

T.L.C. Facilitator's Manual

Staying Healthy Module

Session #5: Wanting To Stay Healthy (2 hrs)

OBJECTIVES:

1. Youth will be able to identify advantages of performing healthy behaviors.
2. Youth will engage in exercises designed to increase their self-efficacy to perform healthy behaviors.
3. Youth will experience the connection between feelings, self-image, values, striving, and personal projects and health care.

RATIONALE:

The entire focus of this session is to increase the intent of the youths to perform health behaviors, as without an intention there is little hope of behavior change. Intention's direction and strength are modified by such variables as emotional impact, advantages and disadvantages, self efficacy, the relationship of self-image and values to the behavior, and social norms. This session attempts to influence each of these variables in a positive way, as they concern health care adherence. Self-efficacy will be addressed in later sessions where success on graduated tasks will build attitudes that "I can change."

SUMMARY:

1. Welcome the participants, use a script to introduce the topic, and explore the status of health habits. Do a lottery (20 minutes)
2. Link feelings to the intention to become healthier by using the Feeling Thermometer. (10 minutes)
3. Explore what is important to the participants and how their self-image fits with health behaviors. Also explore how personal projects relate to health. (20 minutes)
4. Determine the advantages and disadvantages of changing health practices through role playing. (10 minutes)
5. Role play convincing a friend to become committed to change. (30 minutes)

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6. Practice physical relaxation to reduce tensions from the role play. (10 minutes)
7. Close with appreciation for each person's contributions and between sessions steps to take. (20 minutes)

Materials:

Module 1 Attendance Sheet
Lottery tickets/envelope
Lottery prize
"Thanks"
T.L.C. Goal Summary Sheet
Goal Cards
Goal Setting Display Chart
Feeling Thermometer Chart
Feeling Thermometer Rating Form for Staying Healthy
Chart: "What to consider to increase motivation"
Newsprint & Markers
Copies of scripts: "Looking Good", "What should I do?"
Copies of Good Health Actions List
Chart with Adjective Pairs
Papers & Pencils

Note to the Facilitator: **Bold** letters tell you what each exercise is to accomplish. CAPITAL letters tell you what to do. Small case letters give you an example of what to say. Feel free to put what you say into your own words.

Exercise 1: What Is This Workshop Trying to Achieve?
(20 minutes)

[The purposes of this exercise are to welcome participants, to create a pleasant environment in which to work, to increase self-esteem, to build group cohesion, and to introduce both the purpose of the workshop and the session's topic. Positive introductions, a review of health habits, "Thanks," a script, and a lottery are used.]

■THE FACILITATOR SAYS

The purpose of our meeting together during this workshop is to learn ways to stay healthy.

■SHOW A "THANKS".

When you like what a person said or did, their presence, their styles, let them know by giving them a "Thanks."

Here is a bunch for everyone to use as the session goes on.

■PASS OUT 20 "THANKS" TO EACH PERSON.

Between the sessions you had a goal to meet.

Your goal was to have something to do with stigma and how you cope with it.

■REFER TO THE TLC GOAL SUMMARY SHEET FROM THE PREVIOUS SESSION.

REVIEW WITH EACH MEMBER THEIR GOAL PROGRESS.
IF THERE ARE A COUPLE OF GOOD EXAMPLES OF BARRIERS,
TAKE A MINUTE TO BRAINSTORM SOLUTIONS. IF THERE ARE GOOD
EXAMPLES OF SUCCESSES, POINT THEM OUT.

HIV requires ongoing attention to one's health, and there are things a person can do to make life better.

A good way to introduce the topic of staying healthy is through acting out a brief TV script -- a little scene from the soaps.

I need two volunteers to read the parts.

■SELECT THE VOLUNTEERS AND GIVE EACH A "THANKS" FOR VOLUNTEERING. ONE PERSON WILL READ VIVIAN/VICTOR AND THE OTHER PERSON JASON/JACKIE. GIVE THEM THE SCRIPTS AND HAVE THEM READ THE SCENE ALOUD TO THE GROUP.

LOOKING GOOD

VICTOR/VIVIAN: JASON/JACKIE, what's happening?

JASON/JACKIE: I haven't seen you in a long time.

V: You are really looking good!

J: Thanks. I feel good.

V: The last time we talked you had just found out about being HIV positive. You were pretty down.

J: It really hit me hard.

V: If you don't mind my saying so, you looked kind of sick back then.

J: Well, the whole thing got to me.

V: I am amazed at how great you look now. It's everything. Your skin, your hair, your clothes, the way you're standing there. I've known you for years, and you haven't looked better.

J: I decided to do something about it. Figured I was worth it.

V: Like what?

J: Changed the way I was eating, took care of my body, worked out regularly. Found ways to chill out. Went to the doctor. Took my medicine. Hung out with some folks who were sort of health freaks. Had more fun. Stuff like that.

V: Sounds hard.

J: At first it wasn't easy, but I figured out ways to make it happen.

V: So, you're the boss.

J: Well, it was either me or the virus. I like to look good and feel all right. I like other kids respecting me and thinking I'm something special. I had to make it happen. No one else could do it for me.

THE END

Thank you - that was great.

■GIVE OUT "THANKS" TO THE VOLUNTEERS.

What do you do now to stay healthy?

■GET A COUPLE OF CURRENT HEALTH HABITS. WRITE THE BEHAVIORS ON NEWSPRINT.

That's a good list.

Our goal is to improve it even more.

Exercise 2: How Do I Feel about Staying Healthy
(10 minutes)

[The purpose of this exercise is to use feelings as motivators for staying healthy. Using the Feeling Thermometer and linking feelings to health oriented situations is the approach used.]

We have just seen how Jason liked looking good; so, let's turn to how you feel about taking care of yourself.

I will pass out a Feeling Thermometer to everyone.

Remember, just like you use a glass thermometer to take your body temperature, we use this chart as a way of finding out what our feeling temperature is. A temperature reading of 100 on the Feeling Thermometer means that the person feels very uncomfortable. A temperature reading of 0 means that you feel completely comfortable.

■HAND OUT THE FEELING THERMOMETER RATING FORM FOR HEALTH SITUATIONS.

I will read the situations on the Feeling Thermometer and you put down how you would feel.

■READ THE SITUATIONS OUT LOUD PAUSING WHILE PARTICIPANTS RECORD THEIR FEELING LEVELS.

1. You get out of breath easily walking up stairs.
2. All you had to eat for the day was a candy bar, bag of potato chips, and a coke.
3. A friend told you that you looked really great.
4. You worked up a real sweat playing basketball.

Now that you have finished, in which situations did you feel most uncomfortable and most comfortable?

■ENCOURAGE SHARING.

If we think of health in terms of looking good, the food we eat, exercise, staying clam, sleep, taking prescribed medications, being involved with our medical care, having a place to live, hanging out with others who live healthy lives, and believing that we can control how illness effects our daily lives,

what makes you feel good or bad?

What are other situations in which you feel comfortable or uncomfortable about your health and attempts to stay healthy?

■WRITE A GROUP LIST ON NEWSPRINT. ENCOURAGE DISCUSSION.

How you feel about staying healthy will influence what you do.

If you think that doing something will lead to a negative feeling, you are less likely to do it.

On the other hand, feeling uncomfortable about the kind of shape you are in might give you a push to doing something.

Feelings can also provide you with an early warning system.

Feeling badly all the time is not good for your health.

If you carefully note when you feel badly, you can do something about the situation before it gets out of hand.

Exercise 3: What Is Important to Me?

(20 minutes)

[The purpose of this exercise is to increase motivation for staying healthy by connecting it to self concepts, personal projects, and striving. Identifying self descriptions, projects, and striving is used.]

We have been talking about what makes you feel good or bad.

Your answer to that question depends on what is important to you.

I want you to use your imagination for a moment.

To get ready, find a comfortable way to sit.

Now shrug your shoulders tightly - PAUSE - and let them go loose.

■DEMONSTRATE AS YOU GIVE INSTRUCTIONS.

Now roll your neck around first to the right and then to the left.

Take a deep breath in - PAUSE - and let it go out very slowly.

Again. Breathe in and out slowly.

Close your eyes if you wish.

Use your imagination and get an image of your self--a positive image.

Let your imagination form a picture of the person you want to be.

Allow a minute or two for the image to form.

OK, I hope everyone has a image of how they want to be.

■DIVIDE THE GROUP INTO PAIRS.

I want you to tell your partner the kind of person you want to be.

Now I am going to put some words that describe a person up here on newsprint.

■WRITE UP ON NEWSPRINT THE FOLLOWING PAIRS WITH A LINE BETWEEN THEM.

STRONG _____ WEAK
CARING _____ SELF-CENTERED
WISE _____ FOOLISH
COURAGEOUS _____ COWARDLY
RESPONSIBLE _____ IRRESPONSIBLE
PHYSICALLY FIT _____ FRAIL
FORGIVING _____ VINDICTIVE
SELF-LOVING _____ SELF-HATING
HONEST _____ DECEPTIVE
CALM _____ JITTERY
ATTRACTIVE _____ UNATTRACTIVE

You could be any place on this line between these two words.

When describing yourself, you can use the words up here or any others that come to mind.

The list is just to give you some ideas.

Go ahead and take turns describing to your partner the person you want to be.

■ALLOW A FEW MINUTES FOR SHARING.

Now tell your partner what goals you are working on at this point in your life.

What are you trying to accomplish?

Maybe it is getting a job, finishing school, buying something important, or going back to school.

Tell your partner what your important personal projects are.

■ALLOW FEW MINUTES FOR SHARING.

Besides goals like you just mentioned, most people are striving for something every day.

Here are some examples:

1. I want to have more friends.
2. I want to find a lover.
3. I want to be nicer to my best friend.
4. I am trying to earn more money.
5. I want to have more energy.
6. I am trying to control my temper.

Make a list of a few things that you are working on.

■PASS OUT PAPER AND PENCILS. ALLOW A COUPLE OF MINUTES FOR THE LIST OF STRIVING.

How would trying to stay healthy fit with this list?

Would it work against some of things you are trying to do, help the things you are trying to do, or have no impact whatsoever?

■ENCOURAGE IDEAS ABOUT THE IMPACT OF ATTENDING TO HEALTHY HABITS WOULD HAVE ON THEIR STRIVING. HAVE A DISCUSSION.

You can see that we will have to find ways to stay healthy that don't go against what you are trying to do and ways that fit in with what you are trying to do.

Exercise 4: What Are the Advantages and Disadvantages?
(10 minutes)

[The purpose of this exercise is to increase motivation by identifying the advantages of staying healthy. Listing advantages and disadvantages is the approach used.]

If you think about what you have to do to stay healthy and decide it isn't worth it, you won't be likely to carry out a plan to improve your health.

In this workshop we have selected targets which amount to staying healthy.

Simply put these targets are as follows:

1. Preparing to improve the quality of your life.
2. Exploring future goals.
3. Decide who to tell you are HIV positive.
4. Handle prejudice against you for being HIV positive.
5. Wanting to stay healthy.
6. Examining our use of drugs & alcohol.
7. Changing our alcohol and drug use.
8. Preventing re-infection.
9. Staying calm.
10. Attending health care appointments.
11. Taking prescribed medications.
12. Participating in our medical care decisions.

This list of targets tells us what staying healthy is all about.

What are the advantages of doing these things and being in good health in terms of your dreams and plans?

■ON NEWSPRINT MAKE TWO COLUMNS: ADVANTAGES AND DISADVANTAGES.

An advantage might be that you will have more energy.

A disadvantage might be that it takes a lot of time and effort to do these things.

What do you see as advantages and disadvantages?

■ENCOURAGE CALLING OUT IDEAS. WRITE THE IDEAS IN THE COLUMNS ON THE NEWSPRINT. MAKE A GROUP LIST OF ADVANTAGES AND DISADVANTAGES.

That's a good list.

Now when you look at it, do the advantages outweigh the disadvantages?

■FACILITATE DISCUSSION. IF THE NEGATIVES PREVAIL, INDICATE THAT THE WORKSHOP WILL WORK ON THE MOTIVATION FOR DOING EACH HEALTH PROMOTING BEHAVIOR AS WE GO ALONG.

Exercise 5: Increasing the Desire to Change
(30 minutes)

[The purpose of this exercise is to reinforce motivation to change and become more active in taking care of oneself. Role playing helping a friend become more committed to positive health habits is employed.]

For some people staying healthy will require a change in the way they act.

Here is a list of behaviors which would lead you to good health.

They are similar to the targets I mentioned earlier.

■PUT UP THE FOLLOWING CHART:

GOOD HEALTH ACTIONS

1. EXAMINING OUR USE OF DRUGS AND ALCOHOL
2. CHANGING OUR ALCOHOL AND DRUG USE
3. PREVENTING RE-INFECTION
4. STAYING CALM
5. ATTENDING HEALTH CARE APPOINTMENTS
6. TAKING PRESCRIBED MEDICATIONS
7. PARTICIPATING IN OUR MEDICAL CARE DECISIONS

■READ THE CHART OUT LOUD.

What actions would you add to the list?

■GIVE OUT "THANKS" FOR IDEAS. WRITE DOWN THE SUGGESTIONS ON NEWSPRINT. ENCOURAGE DISCUSSION.

Unless someone wants to do one of these actions there isn't much chance that they will try to make a change.

The big question is how could someone be encouraged to make a commitment to trying?

We are going to explore that question through some role playing.

When talking with a friend, we have found it is good to listen and not give a lot of advice.

J: You're afraid to see the doctor, but you think you should go.

T: Yes. You got it. What's the use?

J: You're telling me that you don't like a lot of things you are doing, but you can't decide to make a change.

T: It takes a lot of work to change. I guess it would be better for me, but maybe I'd feel just as bad after I lost weight, got relaxed, and saw the doctor.

J: You see the advantages, but you still wonder if all the effort will make any difference in how you feel.

T: Maybe I couldn't lose weight anyway. I hate exercise.

J: Even taking a walk is a pain.

T: I didn't say that. You know I like walking on the beach.

J: So, you're not convinced you could make the changes.

T: Don't put me down. Of course, I could make them.

J: I wasn't putting you down. I thought that you said something about doubting whether you could handle it.

T: You got it wrong. I'm a survivor. If I put my mind to it, it's done.

J: That's good. I always thought you could do it.

T: Are you bull shitting me again?

J: You know talking with you is really fun.

T: I think I'll start on changing what I eat and taking walks.

J: What can I say?

THE END

How would you have done it differently?

■ENCOURAGE SHARING OF IDEAS ABOUT HOW TO HELP.

In the role playing You will have much more time to talk with your friend than we did in the script.

So, let's practice helping a friend become committed to doing something positive that contributes to his or her health.

Here are some ideas to consider.

■PLACE THE FOLLOWING CHART BEFORE THE GROUP:

WHAT TO CONSIDER TO INCREASE MOTIVATION.

DO THE "PROS" OUT WEIGH THE "CONS"?

WILL I FEEL BETTER?

IS THERE PRESSURE FROM MY FRIENDS NOT TO CHANGE?

DOES IT GO AGAINST WHAT I THINK OF MYSELF?

DO I BELIEVE I CAN MAKE THE CHANGE?

A person isn't going to change unless he or she sees an advantage, thinks he or she will feel better, can stand pressure from friends, thinks that the change is consistent with values and self ideals, and believes he or she can do it.

You may want to keep these in mind when you talk to your friend.

Exploring these issues may help you get at factors that will help or hinder your friend's commitment.

In this role play one person is the friend who is considering change and the other person is the friend who is helping think it through.

■FIRST, BREAK THE GROUP IN HALF AND THEN DIVIDE THEM INTO PAIRS. HAVE A FACILITATOR GO WITH EACH SMALL GROUP. HAVE THE PAIRS DECIDE WHO WILL START OFF PLAYING EACH ROLE.

Here are the instructions to the person who is considering change:

You are HIV positive.

You have heard that if you engaged in regular exercise, it would make you feel better, physically and emotionally and maybe it would prolong your life.

But you don't really believe that anything will make much difference.

Here are the instructions to the other person:

The other friend's task is to help your partner become more committed to regular exercise.

The rest of you will be observers.

Each observer will have a task.

■ASSIGN OBSERVER TASKS.

You pay attention to:

- facial expressions
- eye contact
- posture
- gestures
- voice
- breathing

When doing the role play, the person who is thinking about changing should not make it too hard on the person who is trying to help.

■ALLOW ABOUT A FEW MINUTES TO ROLE PLAY AND THEN OBTAIN FEEDBACK.

Before we go on to the next pair we need to get feedback.

I'll start with the person who was the helping friend.

Please tell us how you felt, what one thing you did that you liked and what one thing you would have done differently.

■OBTAIN FEEDBACK FROM THE HELPER.

Now for the person who was considering changing.

What one thing did you like about what the helper did and what one thing would you have done differently if you had been the helping friend?

■OBTAIN FEEDBACK FROM THE PERSON WHO WAS CONSIDERING CHANGING.

I would like the observers to indicate what one thing you liked about the way the helper handled it and what one thing you would have done differently.

■OBTAIN FEEDBACK FROM THE OBSERVERS.

Now let's have the next pair try it.

■REPEAT THE SEQUENCE WITH THE SECOND PAIR. GIVE NEW INSTRUCTIONS TO THE PERSON CONSIDERING CHANGING AND TO THE HELPER.

Here are new instructions to the person who is considering changing:

This time the person who is considering change is trying to decide whether to keep appointments with his/her doctor and once there in the doctor's office whether to be more active by asking questions and providing information.

So far you have not kept most appointments.

You wonder if getting help from the doctor is worth it.

You are HIV+ and your doctor seems like an OK person.

Here are the instructions to the helping friend:

The helping friend's task is to increase the other person's commitment to becoming more active in his/her health care by attending appointments and asking the doctor questions and giving out information to the doctor.

■ALLOW A FEW MINUTES FOR THE ROLE PLAY. REPEAT THE FEEDBACK FROM ALL PARTICIPANTS.

Let's all come back together.

■ENCOURAGE SHARING AND DISCUSSION OF HOW THEY FELT IN ROLE PLAYS.

Exercise 6: How Can I Unwind from the Role Playing?
(10 minutes)

[The purpose of this exercise is to begin the process of learning how to use relaxation. A brief relaxation sequence is used.]

Remember earlier we used the Feeling Thermometer to help you become aware of your feelings.

People who are unaware of their feelings and who can't express them tend to have more physical discomfort and health problems in many situations.

It is important to sense tension in your body also.

Body tension is a warning sign that something is going on and allows you to take steps to reduce the tension.

A role play like we just did might increase tension; therefore we will take a few minutes to check it out and reduce it.

Get yourself in a comfortable position and close your eyes so you can pay attention to how your body feels.

Make a fist with your palm down and pull your wrist up toward your upper arm.

Make it really tight. Hold it. Can you feel the tension?

Now let your fist open up and your hand drop.

Let the tension go. Can you feel the difference?

Tense your biceps.

With your arms hanging by your side, pull your upper arm toward your side without touching it.

Pull your biceps really hard while letting your lower arm remain loose.

Hold it. Can you feel the tension?

Now let your biceps go soft.

Feel the difference.

Extend your leg so it is straight and point your toe upward toward your knees.

Point your toes hard and hold them.

Feel the tension.

Now release and let the tension drain away.

Pull your knees together until your upper legs feel tense.

Hold it, and now release.

Feel the difference.

Pull in your stomach toward your back.

Hold it, and then let go.

Take a deep breath and then hold it while I count to ten.

1...2...3...4...5...6...7...8...9...10 Breathe in deeply.

Shrug your shoulders, then bring your shoulders up until they touch your ears.

Hold it. Now let go.

Feel the difference between tight and relaxed.

Put your head back and try to press it against the back of the chair.

Keep pushing backward.

Now release.

Press your lips together but don't clench your teeth or jaw.

Press your lips tighter. Good.

Open your mouth and let the tension go.

Close your eyes tightly. Squint.

Hold it and now let your eyes feel soft and without tension.

Pull your eyebrows down like you were trying to get them to meet.

Hold them, and now let go.

Raise your eyebrows and wrinkle your forehead.

Keep your forehead wrinkled.

Now loosen up on the muscles in your forehead.

Feel the difference.

Let your whole body go limp.

Your arms dangle at your side.

Your head hangs loosely and your chin falls down to your chest.

Your shoulders droop.

Take a deep breath and let it out slowly.

Take another deep breath and let it out slowly.

Now yawn and stretch.

Open your eyes slowly and look around you.

Being able to feel the difference between tension and being relaxed is the first step toward mastering the art of cooling down.

What sensations did you have?

■ENCOURAGE RESPONSES AND DISCUSS.

Exercise 7: What's Next?
(20 minutes)

[The purposes of this exercise are to increase self-esteem, to build group cohesion, and to carry over experiences into the youths' lives outside of the workshop.]

We are at the end of the session.

Between session I would like you to take a step toward considering staying healthy.

■POST GOAL SETTING CARD.

The step should be realistic, clear, not too much or too little, and easy to tell if completed.

The step can be related to what we did today.

Here are some examples:

1. make a list of the pluses and minuses for doing one of the health behaviors.
2. keep a record of when you feel uncomfortable.
3. talk to a friend about taking actions to become more healthy.
4. go to an AIDS advocacy group and pick up some pamphlets on eating well.

You can pick whatever you want to do, and it doesn't have to come from this list.

Think about what you agree to do.

■GO AROUND THE ROOM AND ASK EACH PERSON WHAT HE OR SHE PLANS TO DO. DISTRIBUTE GOAL CARDS, COMPLETE GOAL SUMMARY SHEET FOR SESSION 5.

At the beginning of the next session we will go over what you did.

At the end of each session we like to show appreciation for each member's contributions.

That means letting people know that you liked what they said or did, liked their presence, or liked their style.

I have really enjoyed working with you today and look forward to next time.

Let's go around the group and tell each person what we appreciated.

■ENCOURAGE GIVING APPRECIATION. USE "THANKS" AND PRAISE. REWARD THOSE WHO GIVE STROKES TO OTHERS. MAKE SURE EVERYONE IS INCLUDED.

I will see you again on _____ (day and date) at _____ (time and location.)

The topic we will work on is drugs and why you use them.

I look forward to next time.

THE END OF SESSION 5.

LOOKING GOOD

VICTOR/VIVIAN: JASON/JACKIE, what's happening?

JASON/JACKIE: I haven't seen you in a long time.

V: You are really looking good!

J: Thanks. I feel good.

V: The last time we talked you had just found out about being HIV positive. You were pretty down.

J: It really hit me hard.

V: If you don't mind my saying so, you looked kind of sick back then.

J: Well, the whole thing got to me.

V: I am amazed at how great you look now. It's everything. Your skin, your hair, your clothes, the way you're standing there. I've known you for years, and you haven't looked better.

J: I decided to do something about it. Figured I was worth it.

V: Like what?

J: Changed the way I was eating, took care of my body, worked out regularly. Found ways to chill out. Went to the doctor. Took my medicine. Hung out with some folks who were sort of health freaks. Had more fun. Stuff like that.

V: Sounds hard.

J: At first it wasn't easy, but I figured out ways to make it happen.

V: So, you're the boss.

J: Well, it was either me or the virus. I like to look good and feel all right. I like other kids respecting me and thinking I'm something special. I had to make it happen. No one else could do it for me.

THE END

FEELING THERMOMETER FOR WANTING TO STAY HEALTHY

SITUATIONS

TEMPERATURE

1. You get out of breath easily walking up stairs.
2. All you had to eat for the day was a candy bar, bag of potato chips, and a coke.
3. A friend told you that you looked really great.
4. You worked up a real sweat playing basketball.

GOOD HEALTH ACTIONS

1. EXAMINING OUR USE OF DRUGS AND ALCOHOL
2. CHANGING OUR ALCOHOL AND DRUG USE
3. PREVENTING RE-INFECTION
4. STAYING CALM
5. ATTENDING HEALTH CARE APPOINTMENTS
6. TAKING PRESCRIBED MEDICATIONS
7. PARTICIPATING IN OUR MEDICAL CARE DECISIONS

WHAT TO CONSIDER TO INCREASE MOTIVATION.

DO THE "PROS" OUT WEIGH THE "CONS"?

WILL I FEEL BETTER?

IS THERE PRESSURE FROM MY FRIENDS NOT TO CHANGE?

DOES IT GO AGAINST WHAT I THINK OF MYSELF?

DO I BELIEVE I CAN MAKE THE CHANGE?

WHAT SHOULD I DO?

TERRY/TERESA: How do I look?

JOHN/JOLEEN: You look fine.

T: You're not lying to me?

J: Course not.

T: I don't like the way I look.

J: What's wrong with the way you look?

T: Since I found out I was HIV positive I've been eating like a pig. I'm fat. You couldn't tell that I put on weight?

J: Well, yes, I noticed that you that you.....

T: That I'm fat.

J: No, that you added a few pounds here and there.

T: I knew you were lying to me.

J: Listen, I like you no matter how you look.

T: Sure. Sure. What about the way I'm always tapping my foot? I'm nervous.

J: Well, I noticed that you seemed uptight.

T: I just knew you were giving me bullshit about looking good.

J: So, you are unhappy with your weight and you don't like feeling nervous all the time.

T: I haven't seen the doctor in months. I was supposed to go back, but I don't want to hear any more bad news.

J: You're afraid to see the doctor, but you think you should go.

T: Yes. You got it. What's the use?

J: You're telling me that you don't like a lot of things you are doing, but you can't decide to make a change.

T: It takes a lot of work to change. I guess it would be better for me, but maybe I'd feel just as bad after I lost weight, got relaxed, and saw the doctor.

J: You see the advantages, but you still wonder if all the effort will make any difference in how you feel.

T: Maybe I couldn't lose weight anyway. I hate exercise.

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J: That's good. I always thought you could do it.

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THE END

ADJECTIVE PAIRS

STRONG _____ WEAK
CARING _____ SELF-CENTERED
WISE _____ FOOLISH
COURAGEOUS _____ COWARDLY
RESPONSIBLE _____ IRRESPONSIBLE
PHYSICALLY FIT _____ FRAIL
FORGIVING _____ VINDICTIVE
SELF-LOVING _____ SELF-HATING
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