

PREPARATION PHASE: TAKING CARE OF MYSELF  
(HRA PROJECT)

DAY 1/MORNING

SESSION 1: COPING WITH MY ILLNESS

OBJECTIVES:

1. Mothers will develop a sense of comfort with the group.
2. Mothers will establish group rules.
3. Mothers will learn about the workshop's goals regarding coping effectively and helping their children.
4. Mothers will identify their feelings.
5. Mothers will determine how to help each other.
6. Mothers will increase their relaxation skills.

RATIONALE:

This session has two main goals. The first is to begin the process of building group cohesion, and that is done through sharing, developing group rules, giving out "Thanks", and determining the best ways to help each other. The second goal is to assist the women in recognizing and identifying feelings. We assume that to manage feelings and begin effective coping, the participants need to work on feeling recognition first. Also feelings are to be accepted and not feared.

PROCEDURES:

1. Introduce the participants and workshop. Explain the use of "Thanks." Hand out workbooks. Do a lottery. (15 minutes)
2. Have the group determine the ways they want to treat each other and establish ground rules. (15 minutes)
3. Introduce what this session is about through a scene and link the topic to feelings. (15 minutes)
4. Explore feelings by defining them, expanding the feeling vocabulary, determining where feelings are in the body, and using the Feeling Thermometer. (30 minutes)
5. Practice relaxation as an example of coping. (15 minutes)
6. Define what is help that people find useful and "help" that is not wanted. (15 minutes)
7. End with 10 minutes of special sharing and giving appreciation to each other. Also say a positive mantra

together. (15 minutes)

MATERIALS:

"Thanks"  
Lottery Tickets  
Lottery Prize  
Newsprint and marking pens  
Workbooks  
Course Outline  
Feeling Thermometer Chart  
Feeling Thermometer: Feeling Responses to Situations  
Extra Feeling Thermometers  
Opening Relaxation

Notes to the Facilitator:

1. **Bold** letters tell you what the purpose of the exercise is and highlight points to make. **CAPITAL** letters tell you what to do. Small case letters tell you what to say. Once you have become familiar with what to say, use **your own words**. Do not read your lines to the group.
2. Begin each session 5 minutes ahead of time in order to cover any administrative matters.

Exercise 1: What's This Workshop All About?  
(15 minutes)

**[The purposes of this exercise are to increase self esteem, begin building group cohesion, and introduce the topics in the workshop. Confidence building introductions, a lottery, and review of a workshop outline are the methods used.]**

FACILITATOR SAYS

Welcome. I'm very glad to see you here.

Let's start by introducing ourselves.

Please tell us your first name and one thing about you which makes you proud.

For example, someone might say, "I am Jean, and I am proud of my love for my children."

I'll start to show you what I mean.

My name is .... and I am proud of .....

HAVE EACH PARTICIPANT INTRODUCE HERSELF AND STATE ONE THING THAT MAKES HER PROUD. BEGIN WITH THE PERSON NEXT TO YOU. MAKE SURE THE CO-FACILITATOR INTRODUCES HERSELF AS WELL.

The purpose of this workshop is to help you deal effectively with the pressures on you and to prepare you for helping your children handle this difficult time.

Some of you may have experience with other types of groups, like support groups or rap groups. In a support group, sessions are not arranged in any particular way, so that members can come and go without necessarily missing something.

Project TALK is a little different. Our groups follow a certain order, with each session building on the session before it. When you skip a day, you'll miss material for next time.

We encourage you to attend group as consistently as possible to get the most out of the experience. We will have two sessions each time we meet, one in the morning and one in the afternoon.

The first workshop sessions will be focused on you. These 8 sessions will be covered over the course of 4 Saturdays.

HAND OUT THE WORKBOOKS.

At the beginning of this workbook please place an outline of the entire workshop.

HAND OUT THE OUTLINE. THE OUTLINE IS AS FOLLOWS:

## WORKSHOP OUTLINE

### PART 1: TAKING CARE OF MYSELF (MOTHERS ONLY)

- Session 1: Coping with My Illness
- Session 2: Coping with Fear
- Session 3: Coping with Anger
- Session 4: Coping with Sadness
- Session 5: Coping with the Meaning of My Illness
- Session 6: Coping with Whether to Tell I Have AIDS
- Session 7: Coping with Telling Others
- Session 8: Coping with the Future

### PART 2: TAKING CARE OF MY CHILDREN (MOTHERS)

This section deals with meeting my children's needs, making custody arrangements, being a helpful parent, dealing with safer sex and drug use, and providing a legacy for my children.

### PART 2: COPING WITH MY MOTHER'S BEING ILL (ADOLESCENTS)

This section helps the adolescent cope with feelings of sadness, fear, and anger, communicate better at home, create a positive home atmosphere, handle new roles, deal with custody arrangements, practice safer sex, avoid pregnancy and fatherhood, deal with drugs, and plan for the future.

### PART 3: COPING WITH CHANGE (ADOLESCENTS)

This part of the training helps the adolescent deal with all the changes that have occurred. Those changes might involve school, living arrangements, new roles, and guardians. Guardians will be involved in the training also. There is a future orientation as well. Adolescents are assisted in planning their futures.

You can look it over after today's session.

What it tells you is that there are three parts to the workshop.

The first part of the workshop is designed to help you cope effectively with the fact that you are a person living with AIDS. We cover the part 1 sessions over the course of 4 Saturdays.

The second part of the workshop is for you and your children together. It will take us 8 Saturdays to complete the part 2 sessions.

The third part of the workshop occurs when your children are in the living arrangements that you have made for

them.

The third part teaches your children how to handle all the changes that she or he faces.

Any questions so far?

ANSWER QUESTIONS.

In this group we like to show our appreciation for the way group members participate.

So we give them "**Thanks.**"

HAND OUT TWENTY "THANKS" TO EACH PERSON.

As you can see, "Thanks" are little cards.

When you give someone a "Thanks," it means you are saying to them "That's Great!" or "I like it!" or "Thank you."

When you hear a person say or do something you like, please give them a "Thanks."

I am so pleased by your coming today that we will start with a **lottery**.

Write your first name and last initial on a lottery ticket and put it in this cup.

We will then draw a name and that person will win this lottery gift.

HOLD UP THE LOTTERY GIFT. REPEAT THE INSTRUCTIONS. COLLECT THE CARDS. HAVE SOMEONE PICK A CARD, ANNOUNCE THE WINNER, AND GIVE OUT THE GIFT.

Throughout the workshops we will have lotteries; so this is not your last chance.

Exercise 2: How Do We Deal With Each Other in Here?

(15 minutes)

**[The purposes of this exercise are to establish a safe environment and to create a sense of control - empowerment. Developing group rules is the method used.]**

When people who don't know each other get together in a group, it helps to figure out how they want to treat each other.

For example, don't tell people outside of the group what somebody else said in here.

I will write your ideas up here on newsprint.

Tell me how you want to be treated.

ENCOURAGE IDEAS. WRITE THEM ON NEWSPRINT. A SAMPLE SET OF RULES FOLLOWS. THEY ARE FOR THE FACILITATOR'S USE. DO NOT PASS THEM OUT. IF A RULE THAT YOU THINK SHOULD BE CONSIDERED IS NOT MENTIONED, BRING IT UP FOR CONSIDERATION.

1. KEEP CONFIDENTIALITY - WHAT YOU SAY IS YOURS. WHAT YOU HEAR IS THEIRS.
2. OPEN UP YOUR FEELINGS, BUT EXPRESS THEM WITHOUT HURTING YOURSELF, ANOTHER GROUP MEMBER, THE FACILITATOR OR THE FURNISHINGS.
3. ASK QUESTIONS - THERE ARE NO STUPID QUESTIONS.
4. BE AN ACTIVE PARTICIPANT - NOT TOO MUCH HIDING.
5. DON'T JUDGE OTHERS - ACCEPT OTHER GROUP MEMBERS AS THEY ARE.
6. LISTEN ACTIVELY WITH AN OPEN MIND.
7. SHOW EACH OTHER RESPECT.

MAKE SURE ALL OF THESE AREAS ARE DISCUSSED. GIVE OUT "THANKS" AS IDEAS COME UP. IF COMING TO THE SESSION HIGH ON DRUGS AND ALCOHOL DOESN'T COME UP, BRING IT UP. FOR EXAMPLE,

I have found that if someone comes to the session high on drugs or alcohol it can mess up the session for everyone.

Other participants who are working on kicking the habit don't like it.

We might want to set up a special session for women who can't control coming to the session high.

Does that sound OK to you?

Let's review your ideas and select the ones you agree on.

ENCOURAGE DISCUSSION OF THE RULES. SHAPE THE IDEAS INTO A LIST OF RULES.

The list that you made contain great rules.

Are there any ideas up here that someone does not like?

ASK FOR COMMENTS AND EXPLANATIONS. TRY FOR CONSENSUS. MAKE MODIFICATIONS AS NEEDED. TEAR THE GROUND RULES OFF THE NEWSPRINT PAD AND ATTACH IT TO THE WALL.

Now we have a set of ground rules for us to follow.

Another idea that isn't exactly a rule is to have fun.

Exercise 3: Introducing the Session's Focus  
(15 minutes)

**[The purpose of this exercise is to introduce what today's session is all about. A script and the Feeling Thermometer are used.]**

I want to introduce what we will be working on this morning through a little scene - a kind of TV soap opera.

This time the co-facilitator and I will read the script, but in the future we would like you to play the parts.  
THE TWO FACILITATORS ACT OUT THE FOLLOWING SCENE:

WHAT'S HAPPENING?

LARAINÉ: How are you doing, Thelma?

THELMA: I don't know.

LARAINÉ: Is something the matter?

THELMA: I'm not sure.

LARAINÉ: Well, how do you feel?

THELMA: I can't exactly tell.

LARAINÉ: Not good?

THELMA: No, not good. I just can't put my finger on it.

LARAINÉ: How does your body feel?

THELMA: Tired. Heavy. Worn out.

LARAINÉ: It sounds like you're feeling kind of down.

THELMA: I guess that's it. I have good days and bad days. This must be one of the bad ones.

LARAINÉ: What's going through your head?

THELMA: Oh, Laraine, I'm worried about how I am going to take care of my kids. This AIDS business is getting me down.

LARAINÉ: It's hard to take care of your kids when you feel blue.

THELMA: Don't I know. I better do something to get my self out of this mood.

LARAINÉ: Let's think of what you can do.

THE END

HOLD UP A CHART OF A FEELING THERMOMETER.

This picture is what we call a "Feeling Thermometer."

If a person is very uncomfortable in a situation, then she might report that her comfort level is 90.

The high end is from 75 to 100.

If the person is very comfortable, then her reading of the Feeling Thermometer would be in the 25 to 0 range.

Here is a Feeling Thermometer for everyone to put in her workbook.

HAND OUT THE FEELING THERMOMETER.

Now let's return to the scene.

How comfortable were you watching that scene?

ENCOURAGE RESPONSES.

How comfortable or uncomfortable would you feel if you thought you couldn't take care of your kids?

OBTAIN RESPONSES.

How comfortable or uncomfortable would you feel if you had a whole of list of things to get done during the day, but you just didn't have the energy?

OBTAIN RESPONSES.

How comfortable or uncomfortable would you feel if you asked one of your children to pick up her or his clothes and you checked later and found nothing had been done?

OBTAIN RESPONSES.

How comfortable or uncomfortable would you feel if you found out from your doctor that the medicine you were taking was working?

OBTAIN RESPONSES.

Today and for the next few session we will be working on feelings and how to handle them.

Exercise 4: Learning About Feelings  
(30 minutes)

**[The purpose of this exercise is for the women to become acquainted with feelings in general and their own feelings in particular. The skill to be learned is feeling identification. Listing feelings and the many words that communicate them, the actions that naturally go with feelings, where feelings are in their bodies, and linking situations to feelings are the components of this exercise.]**

Let's get into feelings.

Feelings are physical reactions to situations that you experience.

They are like messages that tell you what is going on, how you are reacting to the situation.

There are two reasons for recognizing, accepting and expressing your feelings.

First, once you recognize, accept and express your feelings you can begin to take actions to feel better.

Also you can decide on what you want to do about the situation with which you are involved.

If you can't tell whether the burner on the stove is hot or cold to your touch, you may get burned. Ouch!

Second, if you can't express your feelings, they can build up and make you physically sick.

It's like getting food stuck in your throat.

Get it out or you will choke.

What are the main feelings?

ENCOURAGE THE GROUP TO COME WITH FEELINGS. WRITE THEM ON NEWSPRINT. MAKE SURE THAT PRIMARY FEELINGS SUCH AS THE FOLLOWING ARE LISTED.

LOVE  
HAPPINESS

ANGER  
SADNESS  
FEAR

What are some other words for each of the main feelings you listed?

Like for "fear" you might say "scared," "nervous," "frightened."

In pairs I want you to come with as many other words as you can for the feeling word that I give you.

You have 3 minutes to make your list.

DIVIDE THE GROUP INTO PAIRS. GIVE EACH GROUP A SHEET OF NEWSPRINT AND MARKING PEN. ASSIGN THE FIRST PAIR THE WORD HAPPINESS. ASSIGN THE SECOND PAIR THE WORD ANGER. ASSIGN THE THIRD PAIR THE WORD SADNESS, AND ASSIGN THE FOURTH PAIR THE WORD FEAR. ALLOW THREE MINUTES TO MAKE THEIR LISTS. THEN ASK TO COME TOGETHER AND REPORT.

Let's hear what you came up with.

HAVE THE GROUPS HOLD UP THEIR NEWSPRINT AND GO OVER THE WORDS.

Thank you.

You can see there are lots of feeling words.

Some of them show strong feelings and others less strong.

Certain kinds of experiences trigger off each feeling, and then there is a natural action that people want to take after having the feeling.

For example, fear comes up when you are threatened or in danger, and the action many people would want to take is to run away.

Are there other ways a person might respond if she were afraid?

ENCOURAGE RESPONSES.

What would you want to do if you were angry?

ENCOURAGE RESPONSES.

What would you naturally do if you were sad?

ENCOURAGE RESPONSES.

What about if you were happy or full of love?

ENCOURAGE RESPONSES.

Sometimes a person may not be sure of how she feels, but her body signals will tell her.

For example, a heavy sensation may signal feeling sad.

Sweaty palms may mean fear or anxiety.

Clenched teeth may signal anger.

It is very important to pay attention to your body's reactions.

ASK TWO WOMEN AT A TIME WHERE IN THEIR BODIES THEY WOULD FEEL A CERTAIN FEELING.

TO THE FIRST TWO WOMEN -  
Where in your body do you feel anger?

ENCOURAGE RESPONSES. GIVE OUT "THANKS."

TO THE SECOND TWO WOMEN -

Where in your body do you feel sadness?

ENCOURAGE RESPONSES. GIVE OUT "THANKS."

TO THE THIRD TWO WOMEN -

Where in your body do you feel fear?

ENCOURAGE RESPONSES. GIVE OUT "THANKS."

TO THE FOURTH TWO WOMEN -

Where in your body do you feel happiness?

ENCOURAGE RESPONSES. GIVE OUT "THANKS."

Now I want to ask everybody, where in your bodies do you feel love?

ENCOURAGE RESPONSES. GIVE OUT "THANKS."

Next let's take a look at your feelings in different situations.

We want to know nowadays when do you feel comfortable and uncomfortable.

Here is the Feeling Thermometer again.

HOLD UP A CHART OF THE FEELING THERMOMETER.

Remember that 100 degree means very uncomfortable and 0 degrees means completely comfortable.

I will read two situations to start us off.

Then I will ask you for examples of what situations you feel uncomfortable in and which ones are comfortable.

When I read the situations on the Feeling Thermometer that I will give you, you rate how comfortable you would be and think of what feeling you would have.

Let me give you an example.

**SPEAK TO YOUR CO-FACILITATOR.**

..... (NAME), what would your Feeling Thermometer temperature be if you failed your test for a driver's license?

**CO-FACILITATOR RESPONDS.**

What would you label the feeling that you had?

**CO-FACILITATOR RESPONDS. GIVE OUT A STROKE TO CO-FACILITATOR.**

Thank you.

How would some of you feel?

**GET GROUP MEMBER RESPONSES.**

**AGAIN ASK THE CO-FACILITATOR.**

What would your Feeling Thermometer reading be if your teenage son called you stupid?

**CO-FACILITATOR RESPONDS, GIVING A LEVEL AND LABELLING THE FEELING.**

That's good.

What about others in the group?

How would you respond?

GET GROUP MEMBER RESPONSES.

AGAIN ASK YOUR CO-FACILITATOR.

What would your temperature level be if your lover walked out on you?

CO-FACILITATOR RESPONDS, GIVING A LEVEL AND A LABEL FOR THE FEELING.

Thank you again.

Any one else want to say what they would feel?

OBTAIN GROUP MEMBER RESPONSES.

Here is a Feeling Thermometer with a couple of situations written down.

PASS OUT THE FEELING THERMOMETER.

Now let's work on the Feeling Thermometer I just gave you.

Write your answers down on the Feeling Thermometer, if you wish.

POINT TO FEELING THERMOMETERS IN THE WORKBOOKS AND READ THE TWO SITUATIONS. ALLOW TIME FOR THEM TO RATE DISCOMFORT-COMFORT AND NOTE THE EMOTION THEY WOULD FEEL. THE SITUATIONS ARE AS FOLLOWS:

1. Your teenager came home with a B+ in a math course.
2. A friend who used to visit you all the time rarely comes now.

Are you willing to share what you put down on.....?

ENCOURAGE RESPONSES. GIVE OUT "THANKS."

Now please give one example of a situation in which you feel very uncomfortable and one in which you would feel very comfortable.

GO AROUND THE ROOM ASKING FOR EXAMPLES. WRITE THEM ON NEWSPRINT. GIVE OUT "THANKS."

That was great!

We have now practiced using the Feeling Thermometer.

We will use it frequently during our sessions to get at your feelings.

Here are some blank copies for your workbook so that you can begin to write in your own personal situations and see what your comfort levels and feelings were.

HAND OUT THREE BLANK FEELING THERMOMETERS TO EACH WOMAN.

I want to add a note here.

Sometimes in the group a woman wants to take some time to share something with the other women or to ask them something that she has been thinking about.

Maybe there wasn't enough time at the end of an exercise for her to share as she wanted to.

So, at the end of each session there will be 10 minutes of **free time** without a planned exercise.

This free time is set aside for women who have a strong need to share something.

Exercise 5: How Can I Feel More Comfortable?  
(15 minutes)

**[The purposes of this exercise are to decrease tension after having stimulated negative feelings and to demonstrate the usefulness of relaxation. Leading the mothers through a relaxation protocol is the method used.]**

All of you face lots of pressure.

To cope means to deal with that pressure.

There can be coping that works and coping that doesn't.

When the coping does not work, a person feels overwhelmed and gets stressed out.

The pressure often comes from the demands made on you.

For example, taking care of your children's clothes, food, health, and school concerns.

Making sure your daughter doesn't get pregnant, dealing with your kids and drugs.

The demands of your illness: staying healthy, pain, disability.

Handling doctors, hospitals and clinics.

Sometimes your relationships with friends and family can have pressures there.

Your own feelings - anger, fear - and your own thoughts - "I'm no good" can put pressure on you.

Now, let's look at coping.

Coping is the actions we take when there is pressure on us.

There are two kinds of coping.

One kind is designed to make you feel better.

"I'm really depressed. I think I'll watch TV and get my mind off it."

The other kind of coping tries to fix the situation.

"I'm going over and tell Ed what I think of the way he's treating me."

Before demonstrating a way of making you feel better, I want to make two important points.

First, the ways of coping that work will be influenced by the group, the culture, that you come from.

For example, the way a Latina woman expresses anger may be different than the way an African-American woman does it because of the way her cultural group operates.

At times you will want to make slight changes in coping to fit your own background.

Second, we know you want to help your kids, and, the more you can be a model by learning to recognize your feelings and deal with them, the more effective you will be in helping them.

Your children will see how you do it and learn from you.

We may have stirred up feelings in that last exercise with the Feeling Thermometer.

Earlier we said that in the workshop you would be shown ways to make yourself feel better.

One of the most effective ways to cope with feelings is through relaxation.

We will cover different ways to relax often in the workshop.

Today is an introduction.

Get yourself in a comfortable position - whatever way is best for you.

**FOLLOW THE RELAXATION PROTOCOL. OBSERVE THE BREATHING OF THE PARTICIPANTS. PICK OUT ONE OR TWO PEOPLE TO FOLLOW. MATCH YOUR BREATHING TO THEIRS. GET INTO YOUR OWN RELAXATION. FEEL THE PARTICIPANTS SLOWING DOWN TO MATCH YOUR PACE. GO SLOWLY. BE WITH THE PARTICIPANTS. THE RELAXATION PROTOCOL IS AS FOLLOWS:**

## OPENING RELAXATION

To prepare yourself for relaxing, would you please say slowly to yourself, "Clear mind." PAUSE

Again, "Clear mind."

Good.

Do nothing but watch your breath. PAUSE

Don't try to change it - just watch it.

In and out. PAUSE

In and out. PAUSE

You may want to put your hand on your stomach so that you can feel it rise as you breathe in and fall as you breathe out.

In and out. PAUSE

In and out. PAUSE

Now can you pay attention only to breathing out? PAUSE

Sigh when you breathe out.

Out. Ahhhhhhhhh. PAUSE

Out. Ahhhhhhhhh. PAUSE

Out. Ahhhhhhhhh. PAUSE

Can you let your body become light? PAUSE

Feel your arms growing lighter PAUSE and lighter.

Almost as if they want to lift up slightly. PAUSE

Can you feel your legs becoming lighter PAUSE and lighter?

Lighter. PAUSE

Do your legs want to float off the floor?

Lighter. PAUSE

Can you feel your whole body beginning to float? PAUSE

And your eyes beginning to close? PAUSE

Float where you are comfortable - in water, in a hammock, on a cloud.

Breathe out. PAUSE

Breathe out. PAUSE

Breathe out. PAUSE

Float. PAUSE

Float. PAUSE

Feel how light you are.

The air is gentle on your skin. PAUSE

The colors are soft. PAUSE

You are floating. PAUSE

You are floating. PAUSE

Let everything go.

Let PAUSE everything PAUSE go. PAUSE

Drift along at peace. PAUSE

Drift along at peace. PAUSE

Let your breath flow easily. PAUSE

Let your breath flow deeply. PAUSE

Slowly become still. PAUSE

Become still. PAUSE

Enjoy the peace. LONG PAUSE

As I count from 10 to 1, let yourself return.

At 5, open your eyes.

When I get to 0, you will feel refreshed and at ease.

10.....9.....8.....7....6....5 Open your eyes and notice the room.

4.....3....2....1....0. Now yawn and stretch.

Yawn and stretch.

Now you have experienced a way to make you feel better.

The relaxation script which I just read is to be place in your workbook, and we will give you a tape to use on your own.

HAND OUT THE RELAXATION PROTOCOL.

Exercise 6: Giving Comfort to Each Other  
(15 minutes)

**[The purpose of this exercise is to discover what interpersonal assistance is helpful and which kinds are not. Building a group list of helpful and unhelpful actions is the method used.]**

Another way to deal with unpleasant feelings is to be with someone else who can give comfort.

I want to take a moment and get some ideas from you about what another person can do to make you feel better and what is not helpful.

Share with the group whatever comes to mind without evaluating the ideas.

The more ideas the better.

That's called brainstorming.

WRITE UP ON NEWSPRINT "HELPFUL" AND THEN LOWER DOWN "UNHELPFUL." ENCOURAGE IDEAS. USE THE FOLLOWING AS A GUIDE:

HELPFUL RESPONSES

CONTACT WITH PEOPLE IN THE SAME CONDITION  
PROVIDING AN OPPORTUNITY TO EXPRESS FEELINGS AND THOUGHTS  
EXPRESSING CONCERN  
SIMPLY BEING THERE FOR THE PERSON

PROVIDING A "BIG PICTURE" PERSPECTIVE  
RELIGIOUS SUPPORT  
INVOLVING THE PERSON IN SOCIAL ACTIVITIES

UNHELPFUL RESPONSES

GIVING UNASKED-FOR ADVICE  
ENCOURAGING RECOVERY  
FORCED CHEERFULNESS  
SAYING, "I KNOW HOW YOU FEEL"  
PROVIDING UNWANTED HELP  
INTERFERING INTO THE PERSON'S LIFE.

IF SOME IMPORTANT IDEAS FROM THE ABOVE LIST ARE NOT MENTIONED, BRING THEM UP FOR CONSIDERATION.

Now it is time to evaluate these ideas.

What do you think of them?

Which ones are the most important?

ENCOURAGE DISCUSSION OF THE IDEAS. MAKE A NEW LIST OF THE CRITICAL IDEAS.

Those are really good ideas.

We'll try to operate that way when we support and comfort each other in here.

Exercise 7: How Do We End the Session?  
(15 Minutes)

**[The purposes of this exercise are to provide for special sharing and to build group cohesion. Allowing women to talk in an unplanned fashion and showing appreciation to each other are the approaches used.]**

We are near the end of the morning session.

I said earlier that at the end of the session there would be 10 minutes of free time for anyone to share something

special with the group or ask the group for reactions and advice.

Who feels the need to share?

TRY TO GET AN IDEA OF EVERYONE WHO WANTS TO TALK SO THAT YOU CAN PARTIAL OUT THE TIME FAIRLY. DON'T PUSH ANYONE TO SHARE. KEEP TO THE 10 MINUTES. IF SOMEONE NEEDS MORE TIME AND MORE PERSONALIZED ATTENTION, YOU CAN MEET WITH THEM AFTER THE SESSION.

We often need strong and comforting thoughts to get us through difficult times.

Having an illness like yours can rob you of your self-esteem.

We need to fight against that.

Here is a thought to help us.

Would you please stand and repeat after me the words on this poster.

PUT UP THE POSTER AND HAVE THEM REPEAT THE WORDS.

"NO MATTER WHAT ANYONE SAYS OR DOES TO ME OR WHAT I THINK OF MYSELF, I AM A GOOD PERSON."

Let's end today's session by first giving appreciation to each other.

Please show each other that you appreciate other group member's contributions or simply their having the courage to be here.

ENCOURAGE GIVING OUT "THANKS" TO EACH OTHER. GIVE OUT "THANKS" AND VERBAL SUPPORT. MAKE SURE EVERYONE IN THE GROUP IS INCLUDED. GIVE "THANKS" TO WOMEN FOR SHOWING APPRECIATION TO OTHERS.

It is time for a lunch break.

I'll see you after lunch at \_\_\_\_\_. (time)

THE END OF SESSION 1

## WORKSHOP OUTLINE

### PART 1: TAKING CARE OF MYSELF (MOTHERS ONLY)

- Session 1: Coping with My Illness
- Session 2: Coping with Fear
- Session 3: Coping with Anger
- Session 4: Coping with Sadness
- Session 5: Coping with the Meaning of My Illness
- Session 6: Coping with Whether to Tell I Have AIDS
- Session 7: Coping with Telling Others
- Session 8: Coping with the Future

### PART 2: TAKING CARE OF MY CHILDREN (MOTHERS)

This section deals with meeting my children's needs, making custody arrangements, being a helpful parent, dealing with safer sex and drug use, and providing a legacy for my children.

### PART 2: COPING WITH MY MOTHER'S BEING ILL (ADOLESCENTS)

This section helps the adolescent cope with feelings of sadness, fear, and anger, communicate better at home, create a positive home atmosphere, handle new roles, deal with custody arrangements, practice safer sex, avoid pregnancy and fatherhood, deal with drugs, and plan for the future.

### PART 3: COPING WITH CHANGE (ADOLESCENTS)

This part of the training helps the adolescent deal with all the changes that have occurred. Those changes might involve school, living arrangements, new roles, and guardians. Guardians will be involved in the training also. There is a future orientation as well. Adolescents are assisted in planning their futures.

## FEELING RESPONSES TO SITUATIONS

(session 1)

### FEELING THERMOMETER

100                    EXTREMELY UNCOMFORTABLE  
90  
80  
70  
60  
50  
40  
30  
20  
10  
0                    TOTALLY COMFORTABLE

### SITUATION

### TEMPERATURE

### FEELING WORD

1. Your teenager came home with a B+ in a math course.
2. A friend who used to visit you all the time rarely comes now.

FEELING THERMOMETER

100           VERY UNCOMFORTABLE  
90  
80  
70  
60  
50  
40  
30  
20  
10  
0            COMPLETELY COMFORTABLE

SITUATIONS

TEMPERATURE  
READING

FEELING THERMOMETER

100           VERY UNCOMFORTABLE  
90  
80  
70  
60  
50  
40  
30  
20  
10  
0            COMPLETELY COMFORTABLE

SITUATIONS

TEMPERATURE  
READING

FEELING THERMOMETER

100           VERY UNCOMFORTABLE  
90  
80  
70  
60  
50  
40  
30  
20  
10  
0            COMPLETELY COMFORTABLE

SITUATIONS

TEMPERATURE  
READING

## OPENING RELAXATION

To prepare yourself for relaxing, would you please say slowly to yourself, "Clear mind." PAUSE

Again, "Clear mind."

Good.

Do nothing but watch your breath. PAUSE

Don't try to change it - just watch it.

In and out. PAUSE

In and out. PAUSE

You may want to put your hand on your stomach so that you can feel it rise as you breathe in and fall as you breathe out.

In and out. PAUSE

In and out. PAUSE

Now can you pay attention only to breathing out? PAUSE

Sigh when you breathe out.

Out. Ahhhhhhhhh. PAUSE

Out. Ahhhhhhhhh. PAUSE

Out. Ahhhhhhhhh. PAUSE

Can you let your body become light? PAUSE

Feel your arms growing lighter PAUSE and lighter.

Almost as if they want to lift up slightly. PAUSE

Can you feel your legs becoming lighter PAUSE and lighter?

Lighter. PAUSE

Do your legs want to float off the floor?

Lighter. PAUSE

Can you feel your whole body beginning to float? PAUSE

August 1995

And your eyes beginning to close? PAUSE

Float where you are comfortable - in water, in a hammock, on a cloud.

Breathe out. PAUSE

Breathe out. PAUSE

Breathe out. PAUSE

Float. PAUSE

Float. PAUSE

Feel how light you are.

The air is gentle on your skin. PAUSE

The colors are soft. PAUSE

You are floating. PAUSE

You are floating. PAUSE

Let everything go.

Let PAUSE everything PAUSE go. PAUSE

Drift along at peace. PAUSE

Drift along at peace. PAUSE

Let your breath flow easily. PAUSE

Let your breath flow deeply. PAUSE

Slowly become still. PAUSE

Become still. PAUSE

Enjoy the peace. LONG PAUSE

As I count from 10 to 1, let yourself return.

At 5, open your eyes.

When I get to 0, you will feel refreshed and at ease.

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10.....9.....8.....7.....6.....5 Open your eyes and notice the room.

4.....3.....2.....1.....0. Now yawn and stretch.

Yawn and stretch.