

# **T.L.C. Facilitator's Manual**

## **Being Together Module**

### **Session #7: How Can I Get Wise? (2 Hours)**

#### OBJECTIVES:

1. Youths will experience impermanence - constant change - and connect it to forgetting the self concept which stimulates self-destructive behavior.
2. Youths will reframe their cognitions by determining how much they can accept what cannot be changed in their lives.
3. Youths will reduce affective distance by developing less separation between themselves and their experiences.

#### RATIONALE:

As has been assumed before, wisdom and compassion are the outcomes of a happy life. They are the two sides of a single coin. No doubt there are many analyses of wisdom. For this brief session we are focusing on three main aspects of it.

First, there is the observation that all phenomena are constantly changing. This impermanence means that there can be no stable self and is an important cognition in terms of forgetting the self. The concept of a permanent self leads to grasping and suffering. Wisdom consists of appreciating impermanence. Exercises are used to create brief experiences and awareness of impermanence.

Second, wisdom addresses the acceptance of life as it is. We may not like it, but our circumstances are what they are. To deny that is to run away from reality - drug use, unprotected sex - and to avoid confronting what is happening in our lives. Youths identify what is OK and what is not OK. Sitting meditation is used as a way to gradually build up the capacity of acceptance.

Third, and related to acceptance, is the ability to enter into experience without separating oneself from the action. Wisdom also entails being one with the universe. For a person to be what is present without the concept of subject/object is a difficult idea to express and not easy to do.

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Some glimpse is seen in pain control. When separating oneself from the pain, it becomes more intense. Separation occurs when thinking about how much it hurts, trying to reduce the pain, wishing it would go away, or denying that it exists. When being the pain, it is experienced directly. The person opens up to the pain, becomes one with the pain. Finally it dissolves.

Behind dealing with wisdom are the same two strategies we have used from the beginning: seated meditation to study the self and forget the self and awareness or attention to reduce separation and increase appreciation of the present moment.

This session ends with a story which introduces, in a quiet way, death and how to live the rest of one's life.

### SUMMARY OF EXERCISES:

1. Review between-session experiences and introduce the day's topic with a script. (20 minutes)
2. Have youths word-storm "wisdom" and explore impermanence through the use of fantasies, candy, and small groups. (20 minutes)
3. Present the concept of accepting life as it is and have youths identify what is not OK for them. Use a panel to answer questions about a person who could accept things as they are, and sit for 8 minutes. (20 minutes)
4. Have the group practice not separating themselves from aspects of their reality through having them be a part of their environment. (20 minutes)
5. Tell the tiger story and have the youths in small groups discuss what the story means. (20 minutes)
6. Reach agreement on between-session experiences. Show group appreciation. (20 minutes)

MATERIALS:

Newsprint and marking pens  
Cushions  
Script: "My Poor Mind"  
Candy - one sour-ball for each person  
Pencils and paper  
Story of Man, Tiger, and Strawberry  
It's OK Sheet  
Experience Sheet  
Experience Cards

Exercise 1: What Happened Between Sessions?  
(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, a story and a script are the approaches employed.]**

It's good to see you here for the seventh session in "Being Together."

This session is called "Getting Wise."

We have been working on improving the quality of your lives by following a way that brings peace and happiness.

We have been studying the self through sitting and becoming aware of every moment in your life.

The more attention that is paid to every moment, the less you place yourself in the position of always wanting something.

The more you want things, the more you suffer when you don't get them or worry about losing them when you do get them.

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

Please take a deep belly breath, let it out slowly, and repeat this thought in your mind.

■PAUSE

"I am perfect and complete, lacking nothing."

Being perfect and complete means you need nothing - have no reason to want things which will disappoint you.

Now please sit 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 AND SIT WITH THEM.**

Time is up. Thank you.

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

### MY POOR MIND

TV REPORTER: I really need your help again.

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WISE PERSON: Did you turn off the mikes to protect yourself?

TV REPORTER: Yes. Listen, wise person, I am so dumb, so stupid.

WISE PERSON: What's the problem?

TV REPORTER: My mind is full of ridiculous thoughts. I don't understand things. My mind is all over the place. Can't you fix my mind?

WISE PERSON: Give me your mind, and I'll fix it.

TV REPORTER: OK, just a minute.

WISE PERSON: Well?

TV REPORTER: Give me a few more minutes. I'm having a little difficulty here.

WISE PERSON: What's the matter?

TV REPORTER: I can't find my mind.

WISE PERSON: See! I have fixed it already.

THE END

That was very good.

Thank you for introducing today's session on getting wise.

Do you have reactions to the scene?

**■ENCOURAGE SHARING OF REACTIONS. PROBE: DOES THE MIND EXIST? MAKE REFLECTIVE RESPONSES ONLY.**

Before we start exploring wisdom, I want to tell you a brief story.

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There was a king who wanted the wisest person in the land to be his prime minister.

He narrowed down the choice to three wise people, put them in a room, and had a very complicated lock put on the door.

The king told the three wise people that the first one to open the door would become prime minister.

Then he pulled the door shut and left them there.

Two of the wise persons started rapidly working on advanced mathematical formulas to produce the right combination.

They began scribbling volumes of paper.

The third wise person just sat there.

Finally without writing down anything, the third wise person got up, walked over to the door, turned the doorknob, and opened the door.

It had been unlocked all the time.

What is the moral of the story?

■ENCOURAGE IDEAS. PROBES:

HAVE WE CREATED OUR OWN CELLS?

ARE WE KEEPING THE DOOR LOCKED?

COULD WE BE FREE IF WE TOOK THE CHANCE?

ARE WE STRUGGLING TO CHANGE OURSELVES WHEN WE ARE  
ALREADY FREE?

Those were some good ideas.

Wisdom requires the courage to try and willingness to ask questions.

Let's see what getting wise is all about.

Exercise 2: What Understanding Makes a Person Wise?  
(20 minutes)

**[The purposes of this exercise are to introduce the key points of wisdom and to focus on impermanence as one of them. Doing a word-storm, identifying attitudes toward change, fantasizing about change, and experiencing it are used in this exercise.]**

First, let's do a word-storm on wisdom.

Tell me what comes to your mind - don't screen words out.

■WRITE "WISDOM" ON THE TOP OF A SHEET OF  
NEWSPRINT AND HAVE THE YOUTHS CALL OUT WORDS.  
WRITE THEM UNDER THE "WISDOM" HEADING.

That's a good list.

Do you see any groupings?

■ENCOURAGE YOUTHS TO LOCATE GROUPINGS OF  
WORDS.

What about any themes that run through the words?

■ENCOURAGE YOUTHS TO DISCOVER THEMES.

Today we will focus on three aspects of wisdom: 1) All life is change. 2) Being able to accept life as it is; 3) Not separating yourself from your experiences.

First, I want everyone to suck on a sour-ball while we go over the truth of change.

■PASS OUT A SOUR-BALL TO EACH YOUTH AND HAVE THEM PUT IT IN THEIR MOUTHS NOW.

Let's do a little imagining or fantasizing.

Take a couple of deep breaths. PAUSE.

Now close your eyes and picture yourself as a little child.

How do you look? PAUSE.

What were you like then? PAUSE.

How have you changed? PAUSE.

Imagine the beach where sea gulls fly and the air smells of salt water.

Now picture the mighty ocean colliding with the beach.

Wave after wave after wave after wave.

They keep coming without ceasing.

Each one is different.

White water, blue water, grey water.

Pebbles and shells dragged out, put back, dragged out again, put back.

Do you get the sense of constant change in the world? In your life?

Now imagine a mountain stream.

See it rushing downward over the rocks and boulders.

Dashing underneath a fallen log.

Careening around a sharp bend,

Resting in quiet pools.

Now yawn and stretch.

Open your eyes.

Can you appreciate that all life is change?

I am going to divide you into two groups so that you can talk about change.

All of us grow older.

Our bodies, minds, and spirits change.

Our friends, lovers, and associates change.

Every second we lose some cells in our bodies and new cells emerge.

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Everyone know times of illness, and times when we feel strong.

Regardless--everyone's time in this life ends.

**■DIVIDE THE GROUP IN TWO AND HAVE THEM MEET IN DIFFERENT ENDS OF THE ROOM. A FACILITATOR GOES WITH EACH GROUP.**

Is there a “down” side to the fact that your life is constantly changing and will continue to do so whether you want it to or not?

**■ENCOURAGE HONEST REPORTING. PROBES: EVEN IF THAT INCLUDES SICKNESS AND DEATH?**

Is there an “up” side to the fact that you and your life are constantly changing?

**■ENCOURAGE RESPONSES. (E.G. NEW OPPORTUNITIES TO LEARN, GROW, AND BECOME WISER, MORE COMPASSIONATE, AND HAPPIER.)**

Can knowing that life equals change encourage us to think, talk, and act more positively?

That was a good discussion.

What has happened to the sour-ball that you were sucking on?

Has it changed?

How much can you separate yourself from the sour-ball?

■ENCOURAGE RESPONSES.

Remember that there are two parts to getting wise. The first is realizing that nothing is permanent, that everything is change; the second is accepting the way life is at every moment.

Exercise 3: What If I Don't Like What Is Going On?  
(20 minutes)

**[The purpose of this exercise is to encourage youths to accept life as it is. Explaining what acceptance means, identifying what can't be accepted, exploring people who can accept life as it is, and sitting are the approaches used.]**

I want you to take a look at a list of situations.

I want to know if you could say "It's OK" to be in this situation.

I don't mean that you shouldn't try to protect yourself from such a situation.

Or that you shouldn't try to make things better.

Or that you shouldn't cry and scream about the situation.

Or that you should run around acting as if you were all happy about the situation.

What I mean is that you can honestly say, "I don't like it, but it's OK with me."

■PASS OUT "IT'S OK" AND A PENCIL.

IT'S OK

Instructions: Read the statements below. Decide if you could say, "it's OK with me." If you could say, "It's OK with me," check "yes." If you could not say, "it's OK with me," check "no."

1. You are told that a close friend has one more day to live. Is this OK?

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yes\_\_\_ no\_\_\_

2. You neighbor is in an accident which causes his/her arms and legs to be amputated. Is this OK?

yes\_\_\_ no\_\_\_

3. You make a complete fool of yourself in the worst situation. Is this OK?

yes\_\_\_ no\_\_\_

4. An elderly relative will be bedridden with great pain for the rest of his/her life. Is this OK?

yes\_\_\_ no\_\_\_

5. No one will ever say a friendly or encouraging word to you again. Is this OK?

yes\_\_\_ no\_\_\_

6. The close relationship that you dream of and hope for never comes along. Is this OK?

yes\_\_\_ no\_\_\_

7. Someone you know leads the rest of his/her life as a beggar without shelter or food. Is this OK?

yes\_\_\_ no\_\_\_

8. You lose the people you care most about? Is this OK?

yes\_\_\_ no\_\_\_

**■READ OVER THE INSTRUCTIONS AND THEN HAVE THE GROUP ANSWER THE QUESTIONS. ALLOW THREE**

MINUTES.

It would be very, very hard to answer "yes" to any of these situations.

But being able to answer "Yes" is one aspect of getting wise.

It means that there is no separation between you and the circumstances of your life.

It means that rather than running away from your life, you can face what your life is right now.

What is going on in your life that you can accept, and what is going on that you cannot say "It's OK" to?

■HAND OUT A BLANK PIECE OF PAPER.

Draw a line down the middle.

On one side write "It's OK."

On the other side write, "It's not OK."

Write what you can and what you cannot accept about your current life.

Remember, you don't have to like it, but it's OK, put it on the OK side.

Go ahead and see what you come up with.

■HAVE THE YOUTHS WORK ON THE LIST FOR FIVE MINUTES.

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Is anyone willing to share one thing from each side of the page that you wrote?

■ENCOURAGE SHARING. SUMMARIZE WHERE THE GROUP MEMBERS ARE WITH REGARD TO BEING HIV POSITIVE, BUT DON'T PUSH THEM TO SAY "IT'S OK" ABOUT THEIR STATUS, OR ANYTHING ELSE.

Now I would like three volunteers to be our panel on "It's OK."

■SELECT THREE VOLUNTEERS. HAVE THEM SIT FACING THE GROUP.

I want the rest of you to think of questions for the panel.

These questions can be about saying "It's OK" to being HIV positive or about other situations.

Here is the first question: Do you know someone or have you heard of someone who could say "yes, it's OK" to situations like the ones on the "NOT OK" list?

■ENCOURAGE THE PANEL TO DISCUSS THE QUESTION AMONG THEMSELVES AND RESPOND. SUGGEST THAT PEOPLE WHO CAN SAY "IT'S OK" AREN'T SAINTS. THEY HAVE ARRIVED AT A POINT IN THEIR LIVES - AFTER MUCH STRUGGLE - WHEN THEY CAN BE AT PEACE WITH BAD AND GOOD THINGS HAPPENING.

Here is a second question: Do you think someone who could honestly answer "It's OK" would be weird?

■ENCOURAGE THE PANEL TO DISCUSS THE QUESTION AMONG THEMSELVES AND RESPOND. SUGGEST YOU

PROBABLY COULDN'T TELL WHO COULD SAY "IT'S OK."  
BUT THEY WOULD PROBABLY SEEM PEACEFUL AND  
CALM.

What are some questions from the group?

■ENCOURAGE THE PANEL TO DISCUSS THE QUESTIONS  
AMONG THEMSELVES, AND RESPOND TO EACH, ONE AT  
A TIME.

This is such an important area because in most of our lives there is a constant clash between the way the world is and the way we want it to be.

If you continue to sit and to pay attention to each moment of your life, you will increase your ability to accept the situations in which you find yourself.

It doesn't have to be total acceptance - all or nothing.

You can gradually make peace with the good and the bad in your life.

The less you can accept your circumstances the more miserable you are going to be.

To work a little bit on being able to say, "I don't like it, but it's OK" let's sit for a few minutes.

■PASS OUT THE CUSHIONS FOR SITTING.

Cross your legs in front of you, straighten your back, hold your head up, put your hands in your lap, and sway until you find the right position.

Become aware of your breath.

■PAUSE.

Count your breaths.

One - out; two - in; three - out; four - in; five - out; six - in; seven - out; eight - in; nine - out; ten - in; one - out...

Keep going.

Let thoughts come in.

Recognize them and let them float away.

■SIT WITH THE GROUP. SIT FOR SEVEN MINUTES.

See if you can keep sitting a little longer while I tell you about the next part of wisdom.

Exercise 4: Where Do I Stop and the Outside World Begins?  
(20 minutes)

**[The purpose of this exercise is to decrease the separation between the youths and the world or reality. The youths practice being other conditions.]**

We have already said that wisdom involves letting go of needs, realizing that all life is constantly changing and nothing is permanent, and accepting life as it is.

Now we are going to look at not separating ourselves from the real world.

Typically a person thinks that he or she is inside the skin, and the rest of the world is out there.

In fact you and the outside world exist together - at the same time - and are totally dependent on each other for existence.

To move away from words that may be hard to grasp we are going to practice no separation.

This may be difficult, but I want you to give it a try.

Before I tell you what we are going to do, stop sitting.

■STAND UP.

Stand up.

Yawn and stretch.

Now let's walk once around the room very slowly.

Concentrate on your walking.

Be the walking.

**■WALK SLOWLY AROUND THE ROOM ONCE.--STOP AND  
HAVE YOUTH REMAIN STANDING WHERE THEY ARE.**

OK. Let's do something fun. This is something you would practice if you went to acting school to help your characters be more realistic.

I am going to say to each of you "Be..." and then I'll tell you what to be.

See yourself jumping out of the skin that you call yourself and become whatever I ask you to be.

For example, if you said to me, "Be an apple," I might close my eyes and experience myself attached to an apple tree.

Let me give you another example of how this practice is helpful.

Have you ever had the experience of being physically hurt?

When you say to yourself, "Wow! This hurts. I wish the hurt would go away. It's terrible!" the hurt gets worse.

When you become the hurt instead of fighting it, the hurt gets less and less.

When I tell you what to be, don't think about it - just be it.

Don't act it out like in charades - just close your eyes and be it.

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No separation between you and "It."

Do it for yourself - not for the rest of us.

So, let's get started.

■WALK AROUND THE ROOM AND ASK EACH YOUTH -  
ONE AT A TIME TO - BE ONE OF THE FOLLOWING:

BE PAIN IN YOUR LEGS FROM SITTING

BE AN ITCH ON YOUR NOSE

BE A DOOR CLOSING

BE A BELL RINGING

BE A CAR SOUND IN THE STREET

BE AN OLD MAN TRYING TO STAND UP

BE A LEAF FALLING

BE A HAND CLAPPING

BE A FAUCET DRIPPING

BE "HELLO"

■PAUSE FOR ONE MINUTE.

That was a good start.

Being is hard to do.

Now sit on your cushions again.

■PAUSE.

Think of something that keeps you from leading your life as you want to - a barrier of some kind.

■PAUSE.

Have you got a barrier in mind?

Realize that the barrier is not "out there somewhere."

You and the barrier are the same.

Take a few moments and try to be the barrier.

**■HAVE THE GROUP SIT AND WORK ON THE BARRIER FOR 2 MINUTES. THEN - WHILE STILL SITTING - LEAD THEM THROUGH A VISUALIZATION. GO SLOWLY. USE A SOFT, QUIETING VOICE.**

Close your eyes.

Observe your breathing.

■PAUSE.

Say to yourself, "I will use my finger to point at myself."

■PAUSE.

Instead of pointing at your body, point somewhere else in the room.

■PAUSE.

Open your eyes.

■PAUSE

See your bodily form present before you in whatever you pointed at.

■PAUSE

Point to something else in the room.

See your bodily form present in whatever you pointed at.

■PAUSE

Be aware that you are in the universe and all of the universe is in you.

If you are, the universe is.

If the universe is, you are.

■PAUSE

OK. Stand up and stretch.

You can't expect to learn how not to separate yourself from the world in the few minutes we have spent on it, but I hope you experienced a peek at what it is all about.

I hope even more that you will decide to work on "no separation" in your life.

Now I want to see what you make of a famous story.

Exercise 5: How Can I Face the Tragedy in My Life?  
(20 minutes)

**[The purpose of this exercise is to help youths confront the tragedy in their lives.  
Examining a story is the approach taken.]**

Here is the story.

■ TELL THE STORY TO THE GROUP.

THE MAN, THE TIGER, AND THE STRAWBERRY

A man was being chased by a hungry tiger. The man was running as fast as he could, but the tiger was gaining on him. The man grew desperate, so, he dove over the side of a cliff and grabbed a vine.

As the tiger was pawing away above him, the man looked below and saw another tiger at the base of the cliff waiting for him to fall. To make things worse two mice were gnawing away at the vine he was holding on to.

Suddenly the man spotted a luscious strawberry, and, holding the vine with one hand, he stretched out and picked it. The man popped the strawberry in his mouth and ate it. The strawberry was delicious.

You know what happened to the man.

THE END

I am going to divide you into two small groups.

Each group has the same task.

The task is to figure out the meaning of this story.

**■DIVIDE THE GROUP INTO TWO SMALL GROUPS. GIVE EACH GROUP A COPY OF THE STORY.**

In your small groups decide who will present back to the rest of us what you came up with.

You have 7 minutes to figure out the meaning of the story.

Go ahead and get started.

**ALLOW 7 MINUTES FOR PREPARATION. A FACILITATOR GOES WITH EACH GROUP. IF THE GROUP GETS STUCK, USE PROBES, e.g.:**

**DOES EVERYONE AGREE THAT THE MAN WAS EATEN?**

**DID THE MAN TRY TO PROTECT HIMSELF?**

**DID THE MAN DO SOMETHING FOOLISH?**

**DID THE MAN LIE DOWN AND SAY TO THE TIGER, "OH, YOU BEAUTIFUL CREATURE, WE ARE ONE. GO AHEAD AND EAT ME?"**

**WAS THE MAN AFRAID TO DIE?**

**DID THE MAN NEED TO BE BRAVE?**

**DID THE MAN REGRET EATING THE STRAWBERRY?**

OK, it is time to come back together again.

Let's hear what you came up with.

**■HAVE EACH GROUP REPORT THEIR UNDERSTANDING OF THE MEANING OF THE STORY.**

How do you react to the different interpretations?

■ENCOURAGE DISCUSSION. IF NECESSARY, PROBE.

DID THE MAN WASTE THE LAST MOMENT OF HIS LIFE OR  
APPRECIATE IT?

IS EVERY MOMENT THE LAST MOMENT?

IS THERE ANY OTHER MOMENT THAN THIS ONE?

Does the meaning of this story apply to all of our lives?

■ENCOURAGE RESPONSES AND DISCUSSION.

We are at the last part of the session.

Now it is time for agreeing on between-session experiences.

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

**[The purposes of this exercise are to increase the transfer of what goes on in the sessions to the real world and build group cohesion. Agreeing to between session tasks or experiences and giving group appreciation are the approaches used.]**

As always, at the end of each session you agree to continue some of the activities we have begun in here.

The goal is to keep practicing when you are no longer in the session.

Already you know some of the options such as increasing the length of sitting and increasing the number of times you sit, or taking a simple task and really concentrating on it every day.

Writing out "Who Am I" or expressing your self directly through an art project are other examples.

Last time was on ethical guidelines.

Some examples from that session might be to re-write your own ethical standards and to pick out someone you really admire for being good and reading something about their ethical standards.

From today's session on wisdom you might want to consider the following:

1. Sit facing a picture of yourself as a child and recognize how much life is constantly changing.
2. Select an area of your life that is not OK and set aside five minutes each day for you to let your thoughts about this area arise.
3. Find a barrier that you face and sit with the barrier in mind, trying to be the barrier.
4. Complete this thought, "If I were a wise person, today I would....." Write out as many ideas as you can.

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 the card what you plan to try during the next week.

Remember to keep the cards with you.

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**

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EVERYONE IS INCLUDED.

I would like to end with forming a circle.

■HAVE THE GROUP MEMBERS FORM A CIRCLE.

Put your hands on the shoulders of those on either side of you, close your eyes, and silently repeat after me:

"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 7

## MY POOR MIND

TV REPORTER: I really need your help again.

WISE PERSON: Did you turn off the mikes to protect yourself?

TV REPORTER: Yes. Listen, wise person, I am so dumb, so stupid.

WISE PERSON: What's the problem?

TV REPORTER: My mind is full of ridiculous thoughts. I don't understand things. My mind is all over the place. Can't you fix my mind?

WISE PERSON: Give me your mind, and I'll fix it.

TV REPORTER: OK, just a minute.

WISE PERSON: Well?

TV REPORTER: Give me a few more minutes. I'm having a little difficulty here.

WISE PERSON: What's the matter?

TV REPORTER: I can't find my mind.

WISE PERSON: See! I have fixed it already.

THE END

## IT'S OK

Instructions: Read the statements below. Decide if you could say, "it's OK with me." If you could say, "It's OK with me," check "yes." If you could not say, "it's OK with me," check "no."

1. You are told that a close friend has one more day to live. Is this OK?  
yes\_\_\_ no\_\_\_
  
2. Your neighbor is in an accident which causes his/her arms and legs to be amputated. Is this OK?  
yes\_\_\_ no\_\_\_
  
3. You make a complete fool of yourself in the worst situation. Is this OK?  
yes\_\_\_ no\_\_\_
  
4. An elderly relative will be bedridden with great pain for the rest of his/her life. Is this OK?  
yes\_\_\_ no\_\_\_
  
5. No one will ever say a friendly or encouraging word to you again. Is this OK?  
yes\_\_\_ no\_\_\_
  
6. The close relationship that you dream of and hope for never comes along. Is this OK?  
yes\_\_\_ no\_\_\_
  
7. Someone you know leads the rest of his/her life as a beggar without shelter or food. Is this OK?  
yes\_\_\_ no\_\_\_
  
8. You lose the people you care most about? Is this OK?

yes \_\_\_ no \_\_\_