

PREPARATION PHASE: TAKING CARE OF MYSELF
(HRA PROJECT)

DAY 3/AFTERNOON

SESSION 6: COPING WITH WHETHER TO TELL I HAVE AIDS

OBJECTIVES:

1. Mothers will learn about the concerns involved with disclosure.
2. Mothers will define disclosure decisions as problems.
3. Mothers will develop information about the problem.
4. Mothers will define the outcomes they want related to each problem.
5. Mothers will brainstorm alternative solutions for problems.

RATIONALE:

Problem solving is a key coping strategy with ample evidence of its effectiveness. While it can be used in many situations, in this workshop it is introduced and applied to the problem of disclosure. The problem process is explained and then used to work through the decision of whether to disclose one's AIDS status to a specific person. As problem solving an issue such as whether to disclose takes more time than one session allows, this session stops with having generated action alternatives. The next session will deal with evaluating alternatives, making a selection, implementation and evaluation.

PROCEDURES:

1. Introduce the participants, use a scene to introduce the topic of telling someone else about having AIDS, check feelings about telling and what telling mothers have done. (15 minutes)
2. Introduce the steps in problem solving and practice getting rid of attitudinal barriers to problem solving. (20 minutes)
3. Practice defining the problem by focusing on a specific person the participant is considering telling and identify the information one would want to obtain. (20 minutes)
4. Clarify the goals in telling a person. Introduce the topic through an illustrative script and practice figuring out the goals in telling the person that the mother is focused on. (15 minutes)
5. Do a relaxation exercise. (10 minutes)

6. Practice brainstorming a list of actions that could be taken regarding telling a specific person. (20 minutes)
7. End with a lottery, between-sessions goal setting, a positive mantra, and showing appreciation to each other. (15 minutes)

MATERIALS:

"Thanks"

Lottery tickets

Lottery prize

Newsprint and marking pens

Script: Lucy and Linda

Script: Gloria and Cindy: Goals

Chart on Problem Solving

Workbook and New Inserts

Feeling Thermometer on Keeping the Secret

Handout on Steps in Problem Solving

Relaxation Exercise: In the Mountains

Notes to the Facilitator:

1. **Bold** letters tell you what the purpose of the exercise is and highlight points to make. CAPITAL letters tell you what to do. Small case letters tell you what to say. Once you have become familiar with what to say, use **your own words**. Do not read your lines to the group.
2. Begin each session 5 minutes ahead of time in order to cover any administrative matters.

Exercise 1: How Do I Feel About Telling Someone?

(15 minutes)

[The purposes of this exercise are to introduce the topic of telling someone you have AIDS and to link feelings to telling. A script, sharing who has been told, and the Feeling Thermometer are the approaches to reach those ends.]

FACILITATOR SAYS

Is everybody well fed?

Now that lunch is over we will begin our afternoon session.

To begin please give us your first name and tell us one thing about yourself that nobody in here knows.

Like, "My name is Annette, and I once went swimming in the nude."

I'll start off.

My name is and one thing you don't know about me is

GO AROUND THE ROOM, HAVING EACH PERSON TELL HER FIRST NAME AND ONE THING THAT NOBODY IN THE GROUP KNOWS ABOUT HER. GIVE OUT "THANKS."

That was very good.

Here are some more "Thanks" for you to use when you like what someone has said or done and you want to tell them "That was great!"

HAND OUT 20 "THANKS" TO EACH PERSON.

At the end of this afternoon's session we will have another lottery.

The overall goal of these workshops is to help you cope effectively with the situations you are facing because you are living with AIDS.

We said at the beginning that there were two kinds of coping: one to make you feel better and the other to fix the situation.

We have been working on coping that makes you feel better.

Today's session and the next one will be on trying to fix a situation.

The coping strategy we will use is problem solving.

Listen to this little scene and see if you can guess what the situation is that we will be trying to fix.

Who will read the part of Lucy and who will be Linda?

SELECT THE VOLUNTEERS. DECIDE WHO WILL PLAY EACH ROLE. GIVE THE PLAYERS THE SCRIPT AND HAVE THEM READ IT ALOUD TO THE GROUP.

LUCY AND LINDA

LUCY: What's the matter? There seems like something is bothering you.

LINDA: I can't talk about it.

LUCY: Why not?

LINDA: I've seen people lose their jobs, get kicked out of their apartments, have hate signs painted on their doors, kids kept from going to school.

LUCY: Wait a minute! Wait a minute! I'm your friend.

LINDA: I've heard of people who were friends for years suddenly stop saying, "Hello."

LUCY: That wouldn't happen with us.

LINDA: Who can tell how someone will react?

LUCY: But you know me.

LINDA: I don't want to end up alone.

LUCY: I'm not going to drop you - no matter what.

LINDA: I don't want my kids picked on and scorned.

LUCY: I can't promise how other children will treat your kids.

LINDA: See, that's what I mean.

LUCY: So, you have a secret you can't tell me.

LINDA: That's right.

LUCY: Let me guess.

LINDA: Even if you do guess, I won't say.

LUCY: But you aren't sure. I can tell.

LINDA: Maybe.

LUCY: Well, here goes. My guess is that you got AIDS. That's too big to carry by yourself. Do you see me running away?

THE END

So, what is today's session about?

ENCOURAGE ANSWERS.

That's right: whether to tell someone else that you have AIDS.

Let's go around the room and you tell us briefly who you told that you were living with AIDS.

ASK EACH WOMAN WHO SHE HAS TOLD. ALL YOU WANT IS THE LABEL OF THE PERSON - SISTER, MOTHER, ETC. TRY TO AVOID ANYTHING MORE LENGTHY.

Thanks.

Is there anyone here who is considering telling someone but is not sure that it is the thing to do?

ENCOURAGE A BRIEF RESPONSE.

So, that's the problem we are going to work on - whether you should tell a specific person that you have AIDS.

The coping strategy we are going to use is called "Problem Solving."

First, let's check out how you feel when thinking about this topic.

Here is a Feeling Thermometer on Keeping the Secret.

HAND OUT FEELING THERMOMETERS ON KEEPING A SECRET. THEY CAN BE PUT IN THE WORKBOOKS AFTER THE EXERCISE.

I will read the situation and you write down what your feeling temperature is.

READ THE SITUATIONS AND ALLOW TIME BETWEEN EACH ONE FOR PARTICIPANTS TO RECORD THEIR FEELING TEMPERATURES. THE SITUATIONS ARE AS FOLLOWS:

1. Your best friend asks if you have AIDS, and you say "no."
2. Your case worker tells your child's teacher that you have AIDS.
3. Your child learns that you have AIDS from someone in the neighborhood.

What situations would you add where you feel uncomfortable telling someone you had AIDS?

ENCOURAGE SHARING. GIVE OUT "THANKS."

So, when would you feel comfortable and when would you not?

ENCOURAGE SHARING.

Remember that at the end of the session there will be free time to make comments that you didn't get a chance to mention during the exercises.

In today's session and the following one we want to prepare you for deciding what to do.

New situations are constantly coming up.

Exercise 2: How Do I Prepare to Solve a Problem About Telling?
(20 minutes)

[The purposes of this exercise are to familiarize the mothers with the steps in problem solving and to practice creating positive attitudes toward solving a problem. Reviewing the steps and role playing are used.]

Here are the steps in problem solving.

I am going to review them quickly because we will work on each one as we try to figure out whether or not tell about living with AIDS.

To prepare for solving a problem you need to have the big picture in mind.

PUT UP A CHART OF THE STEPS IN PROBLEM SOLVING AND GO OVER IT BRIEFLY.

THE STEPS IN PROBLEM SOLVING

1. CHECK YOUR ATTITUDES.
2. DEFINE THE PROBLEM, INCLUDING GETTING INFORMATION.
3. FIGURE OUT THE GOAL.
4. LIST ACTIONS YOU MIGHT TAKE TO SOLVE IT.
5. JUDGE THE ACTIONS.
6. DECIDE ON WHICH ACTION TO TAKE.
7. DO IT!
8. REVIEW IT.

First, you can have an attitude that keeps you from solving problems.

For example, you might say to yourself, "I'm no good at solving problems. I'll never be able to figure this out."

With that idea in your head trying to use problem solving will be difficult.

So, "Check Attitudes" means getting rid of attitudes that stop you from using problem solving and developing helpful attitudes.

For example, "Having problems in life is normal. I can find a solution."

"Define the problem" means making it clear what has to be fixed.

"Getting information on the problem" means finding out what we need to know.

For example, I am thinking about telling my sister; therefore I need to know what her attitudes about AIDS are.

"Figure out the goal" means deciding how you want this situation to come out. What is important to you?

"List actions you might take to solve it" means having more than one way to fix the problem.

For example, I could tell my sister, not tell her, have my brother tell her, have my brother go with me and tell her together, and so on.

"Judge the possible actions" means figuring out the pluses and minuses of each action.

"Decide on a course of action" means to choose the best thing to do.

"Do it" means to try out the action you selected.

"Review it" means check it out.

Did it work?

Did you give yourself praise for a good job?

Would you do it differently next time?

Those eight actions are the steps of problem solving.

Here is a copy of them to put in your workbook.

HAND OUT STEPS IN PROBLEM SOLVING.

We will begin problem solving with step 1 - Check Attitudes.

To help us learn problem solving I will ask you to assist me in working on my situation.

Let's imagine that I am a mother living with AIDS.

Ever since I told my son that I had AIDS he has been having problems in school.

Should I tell someone at school that I have AIDS?

Maybe it can help him.

The scene we will role play next is my talking with two of my friends.

Who will play the other two friends?

SELECT SOMEONE TO PLAY THE TWO FRIENDS.

Your job is to point out to me my bad attitudes about problem solving and help me have a better attitude.

For example, if I say "it's not fair that there are problems in life," you might say that problems are part of living for everyone, and, if you expect the world to be fair, you will be unhappy all the time.

OK, tell me what your goal is.

CHECK OUT THE BOTH FRIEND'S UNDERSTANDING OF HER GOAL: TO HELP ME HAVE POSITIVE ATTITUDES ABOUT BEING ABLE TO SOLVE THIS PROBLEM.

My goal is to show my bad attitudes to you.

Each of you who are observing need to have a task.

ASSIGN A SPECIFIC AND DIFFERENT TASK TO EACH OBSERVER.

You watch their faces.

You watch their eyes.

You pay attention to their voices.

You observe their postures.

You pay attention to their gestures.

You observe their feelings.

And you listen to their words.

Now let's start the role play.

START OFF BY SAYING TO THE FIRST FRIEND, "I'LL BET THERE ARE VERY FEW PEOPLE IN THE WORLD WHO HAVE TO FIGURE OUT WHETHER TO TELL THEIR KID'S TEACHER ABOUT HAVING AIDS. NO ONE HAS PROBLEMS LIKE MINE." HAVE A SHORT DIALOGUE WITH THE FIRST FRIEND AND ADJUST YOUR ATTITUDE SOME. TRY TO KEEP THE DIALOGUE FLOWING FROM ONE ATTITUDE TO THE NEXT ONE. USE TRANSITION FILLERS LIKE "WELL, YES THAT'S TRUE BUT I ALSO THINK THAT..."

AFTER THE FIRST FRIEND HAS ARGUED AGAINST THAT IDEA, PRESENT THE NEXT ATTITUDE TO THE SECOND FRIEND. "THIS PROBLEM IS MUCH TOO COMPLICATED. I'LL NEVER BE ABLE TO FIGURE IT OUT." HAVE A SHORT DIALOGUE WITH THE SECOND FRIEND AND CHANGE YOUR ATTITUDE A LITTLE BIT.

PRESENT A THIRD ATTITUDE TO THE FIRST FRIEND. "I HAVE DECIDED TO FORGET ABOUT THE PROBLEM. IT IS BEST TO JUST AVOID IT AND PRETEND THAT IT DIDN'T EXIST." HAVE A SHORT DIALOGUE WITH THE FIRST FRIEND AND ADJUST YOUR ATTITUDE A LITTLE BIT.

PRESENT A FOURTH ATTITUDE TO THE SECOND FRIEND. "I KNOW THERE IS ONE RIGHT AND PERFECT SOLUTION FOR EVERY PROBLEM. I'M WORRIED THAT I WILL NOT BE ABLE TO FIND THE PERFECT SOLUTION." HAVE A SHORT DIALOGUE WITH THE SECOND FRIEND AND CHANGE YOUR ATTITUDE A LITTLE BIT.

END THE ROLE PLAY AND GIVE OUT "THANKS".

You did a great job.

First friend, tell us one thing you liked about the way you challenged my attitudes and one thing you would do differently.

ENCOURAGE FIRST FRIEND'S RESPONSE.

Second friend, what was one thing you did in trying to challenge my attitudes that you liked and one thing you would do differently?

ENCOURAGE SECOND FRIEND'S RESPONSES. EXPLORE HOW HARD OR EASY THIS WAS TO DO.

Now for the observers.

Tell us one thing you liked and what you might have done differently if you had played the friends.

ENCOURAGE BRIEF RESPONSES.

I hope you can see how preparing to solve a problem involves checking out our attitudes toward solving problems and making some adjustments.

Exercise 3: How Do I Define the Problem?
(20 minutes)

[The purposes of this exercise are to improve skills in defining the problem and gathering information. Role playing and group brainstorming are used.]

The second step in solving a problem is to state what the problem is.

When you start to define the problem, be specific.

Do not define the problem as, "Should I tell someone that I have AIDS?"

There is a different problem for each person you are thinking of telling.

In each case the risks are different.

What is my problem?

Let's have another volunteer to help me with my situation.

SELECT A VOLUNTEER.

I said before that I wondered if I should tell someone at school.

(TO THE VOLUNTEER) - Your task is to help me define the problem.

Who is the someone at school I am talking about?

START OFF BY ASKING THE HELPER IF YOU SHOULD TELL SOMEONE AT SCHOOL. IF THE HELPER DOESN'T RAISE THE QUESTION OF WHO THAT PERSON MIGHT BE, SUBTLY MOVE THE CONVERSATION IN THAT DIRECTION. SOME OPTIONS ARE YOUR SON'S MATH TEACHER, ENGLISH TEACHER, SOCIAL STUDIES TEACHER, AND PRINCIPAL. HAVE THE CO-FACILITATOR

COACH THE HELPER IF NECESSARY. DECIDE ON THE MATH TEACHER. STOP AFTER THREE MINUTES.

So, my problem is should I tell the math teacher.

Will everyone please try to define their own problem around telling by filling in the last part of this sentence:

"My problem is that I can't decide if I should tell_____ that I am living with AIDS."

Who is the person in the problem?

Decide who is the person in the problem.

WAIT A MINUTE.

Can you tell us the person you are considering telling?

OBTAIN RESPONSES.

Step two is also about getting information.

What do we want to know about the person we are thinking of telling?

I am considering telling my son's math teacher.

What would I want to know?

ENCOURAGE IDEAS. WRITE THE SUGGESTIONS ON NEWSPRINT. IF SOME OF THE FOLLOWING IDEAS ARE NOT RAISED, BRING THEM UP FOR CONSIDERATION.

WHAT DOES HE/SHE KNOW ABOUT AIDS?

WHAT ARE HER/HIS ATTITUDES TOWARD AIDS?

WHAT ARE HER/HIS ATTITUDES TOWARD ME?

CAN SHE/HE KEEP A SECRET?

DOES SHE/HE HAVE SOMEONE SHE/HE CARES ABOUT WHO HAS AIDS?

WHAT WOULD HAPPEN IF THIS PERSON DIDN'T KEEP MY SECRET?

WOULD THIS PERSON TRY TO HARM ME?

WILL THIS PERSON BE SUPPORTIVE TO ME?

HOW WOULD I FEEL SHARING MY SECRET WITH THIS PERSON?

IS SHARING MY SECRET WITH THIS PERSON GOING TO BE A RELIEF?

That's a great list.

I guess I could ask my son some questions about his teacher.

Also I could go meet with the teacher just to get a feel for her before I made a decision.

I have a friend who knows I have AIDS, and she has a kid in the same school.

I could see what she knows about this teacher.

Are there questions about the information needed?

CLARIFY CONCERNS.

Exercise 4: What Are My Goals?

(15 minutes)

[The purpose of this exercise is to increase mothers' skills in defining their goals in telling someone they are living with AIDS. A script and role playing is used.]

We are now on step 3 - Figure out the goal.

To introduce that step I need two actresses to do a small scene.

SELECT VOLUNTEERS AND GIVE THEM THE SCRIPT. ONE WILL PLAY GLORIA AND THE OTHER WILL PLAY CINDY. DO THE SCENE. THE SCRIPT IS AS FOLLOWS:

GLORIA AND CINDY: GOALS

GLORIA: You are my good friend, right?

CINDY: Well, I have been for years.

GLORIA: It makes me nervous, but I want to tell you something.

CINDY: What is that?

GLORIA: I have AIDS.

CINDY: You have to be kidding me.

GLORIA: No, I am quite serious.

CINDY: Gloria, how could you do such a dumb thing?

GLORIA: I didn't do it on purpose.

CINDY: God, are you stupid!

GLORIA: I hoped you would be more understanding.

CINDY: Understanding. What do you expect?

GLORIA: Don't you care?

CINDY: Don't get near me. We're finished.

GLORIA: This isn't turning out as I had hoped. I wanted you to care, to listen to how I feel, to help me. Not to get all angry and reject me.

CINDY: Don't call me. I'll call you.

THE END

That was really good.

GIVE OUT "THANKS."

What were Gloria's goals?

ENCOURAGE A DISCUSSION OF WHAT GLORIA WANTED FROM CINDY.

Each of you is a different person and so are the people you are thinking of telling.

Can I have a volunteer to help me figure out my goals?

SELECT A VOLUNTEER.

(TO THE VOLUNTEER) - I am trying to decide whether to tell my son's math teacher that I have AIDS.

So far, I have learned that his math teacher is a pretty nice person and is generally understanding.

I have hear that she knows someone with AIDS.

You are my friend and I need your help.

Your task is to help me clarify what my goal is in telling the teacher.

Start off by asking me what I want from her.

Any questions before we start?

ANSWER QUESTIONS. THEN START THE ROLE PLAY.

WHEN ROLE PLAYING KEEP IN MIND THAT YOU DON'T CARE IF THE TEACHER LIKES YOU. YOU WANT THE TEACHER TO GO EASY ON YOUR SON, TO SHOW UNDERSTANDING, TO GIVE HIM SPECIAL HELP, AND NOT TO DISCUSS AIDS WITH HIM. CARRY ON A DIALOGUE ABOUT YOUR GOALS FOR A FEW MINUTES.

Thank you very much.

GIVE OUT "THANKS."

What did the rest of you observe?

What was one thing my friend did that you liked and one thing you would have done differently?

OBTAIN FEEDBACK.

Take a few minutes and decide what your goals are for telling the person you have in mind.

ALLOW A FEW MINUTES WHILE EACH MOTHER THINKS OF HER GOALS.

Will a couple of people share what they hope to accomplish by telling the person they have in mind?

ENCOURAGE SHARING AND GIVE OUT "THANKS."

Exercise 5: Can We Relax Now?
(10 minutes)

[The purpose of this exercise is to reduce tensions that have accumulated in the session. A relaxation sequence is used.]

It is time for a little relaxation.

Please get your self in a comfortable position.

READ THE RELAXATION EXERCISE "IN THE MOUNTAINS." LET EACH LINE SINK IN AND CREATE A MOOD. GIVE YOURSELVES TIME TO PICTURE WHAT IS BEING DESCRIBED.

RELAXATION EXERCISE: IN THE MOUNTAINS

Yawn and stretch.

Yawn and stretch.

Please close your eyes, if you feel like it, so that you can experience fully a trip to the mountains.

You are standing in a clearing high in the mountains.

The cool air that you breathe in fills you with energy.

The sunny sky above is as blue as you have ever seen.

You begin to walk into a grove of pine and spruce - trees towering up to the sky -

And you can hear the crisp sound of your feet flattening and scuffing the pine needles.

There is no underbrush, and the walking is easy.

Although the air is cool, you feel warm from the sun.

The trail rises slightly.

Ahead you can see where the trees stop.

Blue jays call through the tree tops.

You come out of the trees into a boulder field - huge rock are strewn about and wild flowers - orange, scarlet, yellow, blue - grow profusely.

You stop, resting on a boulder and look about you.

You can see timberline and traces of snow in the distance.

Some places there are rocky outcroppings

And in other places smooth slopes.

Far away the mountains rise thousands of feet into the atmosphere.

Some mountains have jagged peaks and others almost flat tops.

Glaciers fill the deep crevices of the mountains.

You are rested and continue walking.

To the right you can hear a stream running.

It seems to call you, like a bell, and you follow the sound.

As you approach the fresh, clear water, a deer bolts away.

The stream takes you back through the woods.

Suddenly your cabin can be seen nestled among rocks and trees.

The front porch is solid but worn.

You enter.

There is a warm fire blazing in the stone fireplace.

The cabin is small but open.

There are rough beams and plank floors.

The cabin smells of clean woods and sparkling air.

Out of your window you can spot birds fluttering about the feeder.

Jays, Juncos, Titmice, and even a rare mountain blue bird appears.

Lying on the couch in front of the fire you see far away out of the picture window.

Long's Peak stands above all the others in the distance.

Its north face is as sheer as glass.

Snow crests on the sharply sculptured peak.

The wind is up.

You hear it singing through the trees and over the boulders.

But your little cabin is protected and feels so pleasantly warm.

You doze on the couch

And the sun begins to set with orange and crimson lying on the horizon.

You feel so calm, so peaceful.

Yawn and stretch.

Yawn and stretch.

I hope you feel refreshed after that journey to the mountains.

Here is a copy of the relaxation instructions for your workbook.

If you like this relaxation exercise, you can use it at home.

HAND OUT COPIES OF THE RELAXATION INSTRUCTIONS TO EVERYONE.

Exercise 6: What Actions Could I Take?
(20 minutes)

[The purpose of this exercise is to increase skills in identifying possible actions to take. Brainstorming is employed.]

Now that we have covered our goals we want to think of all the actions we could take - step 4.

By actions I mean things we could do about telling the person like 1) still keep the secret, 2) tell the person directly yourself, 3) write the person a letter, and so on.

The best way to come up with a list is to brainstorm.

When you brainstorm, you try to list as many actions as possible without judging them.

Get a big list - no matter how crazy the ideas may seem.

The more ideas the better.

Going back to my situation, I am considering telling my son's math teacher.

One option I can think of is still not to tell her.

Another action I could take is to write her a letter.

Please help me.

Brainstorm a list of actions I could take.

ENCOURAGE THE GROUP TO BRAINSTORM IDEAS. IF SOME OF THE IDEAS ON THE LIST THAT FOLLOWS ARE NOT MENTIONED, RAISE THEM FOR CONSIDERATION. A POSSIBLE LIST IS AS FOLLOWS:

1. DON'T TELL THE TEACHER.
2. TELL THE TEACHER FACE TO FACE.

3. TELL THE TEACHER WITH MY SON PRESENT.
4. HAVE MY FRIEND TELL THE TEACHER.
5. HAVE MY FRIEND GO WITH ME WHEN I TELL THE TEACHER.
6. HAVE MY CASE WORKER TELL THE TEACHER.
7. HAVE MY DOCTOR TELL THE TEACHER.
8. WRITE THE TEACHER A NOTE.
9. TALK TO THE TEACHER ABOUT HELPING MY SON WITHOUT TELLING HER I HAVE AIDS.

That's a great list.

Are there any questions about generating a list of actions?

ANSWER QUESTIONS.

We will practice the rest of the steps in problem solving next time.

But before we move on today, I would like us to pull together what we have covered on telling someone.

In small groups I want you to share with each other at what step are you in terms of deciding to tell someone.

Are you at the first step of defining the problem?

Are you getting information to help you decide?

Have you figured out what you want to accomplish by telling someone?

Are you at the step of listing alternatives?

DIVIDE THE GROUP IN HALF. A FACILITATOR GOES WITH EACH HALF. ENCOURAGE THE MOTHERS TO SHARE WHERE THEY ARE IN THE DECISION MAKING PROCESS. TRY TO RELATE THEIR COMMENTS TO THE EIGHT STEPS. IF A MOTHER SAYS SHE IS NOT CONSIDERING TELLING SOMEONE NOW, ASK HER WHO SHE MIGHT TELL IN THE FUTURE. WHAT ABOUT WHEN SHE MAKES CUSTODY ARRANGEMENTS? ALLOW TEN MINUTES OF DISCUSSION.

Exercise 7: What Is Next?
(20 minutes)

[The purposes of this exercise are to build group cohesion, enhance self esteem, and create a forward momentum. Free time, group appreciation, a positive mantra, a lottery, and goal setting are used.]

We are at the end of the session.

Whether or not to tell somebody that we are living with AIDS was the situation we started coping with today.

The main strategy we have been learning is problem solving.

We have not finished learning about problem solving and using it to help us decide what to do about telling others.

We covered getting ready to solve a problem, defining the problem, finding out information about the problem, deciding our goal, and developing a list of different actions that we might take.

Next we will have to choose among those different actions and pick one to try.

In the next session we will continue to work on the problem.

We want to do another lottery for your hard work today..

Write your first name on a lottery ticket and put it in the cup.

PASS OUT THE LOTTERY TICKETS - ONE TO EACH PERSON.

Here is the lottery prize.

HOLD UP THE WRAPPED PRIZE. HAVE WOMEN WRITE THEIR NAMES ON A TICKET, PUT IT THE BOWL, MIX THE TICKETS UP, HAVE SOME DRAW A WINNER, AND GIVE OUT THE PRIZE.

Between sessions I would like you to take one step.

A goal that you will try to achieve between sessions.

Make it reasonable, clear, not too much or too little, and easy to tell if you completed it.

You can pick something from this morning's session on the meaning to you of having AIDS or something from this afternoon's session on telling someone.

Some examples are

1. Write a letter to a friend about what it means to have AIDS.
2. Take a walk or eat more fruit.
3. Do something you enjoy - take a bubble bath.
4. Make a list of all your good qualities.
5. Get information about telling someone.
6. Make a list of actions about telling someone.
7. Make a list of people you might want to tell and what you would want from each of them.

Take a minute and think about what step you will agree to take between sessions.

WAIT A MINUTE AND THEN GO AROUND THE GROUP AND HAVE EACH INDICATE WHAT HER GOAL IS.

Please tell us what each of you plan to do.

OBTAIN RESPONSES. COACH ON SETTING THE GOAL, AS NEEDED.

I'll ask you about the between-session tasks at the beginning of the next session.

Now we have ten minutes of free time for you to mention something to the group, ask the group a question, or share some feelings that you have.

PROVIDE TEN MINUTES FOR COMMENTS.

To close, let's do two things.

First, would you please stand and repeat after me the words on this poster.

PUT UP THE POSTER AND HAVE THEM REPEAT THE WORDS.

"NO MATTER HOW ANYONE REACTS TO HEARING MY SECRET, I AM A GOOD PERSON
- A VALUABLE PERSON."

Now it is time to show appreciation to each other.

ENCOURAGE GIVING APPRECIATION TO EACH OTHER. USE VERBAL REINFORCEMENT AND
"THANKS." MAKE SURE EVERYONE IS INCLUDED.

Thanks a lot for your participation today.

You are a great group, and I look forward to seeing you next time.

THE END OF SESSION 6

LUCY AND LINDA

LUCY: What's the matter? There seems like something is bothering you.

LINDA: I can't talk about it.

LUCY: Why not?

LINDA: I've seen people lose their jobs, get kicked out of their apartments, have hate signs painted on their doors, kids kept from going to school.

LUCY: Wait a minute! Wait a minute! I'm your friend.

LINDA: I've heard of people who were friends for years suddenly stop saying, "Hello."

LUCY: That wouldn't happen with us.

LINDA: Who can tell how someone will react?

LUCY: But you know me.

LINDA: I don't want to end up alone.

LUCY: I'm not going to drop you - no matter what.

LINDA: I don't want my kids picked on and scorned.

LUCY: I can't promise how other children will treat your kids.

LINDA: See, that's what I mean.

LUCY: So, you have a secret you can't tell me.

LINDA: That's right.

LUCY: Let me guess.

LINDA: Even if you do guess, I won't say.

LUCY: But you aren't sure. I can tell.

LINDA: Maybe.

LUCY: Well, here goes. My guess is that you got AIDS. That's too big to carry by yourself. Do you see me running away?

THE END

August 1995

FEELING THERMOMETER ON KEEPING THE SECRET

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

SITUATION

TEMPERATURE
DEGREES

1. Your best friend asks if you have AIDS, and you say "no."

2. Your case worker tells your child's teacher that you have AIDS.

3. Your child learns that you have AIDS from someone in the neighborhood.

THE STEPS IN PROBLEM SOLVING
(WALL CHART)

1. CHECK YOUR ATTITUDES.
2. DEFINE THE PROBLEM, INCLUDING GETTING INFORMATION.
3. FIGURE OUT THE GOAL.
4. LIST ACTIONS YOU MIGHT TAKE TO SOLVE IT.
5. JUDGE THE ACTIONS.
6. DECIDE ON WHICH ACTION TO TAKE.
7. DO IT!
8. REVIEW IT.

THE STEPS IN PROBLEM SOLVING
(HANDOUT)

1. CHECK YOUR ATTITUDES.

2. DEFINE THE PROBLEM, INCLUDING GETTING INFORMATION.

3. FIGURE OUT THE GOAL.

4. LIST ACTIONS YOU MIGHT TAKE TO SOLVE IT.

5. JUDGE THE ACTIONS.

6. DECIDE ON WHICH ACTION TO TAKE.

7. DO IT!

8. REVIEW IT.

GLORIA AND CINDY: GOALS

GLORIA: You are my good friend, right?

CINDY: Well, I have been for years.

GLORIA: It makes me nervous, but I want to tell you something.

CINDY: What is that?

GLORIA: I have AIDS.

CINDY: You have to be kidding me.

GLORIA: No, I am quite serious.

CINDY: Gloria, how could you do such a dumb thing?

GLORIA: I didn't do it on purpose.

CINDY: God, are you stupid!

GLORIA: I hoped you would be more understanding.

CINDY: Understanding. What do you expect?

GLORIA: Don't you care?

CINDY: Don't get near me. We're finished.

GLORIA: This isn't turning out as I had hoped. I wanted you to care, to listen to how I feel, to help me. Not to get all angry and reject me.

CINDY: Don't call me. I'll call you.

THE END

August 1995

RELAXATION EXERCISE: IN THE MOUNTAINS

Yawn and stretch.

Yawn and stretch.

Please close your eyes, if you feel like it, so that you can experience fully a trip to the mountains.

You are standing in a clearing high in the mountains.

The cool air that you breathe in fills you with energy.

The sunny sky above is as blue as you have ever seen.

You begin to walk into a grove of pine and spruce - trees towering up to the sky -

And you can hear the crisp sound of your feet flattening and scuffing the pine needles.

There is no underbrush, and the walking is easy.

Although the air is cool, you feel warm from the sun.

The trail rises slightly.

Ahead you can see where the trees stop.

Blue jays call through the tree tops.

You come out of the trees into a boulder field - huge rocks are strewn about and wild flowers - orange, scarlet, yellow, blue - grow profusely.

You stop, resting on a boulder and look about you.

You can see timberline and traces of snow in the distance.

Some places there are rocky outcroppings

And in other places smooth slopes.

Far away the mountains rise thousands of feet into the atmosphere.

Some mountains have jagged peaks and others almost flat tops.

Glaciers fill the deep crevices of the mountains.

You are rested and continue walking.

August 1995

To the right you can hear a stream running.
It seems to call you, like a bell, and you follow the sound.

As you approach the fresh, clear water, a deer bolts away.

The stream takes you back through the woods.

Suddenly your cabin can be seen nestled among rocks and trees.

The front porch is solid but worn.

You enter.

There is a warm fire blazing in the stone fireplace.

The cabin is small but open.

There are rough beams and plank floors.

The cabin smells of clean woods and sparkling air.

Out of your window you can spot birds fluttering about the feeder.

Jays, Juncos, Titmice, and even a rare mountain blue bird appears.

Lying on the couch in front of the fire you see far away out of the picture window.

Long's Peak stands above all the others in the distance.

Its north face is as sheer as glass.

Snow crests on the sharply sculptured peak.

The wind is up.

You hear it singing through the trees and over the boulders.

But your little cabin is protected and feels so pleasantly warm.

You doze on the couch

And the sun begins to set with orange and crimson lying on the horizon.

You feel so calm, so peaceful.

Yawn and stretch.

August 1995