

ADOLESCENT TRAINING - ILLNESS PHASE
(HRA PROJECT)

SESSION 5: HOW CAN I COPE WITH FEELING SAD?

(Day 3, Morning. Two hours in length.)

GOAL: TO INCREASE THE ABILITY OF THE YOUTHS TO COPE EFFECTIVELY WITH FEELINGS OF SADNESS OVER THEIR MOTHER'S ILLNESS AND ANTICIPATED DEATH.

OBJECTIVES:

1. Youths will learn how to help each other.
2. Youths will decrease negative thoughts.
3. Youths will express their feelings of sadness.
4. Youths will improve their skills in coping with sadness.
5. Youths will increase their relaxation skills.

RATIONALE:

The rationale is to start with where these youths are likely to be, and that means exploring the various emotions they are apt to feel during these stressful times. Emotions can tell the person that something needs to be done and can provide the motivation and energy to act. Emotions are also part of the interactive and ongoing cycle: perceive, feel, act, change the environment, and so on. Dealing with emotion is necessary in the coping sequence.

The feelings to be dealt with in these early sessions are sadness, fear, and anger. Expression of feelings is encouraged because it is assumed that feeling states are unlikely to be changed without activating them and dealing with the cognitions and behaviors that surround them. In this session feelings are brought up and shared, negative thoughts countered, strategies for dealing with feelings of sadness are identified and practiced.

Modeling, relaxation, and role playing are used to develop coping effectiveness. Showing appreciation throughout the session and at the end is intended to build group cohesion and to increase self-esteem. The introduction of participants also has a self-esteem component.

As this is a beginning session, there are introductions to techniques employed through out. Also ground rules are developed to build group trust, and ideas on how to help another person are explored.

PROCEDURES:

1. Introduce the participants, the use of Strokes, and administrative details. Review goals and do a lottery. (15 minutes)
2. Assist the group in building guidelines on how to help each other. (10 minutes)
3. Use a script to introduce the day's topic and to link the topic to feelings through a Feeling Thermometer. Also explore the meaning of loss. (15 minutes)
4. Use cards to practice countering negative thoughts. (15 minutes)
5. Have the youths share how sad they feel now in pairs. (15 minutes)
6. Model using key principles to help someone who is sad to cope more effectively. "Slow down." "What's happening?" "Think." Brainstorm ways to reduce sadness and role play reducing and managing sadness. (35 minutes)
7. Practice relaxation. (5 minutes)
8. End with an exploration of setting between session goals, administrative details, and showing appreciation to each other. (10 minutes)

MATERIALS:

Strokes
Lottery tickets
Lottery Prize
Scripts: The Truth is Told
 Slow Down and Think
Feeling Thermometer
Cards on Negative Thoughts
Paper and pencils

Exercise 1: Introducing the Session
(15 minutes)

[The purpose of this exercise is to build self-esteem and group cohesion. Also the goals of the workshop are reinforced.]

It is good to see you again.

Let's begin by introducing ourselves.

Please tell us your first name and one quality that you like about yourself.

For example, you can tell us that you like your looks, how you dress, the fact that you are cool - whatever pleases you.

I will start first.

I am..... and one quality I like about myself is

HAVE THE YOUTHS GO AROUND AND GIVE THEIR FIRST NAMES PLUS ONE QUALITY THEY LIKE ABOUT THEMSELVES.

Thank you.

We are so glad that you came and on time that we are going to do a lottery.

PASS OUT THE LOTTERY TICKETS. HAVE YOUTHS WRITE THEIR NAMES ON THEM. COLLECT THEM, MIX THEM, UP AND DRAW A WINNER. GIVE OUT THE LOTTERY PRIZE.

Remember that the purpose of this workshop is to help you learn to deal with difficult situations that you will be facing.

As we said this morning this is a safe place.

No one gets criticized, pushed, laughed at, or forced to do something he or she doesn't want to do.

There are no grades.

No one can say or do anything that will be considered a mistake.

There is a chance to try out new ways of doing things.

Every session we will be using Strokes - little cards that mean "Thanks," "That's great!" "I like that!" "You're OK."

You will be given to each other throughout the workshop.

HAND OUT TWENTY STROKES TO EACH PERSON.

By the end of the session I hope that all of your cards will have been given to others in the group.

Last time everyone set a goal to accomplish between the sessions.

Let's find out what happened.

GO AROUND THE ROOM AND HAVE EACH YOUTH REPORT ON HIS OR HER GOALS. HELP TO BRAINSTORM GETTING OVER OBSTACLES AND REINFORCE SUCCESSES. MAKE SURE THAT THE GOALS WERE REALISTIC, CLEAR, NOT TOO MUCH OR TOO LITTLE, AND EASY TO DETERMINE IF COMPLETED.

That was very good.

We worked on the feeling of fear last time.

Now we will explore another feeling.

But first, how do we help each other when dealing with sensitive feelings?

Exercise 2: What Is Helpful to Others in the Group?
(10 minutes)

[The purpose of this exercise is to clarify what kinds of behavior are helpful to someone who is experiencing a difficult situation. By asking for ideas and building a group list the goal of the session is addressed.]

We place a lot of emphasis in this group on members helping each other.

Therefore it is useful to take a minute and identify what kinds of actions are helpful and unhelpful.

WRITE ON NEWSPRINT "HELPFUL" AND "UNHELPFUL."

I want you to come up with your own list.

Let me give you an example of what I mean.

If I said to you, "Don't worry. You'll get over it" that would not be helpful.

On the other hand talking with other teenagers who were going through the same thing as you are might be helpful.

What ideas do you have?

ENCOURAGE IDEAS. WRITE THEM ON NEWSPRINT. GIVE OUT STROKES. BUILD A MASTER LIST. SOME IDEAS FROM STUDIES ON HELPFULNESS WITH BEREAVED PEOPLE SUGGEST THE FOLLOWING:

HELPFUL

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

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

ASK QUESTIONS ABOUT ITEMS ON THE LIST IF THEY ARE NOT BROUGHT UP. WHEN THE LIST IS COMPLETED, MAKE A FEW SUMMARY POINTS.

A big point that I get out of this is that being there for someone is very helpful while giving unasked for advice is not.

Exercise 3: How Do I Feel About Losing My Mother?
(15 minutes)

[The purpose of this exercise is to connect the idea of a youth's mother having a terminal illness with the feelings and meanings that are being generated. This goal is met through a script, Feeling Thermometer, and word association task.]

First, I want to make the point that it is very important to know how you are feeling about this situation and accept those feelings as your own.

You can't help how you feel.

If you try to avoid experiencing how you feel, all of your energies will go to pretending that you don't feel a certain way.

Then it will be hard to cope with stress, make good decisions, and solve the problems that you are going to face.

This morning's session is about dealing with a very natural feeling to have in this situation.

I need two people to act out the parts of a mother and daughter.

Who will play the roles?

SELECT THE VOLUNTEERS, GIVE THEM THE SCRIPTS, AND HAVE THEM READ THE ROLES BEFORE THE GROUP.

THE TRUTH IS TOLD

MOTHER: How was school?

DAUGHTER: OK.

MOTHER: Did you hang out with Billy after school?

DAUGHTER: No, he had basketball practice.

MOTHER: You got a minute.

DAUGHTER: I guess so.

MOTHER: I don't want to talk about this

DAUGHTER: So don't.

MOTHER: But I guess I have to. You'd find out sooner or later. I'd rather you hear it from me.

DAUGHTER: It sounds pretty heavy.

MOTHER: It is. I've not been feeling well lately. I've been losing a lot of weight too. So I went to the doctor.

DAUGHTER: You've been looking skinny. What did the doctor tell you?

MOTHER: He told me... he told me....

DAUGHTER: What's the matter? Mom, what is it?

MOTHER: I got AIDS.

DAUGHTER: Oh, shit! Oh, Mom. Oh, God. What does that mean?

MOTHER: You know what it means.

DAUGHTER: Oh, Mom.

MOTHER: Don't cry. You'll get me started

DAUGHTER: I feel sick.

THE END

Thank you.

That was great!

GIVE OUT STROKES TO THE PLAYERS.

In the next few sessions we want to work on how to handle some of the kinds of feelings that a son or daughter can have in a situation like the one we just heard.

Tuning into your feelings is a helpful first step.

Your feelings can alert you to the need to do something, and they can help you make changes by giving you energy.

Remember the Feeling Thermometer.

The Feeling Thermometer is a way to see how much discomfort or comfort you have in different situations.

It's similar to taking your body temperature.

But in this case it is to see what your emotional temperature reads.

100 degrees means very uncomfortable and 0 means totally comfortable.

HAND OUT THE FEELING THERMOMETER AND ASK THEM TO READ THE SITUATIONS AND INDICATE WHAT TEMPERATURE READING THEY WOULD HAVE.

I'll read the situation aloud and you write down what temperature you would have.

For example, if my mother started to have no energy and lie around the apartment all the time, I would have a temperature reading of 70.

Have you got the idea?

READ LOUD THE SITUATIONS. AFTER EACH ONE WAIT A MINUTE FOR THE YOUTHS TO ASSIGN TEMPERATURE READINGS. THE SITUATIONS ARE AS FOLLOWS:

1. Your mother complains of having infections all the time.
2. Your mother is taken to the hospital with a strange condition.
3. Your mother tells you she isn't going to be around much longer.
4. You find your mother crying because she is sick with AIDS.

Will anyone share some of the high and low temperature situations?

GIVE OUT STROKES FOR SHARING.

These were just examples.

What are there other sad situations that you would want to add?

ENCOURAGE THE YOUTHS' OWN EXAMPLES.

A son or daughter in this situation can all kinds of feelings - sadness, fear, anger.

All of the feelings are natural and expected.

There can be feelings of joy when mother has a good day and feelings of love as well.

Today's session is about coping with feelings of sadness.

HAND OUT PAPER AND PENCIL TO EVERYONE.

In the middle of the paper write the word "loss."

When you think of the word "loss" write down all the other words that come to mind.

What else pops into your head?

Write those words in a circle around loss.

WAIT A MINUTE OR TWO.

Those other words tell you what loss means to you.

Are you comfortable sharing some of the words you wrote down?

ENCOURAGE SHARING.

You can see that loss means similar things to members in the group, but at the same time has special meaning to each person.

Exercise 4: How Can I Deal with Negative Thoughts?
(15 minutes)

[The purpose of this exercise is to teach the youths that negative thoughts stimulate sadness and how to counter them. Cognitive therapy uses arguing against negative thoughts as primary way to treat depression.]

How we think can help us reduce sadness or stimulate sadness.

Imagine that you have a friend whose mother had AIDS.

Each of you will receive a card, and the person who gets the card passes it to another group member as instructed.

The person who receives the card will be the friend and will tell you how she/he is thinking.

Your job is to argue against your friend's thought.

For example, my friend says to me "I've been a good person. It's unfair that this happened to me."

I might respond - "It is a terrible thing, but life isn't fair, and, if you expect it to be, you will make a lot of trouble for yourself."

PASS OUT THE CARDS ONE AT A TIME. WHEN THE FIRST PERSON HAS RESPONDED, PASS OUT THE NEXT CARD. GIVE STROKES FOR RESPONSES IN THE RIGHT DIRECTION. THE CARDS ARE AS FOLLOWS:

I'll never be able to enjoy life again.

Everything terrible happens to me.

I can't handle this.

I must have done something bad to deserve this.

My whole life is ruined.

I should have been nicer to her.

This is the worst thing in the world that could have happened to me.

There is absolutely nothing I can do to feel better.

It's my fault.

I don't see how I can ever stop crying.

That was very good.

I hope everyone has the idea of how to argue against negative thoughts.

You can watch out for your own negative thoughts and talk back to yourself.

Sometimes these thoughts go very fast and are almost automatic.

Therefore you need to pay close attention to them.

Your feelings can tip you off.

If your are feeling down, ask yourself "What have I been thinking?"

Exercise 5: Expressing Feelings
(15 minutes)

[The purpose of this exercise is have the youths begin to express some of their feelings about the fact that their mothers are living with AIDS. Using partners provides a more sheltered atmosphere in which to encourage expression.]

At this point I want to give you the opportunity to talk with one other person about you feel about your mother's situation.

Try to tell your partner what you feel, not what you think.

If you say, "I feel that..." you are going to tell your partner a thought not a feeling.

Feelings are emotions like fear, love, anger, sad, and happy.

DIVIDE THE GROUP INTO PARTNERS.

Each person has a few minutes to tell the other person how they are feeling.

Then switch and give the other person a chance.

AFTER FOUR MINUTES HAVE ELAPSED, MAKE SURE THE SECOND PERSON HAS BEGUN.

Exercise 6: How Can I Feel Better?
(35 minutes)

[The purpose of this exercise is to improve coping with sadness. Modeling approaches, generating strategies, and practicing coping are the methods used.]

Now I want to show you some ways to deal with sadness, have you come up with ideas that have worked for you, and practice moving away from sadness.

We will start with a little scene on how to feel better.

I need a volunteer to play Perry and one to play Lucy.

SELECT THE VOLUNTEERS. GIVE THEM THE SCRIPTS, AND HAVE THEM ACT THEM OUT IN FRONT OF THE GROUP. THE SCRIPT IS AS FOLLOWS:

SLOW DOWN AND THINK

PERRY: Oh, Lucy, Lucy. Everything sucks. I don't know what I'm going to do.

LUCY: I'm really sorry. I heard about your mother.

PERRY: I probably should quit school or maybe join the Army or go out to California where my uncle lives or maybe try to adopt my little sister or maybe get a job. I can't study, I can't sit down, I can't sleep, I don't know what I'm doing, but I have to do something. I had better....

LUCY: Stop! Stop! Slow down, Perry. You can't think when you're going so fast.

PERRY: But I gotta do something.

LUCY: The first thing you have to do is to take a deep breath.

PERRY: A deep..

LUCY: Just do it. don't talk about it.

PERRY: OK..... I did it.

LUCY: Now take another one.

PERRY: OK..... I feel...

LUCY: One more.

PERRY: Ahhhhhhhhh. I feel better.

LUCY: Good. Slow down. That's rule number one.

PERRY: OK. I'm slowed down.

LUCY: So, what's happening? That's rule number two.

PERRY: What's happening?

LUCY: You got it.

PERRY: Well, I have to figure out about my future, look after my little sister, get some money, contact relatives.

LUCY: Anything else?

PERRY: That's plenty. Isn't it?

LUCY: Yes. Now we know what's happening, and you got a lot on your plate. So, let's take them one at a time. Rule number three is "Think."

PERRY: Think.

LUCY: Correct.

PERRY: How about thinking of my future?

LUCY: Fine. What were the different plans?

PERRY: Stay in school, drop out of school, get a full time job, get a part-time job, join the Army, go out west.

LUCY: Why don't we start with making a list of the advantages and disadvantages of each one? We also got to make sure you have enough information about each one. For example, did you ever find out all there is to know about going into the Army?

PERRY: No. I guess I better talk to a recruiter before we start looking at the advantages.

LUCY: That's right.

PERRY: Lucy, you know I'm sure glad I bumped into you.

LUCY: That's good. What are the rules?

PERRY: "Slow down," "What's happening," and "Think."

THE END

First, what strategies did Lucy use?

ENCOURAGE RESPONSES.

What would you have added or done differently?

ENCOURAGE DISCUSSION.

Let's take our discussion a step farther.

Suppose you have a friend who is feeling very blue because the friend's mother is sick with AIDS.

How many ideas can you come up with of things your friend can do to deal with the feelings of sadness?

Use your own experiences and those of other people you know.

For example, I remember that keeping busy helped. When I sat around and did nothing, I thought too many depressing thoughts.

I am going to divide you into two small groups and let's see what you can come up with.

DIVIDE THE GROUP IN HALF. A FACILITATOR GOES WITH EACH GROUP. REPEAT THE TASK: COME UP WITH A LIST OF THINGS YOUR FRIEND COULD DO TO REDUCE HIS FEELINGS OF SADNESS. AFTER FIVE MINUTES HAVE THEM REPORT BACK.

Let's take a look at your lists.

MAKE SURE SOME OF THE STANDARD STRATEGIES ARE INCLUDED. IF THEY ARE NOT, ASK QUESTIONS ABOUT THEM. SOME POSSIBLE STRATEGIES ARE AS FOLLOWS:

- accept your feelings
- recognize that it is natural to feel vulnerable
- try to be who you are rather than changing who you are not
- talk with a close friend
- spend more time with friends
- stay active
- keep a schedule
- read a book on living with a terminally ill parent
- help others

Now you can put into practice what you have learned.

DIVIDE THE GROUP INTO HALF AND THEN INTO PAIRS. A FACILITATOR GOES WITH EACH HALF.

Each pair has a number 1 and a number 2.

The 1's are depressed about their mother having AIDS and being quite sick.

Their goal is ask a friend for help.

The 2's goal is to help the 1's deal with feeling so down.

One pair role plays while the other pair observes.

After each role play, the role players give feedback to each other - what one thing they liked and what one thing they would have done differently.

Then the observers give feedback.

Keep going until everyone has played a "2" and received feedback.

Which pair is going to go first?

WHEN THEY ARE FINISHED, LET THE SECOND PAIR TRY A ROLE PLAY. WHEN THE SECOND PAIR HAS HAD THEIR FIRST TURN, MOVE BACK TO THE FIRST PAIR. END UP WITH THE SECOND PAIR. THEN BRING THE GROUP BACK TOGETHER.

How did you experience trying to help a friend become less sad?

ENCOURAGE RESPONSES AND DISCUSS. HIGHLIGHT BEING ABLE TO HELP THEMSELVES AND HELPING OTHERS.

3. Ask the entire group what the experience was like.

Exercise 7: Relaxing a Little
(5 minutes)

[The purpose of this exercise is to reduce tension. A relaxation sequence is used.]

Being able to relax yourself is a useful tool in dealing with many emotions and many difficult situations.

Tension may have built up in doing exercises on sadness.

Now it is time to relax.

I will take you through a relaxation program.

OPENING RELAXATION

To prepare yourself for relaxing, would you please say slowly to yourself, "Clear mind; don't know." PAUSE

Again, "Clear mind; don't know."

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. Ahhhhhhhhhh. 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.

Exercise 8: What Is Next?
(10 minutes)

[The purpose of this exercise is to build group cohesion, continue forward progress, and increase motivation for attending. Giving appreciation, the between session goals, and the showing of appreciation all contribute.]

We are near the end of this afternoon's session.

Remember that at the end of the day you will be asked to pick a goal to work on between sessions.

You pick what your goal is going to be.

Try to connect the step with what we have been working on.

Some tips for setting the goal are to make it realistic, clear, not too much or too little, and easy to tell when you have finished.

Examples of some steps to take might be as follows:

- 1) keep a record of your negative thoughts for two days;
- 2) write a story about a teenager whose mother is living with AIDS;
- 3) write a poem about the day you learned your mother had AIDS;
- 4) help a friend try to feel better;
- 5) every day when you go to bed, record your feeling thermometer temperature;
- 6) start a diary or journal;
- 7) keep a record of which situations make you uncomfortable; 8) make up a rap song about a teenager whose mother is living with AIDS.
- 9) stick something that makes you smile on the ceiling above your bed so that you see it when you wake up in the morning.

Make up your own steps to take.

If one of these goals appeals to you, save it for this afternoon.

Let's review any administrative matters such as the time, day and location of the next session.

This afternoon's session will cover how to handle fear - for example the fear of being left alone and homeless.

We like to end the session with showing our appreciation to each other.

Now is the time to let people know you liked what they did or who they are.

ENCOURAGE GIVING APPRECIATION TO EACH OTHER. MAKE SURE NO ONE IS LEFT OUT.

It was great working with you.

I look forward to seeing you again next time.

THE END OF SESSION ON SADNESS

THE TRUTH IS TOLD

MOTHER: How was school?

DAUGHTER: OK.

MOTHER: Did you hang out with Billy after school?

DAUGHTER: No, he had basketball practice.

MOTHER: You got a minute.

DAUGHTER: I guess so.

MOTHER: I don't want to talk about this

DAUGHTER: So don't.

MOTHER: But I guess I have to. You'd find out sooner or later. I'd rather you hear it from me.

DAUGHTER: It sounds pretty heavy.

MOTHER: It is. I've not been feeling well lately. I've been losing a lot of weight too. So I went to the doctor.

DAUGHTER: You've been looking skinny. What did the doctor tell you?

MOTHER: He told me... he told me....

DAUGHTER: What's the matter? Mom, what is it?

MOTHER: I got AIDS.

DAUGHTER: Oh, shit! Oh, Mom. Oh, God. What does that mean?

MOTHER: You know what it means.

DAUGHTER: Oh, Mom.

MOTHER: Don't cry. You'll get me started

DAUGHTER: I feel sick.

THE END

August 1995

FEELING THERMOMETER

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

SITUATIONS

TEMPERATURE
READINGS

1. Your mother complains of having infections all the time.
2. Your mother is taken to the hospital with a strange condition.
3. Your mother tells you she isn't going to be around much longer.
4. You find your mother crying because she is sick with AIDS.

CARD 1 - SAD

PASS TO THE PERSON WHO HAS BLACK ON

I KEEP THINKING "I'll never be able to enjoy life again."

WHAT SHOULD I TELL MYSELF?

CARD 2 - SAD

PASS TO THE PERSON WHO HAS WHITE ON

I KEEP THINKING "Everything terrible happens to me."

WHAT SHOULD I TELL MYSELF?

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CARD 3 - SAD

PASS TO THE PERSON WHO HAS RED ON

I KEEP THINKING "I can't handle this."

WHAT SHOULD I TELL MYSELF?

CARD 4 - SAD

PASS TO THE PERSON WHO HAS GREEN ON

I KEEP THINKING "I must have done something bad to deserve this."

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WHAT SHOULD I TELL MYSELF?

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CARD 5 - SAD

PASS TO THE PERSON WHO HAS YELLOW ON

I KEEP THINKING "My whole life is ruined."

WHAT SHOULD I TELL MYSELF?

CARD 6 - SAD

PASS TO THE PERSON WHO HAS BLUE ON

I KEEP THINKING "I should have been nicer to her."

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WHAT SHOULD I TELL MYSELF?

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CARD 7 - SAD

PASS TO THE PERSON WHO HAS BROWN ON

I KEEP THINKING "This is the worst thing in the world that could have happened to me."

WHAT SHOULD I TELL MYSELF?

CARD 8 - SAD

PASS TO THE PERSON WHO HAS PURPLE ON

I KEEP THINKING "There is absolutely nothing I can do to feel better."

WHAT SHOULD I TELL MYSELF?

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CARD 9 - SAD

PASS TO THE PERSON WHO HAS PINK ON

I KEEP THINKING "It's my fault."

WHAT SHOULD I TELL MYSELF?

CARD 10 - SAD

PASS TO THE PERSON WHO HAS VIOLET ON

I KEEP THINKING "I don't see how I can ever stop crying."

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WHAT SHOULD I TELL MYSELF?

August 1995

SLOW DOWN AND THINK

PERRY: Oh, Lucy, Lucy. Everything sucks. I don't know what I'm going to do.

LUCY: I'm really sorry. I heard about your mother.

PERRY: I probably should quit school or maybe join the Army or go out to California where my uncle lives or maybe try to adopt my little sister or maybe get a job. I can't study, I can't sit down, I can't sleep, I don't know what I'm doing, but I have to do something. I had better....

LUCY: Stop! Stop! Slow down, Perry. You can't think when you're going so fast.

PERRY: But I gotta do something.

LUCY: The first thing you have to do is to take a deep breath.

PERRY: A deep..

LUCY: Just do it. don't talk about it.

PERRY: OK..... I did it.

LUCY: Now take another one.

PERRY: OK..... I feel...

LUCY: One more.

PERRY: Ahhhhhhhhh. I feel better.

LUCY: Good. Slow down. That's rule number one.

PERRY: OK. I'm slowed down.

LUCY: So, what's happening? That's rule number two.

PERRY: What's happening?

LUCY: You got it.

PERRY: Well, I have to figure out about my future, look after my little sister, get some money, contact relatives.

LUCY: Anything else?

PERRY: That's plenty. Isn't it?

LUCY: Yes. Now we know what's happening, and you got a lot on your plate. So, let's take them one at a time. Rule number three is "Think."

PERRY: Think.

LUCY: Correct.

PERRY: How about thinking of my future?

LUCY: Fine. What were the different plans?

PERRY: Stay in school, drop out of school, get a full time job, get a part-time job, join the Army, go out west.

LUCY: Why don't we start with making a list of the advantages and disadvantages of each one? We also got to make sure you have enough information about each one. For example, did you ever find out all there is to know about going into the Army?

PERRY: No. I guess I better talk to a recruiter before we start looking at the advantages.

LUCY: That's right.

PERRY: Lucy, you know I'm sure glad I bumped into you.

LUCY: That's good. What are the rules?

PERRY: "Slow down," "What's happening," and "Think."

THE END