

ADOLESCENTS' TRAINING - ILLNESS PHASE  
(HRA PROJECT)

SESSION 3: HOW CAN I DEAL WITH STIGMA?

(Day 2, Morning. Two hours in length)

OBJECTIVES:

1. Youths will reduce any shame they feel about the fact that their mother is living with AIDS.
2. Youths will increase their skills in dealing with situations in which they and their families are stigmatized.
3. Youths will increase their ability to relax in tense situations.

RATIONALE:

It is bad enough that these youths are confronted with a situation of great loss, pain and confusion, but to add to that the stigma which may occur because of the "AIDS" label and these youths can be devastated. The negative consequences of stigma are obvious: loss of social support; isolation; lowered self-esteem; greater vulnerability to stress; lowered assertiveness; fewer coping mechanisms; feelings of defeat and depression; and limited access to opportunities for work, school, and other activities. For these reasons it is critical to include a session on dealing with stigma.

In dealing with stigma this session addresses feelings of shame, using problem solving on situations in which stigma occurs, practicing healthy self-talk, and learning how to relax.

PROCEDURES:

1. Introduce the participants, facilitators, and the topic. Give out Strokes. Do a lottery and review goals. (15 minutes)
2. Relate personal feelings to being stigmatized and explore the meaning of being stigmatized. (15 minutes)
3. Reduce feelings of shame through responding to shame statements. (20 minutes)
4. Identify ways to cope with stigma and problem solve a situation. (20 minutes)
5. Practice confronting a stigmatizing scene, using role playing. (35 minutes)
6. Lead the group through a relaxation protocol. (5 minutes)
7. End with goal setting, review, and appreciation of each other. (10 minutes)

MATERIALS:

Lottery tickets  
Lottery prize

Strokes  
Script on Stigma  
Feeling Thermometer on Stigma  
Shame Cards

Exercise 1: What Are We Working On Now?  
(15 minutes)

**[The purpose of this exercise is to build self-esteem through the introduction and labelling of positive qualities and to introduce the topic in a manner that is both emotionally arousing and lively. A script is used for that purpose.]**

Welcome back to the workshop.

I am glad to see you here and ready to go on time.

Let's do a lottery to show how much we appreciate your presence.

Write your names on the tickets when you get them and put them in the bowl.

PASS OUT LOTTERY TICKETS. COLLECT THEM. MIX THEM UP. HAVE SOMEONE DRAW AND GIVE A PRIZE TO THE WINNER.

I hope you are pleasantly full and rested.

Let's begin by going around and giving your first name and completing this sentence: "One quality my best friend likes most about me is...."

For example, "My name is Cathy and my best friend likes about me that I keep her secrets."

I'll begin.

My name is ..... and my best friend likes most about me .....

HAVE EACH PERSON GIVE HER/HIS FIRST NAME AND WHAT HER/HIS BEST FRIEND LIKES MOST ABOUT HIM/HER.

Thank you.

Here are the Strokes for this morning.

GIVE OUT 20 STROKES TO EACH PERSON.

Remember to give out as many as you can.

Catch somebody doing something you like.

At the end of the last session you chose a goal to achieve between sessions.

We want to take some time to hear what you did.

GO AROUND THE ROOM AND HAVE EACH PERSON INDICATE HOW HE OR SHE DID. GIVE OUT STROKES. COACH AS NECESSARY. HELP PROBLEM SOLVE BARRIERS.

I hope that working on goals is becoming easier.

Now I want to show you what today's topic is about and will need two volunteers to play the parts.

Someone to play Ginny and someone to play Denise.

SELECT VOLUNTEERS. GIVE THEM THE SCRIPT AND HAVE THEM READ THE PARTS ALOUD TO THE GROUP.

I CAN'T COME UP

GINNY: How did you like that new boy in math class?

DENISE: He was really cute.

GINNY: Come on up to the apartment. I want to show you the pictures I got back of the party at Tommy's.

DENISE: I can't.

GINNY: How come?

DENISE: I just can't.

GINNY: I don't understand.

DENISE: Please don't make me tell you.

GINNY: I want to know.  
DENISE: My mother won't let me.  
GINNY: But why?  
DENISE: Because of your mother.  
GINNY: My mother?  
DENISE: She doesn't want me to catch it.  
GINNY: Catch AIDS?  
DENISE: Yes.

THE END

Thank you.

That was great!

GIVE OUT STROKES.

You can see from the scene that this afternoon's session is about prejudice, stigma, and discrimination related to having AIDS.

## Exercise 2: How Do I Feel About Stigma?

(15 minutes)

**[The goal of this exercise is make youths aware of their feelings about stigma and what it means to be stigmatized. Using the Feeling Thermometer and exploring meaning are used to achieve that end.]**

Most of you know all about prejudice based on race or country of origin.

Today we are dealing with prejudice because of AIDS.

If you already are a victim of stigma because of your race, having AIDS too will be a double whammy.

AIDS stigma or discrimination is different than that based on race.

First of all, prejudiced people think it is the person's fault if he or she got AIDS.

Second, they think AIDS is acquired through immoral - bad - acts.

Third, they are terrified of catching it from the person with AIDS.

Stigma means to be rejected and devalued because of a label that people put on you.

People living with AIDS and their families often receive stigma.

How would you feel if people reacted with prejudice against you, your family and your mother because of AIDS?

To find out I want you to rate the situations I will tell you about on the Feeling Thermometer.

Remember, 100 is very uncomfortable and 0 is completely comfortable.

**HAND OUT THE FEELING THERMOMETER ON STIGMA AND READ THE SITUATIONS, ALLOWING TIME FOR YOUTHS TO WRITE DOWN THEIR TEMPERATURE. THE SITUATIONS ARE AS FOLLOWS:**

1. Your best friend's mother says that coming up to your apartment is forbidden because your mother has AIDS.
2. You go to a party and are told not to come in because people don't want to "catch anything."
3. You find a big "AIDS" written on your front door.

What were your temperature readings for those situations?

ENCOURAGE SHARING.

Are there other situations that you can think of and how would you feel about them?

ENCOURAGE ADDITIONS AND DISCUSSION.

If you haven't faced stigma yet because of your mother's AIDS, let me ask you a couple of questions.

How would the man who runs the corner grocery store react if you told him your mother had AIDS?

And what about your neighbors?

How would your neighbors react if you told them your mother had AIDS?

ENCOURAGE RESPONSES. TRY TO GET THEM TO RELATE TO THE SPECIAL FACTORS OF AIDS PREJUDICE. DON'T RELY SOLELY ON RACE. IN THE BLACK EXPERIENCE TB AND LEPROSY WERE BOTH HIGHLY STIGMATIZED CONDITIONS IN THEIR DAY.

When someone treats you with prejudice because your mother is living with AIDS, what do you think?

What do you say to yourself?

Do you say, "There must be something wrong with me" or "I didn't do anything bad" or "It wasn't her fault" or "These people don't understand" or "They are just stupid?"

What does it mean to you that you are the victim of stigma because you live with someone who lives with AIDS?

ENCOURAGE ANSWERS AND DISCUSSION.

Exercise 3: Sometimes I Am Ashamed  
(20 minutes)

**[The purpose of this exercise is to reduce shame. Youth are asked to argue against shaming statements.]**

To start off I need three people to play a mother, son and daughter in the same family.

SELECT THE PLAYERS. DECIDE WHO WILL PLAY EACH ROLE. GIVE THEM THE SCRIPTS AND HAVE THEM READ ALOUD TO THE GROUP.

I'M ASHAMED

MOTHER: I hope you two can forgive me in your hearts.

SON: Why do you say that, Mom?

DAUGHTER: Please, Mama, don't.

MOTHER: My having AIDS is something you shouldn't have to bear.

SON: It can't be helped.

MOTHER: Of course it could be helped. If I hadn't done so many stupid things in my life and made so many mistakes, I never would have got AIDS.

DAUGHTER: Mama, don't blame yourself.

MOTHER: Who else is there to blame? No one forced me to shoot up or take after so many men who couldn't take care of me or themselves.

SON: We love you.

MOTHER: That's nice. I'm glad you do, but you can't be proud of me. You aren't going to stand on the street corner and shout, "here's my wonderful mother - she's got AIDS."

DAUGHTER: I hate it when you talk this way. I have feelings I don't like. Please, Mama, stop this.

SON: I'm all churned up inside. I don't know how I feel.

MOTHER: I'm proud of you two. I always will be. You are fine children. There aren't many people left who care. The women in my AIDS Support group and you two are about all.

THE END

Thank you that was really good.

## GIVE OUT STROKES TO THE PLAYERS.

In that scene we saw something of how stigma works.

Stigma means being rejected and devalued because of a label.

If you are that person, you lose status.

Some people will carry multiple labels: gay, black, HIV positive, poor, junkie.

Discrimination and prejudice flow from stigma, and there are five levels of negative action that people in society take against those that they give "bad" labels to.

1. Talking negatively about the labelled group.
2. Avoiding them.
3. Discriminating against them (excluding them).
4. Physically attacking them.
5. Exterminating them.

Stigma often results in a cycle where the stigmatized person expects to be treated a certain way, blames self, conforms to the role, and becomes even more discriminated against.

Stigma leads to social distance.

In the scene there was a great deal of social distance between the mother and most people.

The consequences of stigma to the person are shame, feeling different, lowered self-esteem, lack of social supports, lack of normal life (employment, education, family) and therefore increased vulnerability.

So, that is how it works.

You could see some of that coming out in the scene.

There are two tasks for today: dealing with the shame that stigma produces and handling situations where labelling and discrimination are present.

We will start with shame.

Feeling shame is natural in this situation.

Some of you may not experience any shame and your mother may not show any of it.

For you, what we are going to do next will be like giving you a shot against shame.

If any of you feel shame, this exercise will start dealing with it.

Each person gets a "Shame Card" and passes it as instructed on the card.

The person who received the card reads the statement on it, and the person who passed the card must demonstrate how she/he would argue against this "Shame" thought.

For example, if my card said, "I am ashamed because my mother has probably given the virus to other people," what could I say to argue against that?

Well, I might say, "If she did, it wasn't intentional, and besides, I am not responsible for her behavior."

Have you got the idea?

**GIVE OUT THE CARDS TO ONE PERSON AT A TIME. MAKE SURE THAT PERSON PASSES THE CARD AS INSTRUCTED AND THEN COMES UP WITH A COUNTER STATEMENT. WHEN THAT PERSON IS FINISHED, GO TO THE NEXT PERSON. THE CARDS AREA AS FOLLOWS:**

"The things a person does to get AIDS are wrong. I guess getting it is God's way of punishing all of us."

"There must be something that I did. Or else this wouldn't have happened to my mother."

"I'm so ashamed that my mother has AIDS. I can't face anybody."

"Maybe people think my mother got AIDS from sleeping around. I wonder if they think I'm just like her."

"My mother was shooting up for years, and I just ignored it. Now that she's got AIDS, I guess my neglect is catching up with me."

"I don't blame people for wanting to keep us away from them. Who wants to get AIDS?"

"My mother was an addict. How I can be proud of having an addict for a mother?"

"Because my mother has AIDS, the best thing for us to do is to crawl into a hole and disappear."

"Why should I try? The whole world is against a family with AIDS in it."

"I did a lot of things I'm not proud of in my life. So, maybe I deserve this."

Can you think of other examples of self put-downs or thoughts that lead to your feeling ashamed?

ENCOURAGE IDENTIFICATION OF THOUGHTS AND DISCUSS WAYS TO COUNTER THEM.

Exercise 4: How Should I Handle Stigma?  
(20 minutes)

**[The purpose of this exercise is to improve the youth's skills in applying problem solving to stigma situations. Analyzing a stigma situation from a problem-solving perspective is used.]**

When a person is faced with a stigma situation what do they typically do?

They usually try secrecy, or withdrawal, or trying to educate the other person.

Some other general strategies for dealing with stigma are to:

- Join a self-help group for children whose parents have AIDS
- Be open and active about families with AIDS in the community
- Take leadership in stigma against AIDS in the community
- Be an advocate for families with AIDS
- Take legal action against discrimination

What are a whole bunch of ways you could handle a situation where you were a victim of discrimination because your mother had AIDS.

For example, you were kept from joining a group.

Let's hear lots of ideas.

Don't screen any out at this point.

ENCOURAGE BRAINSTORMING IN THE GROUP. COACH THE GROUP TO MAKE SURE THAT THE LIST COVERS TYPICAL COPING RESPONSES. COPING RESPONSES IN AND OF THEMSELVES ARE NEITHER EFFECTIVE OR INEFFECTIVE. IT DEPENDS ON THE SITUATION. EXAMPLES OF COPING RESPONSES FOLLOWS:

- Standing up (arguing, making points, confronting)
- Problem solving (trying to fix the situation)
- Social support (getting help or sympathy)
- Staying in control (relaxing)

Changing oneself (taking the blame, doing better)  
Avoiding the situation (run or walk away)  
Forget it (Escape and deny; drugs, alcohol)  
Change the meaning (reframe, cognitive restructuring)

It is important to realize that what works in one situation might not work in another situation.

For example, if someone is chasing you with an axe, you would want to run away, but in another case facing the difficulty and trying to problem solve it would be best.

Let's take a few minutes and work on a stigma situation.

Does someone have a situation you would like the group to work on?

ENCOURAGE COMING UP WITH SEVERAL SITUATIONS. SELECT ONE. IF NO SITUATION IS IDENTIFIED, USE THE FOLLOWING:

YOUR UNCLE PROMISED YOU A SUMMER JOB. EVER SINCE HE FOUND OUT YOUR MOTHER HAD AIDS, HE HASN'T MENTIONED IT. YOU HAVE CALLED HIM, BUT HE HAS NOT CALLED BACK. YOU NEED A SUMMER JOB.

How can we problem solve this situation?

Remember the main points of problem-solving:

Probe

P = problem. What is it?

R = results. What results do you want?

O = options. What actions you could take?

B = best. Which action is best?

E = enact. Do it and review it.

WRITE SOME OF THEM ON NEWSPRINT:

What is the problem?

What are several things you could?

What are the consequences of doing these things?

Which action is the best one to take?

LEAD THE GROUP THROUGH A PROBLEM-SOLVING ANALYSIS OF THE SITUATION. COACH THEM THROUGH IT. GIVE OUT STROKES. EXAMPLE:

What is the problem? I need a summer job, and my uncle has one, but he is ignoring me.

What are several things you could do? 1) Wait for my uncle to act; 2) Go to his house and confront him; 3) Forget him and look elsewhere; 4) Write him a letter; 5) Have another relative that my uncle respects talk to him for me.

What are the consequences of doing these things?

- |           |  |
|-----------|--|
| Action 1. | Nothing may happen, and I won't have a job. But he won't be upset with me.   |
| Action 2. | He might get angry at me. He might listen also.  |
| Action 3. | Jobs are hard to find. I might not end up with one.  |
| Action 4. | He might throw the letter away. But it might be easier for him to respond to a letter.                                       |
| Action 5. | Uncle likes my other aunt and might listen to her. Maybe she won't do it for me. He might think I can't do things on my own. |

Which is the best action to take? Number 5 sounds like a good one to try first.

So, you can see that one way to deal with stigma is to apply problem solving to it.

### Exercise 5: How Can I Handle Discrimination?

( 35 minutes)

**[The purpose of this exercise is to improve skills in handling a face to face situation in which discrimination is involved. Role playing is the technique used to improve performance.]**

Now we want you to have a chance to use what you know in dealing with a situation in which discrimination comes up.

Everyone will have a chance to role play a discrimination scene and receive feedback.

As the role play unfolds, you will need to have a clear goal in mind.

The group watching will give feedback on how well the goal was met.

After each role play, I will ask you what the goal was and then everyone will give you feedback.

DIVIDE THE GROUP IN HALF. A FACILITATOR GOES WITH EACH HALF. THE FACILITATOR GIVES INSTRUCTIONS TO THE TWO ROLE PLAYERS. WHEN THEY ARE FINISHED AND HAVE OBTAINED FEEDBACK. THE NEXT TWO ARE GIVEN INSTRUCTIONS AND SO ON UNTIL EVERYONE HAS PLAYED THE PERSON WHO WAS DISCRIMINATED AGAINST. ALLOW THE ROLE PLAYS TO GO FOR ABOUT FOUR MINUTES.

#### Role Plays

##### Situation 1

**Youth:** Your girl/boy friend's mother has said that your girl/boy friend cannot see you anymore because your mother has AIDS. You are going to talk with the boy/girl friend's mother.

**Mother:** You learned that your child's boy/girl friend's mother has AIDS. You have told your child to break off the relationship. The boy/girl friend wants to talk to you.

##### Situation 2

**Youth:** The neighbors on your floor are concerned about having a family living there where someone has AIDS. They want to discuss it with you because they don't want to upset your mother.

**Two Neighbors:** You have found out that one of the mothers on your floor has AIDS. This is very upsetting. You want them to move. You don't want to upset her, so you talk with her teenager.

### Situation 3

**Youth:** You belong to the Art Club at school, and you enjoy the group of students in the club. The teacher wants to talk with you.

**Art Teacher:** You heard through the grape vine that the mother of one of the students in the Art Club had AIDS. You are afraid that the youth might be HIV+ too. After all, these things run in families. You want to get the youth out of the club. You don't want anything upsetting the club.

### Situation 4

**Youth:** Every time you come out and sit on the steps in front of your building the teenagers you used to talk with there get up and leave. You are not sure why. This afternoon there is only one teenager there. Before she gets up to go, ask her what it is all about.

**Ex-friend:** The mother of one of the teenagers in your building has AIDS. You and your friends don't want to catch it, so you all leave when he/she comes out and sits down. You are not sure you can get AIDS from talking with the teenager, but you have to go along with your friends. If you don't go along with them, you'll be out of the group also. Tell the teenager what is all about if he/she asks you.

AFTER EACH ROLE PLAY, GIVE THE YOUTH A STROKE. ASK THE YOUTH HOW HE/SHE FELT AND WHAT HIS/HER GOAL WAS. ASK THE YOUTH WHAT WAS ONE THING HE/SHE DID THAT HE/SHE LIKED AND WHAT WAS ONE THING THAT WOULD BE DONE DIFFERENTLY NEXT TIME. THEN ASK THE OBSERVERS HOW WELL THE GOAL WAS MET AND WHY THEY THINK THAT.

Now let's all come back together.

How do you feel?

ENCOURAGE SHARING OF FEELING THERMOMETER LEVELS.

How did you experience the role playing.

ENCOURAGE DISCUSSION.

Exercise 6: How Can I Relax After All That?  
(5 minutes)

**[The purpose of this exercise is bring the tension level down after doing all the exercises. Leading the group through a relaxation sequence is the chosen approach.]**

Now it is time to relax.

I will take you through a relaxation sequence.

Dealing with stigma is hard and draining.

Being able to relax can make it easier on the person.

Relaxation Protocol

Get comfortable in your chairs.

Close your eyes if you wish.

Observe your breath. PAUSE

Let your breath flow in and out easily. PAUSE

Just let your breath come naturally. PAUSE

Take a deep breath in PAUSE

and it let it out slowly. PAUSE

Take another deep breath. PAUSE

And let it out slowly. PAUSE

Breathe in deeply PAUSE

And let it out very slowly. PAUSE

Now let your head fall forward and slowly rotate your neck around and around and around.

Now touch your shoulders to your ears and hold it. PAUSE

Let your shoulders droop down.

Straighten your legs out and point your toes back up toward your knees.

Hold them pointed there. PAUSE

And release.

In your mind's eye see a giant flower all closed up. PAUSE

Watch the flower begin to open slowly.

See the beautiful colors begin to unfold - your favorite colors.

See it open a little more PAUSE

And more colors appear. PAUSE

Feel the openness within your self. PAUSE

Opening more.

See the beauty within your self. PAUSE

Feel the colors spread within you.

The flower is fully open. PAUSE

Can you feel the warmth flowing throughout your body?

Can you feel the soft warm peace within you? PAUSE

Whenever you want a sense of peace, let that beautiful flower unfold within you.

Now yawn and stretch.

Yawn and stretch.

Open your eyes slowly.

Exercise 7: What Is Next?  
(10 minutes)

**[The purposes of this exercise are to build group cohesion, to think about establishing goals for between the sessions, and to end on a positive note. Giving appreciation to each other, goal setting discussion, and playing a lottery are used.]**

We are near the end of the session.

You have worked very hard on dealing with stigma today.

You deserve a pat on the back.

Please think of one step or goal you might want to take between sessions.

At the end of this afternoon's session you will be asked to chose.

The goal could be from either session.

For example, you could pick a day and write down any thoughts you had about stigma or shame.

Or you could think of a situation around AIDS prejudice that bothers you and write down what the problem is and the goal.

What are some of your ideas?

ENCOURAGE SHARING.

Those are good ideas for goals.

This afternoon you can choose.

Make the steps realistic, clear, not too much or too little, and easy to tell if you did it.

To end the session please give appreciation to each other.

You can show people that you liked what they did or said, their style, or simply their presence.

GIVE APPRECIATION TO GROUP MEMBERS. ENCOURAGE THEIR GIVING APPRECIATION TO EACH OTHER. MAKE SURE THAT NO ONE IS LEFT OUT.

I really enjoyed working with you this morning.

It is time for lunch now.

I'll see you back here at \_\_\_\_\_ (time).

THE END OF THE SESSION ON STIGMA

I CAN'T COME UP

GINNY: How did you like that new boy in math class?

DENISE: He was really cute.

GINNY: Come on up to the apartment. I want to show you the pictures I got back of the party at Tommy's.

DENISE: I can't.

GINNY: How come?

DENISE: I just can't.

GINNY: I don't understand.

DENISE: Please don't make me tell you.

GINNY: I want to know.

DENISE: My mother won't let me.

GINNY: But why?

DENISE: Because of your mother.

GINNY: My mother?

DENISE: She doesn't want me to catch it.

GINNY: Catch AIDS?

DENISE: Yes.

THE END

FEELING THERMOMETER ON STIGMA

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

SITUATIONS

TEMPERATURE  
READINGS

1.     Your best friend's mother says that coming up to your apartment is forbidden because your mother has AIDS.
  
2.     You go to a party and are told not to come in because people don't want to "catch anything."
  
3.     You find a big "AIDS" written on your front door.

I'M ASHAMED

MOTHER: I hope you two can forgive me in your hearts.

SON: Why do you say that, Mom?

DAUGHTER: Please, Mama, don't.

MOTHER: My having AIDS is something you shouldn't have to bear.

SON: It can't be helped.

MOTHER: Of course it could be helped. If I hadn't done so many stupid things in my life and made so many mistakes, I never would have got AIDS.

DAUGHTER: Mama, don't blame yourself.

MOTHER: Who else is there to blame? No one forced me to shoot up or take after so many men who couldn't take care of me or themselves.

SON: We love you.

MOTHER: That's nice. I'm glad you do, but you can't be proud of me. You aren't going to stand on the street corner and shout, "here's my wonderful mother - she's got AIDS."

DAUGHTER: I hate it when you talk this way. I have feelings I don't like. Please, Mama, stop this.

SON: I'm all churned up inside. I don't know how I feel.

MOTHER: I'm proud of you two. I always will be. You are fine children. There aren't many people left who care. The women in my AIDS Support group and you two are about all.

THE END

CARD 1: STIGMA

PASS TO THE PERSON WHO IS GOOD AT LISTENING TO OTHER PEOPLE

How would you argue against this thought?

"The things a person does to get AIDS are wrong. I guess it is God's way of punishing all of us."

CARD 2: STIGMA

PASS TO THE PERSON WHO IS GOOD AT ASKING QUESTIONS

How would you argue against this thought?

"There must be something that I did. Or else this wouldn't have happened to my mother."

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CARD 3: STIGMA

PASS TO THE PERSON WHO IS GOOD AT SOLVING PROBLEMS

How would you argue against this thought?

"I'm so ashamed that my mother has AIDS. I can't face anybody."

CARD 4: STIGMA

PASS TO THE PERSON WHO IS GOOD AT FIXING THINGS

How would you argue against this thought?

"Maybe people think my mother got AIDS from sleeping around. I wonder if they think I'm just like her."

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CARD 5: STIGMA

PASS TO THE PERSON WHO IS GOOD AT ANSWERING QUESTIONS

How would you argue against this thought?

"My mother was an addict. How can I be proud of having an addict for a mother?"

CARD 6: STIGMA

PASS TO THE PERSON WHO IS GOOD AT GOSSIPING

How would you argue against this thought?

"My mother was shooting up for years, and I just ignored it. Now that she has got AIDS, I guess my neglect is catching up with me."

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CARD 7: STIGMA

PASS TO THE PERSON WHO IS GOOD AT EXPRESSING FEELINGS

How would you argue against this thought?

"I don't blame people for wanting to keep us away from them. Who wants to get AIDS."

CARD 8: STIGMA

PASS TO THE PERSON WHO IS GOOD AT GETTING OTHERS TO COOPERATE

How would you argue against this thought?

"I did a lot of things I'm not proud of in my life. So maybe I deserve this."

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CARD 9: STIGMA

PASS TO THE PERSON WHO IS GOOD AT UNDERSTANDING OTHERS

How would you argue against this thought?

"Because my mother has AIDS, the best thing for us to do is to crawl into a hole and disappear."

CARD 10: STIGMA

PASS TO THE PERSON WHO IS GOOD AT ANALYZING THINGS

How would you argue against this thought?

"Why should I try? The whole world is against a family with AIDS."

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