



Session 5

Recognizing and Coping with Feelings

5:1	Introductions	<i>15 min</i>
5:2	Feeling Situations	<i>10 min</i>
5:3	Coping Styles	<i>40 min</i>
5:4	How to Solve a Problem (SMART)	<i>40 min</i>
5:5	How to Use Relaxation in a Tough Situation	<i>10 min</i>

street smart

Session 5: Recognizing and Coping with Feelings

Objectives:

1. Participants will review feeling situations.
2. Participants will understand what coping is and what are the kinds of coping.
3. Participants will recognize that there are many ways to cope with a situation.
4. Participants will practice selecting ways of coping for different situations.
5. Participants will use problem solving to deal with situations.

Rationale:

Dealing with feelings is especially important when working with youth because they may be unrealistic, unsure, and unclear about their feelings, particularly in situations they have not experienced before. Feelings can serve as an early warning system. If a youth can recognize that he or she is beginning to experience discomfort, then the youth can activate effective coping strategies.

By any standards, the youth in this program lead very stressful lives. Youth without this degree of stress are at risk for HIV: youth without homes and support systems are even more vulnerable. Teaching ways to cope with stress and difficult situations is an essential strategy to reducing the risk of HIV/AIDS in this population. If a young person has dysfunctional or limited ways to reduce stress, the stress may intensify and inappropriate action is more likely to result.

This session introduces participants to more formal ways of coping and assumes that it is useful to understand what coping is designed to do: reduce uncomfortable feelings and fix situations. It is also assumed that exposing participants to a wide

range of coping strategies and actions will stimulate them to try different approaches and to develop a larger coping repertoire.

The main point of this session is for participants to be able to identify different coping styles in tough situations, and to problem solve solutions.

Procedures:

1. Have participants introduce themselves and report an act or attribute that makes them feel proud.
2. Have participants rate sexually risky situations on the Feeling Thermometer.
3. Use role-playing to understand the ways of coping.
4. Have a participant role-play as a person with a problem in order to learn how to analyze a situation (describe its aspects, thoughts, feelings, actions and degree of satisfaction with those actions) and come up with what the problem is. Problem definition is emphasized so that the participants focus on controllable problems.
5. Continue with the role-playing in order to give participants an opportunity to cope with getting tested for HIV.

Materials:

Goals of Street Smart
Lottery prize
Feeling Thermometer poster
Tokens
Ground Rules newsprint
Newsprint and marking pens
Pencils
Joy and Christopher script
Ways of Coping handout

Agnes and Mustafa script

Mark's background information sheet

Problem Analysis Form

SMART poster

Advantages and Disadvantages of Getting Tested for HIV handout

Okello's background information sheet

Fact Sheet on HIV Testing

Quickie Relaxation Cards

Exercise 1: Introductions (15 minutes)

Welcome or welcome back to Street Smart.

I would like everyone to get to know each other before I explain what this is all about.

I'd like each person to tell us your name and one thing about yourself, such as a quality you have or an action you do, that makes you feel really proud.

I'll start. My name is _____ and I am really proud of _____ .

Pick something that you genuinely feel good about.

Have the co-leader give his/her name and something that they are proud of. Then go around the room with the participants saying their names and what they are proud of about themselves.

Very good.



Hand out tokens of appreciation to everyone.

These are tokens of appreciation.

We use them a lot to show group members how much we appreciate their contributions to the group.

So, if you appreciate someone else's comment or action, please give them a token.

You must say something to the other person when giving a token. It is important to hand the token directly to the other person.

The idea is to share positive feelings with others by distributing your pile of tokens by the end of the session.

Review last session's homework from the workbook. If someone is new and doesn't have a workbook, give him/her one.

For all of you, what did you do in the last 24 hours to keep safer from HIV and STDs?

We are interested in even the smallest thing that you did because we want to see you stay healthy.

Your comments may also help someone else in the group.

Who would like to be the first person to tell us about a success you had in the last week (or since the last session) in keeping safer?

Encourage discussion.

Great.



Hand out tokens for any positive behaviors.

Who has a condom?

Ask them to hold up their condoms.

Great.



Hand out a special prize to those people carrying a condom (500USh).

And for everyone who was on time today, you get a chance to win today's lottery.

Have the lottery drawing. Each participant draws from a box and 2-3 of them will win a prize (e.g., a food coupon).



Put up "GOALS OF STREET SMART." (Also see end of session.)

During these sessions, we will focus on the feelings and thoughts that lead to actions that are unsafe.

For example:

You are drunk and meet this really sexy guy.
You want to have a partner.
You go ahead and have unprotected sex.

The goals of Street Smart are to help you stay safer. We will give you the tools, information, and practice to help you keep yourself safe. Our goals are to help you:

1. Practice safer sex, like monogamy or sticking to one partner, using condoms correctly every time you have sex, and practicing abstinence.
2. Get in touch with your feelings.
3. Get rid of thoughts that are self-defeating.
4. Take control of your life.
5. Feel confident about your ability to act safe.

6. Know where to go when you are in trouble and need help.
7. Know your own patterns of risk.
8. Make friends who can help you to stay safer.
9. Have fun while changing behaviors.

We are committed to making sure that this is a safe place to share feelings and thoughts, try out new behaviors, give feedback to each other, and to work together.



Put up “FEELING THERMOMETER POSTER.” (Also see end of session.)

Here is a Feeling Thermometer.

You can see that being the most uncomfortable is 100 and being very, very comfortable is 0. Where do you think you are?

What is your temperature on the Feeling Thermometer right now?



Have participants look at the poster of the Feeling Thermometer and have them indicate where they are on the thermometer.

Thank you.

It is quite natural for people to feel uncomfortable at the beginning of something new.

It is important to stay in touch with how much comfort or discomfort you are feeling, and what those feelings mean.

Our role as facilitators is to help you learn how to stay safer.

That means we will present you with many opportunities to practice.

Over the course of these sessions, we will be talking about many different situations that can put people at risk for HIV, STDs, and unwanted pregnancy.

We will be dealing with situations that put you at risk that you may have encountered, and some situations that you may have never encountered.

The idea is to incorporate many different experiences that can put you at risk, such as sex with persons of the opposite sex, sex with persons of the same sex, using and abusing alcohol and drugs, exchanging sex for drugs, money, accommodations and many others.

We don't expect that everyone will have the same experiences. We are all here to learn and help to keep each other safer.

One thing we will do to make it a safe place is to have ground rules.



Put up "GROUND RULES" newsprint. (Also see end of session.)

From our last session, the ground rules for Street Smart are:

1. Keep confidentiality. What you say is yours - what you hear is theirs.
2. Ask questions - there are no stupid questions.
3. If you are going to be in the group, be involved.
4. Don't judge others - accept group members as you would want to be accepted.
5. Agree to come "one more time" if you think you want to quit, give it a second chance
6. Don't come when you are high from drugs or alcohol.

What other rules would you like to add?



Encourage sharing and give out tokens. Catch someone doing something good.

Great! Let's do the next exercise now.

Exercise 2: Feeling Situations (10 minutes)

The goal of meeting together today is to recognize our feelings in difficult situations that may put us at risk for HIV or other STDs. We also need to learn positive ways to cope with those feelings. Then we will try to solve the problem in a way that keeps us safe.

First, I want you to think of a situation that has happened recently that might have placed you at risk for acquiring HIV or an STD, and when your Feeling Thermometer was very high—close to 100.

Would anyone like to share the situation and the feeling they came up with?

Ask for two volunteers. They can share their example or not.

Have one participant identify the feeling. If participant has difficulty coming up with an emotion word, give them some examples such as sad, happy, angry, scared, and nervous. Hand out and read some examples from the "FEELINGS AND EMOTIONS WORD LIST."

Where did you feel it in your body?

Try to elicit a bodily reaction. If the participant has difficulty coming up with a bodily reaction, probe by asking questions about specific body parts, for example, stomach, neck, shoulders, throat.

What do you think triggered that situation?

Have them identify the trigger. Probe if necessary.

Would anyone else like to share their situation or feeling?

Go through the above sequence with the second volunteer.

Thank you.



Hand out tokens and encourage participants to do the same.

Exercise 3: Coping Styles **(40 minutes)**



Now we are going to learn how to deal or cope with these uncomfortable "75 and 100" level situations you picked out that put you at risk.

Let's start with a role-play.

Who will play Joy and who will play Christopher?

Select volunteers explain to them the scenario they will be acting out. Volunteers may either read from the script below, or come up with their own lines based on the scenario description.

While you two do the role-play the rest of us will observe.

We will look for what emotions you are showing and how you handle unclear sexual situations.

Select volunteer observers.

You watch the face of Joy, and you watch the face of Christopher to see what feelings they are expressing.

You look for emotion in the voice of Joy and you Christopher.

You watch the hands of Joy and you watch the hands of Christopher. Body language can be a good way to figure out how someone is feeling.

OK, now let's do the role-play.

Joy and Christopher

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Scenario description:

Joy: Christopher has been your boyfriend for a couple weeks. You are in love with him and think you have a very special relationship. You want to know how Christopher feels about you. You are upset with his response and want some alcohol to make you feel better.

Christopher: You like Joy but you are not in love with her. You don't want to have just one girlfriend. You think Joy expects too much after such a short time.

Christopher:

Joy: I thought we had something special.

Christopher: Joy, I like you. I do.

Joy: You like me? Christopher, I'm in love with you.

Christopher: I don't think I am ready to have only one girlfriend.

Joy: You mean I am not enough for you!

Christopher: Stop talking nonsense. We've only known each other a couple of weeks. That is not long enough to know if you love a person.

Joy: It is long enough for me! I need to know now or it's over.

Christopher: Okay. Then it's over.

Joy: I'm going to get some alcohol. Nice knowing you.

THE END



That was great!



Give out tokens.

Where are your Feeling Thermometers now?



Get Feeling Thermometer readings for both actors.

What did each of you like about how you played that role?

Elicit what aspect each actor liked about their performance.

What would you have done differently?

Elicit what each actor would have done differently.

Observers, what feedback can we give our actors?

First tell them what you observed about their emotions, body language, eye contact, etc.

Observers, now that you have watched the scene, what did you like about what the actors did, and what would you have done differently?



Encourage discussion and share tokens.

Thank you for your feedback.

The main point is that it is important to figure out what are good and bad ways to cope with a tough situation.

So how is Joy dealing with this situation?

Encourage answers. Joy is not coping well with this rejection, so she going out to get drunk.

What are some better ways Joy could cope with this situation?

Elicit answers.

There are a number of ways of coping with risky sexual situations.

Sometimes we can solve the problem positively, and make ourselves feel better in healthier ways, or get support from others.

Sometimes we cope with difficult situations in negative ways.

What are some unhelpful or negative ways of coping with difficult situations?

Elicit answers such as use drugs or alcohol, have unsafe sex, become violent, scream and yell, do nothing, etc.

The main ways of coping are:

- 1) Stand Your Ground
- 2) Keep Distance

- 3) Control Yourself
- 4) Seek Support
- 5) Solve the Problem
- 6) Correct Yourself
- 7) Escape the Scene
- 8) Give It a Different Meaning.

Most of these are positive ways of coping.

Escaping the scene can be both a positive and a negative way of coping, depending on the situation.

Escaping the scene by using drugs or alcohol is a negative way of coping, but many people try it.

However, sometimes escaping the scene may be the only way to cope in a certain situation, such as when your life is at risk. Or, physically removing yourself from a risky situation may be the best way to avoid a negative trigger.

I am going to hand out a sheet with these ways of coping.

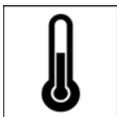
Hand out “WAYS OF COPING” and go over it. After reading each style, have each participant give a one-line response that illustrates that style of coping. This should go quickly.



Hand out tokens to everyone who participated.

That was really good.

Let's go around the group and get a quick temperature reading on the Feeling Thermometer.



Get Feeling Thermometer readings.

Now you can see that there are many ways to cope with a tough situation.

Next time you face a difficult situation, I want a little light to go off in your head so that you say to yourself, “Wait a minute. There are lots of ways I can handle this.”



Let's do another role-play to illustrate types of coping.

Who will be Mustafa and who will be Agnes?

While you two do the role-play the rest of us will observe.

We will look for what emotions you are showing and how you handle unclear sexual situations.

Select volunteer observers.

You watch the face of Agnes, and you watch the face of Mustafa to see what feelings they are expressing.

You look for emotion in the voice of Agnes and you Mustafa.

You watch the hands of Agnes and you watch the hands of Mustafa. Body language can be a good way to figure out how someone is feeling.



Ask actors where their Feeling Thermometers are before they begin the role-play.

OK, now let's do the role-play.



Agnes and Mustafa

Mustafa: I told you, I'm not using kapira.

Agnes: And I told you, I never take a chance on getting HIV. It's really important that you put one on.

Mustafa: Baby, I'm not sick! Don't you trust me?

Agnes: Mustafa, if you care about me, you'll use a condom. Please.

Mustafa: No way!

Agnes: No way, then no sex. I like you and I want to have sex with you, but I don't risk my life for anyone. You find me when you change your mind about condoms.

THE END



That was great!

Give out tokens.

Where are your Feeling Thermometers now?



Get Feeling Thermometer readings for both actors.

What did each of you like about how you played that role?

Elicit what aspect each actor liked about their performance.

What would you have done differently?

Elicit what each actor would have done differently.

Throughout the discussion that comes up, emphasize the point that when things are uncertain and you are not sure, be conservative - take the safest route.

Observers, what feedback can we give our actors?

First tell them what you observed about their emotions, body language, eye contact, etc.

Observers, what did you like about what the actors did, and what would you have done differently?



Encourage discussion and share tokens.

Thank you for your feedback.

The main point is that it is important to figure out a good way to cope with a tough situation.

So which coping approach did Agnes use? Mustafa?

Encourage answers.

You all did very well.

Before we go on, I want to make an important point.

A coping approach that works really well in one situation may not work at all in a different situation.

For example, say that my best friend dies of AIDS.

I feel terrible. I can't live without my friend. I must have my friend back.

I am going to try problem-solving to bring my best friend back.

What will happen if I keep trying to solve that problem?

Encourage answers.

I will become really frustrated, upset and depressed if I stick with problem-solving to bring my friend back.

I have to accept the fact of my friend's death, deal with it, and move on.

Another example: You are sitting under a tree in the park.

You glance up and see this wild-looking guy running at you with a big butcher knife in his hands.

Is this the time to practice your relaxation exercises or give it a different meaning?

Encourage answers.

No! This is the time to run as fast as you can.

It is important to have the right coping action for the right person at the right time in the right situation.

When you start trying new ways, remember to trust yourselves and that it takes time to build up skills.

Coping actions might not work the first time that you try them.

It's important to keep trying.

Also, there are times when you have to go off and scream and yell at the wall.

You may need to clear your head by getting intense feelings out first.

That doesn't mean that shouting at the person who bothers you is a good idea.

Finally, remember that only you can make the choices.

Exercise 4: How to Solve a Problem (SMART) **(40 minutes)**

One of the best coping techniques to learn is problem-solving.

Our first task is to figure out what the problem is.

If someone says they have a problem, a good approach is to ask them to describe a situation where the problem comes up.

Describing the situation should tell you the four W's: Who, Where, When, and What.



Write *WHO, WHERE, WHEN, and WHAT* on newsprint.

Who was involved?

Where did it take place?

When did it happen?

And what happened?

Then we want to know what the person thought, felt, and did.

Lastly, we want to know if they were happy with what they did.

Asking them if they are happy about what they did is really important because it helps us define the problem.

I'll come back to this point after we have demonstrated describing the situation, thoughts, feelings, and actions.

Who will be Mark - the guy with the problem?



Select a volunteer and give Mark the background information. (Also see end of session.)

Mark, here, will need a moment to read the background information.

Mark's Background Information

Last week you went drinking with some of your pals. You finished some beers in a vacant lot where you guys often hung out. Then you met your girlfriend, Teddy, in the park. You felt pretty happy and excited sexually. You tried to kiss her, and she pushed you away. You were surprised and hurt. That bothered you. What is wrong with her! She accused you of drinking. She had no right to say you were drunk because you weren't. You thought that she's always picking on you. You pulled her to you, and she screamed, "Get your hands off me!" You suddenly felt really angry and slapped her hard. She ran away. You wonder how you are going to keep her as a girlfriend.

While Mark is reading the background information, I'm going to pass out a form to the rest of you so you can write down the answers to your questions.

Pass out the "PROBLEM ANALYSIS FORM" to every participant. (See end of session.)

Let's use this outline to figure out the real problems Mark is dealing with.

We can ask Mark these questions to start figuring out what is going on.

Can I get a volunteer to write the answers?

Here are the questions for Mark.

Don't try to answer the last question about the problem yet.

The rest of you will try to get the answers from Mark.

Let me know if there is something unclear about this exercise.

OK, let's start.



Encourage the group to ask Mark the questions on the sheet. When it looks like the group has asked Mark about everything but the problem, stop them for a moment.

OK, I want to interrupt you for a minute.

Finding out what the problem is makes a big difference.

We don't want to work on solving the wrong problem.

The problem has got to be something the person can control.

If I have a class with a terrible teacher - everybody agrees that she is bad - and if the school won't let me change classes, then the problem might be how can I survive in her class.

Usually trying to change somebody else is not the solution.

So, look for where the person who has the problem has some responsibility.

Look for feelings, thoughts and actions that are within the person's power to do something about.

One word of caution: Mark hasn't asked you to help him define his problem, so don't try to force him to accept what you think the problem is. He needs to discover for himself what his problem is.

Go ahead and see if you can lead him to figure out his problem.

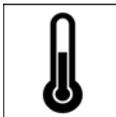
Have the group ask Mark questions in order to define the problem. Examples of the problem might be: Mark can't control his drinking. Mark doesn't know how to handle criticism. Mark can't control his temper. Mark doesn't know how to talk his anger out.

That was very good.



Pass out tokens and encourage participants to do the same.

What is your Feeling Thermometer reading right now?



Encourage sharing of Feeling Thermometer levels.

If you want to discover whether you are contributing to the difficult situation, ask yourself some questions:

Does the same situation come up with other people?

Am I proud of the way I behaved in that situation?

Was I really a victim in that situation?

What might have made the other person act the way they did?

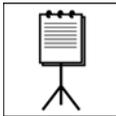
Am I lying to myself?

All of those questions will help you identify the real problem.

But how do you solve a problem? That's next.

A critical step in problem-solving is brainstorming.

When one is trying to solve a problem, there are some definite steps to take such as define the problem, determine the goal (what will it look like when the problem is fixed?), brainstorm possible solutions, evaluate the solutions, pick one to try, and see how it works.



We have a way of remembering how to solve problems. It's called SMART.

Put up the “SMART” poster. (See end of session.)

When you list all the possible actions, you want to brainstorm as many possible solutions without evaluating them.

Okay, let's try this with Mark's problem.

You already know what the problem is.

Let's use SMART to help Mark solve his problems and reach his goal.

Encourage participation. Brainstorm possible solutions, and have the participants help Mark choose one of them.



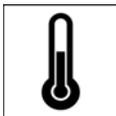
Give out tokens for supporting Mark and for constructive problem-solving.

Let's talk about how that went and any questions that you have.

Encourage discussion.

Mark, what are you feeling now after doing this problem-solving exercise?

Observers, what do you think Mark was feeling as we went through this problem-solving exercise?



Obtain Feeling Thermometer readings and observations.

As we noted earlier, problem-solving using SMART is a very effective way to deal with difficult situations.

Now, let's move on to a different problem—getting tested for HIV.

Deciding to get tested is a question many people need to answer for themselves.

It is a very personal decision.

We are going to use problem-solving to make a decision about getting tested.

First, we need to get the facts.

What are some of the advantages you can think of for getting tested for HIV?

Elicit answers.

Those are good answers.

What are some of the disadvantages of getting tested for HIV?

Elicit answers.

Here is a fact sheet of the advantages and disadvantages of getting tested.

Hand out “ADVANTAGES AND DISADVANTAGES OF GETTING TESTED FOR HIV.” (See end of session.) Read out loud or have volunteers read it to the group.

Let’s look through the list and see if we missed any.

Does anyone see an advantage or disadvantage that we missed?

Protect others, protect yourself, and get treatment early.

Now who would like to play Okello?

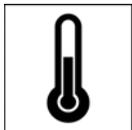


Select a volunteer. Give Okello the background information. (Also see end of session.)

Okello's Background Information

You have been living on the streets for about a year. You have been having sex with females and a few males for money recently. Most of the time you use condoms but you often get more money when you don't use condoms. You have a fairly steady girlfriend who you have sex with occasionally. Sometimes you can stay at her sister's house. You are feeling fine physically but you have heard so much about HIV and AIDS that you are worried. Actually, you are scared. You don't like being sick, you don't like taking pills, and you don't want to die. You are wondering if you should get tested for HIV. You want to be healthy and you don't want to spread the disease to anyone.

Use the Problem Analysis Form to ask Okello questions about his problem.



Have the group ask Okello questions. Make sure the group gets his Feeling Thermometer reading first.

Now, let's use SMART to help Okello figure out what he should do.



Refer to the "SMART" poster again. If needed, assist the group in having Okello state his goal of staying healthy and protecting his sexual partners.

Good job.

What if Okello says, "I got tested and I was negative. I don't have to worry about using a condom. I'll get tested in a few months"?

What would you say to Okello?



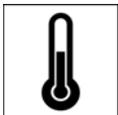
Encourage answers. Give out tokens and encourage sharing.

Okello, what's your Feeling Thermometer after doing this exercise?



Get Feeling Thermometer reading.

Where is the rest of the group on the Feeling Thermometer after this exercise?



Get Feeling Thermometer reading.

You all did an excellent job.

Here is a fact sheet on HIV testing for you to look at after our session today.

Hand out "FACT SHEET ON HIV TESTING." (See end of session.)

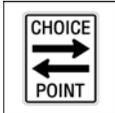
Exercise 5: How to Use Relaxation in a Tough Situation (10 minutes)

Relaxation is a key way to deal with your feelings in a tense and stressful situation.

We have already practiced some longer relaxations that you can use on a regular basis.

But what do you do when you can't take 15 minutes to get into a longer relaxation?

We are going to look at some 1-minute relaxations.



CHOICE

If time permits, pass out all the "QUICKIE RELAXATION CARDS." (See end of session.) Each group member should end up with at least three cards. Allow a few minutes for each person to select the one they like best.

OR

Simply give each person one Quickie Relaxation Card at random.

Now I want you to see if you can relax the group with your card.

Read it slowly with a certain rhythm to it.

Feel free to use pauses, but remember these are 1-minute relaxers.

I'll give you an idea how to do it.

Be sure to go slow and have an easy beat to your phrases.

Get into a comfortable position. ***Pause.***

Watch your breathing. ***Pause.***

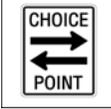
Let the breath come in. ***Pause.***

And let the breath flow out. ***Pause.***

Let the breath come in. ***Pause.***

And let the breath go out.

So, that's an idea of how to do it.



CHOICE

If time permits have each participant read their relaxation card. If not, choose one or two volunteers to read.

Who will go first?

Select the first person to read their Quickie Relaxation Card. If they are given a choice, instruct them to choose the one they like the best.

That's great!



Encourage sharing of tokens.

Point out the homework for Session 6 in the workbook.

Between now and the next session, do the homework for Session 6.

Encourage showing appreciation for participants' contributions.

Now go around and tell the person on your right something you liked that they said or did today. Let's go around and give some tokens to each other.

Our next meeting will be held on _____ at _____.

Remember, one of our ground rules is to agree to come one more time.

We hope to see you then!

END OF SESSION 5

Goals of Street Smart

1. Practice safer sex.
2. Get in touch with your feelings.
3. Get rid of thoughts that are self-defeating.
4. Take control of your life.
5. Feel confident about your ability to act safe.
6. Know where to go when you are in trouble and need help.
7. Know your own patterns of risk.
8. Make friends who can help you to stay safer.
9. Have fun while changing behaviors.

Feeling Thermometer

<u>Level</u>	<u>Triggers (Situations, People, Places, Feelings, Things)</u>
Very uncomfortable 100	<hr/> <hr/> <hr/> <hr/>
Uncomfortable 75	<hr/> <hr/> <hr/> <hr/>
Mildly Comfortable 25	<hr/> <hr/> <hr/> <hr/>
Very comfortable 0	<hr/> <hr/> <hr/> <hr/>

Ground Rules

1. Keep confidentiality. What you say is yours - what you hear is theirs.
2. Ask questions - there are no stupid questions.
3. If you are going to be in the group, be involved.
4. Don't judge others - accept group members as you would want to be accepted.
5. Agree to come "one more time" if you think you want to quit, give it a second chance.
6. Don't come high on alcohol or drugs.

Joy and Christopher

Scenario description:

Joy: Christopher has been your boyfriend for a couple weeks. You are in love with him and think you have a very special relationship. You want to know how Christopher feels about you. You are upset with his response and want some alcohol to make you feel better.

Christopher: You like Joy but you are not in love with her. You don't want to have just one girlfriend. You think Joy expects too much after such a short time.

Christopher:

Joy: I thought we had something special.

Christopher: Joy, I like you. I do.

Joy: You like me? Christopher, I'm in love with you.

Christopher: I don't think I am ready to have only one girlfriend.

Joy: You mean I am not enough for you! Christopher: Stop talking nonsense. We've only known each other a couple of weeks. That is not long enough to know if you love a person.

Joy: It is long enough for me! I need to know now or it's over.

Christopher: Okay. Then it's over.

Joy: I'm going to get some alcohol. Nice knowing you.

THE END

Ways of Coping

Stand Your Ground

Other: "Tonight we are not using a condom when we have sex."

(Encourage response such as: "Oh, yes we are.")

Keep Distance

Other: "I am worried that my partner is mad at me because I won't agree to unsafe sex. What can I do to keep my mind off of it?"

(Encourage response such as: "Let's go to a movie.")

Control Yourself

Other: "In a few minutes my new date will be here. I am so nervous. What can I do?"

(Encourage response such as: "Take a few deep breaths.")

Seek Support

Other: "If you are all alone, isn't there someone you could talk to?"

(Encourage response such as: "I guess I could call up my friend Henry.")

Solve the Problem

Other: "I haven't got a place to live. What am I going to do?"

(Encourage response such as: "Well, let's start by figuring out what kind of place you're looking for. Then we can look at some choices.")

Correct Yourself

Other: "I meant to use a condom last night, but I didn't, so now what do I do?"

(Encourage response such as: “Tell yourself that you are really going to try harder and promise to do better.”)

Escape the Scene

Other: “Here comes that man ~~bastard~~ who hit me last night. What should I do?”

(Encourage response such as: “Let’s run.”)

Give It Another Meaning

Other: “My girlfriend (boyfriend) ~~dumped~~ left me for someone else. I don’t know what to think.”

(Encourage response such as: “He/she wasn’t the one you could trust. Now you can find someone who really loves you.”)

Agnes and Mustafa

Mustafa: I told you, I'm not using kapira.

Agnes: And I told you, I never take a chance on getting HIV. It's really important that you put one on.

Mustafa: Baby, I'm not sick! Don't you trust me?

Agnes: Mustafa, if you care about me, you'll use a condom. Please.

Mustafa: No way!

Agnes: No way, then no sex. I like you and I want to have sex with you, but I don't risk my life for anyone. You find me when you change your mind about condoms.

THE END

THE END

Mark's Background Information

Last week you went drinking with some of your pals. You finished some beers in a vacant lot where you guys often hung out. Then you met your girlfriend, Teddy, in the park. You felt pretty happy and excited sexually. You tried to kiss her, and she pushed you away. You were surprised and hurt. That bothered you. What is wrong with her? She accused you of drinking. She had no right to say you were drunk because you weren't. You thought that she's always picking on you. You pulled her to you, and she screamed, "Get your hands off me!" You suddenly felt really angry and slapped her hard. She ran away. You wonder how you are going to keep her as a girlfriend.

Problem Analysis Form

What was the situation? (Who, where, when, what)

What did you think?

What did you feel?

What did you do?

Are you happy with what you did?

What is the main problem?

SMART

1. **S** is for state the problem.
2. **M** is for make a goal.
3. **A** is for actions that you could take. List them.
4. **R** is for reach a decision.
5. **T** is for try and review it.

Advantages and Disadvantages of Getting Tested for HIV

Advantages

1. Being aware of your status and being able to care for yourself mentally and physically.
2. Begin improving your nutrition and getting treatment for opportunistic infections as soon as possible.
3. Keep from passing the virus to partners.
4. Keep from passing the virus to your unborn child.

Disadvantages

1. If you test positive, you may feel hopeless and depressed.
2. If you test negative, you may believe that you are immune to HIV and not protect yourself in the future from HIV.
3. If you test positive, you may face discrimination and isolation.

Okello's Background Information

You have been living on the streets for about a year. You have been having sex with females and a few males for money recently. Most of the time you use condoms but you often get more money when you don't use condoms. You have a fairly steady girlfriend who you have sex with occasionally. Sometimes you can stay at her sister's house. You are feeling fine physically but you have heard so much about HIV and AIDS that you are worried. Actually, you are scared. You don't like being sick, you don't like taking pills, and you don't want to die. You are wondering if you should get tested for HIV. You want to be healthy and you don't want to spread the disease to anyone.

Fact Sheet on HIV Testing

There are five important points concerning the test for HIV:

1. The two most widely used HIV tests are the enzyme-linked immunosorbent assay (ELISA) and the Western blot. Both types of tests detect if there are antibodies in your blood that are fighting the HIV virus.
2. Alone, ELISA results are not enough for an HIV-positive final result. A more specific Western blot test should be used to confirm the ELISA results and a person's HIV-positive status.
3. Results from the two-part, ELISA with Western blot testing are more than 99% accurate.
4. The time period between when you become infected and when HIV tests can detect the presence of HIV antibodies is called the window period.
5. Early diagnosis is critical so you can start taking care of your health early.

For more information on HIV testing and for other questions about HIV/AIDS, you can contact the AIDS Information Centre or the Uganda AIDS Commission

Quickie Relaxation Cards

(Put each Quickie Relaxation Card on a separate card)

Waves

- Imagine yourself at the riverbank, looking out on rushing rapids
- See the rapids coming over and over
- Hear the sound of the rapids, the rhythm of the rapids
- Smell the rapids,

The Cloud

- Close your eyes
- See yourself lying on a cloud
- Feel yourself floating
- Feel no weight in your body
- Just feel yourself floating

The Brook

- Close your eyes
- See yourself beside a brook
- Hear the water passing by
- Watch the water flowing
- Watch the water, clear and pure, moving
- Feel the peace of the water

Geese

- Close your eyes
- Imagine geese flying in the sky
- See yourself - your own spirit - flying with them
- Watch them growing smaller as they fly away
- Feel yourself moving slowly, effortlessly with them
- See them disappear over the horizon

Dunes

- Close your eyes
- See the dunes along the beach
- Imagine lying by the foot of the dunes
- Feel yourself growing comfortable on the sand
- Feel the restful dunes protecting you
- Feel yourself at peace

Sky

- Look up at the sky
- Study the sky
- Feel the immensity

- Watch the sky's characteristics
- Read the sky
- Watch the show in the sky

The Sun

- Imagine the sun - not too hot - just pleasantly warm on your feet
- Feel the sun warming your legs
- Feel the sun on your abdomen
- Feel the warmth on your chest from the sun
- Feel your fingers and hands warming from the sun
- Feel the sun on your arms and your arms becoming warm
- Feel the sun gently warming your face

Mountain Air

- See yourself in the mountains
- Take a deep breath
- Smell the cool, fresh mountain air
- Feel your lungs filling with that sweet, refreshing air
- Breathe again and feel, the cool air coming into your nose
- Smell how pure the mountain air is

The Moon

- Close your eyes
- Imagine it is a clear night
- See the full moon brightly shining in the dark night
- Look down at your feet
- See the moon - the whole, huge moon - reflected in a tiny pool of water
- Concentrate on the moon's reflection

A Pebble in the Lake

- Imagine sitting beside a clear, blue lake
- Drop a small pebble in the water
- Watch it slowly, slowly float to the bottom
- See the circles on the water's surface
- Watch the circles widen and widen until you feel completely relaxed

Tight Fist

- Tighten the fist on your right hand
- Hold it, hold it, tighter and tighter
- Release it slowly
- Feel the tension being released
- Tighten the fist on your left hand
- Hold it, tighter and tighter
- Release the fist slowly
- Feel all the tension spread away

The Magic Circle

- Make a circle with your thumb and forefinger, leaving a ¼" space between them
- Focus on your fingers, the circle, the space
- As you become more relaxed, the thumb and forefinger will close forming a complete circle
- Focus on the circle
- Feel your finger and thumb closing the circle
- As the circle closes, feel the relaxation become deeper and deeper

The Refuge

- Imagine a place where you feel safe and peaceful
- See yourself coming closer to that place
- See yourself entering that special place
- See yourself safe and peaceful in that wonderful place

The Neck Drop

- Close your eyes
- Let your chin drop to your chest
- Rotate your head slowly from left to right in a complete circle
- Stop and let your chin fall to your chest again
- Now rotate your head again in a full circle from right to left

Warm Hands

- Close your eyes
- Place your right hand, palm down, in your lap
- Concentrate on your hand
- Imagine your hand getting warmer and warmer
- Feel your fingers getting warmer
- Feel your palm getting warmer
- Feel your face and forehead becoming pleasantly cool

The Shrug

- Stand up or sit straight
- Let your shoulders drop
- Now bring your shoulders up toward your ears
- Let them drop again
- Shrug your shoulders and release them five times
- Feel your shoulders relax

The Stairs

- Close your eyes
- Imagine you are standing at the top of a flight of ten stairs
- Count the stairs
- Imagine at the bottom of the stairs is total peace and harmony
- Slowly descend the stairs one step at a time, counting the stairs as you go
- With each step you are getting closer to total peace

- At step five say, "I'm halfway there"
- Feel yourself going deeper and deeper into relaxation
- Go all the way to ten
- At ten say, "I am deeply relaxed"

Bodiless

- Close your eyes
- Say to yourself, "My feet are warm, heavy and relaxed"
- Say to yourself, "My legs are warm, heavy and relaxed"
- Say to yourself, "My abdomen is warm, heavy and relaxed"
- Say to yourself, "My hands are warm, heavy and relaxed"
- Say to yourself, "My arms are warm, heavy and relaxed"
- Say to yourself, "My back is warm, heavy and relaxed"
- Say to yourself, "My neck and shoulders are warm, heavy and relaxed"
- Feel your whole body become relaxed

Music

- Close your eyes
- Listen intently to a piece of soothing, special music
- Hum the piece as you hear it
- Let the music surround you
- Let the music sink into your pores
- Feel the music enter your entire being

Texture

- Close your eyes
- Select the feel of a favorite texture such as silk or a soft cotton blanket
- Imagine the texture on your skin
- Feel the texture
- Feel yourself pleasantly wrapped in the texture

Fragrance

- Close your eyes
- Think of a fragrance you enjoy such as the smell of flowers or rain
- Fix the fragrance in your mind
- Breathe in the fragrance
- Smell the pleasant fragrance
- Imagine yourself in a cloud of fragrance

Blood Flow

- Close your eyes
- Imagine you can sense your blood flowing through your veins
- Picture yourself turning a knob to slow the flow
- Feel the blood moving more slowly and quietly
- Let your blood move calmly through your entire body

Eternal Unity

- Breathe in deeply, closing your eyes as you do
- Slowly release your breath saying "One"
- Breathe in deeply again
- Say "One" as you release your breath
- Breathe in deeply again, knowing the air you breathe is the same air that was here when the world began
- Breathe out slowly, saying "One"
- You are one with eternity

The Phrase

- Close your eyes
- Select a favorite phrase such as "Walk with beauty," "The Lord is my shepherd," "An eternity of endless space"
- Repeat the phrase three times, breathing deeply as you do

Pouring Out Tension

- Close your eyes
- Extend one hand in front of you with your arm straight
- Turn your palm up and make a small cup with your hand
- Imagine the cup in the palm of your hand being full of tension
- Very, very slowly turn your hand over
- As your hand turns over, feel all the tension spilling out
- The more your hand turns over, the more you are at peace
- Let all the tension pour out

The Tub

- Close your eyes
- Imagine lowering yourself slowly into a hot tub
- Feel your feet become warm and heavy
- Feel your legs become warm and heavy
- Feel your whole lower body sink into the warm water
- Feel the water cover your chest
- Feel the warmth spread up over your neck and shoulders
- Feel your whole body become warm and sinking downward into the pleasant water

Focused Breathing

- As you breathe in, concentrate on your diaphragm's expanding
- Feel it contract as the air escapes when you breathe out
- Just focus on your diaphragm as it expands and contracts
- Keep your awareness concentrated on your breath and diaphragm for one minute

Tingle Breathing

- As you breathe in, feel the air flowing up your nostrils

- As you breathe out, feel the air touching the hairs at the end of your nose
- Feel the tingle as the air brushes across the hair in your nose
- Breathe with awareness of the tingle for about one minute

Three Breaths

- Take a deep breath in
- Hold it
- Let it out slowly
- Take another deep breath in
- Hold it
- Let it out slowly
- Take one more deep breath in
- Hold it again
- Let it out very slowly