

PREPARATION PHASE: TAKING CARE OF MYSELF
(HRA PROJECT)

DAY 4/MORNING

SESSION 7: COPING WITH TELLING OTHERS

OBJECTIVES:

1. Mothers will determine the advantages and disadvantages of telling others that they are living with AIDS.
2. Mothers will evaluate their different possible actions.
3. Mothers will learn how to select the best action to take.
4. Mothers will increase their abilities to tell someone they are living with AIDS.
5. Mothers will learn about dealing with uncertainty.

RATIONALE:

As explained in the rationale for session 6, problem solving is a very useful tool which is applied here to the issue of whether to share that one is ill with AIDS. Session 6 ended with the generation of alternatives. The focus here is on evaluating alternatives and making a selection. Practice in telling is included as well. There is also a section on coping with uncertainty, as how people will react to the news may be a surprise.

PROCEDURES:

1. Introduce the participants and compliment each other. Review what participants did between sessions to make their lives better, review between-session goals, use a script to introduce the topic, and link feelings to the topic through a Feeling Thermometer. (20 minutes)
2. Develop a list of general advantages and disadvantages of telling someone. Model going through the pluses and minuses of an action. Participants select an alternative and try evaluating it. Then share their pluses and minuses with a partner. (30 minutes)
3. Model making a choice between alternatives and have participants practice and share. (15 minutes)
4. Do a relaxation sequence. (5 minutes)
5. Review guidelines for telling someone else that you have AIDS, discuss issues, and practice through role playing. (30 minutes)
6. Raise the issue of coping with uncertainty and use a focusing exercise to stay with the present. (10 minutes)

minutes)

7. Say a positive mantra and give appreciation to each other. (10 minutes)

MATERIALS:

"Thanks"

Newsprint, marking pens, and masking tape

Workbooks with new inserts

Feeling Thermometer on Telling

Relaxation Through Body Movement

Guidelines for Telling

Script: Telling Mama

Advantages and Disadvantages

Newsprint chart on action regarding telling teacher (p. 7)

Newsprint chart on telling dad through brother or letter (p. 13)

Chart with positive mantra on it (p.24)

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: What's Been Happening and What's Next?

(20 minutes)

[The purposes of this exercise are to increase a sense of self-efficacy, to build group cohesion, to increase self-esteem, to introduce the topic of selecting an alternative to take in telling someone you have AIDS, and to connect feelings to telling. Sharing of achievements, a positive introduction, a script, and the Feeling Thermometer are used.]

FACILITATOR SAYS

It is good to see all of you again.

I want to go around sharing your names and telling the group something that you really like.

For example, you might say, "My name is Gloria, and I really like ice cream."

To show you what I mean I will start.

My name is and I really like

HAVE EACH GROUP MEMBER GIVE HER NAME AND ONE THING SHE REALLY LIKES.

Thank you. That was very good.

Please turn to your neighbor and give her a compliment.

GIVE THE PERSON NEXT TO YOU A COMPLIMENT.

I'm going to pass out "Thanks" for you to use in today's session.

HAND OUT TWENTY "THANKS" TO EACH PERSON.

What have you done to make your life better since the last time we met?

ENCOURAGE BRIEF RESPONSES. KEEP THE PACE MOVING. GIVE OUT "THANKS."

At the end of the last session you each picked a goal you would try to achieve between the sessions.

Let's go around the room, and you tell us what your goal was and what you did.

GO AROUND THE ROOM HAVING EACH WOMAN STATE HER GOAL AND WHAT SHE DID. GIVE OUT "THANKS." BRAINSTORM HOW TO GET OVER ANY OBSTACLES THAT CAME UP.

Thank you for your reports.

Last time we began working on the problem of whether to tell people that you were living with AIDS.

We were learning how to use problem solving to help us work out the problem of telling others.

First, we got ready to solve the problem by ridding ourselves of ideas that would make it harder to be effective.

Then we defined the problem and found out information on it, like what is the person's attitude toward AIDS.

After stating what the problem is - "should I tell my son?" - then the next step is to think of the different actions we might take.

By actions I mean "Tell my son face to face." or "Have the minister tell my son." or "Do not tell until my son is three years older."

Today we want to work on the advantages and disadvantages of telling, on making a decision, and on practicing telling someone.

We will open it up by doing another scene.

I need two volunteers - someone to play big sister and someone to play little sister.

SELECT TWO VOLUNTEERS TO READ THE PARTS AND DECIDE WHO WILL READ EACH ROLE. GIVE THEM THE SCRIPT AND HAVE THEM READ THE SCENE ALOUD TO THE GROUP. THE SCRIPT IS AS FOLLOWS:

TELLING MAMA

BIG SISTER: What do you want me to do?

LITTLE SISTER: I'm trying to decide on telling Mama that I got AIDS.

BIG SISTER: You sure are brave. I know what I would do.

LITTLE SISTER: Don't tell me. I want to make up my own mind. I just need you to help me look at the advantages and disadvantages.

BIG SISTER: The advantages and disadvantages of what?

LITTLE SISTER: Of the things on my list.

BIG SISTER: Like what?

LITTLE SISTER: I could not tell her.

BIG SISTER: That's obvious. I like that idea.

LITTLE SISTER: I could tell her directly - face to face.

BIG SISTER: And then run.

LITTLE SISTER: Or you could tell her for me.

BIG SISTER: Wait a minute, girl. This is getting serious.

LITTLE SISTER: Or I could write her a letter.

BIG SISTER: And not visit for a month to let her get used to the idea.

LITTLE SISTER: Now you know what's on the list. So let's go over them one at a time and look at the pluses and minuses.

BIG SISTER: I thought we did that already.

LITTLE SISTER: A few smart remarks is not looking at the advantages and disadvantages.

BIG SISTER: I thought I was funny.

LITTLE SISTER: I don't need funniness. You're my big sister. I want your help.

THE END

Thank you. That was great!

GIVE OUT "THANKS" TO THE PLAYERS.

What we are up to this morning is evaluating different actions - whether to tell you have AIDS and how to go about it.

Then choosing which action to take is next.

To get started I would like you to fill out a Feeling Thermometer on telling.

Here is The Feeling Thermometer.

HAND OUT THE FEELING THERMOMETER.

I will read the situations, and you record what your comfort level would be.

Remember that 100 degrees means very uncomfortable and 0 degrees means totally calm and comfortable.

READ THE SITUATIONS AND ENCOURAGE RECORDING TEMPERATURE READINGS. THE SITUATIONS ARE AS FOLLOWS:

1. The person that you tell cries and cries.
2. The person you tell becomes very angry with you.
3. When you are finished telling, the person hugs you.

Those situations were just to get you thinking.

What kinds of situations around telling someone and their reactions would make you uncomfortable or comfortable?

ALLOW A MINUTE FOR THINKING.

Is someone willing to share what situations would be the most and the least comfortable?

ENCOURAGE SHARING. GIVE OUT "THANKS."

Exercise 2: What Are the Advantages and Disadvantages of Telling?
(30 minutes)

[The purpose of this exercise is to improve skills in listing advantages and disadvantages in telling someone. A role play is used, as well as group work on pros and cons.]

In the last session we ended with a mother trying to decide whether to tell her son's math teacher that she was living with AIDS.

Remember, the son had been having trouble in school once he learned that his mother was living with AIDS.

The mother thought about which person to talk to at school, and her list included the math teacher, English teacher, social studies teacher and principal.

She decided on the math teacher, if she was going to talk to any body at school.

Here are the possible alternatives that she came up with.

PUT UP ON NEWSPRINT THE MOTHER'S ALTERNATIVES.

1. DON'T TELL THE MATH 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 list leads us right into the next step of problem solving which is to evaluate the actions we brainstormed.

To see which action we want to take, we need to have thought of the advantages and disadvantages.

Building on what you thought of between sessions, let's make a general list of reasons for telling and against telling.

We will start with the reason against telling.

WRITE ON NEWSPRINT "AGAINST TELLING." ENCOURAGE IDEAS. IF SOME OF THE DISADVANTAGES OF TELLING IN THE LIST OF EXAMPLES ARE NOT MENTIONED, ASK WHAT THE GROUP THINKS OF THEM. GIVE OUT "THANKS." THE LIST OF EXAMPLES IS AS FOLLOWS:

AGAINST TELLING

MAY LOSE PEOPLE YOU CARE ABOUT
CAN'T BE 100% POSITIVE HOW PEOPLE WILL REACT
THE OTHER PERSON MAY NOT KEEP THE SECRET
NEED TO PROTECT CHILDREN
CHILDREN AND OTHERS MAY WANT TO KNOW ABOUT DRUG
HABIT AND SEXUAL BEHAVIOR
PREJUDICED PEOPLE MAY RETALIATE
WHEN TELLING OTHERS, I FEEL GUILTY AND BAD
FAMILY MAY SUFFER FROM STIGMA AND REJECTION IF OTHERS
FIND OUT
IT MAY LEAD TO A FRIGHTENING DISCUSSION OF DYING

OUT THE FINAL LIST ON THE WALL NEXT TO THE ALTERNATIVES.

That's a good list of reasons against telling.

Now let's work on reasons for telling.

WRITE ON NEWSPRINT "FOR TELLING." ENCOURAGE IDEAS. IF SOME OF THE ADVANTAGES OF TELLING IN THE LIST OF EXAMPLES ARE NOT MENTIONED, ASK WHAT THE GROUP THINKS OF THEM. GIVE OUT "THANKS". THE LIST OF EXAMPLES IS AS FOLLOWS:

FOR TELLING

ALLOWS OTHER PEOPLE TO BE SUPPORTIVE
DON'T HAVE TO CARRY THE BURDEN ALONE
PROMOTES GROWTH IN CHILDREN
MAY MAKE FOR A CLOSER RELATIONSHIP WITH THE OTHER PERSON
CHILD MAY ACT MORE RESPONSIBLY
HELPS CHILD TALK ABOUT HER/HIS FEELINGS
CAN THEN DEVELOP COOPERATIVE WAYS TO HANDLE DEMANDS
CAN PLAN FOR THE FUTURE TOGETHER
CHILD COULD LEARN FROM OTHERS IN A SHOCKING AND
HURTFUL WAY
REDUCES LONELINESS, STRESS, DENIAL, AND ISOLATION
DON'T HAVE TO BE ON GUARD AS MUCH
PEOPLE MAY RESENT YOU IF THEY HEAR IT FROM OTHERS

CAN PROVIDE ACCURATE INFORMATION
FAMILY CAN BE LESS ISOLATED AND GET SUPPORT FROM
OTHERS
I FEEL GOOD WHEN I TELL CERTAIN PEOPLE

PUT UP THE LIST ON THE WALL NEXT TO THE OTHER TWO LISTS.

Another good list.

Now I need two volunteers - one to play the mother who is considering telling her son's math teacher, and the other person is her friend.

(TO THE MOTHER) - Your task is to find out the advantages and disadvantages of the actions you have listed.

POINT TO THE LIST OF ACTIONS ON THE WALL.

(TO THE FRIEND) - Your task is to help the mother evaluate the actions she has listed.

(TO THE OBSERVERS) - The rest of you will be observers.

GIVE THE OBSERVERS TASKS.

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

I will give the mother and friend a script to get them started.

The script will give you a few lines and then it will say "Make up your own lines. Keep the conversation going."

Has everyone got it?

CLARIFY ANY CONFUSION ON THE INSTRUCTIONS.

Here is the script and then we will begin.

GIVE THE MOTHER AND FRIEND THEIR OPENING LINES.

ADVANTAGES AND DISADVANTAGES

MOTHER: I am trying to decide whether to tell my son's math teacher that I am living with AIDS. I need you to help me to think through the advantages and disadvantages of what to do. The list of possible actions I could take is on the wall there.

FRIEND: I'll be happy to go over them with you. First, are there any actions that you could drop because they just don't seem right?

MOTHER: Yes, one possibility is to have you tell the math teacher for me, but I don't want to ask you to do that.

FRIEND: That's good. I wouldn't know what to say. Are there any others to drop?

MOTHER: I want to cut out having my doctor tell the teacher. He'd never do it.

FRIEND: What else?

MOTHER: I don't trust my case worker. Let's not have her do it.

FRIEND: We'll drop that. What are the advantages and disadvantages of telling your son's teacher

face to face?

MOTHER: The disadvantages might be that 1) I would get very upset telling the teacher; 2) the teacher might tell other people; and 3) the teacher might start treating my son like an outcast.

FRIEND: Are there advantages?

MOTHER: The advantages are that 1) the teacher would hear the truth from me and I could be a part of making plans to help my son. 2) I could make sure the teacher was going to help my son and not pry in his business. And 3) I would feel that I did something constructive to help my son.

FRIEND: Sounds good to me. Let' go over some more of the actions that you have on your list. (MAKE UP THE REST OF THE LINES ON YOUR OWN. KEEP THE CONVERSATION GOING.)

MOTHER: What about writing the teacher a note? (MAKE UP THE REST OF THE LINES ON YOUR OWN. KEEP THE CONVERSATION GOING.)

ALLOW FIVE MINUTES FOR THE ROLE PLAY TO GO ON. COACH IF NECESSARY. THEN STOP IT, GIVE OUT "THANKS" AND OBTAIN FEEDBACK.

That was great!

GIVE OUT "THANKS" TO THE PLAYERS.

Now for some feedback.

Friend, tell us how you felt, what one thing you did that you liked, and what one thing you would do differently?

OBTAIN FEEDBACK.

Mother, how did you feel, what one thing did you do that you liked and what one thing would you have done differently?

OBTAIN FEEDBACK.

Observers, what one did the role players do that you liked, and what one thing would you do differently?

OBTAIN FEEDBACK AND DISCUSS.

I want you to take a minute and think of the advantages and disadvantages of an action on your own list.

ALLOW A MINUTE FOR THINKING. THEN DIVIDE THE GROUP INTO PAIRS.

Tell your partner what you came up with.

ALLOW FIVE MINUTES OF SHARING.

How did that work out?

DISCUSS.

How did that work out?

ENCOURAGE RESPONSES.

Exercise 3: Which Action Should I Choose?
(15 minutes)

[The purpose of this exercise is to practice making a decision. Discussion is the main approach employed.]

Once you have ruled out actions that just won't work and that go against what you want the outcome to be and once you have thought of the advantages and disadvantages, then it is time to choose an action.

Think of the mother who is considering telling her son's Math teacher.

What choice do you think she should make?

ENCOURAGE DISCUSSION.

How about another example.

Let's say that Jane has decided to tell her father and is now trying to figure out the best way.

She is afraid of his reaction and also worries that she will start crying and not be able to stop.

She would feel awful if that happened and doesn't want him to see her out of control.

She is looking at two alternatives: having her brother go with her or writing her father a letter.

Here is how she has worked out the advantages and disadvantages of each.

PUT UP PRE-WRITTEN NEWSPRINT AND READ IT.

<u>BROTHER</u>		<u>LETTER</u>	
<u>ADV.</u>	<u>DISADV</u>	<u>ADV.</u>	<u>DISADV</u>
SUPPORT ME	CHICKEN	NO FACING	SEEMS WEAK
STAY CONTROLLED	MIGHT CRY	ESCAPE ANGER	SEEMS DISTANT

PROTECT ME

FACE DAD'S KEEP CONTROL
ANGER

KEEPS ME AFRAID

Which alternative should she choose and why?

ENCOURAGE DISCUSSION.

You have not had enough time to list the advantages and disadvantages of your own possible actions.

So, what we will do next is just practice.

Please, don't make your real decision now.

We are pretending so that you can practice what choosing might be like.

Think of the person you might tell about living with AIDS.

Select and compare two of your action choices: not to tell and one of the different "to tell" choices - like go alone or take someone with you.

Pick the one that seems best and explain your choice to your partner.

Tell your partner if you want her to ask questions and make comments.

ALLOW TEN MINUTES FOR SHARING.

How did that work out?

ENCOURAGE RESPONSES, DISCUSS, AND ANSWER QUESTIONS.

Once you have made a choice you need to figure out how you will actually do it.

For example, "I'll make notes on what I want to say and practice it."

"I'll walk over to the school and make an appointment."

Finally, once you carry out your plan, then you sit down and ask yourself, "How did it go?"

What did you like and what would you do differently?

Exercise 4: Relaxing
(5 minutes)

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

It is time for some relaxation again.

LEAD THE GROUP THROUGH THE RELAXATION SEQUENCE: BODY MOVEMENT.

RELAXATION THROUGH BODY MOVEMENT

Get yourself in a comfortable position. PAUSE

Now yawn and stretch. PAUSE

Yawn and stretch. PAUSE

Observe your breath. PAUSE

In and out. PAUSE

In and out. PAUSE

Place your hands just under your ribs

Feet apart. PAUSE

Reach your hands toward the sky. PAUSE

Stretch each fingertip toward the sky. PAUSE

Imagine that you are gathering stars

And reach. PAUSE

First one hand PAUSE

And then the other. PAUSE

Reach forward PAUSE

And pick falling stars from the air before they hit the ground.

Straighten up.

Lift your left foot and shake it. PAUSE

Shake it hard. PAUSE

Let the shaking spread up through your ankle,

Your knee, and your thigh. PAUSE Feel your tension shake away.

Rest. PAUSE

Lift your right foot and shake it. PAUSE

Shake it hard. PAUSE

Let the shaking spread up through your ankle

Your knee and your thigh. PAUSE Feel your tension shake away.

Rest. PAUSE

Shake your left hand. PAUSE

Let the shaking spread all the way up your arm. PAUSE

Rest. PAUSE

Shake your right hand. PAUSE

Let the shaking spread all the way up your arm. PAUSE

Rest. PAUSE

Shake both arms. PAUSE

Let the shaking spread through your shoulders

And into your whole body. PAUSE

Shake every part of you that moves. PAUSE

Shake gently PAUSE

and feel all the tension shaking out of you.

Come to a rest.

Slowly PAUSE

Slowly

THE END

I hope you are free of your tension after that one.

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

If you wish, you can practice at home.

HAND OUT THE RELAXATION INSTRUCTIONS.

Exercise 5: How Can I Feel Effective at Telling?
(30 minutes)

[The purposes of this exercise are to improve skills in telling, to increase comfort, and to enhance self-efficacy. Guidelines and role playing are used.]

Let's now practice telling the person you have been thinking about.

Even if you decided not to tell, practicing telling can help you learn more about your decision.

First, we will discuss some ideas about how to do it.

Here are some guidelines to look at and then put in your workbook.

HAND OUT THE GUIDELINES.

GUIDELINES FOR TELLING THAT YOU ARE LIVING WITH AIDS

1. YOU HAVE THE RIGHT
TO TELL AS MUCH OR AS LITTLE AS YOU WISH
TO SHOW YOUR EMOTIONS
TO STOP AT ANY TIME
2. DECIDE WHERE AND WHEN YOU WANT TO TELL.
3. PRACTICE WHAT YOU PLAN TO SAY.
4. EXPECT ANY KIND OF REACTION AND IMAGINE AHEAD OF TIME HOW YOU COULD
COPE WITH DIFFERENT RESPONSES.
5. SHOW THAT YOU UNDERSTAND THE OTHER PERSON'S FEELINGS AND REACTIONS.
6. END WITH A DISCUSSION OF THE NEXT STEP.

COMMENT ON THE GUIDELINES

First, there is no one right way to do it.

Each of you are different and so are your situations.

Second, you are in charge of the telling and you have some rights.

You can tell as much or as little as you wish.

You can decide whether or not to answer questions.

You can decide whether you want to show your feelings.

You can decide to stop at any time.

Think ahead of when and where are the best times and places for you to tell.

Both time and place can make a difference.

Decide what you want to say and practice saying it.

Stand in front of the mirror and go through it.

If you are nervous, tell the other person.

Take a few deep breaths.

Be honest and direct in what you say.

Don't play games, but decide what the other person needs to hear you say.

You don't really know how the other person will react; therefore prepare yourself for anything.

Imagine different kinds of reactions, and see yourself dealing with them.

Give the other person your undivided attention.

Make them feel you are listening and care.

Find out how the other person is feeling.

Communicate that you accept their feelings.

Show that you understand how they are feeling.

For example, "It is frightening to think that I may not be around anymore."

End the telling with a discussion of what next.

For some of the people you tell, a discussion about the future helps both them and you feel there are ways that you have some control over what happens next.

What could you say to yourself or do if you felt really panicky about telling someone and thought you might lose control before you got the words out?

ENCOURAGE RESPONSES. EXAMPLES: "STAY COOL." "YOU CAN DO IT." "IT IS FRIGHTENING BUT YOU HAVE GONE THROUGH WORSE." "TAKE A FEW DEEP BREATHS." "SAY THE WORDS YOU HAD PLANNED TO USE." "EXCUSE YOURSELF FOR A FEW MINUTES AND TRY AGAIN A LITTLE LATER." "GO THE WOMEN'S BATHROOM AND GET YOURSELF BACK TOGETHER."

Do you have any guidelines we should add to this list - things you have learned from your own experiences?

ENCOURAGE USING THEIR OWN EXPERIENCES. DISCUSS THE LIST.

Now we will break into smaller groups and give each person a chance to practice telling the person they have been thinking about.

One person will role play the other person, and you role play telling them.

The observers will look for how direct you were and how much you accepted the other person's reaction.

DIVIDE THE GROUP IN HALF. A FACILITATOR GOES WITH EACH GROUP. HAVE EACH PERSON PRACTICE TELLING THAT SHE IS LIVING WITH AIDS. FIRST HAVE HER INDICATE TO WHOM SHE IS TALKING. SECOND HAVE HER SAY WHEN AND WHERE THE TELLING IS TAKING PLACE. GIVE OUT "THANKS". AFTERWARDS ASK HER ONE THING SHE LIKED AND ONE THING SHE WOULD DO DIFFERENTLY. ASK THE OTHERS ONE THING THEY LIKED AND ONE THING THEY WOULD DO DIFFERENTLY. THEN GO ON TO THE NEXT PERSON AND CONTINUE UNTIL EVERYONE HAS HAD A CHANCE.

It is important to remember that once you have told someone it is not over.

After the news sinks in, the other person may want to discuss it more and have lots of other questions for you.

Also, once you shared your diagnosis, you will want to think about how you did and give yourself some pats on the back.

Telling is a difficult thing to do.

For your bravery you ought to do something nice for yourself.

NOTE TO THE FACILITATOR: IF TIME IS RUNNING OUT, OMIT THE NEXT EXERCISE AND CONTINUE WITH EXERCISE #7.

Exercise 6: Coping with Uncertainty
(10 minutes)

[The purpose of this exercise is to learn how to use concentration - focusing - to cope with uncertainty. A concentration exercise is employed.]

Before we did the relaxation, we practiced making a decision about whether to tell or not.

It is important to realize that things are always changing.

We can't really predict how people will behave, how things will turn out.

Some times people get upset by the fact that all we can count on is change.

Our bodies are constantly changing, and the world around is never the same.

This uncertainty can be upsetting if we are always thinking about what we want and what we expect.

The way out of this dilemma is to be totally involved with each moment of your life.

That way your thoughts are not stuck on what you want and expect in the future.

I'll show you what I mean.

Take out your mirror and lipstick.

IF SOMEONE DOES NOT HAVE MIRROR AND LIPSTICK, GIVE THEM A SMALL PURSE MIRROR AND A CHAPSTICK.

With **total** concentration slowly put on your lipstick.

ABOUT HALF-WAY THROUGH TURN OFF THE LIGHTS. LISTEN TO THE COMMENTS.

Focus on the darkness.

Pay attention to the dark.

Don't stay stuck on the lipstick.

That lipstick moment is gone.

WAIT A MINUTE AND TURN ON THE LIGHTS.

Let's do it again.

Start putting on your lipstick.

REPEAT THE SEQUENCE BUT THIS TIME WAIT LONGER BEFORE TURNING OFF THE LIGHTS.

Let's do it again.

Start putting on your lipstick.

REPEAT THE SEQUENCE ONLY THIS TIME TURN OFF THE LIGHTS RIGHT AWAY.

Tell me what your experience was like?

How hard was it to give up putting on the lipstick and focus on the dark?

ENCOURAGE RESPONSES.

When the lights went out, you needed to become involved in the new moment - darkness.

If you stayed with putting on your lipstick, you could become frustrated.

You needed to pay as much attention to the dark as you did to putting on your lipstick.

It is not easy, but concentrating on the present helps cope with uncertainty.

You become the change yourself.

You are the uncertainty.

It is a difficult way for many of us to be.

Exercise 7: What is Next?
(5 minutes)

[The purpose of this exercise is to build group cohesion and self-esteem. Showing appreciation and a positive mantra are used.]

We are near the end of this morning's session.

Today you worked on evaluating whether to tell a certain person that you were living with AIDS and we practiced telling that person.

After lunch we will work on some other ways to make us feel better.

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 WHAT ANYONE SAYS OR DOES TO ME OR WHAT I THINK OF MYSELF, I AM A GOOD PERSON."

Now let's show appreciation for everyone's contributions to the morning's session.

SHOW APPRECIATION. POINT OUT THAT SOME MEMBERS OF THE GROUP ARE QUIETLY VERY GIVING AND SUPPORTIVE OF OTHER MEMBERS. WE NEED TO SHOW APPRECIATION FOR SUPPORTING AS WELL AS OTHER KINDS OF CONTRIBUTIONS. GIVE OUT "THANKS" AND VERBAL PRAISE.

I will see you after lunch and look forward to working with you some more.

THE END OF SESSION 7

TELLING MAMA

BIG SISTER: What do you want me to do?

LITTLE SISTER: I'm trying to decide on telling Mama that I got AIDS.

BIG SISTER: You sure are brave. I know what I would do.

LITTLE SISTER: Don't tell me. I want to make up my own mind. I just need you to help me look at the advantages and disadvantages.

BIG SISTER: The advantages and disadvantages of what?

LITTLE SISTER: Of the things on my list.

BIG SISTER: Like what?

LITTLE SISTER: I could not tell her.

BIG SISTER: That's obvious. I like that idea.

LITTLE SISTER: I could tell her directly - face to face.

BIG SISTER: And then run.

LITTLE SISTER: Or you could tell her for me.

BIG SISTER: Wait a minute, girl. This is getting serious.

LITTLE SISTER: Or I could write her a letter.

BIG SISTER: And not visit for a month to let her get used to the idea.

LITTLE SISTER: Now you know what's on the list. So let's go over them one at a time and look at the pluses and minuses.

BIG SISTER: I thought we did that already.

LITTLE SISTER: A few smart remarks is not looking at the advantages and disadvantages.

BIG SISTER: I thought I was funny.

LITTLE SISTER: I don't need funniness. You're my big sister. I want your help.

THE END

FEELING THERMOMETER ON TELLING

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

SITUATION

TEMPERATURE
LEVEL

1. The person that you tell cries and cries.

2. The person you tell becomes very angry with you.

3. When you are finished telling, the person hugs you.

ADVANTAGES AND DISADVANTAGES

- MOTHER: I am trying to decide whether to tell my son's math teacher that I am living with AIDS. I need you to help me to think through the advantages and disadvantages of what to do. The list of possible actions I could take is on the wall there.
- FRIEND: I'll be happy to go over them with you. First, are there any actions that you could drop because they just don't seem right?
- MOTHER: Yes, one possibility is to have you tell the math teacher for me, but I don't want to ask you to do that.
- FRIEND: That's good. I wouldn't know what to say. Are there any others to drop?
- MOTHER: I want to cut out having my doctor tell the teacher. He'd never do it.
- FRIEND: What else?
- MOTHER: I don't trust my case worker. Let's not have her do it.
- FRIEND: We'll drop that. What are the advantages and disadvantages of telling your son's teacher face to face?
- MOTHER: The disadvantages might be that 1) I would get very upset telling the teacher; 2) the teacher might tell other people; and 3) the teacher might start treating my son like an outcast.
- FRIEND: Are there advantages?
- MOTHER: The advantages are that 1) the teacher would hear the truth from me and I could be a part of making plans to help my son. 2) I could make sure the teacher was going to help my son and not pry in his business. And 3) I would feel that I did something constructive to help my son.
- FRIEND: Sounds good to me. Let' go over some more of the actions that you have on your list. (MAKE UP THE REST OF THE LINES ON YOUR OWN. KEEP THE CONVERSATION GOING.)
- MOTHER: What about writing the teacher a note? (MAKE UP THE REST OF THE LINES ON YOUR OWN. KEEP THE CONVERSATION GOING.)

RELAXATION THROUGH BODY MOVEMENT

Get yourself in a comfortable position. PAUSE

Now yawn and stretch. PAUSE

Yawn and stretch. PAUSE

Observe your breath. PAUSE

In and out. PAUSE

In and out. PAUSE

Place your hands just under your ribs

With your fingertips touching. PAUSE

Inhale through your nose.

Feel your fingertips separate.

Hold your breath. PAUSE

Now release your breath PAUSE

And your finger tips come together again.

Inhale - PAUSE - fingers separate.

Exhale - PAUSE - fingers touch.

Now stand up.

Feet apart. PAUSE

Reach your hands toward the sky. PAUSE

Stretch each fingertip toward the sky. PAUSE

Imagine that you are gathering stars

And reach. PAUSE

First one hand PAUSE

And then the other. PAUSE

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Reach forward PAUSE

And pick falling stars from the air before they hit the ground.

Straighten up.

Lift your left foot and shake it. PAUSE

Shake it hard. PAUSE

Let the shaking spread up through your ankle,

Your knee, and your thigh. PAUSE Feel your tension shake away.

Rest. PAUSE

Lift your right foot and shake it. PAUSE

Shake it hard. PAUSE

Let the shaking spread up through your ankle

Your knee and your thigh. PAUSE Feel your tension shake away.

Rest. PAUSE

Shake your left hand. PAUSE

Let the shaking spread all the way up your arm. PAUSE

Rest. PAUSE

Shake your right hand. PAUSE

Let the shaking spread all the way up your arm. PAUSE

Rest. PAUSE

Shake both arms. PAUSE

Let the shaking spread through your shoulders

And into your whole body. PAUSE

Shake every part of you that moves. PAUSE

Shake gently PAUSE

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and feel all the tension shaking out of you.

Come to a rest.

Slowly PAUSE

Slowly

THE END

GUIDELINES FOR TELLING THAT YOU ARE LIVING WITH AIDS

1. YOU HAVE THE RIGHT
TO TELL AS MUCH OR AS LITTLE AS YOU WISH
TO SHOW YOUR EMOTIONS
TO STOP AT ANY TIME
2. DECIDE WHERE AND WHEN YOU WANT TO TELL.
3. PRACTICE WHAT YOU PLAN TO SAY.
4. EXPECT ANY KIND OF REACTION AND IMAGINE AHEAD OF TIME HOW YOU COULD
COPE WITH DIFFERENT RESPONSES.
5. SHOW THAT YOU UNDERSTAND THE OTHER PERSON'S FEELINGS AND REACTIONS.
6. END WITH A DISCUSSION OF THE NEXT STEP.