

T.L.C. Facilitator's Manual

Being Together Module

Session #4: Is What I See the Real Thing? (2 Hours)

OBJECTIVES:

1. Youths will understand that what is "real" is what they experience directly.
2. Youths will increase their experience of what is "real" in their lives.
3. Youths will be able to describe how they are connected to the events, people, and objects in their lives.
4. Youths will increase their sense of personal responsibility for their events, activities, and consequences of their actions and their entire life.

RATIONALE:

What is real is something most people struggle with. For example, many HIV positive youth don't want to believe that they have the virus. This session assumes that reality is to be found in direct experience and not in concepts and thoughts about what happened. The past is gone; the future hasn't come. There is only now. People's perceptions provide a basis for their actions. Reality implies something people can trust. Often we do not want to accept reality, but one thing we can trust is that life is as it is. The first part of the session explores the youths' understanding of reality and provides experiences to assist them in determining what is real.

One aspect of reality relates to whether we are separate from all things or interconnected. In this session the notion that all life is interconnected is presented, and opportunities are provided to see those relationships.

Another idea behind this session is that the quality of life is improved if we take responsibility for our lives. Responsibility is illustrated, and beginning attempts are made to determine what the youths are responsible for.

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SUMMARY OF EXERCISES:

1. Review the experience that occurred between sessions. Introduce the topic with a script. (20 minutes)
2. Word storm "reality." Explore the meaning of reality. Ask each youth to share something that is real in his or her life. (20 minutes)
3. Demonstrate that reality is experience through a role play. Have each youth experience a quality and distinguish between experiencing it and describing it. (20 minutes)
4. Use a piece of paper to model connectedness. Then have the youths do the same with a table. Imagine connecting to others in the group. (20 minutes)
5. Sit and present a story on responsibility. Use incomplete sentences to identify what each youth is responsible for. (20 minutes)
6. Agree on experiences for between the sessions. Show appreciation to each other. (20 minutes)

MATERIALS:

Newsprint and marking pens

Cushions

A piece of blank paper

A script: Get Real

Instructions to friends #1 and #2

Objects: water, block of wood, kleenex, hot candy, brick, apple, candy, sour candy, green piece of paper, high pitched bell.

Floor coverings

Exercise 1: What Happened?
(20 minutes)

[The purposes of this exercise are to provide support for the youths' new experiences, to increase group cohesion, and to introduce the session's focus. Review of experiences, engaging in an opening ritual and a script are the approaches employed.]

Welcome back.

We have been working on improving the quality of your lives by increasing your own inner peace.

The approaches taken are studying the self through sitting and becoming aware of every moment in your life.

Let's open today's session with a thought.

Please take a deep breath, let it out slowly, and allow your eyes to relax and close.

■PAUSE FOR A MOMENT.

Silently repeat this thought in your mind:

"I am perfect and complete, lacking nothing."

Let's start by sitting for three minutes.

Make sure you have three parts of you making contact: your rear on the front of the cushion and your knees touching the floor.

■HAVE THE YOUTHS GET SEATED.

Get your posture straight.

Imagine a wire from your head pulling it toward the ceiling.

Sway a little bit to settle in to a good position.

**■ASSIST ANY YOUTH WHO NEEDS HELP IN SITTING
CORRECTLY.**

Simply count your breath--1 to 10.

If thoughts come into your head, note them, and let them float away.

Just watch them--don't get wrapped up in them.

If your counting gets off, go back to 1 and start again.

I'll keep the time for three minutes.

Go ahead and start.

■HAVE THE YOUTHS SIT FOR THREE MINUTES.

Time is up.

At the end of the last session you agreed to try some new experiences.

You were going to concentrate on a simple, brief task that you do daily, practice sitting, and involve yourself in other experiences.

Let's hear how you made out.

■GO AROUND AND HAVE EACH YOUTH REPORT ON WHAT HAPPENED. BE SUPPORTIVE. COACH AS NEEDED. IF A YOUTH DID NOT DO WHAT HE OR SHE AGREED TO, INDICATE THAT PROCEEDING AT ONE'S OWN PACE IS IMPORTANT AND RESPECTED.

That was very good.

To introduce what today is about I need two volunteers to read the Wise Person and the TV reporter.

Who will help out?

■SELECT THE VOLUNTEERS, DECIDE ON WHO WILL READ THE PARTS, GIVE THEM THE SCRIPT AND HAVE THEM READ IT ALOUD TO THE GROUP.

GET REAL

TV REPORTER: Here I am again, interviewing that tricky old dog, the Wise Person. How's tricks?

WISE PERSON: What are you looking for today?

TV REPORTER: Advice for our friends out there in TV land. I have a friend who is very unhappy. Can you help her solve her problem?

WISE PERSON: Only she can solve her problem.

TV REPORTER: She always wanted to make lots of money. But now after six years all she has in the bank is \$500. She's really upset.

WISE PERSON: What about you?

TV REPORTER: I always wanted to be a great writer.

WISE PERSON: Are you?

TV REPORTER: Get real! You know I'm not.

WISE PERSON: So, what do you think?

TV REPORTER: Life is full of disappointments. You can't count on anything.

WISE PERSON: It sounds like what you can count on is that life is what it is.

TV REPORTER: So, where does that leave me?

WISE PERSON: A TV reporter.

TV REPORTER: I don't think I like this conversation. Next you'll give me that old wise person smile and say, "Well, that's life."

WISE PERSON: That's reality.

THE END

Thank you! That was great.

The TV reporter said, "Get real."

What is real?

We usually base our lives on what we think is real, but what is reality?

Is it what you think?

Is it what I think?

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Is it what the group thinks?

When you are trying to have a good life, it helps to base what you do on reality.

Otherwise you'll go off in some unreal direction and make things hard for yourself.

Today's session is about what's real.

Exercise 2: What Is Reality?
(20 minutes)

[The purposes of this exercise are to explore the concept of reality and to bring into question typical assumptions about what is real. Word storming "reality" and having each youth what is real for him or her is the approach taken.]

Let's begin with a word storm.

I'll write a word on newsprint and you tell me what words you associate with it--what it reminds you of.

■WRITE THE WORD "REALITY" ON THE TOP OF A PIECE OF NEWSPRINT. AS YOUTHS CALL OUT WORDS, WRITE THEM UNDER THE HEADING.

That's a good list.

Are there any words that go together here?

■EXPLORE GROUPINGS.

Is it real if you can smell it, taste it, touch it, see it, hear it?

Is it real if you think it?

Is it real if you feel it?

If you can't see it or hear it, does it mean that it no longer exists?

■ENCOURAGE A DISCUSSION ON WHAT IS REALITY.

Which is reality--saying the word "shout" or to **SHOUT VERY LOUDLY**?

■ENCOURAGE RESPONSES.

Do you think that you have to experience something for it to be real?

■ENCOURAGE RESPONSES.

Now I want each of you to give the group an example of something that is real for you.

■GO AROUND THE GROUP. HAVE EACH YOUTH DESCRIBE OR DEMONSTRATE SOMETHING THAT HE OR SHE CONSIDERS REAL. RESPOND MORE POSITIVELY TO THOSE YOUTHS WHO BASE THEIR PRESENTATION ON **NOW** OR WHO DEMONSTRATE IT BY AN ACT, SUCH AS STANDING UP, GIVING A SIGN, TOUCHING ANOTHER GROUP MEMBER.

What did you think of the way people responded?

■ENCOURAGE SHARING OF REACTIONS.

We have raised some questions about what is real.

Next let's get a feel for what is real.

Exercise 3: Whose View is Real?
(20 minutes)

[The purpose of this exercise is to demonstrate that reality is the present moment. A role play and experiencing sensations are the methods used.]

Next I want to demonstrate a bit of reality.

I need two volunteers for a little role play.

■SELECT TWO VOLUNTEERS. HAVE THEM SIT IN THE
MIDDLE OF THE ROOM FACING EACH OTHER.

You two are friends.

One of you has a favor to ask of the other.

Here are your instructions.

■GIVE WRITTEN INSTRUCTIONS TO THE ROLE
PLAYERS.

INSTRUCTIONS FOR FRIEND #1

YOU WANT TO BORROW \$5 FROM YOUR FRIEND SO THAT YOU CAN
BUY A BOTTLE OF VODKA AND GET DRUNK. TRY AND GET THE
MONEY FROM HIM/HER.

INSTRUCTIONS FOR FRIEND #2

YOU THINK YOUR FRIEND DRINKS TOO MUCH. YOU ARE VERY
WORRIED.

Are you ready?

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Friend #1 starts off the role play.

■HAVE THE ROLE PLAY GO FOR 5 MINUTES.

That was great. Thanks.

Don't go away.

Friend #1, what happened here to you?

■OBTAIN A RESPONSE.

Friend #2, what do you think went on here?

■OBTAIN A RESPONSE.

What did the rest of you observe?

Can you describe it?

■OBTAIN RESPONSES FROM THE REST OF THE GROUP.

First, it seems like we have a bunch of different ways of looking at the situation.

Which one represents reality?

■ENCOURAGE RESPONSES.

So, one problem that we have is that reality looks different to different people.

(TO THE TWO FRIENDS)--You both heard how the other people described the scene, and you heard your friend and yourself describe the scene.

How do these descriptions compare to how you experienced talking with your friend?

■ENCOURAGE RESPONSES. AND PROMPT WITH QUESTIONS SUCH AS "DOES PUTTING IT INTO WORDS LOSE SOMETHING?" "DO EVEN YOUR OWN DESCRIPTIONS CAPTURE THE EXPERIENCE?"

The past is gone, only the present is here.

There's just now.

Let's take a few minutes to experience the "now" of reality.

I would like each of you (one at a time) to come up so I can see how you experience reality.

■SIT ON YOUR CUSHION. ONE AT A TIME HAVE EACH YOUTH COME UP BEFORE YOU. ASK THEM ONE OF THE FOLLOWING QUESTIONS THEN GIVE THEM A REALITY CHECK. WHEN FINISHED EACH YOUTH GOES BACK TO WHERE THEY WERE.

1. "HOW WOULD YOU DESCRIBE **WET**?" AFTER THE YOUTH DESCRIBES IT, POUR A LITTLE WATER IN THE PALM OF HIS/HER HAND.
2. "HOW WOULD YOU DESCRIBE **HARD**?" AFTER THE YOUTH DESCRIBES IT, PUT A BLOCK OF WOOD IN HIS/HER HAND.

3. "HOW WOULD YOU DESCRIBE **SOFT**?" AFTER THE YOUTH DESCRIBES IT, PUT A KLEENEX IN HIS/HER HAND.
4. "HOW WOULD YOU DESCRIBE **HOT**?" AFTER THE YOUTH DESCRIBES IT, LIGHT A MATCH, BLOW IT OUT, WAIT 15 SECONDS AND PUT THE MATCH IN THE YOUTH'S HAND.
5. "HOW WOULD YOU DESCRIBE **HEAVY**?" AFTER THE YOUTH DESCRIBES IT, PUT A BRICK IN HIS/HER HAND.
6. "HOW WOULD YOU DESCRIBE **SMOOTH**?" AFTER THE YOUTH DESCRIBES IT, PUT AN APPLE IN HIS/HER HAND.
7. "HOW WOULD YOU DESCRIBE **SWEET**?" AFTER THE YOUTH DESCRIBES IT, PUT A PIECE OF CANDY IN HIS/HER MOUTH.
8. "HOW WOULD YOU DESCRIBE **SOUR**?" AFTER THE YOUTH DESCRIBES IT, PUT A DROP OF VINEGAR ON HIS/HER TONGUE.
9. "HOW WOULD YOU DESCRIBE **GREEN**?" AFTER THE YOUTH DESCRIBES IT, HOLD A PIECE OF GREEN PAPER OR CLOTH BEFORE HIS/HER EYES.
10. "HOW WOULD YOU DESCRIBE **HIGH**?" AFTER THE YOUTH DESCRIBES IT, RING A HIGH PITCHED BELL BY HIS/HER EAR.

Was there a difference between how you describe something and how you really experience it?

■ ENCOURAGE SHARING. THE MAIN OBJECTIVE IS TO DISCOVER THAT WHAT IS REAL IS THE PRESENT EXPERIENCE.

Two quick comments.

There is nothing wrong with trying to describe an experience to a friend.

Just remember that your description isn't the real thing, and that people usually experience the

same thing in different ways.

Now, this is also true when it comes to how we experience ourselves.

Sometimes, even when involved with other people, we act as if we are alone.

We think we stop at the outside surface of our skin.

I wonder if that is really true.

We'll explore that notion as well.

Exercise 4: Am I Connected?
(20 minutes)

[The purpose of this exercise is to increase the youths' sense of being connected to the world. Modeling connectedness, finding connectedness in a table, and making physical connectedness in the group are the approaches used.]

Is anyone here a poet?

If you like to write poetry, it might be easier for you to see what I am going to show you.

■HOLD UP A PIECE OF BLANK PAPER.

Can you see clearly that there is a cloud floating in this piece of paper?

■WAIT FOR RESPONSES.

Think about it. Without a cloud there will be no water; without water trees cannot grow; and without trees you could not make this piece of paper.

So, the cloud is in here.

Do you follow that?

■WAIT FOR RESPONSES

The existence of the page is dependent on the existence of a cloud.

The paper and cloud are so close.

What about other things like sunshine?

The forest cannot grow without sunshine, and people also cannot grow without sunshine.

So, the logger needs sunshine for him to have the energy to cut down the tree, and the tree needs sunshine to be a tree.

You can see then that sunshine is in this piece of paper as well.

What else can you see in there?

■ENCOURAGE RESPONSES.

If you look really close, you will see that everything is there--the wheat that became the bread for the logger to eat, the logger, the logger's mother and father, and so on.

This paper really doesn't have a separate existence.

Everything is a part of it. It is full of everything.

Just like you are.

If we took everything that we have mentioned, and put it back where it came from--took it away from the paper--what would we have?

If we put back, the sun, water, and earth that made the tree; the logger that cut the tree; the chemicals in the paper making plant; the ore that made the metals that made the machines in the paper making plant; the workers in the plant; where would the reality of the piece of paper be?

■ENCOURAGE RESPONSES.

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The paper's reality is dependent on many, many "non-paper" things.

Just like we are.

Who will lead the group in exploring how connected something else in the room is.

■SELECT A VOLUNTEER TO LEAD THE GROUP AND COACH IF NEEDED.

Let's take.....

■SELECT AN OBJECT IN THE ROOM. COACH THE GROUP LEADER IN ASSISTING THE GROUP TRACE BACK THE OBJECT'S INTERCONNECTEDNESS. IF THERE IS A WOODEN TABLE, USE THAT. FOR EXAMPLE: TABLE = WATER, EARTH, SUN FOR TREE; TREE FOR WOOD; LOGGER TO CUT TREE; FOOD FOR LOGGER, LOGGER'S PARENTS; LOGGERS TOOLS; METAL FOR SAWS; ORE FOR METAL; FURNITURE MAKER; FOOD FOR FURNITURE MAKER; FURNITURE MAKER'S PARENTS; METAL FOR SCREWS AND HARDWARE; AND SO ON.

Do you agree that without all these things there would be no object?

Does it have an existence separate from all these things?

■ENCOURAGE DISCUSSION OF INTERCONNECTEDNESS.

Now let's look at your connections.

Lie on the floor on your back.

Give yourself room but be close enough to touch the hand or arm of the person next to you.

■HAVE THE YOUTHS LIE ON THE FLOOR, CLOSE ENOUGH TO TOUCH EACH OTHER. IF POSSIBLE, HAVE THEM LIE IN A BIG CIRCLE.

Take a breath and let it out slowly.

Take another breath and let it out slowly.

Think about your own connections.

What are you connected to in this world that seems like "not you?"

Take some time and explore what you are dependent on to live--just like you did for the piece of paper.

■ALLOW 4 MINUTES FOR SILENT EXPLORATION.

Now put your hand on the person next to you, touching that person's hand or arm or shoulder.

Now think about how you are connected to the people you are touching.

■ALLOW 2 MINUTES FOR DETERMINING GROUP CONNECTEDNESS.

OK. You can sit up.

If you experienced yourself as slightly more connected to the world, slightly less a separate being, what feelings and sensations did you have?

■ENCOURAGE SHARING OF FEELINGS AND SENSATIONS. DID YOUTHS FEEL MORE EXPANSIVE, MORE JOY, LESS ANXIOUS? DID THEY BECOME FEARFUL? DID THEY FEEL A LOSS OF SELF?

Each person is likely to react differently to discovering being connected to the world.

That's fine.

Remember what we said earlier, "All I can be is who I am right now."

Before moving on I want us to sit for a few minutes so that you can come in contact with more of your real selves.

Exercise 5: Am I in Charge?

[The purposes of this exercise are to provide an opportunity to study the self and to increase a sense of responsibility for their lives. Sitting, a story, and completing incomplete sentences are the methods used.]

Get yourselves comfortably seated on your cushions.

Remember: knees and rear end touching the floor or cushion, spine straight, head pulled up, eyes half closed, looking in front of you three feet at the floor.

■WALK AROUND AND CHECK TO SEE IF EVERYONE'S POSTURE IS GOOD. COACH AS NEEDED.

Take a few breaths in naturally.

Be aware of the breathing out.

Now start counting your breath--1 to 10 and back again.

Let thoughts come from nowhere and go to nowhere.

Watch them float by.

If you get off count, that's fine--just go back to 1.

■HAVE THE GROUP SIT FOR FIVE MINUTES.

That was good.

You sat for five minutes.

■COMMENT ON THE SITTING, USING REMARKS SIMILAR TO THOSE FOUND BELOW--**IF THEY ARE ACCURATE.**

I could sense the concentration.

You could feel the energy in the group.

Next I want to tell you a little story.

There was a big flood.

The water rose higher and higher.

It came up to this man's roof where he had been sitting; so he crawled up higher.

Finally a boat was able to get close to his house, and they reached out to him, saying "Come on, get in!"

"No, no. God will save me," he replied.

The waters rose and became more turbulent.

Finally the man was perched on the very top of his roof.

The winds blew and the rain continued to fall.

With great difficulty another boat got close to where he sat on the peak of his roof.

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They begged him to get in the boat and save himself.

"No, no, no," he said.

"God will save me."

Finally the waters were over him, except for his head.

Just his nose, eyes and the top of his head stuck out.

A helicopter appeared overhead.

It came right down to him.

The rescuers on board called out, "Get in here. This is your last chance!"

"No, no, no. God will save me!"

The helicopter left.

He struggled for a few minutes.

Then his head went under the waters, and he drowned.

When he got to heaven, he complained to God.

"God, why didn't you try to save me?"

And God said, "I did. I sent you two rowboats and a helicopter."

What's the meaning of this story?

■ENCOURAGE A DISCUSSION ON THE MEANING OF THE STORY. ASSIST THE YOUTHS IN SEEING THAT THE THEME IS RESPONSIBILITY.

1. THE MAN WASN'T RESPONSIBLE FOR THE FLOOD BUT HE WAS RESPONSIBLE FOR WHAT DID WITH HIS LIFE.
2. ALSO NO ONE ELSE IS RESPONSIBLE FOR YOUR LIFE.
3. HOW DOES RESPONSIBILITY FOR ONE'S LIFE FIT IN WITH BEING HIV POSITIVE?

What are you responsible for in your own life?

I want everyone to complete this sentence.

**■WRITE THE FOLLOWING SENTENCE ON NEWSPRINT.
"IN MY LIFE I AM RESPONSIBLE FOR....."**

We'll go around the room and hear what you think you are responsible for.

For example, you might say, "I am responsible for drinking less alcohol."

■GO AROUND THE ROOM AND HAVE EACH YOUTH COMPLETE THE SENTENCE:

"IN MY LIFE I AM RESPONSIBLE FOR..."

What reactions do you have to what people said they were responsible for?

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ENCOURAGE SHARING OF REACTIONS. ARE THERE ANY DISAGREEMENTS ABOUT WHAT YOUTHS SAID THEY WERE RESPONSIBLE FOR? DID ANYONE CHANGE HIS/HER OPINION ABOUT WHAT THEY WERE RESPONSIBLE FOR? IS IT CLEAR WHAT YOUTHS' AVOIDED SAYING THEY WERE RESPONSIBLE FOR?

One piece of evidence that you are taking some responsibility is the fact that you come here to these sessions.

Being willing to work on concentration, being aware, studying yourself, losing your false self, gaining your true self--these are all signs of responsibility.

It is about time to agree on what experiences to have next week.

Today you worked on a topic that a lot of people don't want to deal with.

When you really observe your self and other people, you come to conclusion that we aren't highly interested in reality.

When we are day dreaming, lost in thoughts, going over and over some problem, we have lost reality.

Exercise 6: What Will I Do Between Sessions?
(20 minutes)

[The purposes of this exercise are to carry into the real world what was learned in the session and to build a community of participants. Agreeing to have certain experiences and showing appreciation to each other are the approaches used.]

At the end of each session we always agree to continue some of the activities we have begun in here.

See if you can keep practicing when you are not in the session.

The more sessions that we cover, the more experiences you have to choose from.

Here are some examples of what you might do.

1. increase how long and how often you sit.
2. pick a brief, daily routine like shaving or putting on make-up and concentrate on it.
3. eat dinner three times a week without talking and being completely aware of what you eat.
4. sit with a friend or look into a mirror and ask "who am I" and then give an answer. Repeat for five minutes.
5. do an art project.
6. make up a saying about a daily task, that will help you to act more responsibility.
7. sit looking at a photo of you as a child. Remember what you thought, felt, did, were like physically. Ask who you are now.
8. sit and consider your connections to a friend.
9. work out the connectedness of an object you know.

Can you give the group some other suggestions to choose from?

■ENCOURAGE ADDING TO THE LIST.

Think a moment and decide on what you agree to do.

■HAVE EACH YOUTH INDICATE WHAT HE OR SHE AGREES TO DO. NOTE THE AGREEMENT ON THE FACILITATOR'S EXPERIENCE SHEET.

Those are some good things to try.

I hope you have your experience cards with you.

Please write on that card what you plan to try during the next week.

Keep the cards with you.

Before we give appreciation to each other I want to tell you about these two young men who wanted to play a joke on a friend of theirs who rolled his own cigarettes.

They went out in the fields and found a very dried cow pod--that's cow manure--and they crumbled it up in his tobacco.

Later they watched him roll a cigarette.

"You're smoking cow shit," they said.

"No I'm not." He took a big drag on his cigarette.

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"It sure is a good smoke," he said, "and I'm not smoking cow shit."

"Yes, you are," they said.

"No, I'm not."

They went back and forth like this.

"I'll show you," said the friend and popped a wad of tobacco in his mouth, chewed it, and said "How sweet it is," said the friend.

So, you see it all depends. Life is what you make of it.

Now it is time for you to show that you appreciate the other members of the group.

Go around and let people know that you are glad they are here and that you like the contributions they made to today's session.

You can appreciate things they said or did, their style, their presence, their depth, their quietness--all kinds of things.

**■ENCOURAGE GIVING APPRECIATION TO EACH OTHER.
MODEL REINFORCING CONTRIBUTIONS. MAKE SURE
EVERYONE IS INCLUDED.**

I would like to end with forming a circle.

Put your hands on the shoulders of those on either side of you.

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■HAVE THE GROUP MEMBERS FORM A CIRCLE.

Take a deep breath and let it out slowly.

■PAUSE.

Now repeat this thought in your mind:

"I will find my original nature, forget my false self, and be kind to others."

■PAUSE.

Thank you.

I look forward to seeing you at the next session.

We will meet again at _____ (time and place) on (day and date).

THE END OF SESSION 4

GET REAL

- TV REPORTER: Here I am again, interviewing that tricky old dog, the Wise Person. How's tricks?
- WISE PERSON: What are you looking for today?
- TV REPORTER: Advice for our friends out there in TV land. I have a friend who is very unhappy. Can you help her solve her problem?
- WISE PERSON: Only she can solve her problem.
- TV REPORTER: She always wanted to make lots of money. But now after six years all she has in the bank is \$500. She's really upset.
- WISE PERSON: What about you?
- TV REPORTER: I always wanted to be a great writer.
- WISE PERSON: Are you?
- TV REPORTER: Get real! You know I'm not.
- WISE PERSON: So, what do you think?
- TV REPORTER: Life is full of disappointments. You can't count on anything.
- WISE PERSON: It sounds like what you can count on is that life is what it is.
- TV REPORTER: So, where does that leave me?
- WISE PERSON: A TV reporter.
- TV REPORTER: I don't think I like this conversation. Next you'll give me that old wise person smile and say, "Well, that's life."
- WISE PERSON: That's reality.

THE END

INSTRUCTIONS FOR FRIEND #1

YOU WANT TO BORROW \$5 FROM YOUR FRIEND SO THAT YOU CAN BUY A BOTTLE OF VODKA AND GET DRUNK. TRY AND GET THE MONEY FROM HIM/HER.

INSTRUCTIONS FOR FRIEND #2

YOU THINK YOUR FRIEND DRINKS TOO MUCH. YOU ARE VERY WORRIED.