

**ADJUSTMENT PHASE FOR YOUNG ADULTS - PHASE III**  
**PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)**

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**SESSION 8: HEARING AND GETTING HEARD**

**OBJECTIVES:**

1. Youth will connect grief reactions to behavior that prevents them from getting their needs met, focusing on communication.
2. Youth will increase their assertiveness skills.
3. Youth will increase their active listening skills.
4. Youth will increase their capacity to set and meet personal goals.

**RATIONALE**

In many respects these youth are on their own. They need to learn how to take care of themselves. Part of taking care of themselves is being able to express themselves, to ask for what they want, and to negotiate getting what they want. Furthermore, a key resource is other people. Consequently being able to communicate effectively to other people is essential. Communication has at its central core effective expressing and active listening. Therefore in this session we practice assertiveness skills and active listening skills. We also know that profound grief can interfere with using known skills and learning new ones. Consequently our goal here is to help youth assess whether grief is an obstacle to caring for themselves.

**SUMMARY OF EXERCISES**

1. Introduce the participants and the day's agenda. Give out "Thanks" and do a lottery. Review between-session goals. (20 minutes)
2. Act out a script connecting grief to passivity and being unable to take of oneself. Discuss. (15 minutes)
3. Present the guidelines and model being assertive. Obtain participant reactions. (15 minutes)
4. Practice being assertive through role playing. (20 minutes)
5. Present the guidelines and model active listening. (15 minutes)
6. Practice active listening through role playing. (20 minutes)
7. Close with setting new between-session goals and group appreciation (20 minutes)

## MATERIALS

Thanks

Lottery Tickets

Lottery prize

Goal cards

Script: Silent Sam

Standing up for yourself

Active Listening

Exercise 1: What's Been Happening?  
(20 minutes)

**[The purposes of this exercise are to establish a comfortable environment, create positive bonding, increase self-esteem, and build a sense that goals can be reached. Positive introductions, a lottery, and goal review are employed.]**

\$ FACILITATOR BEGINS

Welcome back. This session is on taking care of yourself.

To take care of yourself you have to be able to stand up for yourself.

So, we are going to practice being assertive.

To get what you want from people you need to be able to listen to them so that they feel they have really been heard.

That's something else we will work on today.

First let's go around the room and say who you are and tell us in what way you are like a person you admire; that is, your hero or heroine.

For example, your hero or heroine could be someone in the movies or music business.

I'll start. My name is \_\_\_\_\_. My hero is \_\_\_\_\_ and we are alike because we both \_\_\_\_\_

REMINDER: FACILITATOR'S PARTICIPATION IN THIS INTRODUCTION IS TO MODEL THE ACTIVITY FOR THE GROUP MEMBERS. THE FACILITATOR SHOULD REMEMBER TO KEEP SELF-DISCLOSURE WITHIN APPROPRIATE LIMITS.

GO AROUND THE ROOM. HAVE EACH PARTICIPANT GIVE HIS/HER NAME AND STATE HOW HE/SHE IS LIKE HER/HIS HERO OR HEROINE.

Thanks. And speaking of Athanks@here are your AThanks@for the day. Let people know you appreciate what

they are doing.

GIVE OUT TWENTY THANKS TO EACH YOUTH.

To show you we appreciate your being here we are going to do a lottery now.

Put your name on a lottery ticket and hand it back in.

PASS OUT LOTTERY TICKETS, COLLECT ONES WITH NAMES ON THEM. MIX THEM UP AND PICK A WINNER. GIVE OUT THE LOTTERY PRIZE.

You all had between-session goals you were going to try to meet.

Let's go around the room and see how you did.

If you had trouble, the group will try to help you problem-solve the situation.

GO AROUND THE ROOM. ASK EACH YOUTH TO REPORT. USE THE GOAL CARDS AND GOAL SUMMARY SHEET. GIVE OUT THANKS FOR SUCCESSES AND HAVE THE GROUP BRAINSTORM WAYS TO OVERCOME OBSTACLES.

That was great.

Next I want you to consider what is happening in the scene you are about to see.

Ask yourself what is going on beneath the surface.

Also in what ways are the characters like you and in what ways are they different?

I need two volunteers to read the parts.

One is a guy - Sam, and the other is a girl - Tina.

Exercise 2: Does grief make it hard to take care of myself?  
(15 minutes)

**[The purpose of this exercise is to enable youth to be aware of how grief can make it hard to take care of themselves, including to communicate. Presenting a scene and discussing it are the methods used.]**

Who will be our actor and actress?

SELECT THE YOUTH TO PLAY THE PARTS. GIVE THEM THE SCRIPT AND HAVE THEM BEGIN READING THE SCENE.

SILENT SAM

TINA:           What's up with you?

SAM:            Nothing.

TINA:           We never talk anymore.

SAM:            What's there to talk about?

TINA:           Lots of things. You used to tell me about how it went at work. Sometimes about your dreams for the future. Not anymore.

SAM:            Not much happens.

TINA:           You don't even get mad at me any more.

SAM:            Why should I?

TINA:           Let me give you an example. I spent too much money last week. We can't afford it. I know that really pisses you off, but you didn't say anything. You should yell at me. It's better than this silence. How can we be close to each other if we can't even get angry?

SAM:            I don't have the energy. I'm not pulling back from you. I care for you, but I can't seem to get involved. It's not you. So, don't get all upset.

TINA:           Another thing. I don't want to pressure you, but you keep putting off stuff that's important. Like finding a better job.

SAM:            I know. Don't think I don't worry about it. I got all these leads, and I tell myself I will follow up them this afternoon. Then I just put it out of my mind.

TINA: How come this big change? Have you met someone else?

SAM: Of course not.

TINA: Do you still love me?

SAM: Yes, I still love you.

TINA: Why are you changing?

SAM: I wish I knew.

TINA: Is it about your mom?

SAM: Damn! You blame everything on that. I'm over it.

TINA: No, I don't blame everything on it, but it was a pretty important event. You can't deny that.

SAM: OK, so it was important. But I am past that part.

TINA: You don't get over something like losing your mother that quickly. I know if my mother died of AIDS I would be torn apart. There's no way I'd get over it in four months. Not even four years.

SAM: You're not me.

TINA: I know. Well, don't go too fast. It takes time. You are not giving yourself enough time. I think you pulled back inside yourself. You even pulled away from me - after all the things we went through together.

SAM: Maybe. If I did, it's nothing personal.

TINA: I'm not going to push you, but talk to me, baby. Talk to me.

SAM: You should push me. Sometimes I think I need it.

THE END

That was great!

GIVE OUT THANKS TO THE PLAYERS.

Let's discuss what this scene is all about.

You may want to consider questions such as the ones which follow or you may want to just tell us what you saw.

If you look below the surface, what are the themes that this scene presents?

How is what's happening affecting the couple's relationship?

Are the roles they are playing (caregiver, helper, weakling, helpless, leader, assertive one) different from what they usually play?

Is something getting in the way of Sam taking care of himself?

How is grief affecting Sam and Tina's ability to communicate with each other?

Here is the script for everyone to have as a reference.

GIVE A COPY OF THE SCRIPT TO EVERYONE. (IN HANDOUTS)

Let's discuss it.

ENCOURAGE A DISCUSSION. FOCUS ON THE MANY WAYS IN WHICH GRIEF CAN BLOCK TAKING CARE OF ONESELF. WHAT IMPACT DOES IT HAVE ON WORK, COMMUNICATION, RELATIONSHIPS, PHYSICAL HEALTH, SPIRITUAL HEALTH, FRIENDSHIPS AND SO ON.

That was a great discussion.

It seems to me that the big points you made are \_\_\_\_\_.

SUMMARIZE THE MAIN POINT ABOUT HOW GRIEF AFFECTS ONE'S ABILITY TO TAKE CARE OF ONE'S SELF.

Exercise 3: What does it mean to be assertive?  
(15 minutes)

**[The purpose of this exercise is to improve youth's knowledge of how to act assertively. To accomplish this end guidelines are presented and then modeled.]**

What is the difference between being assertive, aggressive, and passive?

ENCOURAGE RESPONSES TO THE DIFFERENCES BETWEEN  
BEING PASSIVE, AGGRESSIVE, AND ASSERTIVE.

The passive person doesn't seem to care about getting his or her needs met.

This person lets people walk all over him or her.

This person puts his or her needs below those of other people.

The aggressive person cares only for getting her or his needs met.

What other people need is ignored or trampled on.

The aggressive person takes without caring.

The assertive person seeks to find a balance between his or her needs and those of others.

For the assertive person a good ending is when both people are satisfied.

We think you will do a better job of taking care of yourself with the assertive way.

Here are some guidelines.

HAND OUT THE GUIDELINES CALLED **STANDING UP FOR  
YOURSELF.**



## STANDING UP FOR YOURSELF

1. **STATE CLEARLY WHAT YOU WANT AND NEED.**
2. **STATE HOW YOU FEEL IN THE CURRENT SITUATION.**
3. **STATE HOW YOU WILL FEEL IF YOU GET WHAT YOU WANT.**
4. **STATE WHAT YOU WANT THE OTHER PERSON TO DO.**
5. **MAKE IT CLEAR THAT YOU UNDERSTAND THE OTHER PERSON'S POINT OF VIEW.**

Let's review these points.

First, people can't meet your needs if they don't know what they are and why you need them.

Second, feelings are critical in motivating people.

It is hard to develop understanding for each other if we don't know how important things are.

Feelings tell people about meaning and importance.

Third, make sure people know how pleased you will be if both of your needs can be met.

Fourth, conflicts arise because people have not made it clear what they expect of each other.

Make sure the person you are dealing with know exactly what you want from him or her.

Fifth, if people don't think you genuinely understand their needs they are unlikely to be sympathetic to your needs and wants.

The way you speak and present your ideas matters.

Use **AI** statements.

I need....  
I want...  
I feel...  
I hope...  
I want you to...  
I understand that you want...

AYou@statements are typically blaming statements: you did this or you didn't do that.

Unless you are telling someone, AYou did a great job,@**avoid Ayou statements.**@

There are some other tips related to the way you carry yourself.

Unless it is against the cultural norms, beliefs and practices

look people in the eye  
face them squarely  
lean toward them slightly  
don't slouch  
keep your hands down (or they might appear threatening)  
don't crowd their personal space

Here is an example of being assertive.

The scene is not perfect, but it gives you the main idea.

See if we follow the guidelines we just went over.

Pick out what you liked and what you did not think was a good way to do it.

THE TWO FACILITATORS ACT OUT THE PARTS OF THE  
CHARACTERS. THE SCENE STARTS WITH ALBERT'S BACK TO  
LUIS.

#### THE LOAN

LUIS: I need to talk to you.

ALBERT: Go ahead. (ALBERT KEEPS HIS BACK TO LUIS.)

LUIS: I start community college next week.

ALBERT: So what.

LUIS: I feel pissed when you act like that.

ALBERT: Sorry.

LUIS: I need money for my books.

ALBERT: I thought your books were free.

LUIS: Not all of them. You know I can't keep talking to your back. (LUIS WALKS AROUND AND FACES ALBERT. HE IS SQUARELY IN FRONT OF ALBERT.)

ALBERT: I wish I were going to college.

LUIS: Maybe next year.

ALBERT: I doubt it.

LUIS: We can talk about it, but I came here to get the money I loaned you in June.

ALBERT: How much was that?

LUIS: Two hundred dollars.

ALBERT: I haven't got it.

LUIS: Where is it?

ALBERT: I spent it, stupid! Where did you think it was? In a bank?

LUIS: Can't you save?

ALBERT: Not if I'm going to take care of my girls too.

LUIS: That's important. But how were you planning to pay me back?

ALBERT: I never thought about it. I guess I must have figured I would be working full time. But it never turned out that way.

LUIS: Look, college is really important to me. I'm not willing to fail a course because I haven't got the books. I don't care how you get it, but I want the money. I have to have the money.

ALBERT: Maybe my uncle can help me.

LUIS: That would be good. I need the money in a week.

ALBERT: I'm sure my uncle can give me some by then. But I'd rather be in debt to you than to him. You don't pay him back, and he'll hurt you bad.

LUIS: Your uncle sounds like a great guy. I'll go see if he wants to be on my side. Maybe he'll take a small percentage to get me my money back.

ALBERT: What kind of buddy are you?

LUIS: I got to have my money.

ALBERT: What if I can get you the books?

LUIS: How you going to do that?

ALBERT: Leave it to me.

LUIS: That makes me a little uncomfortable, but I might consider it as a temporary solution. But, I still want the \$200. If you can get the books, we could discuss a compromise plan.

ALBERT: It's the books that are important. That's what you told me.

LUIS: The books are very important, but don't forget I loaned you \$200 in June. I want it back in one week. There was no interest on it. The deal was I had to give you one week notice to get it when I wanted it. I expect you to keep your word.

ALBERT: I promise you I'll do the best that I can.

LUIS: If you haven't got it to me by Monday, I'll make a deal with your uncle.

ALBERT: Leave my uncle out of this. I'll get you the money or the books.

LUIS: The money, the money, the money! I need my money. Where does your uncle live? As I remember, he's about six blocks away.

THE END

ASK THE YOUTH FOR THEIR REACTIONS. STAY WITH OBSERVATIONS ABOUT ASSERTIVENESS RATHER THAN OTHER ISSUES.

You were looking at two different things.

First, you wanted to see if our posture was assertive: did we maintain eye contact and face them directly?

Second, you wanted to know if we used the right words: **I** statement, feelings, wants, hearing where the other person was coming from.

So, tell us. What did we do that you liked and what would you have done differently?

**OBTAIN RESPONSES. GIVE THANKS TO YOUTH FOCUSED ON  
ASSERTIVENESS.**

Next, we want to see you practice being assertive.

Exercise 4: How can I improve being assertive?  
(20 minutes)

**[The purpose of this exercise is to improve assertiveness skills. Role playing and giving feedback are the approaches used.]**

Just for a quick warm-up I want you to form a line.

I am playing my radio much too loud and you want me to turn it down.

I'll stand in front of you and you say what you have to say.

GO QUICKLY FROM ONE PERSON TO THE NEXT. ALWAYS REFUSE TO TURN YOUR RADIO DOWN AT FIRST; THEN AGREE TO A SMALL ADJUSTMENT. AFTER THE PERSON FACING YOU HAS MADE SEVERAL REQUESTS, MOVE ON TO THE NEXT PERSON. KEEP IT GOING VERY FAST. **NOTE: THIS WARM UP CAN BE OPTIONAL.**

I hope everyone is warmed up.

Now I need someone to play the landlord and someone to play the youth.

SELECT THE PLAYERS. GIVE INSTRUCTIONS TO PLAYERS AND OBSERVERS. THEN START THE ROLE PLAY.

(TO THE LANDLORD) You have an apartment to rent. It has a small living room, kitchen, bathroom, and bedroom. You want \$500 per month for it. The apartment is in a so-so neighborhood. It is easy to get to transportation. It is a third floor walk-up. You don't want any trouble. You are not eager to rent it to a kid.

(TO THE YOUTH) You saw an ad for an apartment. It looked like it might be interesting. Go check it out. Talk to the landlord. See what it is like.

(TO THE OBSERVERS) I want you to watch for certain things.

GIVE EACH OBSERVER SOMETHING TO ATTEND TO

You watch for:

At statements  
State feelings  
State what want  
Tell other person what is wanted from them  
Say how will feel if gets it  
Recognize and communicate what the other person wants  
Eye contact  
Face person  
Lean toward them

CHECK TO MAKE SURE THE ROLE PLAYERS UNDERSTAND  
WHAT THEIR TASKS ARE.

Tell me what your goal is in this role play.

OBTAIN RESPONSES. CLARIFY WHERE NEEDED.

OK, let's get started and do the role play.

ALLOW THE ROLE PLAY TO GO FOR 4 MINUTES. THEN STOP  
AND GIVE PLAYERS THANKS.

That was really great!

Let's get some feedback on the way you handled the landlord.

(TO THE YOUTH) Please tell us how you felt, what one thing you liked about the way you handled it, and one thing you would do differently.

OBTAIN FEEDBACK FROM THE YOUTH.

(TO THE LANDLORD) I'd like you to give feedback to the youth. What one thing did you like about the way he tried to find out about the apartment and what one thing would you have done differently?

OBTAIN FEEDBACK FROM THE LANDLORD.

Now let's hear from the observers. What one thing did you like and what would you do differently?

OBTAIN FEEDBACK FROM THE OBSERVERS.

**NOTE: If there is time, do a second role play following the same process. Case worker - wants to see youth tomorrow, not this afternoon or today. Very busy. Youth wants to be seen now! A policeman accused him of selling dope.**

That was a good practice on being assertive.

Another very useful skill in taking care of yourself is being able to listen to what people say and to communicate that you know how they feel.

Active listening is what we will practice next.



Exercise 5: How Can I Really Listen?  
(15 minutes)

**[The purpose of this exercise is to increase the youth's understanding of active listening. Guidelines and modeling are employed.]**

What I call active listening helps people understand each other, helps them show compassion to each other, and helps them appreciate each other.

The main skills are putting yourself in another person's shoes and communicating that you understand what he or she is telling you.

Here are two examples.

Which one shows good listening skills and which one does not?

THE FACILITATORS PLAY THE ROLES IN THIS SCENE.

SHE LOVES ME - #1

ALICIA: I like you but I don't love you.

TONY: Why not?

ALICIA: I'm just not attracted to you romantically.

TONY: I love you so why don't you love me?

ALICIA: It doesn't work that way.

TONY: Listen! You got to love me. I know you really hate me and you are just trying to let me down slowly.

ALICIA: I have always enjoyed.....

TONY: Let me finish. I can tell. You love somebody else. That's what this is all about. Tell me who your new boyfriend is. I promise I won't kill him. Just tell me his name.

ALICIA: I have been trying to tell you something.

THE END

Now we are going to play a second version of the scene called AShe Loves Me.@

Try to get the difference between the two versions.

THE FACILITATORS READ THE SECOND VERSION OF ASHE  
LOVES ME.@

SHE LOVES ME #2

ALICIA: I like you but I don't love you.

TONY: I'm OK as your friend but not your lover.

ALICIA: There's lots I like about you as a friend. You're funny. I can talk to you about anything. You've cheered me up when I have been depressed. You don't hit on me and treat like all I am good for is doing it.

TONY: You like the fact that I treat you as my friend and not some woman I'm trying to do it to.

ALICIA: Yes. We've been friends for a long time. That helps.

TONY: It's good to really get to know somebody over a long period of time. You can get comfortable with them.

ALICIA: I hope it doesn't hurt your feelings that I'm not in love with you like a boyfriend-girlfriend type thing. I honestly think it is more important to have a friend like you than a boyfriend.

TONY: Well, I helped you get over Robert, didn't I? But there have been times when I wished you were my girlfriend. I'm really into Judy now so it's OK.

THE END

Which scene shows better listening skills and why do you think so?

ENCOURAGE COMPARING THE TWO SCENES. LOOK FOR  
LISTENING CAREFULLY  
CHECKING OUT UNDERSTANDING  
KEEPING THE OTHER PERSON TALKING  
NOT ASKING QUESTIONS  
NOT INTERPRETING

## NOT JUDGING

That was very good.

I want to make a couple of points.

First, listening helps you improve your relationship with another person and prepares you to talk about what you need from that person when it is your turn.

Second, listening carefully helps the other person clarify what she or he wants and feels.

Here are some guidelines on Active Listening.

HAND OUT GUIDELINES FOR ACTIVE LISTENING AND REVIEW THEM.

### ACTIVE LISTENING

**PUT YOURSELF IN THE OTHER PERSON'S SHOES.**

#### **DO**

**LISTEN CAREFULLY TO EVERY WORD.**

**CHECK OUT YOUR UNDERSTANDING.**

**KEEP THE OTHER PERSON TALKING.**

**ACCEPT AS TRUE THE OTHER PERSON'S POINT OF VIEW.**

#### **DON'T:**

**ASK QUESTIONS.**

**PRESENT YOUR POINT OF VIEW.**

**INTERPRET WHAT WAS SAID.**

**SUGGEST HOW TO FIX THE SITUATION.**

**JUDGE.**

Let's talk about the guidelines.

Active listening means putting yourself in the other person's shoes.

Listen until you think you understand and then check out if you have got how the other person is thinking and feeling.

Remember that the other person is expressing his/her point of view, and listening helps the person clarify what he or she is feeling and thinking.

In some ways what not to do is more important than what you should do when you are actively listening.

Don't ask questions.

Why not?

SEE IF THE GROUP CAN FIGURE OUT WHY NOT.

Because questions tend to break the speaker's chain of thought.

You are taking the control away from the other person.

If the other person hasn't told you yet the answer to the question, then the chances are good that the person wasn't ready to tell you.

Don't present your point of view while the other person is talking.

When you become the speaker, you can ask questions or say what is on your mind.

Don't make interpretations - you are not his therapist.

Let the other person figure out what it means.

And don't try to solve the problem if there is one.

Let the other person figure out what to do.

If the other asks you to help solve the problem, that is different.

Don't judge.

If you start judging the other person, what is going to happen?

ENCOURAGE THE GROUP TO THINK OF ANSWERS.

The other person is going to shut up.

If that person has taken the risk to tell you something personal and important, judging him or her will tell them not to take the risk of sharing with you again.

Has everyone got the idea?

CLARIFY AND EXPLAIN AS IS NEEDED.

I will be the speaker and you give me an active listening response.

Sometimes I get really scared living alone. There are so many things to take care of, and I worry that I'm not doing it right or that I am missing something. I am afraid I will mess up.

ENCOURAGE RESPONSES. FOR EXAMPLE, IT'S KIND OF OVERWHELMING LIVING BY YOURSELF. OR ALIVING ALONE IS HARDER THAN YOU THOUGHT. YOU WONDER WHAT WILL HAPPEN IF YOU SCREW UP.

It seems like you have a good idea of how to listen actively - how to put yourself in the other person's shoes.

Let's practice doing it.

Exercise 6: How can I get better at listening?  
(20 minutes)

**[The purpose of this exercise is to increase active listening skills. Role playing is the approach taken.]**

We are going to practice active listening by role playing.

To start with I need two volunteers - one to play the youth and the other to play the case manager.

**SELECT VOLUNTEERS AND GIVE THEM INSTRUCTIONS.**

Here are the instructions to the case manager.

You think it is really important for the youth to keep every appointment with you.

If he/she doesn't keep appointments, the benefits might not be available. Besides you need to know what is going on in the youth's life.

The youth did not keep the last appointment and did not call.

Tell the youth about keeping appointments and how you really don't like it when he/she misses.

Here are the instructions to the youth.

Show us that you can actively listen.

Follow the guidelines.

Tell me what your goal is in this role play.

**CHECK TO MAKE SURE THAT BOTH OF THEM KNOW WHAT THE GOAL IS. PUT TWO CHAIRS IN THE MIDDLE OF THE ROOM AND START THE ROLE PLAY AFTER GIVING INSTRUCTIONS TO THE OBSERVERS.**

I want the rest of you to be observers.  
I'll give each person something to look for.

Did the youth  
    seem to be listening by his/her posture  
    check out if he/she heard right  
    not interrupt  
    not judge  
    not ask questions  
    not interpret  
    throw in his/her point of view?

Go ahead and start the role play.

LET THE ROLE PLAY GO ON FOR THREE MINUTES. THEN STOP,  
GIVE OUT THANKS AND OBTAIN FEEDBACK.

That was great!

Here are some THANKS.

Let's get some feedback.

(TO THE YOUTH) What did you feel, what one thing that you did pleased you, and what would you do differently?

OBTAIN FEEDBACK FROM THE YOUTH.

(TO THE CASE MANAGER) What one thing did you like that the youth did?

And what would you do differently if you had played the youth?

OBTAIN FEEDBACK FROM THE CASE MANAGER.

Now let's hear from the observers.

What one thing did you like and what would you have done differently if you played the youth?

OBTAIN FEEDBACK FROM THE OBSERVERS.

Take a quick look at the guidelines.

Which one seemed to be the harder one to follow?

ENCOURAGE DISCUSSION.

Now we will give someone else a chance to practice.

FOLLOW THE FORMAT OF (1) SELECT VOLUNTEERS, (2) GIVE INSTRUCTIONS, (INCLUDING OBSERVERS), (3) DO ROLE PLAY, (4) GIVE OUT THANKS, AND (5) OBTAIN FEEDBACK. DO AS MANY ROLE PLAYS AS POSSIBLE WITHIN THE ALLOTTED TIME. INSTRUCTIONS FOR SEVERAL ROLE PLAYS FOLLOW:

ROLE PLAY 2:

INSTRUCTIONS TO BOY/GIRL FRIEND: TELL YOUR LOVER THAT YOU WOULD BE REALLY HURT AND ANGRY IF HE/SHE CHEATED ON YOU.

INSTRUCTIONS TO YOUTH: FOLLOW THE ACTIVE LISTENING GUIDELINES.

ROLE PLAY 3:

INSTRUCTIONS TO DOCTOR: YOU ARE WORRIED THAT THE YOUTH IS HAVING UNPROTECTED SEX. EXPLAIN THAT WHEN HAVING INTERCOURSE A CONDOM SHOULD BE USED. YOU LIKE THE YOUTH AND DON'T WANT HIM/HER TO GET INFECTED WITH HIV.

INSTRUCTIONS TO YOUTH: FOLLOW THE ACTIVE LISTENING GUIDELINES.

ROLE PLAY 4:

INSTRUCTIONS TO FATHER: YOU HAVE RUN A LITTLE SHORT OF CASH. YOU ARE SUPPOSED TO GET PAID TOMORROW, BUT YOU NEED \$10 UNTIL THEN. ASK YOUR SON/DAUGHTER TO BORROW \$10.

INSTRUCTIONS TO YOUTH. FOLLOW THE GUIDELINES.

That was very good.



What are your reactions to active listening?

ENCOURAGE RESPONSES AND BRIEF DISCUSSION.

It is near the end of the session.

Exercise 7: Ending with goals and appreciation.  
(20 minutes)

**[The purposes of this exercise are to transfer skills to the real world and to build group cohesion. Goal setting and group appreciation are used here.]**

As you know at the end of the session we set "between-session goals."

In this session we practiced two ways of taking care of yourself.

One was how to be assertive, and the other was how to listen actively - to put yourself in another person's shoes.

How could you practice one of these skills when you get back home?

Maybe there is someone that you want to talk to - to tell how you think and feel.

Someone you have not done that with.

Your goal could be to speak up.

Or, if there is someone you don't understand, you could listen to them and check out if you heard them right.

What do you agree to do?

ALLOW TIME TO SELECT A GOAL. THEN ASK EACH PERSON FOR A BETWEEN-SESSION GOAL WHICH HE OR SHE AGREES TO COMPLETE.

We will go around the room and hear what you selected.

Write it on your goal card.

HAVE YOUTH WRITE GOAL ON GOAL CARD AND GOAL SUMMARY SHEET FOUND AT THE END OF THE HANDOUTS FOR SESSION 1.

That's a good list

It is time to give appreciation to other group members.

Let them know what you liked about what they said or did.

MODEL GIVING APPRECIATION. MAKE SURE NO ONE IS LEFT  
OUT.

I will see you on \_\_\_\_\_ (day and date) at \_\_\_\_\_ (time and place)

END OF SESSION 8 - YOUNG ADULTS

## **STANDING UP FOR YOURSELF**

- 1. STATE CLEARLY WHAT YOU WANT AND NEED.**
- 2. STATE HOW YOU FEEL IN THE CURRENT SITUATION.**
- 3. STATE HOW YOU WILL FEEL IF YOU GET WHAT YOU WANT.**
- 4. STATE WHAT YOU WANT THE OTHER PERSON TO DO.**
- 5. MAKE IT CLEAR THAT YOU UNDERSTAND THE OTHER PERSON'S POINT OF VIEW.**

SILENT SAM

TINA:           What's up with you?

SAM:            Nothing.

TINA:            We never talk anymore.

SAM:            What's there to talk about?

TINA:            Lots of things. You used to tell me about how it went at work. Sometimes about your dreams for the future. Not any more.

SAM:            Not much happens.

TINA:            You don't even get mad at me any more.

SAM:            Why should I?

TINA:            Let me give you an example. I spent too much money last week. We can't afford it. I know that really pisses you off, but you didn't say anything. You should yell at me. It's better than this silence. How can we be close to each other if we can't even get angry?

SAM:            I don't have the energy. I'm not pulling back from you. I care for you, but I can't seem to get involved. It's not you. So, don't get all upset.

TINA:            Another thing. I don't want to pressure you, but you keep putting off stuff that's important. Like finding a better job.

SAM:            I know. Don't think I don't worry about it. I got all these leads, and I tell myself I will follow up them this afternoon. Then I just put it out of my mind.

TINA:            How come this big change? Have you met someone else?

SAM:            Of course not.

TINA:            Do you still love me?

SAM:            Yes, I still love you.

TINA:            Why are you changing?

SAM:            I wish I knew.

TINA: Is it about your mom?

SAM: Damn! You blame everything on that. I'm over it.

TINA: No, I don't blame everything on it, but it was a pretty important event. You can't deny that.

SAM: OK, so it was important. But I am past that part.

TINA: You don't get over something like losing your mother that quickly. I know if my mother died of AIDS I would be torn apart. There's no way I'd get over it in four months. Not even four years.

SAM: You're not me.

TINA: I know. Well, don't go too fast. It takes time. You are not giving yourself enough time. I think you pulled back inside yourself. You even pulled away from me - after all the things we went through together.

SAM: Maybe. If I did, it's nothing personal.

TINA: I'm not going to push you, but talk to me, baby. Talk to me.

SAM: You should push me. Sometimes I think I need it.

THE END

## ACTIVE LISTENING

**PUT YOURSELF IN THE OTHER PERSON'S SHOES.**

### **DO**

**LISTEN CAREFULLY TO EVERY WORD.**

**CHECK OUT YOUR UNDERSTANDING.**

**KEEP THE OTHER PERSON TALKING.**

**ACCEPT AS TRUE THE OTHER PERSON'S POINT OF VIEW.**

### **DON'T**

**ASK QUESTIONS.**

**PRESENT YOUR POINT OF VIEW.**

**INTERPRET WHAT WAS SAID.**

**SUGGEST HOW TO FIX THE SITUATION.**

**JUDGE.**