

T.L.C. Facilitator's Manual

Being Together Module

Session #1: How Can I Have a Better Quality of Life? (2 Hours)

OBJECTIVES:

1. Youths will begin to understand the linkages between the quality of their lives and living each moment without separation from their daily experiences.
2. Youths will begin to discover the feelings involved in the present moment, so that they can identify triggers for substance use or other destructive behaviors prior to engaging in them.
3. Youths will increase their ability to pay attention to their experiences immediately to enhance quality of life and reduce motivation for self destructive acts.
4. Youths will increase their abilities to concentrate on immediate tasks so that self destructive patterns will be reduced.

RATIONALE:

The next series of sessions are devoted to enabling HIV positive youths to improve the quality of their lives through concentration on and awareness of their everyday experiences. As their lives move toward illness and death, they will need 1) to discover who they really are - distancing themselves from their socially constructed sense of self, 2) to reduce pain, loss, and discontent in response to learning their serostatus, 3) to increase cognitive frameworks that recognize personal control, 4) to reduce self-destructive motivations and 5) to live in the present moment. Moving toward these goals will also decrease the internal conditions that lead to substance abuse and increase responsibility toward sexual partners.

The way of improving the quality of life that we will introduce assumes that pain, loss, discouragement and discontent are a frequent aspect of daily emotional life and for most people are far more prevalent conditions than joy and serenity. Central to this approach is the notion that there are ways to reduce misery. There are cognitive, affective, and behavioral skills which enable

a person to move toward seeing life differently. Those skills begin with learning how to concentrate and then how to develop an awareness of every moment of life so that one might enter fully into each moment. The purpose of these skills is to study oneself so that each individual can accept his or her self, forget the ideas one has learned about who one is and move closer toward recognizing one's deeper nature. In addition to studying oneself there are skills related to ascertaining a perception of daily life that decreases distortions due to self-destructive motivations, recognizing how youths experience themselves in the real world, and acknowledging what goes into leading a worthwhile life. Also youths will appreciate their own responsibility for their lives.

Acceptance of disappointing daily routines is addressed. Also the ethics that provide a framework for leading a life high with personal integrity are explored. The sessions end with deepening the ability to have positive relationships with others.

It is not assumed that youths will achieve a high quality life during the following eight sessions. The purpose is for them to see a daily routine that can be followed and to take a step on that path. The way is never-ending and must be practiced. We assume that no one can give the youths the inner qualities they need - they must find them themselves. Every moment of practice provides youth with both an experience of who they really are and who they are not. Hopefully these sessions will increase the youths' desire to search for a positive life.

This first session begins the way toward improved quality of life by exploring positive states of feeling and mind. It also introduces the youths to the basics of meditation by experiencing the breath. Instruction in practicing concentration and the opportunity to experience it is provided.

SUMMARY OF EXERCISES:

1. Introduce the participants and session. Review what happened in the lives of the youths during the months between modules. (20 minutes)
2. Word storm "happiness" and discuss. Word storm "inner peace" and contrast with "happiness." (20 minutes)
3. Explain what the sessions are about - studying themselves so that they can come closer to inner peace and being totally involved in what they are doing. Provide a rationale. Use a script to illustrate. Discover peak experiences. Do a body sculpture. (20 minutes)
4. Demonstrate breathing. Show youths how to sit on a cushion. Have them sit for 1 minute and report thoughts. Have them sit for two minutes counting their breath. Then have them

- walk and count their breath. (30 minutes)
5. Have youths practice concentration by carrying water as if they were bringing it to a thirsty friend. (10 minutes)
 6. Agree on experiences the youths will undertake between sessions. Give appreciation to each other. (20 minutes)

MATERIALS:

Newsprint and marking pens
Script: Be Awake
Floor covers
Cushions for sitting
Cups and container of water
Paper towels

Exercise 1: What Has Been Happening?
(20 minutes)

[The purposes of this exercise are to create a comfortable atmosphere and to reinforce both progress made on goals that were set earlier and positive things the youths have done for themselves. Introductions of participants and the session and goal review is the approach used.]

Welcome back.

It's been a long time since we have met, and I am eager to know what's been happening to you.

Let's begin by introducing ourselves.

Please tell us your first name and one thing that makes you happy.

I'll start.

My name is _____, and what makes me happy is _____ [e.g. big bowl of ice cream.]

■HAVE EACH YOUTH INTRODUCE HIM/HERSELF AND NAME ONE THING THAT MAKES HIM/HER HAPPY.

Thank you.

Now I would like to know what has been happening to you.

Let's go around the room, and you tell us how you made out on the goal you were working on and anything else that you did to make your life better.

■HAVE EACH YOUTH GIVE A REPORT. IF A PROBLEM AROSE IN ACHIEVING SOMETHING THAT THE YOUTH

WANTED, HAVE THE GROUP BRAINSTORM SOME WAYS
TO FIX THE PROBLEM.

Thanks for bringing us up to date.

Some say that the purpose of life is to be happy.

In these next sessions we want to explore how to be happy and to provide you with an approach that will bring joy to your lives.

There is no way that you will have an totally joyful life in eight weeks, but you will lean a path you can follow to bring more happiness in your life if you want to.

We call these next eight sessions "Being Together."

First, we will look at what being happy means to us.

Exercise 2: What Is Happiness?
(20 minutes)

[The purposes of this exercise are to identify what goes into the concepts of "happiness" and "inner peace" and to relate them to one's own life. Using a word storm for both concepts and making a personal list are used.]

Have you ever heard of a word storm?

In a word storm I give you with a word.

Then you let all the words that come into your head pour out of your mouth like a heavy rainstorm.

Don't screen words out.

Just let them fall.

I'll write down what you come up with.

Here is the first word.

■WRITE "HAPPINESS" ON A SHEET OF NEWSPRINT.

What do you think of when you hear the word "happiness?"

■WRITE WORDS PROVIDED BY THE YOUTHS ON NEWSPRINT. ENCOURAGE EVERY YOUTH TO MAKE A CONTRIBUTION.

That's a great list.

What words go together in different groups?

■ENCOURAGE THE YOUTHS TO GROUP THE WORDS BY SOME KIND OF SIMILARITIES.

Do you see any themes in this list?

■ENCOURAGE A SEARCH FOR THEMES. FOR EXAMPLE:
1) ARE THE WORDS RELATED TO ONESELF OR TO OTHERS? 2) ARE THE WORDS ABOUT HAVING THINGS? 3) ARE THE WORDS ABOUT CHANGING ONE'S LIFE? 4) ARE THE WORDS ABOUT DESIRING THINGS ONE DOESN'T HAVE?

OK. Now we have some idea of what happiness means to you.

■PUT THE NEWSPRINT UP ON THE WALL.

Let's try another word.

■WRITE "PEACE OF MIND" ON A SHEET OF NEWSPRINT.

Word storm "peace of mind."

When you hear "peace of mind" what words come to you mind?

What does "peace of mind" mean to you?

■WRITE THE WORDS RELATED TO "PEACE OF MIND" UP ON NEWSPRINT. ENCOURAGE EVERYONE TO OFFER AT LEAST ONE WORD.

That's a good list.

What is different about the two lists - the one for happiness and the one for peace of mind?

■ENCOURAGE THE YOUTHS TO LOCATE SIMILARITIES AND DIFFERENCES. LOOK FOR WHETHER ONE LIST IS MORE RELATED TO MATERIAL THINGS AND THE OTHER PERSONAL QUALITIES. ASK QUESTIONS ABOUT WHICH IS EASIER TO OBTAIN. IS ONE MORE LIKELY TO BRING ABOUT DISAPPOINTMENTS? IS ONE EASIER TO LOSE? IS ONE MORE IMPORTANT THAN THE OTHER? (DON'T BE JUDGMENTAL. THE POINT IS FOR YOUTHS TO EXPLORE THESE CONCEPTS.)

Now that we have explored "happiness" and "peace of mind" I want you to make your own list of what would make you happy and what would give you peace of mind.

■HAND OUT A CARD TO EACH YOUTH.

On one side write "Happy" and the "Peaceful."

Then write what would make you happy and peaceful.

■WAIT A FEW MINUTES FOR WRITING ON THE CARD.

Keep this card.

At the end of the eight sessions we will want to look at what you wrote and see if you have changed what your ideas were.

Now let's see what you can do to get yourselves together.

Exercise 3: What Can I Do?
(20 minutes)

[The purposes of this exercise are to increase understanding of the path to be followed and to increase motivation to follow the path. Explaining the way and using a script are the approaches used here.]

Only you can get yourself together. No one else can make that happen for you.

So if I say, "Here is a way to find "peace of mind" you could just write it off and gain nothing, or you could try it, be patient, and see if you want to continue.

Occasionally we will have an interview between the hot-shot TV reporter and the wise person.

These interviews will open up a topic.

Who will play the TV reporter and who will play the wise person?

■SELECT THE VOLUNTEERS AND DECIDE WHO WILL
READ EACH PART. GIVE THEM THE SCRIPT AND HAVE
THEM READ IT ALOUD TO THE GROUP.

BEING AWAKE

TV REPORTER: I'm a TV reporter from channel 70. I've heard about you. You always look so peaceful in the pictures I've seen. I thought I could get a sensational interview and at the same time I could figure out what the purpose of my life is. You are the wise person, aren't you?

WISE PERSON: No.

TV REPORTER: Are you a god?

WISE PERSON: No.

TV REPORTER: Are you the wisest person in the world?

WISE PERSON: No.

TV REPORTER: Then who are you?

WISE PERSON: I am awake.

TV REPORTER: That doesn't help much. Can I ask you a few questions?

WISE PERSON: I'm hungry. Would you like some lunch?

TV REPORTER: I'd like to ask you if God exists why does God let people die.

WISE PERSON: I won't answer that, but I will tell you what is for lunch.

TV REPORTER: The wise person is obsessed with food. You cook, and I'll ask questions.

WISE PERSON: Sorry. When I cook, I cook. When I eat, I eat. When I answer questions, I answer questions.

TV REPORTER: The poor wise person can only do one thing at a time. What a drag! Sorry, wise person! Some people think I'm nasty. I think I'm cute.

WISE PERSON: Where is the "I"?

TV REPORTER: What eye?

WISE PERSON: The "I" that thinks you are cute.

TV REPORTER: In my head, I guess.

WISE PERSON: Show it to me.

TV REPORTER: I can't. Let's not get off into these mind games. I'm not here to look at myself. It's too painful. I wouldn't want to show you what's in my head even if I could.

WISE PERSON: It's natural to want to protect yourself. But if you can't show your "I" to me, does the "I" really exist?

TV REPORTER: Don't confuse me. I'm an important person. I have many fans, and

I've got a lot to do. I'm always thinking about what I've got to do next. So, I'm talking to you, but my mind is a day ahead. What time is it?

WISE PERSON: Lunch time.

THE END

Thank you for reading those parts. That was great!

What was going in this scene?

■ENCOURAGE COMMENTS ABOUT THE TV REPORTER'S LACK OF INVOLVEMENT AND CONCENTRATION; THE REPORTER'S SELF VIEW; THE WISE PERSON'S EXPERIENCING ACTIVITIES AND DEFINING SELF THROUGH ACTIONS - AWAKE. THE REPORTER DOESN'T REALLY WANT TO PAY ATTENTION TO WHAT IS GOING ON IN LIFE.

Each session we are going to work on two keys to peace of mind.

The first is studying yourself so that you can find your true self and forget your false self.

You study your self by observing your thoughts because you are what you think about yourself.

To observe your thoughts requires quiet and the ability to stay focused - to concentrate.

The second key to peace of mind is to be able to become so involved in every moment of your life that you experience everything as it truly is; not the way you think it is or ought to be.

Today we are going to learn the skill that makes it possible to study the self and to be aware of daily life.

That skill is concentration.

Think of a time when you were so concentrated on something that you weren't aware of time passing, of yourself, or of others around you.

It could have been an ordinary, everyday experience like watching TV, reading a book, or listening to music, or it could have been a peak experience.

In a peak experience you not only lose track of time and space, you also become so aware of what you are observing that you feel like you are connected to it, like you're a part of it. It's a very comforting feeling, like a big hug from someone very special.

Peak experiences are often found in sports, in dance, in the arts, in nature, in religion.

■SHARE A PERSONAL PEAK EXPERIENCE.

Try to remember one that you had.

■WAIT A MINUTE OR TWO WHILE YOUTHS THINK OF PERSONAL EXPERIENCES WHERE THEY WERE DEEP IN CONCENTRATION.

Let's hear some of things you came up with.

■ENCOURAGE SHARING OF DEEP CONCENTRATION EXPERIENCES. GENERALLY SPEAKING, DON'T CHALLENGE OR CORRECT A YOUTH'S DESCRIPTION OF A DEEP CONCENTRATION EXPERIENCE.

Thanks for sharing those experiences with us.

To get warmed up for learning how to concentrate I want you to stand up and make yourself into a living sculpture.

Take any pose that you want.

Give yourself plenty of space.

**■HAVE EACH YOUTH POSE AS LIVING SCULPTURE. IF
TWO YOUTHS WANT TO POSE TOGETHER, THAT IS OK.**

Now concentrate on one thing: your body.

Can you feel where your clothes are touching?

PAUSE

Can you feel the muscles in your legs, arms, chest, and back?

PAUSE

Can you feel any tension or trembling in your body?

PAUSE

Can you feel the expression on your face?

PAUSE

Can you feel your heart beating?

PAUSE

Can you feel your breath coming in and out.

PAUSE

That was very good.

How did you experience concentrating on your body?

■ENCOURAGE SHARING OF EXPERIENCES.

Now let's learn about concentration.

Exercise 4: How Do I Concentrate?
(30 minutes)

[The purpose of this exercise is to increase the youths' skills in concentration. Demonstrations, counting the breath while seated on a cushion, walking and concentrating, and concentrating on sounds are used.]

Learning to concentrate starts with your breath.

What we are going to do now is called following the length of the breath.

First, will one of you volunteer to lie on the floor while I go over breathing and use you as a model.

■SELECT A VOLUNTEER TO LIE ON THE FLOOR. HAVE EVERYONE ELSE GATHER AROUND. PUT DOWN SOMETHING TO COVER THE FLOOR IF IT IS DIRTY.

Will everyone else gather around, please.

We usually think of breathing as coming from the lungs in the chest.

That's only partially true.

The stomach plays a crucial role.

When you are breathing properly, the stomach rises as you breath in.

Between your chest and your stomach there is a wall of muscle called the diaphragm.

When you breathe in correctly, the diaphragm pushes down on the stomach, causing the stomach to rise.

When you have filled your lungs with air, the diaphragm relaxes causing the stomach to lower again as the air comes out.

Sometimes our breathing is incorrect, and it is all from the upper lungs.

(TO THE VOLUNTEER) Try to breathe from your diaphragm.

Your stomach will rise or push out when you take the air in, and it will lower when the air comes out.

Don't strain, but try to breathe so that we can see your stomach rise and fall.

To get the feel of it, put your hand on your stomach.

(TO THE REST OF THE GROUP) Can you see his/her hand move up and down with each breath in and out?

Now I want everyone to try it.

Lie on the floor, and start with one hand on your stomach.

Breathe naturally and see if you can get your stomach to rise and fall.

It goes up with your breath in and down with your breath out.

■WAIT WHILE PEOPLE TRY IT.

Has everyone got the diaphragm working?

■IF SOMEONE IS HAVING TROUBLE, HELP THEM.

Now I want you to pay attention to only the breath coming out of your mouth and nose.

See how long it takes you to exhale.

Slowly count how long a breath out takes.

PAUSE.

Now try to add one count to it.

PAUSE.

Good. Now just lie there and breathe naturally for minute.

Next we want you to concentrate on your breath while you are sitting up.

We will use the sitting posture when you start studying yourself.

Here a cushion for you to sit on.

First, take off your shoes.

■GIVE EACH PERSON A CUSHION TO SIT ON. IF FOR PHYSICAL REASONS, A YOUTH CANNOT SIT ON A CUSHION ON THE FLOOR, PLACE THE CUSHION ON A CHAIR.

Everyone knows how to sit, right?

We sit all the time.

Well, this is special sitting, designed to help us study ourselves and concentrate.

Having the right posture is very important for studying the self.

First, sit on the front half of your cushion.

■DEMONSTRATE SITTING ON THE FRONT HALF OF THE CUSHION.

To have the right posture you need a firm base.

So you will need to have three points touching the ground: your rear end on the cushion and both knees touching the floor.

First, bend one leg in front of you with your foot touching your other thigh. Next, bend the other leg with the bottom of that foot up against your other shin.

■DEMONSTRATE THE POSITION OF THE KNEES, LEGS, AND FEET.

Try it as we go along.

Next you want your back to be straight.

Imagine that there is a wire attached to the top of your head pulling your head upward.

Now put your hands in your lap with one hand in the other and your thumbs barely touching.

■DEMONSTRATE WITH YOUR BACK STRAIGHT AND YOUR HANDS IN YOUR LAP.

Don't close your eyes, but keep them half open, looking at the floor about three feet in front of you.

Slowly sway from side to side until you feel the right place to settle in.

That's the basic posture you will want to keep.

Has everyone got it?

■GO AROUND AND CHECK TO MAKE SURE EVERYONE HAS GOT THE RIGHT SITTING POSTURE. ASSIST AS NEEDED.

Sit there and breathe naturally for a minute.

■WAIT A MINUTE.

Now I want you to do something that is often hard at first.

Count your breath.

One out, two in, three out, four in, five out, six in, seven out, eight in, nine out, and ten in.

Then start again.

If a thought comes into your mind and throws you count off, go back to 1 and start again.

Try it for a minute.

■WAIT A MINUTE.

Did anyone find that a thought came in?

■ENCOURAGE YOUTHS' COMMENTS ABOUT THOUGHTS
ARISING.

Let me tell you about thoughts.

Typically we believe that we own our thoughts, our feelings and our bodies.

However, thoughts of all kinds seem to come from everywhere, whether we want them to or not.

Feelings pop up completely uncontrolled whether we want them to or not.

Our bodies change, age, and get sick even when we don't want that to happen.

In short, we don't own our thoughts, feelings or bodies.

For now, when a thought enters your head while you are sitting there counting your breaths, don't try to stop it.

Let it come, watch it, and let it float away.

Don't go after it, get tangled up with it, comment on it or start talking to it.

For example, if the thought "I feel dumb" comes into your head, don't start questioning, "Why is that?"

Don't start arguing, "Well, you are not dumb."

Just keep counting. Hear the thought fade away.

If your thought was, "I could sure use a little hit to make me feel better," don't start figuring out where you are going to get drugs.

Listen to the thought, keep counting, don't comment on the thought like saying, "I wish I didn't need it."

The thought will disappear if you leave it alone.

Let's try some more concentration.

Get your posture right and your breath coming out slowly.

This time I want you to listen to the sounds that you can hear.

Maybe you'll hear a car going by, a siren, a cough, a humming from a light fixture.

You would be surprised at all the sounds you can pick out.

Again, if a thought pops up, look at it, and let it float away.

Go ahead and concentrate on the sounds.

■WAIT FOR ONE MINUTE WHILE YOUTHS LISTEN TO SOUNDS.

Good.

Did you really hear the sounds?

Did they seem different this time?

■ELICIT COMMENTS ON LISTENING TO THE SOUNDS.

■REINFORCE GOOD CONCENTRATION.

I wonder if you can count your breath for two minutes without thoughts getting you off your count.

Let's try it.

Count your breaths - like you did last time.

From 1 to 10 and then start again.

If a thought throws you off, go back to one.

Here we go for two minutes.

■HAVE THEM COUNT THEIR BREATH FOR TWO MINUTES.

Keep counting and slowly stand up.

Have your hands rest up against your stomach with one hand holding the other - making a cradle for it.

Keep counting and walk slowly in a circle around the room.

■HAVE THE YOUTHS WALK IN A CIRCLE. GET IN THE CIRCLE WALKING AROUND THE ROOM AND LEAD THE LINE. WALK VERY SLOWLY IN HALF STEPS. KEEP IT UP FOR TWO MINUTES.

Very good.

Return to your cushions.

Was there a difference between counting your breath for two minutes and then counting while walking?

■ENCOURAGE DISCUSSION ABOUT COUNTING THE BREATH. VALIDATE YOUTH'S EXPERIENCES: "WE AREN'T USED TO CONCENTRATING, SO IT IS HARD." "IT DOES TAKE TIME TO CONCENTRATE LONGER." "THE ONLY WAY TO PRACTICE IS TO SIT." "ONE OF THE KEYS TO STUDYING YOURSELF IS TO BE PATIENT. DON'T PRESSURE YOURSELF."

As I mentioned earlier, for a lot of people there is a great deal of misery in their lives.

Therefore they don't want to pay attention and concentrate.

They want to forget so they can protect themselves from painful thoughts and memories.

It's a natural tendency - we all do it.

The problem is that only concentration and attention can reduce the misery.

More about that later.

Now we will practice concentration in a different atmosphere.

Exercise 5: Really Concentrating
(10 minutes)

**[The purpose of this exercise is to increase concentration skills when not sitting.
Carrying water in the desert is used.]**

I want to practice concentration one more time.

So far, you have been working on it mainly while sitting on your cushions.

But most of the time we are not sitting on our cushions.

We are doing things to take care of ourselves.

First, I will divide you into pairs.

**■DIVIDE THE GROUP INTO PAIRS. HAVE ONE PERSON
STAND AT ONE END OF THE ROOM, AND THE OTHER
PERSON STAND AT THE OTHER END OF THE ROOM.**

One of you is way down there and the other person is way up here.

You two are lost in the desert.

It is very hot.

There is no shade.

You haven't had a drink in days.

Your mouth is completely dry.

Can you feel the sandpaper in your mouth?

You have lost track of how many days without water.

Your friend is going to die if he or she doesn't get some water.

By some miracle you found a place where there is a little water, but your friend is some distance away.

Here is a cup of water.

It is full to the top.

You can't afford to spill a drop.

Take it to save your friend without spilling any.

■GIVE AN EMPTY PAPER CUP TO ONE OF THE PARTNERS. FILL THE PAPER CUP TO THE VERY TOP WITH WATER.

The rest of you can say whatever you wish to the person carrying the water.

(TO THE PERSON WITH THE CUP) - Go ahead and take it down there.

Really concentrate on not spilling.

■HAVE THE YOUTH TAKE THE CUP OF WATER TO HIS FRIEND.

Very good.

(TO THE OTHER YOUTH) - Now it is your turn to save your friend from dying of thirst.

■KEEP GOING UNTIL EVERYONE HAS HAD A TURN CARRYING THE WATER. ADD A FEW DROPS UNTIL IT IS ALMOST OVERFLOWING EACH TIME. MAKE COMMENTS ABOUT HOW THIRSTY THE OTHER PERSON IS. BE SUPPORTIVE. "YOU CAN DO IT!"

That was great!

How did you experience concentrating on carrying the water?

■ENCOURAGE COMMENTS. ASK QUESTIONS SUCH AS "DID YOU HAVE A LOT OF THOUGHTS WHILE YOU WERE ON YOUR JOURNEY?" "WHAT MADE IT HARDER OR EASIER TO CONCENTRATE?"

Thank you for your comments.

Now let's turn to what you can do between sessions.

Exercise 6: How Can I Practice Between Sessions?
(20 minutes)

[The purposes of this exercise are to transfer what was learned in the session to the real world and to create a sense of being together among the youths. Agreeing to between session experiences, giving appreciation to each other, and engaging in a ritual are the methods chosen.]

We are near the end of today's session.

In the past we set goals at the end of each session.

This time we want you to select an experience you are willing to try between sessions.

This session has been focused on concentration.

In the beginning, learning how to breathe, sit, and let thoughts go can be tiring.

We don't want you to try too much so that you become exhausted.

That would defeat our goal of learning peace of mind.

What would you be willing to do?

Here are some examples of things you might want to do.

1. Agree to sit once a day for a certain number of days at home and for a few minutes each time.
2. Count your breaths while walking slowly for a certain number of days.
3. Sit with a smile on your face for a certain amount of time and for a certain number of days.

4. Sit imagining a pebble dropping into a pond and slowly sinking to the bottom. Agree on the times and days.

I might add that when sitting at home you can use a couple of thick phone books and a rolled up blanket on top to serve as a cushion.

Now what will you agree to experience between now and the next session?

■WAIT A FEW MINUTES WHILE YOUTHS SELECT AN EXPERIENCE TO TRY. THEN HAVE THEM INDICATE WHAT IT WILL BE. RECORD EXPERIENCES ON FACILITATOR'S EXPERIENCE SHEET.

Those are some good things to try.

■HAND OUT EXPERIENCE CARDS.

Please write on the card I have given you what you plan to try during the next week.

Keep the cards with you.

Now it is time for you to show that you appreciate the other members of the group.

Go around and let people know that you are glad they are here and that you like the contributions they made to today's session.

■ENCOURAGE GIVING APPRECIATION TO EACH OTHER. MODEL REINFORCING CONTRIBUTIONS. MAKE SURE EVERYONE IS INCLUDED.

I would like to end with a special thoughts.

I'd like everyone to close their eyes for a moment and think about this thought.

■WAIT FOR THE GROUP MEMBERS TO SETTLE.

Here it is:

"I will find my true self, forget my false self, and be kind to others."

■PAUSE FOR 5 SECONDS.

Thank you.

I look forward to seeing you at the next session.

END OF SESSION 1

BEING AWAKE

TV REPORTER: I'm a TV reporter from channel 70. I've heard about you. You always look so peaceful in the pictures I've seen. I thought I could get a sensational interview and at the same time I could figure out what the purpose of my life is. You are the wise person, aren't you?

WISE PERSON: No.

TV REPORTER: Are you a god?

WISE PERSON: No.

TV REPORTER: Are you the wisest person in the world?

WISE PERSON: No.

TV REPORTER: Then who are you?

WISE PERSON: I am awake.

TV REPORTER: That doesn't help much. Can I ask you a few questions?

WISE PERSON: I'm hungry. Would you like some lunch?

TV REPORTER: I'd like to ask you if God exists why does God let people die.

WISE PERSON: I won't answer that, but I will tell you what is for lunch.

TV REPORTER: The wise person is obsessed with food. You cook, and I'll ask questions.

WISE PERSON: Sorry. When I cook, I cook. When I eat, I eat. When I answer questions, I answer questions.

TV REPORTER: The poor wise person can only do one thing at a time. What a drag! Sorry, wise person! Some people think I'm nasty. I think I'm cute.

WISE PERSON: Where is the "I"?

TV REPORTER: What eye?

WISE PERSON: The "I" that thinks you are cute.

TV REPORTER: In my head, I guess.

WISE PERSON: Show it to me.

TV REPORTER: I can't. Let's not get off into these mind games. I'm not here to look at myself. It's too painful. I wouldn't want to show you what's in my head even if I could.

WISE PERSON: It's natural to want to protect yourself. But if you can't show your "I" to me, does the "I" really exist?

TV REPORTER: Don't confuse me. I'm an important person. I have many fans, and I've got a lot to do. I'm always thinking about what I've got to do next. So, I'm talking to you, but my mind is a day ahead. What time is it?

WISE PERSON: Lunch time.

THE END