

T.L.C. Facilitator's Manual

Being Together Module

Session #8: How Can I Care About Others? (2 Hours)

OBJECTIVES:

1. Youths will appreciate the importance of caring for and giving to friends, casual partners, and society.
2. Youths will increase their caring for and giving to other people.
3. Youths will decrease their thoughts of wanting others to be as they want them to be.

RATIONALE:

As was said before, recognizing impermanence, accepting life as it is, and not separating oneself from others and the world around leads to caring for others. Wisdom and caring are two sides of the same coin. Research shows that people high in altruism lead more content and healthier lives. In this session on caring for others the two primary tools that have been used before are applied to love, caring, and friendship. These tools are seated meditation to study the self, reducing wants and desires, and awareness or attention.

The main theme presented here is that the difficulty with being able to really care for people is that we want people to be what we want them to be. The session emphasizes the importance of friendships and the value of relationships. It demonstrates that difficulties in relationships act as mirrors which reflect what is going on with us - not the other person. "I am mad at you" means "You are not giving me what I want and think I must have." Decreasing the power of the grasping self increases the capacity to accept others as they are. Increasing awareness of the present moments with others reduces separation and allows less room for "I" to get in the way.

Caring for others as expressed in good deeds can also be affected by how we want to be perceived. For these youth we have assumed it was necessary to help them feel comfortable doing good deeds and to reinforce positive actions they had already taken.

SUMMARY OF EXERCISES:

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1. Review the experiences between sessions and introduce the day's topic with a script. (20 minutes)
2. Present the empty boat story, word-storm caring for others, and practice taking and giving. (20 minutes)
3. Have youths identify reasons for not being caring and think of a time when they did a good deed and share the stories. (20 minutes)
4. Explain the connection between the true self and the cause of problems in relationships; then, use the empty chair to explore what youths want from others. (20 minutes)
5. Model awareness. Have youths tell life stories to each others, sit, and practice awareness. (20 minutes)
6. End with agreements on between-session experiences, appreciation, certificates, and goodbyes. (20 minutes)

MATERIALS:

Newsprint and marking pens

Paper bowls

Candy - 20 pieces per person

Script: "My Girl/Boy Friend"

Certificates for "Being Together" and Completing TLC

Cushions

Passage - "All I Really Need to Know I Learned in Kindergarten"

Exercise 1: What Happened Between Sessions?
(20 minutes)

[The purposes of this exercise are to provide support for the youths' new experiences, to increase group cohesion, and to introduce the session's focus. Review of experiences, engaging in an opening ritual, a story and a script are the approaches employed.]

Welcome back to the last session in "Being Together."

We have been working on improving the quality of your lives by following a way of approaching daily activities that brings peace and happiness.

The approaches taken have been studying the self through sitting and becoming aware of every moment in your life.

The more attention that is paid to every moment, the less you place yourself in the position of always wanting something.

The more you want things, the more you suffer when you don't get them or worry about losing them when you do get them.

As we have each week, we will open today's session with our saying.

Take a deep breath, let it out slowly, and repeat after me, silently or loudly if you like:

■PAUSE.

"I am perfect and complete, lacking nothing."

Remember that your true self is already complete; and the more you experience your true self, the less you will want things to be different.

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Wanting less leads to less disappointment and misery.

Now please sit for three minutes.

Make sure you have three parts of you making contact: your rear on the front of the cushion and your knees touching the floor.

■HAVE THE YOUTHS GET SEATED.

Get your posture straight.

Imagine a wire from your head pulling it toward the ceiling.

Sway a little bit to settle in to a good position.

Let it feel good.

**■ASSIST ANY YOUTH WHO NEEDS HELP IN SITTING
CORRECTLY.**

Simply count your breath - 1 to 10.

If thoughts come into your head, note them, and let them float away.

Just watch them - don't get wrapped up in them.

If your counting gets off, go back to 1 and start again.

I'll keep the time for three minutes.

Go ahead and start.

■HAVE THE YOUTHS SIT FOR THREE MINUTES AND SIT WITH THEM.

Thanks. Time is up.

At the end of the last session you agreed to try some new experiences.

Let's hear how you made out.

■GO AROUND AND HAVE EACH YOUTH REPORT ON WHAT HAPPENED. BE SUPPORTIVE. COACH AS NEEDED. IF A YOUTH DID NOT DO WHAT HE OR SHE AGREED TO, INDICATE THAT PROCEEDING AT ONE'S OWN PACE IS IMPORTANT AND RESPECTED.

That was very good.

To introduce what today is about I need two volunteers to be the Wise Person and the TV reporter.

Who will help out?

■SELECT THE VOLUNTEERS, DECIDE ON WHO WILL READ THE PARTS, GIVE THEM THE SCRIPT AND HAVE THEM READ IT ALOUD TO THE GROUP.

MY GIRL/BOY FRIEND

- TV REPORTER: This is personal - off the record.
- WISE PERSON: Where is your camera crew?
- TV REPORTER: I didn't even bring them this time. I need to talk to you.
- WISE PERSON: Yes.
- TV REPORTER: I've been totally preoccupied these last three weeks because of this big fight I had with my girl/boy friend. I've been so upset I could hardly do the news. Everyone is noticing how upset I am.
- WISE PERSON: Tell me about it.
- TV REPORTER: I can hardly speak. I don't think I can get it out.
- WISE PERSON: Well, where is your girl/boy friend now?
- TV REPORTER: S/he's at work.
- WISE PERSON: Where is the upset? Where is the quarrel? Where is it?
- TV REPORTER: I'm telling you about it.
- WISE PERSON: But where is it? Show it to me.
- TV REPORTER: Listen, dummy. I can't show it to you, but I'm trying to tell you about it. This is the way it happened.
- WISE PERSON: But when was it?
- TV REPORTER: You are going to drive me crazy. It was three weeks ago.
- WISE PERSON: Where is it today?
- TV REPORTER: I'm really getting pissed. I should never have come to you.
- WISE PERSON: Well, show it to me.

TV REPORTER: I told you already. I can't show it to you. There's nothing to show.

WISE PERSON: You mean it doesn't exist?

TV REPORTER: I don't know. It doesn't seem real anymore.

WISE PERSON: Could be.

TV REPORTER: If that's all there is to it, how am I going to fix my girl/boy friend?

THE END

That was great.

Thank you for introducing today's session on caring for other people..

Do you have reactions to the scene?

■ENCOURAGE SHARING OF REACTIONS. PROBE: DID THE TV REPORTER KEEP THE SITUATION ALIVE IN HIS HEAD WHEN IT NO LONGER EXISTED? DID THE TV REPORTER ACT AS IF THE PAST WAS THE PRESENT? DO YOU THINK THE TV REPORTER WOULD ACCEPT HIS GIRL/BOY FRIEND OR ACT AS IF HE HAD TO CHANGE HER/HIM?

Let's see what caring for friends, casual partners, and society is all about.

Exercise 2: What Is Caring for People?
(20 minutes)

[The purposes are to explore the meaning of caring for and giving to others, to identify the major barrier to caring, and to experience giving. Using a word-storm, telling a story about anger, thinking of a good time with a friend, and giving each other candy are the approaches employed here.]

First, let's take a look at caring.

■WRITE THE WORD "CARING FOR OTHERS" AT THE TOP OF A PAGE OF NEWSPRINT.

We are going to do a word-storm.

What words come to your mind when you hear or read the words "caring for others?"

■WRITE DOWN THE YOUTHS' WORDS AS THEY CALL THEM OUT.

How do the words group together?

■HAVE THE YOUTHS WORK ON GROUPING WORDS.

What themes can you detect?

■HAVE THE YOUTHS LOCATE THEMES. PROBE: HOW ARE LOVE, FRIENDSHIP, AND CARING ALIKE AND DIFFERENT?

That was very good.

As we have said before, being wise and caring for others go together, like two sides of a coin.

Caring is very difficult to express if you are all tied up in that self which is always wanting things.

Caring is asking for less and giving a great deal.

Let me illustrate part of what I am talking about.

How many of you have ever been on a lake?

■CHECK OUT HOW MANY YOUTHS HAVE BEEN ON A LAKE.

Have you ever rowed a boat on a lake?

■ACT OUT ROWING A BOAT ON A LAKE. REMEMBER THAT THE FRONT OF THE BOAT IS BEHIND YOU WHEN YOU ROW.

Close your eyes and imagine that you are on a lake rowing your boat.

The lake is clean and clear.

The water smells fresh, and you are having a wonderful time.

It is a bit foggy, but not terribly foggy.

Suddenly out of the fog you see another row boat coming right at you.

Crash!

You are furious!

"What is that fool doing?"

"I just fixed my boat up."

"Can't he see where he's going."

Then you notice that there is nobody in the other row boat.

Open your eyes and see the empty boat.

What happens to your anger when you see that there is no one in the other boat?

■EXPLORE THE TYPICAL PHENOMENA THAT THE ANGER COLLAPSES.

If the boat is empty, we tend to shrug it off.

"Well, I'll just have to patch it up."

"It didn't do too much damage."

Life is a lot of encounters with an empty boat, but that's not the way we usually react.

We act as if the boat had a person in it, and that person is hitting us on purpose.

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That person should be nice to us and isn't.

That person isn't behaving as we want them to.

We are going to have a tough time showing love, caring, and friendship if people close to us have to be as we think they should be.

I want you to share something with another person in the group.

■DIVIDE THE GROUP IN PAIRS.

Think of one of the best friends you ever had.

Can you picture that person?

Now think of something that the two of you had fun doing.

It doesn't always have to look positive.

Some friends love to argue with each other.

Now tell the other group member what it was you and your friend used to have fun doing together.

■HAVE THE PAIRS SHARE.

Having good friends is one of the most important things in life.

We are going to pay attention to that as we go along today.

First, let's explore giving to others.

■GIVE EACH PERSON A BOWL WITH 10 PIECES OF CANDY IN IT.

Please sit on your cushion and put your bowl of candy in front of you.

Count your candy.

I need two volunteers to start us off.

■SELECT TWO VOLUNTEERS AND GIVE THEM INSTRUCTIONS.

I want you to get up, go around and take candy from other people's bowls.

You can take from anyone you want to, and you can take as much as you want to.

■HAVE THE VOLUNTEERS TAKE FROM THE OTHERS' BOWLS.

OK, now go back to your cushions.

■FILL UP ALL THE BOWLS WITH FIVE MORE CANDIES.

Count your candy.

I need three more volunteers.

■SELECT THREE MORE VOLUNTEERS AND GIVE THEM INSTRUCTIONS.

I want you to give candies from your bowl to others in the room.

You can give as much or as little as you choose, and you can give to anyone you want to.

■HAVE THE THREE VOLUNTEERS GET UP, GO AROUND, AND GIVE CANDIES TO OTHERS IN THE GROUP.

When you are finished, go and sit down on your cushion.

Let's start with the people who took candy.

How did you feel taking candy from others?

What did you think as you took their candy?

■EXPLORE FEELINGS AND THOUGHTS ASSOCIATED WITH TAKING.

How did the rest of you react when they were taking from your bowl?

■EXPLORE FEELINGS AND THOUGHTS ASSOCIATED WITH HAVING THEIR CANDY TAKEN.

Now for those who gave their candies away.

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How did you feel and what did you think when you gave your candy away?

■EXPLORE THE FEELINGS AND THOUGHTS ASSOCIATED WITH GIVING.

Now what about the rest of you.

How did you feel when you were being given candy?

■EXPLORE THE FEELINGS AND THOUGHTS ASSOCIATED WITH RECEIVING.

Do you agree with the statement that it is better to give than to receive?

■ENCOURAGE RESPONSES.

Let's take another look at caring for other people.

Exercise 3: Could I Be a Caring Person?
(20 minutes)

[The purposes of this exercise are to identify attitudinal barriers to caring for other people and to increase the youths' sense that they can be a caring person. Reacting to good deeds, thinking of a good deed, and sharing good deeds are the methods used.]

First, I want you to meet in two small groups and consider why you would not want to do a good deed.

■DIVIDE THE GROUP IN HALF. A FACILITATOR GOES WITH EACH SMALL GROUP AND GIVES THEM INSTRUCTIONS. THEN THE GROUP WORKS ON THE TASK.

(TO GROUP 1) - Your task is to come up with five reasons why you would not want to help a blind person across the street.

(TO GROUP 2) - Your task is to come up with five reasons why you would not give time to help a neighborhood group clear a vacant lot and make a little park.

■ALLOW 4 MINUTES. THEN BRING THE GROUPS BACK TOGETHER.

Now let's hear what you came up with.

■HAVE THE GROUPS PRESENT. IF SOME OF THE FOLLOWING REASONS WERE NOT MENTIONED, BRING THEM UP FOR REACTIONS.

1. IT ISN'T MACHO TO BE GOODY-TWO-SHOES.
2. SOME OF MY FRIENDS MIGHT LAUGH AT ME.

3. BLIND PEOPLE ARE CREEPY.
4. I'M TOO BUSY.
5. IF I HELP IN THE PARK, THEY WILL ASK ME TO WORK ON ANOTHER PROJECT ALSO.
6. WHO CARES WHAT THE NEIGHBORHOOD LOOKS LIKE ANYWAY?

Those were some interesting reasons for not helping others, reasons that many others would give.

They also show attitudes that get in the way.

Can you see how they all link back to the self that keeps wanting things, that can't accept things as they are?

■ENCOURAGE RESPONSES.

Next I would like each of you to think back on a good deed that you did.

Who was involved?

When and where did it happen?

What did you do?

■WAIT FOR EACH YOUTH TO THINK OF A TIME WHEN HE OR SHE DID A GOOD DEED.

Now tell us your good deed story.

■HAVE EACH YOUTH TELL THE GROUP ABOUT THE TIME HE/SHE DID A GOOD DEED.

■AFTER EACH YOUTH'S STORY, REINFORCE THE YOUTH WITH VERBAL PRAISE FOR DOING A GOOD DEED.

Thank you for your stories.

Are there any reactions to these stories?

■ENCOURAGE RESPONSES.

It looks like all of you know how to go beyond your wants to do a good deed for others.

As I mentioned before, friendships and good relationships are very important in life.

Exercise 4: What Do I Want From Relationships?
(20 minutes)

[The purposes of this exercise are to make youths aware that relationships show them that they want people to be as they want them and to have youths experience identifying what relationships tell them about their wants. The empty chair is employed here.]

The problem with relationships is that we think they are meant only for our happiness.

As if they were a big lollipop; a treat just for us.

Almost all problems in relationships are because we want the other person to be what we want them to be.

The most important thing a relationship does is help us to find our true self.

Relationships are mirrors that tell us what is going on within us.

Take a minute and think of the most significant relationship that you have right now.

■PAUSE.

What are the things that person isn't doing that you would like?

What are the rough spots between you?

■ALLOW 2 MINUTES FOR YOUTHS TO IDENTIFY THEIR MOST SIGNIFICANT RELATIONSHIP AND HOW THEY WANT THE OTHER PERSON TO CHANGE.

Now I want you to talk to that person through an empty chair.

■PLACE AN EMPTY CHAIR IN THE MIDDLE OF THE ROOM.

Pretend that the other person is sitting in that chair.

Tell that person what it is about them that you are unhappy with.

How would you like them to change?

■ONE AT A TIME HAVE EACH YOUTH TALK TO THE EMPTY CHAIR. AFTER EACH YOUTH HAS SPOKEN TO THE EMPTY CHAIR, ASK HIM/HER TO REFLECT ON THE SELF, e.g.:

WHAT'S GOING ON HERE?

WHAT DOES THIS TELL YOU ABOUT YOURSELF?

WHAT IS IT YOU ARE HOLDING ON TO?

■ENCOURAGE A BRIEF RESPONSE FROM EACH YOUTH. ASK THE GROUP IF THEY HAVE ANY CONSTRUCTIVE COMMENTS.

■CONTINUE UNTIL EVERY YOUTH HAS HAD A CHANCE.

That was very good.

Let me ask you: Is it a sign of caring to have unprotected sex when you are HIV positive?

Is it a sign of caring to abuse drugs and alcohol?

■ENCOURAGE RESPONSES AND DISCUSSION.

Now let's see how paying attention and being mindful fits in here.

Exercise 5: How Can I Appreciate Another Person?
(20 minutes)

[The purpose of this exercise is to increase the ability to be aware in a relationship. Modeling awareness and having youths in pairs listen and tell their life stories are the methods applied here.]

We have been using two basic skills - sitting to study the self and being aware - all along.

How do they fit in with relationships?

First, I want to practice being aware.

I will need a volunteer to talk to.

■SELECT A VOLUNTEER.

While I talk to _____ (THE VOLUNTEER) I want the rest of you to concentrate on us, observe us and really be aware.

■THE FACILITATOR AND VOLUNTEER SIT ON THEIR CUSHIONS FACING EACH OTHER.

(TO THE VOLUNTEER) - First, I would like you to tell me about the things that you really appreciate about your life right now.

■LISTEN TO THE VOLUNTEER'S RESPONSE, REALLY PAY ATTENTION. DON'T ASK QUESTIONS, AS THEY TEND TO TAKE THE SPEAKER AWAY FROM HIS/HER TRAIN OF THOUGHT. SUMMARIZE AS A WAY OF ENCOURAGING CONTINUATION.

Now tell me, what about your current situation is hard to accept.

■AGAIN PAY CLOSE ATTENTION.

Thank you.

Hopefully the rest of you observed in a way that didn't create separation between you and what was going on.

First, what can you tell me about non-verbal signs _____ showed during the conversation?

By that I mean gestures, posture, facial expressions, voice, eye contact.

■ENCOURAGE THE GROUP TO REPORT OBSERVATIONS
ON NON-VERBAL SIGNS.

What emotions did you sense?

■ENCOURAGE THE GROUP TO REPORT OBSERVATIONS
ON EMOTIONS.

What comfort levels did you observe?

■ENCOURAGE THE GROUP TO REPORT OBSERVATIONS
ON COMFORT LEVEL.

What themes and messages did you pick up?

■ENCOURAGE THE GROUP TO REPORT OBSERVATIONS
ON THEMES AND MESSAGES.

That was very good.

This time you will talk to each other.

Don't be an observer.

Be a participant.

Really soak up the other person.

Be so aware that your sense of self disappears.

I am going to start by dividing you into pairs.

■DIVIDE THE GROUP INTO PAIRS AND PASS OUT CUSHIONS. HAVE THE PAIRS FACE EACH OTHER.

To get you in the right mood, please get on your cushions and sit for a couple of minutes.

■HAVE THE GROUP SIT FOR TWO MINUTES.

The objective of what we are going to do next is to get to know each other while demonstrating complete attention or awareness.

We will start off by telling life stories.

I want each of you to tell your life story to the other person who will be paying strict attention.

In other words one person will tell his/her life story and then you will switch and the other person goes.

But, remember the point is to get to know each other through strong attention, so you can do whatever seems right in trying to reach the goal of knowing each other.

Don't just sit there totally passive while the other person tells his/her story.

Each person will have about five minutes to tell his/her life story.

If you become uncomfortable on your cushion, feel free to change your position.

OK, go ahead and get started.

■FIRST ONE YOUTH PRESENTS HIS/HR LIFE STORY (FOR 5 MINUTES) WHILE THE OTHER YOUTH MAINTAINS STRONG AWARENESS. THEN THEY SWITCH. TELL THE PAIR WHEN THE FIRST 5 MINUTES IS UP, AND THEN WHEN THE SECOND 5 MINUTES IS UP.

Thanks, let's check out what happened.

What did you experience while you were telling your story?

Did you feel that you were listened to?

How much distance did you feel between yourself and the other person?

■ENCOURAGE RESPONSES REGARDING THEIR EXPERIENCE WHILE TELLING THEIR STORIES.

What about when you were not telling your story and were being aware of the other person?

What was that like?

How much separation did you feel?

**■ENCOURAGE RESPONSES REGARDING THEIR
EXPERIENCE WHILE ABSORBING THE OTHER PERSON'S
STORIES.**

What about as a pair - as two people together trying to get to know each other - how much separation from each other did you feel?

■ENCOURAGE RESPONSES.

Thank you.

As I hope you can see, a good relationship is one where the self needs less.

Attending to each moment in the relationship with such intensity means that your wants and desires have less room to wedge between the two of you.

By not wanting from the other person - we can better accept the other person as he or she is.

Soon it will be time to say goodbye.

Still we want you to agree to try something out after this last session.

Exercise 6: What Can I Do After the Sessions Are Over?
(20 minutes)

[The purposes of this exercise are to increase the transfer of what goes on in the sessions to the real world and build group cohesion. Agreeing to try new tasks or experiences, giving group appreciation, saying goodbye and receiving a certificate are the approaches used.]

This is the last session in Being Together.

In the first session you wrote on a card what would make you happy and what would make you peaceful.

Take out those cards and read them over.

■WAIT A MOMENT WHILE YOUTHS REVIEW THEIR
CARDS.

How would you change what you wrote in the first session?

■ENCOURAGE RESPONSES.

All this time we have been talking about a way to deal with your daily activities.

Hopefully you will continue to use what we have practiced here every day of your life.

You know some of the options, such as increasing the length of sitting and increasing the number of times you sit.

I'll read some of the other choices from earlier sessions:

You could take a simple task and really concentrate on it every day.

Tasting every bite when you eat and not being distracted during the meal is another example.

Writing out "Who Am I" or expressing your self directly through an art project are other examples.

Another choice might be to re-write your own ethical standards and to pick out someone you really admire and read something about their ethical standards.

From the last session on getting wise there were tasks such as sitting with a picture of yourself as a child and recognizing how much life is constantly changing, or selecting an area of your life that is not OK and working on it.

From today, you could agree to

1. do one good deed per week,
2. figure out how what you want from friends is getting in the way of the friendship,
3. and setting aside time to be with your partner when you can really be attentive.

Can you give the group some other suggestions to choose from?

■ENCOURAGE ADDING TO THE LIST.

Think a moment and decide on what you agree to do.

■HAVE EACH YOUTH INDICATE WHAT HE OR SHE AGREES TO DO.

Those are some good things to try.

Before we stop I want to give each of you a certificate for completing Being Together, and the TLC sessions.

As I call your name, please come forward to receive your certificate.

■CALL OUT NAMES. GIVE CERTIFICATES TO EACH PARTICIPANT. ENCOURAGE APPLAUSE AFTER EACH PERSON RECEIVES IT.

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

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 and for all that they have shared in Teams Linking Care sessions.

You can appreciate things they said or did, their style, their presence, their depth, their quietness - all kinds of things.

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

I would like to do two things before we close. The first is to read a passage from a book written by Robert Fulghum. It says a lot about awareness, and wisdom, and compassion, and many of the things we have been working on. It's called "All I Really Need To Know I Learned In Kindergarten" and it goes something like this:

■READ "ALL I REALLY NEED TO KNOW....."

All I really need to know about how to live and what to do and how to be I learned in kindergarten.

Wisdom was not at the top of the graduate-school mountain, but there in the sand pile at Sunday school.

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These are the things I learned: Share every thing. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say your sorry when you hurt somebody. Wash your hands before you eat . Flush. Warm cookies and cold milk are good for you.

Live a balanced life: Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch out for traffic, hold hands and stick together.

Be aware of WONDER. Remember the little seed in the Styrofoam cup: The roots go down and the plant goes up, and nobody really knows how and why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup - they all die. So do we.

And then remember the Dick and Jane books and the first word you learned, and the biggest word of all LOOK!

Everything you need to know is in there somewhere. The golden rule and love and basic sanitation. Ecology and politics and equality and sane living.

Take any one of those items and put it into sophisticated adult terms and apply it to you own life or your work or your government or your world and it holds true and clear and firm.

Think what a better world it would be if we all - the whole world - had cookies and milk about three o'clock every afternoon and then lie down with our blankies for a nap.

Or if all governments had as a basic policy to always put things back where they found them and to clean up there own mess.

And it is still true, no matter how old or wise you are - when you go out into the world it is best to hold hands and stick together.

Now, I would like us to end with forming a circle.

Hold the hands of those on either side of you.

■HAVE THE GROUP MEMBERS FORM A CIRCLE AND HOLD HANDS. TAKE A DEEP BELLY BREATH AND LET IT OUT SLOWLY.

■PAUSE

Now close your eyes and repeat this sentence out loud after me:

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

■APPLAUSE AFTER GROUP REPEATS THE SENTENCE.

■GIVE YOUR OWN CLOSING REMARKS, E.G.

I really enjoyed working with you and hope you have a good life.

THE END OF SESSION 8

MY GIRL/BOY FRIEND

TV REPORTER: This is personal - off the record.

WISE PERSON: Where is your camera crew?

TV REPORTER: I didn't even bring them this time. I need to talk to you.

WISE PERSON: Yes.

TV REPORTER: I've been totally preoccupied these last three weeks because of this big fight I had with my girl/boy friend. I've been so upset I could hardly do the news. Everyone is noticing how upset I am.

WISE PERSON: Tell me about it.

TV REPORTER: I can hardly speak. I don't think I can get it out.

WISE PERSON: Well, where is your girl/boy friend now?

TV REPORTER: She/He's at work.

WISE PERSON: Where is the upset? Where is the quarrel? Where is it?

TV REPORTER: I'm telling you about it.

WISE PERSON: But where is it? Show it to me.

TV REPORTER: Listen, dummy. I can't show it to you, but I'm trying to tell you about it. This is the way it happened.

WISE PERSON: But when was it?

TV REPORTER: You are going to drive me crazy. It was three weeks ago.

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THE END