

ADJUSTMENT PHASE FOR YOUTHS AND CAREGIVERS/PARENTS
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

Prepared by Sutherland Miller, Ph.D.

SESSION 11 (JOINT): HOW CAN I COPE WITH SADNESS? (Day 6, Morning, 2 hrs)

OBJECTIVES:

1. Youths and caregivers/parents will be aware of feelings of sadness.
2. Youths and caregivers/parents will recognize that losses are a part of living.
3. Youths and caregivers/parents will increase the number and quality of strategies to tolerate sadness.
4. Youths and caregivers/parents will be able to describe constructive responses to situations in which sadness is a major element.
5. Youths and caregivers/parents will be able to give safer sex messages as a coping strategy for dealing with sadness.

RATIONALE:

The assumption underlying this sessions is that both youths and caregivers/parents will benefit from learning how to handle situations in which strong emotional responses are elicited. Sadness is the feeling under consideration. For youths destructive ways of coping with loss lead to unprotected sex, trouble in school, and involvement with the juvenile justice system. Furthermore at this time of grieving youths might be more vulnerable to stress and less able to cope effectively. Caregivers/parents may have been close to the deceased parent are in need of methods for dealing with sadness also.

Sadness is the emotion with the least research on it and the fewest proven strategies for overcoming it. The knowledge, attitudes, and skills needed are not well identified and described. Sadness, like other primary emotions, has its own physical feelings, thoughts, action tendencies, actions, and emotionally driven goals. One of the strongest action tendencies is to do nothing which has a certain consistency with toleration as the key word in dealing with sadness. The death of the parent or son/daughter cannot be changed. Sadness and grief are natural responses to that loss. Tolerating the pain while the grief gradually dissipates is the mind-set required. Coping by not accepting the sadness, by trying to replace the lost person, or by attempting to redress the "unfairness" of the loss frequently lead to destructive situations.

Thus, in this session feelings of sadness are activated. Emotional review is found in several places, as it is an approach frequently used for grief and sadness. The knowledge, attitudes and actions which enable a person to tolerate the sadness are identified and applied to different situations. As AIDS deaths have their own

agendas, a prevention strategy is demonstrated. Youths are urged to give AIDS messages to their peers. Helping others and taking appropriate actions are seen as effective ways to deal with sadness.

SUMMARY OF EXERCISES:

1. Introduce the session's objectives and the participants. Review the achievements made on the last week's goals. (20 minutes)
2. Explain the nature of sadness, elicit feelings of sadness, and make a list of the losses people face in life. (20 minutes)
3. Identify the knowledge, attitudes, and actions that make it easier to tolerate grief and sadness. (20 minutes)
4. Have participants indicate how they would respond to three situations in which sadness exists and there is a possibility of destructive actions. (25 minutes)
5. Relate giving a safer sex message to preventing others from going through grieving. Practice giving the message to a peer. (20 minutes)
6. Exchange positive messages and give group appreciation. (15 minutes)

MATERIALS:

Lottery tickets
Lottery prize (family lottery prize)
"Thanks"
Newsprint and marking pens
Goal Setting Chart
Goal Summary Sheet
Goal Cards
Chart of Feeling Thermometer
Pencils
Tolerating Sadness
Chart of "Good AIDS Messages"
Scripts: Dropping Out: Helping Hands

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 session along. Exercises may be lengthened or shortened at your discretion, as long as all the material is covered.

FACILITATOR'S NOTES - REMINDERS AND POINTS TO MAKE

Exercise 1: What Happened Between Sessions?

(20 minutes)

[The purposes of this exercise are to create a positive atmosphere, to increase a sense of self-efficacy, and to reinforce successes in transferring learning from the sessions to real life. Introductions of topics and participants, recollection of successfully moving through a difficult situation and goal review are used.]

Welcome back. It's good to see all of you.

The purpose of this session is to show you some ways to deal with feeling sad about the changes in your life.

We will start with introducing ourselves and commenting about sadness.

Please tell us your first name and what was the most difficult sad time in your life that you got through successfully.

For example, a girl might say, "My name is Irene. The most difficult thing for me was giving up my baby for adoption. I really felt the loss. But I got through it."

A guy might say, "My name is Henry, and the most difficult thing for me was when my grandfather died. I didn't think I'd ever feel better, but I did."

I'll start.

My name is _____ and the most difficult sad time that I got through was _____.

#HAVE EACH PERSON GIVE HER/HIS FIRST NAME AND THE MOST DIFFICULT SAD TIME IN LIFE THAT SHE/HE GOT THROUGH SUCCESSFULLY.

#SUMMARIZE THE ACCOMPLISHMENTS AND ENCOURAGE THE GROUP TO UTILIZE THEIR SKILLS AND ABILITIES. MAKE COMMENTS SUCH AS THE FOLLOWING:

"WOW, YOU ALL HAVE FACED SOME BIG CHALLENGES IN THE PAST

AND ACCOMPLISHED GREAT THINGS."

"SOME OF THOSE STRENGTHS CAN HELP YOU WITH THE CHALLENGES YOU ARE FACING NOW."

That was very good.

Let's do a lottery next. This morning we will do a family lottery prize.

#GIVE OUT LOTTERY TICKETS. HAVE ONE MEMBER OF EACH FAMILY WRITE THE FAMILY NAME ON THEM. COLLECT THEM, MIX THEM, AND DRAW A WINNER. GIVE OUT THE PRIZE.

Before we go any further I want you to have your "Thanks" for the day.

That way you can let people know when you like what they did.

Remember, "Thanks" tell a person that you liked what the person said or did, his or her style, appearance, presence, and any other contributions to the group.

#PASS OUT TWENTY "THANKS" TO EACH PERSON.

Last time we worked on expressing anger and having a successful verbal fight.

Did any questions or thoughts come up about fighting fairly?

#ENCOURAGE COMMENTS ABOUT LAST SESSION.

Last time you set a goal about handling anger.

I want to go around the room and have everyone talk about how meeting his or her goal went.

Look at your goal card.

That's where it tells you what the goal was.

**#GO AROUND THE ROOM AND HAVE EVERYONE REPORT ON
GOAL PROGRESS. REFER TO THE GOAL SUMMARY SHEET. SEE
WHAT BARRIERS AROSE. HAVE THE GROUP HELP
BRAINSTORM SOLUTIONS TO OVERCOMING THE BARRIERS.**

Thank you for sharing your work on the goals you chose.

I also want to remind the youths that they should be thinking of the short-term and long-term goals they set last week in the youth-only session. We are going to follow up with you about those in a future meeting.

Next we will take a closer look at difficult situations concerning sadness.

Exercise 2: What Are Sad Situations All About?

(20 minutes)

[The purposes of this exercise are to increase participants' awareness and acceptance of losses as a part of life and to encourage recognizing and accepting feelings of sadness. An explanation of sadness, location of where sadness exists physically, identifying recent sad situations (emotional review), and making a list of losses that take place in life are the methods used.]

Because of the recent death of your parent or relative feelings of sadness still exist and will continue to be with you for many months.

Different situations can trigger off deep feelings of grief.

Some people feel sadness as a lump in their throat or as a sudden sensation of tiredness.

Where in your body do you feel sadness?

**#ENCOURAGE IDENTIFYING EXACTLY WHERE IN THE BODY
THEY FEEL SADNESS AND WHAT KIND OF A FEELING IS IT.**

Besides having a special physical feeling, sadness has certain kinds of thoughts like "How I miss Mom" and "Things might have been so much better."

Also there are specific actions the person wants to take: do nothing or give up.

People cry when they are sad.

They also sigh which means "This is the way it has to be."

The sad person may want to be comforted and definitely wants to have back what was taken away.

Did you hear the story about the teenager who graduated from high school and said, "I will never enter this dump again."

He had fought with the teachers every day.

He growled at his class mates.

He threw his assignments on the floor.

He had knocked pieces of plaster out of the walls.

A year went by after his graduation, and someone spotted him hanging around the school.

He didn't have a job.

They asked him what he was doing there.

He said, "Well, I miss arguing with the teachers and picking on my class mates."

"I miss the assignments and reading the paper for current events."

"The old building was falling apart, but I guess I was comfortable with it."

People can feel a loss over things they hated, and even what seems like a good move can make a person feel sad because of all they leave behind.

Most people in their lives will have a loved one die.

Many people lose a job at some point.

What other losses are a normal part of life?

**#HAVE THE PARTICIPANTS MAKE A LIST OF LOSSES. WRITE
"LOSS" AT THE TOP OF A PAGE OF NEWSPRINT. SOME
EXAMPLES ARE AS FOLLOWS:**

FRIEND OR LOVER LEAVES
LOSS OF FAMILIAR SCHOOL
LOSS OF INFORMATION - DON'T HEAR GOSSIP ANYMORE
LOSS OF PRIVACY WHEN MARRIED
LOSS OF TIME TO SELF WHEN NEW BABY IS BORN
LOSS OF FUN WHEN HAVE TO GO TO WORK
LOSS OF FAMILIAR SIGHTS
LOSS OF HEALTH AND FUNCTIONING
LOSS OF HEARING
LOSS OF EYESIGHT
LOSS OF SELF-RESPECT

What's the point?

The point is that life is full of losses.

So, being able to handle loss is very important to leading a successful life.

Let's go back to your mother's or father's or daughter's death.

Think of a situation in the last two weeks that caused you to feel really sad.

ALLOW A MINUTE TO RECALL A SAD EVENT.

Is anyone willing to share what that event was?

#ENCOURAGE SEVERAL PEOPLE TO SHARE. IT IS NOT
NECESSARY FOR EVERYONE TO DO SO, BUT DON'T CUT OFF
THOSE PEOPLE WHO ARE EAGER TO SHARE THEIR
EXPERIENCE.

How can we deal with deep sadness?

Well, that's what the next part of today's session is about.

Exercise 3: How Can I Tolerate the Loss and Pain?
(20 minutes)

[The purpose of this exercise is to increase the youths' ability to tolerate sadness through presenting to the participants' different ways to tolerate sadness and having the participants identify ways that work for them. Modeling, filling out an assessment, and discussion are used.]

Sadness is usually associated with a loss that cannot be changed.

Your mother or daughter cannot be brought back to life.

There is no solution.

The key is being able to live with the sadness.

There are things you can do to let the sadness gradually decrease.

The first things are to accept the fact of the loss - it's final - and to be aware of your feelings - the pain and hurt.

This may be hard to explain, but don't try to push the sadness away.

Be the sadness.

Be the color of the sadness, the shape, the smell, the feel (hard, soft, rough smooth).

Don't separate yourself from the sadness.

If you don't take the first two steps (accepting it and being aware of the feeling), the healing power within you will become all blocked up.

The sadness won't have the chance to wash away, and you will begin to experience more physical illness and depression.

Therefore, we want to work on developing the ability to live with sadness.

What knowledge helps you live with the sadness?

What attitudes help you live with the sadness?

What actions help you live with the sadness?

I would like you to take a few minutes and identify what helps you live with the sadness.

Here is a handout called "Living with Sadness."

Filling it out and discussing it will assist you in finding out what works best for you or at least give you some ideas to try out.

#HAND OUT QUESTIONNAIRE "LIVING WITH SADNESS" AND PENCILS. ASK PARTICIPANTS TO FILL IT OUT. REMIND PARTICIPANTS THAT THESE ARE JUST EXAMPLES OF SAD SITUATIONS AND THEY MAY HAVE OTHERS.

#AFTER GOING OVER THE INSTRUCTIONS, READ EACH QUESTION ONE AT A TIME. ALLOW TWO MINUTES FOR ANSWERING EACH QUESTION.

LIVING WITH SADNESS

INSTRUCTIONS: CERTAIN KNOWLEDGE, ATTITUDES, AND ACTIONS CAN HELP YOU LIVE WITH SADNESS. BELOW ARE LISTED EXAMPLES OF EACH. IN THE BLANK SPACE FILL IN WHAT WOULD HELP YOU THE MOST.

KNOWLEDGE

EXAMPLES:

KNOWING THAT EVERYONE DIES.

KNOWING THAT THE PERSON WILL NOT BE IN PAIN ANYMORE.

KNOWING THAT IT IS NORMAL TO HAVE THESE FEELINGS.

WHAT KNOWLEDGE HELPS YOU LIVE WITH SADNESS?

ATTITUDES

EXAMPLES:

- I BELIEVE THAT I CAN SURVIVE THIS SADNESS.
- I ACCEPT THAT THE DEATH IS FINAL.
- I BELIEVE MY LOVED ONE IS WITH GOD.

WHAT ATTITUDES HELP YOU LIVE WITH SADNESS?

ACTIONS

EXAMPLES:

- TALK TO OTHER PEOPLE ABOUT MY THOUGHTS AND FEELINGS.
- SET ASIDE 5 MINUTES EACH DAY TO REVIEW MY THOUGHTS AND FEELINGS ABOUT THE SADNESS (NO MATTER HOW NEGATIVE).
- DO SOMETHING I ENJOY.

WHAT ACTIONS HELP YOU LIVE WITH SADNESS?

Now that you have thought about what knowledge, attitudes, and actions help you live with sadness, I want you to discuss what helps you with some other group members.

Let's have young people meet with other young people, and caregivers meet with other caregivers.

#DIVIDE THE GROUP INTO TRIOS. HAVE YOUTHS MEET WITH OTHER YOUTHS AND CAREGIVERS MEET WITH OTHER CAREGIVERS. HAVE SMALL GROUPS SHARE THEIR IDEAS ABOUT WHAT IS HELPFUL. ALLOW FIVE MINUTES FOR SHARING.

How do you feel after having talked about what helps you?

#HOLD UP A FEELING THERMOMETER CHART. ENCOURAGE TAKING OF FEELING THERMOMETER TEMPERATURES.

I want to make one comment before going on.

A good way to deal with sadness is to review your thoughts and feelings every day at the same time for five minutes.

Think as many sad and negative thoughts as you want to.

Let your feelings come out, and your thoughts flow.

And when five minutes is up, stop, get up, and go about your business.

If you don't learn to live with your sadness, you get to the point where you scream, "I can't stand it."

Then what happens?

If you are a young person, you might crawl into a shell or get rid of all your friends or smash things or take drugs or get drunk or hit a policeman or steal \$100 or have a baby or have unprotected sex and get HIV and then AIDS.

If you are a caregiver you might stop seeing friends and stop going to church and stop eating healthily and stop planning things you like to do. You might stop enjoying life altogether and never leave the house, watching TV all day.

Anything to get away from the sadness.

Next we will work on what you would recommend doing in a situation that produced sadness.

Exercise 4: How Can I Improve My Skills in Handling Sadness?
(25 minutes)

[The purpose of this exercise is to improve skills in dealing with situations that contain sadness and which could lead to destructive behavior. Working on scenarios with scripts is the approach used.]

Now we are going to try our hand at working on three sadness situations.

Here is the first one.

Juanita's mother died a month ago.

Today is right before Christmas.

Juanita says, "I used to love the holidays. Now I hate them. All I can think about is when Mom was alive."

What would you suggest that Juanita do to tolerate her sadness around holidays and special dates?

#ENCOURAGE SUGGESTIONS. LOOK FOR KNOWING THAT
HOLIDAYS ARE UPSETTING - IT'S NATURAL. PLAN AHEAD TO
COPE WITH HOLIDAYS. PLAN TO BE WITH OTHERS. PLAN
THINGS TO DO. TELL HERSELF THAT HER MOM WOULD WANT
HER TO HAVE A NICE CHRISTMAS. GIVE OUT "THANKS" FOR
USEFUL IDEAS.

That was very good.

Here is the second situation.

Mrs. Baldwin's daughter died of AIDS, and she is trying to take care of her daughter's son - Robert.

But she is having trouble because she feels so sad and doesn't want to show her grandson.

Every night she cries herself to sleep.

What would you suggest that Mrs. Baldwin do?

#ENCOURAGE SUGGESTIONS. LOOK FOR LETTING THE GRANDSON SEE HER GRIEF AND SHARE IT; SEEKING HELP FROM CHURCH; TALKING TO FRIENDS; JOINING A GROUP OF PARENTS WHOSE CHILDREN HAVE DIED OF AIDS, AND IF THERE ISN'T SUCH A GROUP, SETTING ONE UP.

Here is the third situation.

I need two volunteers - one to play Freddy and one to play Freddy's caregiver.

#SELECT THE VOLUNTEERS. DECIDE WHO WILL PLAY EACH PART. GIVE OUT THE SCRIPTS AND HAVE THEM READ THE SCENE ALOUD.

DROPPING OUT

CAREGIVER: The school called today. They said you hadn't been there for the last two weeks.

FREDDY: That's about it.

CAREGIVER: What's going on?

FREDDY: I don't want to talk about it.

CAREGIVER: I promised your mother before she died that I would make sure you graduated from high school.

FREDDY: Forget my mother. She's dead. What she wanted doesn't count anymore.

CAREGIVER: I know that losing your mother is upsetting, but..

FREDDY: I'm not upset.

CAREGIVER: Still you have to go to school.

FREDDY: I don't have to do anything.

CAREGIVER: Finishing school was really important to your mother.

FREDDY: Nothing makes any difference.

CAREGIVER: Your future depends on getting a high school diploma.

FREDDY: I don't want to discuss it.

CAREGIVER: Look, Freddy. I'm asking you to go back to school. Are you going to do it?

YOU ARE FREDDY'S FRIEND. HE WANTS YOUR ADVICE. WHAT WOULD YOU ADVISE FREDDY TO DO?

That was really good.

#GIVE "THANKS" TO THE PLAYERS.

The last line asks what advice you would give to Freddy.

Here is a copy of the script.

Read over the script and then tell us what Freddy should do.

#HAND OUT THE SCRIPT TO ALL GROUP MEMBERS, HAVE THE GROUP MEMBERS READ IT TO THEMSELVES AND THEN ASK THEM FOR ADVICE.

#ENCOURAGE THE PARTICIPANTS TO MAKE SUGGESTIONS ABOUT HOW FREDDY MIGHT DEAL WITH HIS SADNESS. PROMPT ABOUT WHAT KNOWLEDGE, ATTITUDES AND ACTIONS WOULD HELP HIM. WHAT IS FREDDY TRYING TO DO ABOUT HIS SADNESS? (DENIAL, AVOIDANCE). LINK DESTRUCTIVE WAYS OF DEALING WITH SADNESS TO GETTING INTO TROUBLE.

That was very good.

Here is another situation.

Let's see what you recommend in this one.

Who will play Lisa and who will play Chris?

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

HELPING HANDS

CHRIS: Lisa, you look so sad. What's the matter, girl?

LISA: You heard about my mother?

CHRIS: Oh, yes. Really sorry she passed away.

LISA: Right now it's hard to look happy. I just wish I'd wake up - like this was a bad dream. I can't stand being all alone.

CHRIS: Don't think about it. Just listen to me. I know what you need.

LISA: What's that?

CHRIS: A little tender loving care.

LISA: No, I need to have my mother back here.

CHRIS: Ohhh, baby. You need someone to hold you and love you.

LISA: Maybe I do.

CHRIS: I'm just the man. I know how to make you feel so good.

LISA: What are you going to do?

CHRIS: I going to love you like you never been loved before. I'm going to make you feel all warm - safe and sound. Your mind will forget all your troubles, and your body will cry out for more. Come on with me.

LISA: I'm not sure.

CHRIS: Trust me.

LISA: Where are we going?

CHRIS: To my place.

LISA: What about condoms?

CHRIS: Do I look like a kid to you?

LISA: No.

CHRIS: Baby, you know I'm healthy. There's no need for condoms. Besides condoms spoil the flow of love. You want love, don't you?

LISA: Yes, but I'm not sure.

YOU ARE LISA'S FRIEND. SHE WANTS YOUR ADVICE. WHAT WOULD YOU ADVISE LISA TO DO?

That was great!

#GIVE "THANKS" TO THE PLAYERS.

In order to work on what to tell Lisa I am going to give everyone a copy of the script.

#HAND OUT COPIES OF "HELPING HANDS" TO EVERYONE.

So how would you help Lisa deal with her sadness and the situation with Chris?

What would you recommend in the way of knowledge, attitudes, and actions to tolerate her grief without getting into trouble?

ENCOURAGE RESPONSES. PROMPT IF NEEDED. WHAT DOES LISA WANT? IS CHRIS GOING TO LISTEN TO HER TALK ABOUT HER GRIEF? WOULD THIS ATTITUDE HELP LISA: "I'M VULNERABLE RIGHT NOW AND NEED TO BE VERY CAREFUL." WILL LISA'S RELATIONSHIP WITH CHRIS MAKE UP FOR HER

MOTHER'S DEATH? IF LISA WERE TO WRITE A LETTER TO
CHRIS, WHAT WOULD SHE SAY?

That was a good discussion about coping with a situation around sadness.

That scene leads us into the next idea about helping others as a way of tolerating the sadness

Exercise 5: What Can I Do to Help?
(20 minutes)

[The purposes of the exercise are to encourage participants to help others as a way of dealing with sadness, to relate the sadness over the AIDS death of a parent or daughter to preventing the spread of HIV, and to improve giving AIDS messages as a way of helping others. Following guidelines and then role playing giving an AIDS message is used.]

Your mother or father or daughter or nephew died of AIDS.

So, one way to help others might be to work on preventing the spread of HIV.

I would guess that you don't want other people to become infected with HIV and you don't want other people to go through having a loved one die.

What can you do to help?

Let's start with the young people.

When a teenager wants to know something about sex and AIDS, does he ask a doctor, minister, lawyer, parent, teacher or friend?

#ENCOURAGE RESPONSES. THE ANSWER IS GOING TO A FRIEND.

That's the same answer for an adult.

If you are a caregiver in this group, who would you go to?

#ENCOURAGE RESPONSES.

Most people turn to their friends - not the doctor, minister, and so on.

Friends have a great deal of influence.

Therefore, when a friend gives a good AIDS message, it can have a strong effect.

A good AIDS message contains the following points.

#HOLD UP THE AIDS MESSAGE CHART.

A GOOD AIDS MESSAGE

1. **IT'S SMART TO BE WORRIED ABOUT AIDS.**
2. **MANY MORE PEOPLE ARE NOW PROTECTING THEMSELVES.**
3. **TAKING CARE OF YOUR PARTNER MAKES YOU FEEL GOOD.**
4. **HERE'S WHAT I AM DOING.....**
5. **A GOOD STEP YOU COULD TAKE MIGHT BE TO**

Let's go over the chart.

If you hear someone say that they are afraid of AIDS, agree with them.

That's a good opening.

AIDS is a killer.

It makes good sense to worry about it.

The smart person is concerned about becoming infected with HIV.

Lots of people are now paying attention to the danger and using protection.

We still need many more people to join in, but why not get on the bandwagon and take precautions against HIV.

Look at the third point.

Sometimes a young person doesn't use a condom because he wants to build up his self-esteem.

He thinks that he won't seem tough enough if he uses protection.

The message is that protecting others can make a person feel good about him or herself.

Point four is about what you are doing to make sure you don't get infected with HIV.

Let others know what you are working on even if it is a small step you are taking.

Be a model.

For example, "I'm trying to remember to carry a condom with me at all times."

When you tell what you are doing, it makes it real.

The last part of the AIDS message is about what a person can do to get started protecting oneself and one's partner.

Often the other person wants a practical suggestion.

Like where to get free condoms or how to ask a guy about using condoms before sex starts to happen.

Be concrete - give a suggestion after checking out if the person wants you to give him or her an idea.

Here is a copy of the main points on giving a good AIDS message.

#GIVE EACH GROUP MEMBER A COPY OF "A GOOD AIDS MESSAGE."

Let me show you how to give an AIDS message.

#PICK OUT A MEMBER OF THE GROUP AND GIVE THAT PERSON AN AIDS MESSAGE. IF THE PERSON HAS DONE SOMETHING TO COMMUNICATE A CONCERN ABOUT AIDS, START WITH THAT - SAYING IT IS SMART. IF YOU DON'T KNOW THE PERSON'S LEVEL OF CONCERN, ASK HOW WORRIED THE PERSON IS. THEN MOVE ON TO THE MAIN POINTS.

Now let's go around the room and have each person give an AIDS message to the person next to him or her.

We'll do it one at a time.

This is practice - so don't worry about how well you do.

Put the AIDS message in your own words.

After each person goes, I want the group to comment on whether the five points of a good AIDS message were made.

#ONE AT A TIME HAVE EACH PERSON TURN TO THE PERSON NEXT TO HIM OR HER AND GIVE AN AIDS MESSAGE. AFTER EACH PERSON GOES, HAVE THE GROUP PROVIDE SOME FEEDBACK ON WHETHER THE POINTS WERE MADE. GIVE CONSTRUCTIVE SUGGESTIONS. LET AS MANY GROUP MEMBERS PRACTICE GIVING MESSAGES AS IS POSSIBLE WITHIN THE TIME ALLOWED. GIVE OUT "THANKS" AS IS APPROPRIATE.

That was very good practice.

#HOLD UP THE FEELING THERMOMETER CHART.

How do you feel after practicing giving AIDS messages?

**#ENCOURAGE SHARING OF FEELING THERMOMETERS
READINGS.**

Now that you see how it is done and have tried it, can you think of some better points to make when giving an AIDS message to a teenager?

**#ENCOURAGE SUGGESTIONS. WRITE THEM ON NEWSPRINT.
DISCUSS THE POINTS. HAVE THE YOUTHS MAKE A NOTE ON
THEIR HANDOUT OF ANY WORTHWHILE ADDITIONS.**

If everyone in here gave 10 AIDS message, this group would influence lots of people.

You have a lot of power.

At the same time as you are doing good for others you are helping yourself tolerate a lot of sadness.

Exercise 6: How Can I Show Others I Liked Their Contributions?

(15 minutes)

[The purpose of this exercise is to build group cohesion and self esteem. Group appreciation is used.]

There are a lot of good ideas in this group.

A lot of people working hard on some difficult issues.

Let's acknowledge that.

Turn to your family member, look at them and complete this sentence about them: "I really liked when you said....."

If you don't have a family member here, turn to the person on your right and complete the sentence.

#HAVE EACH PERSON TURN TO THE PERSON ON THEIR RIGHT AND COMPLETE THIS SENTENCE: "I REALLY LIKE when you said....." MAKE SURE EACH MEMBER IS ACKNOWLEDGED. GROUP LEADERS CAN ACKNOWLEDGE PARTICIPANTS IF NECESSARY.

Now let's show our appreciation of each other's contributions here today.

Let people know that you liked what they said or did, their style, their presence, and any great qualities they have.

Get up walk around and show people that you value them.

Give away "Thanks" if you wish.

#ENCOURAGE AND MODEL SHOWING APPRECIATION. USE WORDS, "THANKS," GESTURES, HUGS AND WHATEVER SEEMS COMFORTABLE. REINFORCE PARTICIPANTS WHO SHOW SUPPORT OF OTHERS.

This afternoon youths are going to meet separately from caregivers.

They are going to talk about fears they experience and how they can cope with them.

Caregivers are going to talk about dealing with children's problem behavior.

This is something all caregivers of adolescents have to work on with their teens.

I look forward to seeing you after lunch.

We will meet here at _____ (time).

THE END OF SESSION 11

LIVING WITH SADNESS

INSTRUCTIONS: CERTAIN KNOWLEDGE, ATTITUDES, AND ACTIONS CAN HELP YOU LIVE WITH SADNESS. BELOW ARE LISTED EXAMPLES OF EACH. IN THE BLANK SPACE FILL IN WHAT WOULD HELP YOU THE MOST.

KNOWLEDGE

EXAMPLES:

- KNOWING THAT EVERYONE DIES.
- KNOWING THAT THE PERSON WILL NOT BE IN PAIN ANYMORE.
- KNOWING THAT IT IS NORMAL TO HAVE THESE FEELINGS.

WHAT KNOWLEDGE HELPS YOU LIVE WITH SADNESS?

ATTITUDES

EXAMPLES:

- I BELIEVE THAT I CAN SURVIVE THIS SADNESS.
- I ACCEPT THAT THE DEATH IS FINAL.
- I BELIEVE MY LOVED ONE IS WITH GOD.

WHAT ATTITUDES HELP YOU LIVE WITH SADNESS?

ACTIONS

EXAMPLES:

- TALK TO OTHER PEOPLE ABOUT MY THOUGHTS AND FEELINGS.
- SET ASIDE 5 MINUTES EACH DAY TO REVIEW MY THOUGHTS AND FEELINGS ABOUT THE SADNESS (NO MATTER HOW NEGATIVE).
- DO SOMETHING I ENJOY.

WHAT ACTIONS HELP YOU LIVE WITH SADNESS?

DROPPING OUT

CAREGIVER: The school called today. They said you hadn't been there for the last two weeks.

FREDDY: That's about it.

CAREGIVER: What's going on?

FREDDY: I don't want to talk about it.

CAREGIVER: I promised your mother before she died that I would make sure you graduated from high school.

FREDDY: Forget my mother. She's dead. What she wanted doesn't count anymore.

CAREGIVER: I know that losing your mother is upsetting, but..

FREDDY: I'm not upset.

CAREGIVER: Still you have to go to school.

FREDDY: I don't have to do anything.

CAREGIVER: Finishing school was really important to your mother.

FREDDY: Nothing makes any difference.

CAREGIVER: Your future depends on getting a high school diploma.

FREDDY: I don't want to discuss it.

CAREGIVER: Look, Freddy. I'm asking you to go back to school. Are you going to do it?

YOU ARE FREDDY'S FRIEND. HE WANTS YOUR ADVICE. WHAT WOULD YOU ADVISE FREDDY TO DO?

HELPING HANDS

CHRIS: Lisa, you look so sad. What's the matter, girl?

LISA: You heard about my mother?

CHRIS: Oh, yes. Really sorry she passed away.

LISA: Right now it's hard to look happy. I just wish I'd wake up - like this was a bad dream. I can't stand being all alone.

CHRIS: Don't think about it. Just listen to me. I know what you need.

LISA: What's that?

CHRIS: A little tender loving care.

LISA: No, I need to have my mother back here.

CHRIS: Ohhh, baby. You need someone to hold you and love you.

LISA: Maybe I do.

CHRIS: I'm just the man. I know how to make you feel so good.

LISA: What are you going to do?

CHRIS: I going to love you like you never been loved before. I'm going to make you feel all warm - safe and sound. Your mind will forget all your troubles, and your body will cry out for more. Come on with me.

LISA: I'm not sure.

CHRIS: Trust me.

LISA: Where are we going?

CHRIS: To my place.

LISA: What about condoms?

CHRIS: Do I look like a kid to you?

LISA: No.

CHRIS: Baby, you know I'm healthy. There's no need for condoms. Besides condoms spoil the flow of love. You want love, don't you?

LISA: Yes, but I'm not sure.

YOU ARE LISA'S FRIEND. SHE WANTS YOUR ADVICE. WHAT WOULD YOU ADVISE LISA TO DO?

A GOOD AIDS MESSAGE

1. IT'S **SMART** TO BE WORRIED ABOUT AIDS.
2. **MANY MORE PEOPLE** ARE NOW PROTECTING THEMSELVES.
3. TAKING CARE OF YOUR PARTNER MAKES YOU **FEEL GOOD**.
4. HERE'S WHAT **I AM DOING**.....
5. A **GOOD STEP** YOU COULD TAKE MIGHT BE TO