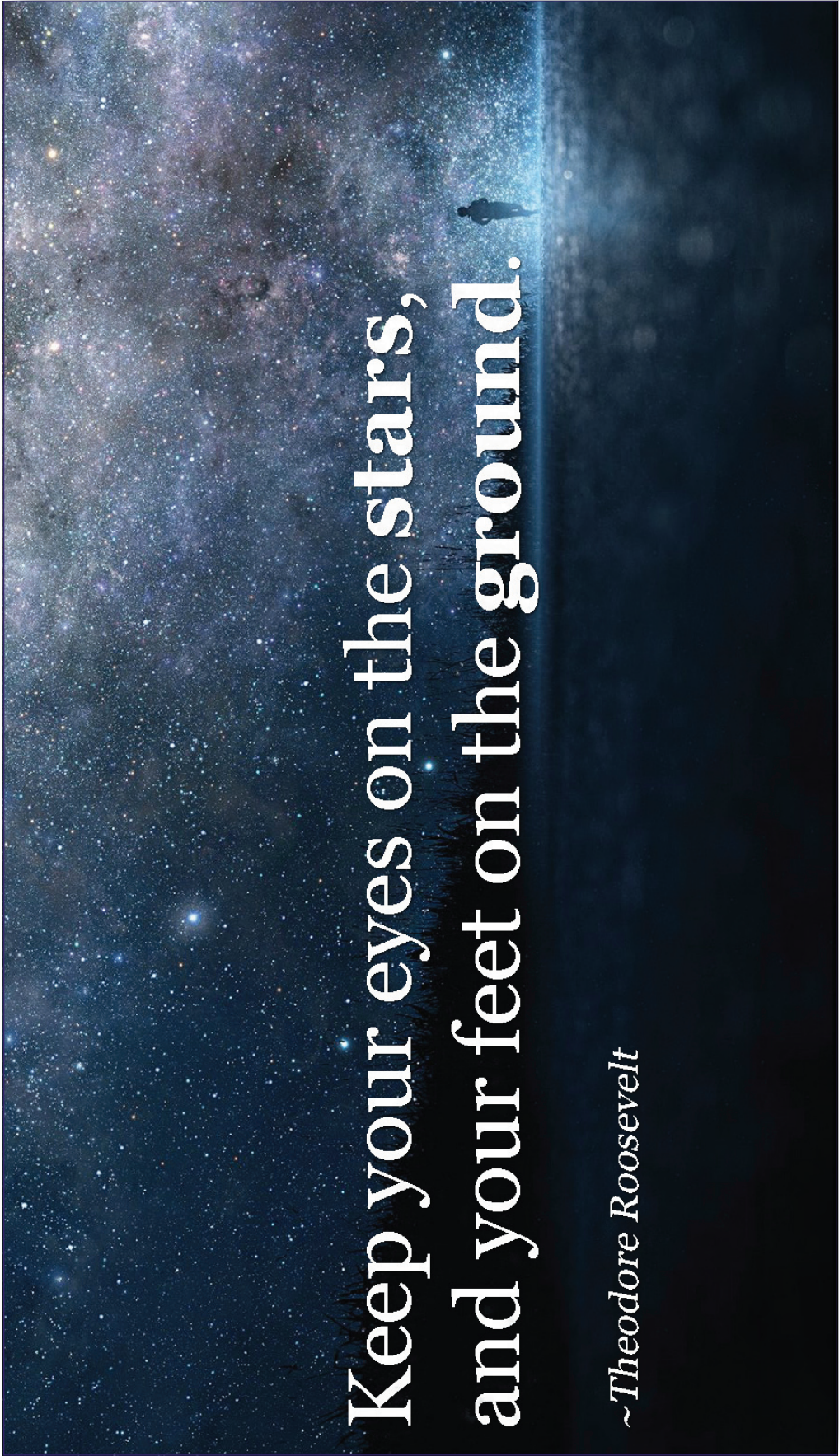


Core Values Chart

A worksheet for the "Creating Values Charts" activity on page 23 of The Sunset Years Workbook.

Lesson Three: *Who is Sitting in My Chair?* (May)

Education	Family	Food Health Exercise	Spiritual	Finances	Marriage	Recreation Hobbies	Personal	Other



Keep your eyes on the stars,
and your feet on the ground.

~Theodore Roosevelt

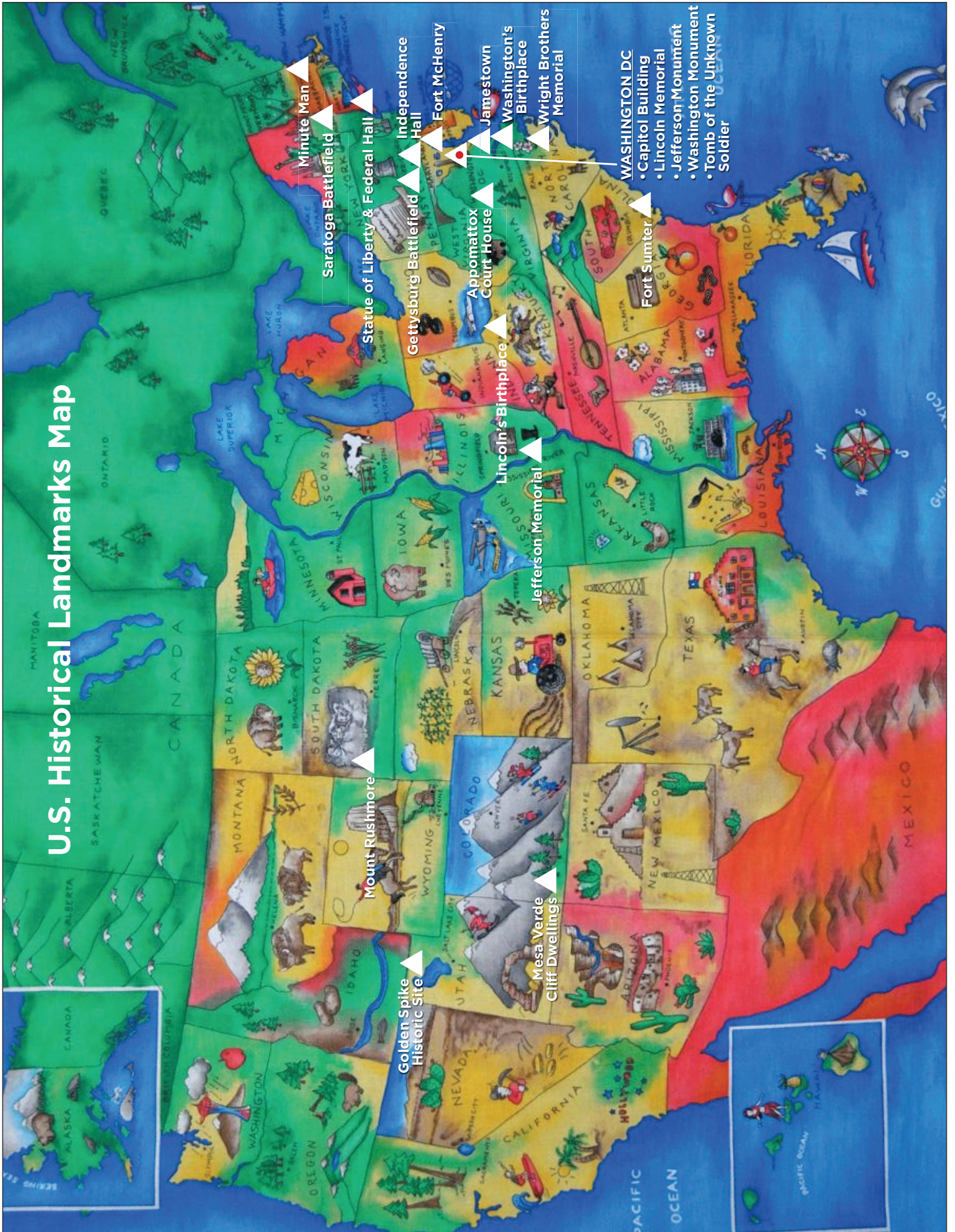
Lesson Four: *Love Letters* (June)

1910		<ul style="list-style-type: none">◀ Idea of America as a moral leader of the world being born
1920		<ul style="list-style-type: none">◀ World War I (1914-1918)◀ Population for World War II being born
1930		<ul style="list-style-type: none">◀ The Great Depression (1929-1941)◀ “The New Deal” (1933-1938)◀ Social Security & WPA (1935)
1940		<ul style="list-style-type: none">◀ World War II (1939-1945)◀ D-Day (1944)◀ The Cold War (1947-1991)
1950		<ul style="list-style-type: none">◀ George C. Marshall Plan (1948)◀ Elements of a lasting peace
1960		<ul style="list-style-type: none">◀ Revolution of 1960s◀ Peace Corps founded (1961)◀ U.S. in Vietnam War (1961-1973)
1970		<ul style="list-style-type: none">◀ JFK assassinated (1963)◀ Kent State Shootings (1970)
1980		<ul style="list-style-type: none">◀ Why the United Nations should survive?◀ Fall of the Berlin Wall (1984)
1990		<ul style="list-style-type: none">◀ Retirement?◀ Waco seige (1993)
2000		<ul style="list-style-type: none">◀ September 11th Attacks (2001)◀ U.S. War in Afghanistan begins (2001)
2010+		<ul style="list-style-type: none">◀ How do you plan to spend your 100th birthday?

**A hundred million years
from now, I may have been
forgotten by all but a few.**

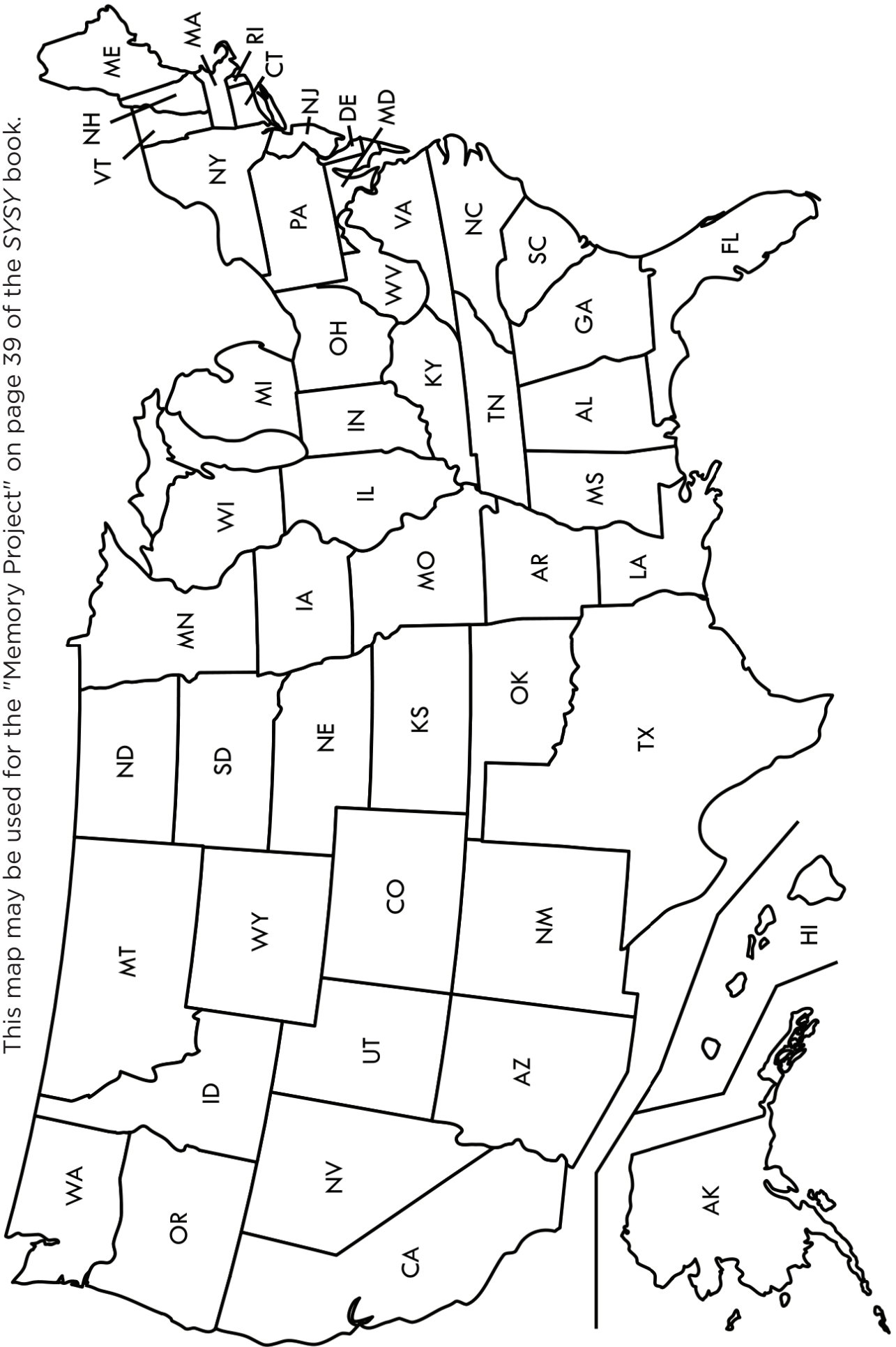


U.S. Historical Landmarks Map

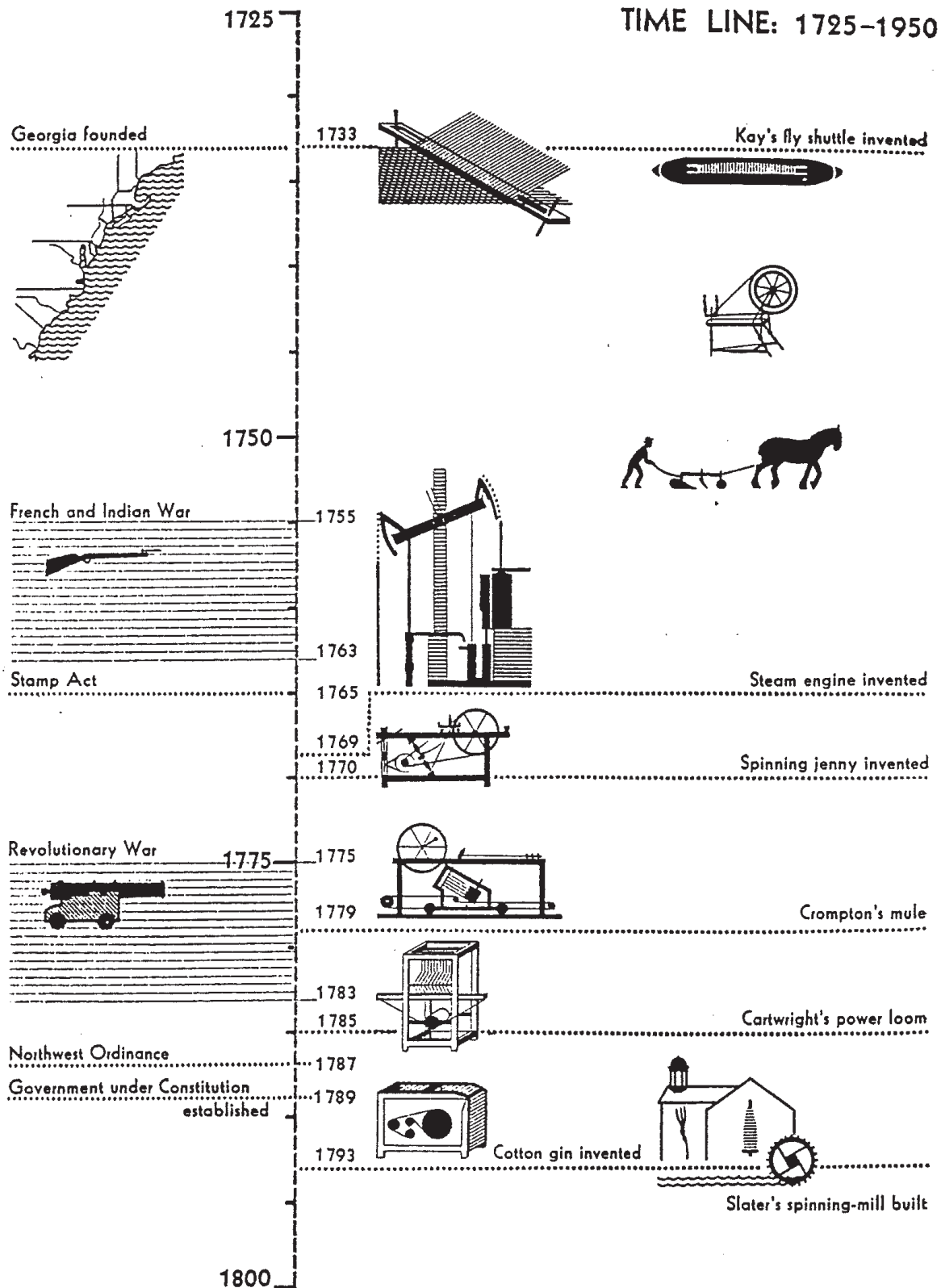


Memory Project Map

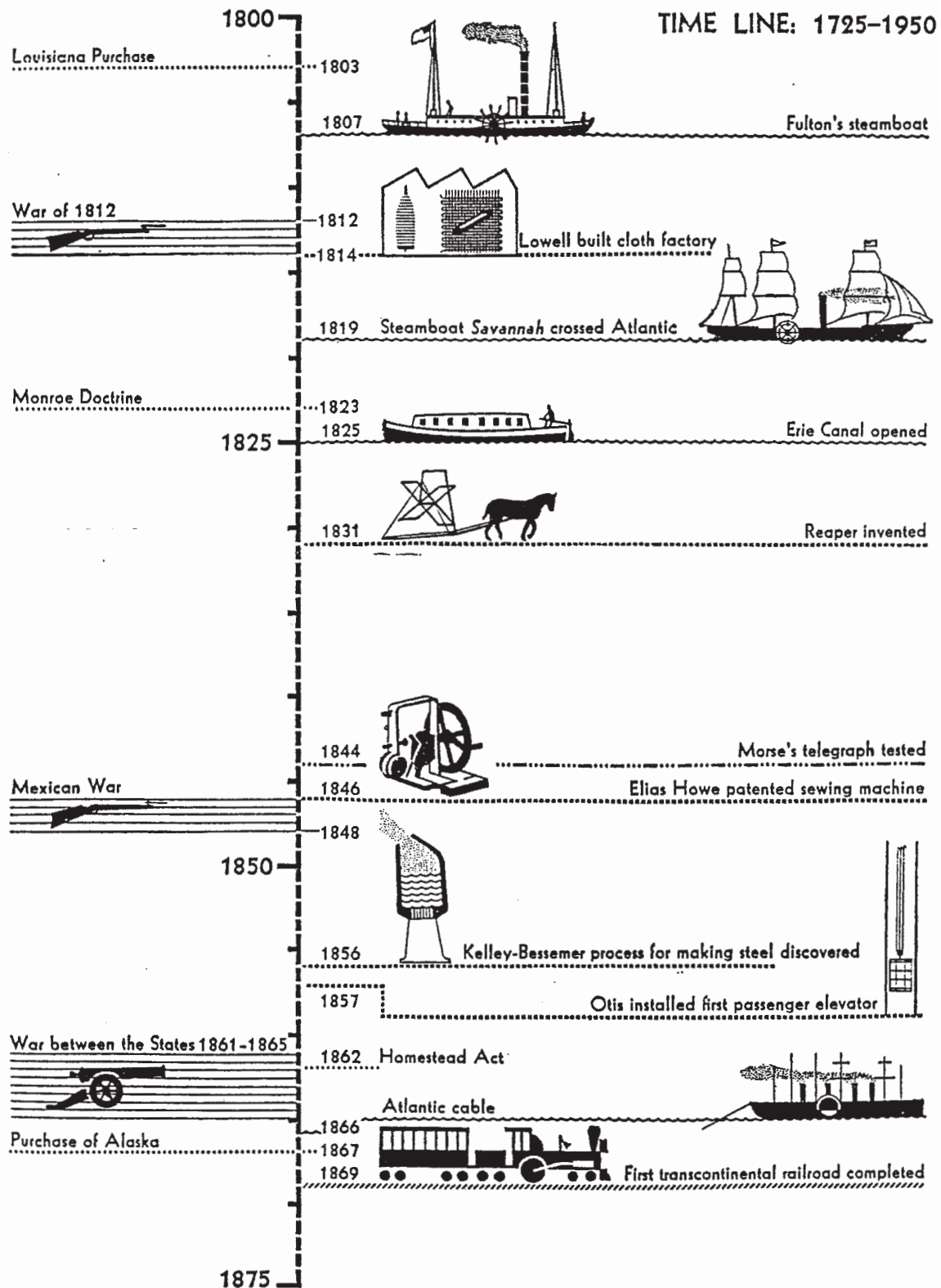
This map may be used for the "Memory Project" on page 39 of the SYSY book.



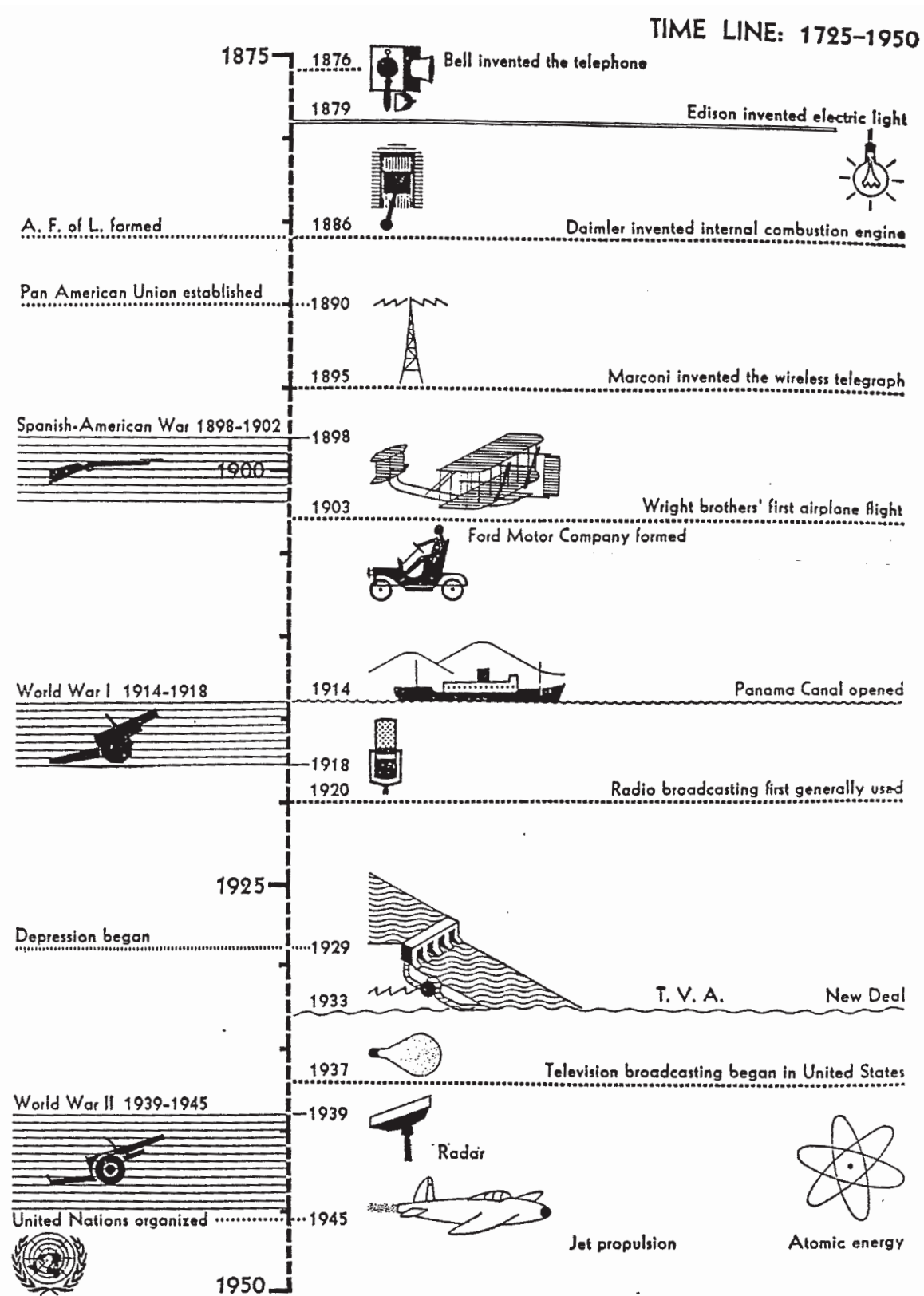
Lesson Six: *You Are a Vital Link* (August)



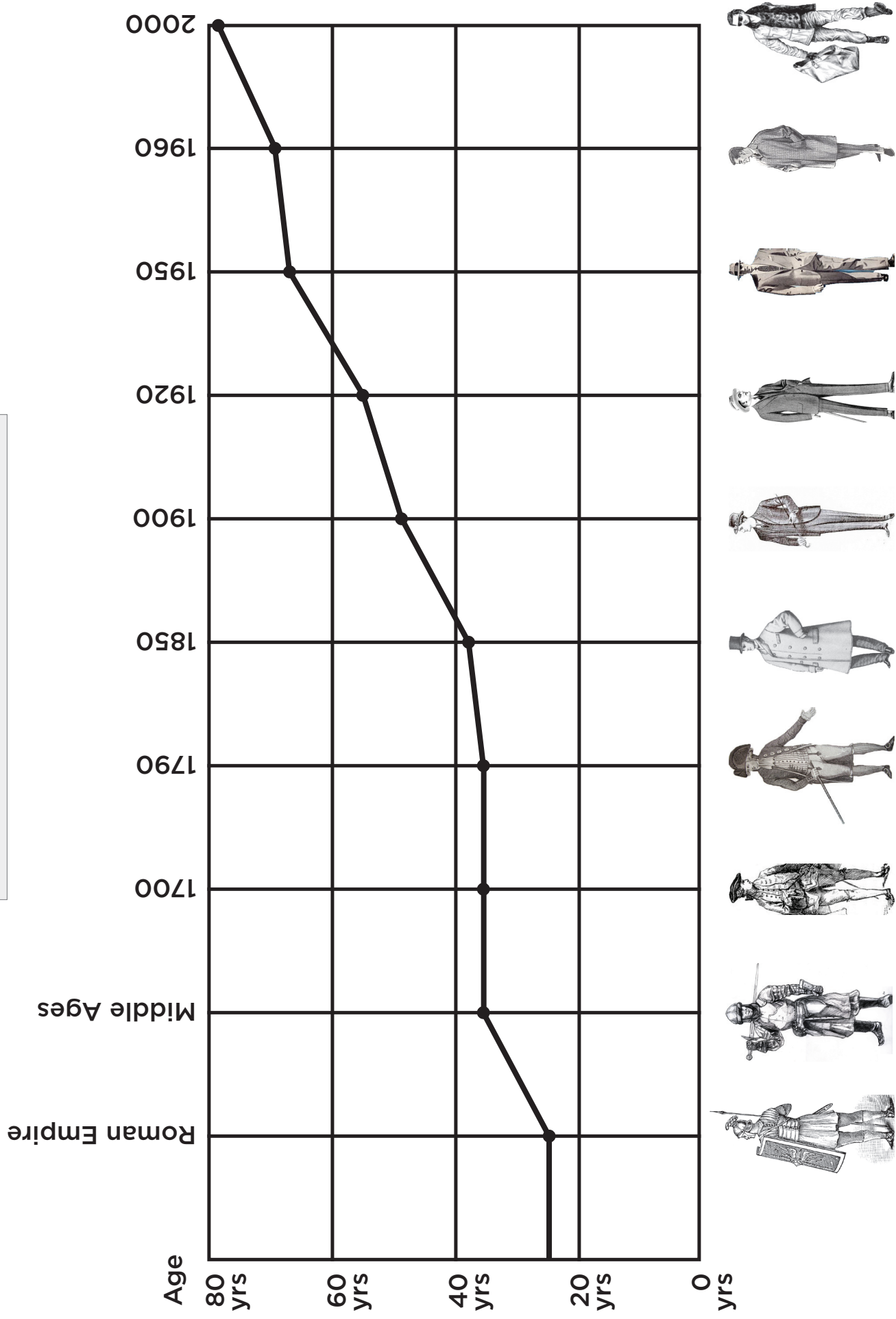
Improvements that made life easier for our great-great-great grandparents and their parents and grandparents also.



Modern improvements that made life easier for our great-great grandparents and great grandparents too.



New-fangled improvements that made life easier for our grandparents, parents, and even our own lives.



HOW MAN'S LIFE HAS LENGTHENED

THE VALUE OF WORK

—Discussion Questions—

SUMMARY STATEMENT:	<p>There are step-by-step achievements along the way to success or defeats that keep us treading water where we are. And the years we invest in our work have a benefit to our family and to the welfare of the society in which we live.</p> <p>Ever since the coming to America, Americans have placed great importance on the value of work. Most believe that by hard work and good planning, each person can improve his own life. But from the present culture in our country, the evidence seems to be mounting that the original work ethic is being watered down. All of the important ideas discussed seem to lead into two final questions that we will consider together:</p>
QUESTION 1:	<p><i>Do you feel that today's work ethic in younger people is stronger or weaker than your generation and why?</i></p>
QUESTION 2:	<p><i>What guidance did you give your children in terms of how they should discover their occupation or life work?</i></p>



YOU ARE INVITED TO Bring-A-Thing

Come with an object you are willing to tell another person about—anything that reminds you of an enjoyable experience. For example: a photo, a stone, or a special memento of any kind.

YOU WILL BE ABLE TO:

- Use the object to get to know other people
- Tell your story
- Exchange experiences

DATE: _____

TIME: _____

PLACE: _____

Savoring Your Sunset Years

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DATE: _____

TIME: _____

PLACE: _____

Savoring Your Sunset Years

BRING-A-THING PERSONAL STORY RECORD

Your Name: _____ Today's Date: _____

What is the Bring-A-Thing item you will be talking about? _____

Jot down a few words about your "thing." Others will remember you and your story better if you give plenty of details about the item you brought:

Who does it remind you of? _____

What happened? _____

Where were you? _____

When? _____

Why is this thing important to you? _____

What title might you give your story? _____

BRING-A-THING: PARTNER SHARING

If sharing is done in pairs, use this space to take notes on your partner's Bring-A-Thing:

Partner's Name: _____

Their Bring-A-Thing: _____

Notes: _____

BRING-A-THING: GROUP SHARING

If sharing is done in a group, use this space to help remember each person's Bring-A-Thing:

1. Name: _____ Bring-A-Thing: _____

Notes: _____

2. Name: _____ Bring-A-Thing: _____

Notes: _____

3. Name: _____ Bring-A-Thing: _____

Notes: _____

4. Name: _____ Bring-A-Thing: _____

Notes: _____

5. Name: _____ Bring-A-Thing: _____

Notes: _____

6. Name: _____ Bring-A-Thing: _____

Notes: _____

7. Name: _____ Bring-A-Thing: _____

Notes: _____

8. Name: _____ Bring-A-Thing: _____

Notes: _____

9. Name: _____ Bring-A-Thing: _____

Notes: _____

10. Name: _____ Bring-A-Thing: _____

Notes: _____

BRING-A-THING

HOW TO DO THE ACTIVITY

Following are suggestions for each step of the activity; when giving instructions, feel free to read aloud the exact words of the italicized sections if you wish. This plan assumes that participants will divide into pairs for sharing and complete the Personal Story Record during the session. However, you may alter the instructions for what works best in your setting. For example, you may choose to have participants share to the group instead of in pairs, or if time is limited, you can send the Personal Story Record home for participants to complete on their own.

Supplies:

- Bring-A-Thing Personal Story Record
- Pens/pencils
- The leader may wish to add a memento of their own to display or other items that symbolize the idea, such as small trophy figures representing achievements in sports or other interests.

Step 1: Form pairs

- *Welcome to our Bring-A-Thing time. We hope you will enjoy telling about the object you brought and learning about the objects the others have with them. We think you will find that this is an enjoyable way to learn about others. You may gain some new insights into your life and what is important to you.*
- *For this activity, we will divide into pairs. One partner will listen while the other tells about the thing he or she has brought. Later we will change roles. Please go ahead and find someone near you to partner up with. Everyone will need a pen or pencil and the handout.*

Step 2: Think about your object

- *If you brought a thing to talk about, that's great! But if you didn't, you can talk about something meaningful that you picture in your mind. Or you might have something in your billfold or purse. Feel free to use that. You can also talk about something you are wearing, such as an article of clothing or jewelry, or your shoes, ring, or watch.*
- *Before you begin talking with your partner, please write down a few words about the thing you brought with you on your Personal Story Record. Perhaps you want to tell where your object came from or why it reminds you of a special experience, a holiday, vacation, or birthday. Maybe your object brings to mind a particular person. Touch or smell the object. Use your notes to help you remember what you want to talk about.*
- *We will take about 5 minutes for this step. I'll let you know when this time is up.*

Step 3: Name your story

- *What was on your mind as you were thinking about your thing? If you were to give a title or name to the story you were just thinking about, what would it be? For example, if you were thinking about how the stone you brought reminds you of when you first found it on vacation, you might name your story for that occasion. The title will serve as a handle for remembering later what each person's story was about.*
- *We will take about 1 minute for you to name your story.*

Step 4: Tell your partner about your story.

- *Now you will get together with your partner. One person will begin. Tell the listener the name of your story. Look at the notes you wrote and begin to tell your partner about your object. Limit your story to 3 minutes.*

- *The listener has a very important task. In addition to learning something about the story teller, an active listener helps the speaker feel more like talking. We like to talk when we know someone is listening.*
- *As a listener, you are not listening for advice or fore answers to your questions, but rather you are listening to understand the talker—to understand where he or she is coming from. Your job as a listener is important.*
- *This is key: Your job is to keep the speaker talking for the full 3 minutes. You can do that by asking questions. A good active listener also maintains good eye contact.*
- *I will keep time and let you know when the 3 minutes are over. You can start now.*

Step 5: Repeat back

- *The listener will now repeat back something about what the teller said. You don't have to repeat the entire story. Once again, the person who is now listening has an important task. During the telling back, open questions may be helpful. For example, if the person stops speaking after 30 seconds and says "That's all I remember," you can help by saying, "Could you say more about where I found this object?" That will help the person to recall what you said.*
- *As you were telling your story, your partner learned something about you. As your partner tells your story back to you, your partner will begin to understand more thoroughly what is important to you and you will know that your partner was really listening.*
- *We will take 2 minutes. I will let you know when the 2 minutes are up. Start now.*

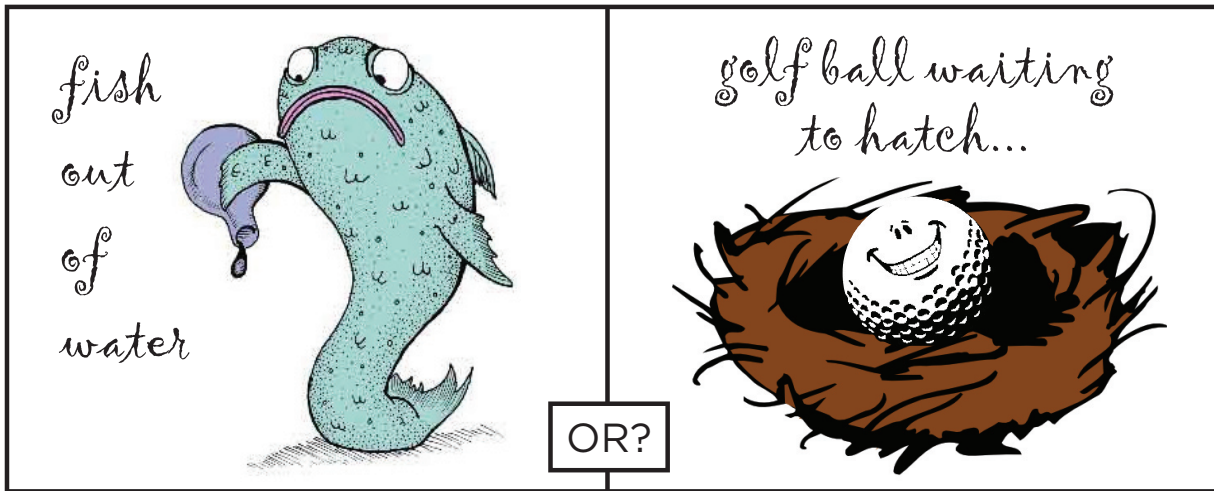
Step 6: Learn about your partner: Switch roles and repeat steps 4 and 5

- *It is now time to switch roles. When you switch roles, you will learn about your partner through listening to his or her story. We may have had little opportunity to develop our own skills in listening to others for the purpose of understanding something about them. Without such listening for understanding, we tend to consider people more as objects, perhaps keeping them at arm's length.*
- *Please switch roles now. (Repeat steps 4 and 5)*
- While participants are repeating steps 4 and 5, the leader may prepare for the final part of this activity. People involved in a Bring-A-Thing activity are often interested in the variety of things other people in the room have been talking about. While the pairs of listeners and talkers are sharing, keep an eye out for pairs that seem to be having a lot of fun. Casually approach 3 or 4 of them, wait until they acknowledge your presence, and say something like the following:
Excuse me. When people are sharing the things they brought, they are often interested in the variety of things other people are talking about. I am asking a few people if, in a little bit, they would be willing to tell something about what they talked about. Would one or both of you be willing to do that? Whatever you would choose to share is up to you. There will be several others helping out in this way.
- If neither person seems to want to share with the larger group, just say, *That's fine, thank you anyway*, and ask another pair.

Step 7: Summarize

- *When people do this Bring-A-Thing activity, they are often interested in the variety of objects others talked about. So while you were talking, we asked a few people if they would be willing to share what they talked about for just a minute or two. Hearing people's stories helps us tap into additional memories and issues that are meaningful to us.*
- Gesture towards the people who agree to share with the group. If you have a microphone with a long cord, move over to them. After they have shared, continue with the others who have agreed to talk.

Stewardship



Would you rather be the fish that found itself out of water or the golf ball waiting to hatch while life all around passes you by? Why?

What talent or interest would you like to pursue that maybe you once did or never had a chance to try?

What stewardships do you need to keep in better touch with or do repair work on?

- ☐ Stewardship of relationships: _____
- ☐ Stewardship of the body: _____
- ☐ Stewardship of my talents: _____
- ☐ Stewardship of my time: _____

Stewardship

Nancy Hanks

By Rosemary Benet & Stephen Vincent Benet

If Nancy Hanks
Came back as a ghost,
Seeking news
Of what she loved most,
She'd ask first
"Where's my son?
What's happened to Abe?
What's he done?"

"Poor little Abe,
Left all alone
Except for Tom
Who's a rolling stone;
He was only nine
The year I died.
I remember still
How hard he cried.

"Scraping along
In a little shack,
With hardly a shirt
To cover his back,
And a prairie wind
To blow him down,
Or pinching times
If he went to town.

"You wouldn't know
About my son?
Did he grow tall?
Did he have fun?
Did he learn to read?
Did he get to town?
Did you know his name?
Did he get on?"



*This poem is about
Abraham Lincoln's
mother, Nancy
Hanks, and her
concern for her son
after her death.*

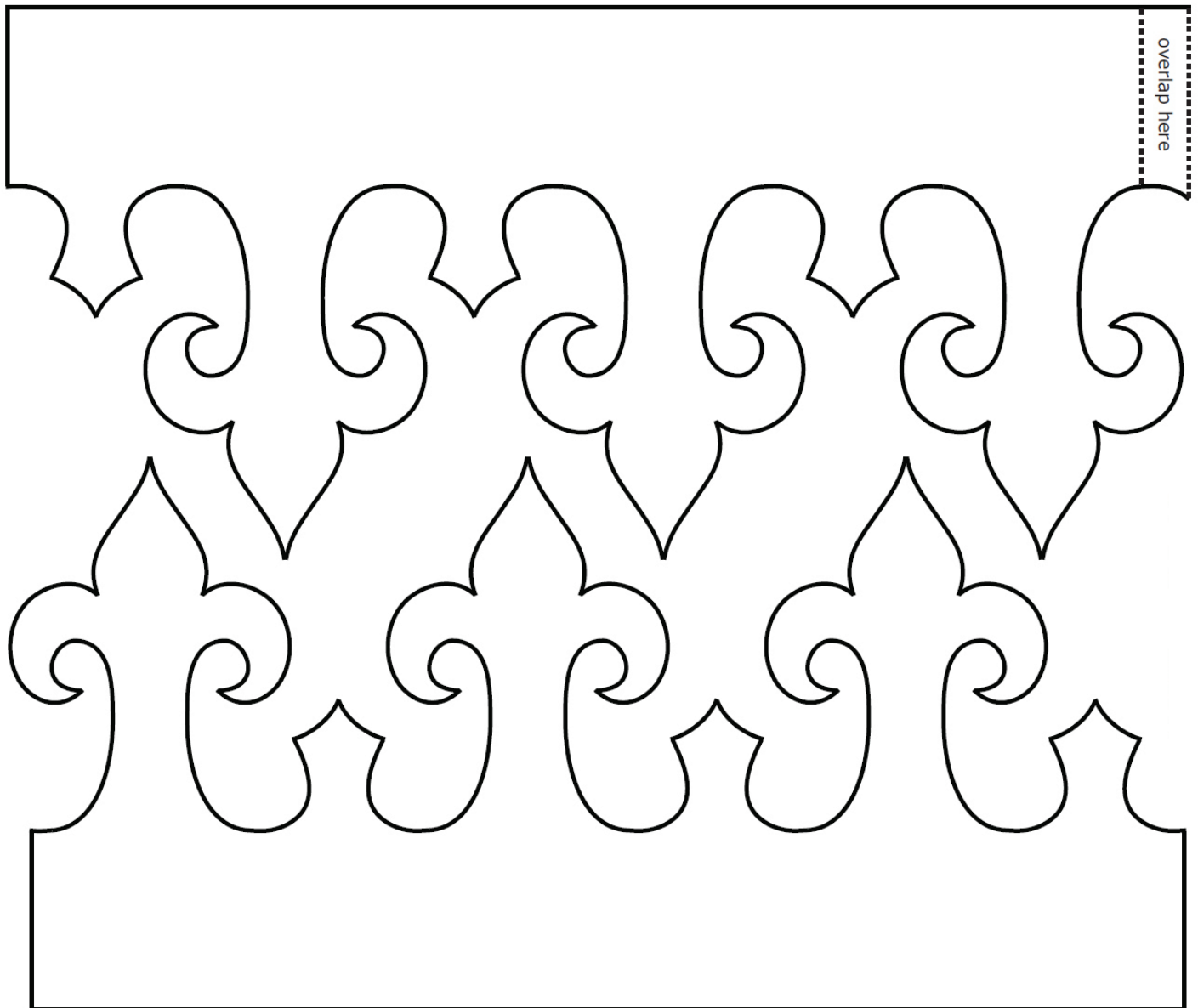
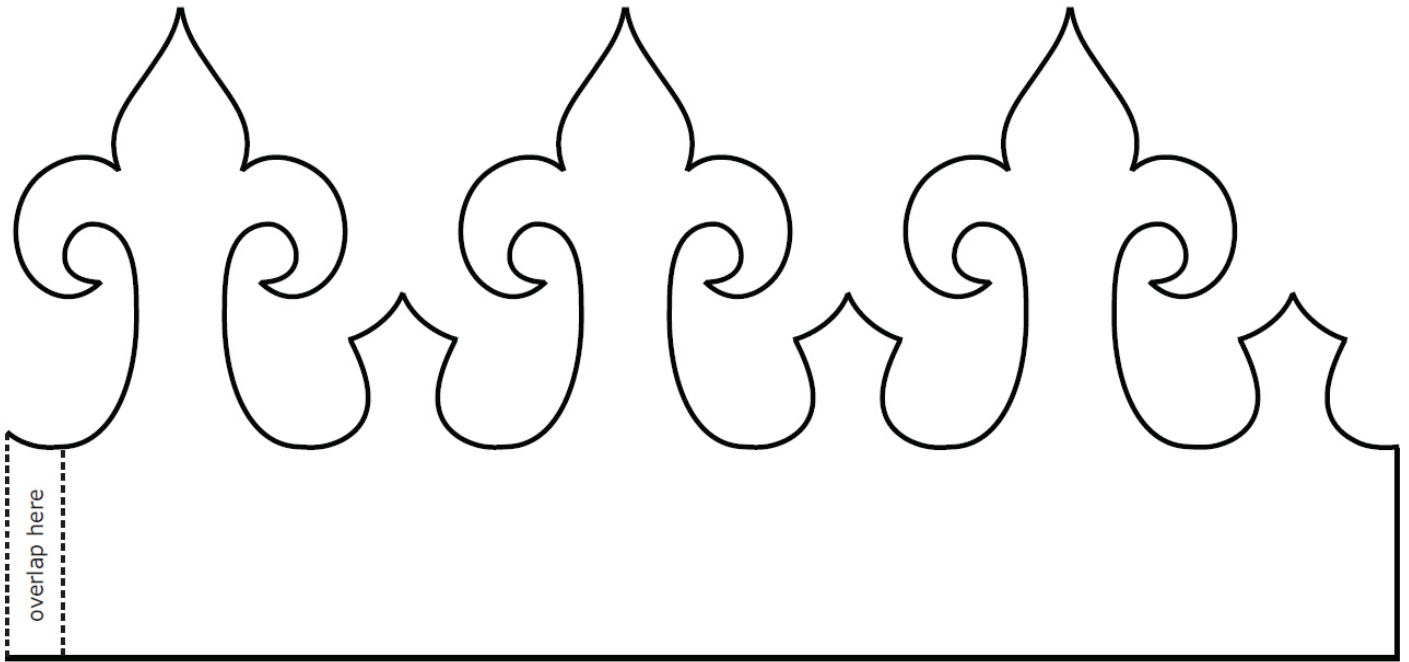
Q: What is your greatest blessing for the gifts of stewardship and time?



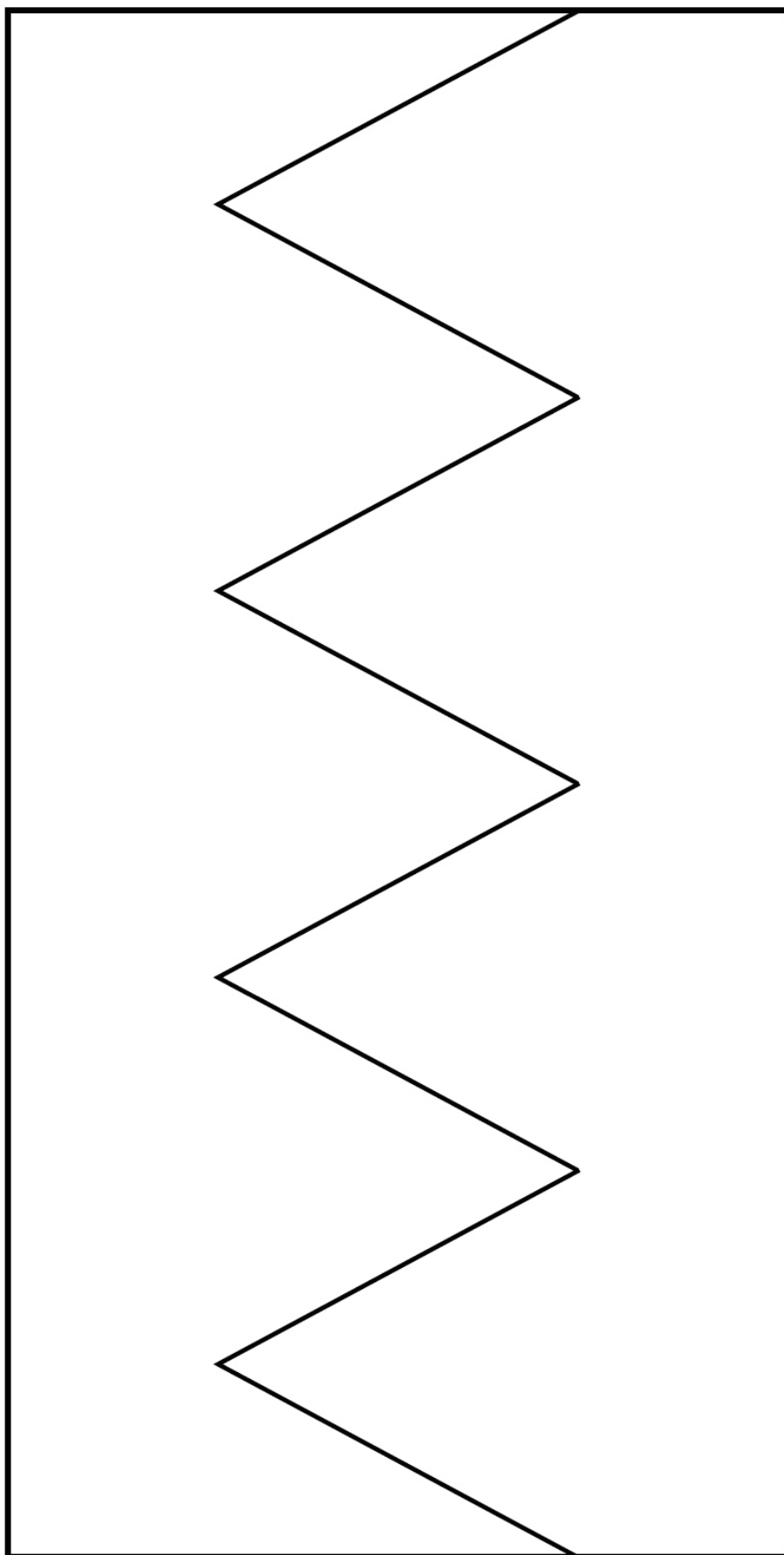
Birthplace of Abraham Lincoln: Hardin County, KY

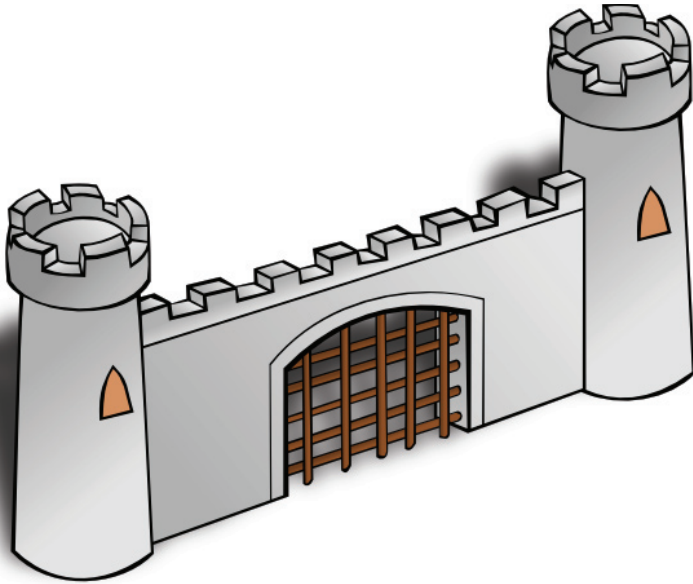
A: _____

Crown Project: Refer to page 59 of the SYSY book



Crown Project: Refer to page 59 of the SYSY book.





What does your silence look like to the person who offended you?

GUILT

What is your procrastination on extending forgiveness doing to you?



What are your tips for solving the problem when you learn your closest friend has gossiped about or criticized you?



What about a co-worker doing the same? Did you go to the supervisor or your boss?

No, no...
This isn't gossip.
It's the truth.

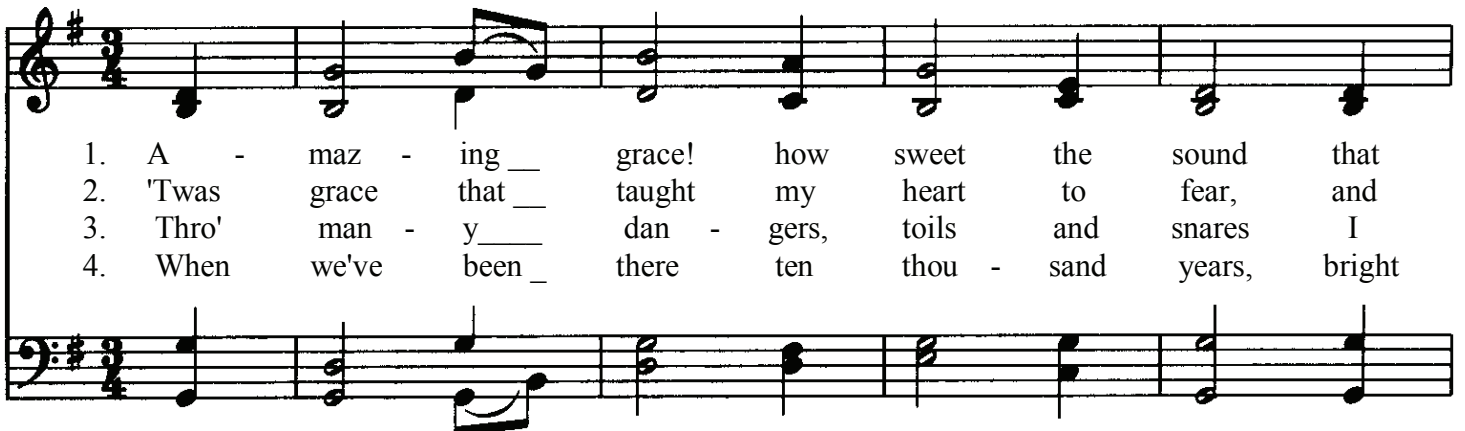


At what point do you advise that the person distance himself in a relationship that cannot be repaired or healed?

Amazing Grace

John Newton, 1779

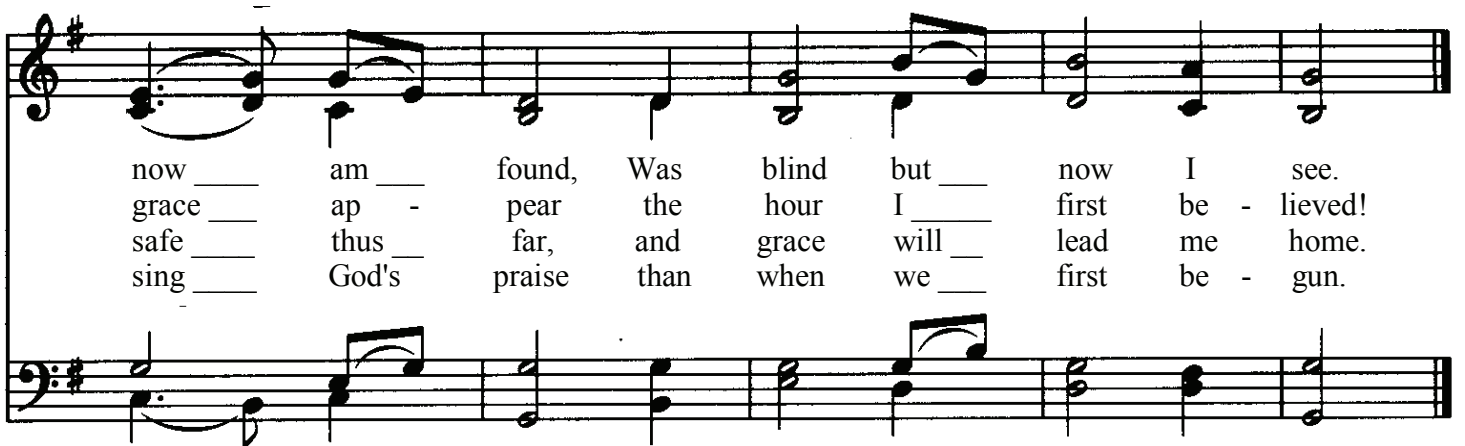
arr. Edwin O. Excell (1851-1921), alt.



1. A - maz - ing _ grace! how sweet the sound that
2. 'Twas grace that _ taught my heart to fear, and
3. Thro' man - y _ dan - gers, toils and snares I
4. When we've been _ there ten thou - sand years, bright



saved a _ wretch like me! I once _ was _ lost but
grace my _ fears re - lieved; How pre - cious did that
have al - read - y come; 'Tis grace _ hath brought me
shin - ing _ as the sun, We've no _ less _ days to




now _ am _ found, Was blind but _ now I see.
grace _ ap - pear the hour I _ first be - lieved!
safe _ thus _ far, and grace will _ lead me home.
sing _ God's praise than when we _ first be - gun.

How Great Thou Art

Stuart Wesley Keene Hine, 1953

Swedish Folk Melody

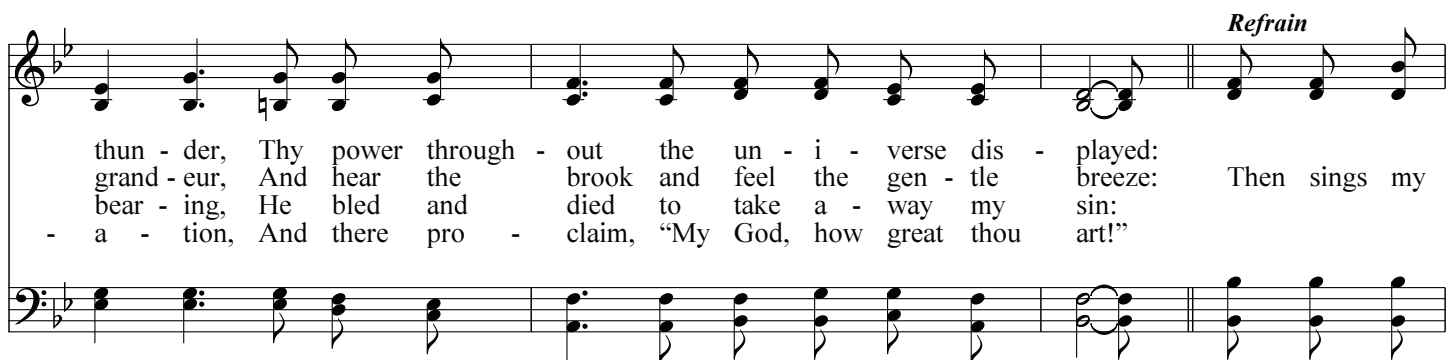
♩=80



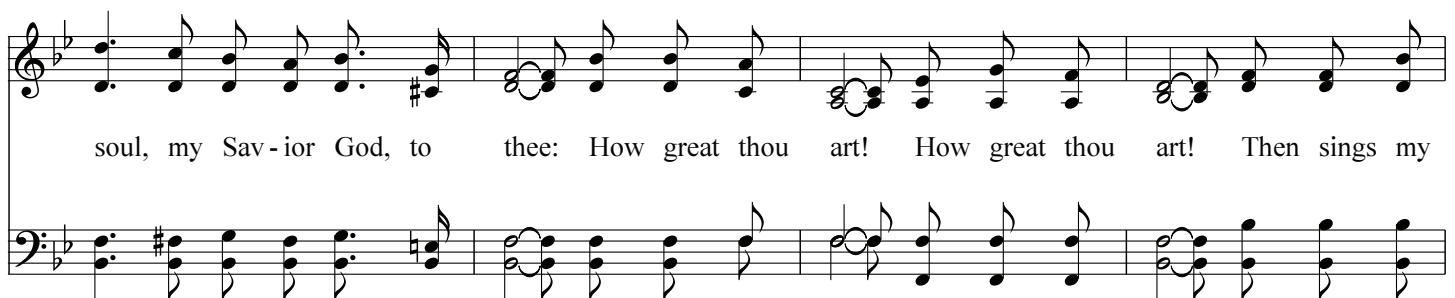
1. O Lord my God, when I in awe - some won - der Con - sid - er
 2. When through the woods and for - est glades I wan - der And hear the
 3. And when I shall think that God, his Son not spar - ing, Sent him to
 4. When Christ shall come with shout of ac - cla - ma - tion And take me



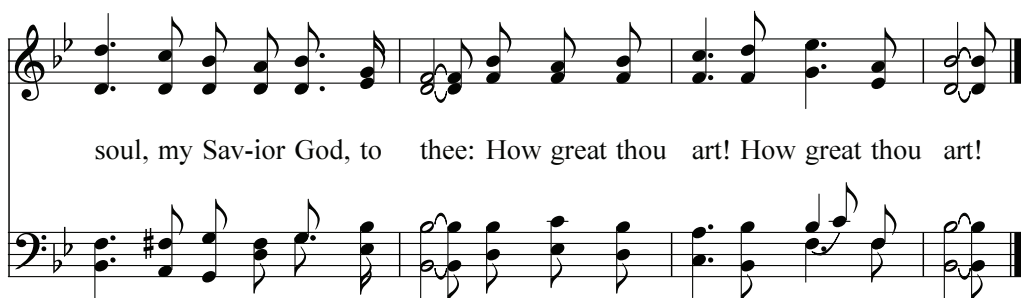
all the worlds thy hands have made, I see the stars, I hear the roll - ing
 birds sing sweet - ly in the trees, When I look down from loft - y mount - ain
 die, I scarce can take it in, That on the cross, my bur - den glad - ly
 home, what joy shall fill my heart! Then I shall bow in hum - ble a - dor -



Refrain
 thun - der, Thy power through - out the un - i - verse dis - played:
 grand - eur, And hear the brook and feel the gen - tle breeze: Then sings my
 bear - ing, He bled and died to take a - way my sin:
 - a - tion, And there pro - claim, "My God, how great thou art!"



soul, my Sav - ior God, to thee: How great thou art! How great thou art! Then sings my



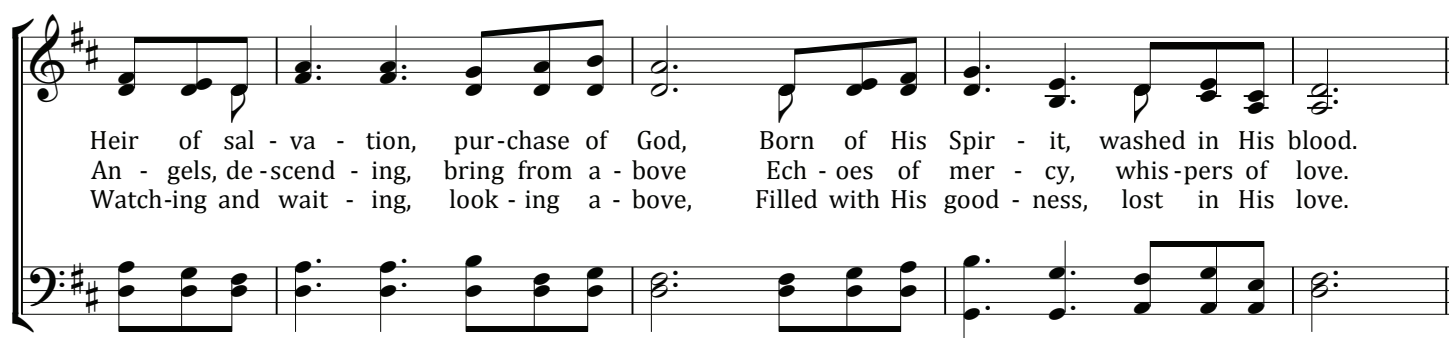
soul, my Sav - ior God, to thee: How great thou art! How great thou art!

Blessed Assurance

*Let us draw near with a true heart in full assurance of faith,
having our hearts sprinkled from an evil conscience, and our bodies washed with pure water. Heb. 10:22*




1. Bless-ed as - sur - ance, Je - sus is mine! Oh, what a fore - taste of glo - ry di - vine!
2. Per - fect sub - mis - sion, per-fect de - light, Vi - sions of rap - ture now burst on my sight;
3. Per - fect sub - mis - sion, all is at rest, I in my Sav - ior am hap - py and blest,



Heir of sal - va - tion, pur-chase of God, Born of His Spir - it, washed in His blood.
An - gels, de-scend - ing, bring from a - bove Ech - oes of mer - cy, whis-pers of love.
Watch-ing and wait - ing, look - ing a - bove, Filled with His good - ness, lost in His love.

Refrain



This is my sto - ry, this is my song, Prais-ing my Sav - ior all the day long;



This is my sto - ry, this is my song, Prais-ing my Sav - ior, all the day long.

WORDS: Frances J. Crosby, 1873. MUSIC: "Assurance"; Phoebe P. Knapp, 1873. Public Domain.

It Is Well with My Soul

VILLE DU HAVRE

Horatio G. Spafford, 1873

Philip P. Bliss, 1876

1. When peace, like a riv - er at - tend - eth my way, When sor - rows like
2. Though Sa - tan should buf - fet, tho' tri - als should come, Let this blest as -
3. My sin - O the bliss of this glo - ri - ous thought, My sin - not in
4. And, Lord, haste the day when the faith shall be sight, The clouds be rolled

sea - bil - lows roll; What - ev - er my lot, Thou hast taught me to
sur - ance con - trol, That Christ has re - gard - ed my help - less es -
part but the whole, Is nailed to the cross and I bear it no
back as a scroll, The trump shall re - sound and the Lord shall de -

say, "It is well, it is well with my soul."
state, And hath shed His own blood for my soul. It is well
more, Praise the Lord, praise the Lord, O my soul! It is
scend, "E - ven so" - It is well with my soul.

— with my soul, — It is well, it is well with my soul.
well with my soul,

To God Be the Glory

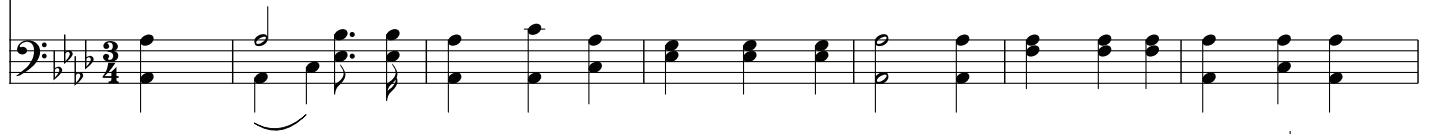
Frances Jane (Fanny) Crosby, 1875

William Howard Doane

♩=115



1. To God be the glo - ry, great things He has done; So loved He the world that He
2. O per - fect re - demp - tion, the pur - chase of blood, To ev - ery be - liev - er the
3. Great things He has taught us, great things He has done, And great our re - joic - ing through



gave us His Son, Who yield - ed His life an a - tone - ment for sin, And o - pened the
prom - ise of God; The vi - lest of - fend - er who tru - ly be - lieves, That mo - ment from
Je - sus the Son; But pur - er, and high - er, and great - er will be Our won - der, our



life gate that all may go in.
Je - sus a par - don re - ceives. Praise the Lord, praise the Lord, Let the earth hear His
trans - port, when Je - sus we see.



voice! Praise the Lord, praise the Lord, Let the peo - ple re - joice! O come to the Fa - ther, through



Je - sus the Son, And give Him the glo - ry, great things He has done.



All Creatures of Our God and King

PRAISE

Words: Francis of Assisi circa 1225. Translated by William H. Draper, 1919.
Music: 'Lasst Uns Erfreuen' from Geistliche Kirchengesäng, Köln, 1623. Setting: Ralph Vaughan Williams, 1906.
copyright: public domain. This score is a part of the Open Hymnal Project, 2005 Revision.

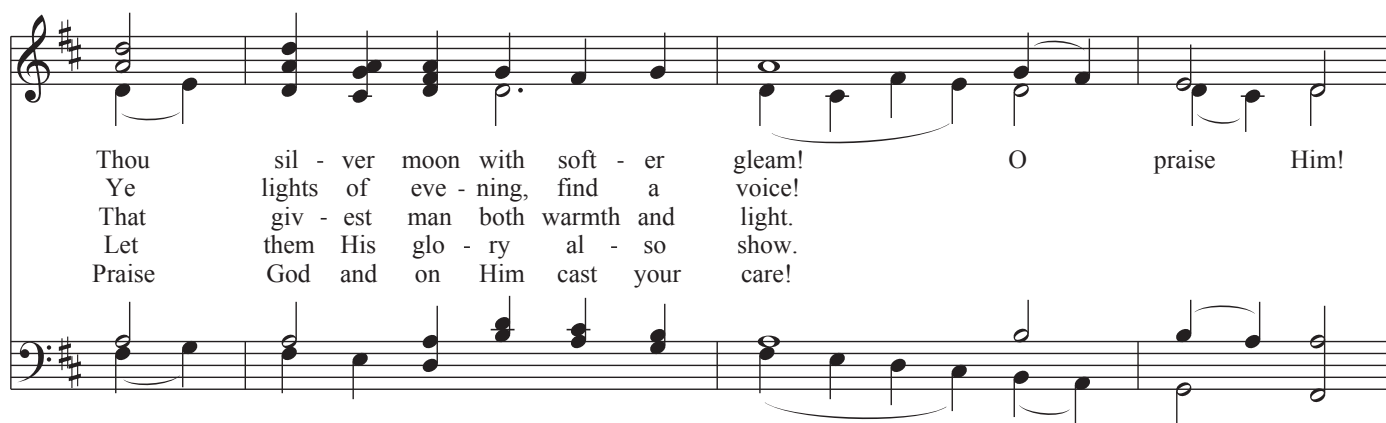
♩ = 160



1. All crea - tures of our God and King Lift up your voice and with us sing,
2. Thou rush - ing wind that art so strong Ye clouds that sail in Heaven a - long,
3. Thou flow - ing wa - ter, pure and clear, Make mu - sic for thy Lord to hear,
4. Dear mo - ther earth, whoday by day Un - fold - est bless - ings on our way,
5. And all ye men of ten - der heart, For - giv - ing o - thers, take your part,



A - lle - lu - ia! A - lle - lu - ia! Thou burn - ing sun with gol - den beam,
O praise Him! A - lle - lu - ia! Thou ris - ing moon, in praise re - joice,
O praise Him! A - lle - lu - ia! Thou fire so mas - ter - ful and bright,
O praise Him! A - lle - lu - ia! The flowers and fruits that in thee grow,
O sing ye! A - lle - lu - ia! Ye who long pain and sor - row bear,



Thou sil - ver moon with soft - er gleam! O praise Him!
Ye lights of eve - ning, find a voice!
That giv - est man both warmth and light.
Let them His glo - ry al - so show.
Praise God and on Him cast your care!



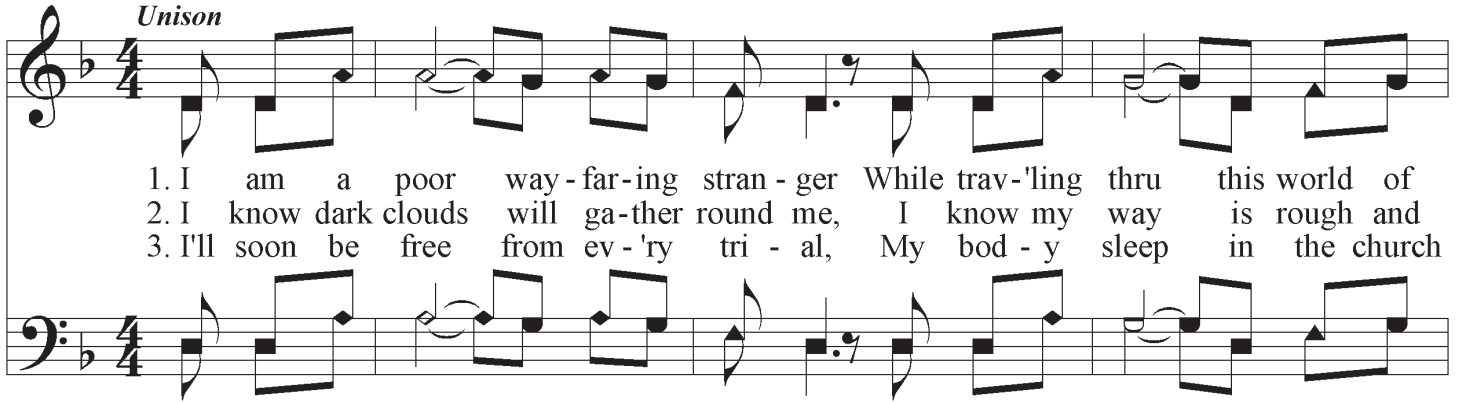
O praise Him! A - lle - lu - ia! A - lle - lu - ia! A - lle - lu - - - ia!

6. And thou most kind and gentle Death,
Waiting to hush our latest breath,
O praise Him! Alleluia!
Thou leadest home the child of God,
And Christ our Lord the way hath trod.

7. Let all things their Creator bless,
And worship Him in humbleness,
O praise Him! Alleluia!
Praise, praise the Father, praise the Son,
And praise the Spirit, Three in One!

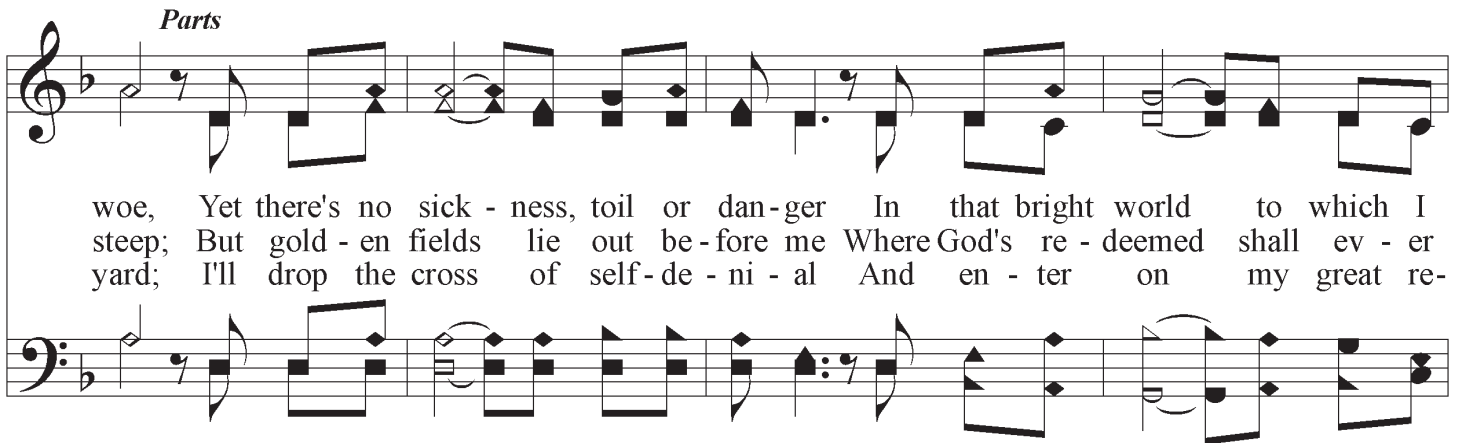
I AM A POOR WAYFARING STRANGER

Unison

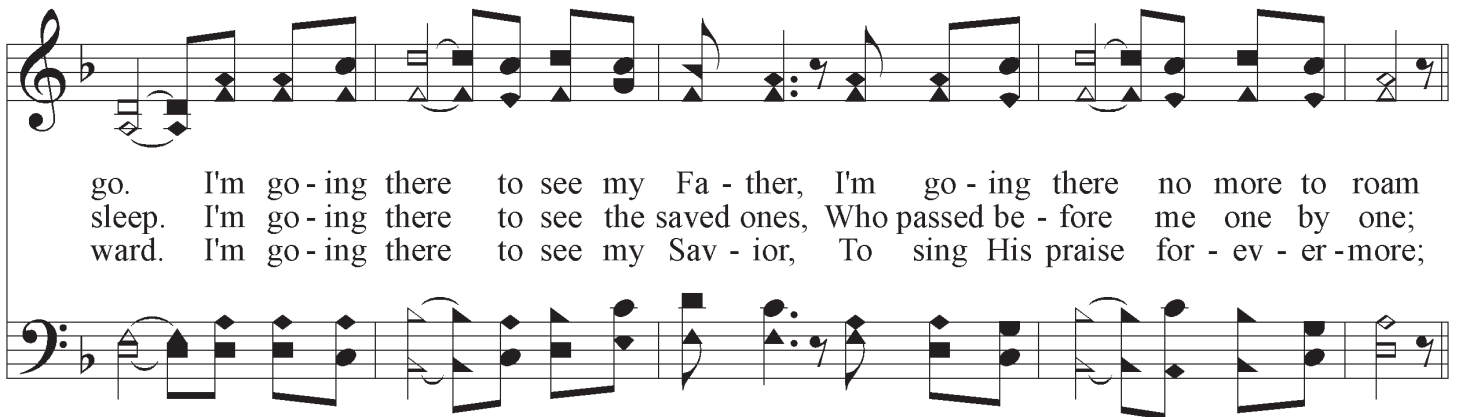


1. I am a poor way-far-ing stran-ger While trav-'ling thru this world of
 2. I know dark clouds will ga-ther round me, I know my way is rough and
 3. I'll soon be free from ev-'ry tri-al, My bod-y sleep in the church

Parts



woe, Yet there's no sick-ness, toil or dan-ger In that bright world to which I
 steep; But gold-en fields lie out be-fore me Where God's re-deemed shall ev-er
 yard; I'll drop the cross of self-de-ni-al And en-ter on my great re-



go. I'm go-ing there to see my Fa-ther, I'm go-ing there no more to roam
 sleep. I'm go-ing there to see the saved ones, Who passed be-fore me one by one;
 ward. I'm go-ing there to see my Sav-ior, To sing His praise for-ev-er-more;



I'm on-ly go-ing o-ver Jor-dan, I'm on-ly go-ing o-ver home.

Now Thank We All Our God

NUN DANKET

Martin Rinkart, 1636

Tr. by Catherine Winkworth, 1858

Johann Cruger, 1647

Harm. by Felix Mendelssohn, 1840

1. Now thank we all our God with heart and hand and voice, who
2. O may this bounteous God through all our life be near us, with
3. All praise and thanks to God the Father now be given, the

wondrous things hath done, in whom his world rejoices; who
ever joyful hearts and blessed peace to cheer us; and
Son, and him who reigns with them in highest heaven; the

from our mothers' arms, hath blessed us on our way with
keep us in his grace, and guide us when perplexed, and
one eternal God, whom earth and heav'n adore; for

countless gifts of love, and still is ours to-day.
free us from all ills in this world and the next.
thus it was, is now, and shall be evermore.

Silent Night

Josef Mohr; trans. by Joseph F. Young

Franz Gruber (1787-1863)

♩=50



1. Si - lent night, ho - ly night, All is calm, all is bright Round yon vir - gin
2. Si - lent night, ho - ly night, Shep - herds quake at the sight; Glo - ries stream from
3. Si - lent night, ho - ly night, Son of God, love's pure Light; Ra - diant beams from
4. Si - lent night, ho - ly night, Wond-rous star, lend thy light; With the an - gels



mo - ther and Child. Ho - ly In - fant, so ten - der and mild, Sleep in hea - ven - ly peace,
heav - en a - far, Heav'n - ly ho - sts sing Al - le - lu - ia! Christ the Sa - vior is born,
Thy ho - ly face With the dawn of re - de - em - ing grace, Je - sus, Lord, at Thy birth,
le - t us sing, Al - le - lu - ia t - o our king; Christ the Sav - ior is born,



Sleep in heav - en - ly peace.
Christ the Sa - vior is born!
Je - sus, Lord, at Thy birth.
Christ the Sav - ior is born.



America, the Beautiful

MATERNA

Katharine L. Bates, 1893, 1904

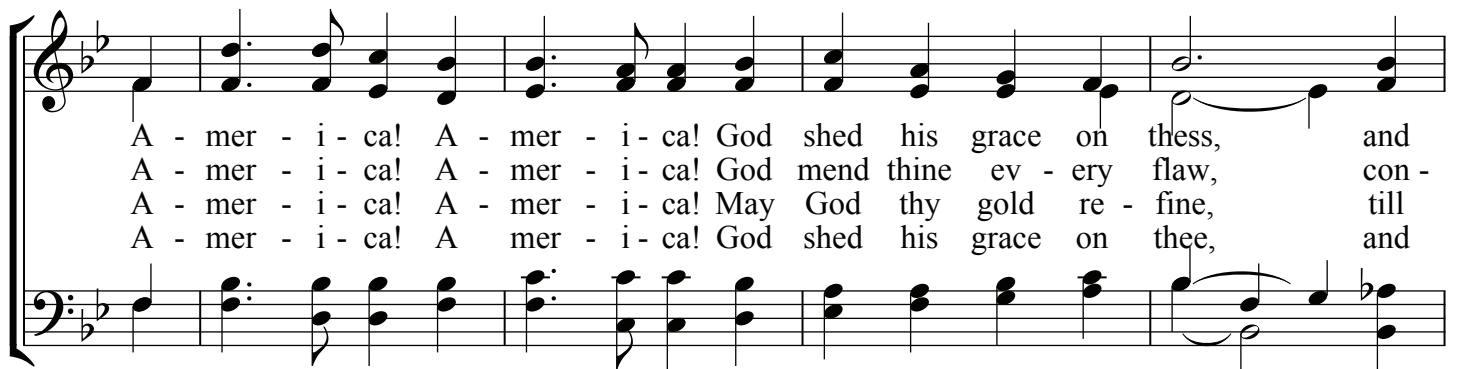
Samuel A. Ward, 1882



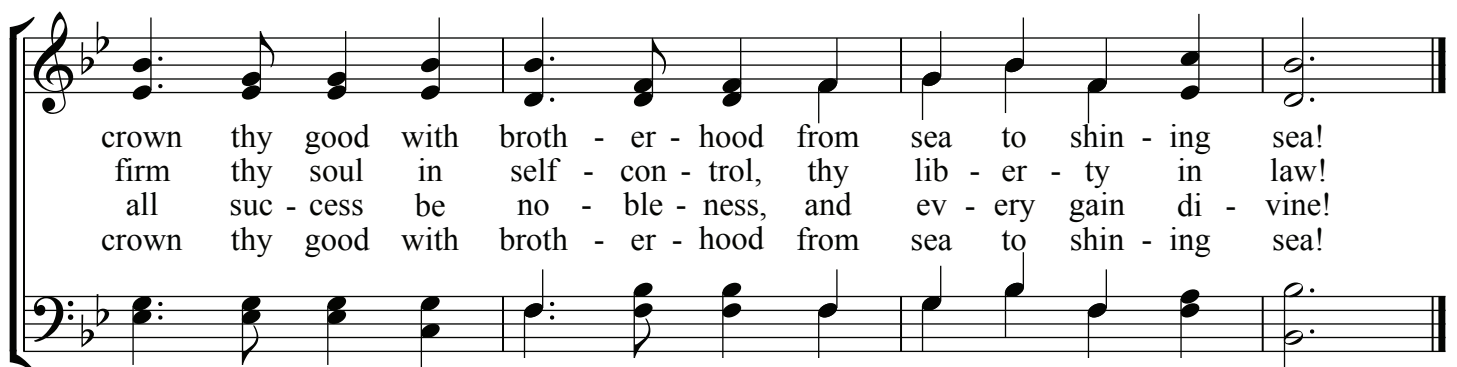
1. O beau - ti - ful for spa - cious skies, for am - ber waves of grain, for
2. O beau - ti - ful for pil - grim feet whose stern, im - pas - sioned stress a
3. O beau - ti - ful for he - ros proved in lib - er - at - ting strife, who
4. O beau - ti - ful for pa - triot dream that sees be - yond the years thine



pur - ple moun - tains maj - es - ties a - bove the fruit - ed plain!
thor - ough - fare for free - dom beat a - cross the wil - der - ness!
more than self their coun - try loved, and mer - cy more than life!
al - a - bas - ter cit - ies gleam, un - dimmed by hu - man tears!



A - mer - i - ca! A - mer - i - ca! God shed his grace on thess, and
A - mer - i - ca! A - mer - i - ca! God mend thine ev - ery flaw, con -
A - mer - i - ca! A - mer - i - ca! May God thy gold re - fine, till
A - mer - i - ca! A - mer - i - ca! God shed his grace on thee, and



crown thy good with broth - er - hood from sea to shin - ing sea!
firm thy soul in self - con - trol, thy lib - er - ty in law!
all suc - cess be no - ble - ness, and ev - ery gain di - vine!
crown thy good with broth - er - hood from sea to shin - ing sea!

Assignment A: Principles

- I. Sharing happy times with family and friends helps break down barriers to communication which otherwise can be difficult to get through.
 - A. Family is the foundation for personal progress and development of talents and good will.
 - B. Families who work and play together reinforce the love of family members and, in general, the capacity to make friends, maintain a high regard for fellow members in the community, and reinforce a love towards all fellowmen.
- II. Self-confidence and appreciation of one another's talents and gifts are stepping stones to sharing unselfishly in relationships.
- III. The common bond created by sharing good times with neighbors and friends helps promote a community that can be resourceful, optimistic, and more caring for the welfare of all.
- IV. Families who spend time together relaxing, singing, reading Scriptures or good books, having recitations, or discussing the ethical problems of life instill into their hearts a love of God, truth, and other virtues that promote good.
- V. There is no compensation for the loss to families and the nation when there is a lack of family devotion, prayer, ethical training, expression of talents, or time invested in the refreshing of mind and body towards a spirit of unity, devotion, and faith.



After answering the first part of the assignment by comparing the above principles with the letter, please take a second look at the values included in the principles themselves. Then, from your own experience, answer the following question and, as said before, we will discuss your answers to this question also at the beginning of our next session:

Question: In order to solve some of the problems of society, is it your opinion that it is the home that needs reforming towards the spirit of love and peace, kindness, sacrifice for others, and the banishing of envy, hatred, obscene language, and towards letting the spirit of God take possession of our hearts?

Assignment B: Letter

Parents leave a lot more than money for their children.

To my Children,

I hereby bequeath, in equal shares, the following assets:

I leave them my memories of Italy and Spain left over from two beautiful trips when their mother and I were younger and realized some of our dreams were to travel abroad.

I leave them my good name. I have no jail record, no bad debts. I have never, thank the Lord, been unable to provide for myself and my family. I served in the Army in World War II, honorably discharged.

I leave them my memories of four decades of happiness with their mother. And I could wish no greater happiness for my children than the blessings of a good marriage.

I leave them a heritage of good health. Family members on their mother's side as well as mine have been sturdy, prey to few diseases, and long-lived. I can take no credit for this, but it is one of the gifts I pass on.

I leave them each other in the hope that these, our children, will stick together, maintain the family circle, and help each other where needed after we are gone.

I leave and bequeath the old home movies showing the first step, the first birthday party, the high-school graduation of each son or daughter. And with these I leave boxes of snapshots and color slides, all labeled, all in order, to help preserve and revive the good times the family had together.

I leave some family mementos which I hope will be kept for the future generations: a cherry wood table which my great-grandmother brought with her in a covered wagon across the plains; a hand-woven coverlet woven on the Pennsylvania farm of our ancestors in 1860; my grand-father's Civil War diary, written and carried with him on the battlefields.

I bequeath them my love.

(Letter published by Beulah Collins, Syndicate Columnist, Copyright, 1980. Los Angeles Times Syndicate.)

The writer admits that eventually his children will inherit some good farmland and some stocks and bonds, but he does not feel obliged to retain these assets for his children, nor does he intend to miss out on some of the good (and expensive) things of life just so that he can leave a larger estate for them.

His will leaves everything to his wife. Her will, should she die first, leaves everything to him. After they are both gone, the children will inherit.

The writer states he does not want his wife beholden to their children for the money she spends and which is rightfully hers. She has good sense of her own and he wants her to be in charge when he is gone. She is a full partner in their marriage and in their estate, however large or small it turns out to be.

YOU ARE INVITED TO Bring-A-Thing

Come with an experience you are willing to tell another person about—any event or enjoyable experience from which you gleaned some words of wisdom or advice that you hope others, including the next generation, might profit from.

PLEASE KNOW THAT:

- You are free to be yourself and tell it in your own way.
- Others are interested in you and your story.
- Your advice gleaned from experience may be of help to someone else.
- A good laugh or a faith-promoting story is always welcome!

DATE: _____

TIME: _____

PLACE: _____

Savoring Your Sunset Years

YOU ARE INVITED TO Bring-A-Thing

Come with an experience you are willing to tell another person about—any event or enjoyable experience from which you gleaned some words of wisdom or advice that you hope others, including the next generation, might profit from.

PLEASE KNOW THAT:

- You are free to be yourself and tell it in your own way.
- Others are interested in you and your story.
- Your advice gleaned from experience may be of help to someone else.
- A good laugh or a faith-promoting story is always welcome!

DATE: _____

TIME: _____

PLACE: _____

Savoring Your Sunset Years

POSSIBLE STORY TOPICS FOR BRING-A-THING (EXPERIENCE)

Adventure stories	Disappointment stories	Hometown stories	Retirement stories
Airplane stories	Doll stories	Honeymoon stories	Reunion stories
Animal and pet stories	Dream stories	Immigration stories	Ritual stories
Baby stories	Easter stories	Job-related stories	Romance stories
Book stories	Electrical failure stories	Joy stories	Sailing stories
Building something stories	Entrepreneurial stories	Korean War stories	School stories
Car stories	Escape stories	Leadership stories	Shipping stories
Cartoon favorites	Faith stories	Library stories	Son stories
Celebrity stories	Family stories	Living Abroad stories	Sports/Athletics stories
Child-raising stories	Farm stories	Lost-and-Found stories	Standing firm stories
Childhood stories	Father-child stories	Marooned stories	Storm stories
Christmas stories	Fire stories	Marriage stories	Sunday schools stories
Church stories	Fishing/hunting stories	Military stories	Survival stories
Circus stories	Funny stories	Miracle stories	Teaching stories
City stories	Game stories	Mother/child stories	Thanksgiving stories
Courage stories	Gardening stories	Movie stories	Theater stories
Close-call stories	Gift stories	Moving stories	Toy stories
Cold War stories	Grandmother stories	Music stories	Tool stories
College/University stories	Grandfather stories	Mystery stories	Train stories
Coming home stories	Grandchild stories	Nature stories	Travel stories
Cooking/food stories	Halloween stories	Neighbor stories	Tree house stories
Courtship stories	Happily-ever-after stories	Ocean stories	Trespassing stories
Cowboy/ranch stories	Happy stories	Picnic stories	TV stories
Daughter stories	Hard times stories	Plumbing stories	UFO stories
Decision making	Hard work stories	Police stories	Vacation stories
Depression Era stories	Hiking/camping stories	Prank stories	Vietnam protest stories
Dieting stories	History stories	Prom stories	Vietnam War stories
Difficulty stories	Hobby stories	Radio stories	World War II stories
		Recipe stories	Zoo stories
		Recovery stories	
		Relationship stories	
		Religious stories	

BRING-A-THING (EXPERIENCE)

PERSONAL STORY RECORD

Your Name: _____ Today's Date: _____

Name of the Experience you will be talking about: _____

Jot down a few words about the experience. Others will remember your story better if you give plenty of details:

What led up to the experience? _____

What happened? _____

Where were you? _____

When? _____

Why was this experience important to you and what did you learn from it? _____

BRING-A-THING (EXPERIENCE): GROUP SHARING
Use this space to help remember each person's experience:

1. Name: _____
Experience: _____

This reminds me of: _____

2. Name: _____
Experience: _____

This reminds me of: _____

3. Name: _____
Experience: _____

This reminds me of: _____

4. Name: _____
Experience: _____

This reminds me of: _____

5. Name: _____
Experience: _____

This reminds me of: _____

BRING-A-THING (EXPERIENCE)

HOW TO DO THE ACTIVITY

Supplies & Preparation:

- Bring-A-Thing Personal Story Record
- Pens/pencils
- Arrange chairs into circles to form groups of 4-5 people each.

Step 1: Introduction (2-5 minutes)

- *Welcome to our Bring-A-Thing time. Today, the "thing" we are bringing is a story. Everyone will need the Personal Story Record (or a piece of paper) and a pen. If you haven't already prepared a story, please take a look at the Possible Story Topics sheet for ideas.*

Step 2: Learning about the experience (2 minutes)

- *As you think about an experience, recall why it was important and what you would like to say about it. For those who have already completed the Personal Story Record, refresh your memory by referring to your notes.*

Step 3: Add emotions during the experience (2 minutes)

- *Look at what you wrote about the advice you would give someone else who might have the same experience, particularly if that advice would be a word of wisdom for your children.*

Step 4: Learning more about each experience (15 minutes)

- *One person will begin by reading the name of his or her experience. The speaker can wait a moment or two while the others write it down. Then tell your experience. Please don't take more than 3 minutes per person so there is time for everyone's story.*

Step 5: Reflect (3 minutes)

- *Look at the titles you wrote down of others' experiences. Jot down a word or two that will remind you of an experience of your own that was brought to mind while listening to their story.*

Step 6: Discover more about your own experience (3 minutes)

- *Looking at the reminder words you wrote down, choose one of those words and write some other thoughts about your experience. You will be sharing these thoughts aloud with someone else.*

Step 7: Learn about what you have in common (10 minutes)

- *Go around your group one at a time and tell the others what you were thinking about when you wrote down your reminder word. As we share, you may discover some interesting connections with people around you! Then choose someone from your group who is willing to share his/her experience with the whole group during our refreshment time.*

Step 8: Refreshment break (remainder of time)

- *We'll have refreshments now. This is a good time to find out about the things talked about in other groups. After those who have been chosen from each group tell us about their experiences, you may ask questions if you like. We hope this has been a very enjoyable time!*

Lesson Twelve: Remembering the Children (February)



Sunset Years Postcard Instructions

Dear T-Group Leaders,

Please hold on to the postcards; do not hand out to participants as a set.

1. At the first lesson, each person should receive ***From My Life's Journey*** if they are ready to fully participate with the cards. If not, hold onto it until they are ready.
2. At the end of each session, have three piles of cards; let people choose from ***Please Forgive Me***, ***Making It Right***, and/or ***Thinking of You*** postcards if their experience in that session has generated a need or desire to send one of these.
3. At the final session, follow process #2, but add in the ***Inheritance of the Heart*** cards so that each person who has put together a file of material about their life can notify someone of its existence (especially if it will be kept with personal records in a full-care residence file cabinet).

Cards may be printed front and back on cardstock to mail them as postcards, or you can print just the front on regular paper to be mailed in an envelope (there is no need to print the back address side in this case). Some people may prefer the latter option due to the private content that will be on them.

From My Life's Journey...

I just signed up to do a twelve-week study entitled, *The Sunset Years*. I am not yet familiar with all it entails, but do know it is an opportunity to look back over my life and evaluate where I've been and what I've done (mistakes and successes), to work through unfinished business, and to start an "Inheritance of the Heart" record book of memories and experiences.

At the end of each lesson, there are cards similar to this that I may send to family/friends. I trust you would be willing to help me go through this course by allowing me to send you my post-cards. If you have feedback, please contact me. Thank you!

Name: _____

Phone: _____ Email: _____

Address: _____

State: _____ Zip: _____

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I just signed up to do a twelve-week study entitled, *The Sunset Years*. I am not yet familiar with all it entails, but do know it is an opportunity to look back over my life and evaluate where I've been and what I've done (mistakes and successes), to work through unfinished business, and to start an "Inheritance of the Heart" record book of memories and experiences.

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Name: _____

Phone: _____ Email: _____

Address: _____

State: _____ Zip: _____

Please Forgive Me...

I would love to talk about this with you, but I want to be sensitive to your feelings.

Name:

Phone: Email:

Address:

State: Zip:

Please Forgive Me...

I would love to talk about this with you, but I want to be sensitive to your feelings.

Name:

Phone: Email:

Address:

State: Zip:

Please Forgive Me...

I would love to talk about this with you, but I want to be sensitive to your feelings.

Name:

Phone: Email:

Address:

State: Zip:

Please Forgive Me...

I would love to talk about this with you, but I want to be sensitive to your feelings.

Name:

Phone: Email:

Address:

State: Zip:

Making Right Where I Missed It...

Participating in *The Sunset Years* study has enabled me to see a number of areas where I missed it on my life's journey. In a recent lesson, we learned the principle of _____

What I would like to do is: _____

I would appreciate any discussion you would want to have around this. My study leader has offered to sit in as a facilitator with any small group of family or friends if desired.

Name: _____

Phone: _____ Email: _____

Address: _____

State: _____ Zip: _____

Making Right Where I Missed It...

Participating in *The Sunset Years* study has enabled me to see a number of areas where I missed it on my life's journey. In a recent lesson, we learned the principle of _____

What I would like to do is: _____

I would appreciate any discussion you would want to have around this. My study leader has offered to sit in as a facilitator with any small group of family or friends if desired.

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**Thinking of You
and the Value of What We've Shared Together...**

I just want you to know: _____

Signed: _____

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Inheritance of the Heart Records...

I am getting so much out of this course on *The Sunset Years*. Thank you for tracking with me through the material. My "Inheritance of the Heart" record of memories and experiences will soon be complete. Some of it might be interesting and fun to see right now if you would like me to send you a copy. Otherwise, a copy of it will be among my important papers with your name on it.

One of the things I've learned this week is _____

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Place
postcard
postage
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To:

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