

T.L.C. Facilitator's Manual

**Staying Healthy Module
Session #1/2: I'm HIV-Positive--Attitudes Towards
Living with HIV
and
Exploring Future Goals (3 ½ hrs)**

OBJECTIVES:

1. Youth will identify something positive they want out of life and then make a commitment to obtaining what they want.
2. Youth will confront their attitudes toward being HIV-positive.
3. Youth will develop a sense of what is important to them.
4. Youth will consider reasons that HIV is important in their life.
5. Youth will practice arguing against negative self-statements.
6. Youth will identify situations in their life that they want to improve.
7. Youth will develop a long-term goal.

RATIONALE:

From an outcome point of view the project's intentions are to increase health enhancing behaviors, to reduce high risk behaviors, and to reduce risks to others with whom the youth come in contact. This introduction deals with motivation. Its goal is for youth to want something positive out of their lives and then to make a commitment to trying to obtain what they want. There is a logic to the way in which exercises try to facilitate that goal. First, youth expose where they are now--what their attitudes are toward living with HIV. Next, they identify what is important to them. These main steps comprise the opening session.

The process continues in the second session. Youth begin speculating on where they want to be. Next, they examine why living with HIV is a major part of their new existence. To improve motivation they practice helping a friend become committed to doing something positive about the future. Hope is introduced. Finally, they engage in goal setting.

SUMMARY:

May 1995
Module 1
Session 1/2

1. Introduce the participants, the methods, the supportive environment, and the content of the modules that follow. Do a lottery. (15 minutes)
2. Develop ground rules for how the group members will treat each other and behave in the sessions. (15 minutes)
3. Make, present and discuss brief videos on attitudes toward having HIV. (30 minutes)
4. Present the goal of the modules. (10 minutes)
5. Interview participants on video answering "What is Important To Me?" (25 minutes)
6. Review the videos on what people consider of most importance to them. Then have them finish incomplete sentences on the future. (20 minutes)
7. Have a panel on why being HIV-positive is important in one's life. Select the best presentation. (20 minutes)
8. Role play helping a friend become motivated to take charge of his life now that she/he is living with HIV. (20 minutes)
9. Present a scene on hope and discuss it. (15 minutes)
10. Have youth set goals for the future. (20 minutes)
11. End with review, between sessions goal setting, and group appreciation. (20 minutes)

LIST OF MATERIALS:

Module 1 Attendance Sheet
Lottery tickets
2 Lottery prizes
Lottery Envelope
Lottery Prize
"Thanks"
Goal Summary Sheet
Goal Cards
Goal Setting Display Chart
Feeling Thermometer Chart
Paper and Pencils
Newsprint and marking pens
Background Data for Panel Members
2 Video recorders
2 Video tapes

Video player
2 copies of script: No Need To Worry
Outline of Sessions on Living with HIV--Staying Healthy
Name Cards for panel players
Copies of scripts: What's Next? (Boys'/girls' version)
Copies of script: Demonstration of Goal Exploration Form
Goal Exploration Form

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read aloud the text in small letters - make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the workshop along. Exercises may be lengthened or shortened at your discretion, as long as all the material is covered.

Exercise 1: What Is This Meeting All About?

(15 minutes)

[The purposes of this exercise are to increase self-esteem, to build group cohesion, and to create a sense of comfort and safety. The methods used are positive introductions, familiarizing the group with the way the workshop works, presenting a safe environment, covering what will follow, and doing a lottery.]

■FACILITATOR SAYS

Welcome to this workshop on living with HIV.

To get started I would like you to introduce yourself.

Please tell us your first name.

To start the ball rolling, I'll go first.

My name is _____

■HAVE EACH MEMBER OF THE GROUP GIVE HER OR HIS FIRST NAME.

Thanks. That was great!

When you like something that another person did or said in here, we want you to let that person know it.

The way to let them know is give them a "Thanks."

■HOLD UP A THANKS.

Thanks are little pieces of paper.

They say to the person who gets one "I like that." "That was OK." "Great job!"

I'm going to give you each a stack of Thanks.

By the end of the session, I hope that you have given most of yours away. Please share them with others as you feel comfortable.

■GIVE OUT 20 THANKS TO EACH PERSON.

We are going to be very active in here.

Everyone has a chance to try things out.

But this is also a place where you won't be pushed or judged or forced to do something you don't want to.

There is no such thing as making a mistake in here.

In a little while I am going to ask you to set some ground rules for how you want people to treat you in the sessions.

I want to take a minute and show you what the sessions are about.

During the next three months we will be working on the Stay Healthy Module.

■HAND OUT A COPY OF THE SESSIONS OUTLINE AND GO OVER IT.

OUTLINE OF SESSIONS ON LIVING WITH HIV

STAYING HEALTHY MODULE

Session 1/2. I'M HIV-positive: Attitudes Towards Living with HIV and Exploring Future Goals
(3 1/2 hours)

May 1995
Module 1
Session 1/2

- Session 3. Disclosure: Should I tell others my status? (2hrs)
- Session 4. Coping with Stigma (2hrs)
- Session 5. I'm HIV-positive: Wanting to Stay Healthy (2hrs)
- Session 6. Why do I use Drugs & Alcohol (2hrs)
- Session 7. Changing my Alcohol & Drug Use (2hrs)
- Session 8. Preventing Re-infection (2hrs)
- Session 9. Staying Calm (2hrs)
- Session 10. Attending Health Care Appointments (2hrs)
- Session 11. Taking Prescribed Medications (2hrs)
- Session 12. Participating in Medical Care Decisions (2hrs)

All sessions except for today's are two hours in length.

Are there questions that you have about the outline?

■ANSWER QUESTIONS ON THE OUTLINE.

As we are very pleased to see you here today, we want to show you that by having a lottery.

When you receive a lottery ticket, please write your name on it and hand it in.

Then we will have a drawing.

■PASS OUT THE LOTTERY TICKETS, HAVE THE PARTICIPANTS WRITE THEIR NAMES ON THEM, HAND THEM IN, PUT THEM IN A ENVELOPE, MIX THEM UP, PICK A WINNER AND GIVE OUT THE PRIZE. AS IT IS THE FIRST TIME, DRAW A SECOND WINNER.

Each week we will have a lottery with prizes.

Let me make a few comments about administrative matters.

■IF ADMINISTRATIVE MATTERS HAVE NOT BEEN COVERED
ALREADY SOME COMMENTS MAY BE NEEDED. POSSIBLE
AREAS TO COVER ARE AS FOLLOWS:

BATHROOMS
BREAKS
SMOKING
DRUGS & ALCOHOL
PAYMENT
MISSING SESSIONS
TIME AND LOCATION
LATENESS
DROPPING OUT

Exercise 2: "What Are the Group's Ground Rules?"
(15 minutes)

[The purposes of this exercise are to increase group cohesion, to increase a sense of control by the group, and to establish limits. Developing a set of ground rules for the specific group of youths is the approach taken.]

Each group of people is different.

Therefore, we need to explore how you want other people in here to treat you, what behavior is acceptable, and to come up with a set of ground rules.

■THE FACILITATOR RAISES THE FOLLOWING AREAS FOR CONSIDERATION AND INCLUDES OTHER AREAS BROUGHT UP BY THE GROUP.

CONFIDENTIALITY
EXPRESSIONS OF FEELINGS
PARTICIPATION
NOT BEING CRITICIZED OR JUDGED
NOT BEING PUSHED
KEEPING AN OPEN MIND
PAYING ATTENTION
HAVING FUN

■DISCUSS THE AREAS, DEVELOP A GROUND RULE AND WRITE IT ON NEWSPRINT.

First, what would you say about someone repeating outside of the group what was said inside it?

■DISCUSS CONFIDENTIALITY AND COME UP WITH A GROUND RULE.

Should group members be encouraged to express their feelings and how much?

■DISCUSS FEELINGS AND COME UP WITH A GROUND RULE.

What about how much someone participates?

Is it OK to never say a word?

■DISCUSS ACTIVE PARTICIPATION AND COME UP WITH A GROUND RULE.

Is it OK to put pressure on a group member who doesn't want to do a particular exercise?

■DISCUSS PRESSURING A PERSON TO PARTICIPATE AND COME UP WITH A GROUND RULE.

How about judging other people and putting them down?

■DISCUSS JUDGING OTHERS AND COME UP WITH A GROUND RULE.

How do you feel about not listening to others and having a closed mind?

■DISCUSS LISTENING AND HAVING AN OPEN MIND AND COME UP WITH A GROUND RULE.

Are there other areas you think the group should cover?

■ENCOURAGE BRINGING UP OTHER AREAS AND DISCUSSING THEM. DEVELOP GROUND RULES.

Those are a great set of ground rules.

I always like to add one more which is to have fun!

■AN EXAMPLE OF A COMPLETED SET OF GUIDELINES FOLLOWS:

GROUP GUIDELINES

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. HAVE FUN!

One further point is that the two of us who are facilitators will not under any circumstances permit a group member to get abused by others.

That's our bottom line.

Exercise 3: "What Do I Think About Being HIV-Positive?"
(30 minutes)

[The purpose of this exercise is to confront attitudes toward being HIV-Positive which discourage trying to improve the quality of one's life. Filming a brief soap scene, reviewing it and discussing it is the method employed.]

Everyone here probably has a different feeling about being HIV-positive.

We want to capture some of those attitudes and see how they fit in with trying to do something about the rest of your life.

I will first divide the group in half and then give you a brief script from a soap scene.

Two of you will be the actors, one of you the director, and the other the camera person.

■IF THERE ARE FIVE PEOPLE IN THE GROUP, HAVE THE FIFTH PERSON BE THE SET DESIGNER AND ARRANGE THE CHAIRS.

You will have 15 minutes to film the scene.

Then we will watch it and discuss it.

Make it a really lively soap.

You figure out where you want the conversation to take place, how the actors are to move and gesture, and what feelings they communicate.

Make the scene interesting.

Your first task is to decide who will have what job.

■DIVIDE THE GROUP IN HALF. GIVE A DIFFERENT SCRIPT TO EACH GROUP. GIVE EACH GROUP A CAMCORDER LOADED WITH FILM. A FACILITATOR GOES WITH EACH GROUP TO SHOW HOW TO USE THE CAMCORDER AND TO PROVIDE "TECHNICAL" ASSISTANCE. ALLOW TIME TO SHOOT THE FILM. THE SCRIPTS FOLLOW:

NO NEED TO WORRY
(Script #1 for Boys'/Girl's))

JOE/JEAN: I heard the bad news. I'm really sorry.

ED/EDDIE: What was that?

J: That you are HIV-positive.

E: So they say.

J: Well, are you or aren't you?

E: That's what the test shows. So, I guess I am.

J: What are you going to do?

E: I feel fine.

J: Most people do at the beginning.

E: I feel fine, so there's nothing to do.

J: Look, Eddie, there's a lot you need to pay attention to.

E: I told you I feel fine. That's all there is to it.

J: Don't get defensive about it. I'm HIV-positive too. I joined this nutrition group. I really believe that what I eat can make a difference.

E: That's crap!!

J: What about meds? Are you starting to take anything?

E: Get off my back. There's nothing wrong with me.

J: I'm just trying to help.

E: I don't need any help.

J: If there's something you can do to make things better, why not do it?

E: I'm not aware I got anything. Nobody can tell. You can't see anything wrong with me. Why should I worry?

J: Well, it's your life.

E: So, leave me alone.

THE END

NO NEED TO WORRY
(Script #2 for Girl's/Boy's Group)

VANESSA/VICTOR: What's happening?

RHONDA/RALPH: I look good, don't I?

V: Sure do.

R: OK. Then you won't tell anybody?

V: Tell them what?

R: Vanessa/Victor, my best friend, I got HIV.

V: Oh, no!

R: Don't cry. I'm not crying. I feel fine.

V: So, what are you going to do?

R: What do you mean "What am I going to do?" Like I said, I feel fine. I'm not going to do anything.

V: But, you better start taking care of yourself.

R: I feel fine. There's nothing to worry about.

V: I hear you can take medication and slow things down.

R: That's for sick people. I'm not sick.

V: Somebody told me that eating differently can keep you healthy longer.

R: Come on, Vanessa/Victor. Do you believe everything you hear? I told you I'm not doing anything. There's no reason to.

V: I don't want to see you get sicker.

R: Sometimes you act really stupid. How many times do I have to tell you that I'm not sick?

V: Please. For my sake, let's go find out how you can take good care of yourself.

R: You are beginning to annoy me. I'm sorry I told you.

THE END

OK. Now let's look at your videos.

■SHOW BOTH VIDEOS TO THE GROUP.

Those were great scenes!

What did you think of the attitudes that were expressed in the videos and how close are they to the way you feel?

■ENCOURAGE SHARING AND DISCUSSION OF THE ATTITUDES SHOWN. TRY TO GET THE YOUTHS TO IDENTIFY AND EXPRESS TO THE GROUP WHERE THEY ARE. DON'T BE CRITICAL OF WHAT IS EXPRESSED. YOU WANT PARTICIPANTS TO BECOME AWARE OF THEIR ATTITUDES AND CONFRONT THEM IN A SAFE ENVIRONMENT.

Here is the Feeling Thermometer.

■HOLD UP A CHART OF THE FEELING THERMOMETER.

Just like you use a thermometer to take your body temperature, we use this chart to take our emotional temperature.

100 degrees means you feel very uncomfortable.

0 degrees means you feel completely and totally comfortable.

What was your temperature when you thought about describing yourself and your good qualities?

**■ENCOURAGE SHARING OF TEMPERATURE READINGS AND
EXPLORE REASONS FOR THE FEELING LEVEL.**

Exercise 4: "What is the Goal of This Project?"

(10 minutes)

[The purpose of this exercise is to make explicit the goal of the project in order to reconcile issues of manipulation and ambivalence. Stating the goal and using a metaphor to explain it are employed here.]

One thing that is tricky about this project is that we have a goal for you that may not be your goal at this point.

Therefore, we need to talk about that.

We don't want you to think that we have an ulterior motive that we are hiding from you and are secretly trying to change you.

Our goal is for you to want something positive out of the rest of your life and then to try to get it.

On the other hand your goal may be to protect your self from worry, fear, depression, and feelings of hopelessness.

You may want to forget that you are HIV-positive.

Or you may be torn between going in two different directions.

One direction makes things easier to live with being HIV-positive and the other direction requires effort to take charge of your life.

A problem with wanting to do something about living with HIV is that for many of you there is no pain right now.

Nothing inside is telling you that you need to take action.

The consequences are a long way off.

And the rewards of taking action now may also be a long way off.

Deciding what you want and getting there is the idea.

Let me use helping a friend as an example of what I am talking about.

What would you do if a friend of yours said he or she was very unhappy about not having a job and wanted you to help figure out what to do?

Where would you start in helping your friend?

■ENCOURAGE IDEAS. REINFORCE THOSE THAT START WITH FINDING OUT WHAT KIND OF JOB THE PERSON WANTED. GIVE OUT THANKS.

So, the first step is deciding on what kind of job is desired.

Remember that it would be important to find a job in which your friend was successful and felt satisfied.

You wouldn't want your friend to fail at meeting his or her goal.

Once the person figured out what kind of job was wanted, what would be the next step?

Let's say your friend wanted to work as a computer programmer.

■ENCOURAGE IDEAS AND REINFORCE THOSE THAT LOOKED AT WHAT DEMANDS THE JOB MADE AND WHETHER THE PERSON HAD THE SKILLS AND RESOURCES NEEDED. GIVE OUT THANKS.

As you point out, a good second step is to find out what the job demands and then to see if your friend has the skills and resources needed to find success and satisfaction on the job.

Maybe your friend knows how to use a computer, but not how to design programs.

Possible needed resources could include transportation to the job and some new clothes.

After you and your friend discovered that certain new skills and resources were needed, what would you do next?

■ENCOURAGE RESPONSES AND REINFORCE THOSE THAT PLANNED HOW TO GET THE SKILLS AND RESOURCES NEEDED. GIVE OUT THANKS.

Right. Where and how will skills be acquired?

So, what we want is like helping a friend have a healthy and good life even though he or she is HIV-positive, but in this case you are the friend.

What do you think of our goal?

■ENCOURAGE DISCUSSION. BE OPEN TO IDEAS AND REACTIONS BOTH POSITIVE AND NEGATIVE.

Exercise 5: "What's Important to Me?"
(25 minutes)

[The purpose of this exercise is to elicit values and a recognition of what is important to each person. Being interviewed on tape and reviewing the tapes is used to get at values and importance.]

Now we want you to think about what is important to you.

What is important to you could include many different things.

Some examples are as follows:

Making money

Being healthy

Having friends

Being honest

Caring for other people

Being safe from violence

Having a loved one

Your family

Being spiritual

Fairness

Freedom

Having a good job

Completing my education

And so on.

No two people will have the same list.

I am going to divide the group in half.

In the small groups and some of you will be interviewed and taped.

Then we will look at the interviews on the monitor.

■DIVIDE THE GROUP IN HALF. A FACILITATOR GOES WITH EACH GROUP AND STARTS THE INTERVIEWING. AFTER THE FIRST INTERVIEW, ASK OTHER GROUP MEMBERS TO BE THE INTERVIEWER. TRADE OFF FILMING THE INTERVIEW. ASK FOR VOLUNTEERS; INTERVIEW A FEW OF THE KIDS IN EACH GROUP. CONDUCT VERY BRIEF INTERVIEWS, GENTLY PROBE FOR IMPORTANCE. SOME EXAMPLES OF INTERVIEWER LEADS ARE AS FOLLOWS:

WHAT IS REALLY IMPORTANT TO YOU?

WHAT MEANS A LOT TO YOU?

WHAT DO YOU CARE ABOUT MOST IN THE WORLD?

■WHEN THE INTERVIEWS ARE FINISHED, BRING THE TWO GROUPS BACK TOGETHER FOR VIEWING.

Now let's look at those interviews.

■SHOW THE VIDEOS OF THE INTERVIEWS.

What did you think of those interviews?

■ENCOURAGE SHARING AND DISCUSSION. POINT OUT COMMONALITIES AND THEMES.

Now, let's take a break.

■THIS MAY BE A GOOD TIME TO GIVE THE YOUTH A MEAL.

Exercise 6: What Do I Want In the Future?"
(20 minutes)

[The purpose of this exercise is to look to the future. Youth determine past, present and future wants through incomplete sentences.]

Welcome back from the break. Let's have another lottery. Before the break we talked about what was important to you. Things that are important can change over time.

I would like everyone to fill in the blanks on what I put up here on newsprint.

■WRITE ON NEWSPRINT "BEFORE BECOMING HIV-POSITIVE I
WANTED_____. NOW I WANT_____. IN THE
FUTURE I WANT_____."

We will go around the room and ask everyone to fill in the blanks.

■ASK EACH PERSON TO TELL THE GROUP HOW THEY WOULD
FILL IN THE BLANKS.

What do you think of those responses?

■DISCUSS THEIR ANSWERS. LOOK FOR CHANGES IN FUTURE
EXPECTATIONS. ENCOURAGE WANTING SOMETHING BETTER
IN THE FUTURE.

■PASS OUT THE LOTTERY TICKETS, HAVE FIRST NAMES
WRITTEN ON THEM, COLLECT THEM, PUT THEM IN AN
ENVELOPE, MIX THEM UP, DRAW A WINNER AND GIVE OUT A
PRIZE.

Exercise 7: "Why Is Living with HIV a Big Deal?"
(20 minutes)

[The purpose of this exercise is to enable youth to recognize that living with HIV is an important dimension in their lives. A panel presentation with the audience selecting the best response is the method employed.]

For this next exercise I need three volunteers to be on a TV panel.

■SELECT THE VOLUNTEERS AND GIVE THEM THEIR BACKGROUND INFORMATION. IF IT IS AN ALL GIRLS GROUP, USE THE GIRL'S BACKGROUND INFORMATION. IF IT IS AN ALL BOYS GROUP, USE THE BOY'S BACKGROUND INFORMATION. IF IT IS A MIXED GROUP USE BOTH BACKGROUND INFORMATION. PLACE A NAME CARD IN FRONT OF EACH PERSON. THE BACKGROUND INFORMATION IS AS FOLLOWS:

(BOY'S GROUP)

GARY'S BACKGROUND INFORMATION

BEING HIV-POSITIVE IS A BIG DEAL IN MY LIFE BECAUSE IF I TELL ANYONE, THEY WON'T SPEAK TO ME.

IT'S ALSO IMPORTANT BECAUSE NOW I HAVE TO WORRY ABOUT GIVING IT TO SOMEBODY ELSE.

BILL'S BACKGROUND INFORMATION

BEING HIV-POSITIVE IS A BIG DEAL BECAUSE THINGS IN MY LIFE HAVE BEEN PRETTY FUCKED UP. NOW I HAVE A CHANCE TO START ALL OVER AND PUT THINGS IN ORDER.

IT'S ALSO IMPORTANT BECAUSE NOW I HAVE TO FACE THE FUTURE AND DECIDE WHAT I AM GOING TO DO WITH THE REST OF MY LIFE.

JUAN'S BACKGROUND INFORMATION

BEING HIV-POSITIVE IS A BIG DEAL IN MY LIFE BECAUSE NOW I HAVE LOTS OF THINGS TO DO TO TAKE CARE OF MYSELF.

I HAVE TO EAT RIGHT, STAY IN SHAPE, TAKE MEDS, GO TO DOCTOR'S APPOINTMENTS, LEARN TO MAKE SURE THAT DOCTORS DO WHAT I WANT, AND TRY TO FIND FRIENDS WHO DON'T PRESSURE ME IN THE WRONG DIRECTION.

(GIRL'S GROUP)

DOREEN'S BACKGROUND INFORMATION

BEING HIV-POSITIVE IS A BIG DEAL IN MY LIFE BECAUSE I WILL LOSE MY FRIENDS IF THEY FIND OUT.

ALSO IT IS IMPORTANT BECAUSE I WANT TO HAVE A BABY, BUT I DON'T WANT THE BABY TO GET HIV.

SHIRLEY'S BACKGROUND INFORMATION

BEING HIV-POSITIVE IS A BIG DEAL IN MY LIFE BECAUSE IT HAS SHOCKED ME INTO REALIZING HOW MESSED UP MY LIFE HAS BEEN.

NOW I HAVE A CHANCE TO STOP GOING WITH THE WRONG GUYS, CUT OUT DRINKING, AND FIGURE OUT WHAT I WANT OUT OF LIFE.

MARIA'S BACKGROUND INFORMATION

BEING HIV-POSITIVE IS A BIG DEAL IN MY LIFE BECAUSE IT MEANS THERE ARE LOTS OF THINGS I HAVE TO PAY ATTENTION TO.

I BELIEVE I HAVE YEARS AHEAD OF ME, SO I WANT TO DO WHAT KEEPS ME HEALTHY--LIKE EAT RIGHT, STAY IN SHAPE, TAKE MEDICATION, GET GOOD MEDICAL CARE, HAVE FRIENDS WHO CAN HELP ME, AND DO WHAT MAKES ME PROUD AND HAPPY.

Here's the deal.

You are guests on a TV talk show.

I am the host of the show.

The panel's task is to give us the best reasons why being HIV-positive is really important in their life.

The background information gives you some ideas, but you can add on as many other reasons as you want.

Each panel member will have three minutes to give us your reasons.

The audience can ask questions of you after all three panel members have gone.

Then the audience will talk about which reasons they think are best.

Has everyone got the idea?

■ANSWER QUESTIONS.

■MAKE UP A NAME FOR THE SHOW. EXAMPLE: "THIS IS THE _____ (USE YOUR OWN NAME) SHOW." INTRODUCE THE PANEL AND BEGIN THE SHOW.

This is the _____ show.

I'm glad to see all of our studio audience, and I welcome the TV viewers.

Our panel today is _____.

Each one of them is HIV-positive, and they will tell us why being HIV-positive is very important in their lives.

■LISTEN TO THE PRESENTATIONS.

Now that you have heard the panel's presentations, feel free to ask them questions about what they have said.

■ENCOURAGE ASKING THE PANEL QUESTIONS.

■REVIEW OF WHAT WAS GOOD ABOUT WHAT PANELISTS SAID.

Exercise 8: "How Could I Help a Friend Who Lives with HIV?"
(20 minutes)

[The purposes of this exercise are to increase motivation to take care of one's self and to learn cognitive skills which encourage making life better. Role playing helping a friend is the approach used.]

Now I want you to imagine that you have a friend who is HIV-positive.

We will role play helping your friend.

Here are the instructions to the friend:

You want to forget that you are HIV-positive.

If you actively try to make things better, it will just keep reminding you that you are HIV-positive.

You don't see the sense in trying to create a healthy and happy life.

Here are the instructions to the helper:

You believe that there is a lot a person with HIV can do to make things better.

You want to see your friend eat better, stay in shape, get enough rest, go easy on drugs and alcohol, take meds, learn how to get good medical care, set future goals, have hope, and stay happy.

Listen to your friend's arguments and then try to help your friend agree to try making a better life.

Has everyone got it?

■ANSWER QUESTIONS AND CLARIFY THE PROCEDURE.

Let's get started.

■DIVIDE THE GROUP IN HALF. A FACILITATOR GOES WITH EACH SMALL GROUP. THEN DIVIDE THE SMALL GROUPS INTO PAIRS. DECIDE WHO WILL BE THE FRIEND AND WHO WILL PLAY THE HELPER IN EACH PAIR. GIVE INSTRUCTIONS TO THE OBSERVERS.

If you are not doing the role play, you are an observer.

Each observer has a task.

■ASSIGN EACH OBSERVER A DIFFERENT TASK(S).

You pay attention to:	facial expressions
	eye contact
	posture
	gestures
	breathing
	voice
	feelings
	words

After each role play, we will give feedback to the helper.

■DO THE ROLE PLAYS AND GIVE OUT THANKS TO THE PLAYERS WHEN THEY FINISH. NEXT PROVIDE FEEDBACK AFTER EACH ONE. EXPLAIN HOW FEEDBACK WORKS.

Now for feedback.

(TO THE HELPER) - Please tell us how you felt during the role play, what one thing you did that you liked and what one thing you would do differently.

■OBTAIN FEEDBACK.

(TO THE FRIEND) - How did you feel during the role play?

Also, what was one thing the helper did that you liked and what was one thing you would have done differently if you had been the helper.

■OBTAIN FEEDBACK.

(TO THE OBSERVERS) - Give feedback to the helper.

What one thing did you like that the helper did and what one thing would you have done differently?

■OBTAIN FEEDBACK.

■WHEN THE FIRST PAIR IS FINISHED, REPEAT THE PROCESS WITH A SECOND PAIR. WHEN THE SECOND PAIR IS FINISHED, BRING THE GROUPS BACK TOGETHER.

Exercise 9: "Is There Any Hope?"
(15 minutes)

[The purpose of this exercise is to increase hope. A script and discussion are used.]

It is time for another soap scene.

■MAKE ADJUSTMENTS IN WHAT YOU SAY FOR A GIRL'S GROUP OR A BOYS' GROUP. THERE WILL BE DIFFERENT SCRIPTS FOR EACH GROUP. FOR A MIXED GROUP, FACILITATORS SHOULD CHOOSE ONE BEST SUITED FOR THE GROUP AND READ THE 2 BOYS OR 2 GIRLS PARTS, PRETENDING TO BE SAME GENDER.

The facilitators will play Lillian and Carmen/ Alan and Gabe.

As you watch this scene, see which person you feel closest.

Let's start the scene.

■HAND OUT THE SCRIPTS

WHAT NEXT?
(Girls' Version)

CARMEN: You're new here, aren't you?

LILY: Yes. Who are you?

CARMEN: I'm Carmen.

LILY: My name is Lily.

CARMEN: Why did you come?

LILY: I didn't want to. Seeing a lot of sick people sounds disgusting. But my friend thought it would do me good. Ever since they told me I was infected with HIV, I've felt really down. My friend is worried about me. I just want to talk with somebody who is infected also--somebody my age.

CARMEN: How old are you?

LILY: 17.

CARMEN: Does it bother you that I'm a lot older?

LILY: Kind of.

CARMEN: Maybe it's a good idea to start with me.

LILY: Why is that?

CARMEN: Well, I found out that I was HIV-positive when I was about your age.

LILY: You don't look sick.

CARMEN: I haven't had any serious symptoms yet.

LILY: How could that be?

CARMEN: A lot of people don't show symptoms for years.

LILY: Then they do and they die.

CARMEN: Not quite. People with HIV are living longer and longer.

LILY: I never heard of that. You're not just putting me on to make me feel better?

CARMEN: It helps to be overly optimistic, but I wouldn't lie to you.

LILY: Why are they living longer?

CARMEN: One reason is that there are better ways to treat the infections that people get after becoming HIV-positive. Some experts think that AIDS will become a long-term disorder that can be kept in check for years.

LILY: That's pretty hard to believe.

CARMEN: Right now it sounds like you can't accept anything that is upbeat.

LILY: I might as well crawl in a hole and die.

CARMEN: When they told me, I thought it was the end of the world. But it wasn't. I realized that there were still things I could do--I was in charge. And I was still very much alive.

LILY: So, you wished on a star and twenty years later you are the picture of health.

CARMEN: Angry?

LILY: It's not fair. I'm only 17.

CARMEN: No, it's not fair. But where does that get you?

LILY: I don't know.

CARMEN: New treatments for the infections are on the way. I want to believe that they will work--that I'm going to be around for awhile longer.

LILY: You're a dreamer.

CARMEN: Maybe I do have some crazy ideas.

LILY: I don't think they are crazy, but I just can't believe what you are telling me.

CARMEN: A lot of things I can't prove.

LILY: Like what?

CARMEN: I believe that the more passionate you are about life, the longer you live.

LILY: What do you mean about being passionate?

CARMEN: I really care--with all my heart--about my friends, my family, my boyfriend, sex, my exercise class, my dog, my job. Lots of things.

LILY: That's beyond me.

CARMEN: I work at it.

LILY: I hear there is a teenagers group here. Do you think I could sit in on one of their meetings?

CARMEN: Sure. There's a meeting tomorrow afternoon at 4:30.

THE END

WHAT NEXT?
(Boys' Version)

GABE: I'm supposed to talk to Alan. Are you Alan?

ALAN: I'm Alan. Who are you?

GABE: My name is Gabriel. My friends call me Gabe.

ALAN: So, what do you want me to call you?

GABE: I don't know. I guess Gabe is all right.

ALAN: What did you want to talk about?

GABE: Do you mind if I ask you something?

ALAN: No.

GABE: Why do they call you the Old Man? You don't look like an old man.

ALAN: Probably because I've been around so long.

GABE: What do you mean?

ALAN: When I was a kid--how old are you?

GABE: 17.

ALAN: When I was your age, they told me I was HIV-positive. You think you are going to die, but I didn't. I'm still here. And so far I haven't had a serious symptom.

GABE: How old are you?

ALAN: Twenty-three.

GABE: I don't believe it. I know I'm going to get AIDS soon.

ALAN: What makes you think so?

GABE: That's just the way it happens.

ALAN: Why didn't it happen to me?

GABE: There must be something special about you.

ALAN: Hardly. Did you know that people who are infected are living longer and longer?

GABE: No.

ALAN: Did you know that there are better treatments for some of the infections that people get?

GABE: No.

ALAN: Did you know that more treatments are on the way?

GABE: No. But once you've got HIV you can't cure it.

ALAN: That's right. But I'm proof that you can live a long time.

GABE: It's just luck.

ALAN: Could be. But I work at it.

GABE: Like how?

ALAN: I became determined to stay as healthy as possible. I do a lot of things. I enjoy a lot of things. Maybe it is a false hope, but I believe that between the doctors and me there will be a way to keep old Alan going for a long time.

GABE: I can't buy that.

ALAN: Nobody's asking you to. If you want to believe that it's the end of the world, that's up to you.

GABE: That's the truth. Nothing is going to change it.

ALAN: At the rate you're going, I'll be around a long time after you. Is that what you want?

GABE: No. So, what am I supposed to do?

ALAN: You could decide to join the old men's club.

THE END

Remember when we introduced the "Feeling Thermometer" earlier?
Well here it is again.

■EXPLAIN FEELING THERMOMETER AGAIN BRIEFLY.
SHOW FEELING THERMOMETER CHART.

Right now after that scene, how do you feel?

Who did you identify with in that scene?

What did you think of that scene?

■ENCOURAGE A DISCUSSION AROUND HOPE. REMEMBER
THAT THE RESEARCH SHOWS THAT PEOPLE WITH
UNREALISTIC, OPTIMISTIC BELIEFS OFTEN DO BETTER IN
STRESSFUL SITUATIONS--SHOW MORE HARDINESS.

Exercise 10: "What Are My Goals?"
(20 minutes)

**[The purpose of this exercise is to create a future oriented vision around achievable objectives.
Working through the beginning steps of a goal exploration process is the approach taken.]**

Everybody creates a place for themselves in the world in which they live.

Sometimes that place is satisfying and sometimes it is not.

There are different areas or parts that make up that place.

Some examples are work, education, living arrangements, social relationships, health, and recreation.

One way to find out whether you are in a good place is to look at your daily routines.

Are they good or bad, pleasant or unpleasant, stable or chaotic?

I would like you to pick an area, describe what is wrong with it, figure out what you would like, and come up with options that might be better.

Here is an example.

Let's say I am unhappy with where I live.

I don't like the lack of privacy, that my friends can't spend the night, the high rent, how far it is from downtown, and the other tenants.

What would I like?

To find out what I would like, I can begin by reversing the negatives--turning them into positive characteristics.

For example, I want a place that costs between \$350 and \$450 per month and that is five minutes from downtown by bus.

I want a place where more minorities live.

What are some options?

Stay where I am, live with my mother, find a place in the Treewell apartments, move in with my friend Harry.

I would have to check out how each of these places met my list of wants.

What we are going to do in a few minutes is to interview each other and help explore some tentative, short-term goals.

I want to take a minute and briefly demonstrate how you do it.

In the demonstration we won't go into things as deeply as you will in the interview.

■BOTH FACILITATORS ILLUSTRATE HOW TO DO IT. FOLLOW THE SCRIPT OR DO IT FOR REAL. MOST PEOPLE HAVE AN AREA IN WHICH THEY CAN SET GOALS. KEEP IT BRIEF. DON'T GO INTO THE NORMAL DETAIL AND STAY WITH NO MORE THAN THREE POINTS.

DEMONSTRATION OF GOAL EXPLORATION

HELPER: What is an area that you are unhappy with right now?

HELPEE: Education.

HELPER: What's wrong? (WRITE DOWN ANSWERS)

HELPEE: With my degree I can't make enough money.

HELPER: What else?

HELPEE: I don't like going to school full-time.

HELPER: Anything else?

HELPEE: I think I'm in the wrong field. My degree was in nursing and I prefer counseling.

HELPER: Let me summarize: 1) you don't like the low pay that comes with jobs with your degree. 2) you don't like going to school full time. 3) you don't like the area you are in. Is that right?

HELPEE: You got it.

HELPER: So what would you like? (WRITE DOWN ANSWERS)

HELPEE: I would like a master's degree. That would allow me to get higher paying jobs.

HELPER: Use what you don't like to think of things you would like.

HELPEE: OK. So, I need a program that accepts my work for educational credit or that let's me go part-time.

HELPER: Anything else?

HELPEE: I want an educational program that trains me to counsel teenagers in high school.

HELPER: We will need to check out different options for meeting your needs, but for now can you think of some possibilities? (WRITE DOWN ANSWERS)

HELPEE: There's a guidance counselor program at the Teachers College. There's a counseling psychologist degree program at State Tech, and I have heard of a master's degree social work program at the Professional School.

HELPER: Those are some good options for us to explore.

THE END

Have you got the idea?

■ANSWER QUESTIONS AND CLARIFY.

I am going to pass out a form to help you as you interview each other.

On it write what area the person is unhappy with, what are the things the person doesn't like, what the person would like, and some possible alternatives to fix the situation.

■PASS OUT THE "GOAL EXPLORATION FORM." THEN DIVIDE THE GROUP INTO PAIRS. HAVE THEM DECIDE WHO WILL GO FIRST. THEN START THEM INTERVIEWING EACH OTHER. AFTER FIVE MINUTES, HAVE THEM SWITCH. BE AVAILABLE FOR QUESTIONS. WANDER FROM GROUP TO GROUP AND SEE HOW THINGS ARE GOING. THE FORM IS AS FOLLOWS:

GOAL EXPLORATION FORM

1. What area are you unhappy about? Work ___ School ___ Living Arrangements ___
Social ___ Health ___ Recreation ___

2. What don't you like in the area you have chosen above?

3. What would you like?

4. What are some possible options that would make the situation better and which you could accomplish within a few months to a year?

■BRING THE PAIRS BACK TOGETHER FOR DISCUSSION.

How did that go?

■ENCOURAGE DISCUSSION. CHECK OUT BARRIERS TO THE TASKS INVOLVED IN GOAL EXPLORATION AND BRAINSTORM SOLUTIONS.

Exercise 11: "What is next?"
(20 minutes)

[The purposes of this exercise are to build group cohesion and create a positive expectation of the next session. Review, a between session target to complete, and expressing appreciation to group members is undertaken.]

We are at the end of today's session.

Today you set group rules, identified attitudes toward living with HIV, clarified the project's goals, learned more about yourselves, and discovered what was important to each of you.

We just talked about taking a big goal, like finding a better place to live, and breaking it down into smaller, manageable goals. At the end of each of our sessions, we are going to pick a goal to work on between our sessions. Each of us probably has a big goal, like staying healthy. I would like you to begin thinking about what that goal is. Everyone will probably have a different path to that big goal. Each of our small goals that we set each week can be related to this big goal.

When we set goals, they need to be realistic, clear, not too easy nor too hard, and have a clear endpoint so you know when you've completed your goal. These parts of a goal help to define the goal as possible for me.

For example, if I say that between now and next session I am going to have sex 25 times and use a condom every time, that's not a realistic goal for me because I won't have sex that many times, but someone else might.

Today, we are all going to set the same goal--think of at least one reason to take care of ourselves.

Does this goal meet the four requirements of a good goal--realistic, clear, not too easy nor too hard, and has a clear endpoint?

■BRIEFLY DISCUSS IF THE GOAL MEETS THE FOUR CRITERIA.

■HAND OUT GOAL CARDS AND HAVE YOUTH WRITE GOAL.

As time goes on, you will be setting your own goals. At the beginning of each session we will discuss how we did. Making goals can be challenging and we are going to help each other. When you do meet your goal it's important to congratulate yourself for your hard work. If you are not able to meet your goal, we'll problem-solve what happened--maybe it wasn't a good goal or maybe it was too big of a step--and help you set a better goal for next time.

The next session will take place on _____ (date and place) at _____ (time).

Next time the session will last two hours.

Before we stop I would like you to show your appreciation to other group members.

Let them know that you liked their presence, their contributions, their style or anything else that impressed you.

■HAVE THE GROUP MEMBERS SHOW APPRECIATION TO EACH OTHER. MODEL BY ACTIVELY GIVING OUT THANKS AND BY PRAISING.

THE END OF SESSION 1/2

Outline of sessions on Living with HIV

INTRODUCTION

Module #1: Staying Healthy

- Session 1. I'M HIV-positive: Attitudes Towards Living with HIV: (2hrs)
- Session 2. I'm HIV-positive: Exploring Future Goals: (2hrs)
- Session 3. Disclosure: Should I tell others my status? (2hrs)
- Session 4. Coping with Stigma (2hrs)
- Session 5. I'm HIV-positive: Wanting to Stay Healthy (2hrs)
- Session 6. Why do I use Drugs & Alcohol (2hrs)
- Session 7. Changing my Alcohol & Drug Use (2hrs)
- Session 8. Preventing Re-infection (2hrs)
- Session 9. Staying Calm (2hrs)
- Session 10. Attending Health Care Appointments (2hrs)
- Session 11. Taking Prescribed Medications (2hrs)
- Session 12. Participating in Medical Care Decisions (2hrs)

Module #2: Acting Safely

Module #3: Sticking with It

Each Module will last approximately 3 months.
Session topics will be covered at a later date

NO NEED TO WORRY
(Script for Girl's/Boy's Group)

VANESSA/VICTOR: What's happening?

RHONDA/RALPH: I look good, don't I?

V: Sure do.

R: OK. Then you won't tell anybody?

V: Tell them what?

R: Vanessa/Victor, my best friend, I got HIV.

V: Oh, no!

R: Don't cry. I'm not crying. I feel fine.

V: So, what are you going to do?

R: What do you mean "What am I going to do?" Like I said. I feel fine. I'm not going to do anything.

V: But, you better start taking care of yourself.

R: I feel fine. There's nothing to worry about.

V: I hear you can take medication and slow things down.

R: That's for sick people. I'm not sick.

V: Somebody told me that eating differently can keep you healthy longer.

R: Come on, Vanessa/Victor. Do you believe everything you hear? I told you I'm not doing anything. There's no reason to.

V: I don't want to see you get sicker.

R: Sometimes you act really stupid. How many times do I have to tell you that I'm not sick?

V: Please. For my sake, let's go find out how you can take good care of yourself.

R: You are beginning to annoy me. I'm sorry I told you.

THE END

May 1995
Module 1
Session 1/2

GOAL EXPLORATION FORM

A. What area are you unhappy about? Work___ School___ Living Arrangements ___
Social ___ Health ___ Recreation ___

B. What don't you like in the area you have chosen above?

1. _____

2. _____

3. _____

C. What would you like?

1. _____

2. _____

3. _____

D. What are some possible options that would make the situation better and which you could accomplish within a few months to a year?

1. _____

2. _____

3. _____

DEMONSTRATION OF GOAL EXPLORATION

- HELPER: What is an area that you are unhappy with right now?
- HELPEE: Education.
- HELPER: What's wrong? (WRITE DOWN ANSWERS)
- HELPEE: With my degree I can't make enough money.
- HELPER: What else?
- HELPEE: I don't like going to school full time.
- HELPER: Anything else?
- HELPEE: I think I'm in the wrong field. My degree was in nursing and I prefer counseling.
- HELPER: Let me summarize: 1) you don't like the low pay that comes with jobs with your degree. 2) you don't like going to school full time. 3) you don't like the area you are in. Is that right?
- HELPEE: You got it.
- HELPER: So what would you like? (WRITE DOWN ANSWERS)
- HELPEE: I would like a master's degree. That would allow me to get higher paying jobs.
- HELPER: Use what you don't like to think of things you would like.
- HELPEE: OK. So, I need a program that accepts my work for educational credit or that let's me go part time.
- HELPER: Anything else?
- HELPEE: I want an educational program that trains me to counsel teenagers in high school.
- HELPER: We will need to check out different options for meeting your needs, but for now can you think of some possibilities? (WRITE DOWN ANSWERS)

HELPEE: There's a guidance counselor program at the Teachers College. There's a counseling psychologist degree program at State Tech, and I have heard of a master's degree social work program at the Professional School.

HELPER: Those are some good options for us to explore.

THE END

GARY

BILL

JUAN

DORREEN

SHIRLEY

MARIA

WHAT NEXT?
(Girls' Version)

CARMEN: You're new here, aren't you?

LILY: Yes. Who are you?

CARMEN: I'm Carmen.

LILY: My name is Lily.

CARMEN: Why did you come?

LILY: I didn't want to. Seeing a lot of sick people sounds disgusting. But my friend thought it would do me good. Ever since they told me I was infected with HIV, I've felt really down. My friend is worried about me. I just want to talk with somebody who is infected also--somebody my age.

CARMEN: How old are you?

LILY: 17.

CARMEN: Does it bother you that I'm a lot older?

LILY: Kind of.

CARMEN: Maybe it's a good idea to start with me.

LILY: Why is that?

CARMEN: Well, I found out that I was HIV-positive when I was about your age.

LILY: You don't look sick.

CARMEN: I haven't had any serious symptoms yet.

LILY: How could that be?

CARMEN: A lot of people don't show symptoms for years.

LILY: Then they do and they die.

CARMEN: Not quite. People with HIV are living longer and longer.

LILY: I never heard of that. You're not just putting me on to make me feel better?

CARMEN: It helps to be overly optimistic, but I wouldn't lie to you.

LILY: Why are they living longer?

CARMEN: One reason is that there are better ways to treat the infections that people get after becoming HIV-positive. Some experts think that AIDS will become a long-term disorder that can be kept in check for years.

LILY: That's pretty hard to believe.

CARMEN: Right now it sounds like you can't accept anything that is upbeat.

LILY: I might as well crawl in a hole and die.

CARMEN: When they told me, I thought it was the end of the world. But it wasn't. I realized that there were still things I could do--I was in charge. And I was still very much alive.

LILY: So, you wished on a star and twenty years later you are the picture of health.

CARMEN: Angry?

LILY: It's not fair. I'm only 17.

CARMEN: No, it's not fair. But where does that get you?

LILY: I don't know.

CARMEN: New treatments for the infections are on the way. I want to believe that they will work--that I'm going to be around for awhile longer.

LILY: You're a dreamer.

CARMEN: Maybe I do have some crazy ideas.

LILY: I don't think they are crazy, but I just can't believe what you are telling me.

CARMEN: A lot of things I can't prove.

LILY: Like what?

CARMEN: I believe that the more passionate you are about life, the longer you live.

LILY: What do you mean about being passionate?

CARMEN: I really care--with all my heart--about my friends, my family, my boyfriend, sex, my exercise class, my dog, my job. Lots of things.

LILY: That's beyond me.

CARMEN: I work at it.

LILY: I hear there is a teenagers group here. Do you think I could sit in on one of their meetings?

CARMEN: Sure. There's a meeting tomorrow afternoon at 4:30.

THE END