

Family-to-Family: Psychoeducation to Improve Children's Outcome in HIV+ Families in Thailand

“Rao Rak Luk” Project



F2F

Family to Family Intervention Manual

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“Rao Rak Luk” Project

FTD: Feeling-Thinking-Doing (Preparation Session)

All participants will complete the Preparation Session on FTD before Session 1

Activity 1 30 minutes	Introduction and Check-in <ul style="list-style-type: none">• Ice Breaker/Welcome/Explain “Rao Rak Luk” Project• Pair Share Introductions• Introduce : Tokens, Group Rules• Talk about emotion and feeling
Activity 2 50 minutes	Skill Building <ul style="list-style-type: none">• What is the Feeling Thermometer? / Ask for examples from the group to explain the different levels of Feeling Thermometer / Link the feeling to the thinking process and the action
Activity 3 10 minutes	Pair ↔ Share <ul style="list-style-type: none">• What are situations at 0, 20, 40, 60, 80, &100? And where you feel in your body?• Share with the group
Activity 4 10 minutes	Goal Setting <ul style="list-style-type: none">• Review guidelines for good goals on a flipchart• Ask participants for personal goal for the week
Activity 5 15 minutes	Relaxation <ul style="list-style-type: none">• Relaxation activity• Ask for personal Feeling Thermometer before and after relaxation activity
Activity 6 10 minutes	Wrap-up <ul style="list-style-type: none">• Brief review of personal goals• Ask each participant to name one positive thing they gained from the group• Preview next session and encourage attendance

Session Goals

- To understand and practice using the Feeling Thermometer in daily life situations
- Slow down the process of feeling-thinking-doing



Session 1: Emotion and Feeling Management when Living with HIV

(Module1 : Healthy Mind)

Activity 1 15 minutes	Introduction and Check-in <ul style="list-style-type: none"> • Ice Breaker / Group Rules • Pair Share Introductions • Talk about last week's goal • Talk about emotion and feeling
Activity 2 20 minutes	Pair ↔ Share <ul style="list-style-type: none"> • Divide participants : Talk about their feelings when they found out about their HIV status • Bring them together : Ask for volunteers to give report, and use the Feeling Thermometer • Feeling management – change experience in group (review on flipchart)
Activity 3 20 minutes	Pair ↔ Share <ul style="list-style-type: none"> • Identify one difficult situation: What is a situation that happened this week that you made you feel guilty, blame other person, or depressed? What was your Feeling Thermometer level? Where did you feel in your body? What did you talk to yourself? And what happened after that situation? • Ask for volunteers to give report
Activity 4 5 minutes	Let's talk <ul style="list-style-type: none"> • Ways to manage with feeling
Activity 5 30 minutes	Lessons learned <ul style="list-style-type: none"> • Ask participants what they learned and write on a flipchart
Activity 6 10 minutes	Relaxation <ul style="list-style-type: none"> • Relaxation activity • Ask for personal Feeling Thermometer before and after relaxation activity
Activity 7 15 minutes	Goal Setting <ul style="list-style-type: none"> • Review guidelines for good goals on a flipchart • Ask participants for personal goal for the week
Activity 8 10 minutes	Wrap-up <ul style="list-style-type: none"> • Ask each participant to name one positive thing they gained from the group • Preview next session and encourage attendance

Session Goals

- To practice evaluation of their feelings when they knew their HIV status and relate them to Feeling Thermometer
- To learn ways to manage difficult feelings



Session 2: Positive Thinking and Doing (Module1 : Healthy Mind)

Activity 1 15 minutes	Introduction and Check-in <ul style="list-style-type: none"> • Ice Breaker / Group Rules • Pair Share : Introduce yourself • Talk about last week's goal
Activity 2 20 minutes	Pair ↔ Share <ul style="list-style-type: none"> • In a week, what was a situation that someone (kid, sister, friend, etc.) behaved badly to you? What did you talk to yourself? What was your Feeling Thermometer level? Is there any good thing you got from this situation? How do you think positively with the situation? • Ask for volunteers to give report and share ideas on how to think positively
Activity 3 20 minutes	Pair ↔ Share <ul style="list-style-type: none"> • What are good things about living with HIV • Ask for volunteers to give report
Activity 4 5 minutes	Lessons learned <ul style="list-style-type: none"> • Ask participants what they learned and write on a flip chart
Activity 5 10 minutes	Relaxation <ul style="list-style-type: none"> • Relaxation activity
Activity 6 15 minutes	Goal Setting <ul style="list-style-type: none"> • Review guidelines for good goals on a flipchart • Ask participant for personal goal for the week
Activity 7 10 minutes	Wrap-up <ul style="list-style-type: none"> • Ask each participant to name one positive thing they gained from the group • Preview next session and encourage attendance

Session Goals

- Encourage participants to practice using the Feeling Thermometer with situations where someone behaved badly to them and making choices for thinking and responding to them
- Positive thinking and thinking in Buddhism way



Session 3: Disclosure (Module1 : Healthy Mind)

Activity 1 15 minutes	Introduction and Check-in <ul style="list-style-type: none"> • Ice Breaker / Group Rules • Pair Share : Introduce your self • Talk about last week's goal • Start talking about disclosing your HIV status
Activity 2 30 minutes	Pair ↔ Share and role play <ul style="list-style-type: none"> • Role play (Demonstration by the facilitator and the assistant : Disclosing with sister • Divide participants : Husband disclosing with his wife • Use the Feeling Thermometer to get participants to recognize their feelings
Activity 3 30 minutes	Pair ↔ Share and role play <ul style="list-style-type: none"> • To whom you feel most comfortable to disclose your HIV status : rank 3-5 order • Divide participant in pairs and role play : Disclosure with the one you feel most comfortable
Activity 4 15 minutes	Lessons learned <ul style="list-style-type: none"> • Ask participants what they learned and write on a flipchart • Plan for disclosure and practice an effective communication
Activity 5 10 minutes	Relaxation <ul style="list-style-type: none"> • Relaxation activity
Activity 6 15 minutes	Goal Setting <ul style="list-style-type: none"> • Whom you want to disclosure with in next week.
Activity 7 10 minutes	Wrap-up <ul style="list-style-type: none"> • Ask each participant to name one positive thing they gained from the group • Preview next session and encourage attendance

Session Goals

- Practice about disclosure HIV positive with other persons
- Telling good things about disclosure
- Learning about plan for disclosure and effective communication



Session 4: Stress Management

(Module 1 : Healthy mind)

Activity 1 15 minutes	Introduction and Check-in <ul style="list-style-type: none"> Ice Breaker / Group Rules Pair Share : Introduce yourself (When having a new comer) Talk about last week's goal
Activity 2 25 minutes	Pair ⇌ Share <ul style="list-style-type: none"> Identify a situation where you felt stressed or worried last week How do you do when you feel stressed? Ask for volunteers to give report
Activity 3 5 minutes	Practice with relaxation way <ul style="list-style-type: none"> Deep breathing Muscle stretching
Activity 4 15 minutes	Let's talk <ul style="list-style-type: none"> Effective communication (assertiveness) and "Gheng Jai" management
Activity 5 20 minutes	Lessons learned <ul style="list-style-type: none"> Ask participants what they learned and write on a flipchart
Activity 6 10 minutes	Relaxation <ul style="list-style-type: none"> Relaxation activity Ask for personal Feeling Thermometer before and after relaxation activity
Activity 7 15 minutes	Goal Setting <ul style="list-style-type: none"> Review Guidelines for Good Goals on Flipchart Ask participant for personal goal for the week
Activity 8 10 minutes	Wrap-up <ul style="list-style-type: none"> Ask each participant to name one positive thing they gained from the group Preview next session and encourage attendance (Or ask participants what they want to know about treatment and care an HIV case for the nest session)

Session Goals

- Sharing stress management's ways with partner and the way to manage that feeling
- Understand the effective communication (assertiveness)



Session 5: Medical Adherence & Access to Care

(Module 2 : Healthy body)

Activity 1 15 minutes	Introduction and Check-in <ul style="list-style-type: none"> • Ice Breaker / Group Rules • Pair Share : Introduce your self • Talk about last week's goal
Activity 2 20 minutes	Pair ⇌ Share <ul style="list-style-type: none"> • Share knowledge or experiences about illness after having HIV positive, and what are treatment and care • Difficulties in following the medical care and self care • Ask for volunteers to give report
Activity 3 20 minutes	Learning spot <ul style="list-style-type: none"> • Use a flipchart to help teach about care after HIV positive, antiretroviral drug, and opportunistic infections • How to access to other sources of information about the illness and access to adequate treatment
Activity 4 30 minutes	Pair ⇌ Share and Role play <ul style="list-style-type: none"> • Act out : Telling your doctor when you missed some medications • Bring them together and ask volunteers for a pair to have a role play for the group • Pair share : How to communicate with a doctor or a nurse in difficult situations?
Activity 5 15 minutes	Lessons learned <ul style="list-style-type: none"> • Ask participants what they learned and write on a flipchart
Activity 6 10 minutes	Relaxation <ul style="list-style-type: none"> • Relaxation activity
Activity 7 15 minutes	Goal Setting <ul style="list-style-type: none"> • Ask participant for personal goal for the week
Activity 8 10 minutes	Wrap-up <ul style="list-style-type: none"> • Ask each participant to name one positive thing they gained from the group • Preview next session and encourage attendance

Session Goals

- Know the sources of information about HIV/AIDS and care
- Be able to identify the common illness among the HIV+ persons
- Know when, where and how to access the adequate treatments
- Understand the importance of ARV and regular medications
- Learn how to have a good communication with medical staff



Session 6: Prevention of HIV transmission

(Module 2 : Healthy body)

Activity 1 15 minutes	Introduction and Check-in <ul style="list-style-type: none"> Ice Breaker / Feeling Thermometer/ Group Rules Pair Share : Introduce your self Talk about last week's goal
Activity 2 20 minutes	Let's talk <ul style="list-style-type: none"> How is HIV transmitted? (And ask participants what they want to know about HIV.) Prevention of HIV transmission : safer sex
Activity 3 15 minutes	Learning spot <ul style="list-style-type: none"> Risk of HIV infection : Between spouse (including issues of different risk level of husband and wife), Mother to child Effect of re-infection
Activity 4 30 minutes	Pair ⇔ Share and Role Play (3 situations) <ul style="list-style-type: none"> Asking your partner to be tested for HIV Husband ask his partner to have sex without condom Husband and wife discuss on deciding to have children
Activity 5 10 minutes	Learning spot <ul style="list-style-type: none"> Demonstration and practice using a condom with a model
Activity 6 10 minutes	Lessons learned <ul style="list-style-type: none"> Ask participants what they learned and write on a flipchart
Activity 7 10 minutes	Relaxation <ul style="list-style-type: none"> Relaxation activity
Activity 8 15 minutes	Goal Setting <ul style="list-style-type: none"> Review Guidelines for Good Goals on Flipchart Ask participant for personal goal for the week
Activity 9 10 minutes	Wrap-up <ul style="list-style-type: none"> Ask each participant to name one positive thing they gained from the group Preview next session and encourage attendance

Session Goals

- Telling the way to prevent the HIV transmission
- Practice negotiation for safer sex
- Prepare for deciding on having children



Session 7: Self Care in Daily Routine

(Module 2 : Healthy body)

Activity 1 15 minutes	Introduction and Check-in <ul style="list-style-type: none"> • Ice Breaker / Group Rules • Pair Share : Introduce your self • Talk about last week's goal
Activity 2 20 minutes	Pair ⇌ Share <ul style="list-style-type: none"> • How to take care yourself after HIV+ • Difficulties in self care practice • Ask for sharing to the main group and write down on a flip chart
Activity 3 20 minutes	Learning spot (Use a flipchart) <ul style="list-style-type: none"> • Health promotion activities e.g. exercise, eating, meditation, avoiding from drugs • Aware on opportunistic infection
Activity 4 15 minutes	Lesson Learned <ul style="list-style-type: none"> • Ask participants what they learned and write on a flipchart
Activity 5 15 minutes	Pair ⇌ Share <ul style="list-style-type: none"> • How to plan for regular exercise • When you should go to see a doctor?
Activity 6 10 minutes	Relaxation <ul style="list-style-type: none"> • Relaxation activity
Activity 7 15 minutes	Goal Setting <ul style="list-style-type: none"> • Ask participant for personal goal for the week
Activity 8 10 minutes	Wrap-up <ul style="list-style-type: none"> • Ask each participant to name one positive thing they gained from the group • Preview next session and encourage attendance

Session Goals

- Able to tell the importance of self care in daily routine
- Know the difficulties on daily self care
- Aware on common opportunistic infections
- Know the healthy behavior, traditional medicine, and alternative medicine



Session 8: Family Member's Role
(Module 3 : Parenting and Family Relationship)

This session may be the first time that the HIV+ & Family Member will join together.

Activity 1 20 minutes	Introduction and Check-in <ul style="list-style-type: none"> Ice Breaker such as / Group Rules Pair Share : Introduce your self (When have new comer) Talk about last week's goal
Activity 2 20 minutes	Pair ⇌ Share <ul style="list-style-type: none"> What changes happened in your family after one has the HIV infection?
Activity 3 20 minutes	Let's talk <ul style="list-style-type: none"> Discussion on changes of roles in a family when there is an HIV+ person
Activity 4 20 minutes	Role Play <ul style="list-style-type: none"> Divide participants and act out : Ask for more help in the family from your husband who has no job Bring them together and ask for volunteers to repeat their role play for the group
Activity 5 10 minutes	Let's talk <ul style="list-style-type: none"> Relate the role play with Feeling/Thinking/Doing (FTD) Planning about family member's roles management
Activity 6 10 minutes	Relaxation <ul style="list-style-type: none"> Relaxation activity Ask for personal Feeling Thermometer before and after relaxation activity
Activity 7 10 minutes	Goal Setting <ul style="list-style-type: none"> Ask participant for personal goal for the week
Activity 8 10 minutes	Wrap-up <ul style="list-style-type: none"> Ask each participant to name one positive thing they gained from the group Preview next session and encourage attendance

Session Goals

- Plan and manage the roles in the family
- Manage conflicts in the family



Session 9: Parenting / Parenting while Ill
(Module 3 : Parenting and Family Relationship)

Activity 1 20 minutes	Introduction and Check-in <ul style="list-style-type: none"> Ice Breaker / Group Rules Pair Share : Introduce your self Talk about last week's goal
Activity 2 20 minutes	Pair ↔ Share <ul style="list-style-type: none"> Mother : How to explain and relieve the worry when they feel worried about their health and problems with discrimination
Activity 3 30 minutes	Let's talk <ul style="list-style-type: none"> Ask volunteers give reports to the group Relate the role play with Feeling/Thinking/Doing (FTD) How is the current relationship between you and your child? Planning to improve relationship with your child and improve child's discipline
Activity 4 20 minutes	Role-play Child discipline : <ul style="list-style-type: none"> How to talk to your child when he/she has aggressive behavior ?
Activity 5 15 minutes	Relaxation <ul style="list-style-type: none"> Relaxation activity Ask for personal Feeling Thermometer before and after relaxation activity
Activity 6 15 minutes	Goal Setting <ul style="list-style-type: none"> Review Guidelines for Good Goals on Flipchart Ask participant for personal goal for the week
Activity 7 15 minutes	Wrap-up <ul style="list-style-type: none"> Ask each participant to name one positive thing they gained from the group Preview next session and encourage attendance

Session Goals

- Increase positive relationship in the family especially with children
- Plan on giving care that encourage children to have discipline
- Help parents have better child care



Session 10: Long Term Plan with Family for Yourself and Children
(Module 3 : Parenting and Family Relationship)

Activity 1 20 minutes	Introduction and Check-in <ul style="list-style-type: none"> • Ice Breaker / Group Rules • Pair Share : Introduce your self • Talk about last week's goal
Activity 2 15 minutes	Let's talk <ul style="list-style-type: none"> • Planning for having conversations with your child about your illness and preparing for his/her life after you pass away
Activity 3 20 minutes	Pair ⇌ Share <ul style="list-style-type: none"> • Role play: Act out as a mother getting severely ill and try to talk with her child • Ask for volunteers give reports to group • Relate the role play with the Feeling Thermometer
Activity 4 15 minutes	Let's talk (Discussion, & Share experiences) <ul style="list-style-type: none"> • Prepare long term plan for children e.g. child custody plan
Activity 5 10 minutes	Pair ⇌ Share <ul style="list-style-type: none"> • Talking to person who will take care your child after you pass away
Activity 6 15 minutes	Relaxation <ul style="list-style-type: none"> • Relaxation activity • Ask for personal Feeling Thermometer before and after relaxation activity
Activity 7 15 minutes	Goal Setting <ul style="list-style-type: none"> • Review Guidelines for Good Goals on Flipchart • Ask participant for personal goal for the week
Activity 8 15 minutes	Wrap-up <ul style="list-style-type: none"> • Ask each participant to name one positive thing they gained from the group • Preview next session and encourage attendance

Session Goals

- Skill building on planning together with their children
- Keep children feel confident on living when their mother gets severely ill or passes away
- Plan for child custody



Session 11: Social Participation and Support
(Module 4 : Social and Community)

Activity 1 20 minutes	Introduction and Check-in <ul style="list-style-type: none"> • Ice Breaker / Group Rules • Pair Share : Introduce your self (When having a new comer) • Talk about last week's goal
Activity 2 15 minutes	Pair Share & Group discussion (Share experience) <ul style="list-style-type: none"> • How is your community? (general view) / How is the relationship with your old friends? Do you have new friends? What are activities you join with people in you community? • Sharing to the main group
Activity 3 30 minutes	Pair ⇌ Share <ul style="list-style-type: none"> • Tell some good things that you want them to occur with other HIV+ persons • What are the strengths of: joining with groups (here and other groups), getting more information? • What are good information sources and how to access them • Sharing
Activity 4 10 minutes	Relaxation <ul style="list-style-type: none"> • Relaxation activities
Activity 5 20 minutes	Goal Setting <ul style="list-style-type: none"> • Review Guidelines for Good Goals on Flipchart • Ask participant for personal goal for the week
Activity 6 15 minutes	Wrap-up <ul style="list-style-type: none"> • Ask each participant to name one positive thing they gained from the group • Preview next session and encourage attendance

Session Goals

- Learn how to make new friends and have a good relationship
- Know the groups with helping hands for HIV+ person
- Learn some good things we get from our society



Session 12: Working
(Module 4: Social and Community)



Activity 1 20 minutes	Introduction and Check-in <ul style="list-style-type: none"> Ice Breaker / Group Rules Pair Share : Introduce yourself Talk about last week's goal
Activity 2 20 minutes	Pair ⇌ Share & Role play <ul style="list-style-type: none"> Divide participants into pairs and act out : An HIV+ worker and his employer Employer: appoint an HIV+ worker to inform that he want to terminate the employment because of concerns about the decreasing work performance and possible bad effect to other workers Worker: Explain and negotiate to keep his work Relate the role play to the Feeling Thermometer What are other difficulties in your workplace?
Activity 3 20 minutes	Let's talk (Share experience) <ul style="list-style-type: none"> What jobs are suitable for the HIV+? Have you ever stopped working due to the severe illness? What should I do to reduce the bad impact of being HIV+? : <ol style="list-style-type: none"> When nobody at work knows my HIV status AND When they know my HIV status
Activity 4 15 minutes	Pair ⇌ Share <ul style="list-style-type: none"> Act out : An HIV+ worker try to change some activities in his work and he does not want to have conflicts with his friend (Given nobody knows his HIV status)
Activity 5 10 minutes	Relaxation <ul style="list-style-type: none"> Relaxation activity
Activity 6 20 minutes	Goal Setting <ul style="list-style-type: none"> Review Guidelines for Good Goals on Flipchart Ask participant for personal goal for the week
Activity 7 15 minutes	Wrap-up <ul style="list-style-type: none"> Ask each participant to name one positive thing they gained from the group Preview next session and encourage attendance

Session Goals

- Help participants prepare for the impact of having HIV+ on his job
- Cheer up the infected to keep their work and try their best in life

Rao Rak Luk Project

Preparatory Session : Feeling, Thinking, Doing

Outcome and Skills	
<p>Outcome (1): Participants will be able to better identify and regulate their feelings, thoughts and behaviors.</p> <p>Skill 1: Participants will identify uncomfortable situations surrounding HIV or an event from last week.</p> <p>Skill 2: Participants will rate their comfort level on the feeling thermometer.</p> <p>Skill 3: Participants will apply the FTD framework to events in their lives.</p>	
Agenda/Timeline (Total time: 120 minutes)	Materials
<p>Check-in (30 min)</p> <ul style="list-style-type: none"> - Introductions - Introduce tokens - Group Rules - Preview of this session <p>Let's talk – Skill building (45 min)</p> <p>Increase ability to regulate feelings through:</p> <ul style="list-style-type: none"> - Practicing FTD - Using Feeling Thermometer - Identifying uncomfortable and comfortable situations <p>Pair Shared (15 min)</p> <p>Goal Setting (10 min)</p> <p>Relaxation Exercise (10 min)</p> <p>Wrap-Up (10 min)</p> <ul style="list-style-type: none"> - Review goal for the week. - Make one positive statement about oneself. - Identify one gain made through the session. - Preview next session and encourage attendance 	<ul style="list-style-type: none"> - FTD Poster - Feeling Thermometer Poster - Tokens - Flipcharts - Pens <p>Handouts:</p> <ul style="list-style-type: none"> - Feeling Thermometer Chart <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Post on the wall ahead of time</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Write on Flipchart Ahead of Time</p> <ul style="list-style-type: none"> - Today's Topic/Goals for the Session - Goals of Group - FTD Triangle </div> </div>

Note : *Italic texts* in this document are used in case of example sentences or wording used in the session.



Check – In (30 min)

Introductions

- Welcome
- First names
- Identify one area of strength
 - *One good thing about you (as a parent or as overall).*

Introduce Tokens

The facilitator distributes tokens to all members:

- *We will be using these tokens throughout the sessions. Each of us will have a set at the beginning of each group. They are tokens of appreciation and help us be in touch with what we like.*
- *Whenever someone says or does something that makes you feel good, give them a token as a way of recognizing that you liked what they did or said.*
- *For instance, it can be when you feel proud of someone or you feel that you admire them. It can be a sweet smile or the way someone listens to you.*
- *You should not wait too long, because you may forget to give tokens for that event. If it is not an interruption of his speaking, please tell him your reason for giving token.*

The facilitator assistant may give some tokens to a participant (or to the facilitator) for example and give a reason.

- *When I notice something I like, I'll give a token (i.e., you just looked me in the eyes and that makes me feel like you are really listening to me; or you asked me a question which makes me feel like you care about what we are talking about.)*
- *Have any of you already noticed anything about anyone in the group that you like?*

Ice Breaking Activity

- *Let's clap our hand together.*
- *Clap 1 time. ... 2 times,3 times*



- *Louder.*
- *Clap 5 times*

This activity can be changed to another one or modified as appropriate.



Goals of the Workshops: Why we are here

Write on flipchart ahead of time

Overarching goals:

- ✓ Help you take better care of yourself
- ✓ Help you take better care of your children.

Sub goals:

- ✓ Improve how you cope with stressful life situations (i.e., daily routines: physical health, sadness and worry, parenting, relationships, etc.).
- ✓ Increase the number of positive feelings, thoughts and behaviors. Learn to feel, think and act more positively about today, tomorrow, yourself and the people around you.
- ✓ Improve positive relationships with family, especially children (i.e., better ways of communicating, resolving conflict, balancing personal and child needs, etc.)

Elicit other goals that participants may have.

Add goals generated by participants on flipchart.

- *Each of you may have other goals that you also like for us to talk about here.*
- *Having goals gives us a powerful reason to want to take care of ourselves in order to make our dreams come true.*
- *Having goals is also a great thing to model for your children so that they can learn to set goals for themselves. You can also teach them how to plan to accomplish their goals.*



Don't Forget

Point out commonalities

Group Rules

Generate Group Rules

- *It is important for you to feel safe in the group and to feel good about coming here.*

- What could be some rules or expectations that we can have that will help you feel comfortable about being HIV positive and being here?



Don't Forget

It is important for the women to own the group rules. Therefore, allow them to generate the group rules so that it is individualized for the particular group. However, make sure to elicit the following rules:

- Confidentiality among group members
- Don't come high
- Arrive 10 minutes before the group begins
- Respect for similarities and differences
- Stick to workshop content
- Provide equal time

Remind participants that the group rules are intended to create a safe and supportive environment. Therefore, if a participant does not respect the group rules, the facilitator or other group members may ask the participant to leave the group for that day.

Preview today's topic and goal for session



Write on flipchart ahead of time:

Pay more attention to:

1. *how we feel,*
2. *what we think in our head, and*
3. *how we act in different situations.ขอให้สังเกตว่า*



Write on flip chart ahead of time: Connecting Feeling, Thinking and Doing (Triangle)

**Let's talk – Skill Building
(45 min)**

- FTD



Skill: Increase ability to regulate emotions by

- (1) applying FTD to a situation that makes you feel uncomfortable
- (2) connecting physiological responses, thoughts and actions

F: F refers to feelings. Feelings are body reactions you have to a situation. For example, if you are feeling angry, where do you feel it in your body?

T: T refers to thoughts. Thoughts are things you say to yourself. For example, if you have to go on a job interview, you might say to yourself I am smart, I can do this, or you might say I am going to throw up, or you might say Why is that teacher so hard?

D: D refers to what you actually do, to behaviors. For example, if you have an argument with your partner, you might yell, call a friend, slam doors, write in a journal, cry, leave, or take time to calm down.

Use a scenario to demonstrate FTD

- *If a teacher calls you about your kid doing something disruptive in the class, what do you feel, where do you feel it, what goes through your head, what do you do?*
- *If someone drive his car badly while you are riding you motorcycle, and that make you nearly get an accident, what do you do?*

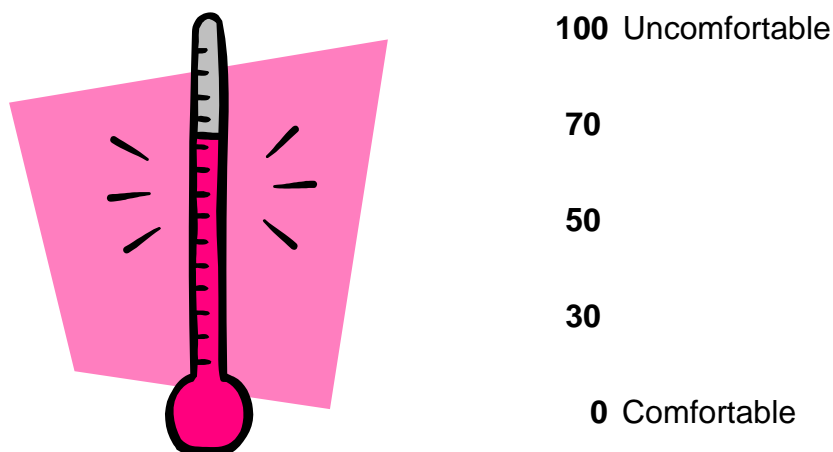


Don't Forget

Normalize that we often do not pay attention to our thoughts as they are automatic.

Point out that FTD is typically a habit.

Feeling Thermometer



Feeling Thermometer

Skill: Increase ability to regulate emotions by becoming aware of the level of comfort and discomfort.

(Explain and use poster)

Review Feeling Thermometer

- *Temperature of your feelings*

Discuss that the Feeling Thermometer will be applied throughout sessions to help participants become more aware of what situations make them feel comfortable and uncomfortable.



Don't Forget

Sometimes people completely shut down; They feel they are at 0; They split what they feel and what they think and do; They miss the signs for 20, 40, 60...; They jump to 100; They are subtle cues at 20, 40, 60; We will try to figure out these cues.

The goal is to teach members to identify physiological responses to different feeling thermometer ratings.

Throughout group, check in with members about their thermometer rating; If their rating is lower, ask them what helped lower it; Praise them for being able to lower their discomfort

Identify uncomfortable / difficult situations

Skill: Increase ability to regulate emotions by becoming aware of triggers: Difficult situations

- ✓ *What is a situation in the past month that made you feel uncomfortable (100)?*
They may relate to being HIV+ or any situation that may have occurred in the past week.



Don't Forget

The goal of this exercise is to help participants learn more about themselves and their patterns.

We cannot regulate our emotions until we can anticipate and be aware of how we feel; Once we have identified our triggers (i.e., types of situations that are difficult for us, we can learn tools (i.e., relaxation, positive self-talk) to self-regulate (i.e., how to cope with a situation of high discomfort or anxiety.

Connect situation to feeling thermometer

- *When you are feeling 100, where do you feel it in your body?*

Feeling Thermometer Chart

Skill: Increase ability to regulate emotions by becoming aware of the connection between feelings, thoughts, and behavior.

- *We want you to know your own pattern of feeling, thinking and acting.*

Pair Share (15 นาที)

Divide group member in to pairs. Explain the feeling thermometer chart on flipcharts. The let them discuss their FTD in 3 identified situations and complete in feeling thermometer chart. It is allowable for some participants don't want to write down, let them just discuss without writing. Limit 2 minutes for each situation.

Thermometer	Situation	Body Reaction	Thoughts	Do
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Reading				

Possible situations (written on flipchart) :

- When the doctor first told you were HIV positive
- Telling people about HIV status
- Going to the doctors and adhering to medication regimen

The facilitator asks some pairs and complete on the flipchart.

Then continue to next 3 situations without pair share.

- Family's reaction to HIV
- Feeling like you have no control over your health
- Refusing unprotected sex with a long-term partner

Goal Setting (10 min)

Distribute blank feeling thermometer chart and ask them complete it at home. It could be done by writing down on the chart or just think without writing.

- ★ *Identify 6 situations when you felt most calm (0) and situations at 20, 40, 60, 80, and 100*
- ★ *We begin to learn our individual habits or profiles.*
- ★ *We each have different situations where we are at a 0 or a 50.*
- ★ *For example, where are you if you have to speak to your child's teacher; where are you when you have to tell your child that she is grounded; etc.*
- ★ *We want to learn to know what our feelings are and how to manage them.*



Relaxation Exercise

(10 min)

- o Before we end this exercise, I want to do one more thing. I want you think about a situation that would cause you a high degree of discomfort.*
- o Now, let's do a relaxation exercise.*

RELAXATION SEQUENCE: ON THE BEACH

Following the relaxation exercise:

- ☐ *Where are you on the Feeling Thermometer right now?*
- ☐ *Throughout the sessions, we will learn different ways that can help us feel better in stressful situations.*
- ☐ *Relaxation can be a helpful way of dealing with negative feelings or when you're feeling uncomfortable.*



Don't Forget

A relaxation exercise, especially one that may entail closing of eyes may trigger anxiety for some participants; Therefore, you may want to end group with eliciting some examples of comfortable situation.

Skip eliciting comfortable situations if at the end of the relaxation exercise, group members report being at a comfortable feeling thermometer rating.

Wrap-Up
(10 min)

- Review goal for the week: Completion of Feeling Thermometer chart
- Make one positive statement about oneself.



- *Positive feeling in the group or one thing you liked about the group.*
- Connect session to positive outcomes for the children of the women
 - *How may today's discussion improve the lives of your children and/or your relationship with your children?*
- Identify some thing that you gained from coming today.
- Preview next session and encourage attendance.

Symbols used in this document



Prepare ahead of time



Hints for conceptualization and understanding of the group process; Hints for themes to elicit from the group, etc

Italic text : Example of sentence used in the session



ตารางปรอทอารมณ์

	เหตุการณ์	รู้สึกร้อยละ ที่ส่วนใดของร่างกาย	การคิด	การกระทำ
100				
80				
60				
40				
20				
0				



Session 1: Emotion and Feeling Management when Living with HIV (Module 1: Healthy Mind)

Outcome & Skills	
<p>Outcome: Participants can manage their feelings such as self blaming, blaming others, despairing, etc. better when they are informed of their HIV infection</p> <p>Skill 1) Participants evaluate their feelings by using the Feeling Thermometer when they were informed of the HIV status.</p> <p>Skill 2) Participants learn how to handle any occurred feeling.</p>	
Agenda/Timeline (Total time 120 minutes)	Materials
<p>Check in (20 minutes)</p> <ul style="list-style-type: none"> - Introduction / Ice Breaking / Group Rules - Distribute and introduce tokens - Review goals from last week - Preview of today's session <p>Pair Share (20 minutes)</p> <ul style="list-style-type: none"> - How did you feel when you were informed of the (HIV) infection? <p>Pair Share (20 minutes)</p> <ul style="list-style-type: none"> - In any situation that you feel guilty, blaming, despairing, or tired / what do you think and do? How do you manage it? <p>Let's talk (20 minutes)</p> <ul style="list-style-type: none"> - Option to think and do SMART way <p>Lessons Learned(15 minutes)</p> <p>Relaxation Exercise (10 minutes)</p> <p>Goal setting (15 minutes)</p> <p>Wrap-up (10 minutes)</p> <ul style="list-style-type: none"> - Talk about good feeling or thing that they like from group activities, include any advice. - Preview activities of next session. - Schedule time 	<ul style="list-style-type: none"> - Feeling Thermometer Poster - Tokens - Flipcharts - Pen <p>Post these on the wall before start the activity.</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <p>Post on the wall ahead of time</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <div data-bbox="829 1285 967 1434" data-label="Image"> </div> <p>Write on Flipchart Ahead of Time</p> <ul style="list-style-type: none"> - Today's Topic and goals - Goals of the group



Note: *Italic texts* in this document are used in case of example sentences or wording that may use in the session. Facilitator can adjust to their skill and suitability principally to reach the outcomes and skills.

Check-in (30 minutes)

Introduction

- ☆ Welcome
- ☆ Pair up and self introduce to the partner about name and good feeling / things of today (or in the last 2-3 days) within 30 seconds. Each one introduces the partner to the group about the former conversation within 15 seconds. This method will let them prepare and decrease timidity.

Introduce Tokens

Distribute tokens to members and explain how to use the card. For instance:

- We will use tokens throughout the sessions. First, each person has a set of cards. Every card is a symbol of impression, satisfaction, and appreciation.
- Whenever someone says or does something that make you feel good, give the Tokens to show satisfaction of that action or words, or show appreciation for doing good thing to the group.
- Therefore, tokens are an expression of complement to others.
- You can give the card right away. You should not wait too long, because you may forget giving it out. If it does not interrupt the conversation, you should tell the reason of giving it too.

While explaining, the facilitator assistant may give the card right away to the facilitator **for instance.** Intensify how you like using tokens.

- Impression. It might be easy thing such as someone in the group listens to you attentively and make eye contact. Or, when anyone asks question that you feel of his/her attentiveness.
- Have any of you already noticed anything about anyone in the group what he/she likes?

Welcome activity

Activity “Clapping hand to gain energy”

Basically, to call for attention and awakening such as asking members to clap their hand 1 time, 2 times, 3 times, etc. and notice their unanimous, loudness, and energy of the clap sound.

** Welcome activity can be changed as the facilitator would like to.



Review the group rules

(Detail of the group rules base on feeling, thinking, and action)

- Last time, the group generated the rules to make everyone feel comfort, safe, and good to participate the session as showed on this flipcharts.
- What should we adjust or add any rules?

Don't forget.

Components of the rules should cover:

- Confidentiality among group members
- Don't set up rule that is too strict to do in reality
- Arrive 10 minutes before the group begins
- Respect for similarities and differences
- Stick to workshop content
- Provide equal time

Review and follow up the last session goal.

Assess situations that make feeling thermometer level different and practice FTD method.

Guideline

For members who accomplished the goal from last week session:

- Compliment their attempt of this accomplishment.

Or

For the member who did not accomplish goal from last week session:

- Compliment their effort and willingness.
- Relate it to feeling/ thinking/doing and emotion thermometer.
 - Feeling thermometer 90
 - Feel chest compression, shaky hand
 - Thought "I surely cannot do it."
 - Action "Stop attempting"
- Always think positively such as "It happened, so the good thing is I won't build too much pressure."
 - How to tell yourself positively?
 - If you tell yourself positively, what is different from the past?
 - What is level of feeling thermometer now?



Review topics and goal of today activity.

Write flip chart ahead of time.

Topic: Cope with emotion and feeling that often occur.

Goal of today session

1. The group members evaluate their feeling by using feeling thermometer when they were diagnosed as positive.
2. Members learn feeling management technique in different situation.

Pair Share (The first session)(20 minutes)

Pair Share Activity

The facilitator tell member to pair up and discuss on these topic.

- What do you feel if you had diabetes? (Worm up question should take less than 2 minutes)
 - Suppose you had physical check up, and doctor diagnosed you with diabetes. Explain your feeling and level of feeling thermometer. What would you talk to yourself and take action?
- The Facilitator randomly asks some pairs and relates it to FTD (Write the flipcharts.) (less than 3 minutes)
- The facilitator asks member to switches pair with others and redo the activity, but modify the situation. Switch the pair to do the role play when each one was diagnosed of HIV positive/ thought and action after that. (How to deal with the feeling?) – With in 5 minutes (The facilitator may increase time if they do not finish the conversation.)
- The facilitator asks the result from some pairs and relates it with FTD (Write the Flipcharts)
 - What is the level of feeling thermometer? What did you feel? Which part of body did you feel?
 - What did you think?
 - After that action, did feeling thermometer level decrease? (Please indicate that it is one of emotion management)
 - As the time goes by, do you have different feeling?
 - What make you feel better?
 - Does anybody have the same feeling? (Raise your hand.) / When you feel that way, how do you decrease the feeling thermometer?

Don't forget.

To be punctual and avoid boredom, the facilitator set up time for switching the pairs in each topic. After changing topic, the facilitator should randomly asks the pairs as examples for the group,



Pair Share (The second session)(20 minutes)

Pair Share Activity

The facilitator asks members to pair up and exchange their experience on these topics:

- During last week, what situation makes you feel guilty, blaming, or despairing? / What was the level of your feeling thermometer? / What did you talk to yourself and react about this situation? / What was the result of this situation?

The facilitator asks some pairs as examples in the group and **writes it on the flipcharts.**

- What was the level of feeling thermometer? What emotion did you have? What part of body did you feel?
- What did you think at that moment?
- After that thought, what was your action?
- After those actions, did the level of feeling thermometer decrease? (Point out that is one of emotion management.)
- Beside of that, what will make you feel better?
- Who had the similar feeling? (Please raise your hand) / How could you decrease level of the feeling thermometer?
- Does any pair feel guilty from this situation? (Please raise your hand) / How could you decrease the level of feeling thermometer? / Did other pairs have different reaction?

Discussion (15 minute)

For instance,

During discussion, the facilitator should focus on group participation. Don't be an exclusive speaker and may utilize the flipcharts. Facilitator can continue each activity by sampling the questions, and switching the pairs without notifying of the new activity.

REQUIREMENT

Relate the situation with feeling/thinking/doing (FTD)



What did you learn? (15 minutes)

Ask the group what they learned from the session and post it on the flipcharts.

Feeling Thermometer

Skill – Increase emotional controllability in relation to comfort and discomfort level.

Skill –increase feeling controllability by

- (1) Apply “FTD” to the discomfort situation
- (2) Relate body response with thought and action.

Don't forget

F. is the acronym of **Feeling** that means body reaction to the situation such as when we get angry, what part of our body that we feel and what have changed?

T. is the acronym of **Thinking** that means things that we talk to ourselves.

D. is the acronym of **Doing** that means behavioral expression such as when husband argue with his wife. He may be frustrated, slamming the door, crying, walking away, or taking times to calm down.

Normally, people may not observe their thought. Everything happens automatically. Point that “FTD” is the person's habit.

Activity

The facilitator choose one pair of members to explain their felling/thinking/ and doing after the role play.

Relaxation (10 minutes)

- ◆ Before the end of this activity, ask every member to think about his/her family situation that make him/her feel significantly discomfort.
- ◆ Then, start relaxation activity.

Exercise

Stand up, close your eyes, and calmly stand still

Follow through the relaxation exercise:



- Which level of the feeling thermometer they are at this moment?
- From all of activities today, we learned various ways to make us feel better in stressful situation.

Relaxation is the method to manage negative feeling or discomfort.

Don't forget.

A relaxation exercise, especially one that may entail closing of eyes may trigger anxiety for some participants; therefore, you may want to end group with eliciting some examples of comfortable situation.

Goal Setting (15 minutes)


- ☐ Write flipcharts about benefit of goal setting.
- ☐ Ask members to set up goal that congregate to the topic and goal of this session
- ☐ Example how to set up goal that meet today topic
- ☐ Each member, individually, presents the goal to the group.

Wrap=up (15 minutes)

- ☆ Review goal of the week.
- ☆ Tell about good thing or thing that they like from the group activities today.
- ☆ Preview next session.
- ☆ Make an appointment and encourage attendance.



Session 2: Positive Thinking and Doing (Module 1: Healthy Mind)

Outcome and skill	
Outcome: Skill 1) Use Feeling Thermometer to evaluate your feeling when received bad demeanor from others. Pursue any choices for appropriate thought and action in that situation. Skill 2) Practice on positive thinking and Buddhist philosophy.	
Timeline (total 115 minutes)	Materials
Check in (15 minutes) <ul style="list-style-type: none"> - Introduction / ice breaker/ rule agreement - Introduction of tokens - Follow up action from the goal of last week - Lead to today activities. Pair Shared (20 minutes) <ul style="list-style-type: none"> - How did you feel when you were informed of the (HIV) infection? Pair Shared (20 minutes) Pair Shared (20 minutes) What did you learn? (15 minutes) Relaxation Exercise (10 minutes) Goal setting (15 minutes) Wrap-up (10 minutes) <ul style="list-style-type: none"> - Talk about good feeling or thing that they like from group activities, include any advice. - Preview activities of next session. - Schedule time 	<ul style="list-style-type: none"> - Feeling thermometer Poster - Tokens - Flipcharts - Pen <p>Post these on the wall before start the activity.</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <p>Post on the wall ahead of time</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <div style="text-align: center;">  <p>Write on Flipchart Ahead of Time</p> <ul style="list-style-type: none"> - Today's Topic and goals - Goals of the group </div>



Check-in (15 minutes)

Introduction

- ☆ Welcome
- ☆ Pair up and introduce self to the partner about name and good feeling / things of today (or in the last 2-3 days) within 30 seconds. Each one introduces the partner to the group about the former conversation within 15 seconds. This method will let them prepare and decrease timidity.

Introduce Tokens

The facilitator distributes tokens to members and explains how to use the card. For instance:

- We will use tokens throughout the sessions. First, each person has a set of cards. Every card is a symbol of impression, satisfaction, and appreciation.
- Whenever someone says or does something that make you feel good, give the tokens to show satisfaction of that action or words, or show appreciation for doing good thing to the group.
- Therefore, tokens are used as an expression of complement to others.
- You can give the tokens right away. You should not wait too long, because you may forget giving it out. If it does not interrupt the conversation, you should also tell the reason of giving it.

While explaining the rule, the facilitator assistant may give the card right away to the facilitator. Intensify how you like using the tokens.

- Impression. It might be easy thing such as someone in the group listens to you attentively and make eye contact. Or, when anyone asks question that you feel of his/her attentiveness.
- Have any of you already noticed anything about anyone in the group what he/she likes?

Welcome activity

Activity “Budding lotus and Blooming lotus”

Members sit in circle or U shape setting. Every one keeps raising his left bare hand at shoulder level. While pointing right index finger at the middle of the next person’s right hand, members listen to a story from facilitator. Suppose the left hand is a lotus, the right hand a bee sitting at the lotus.

The tip is facilitator tell the easy, clear, and common story. Play with words, rhythm, and volume as if you will say the word “Budding”, but do not. Say the word “Budding” when they do not aware of it.

** Welcome activity can be changed as the facilitator would like to.



Note from translator:

Budding and blooming game is a wording game. The facilitator will tell a story of anything. When he/she says the word “budding” during the story, the lotus (right hand) should be close and catch the bee (the next person’s left hand) while the bee (left hand) should try to escape from the closing lotus. The person whose bee (left hand) was catch by the lotus (other’s right hand) will be out of the game.

The group rules

- Review the group rules from the last session. If they have any advice, the rule can be adjusted.

Review and follow up the last session goal.

There are feeling and emotion management, including practice FTD method.

Guideline

For members who accomplished the goal from last week session:

- Compliment their attempt of this accomplishment.
- Relate it to Feeling/Thinking/Doing and Feeling thermometer.

Or

For the member who did not accomplish goal from last week session:

- Compliment their effort and willingness.
- Relate it to Feeling/ Thinking/Doing and emotion thermometer.

Review topics and goal of today activity.

Write flip chart ahead of time.

Topic is positive thinking and doing.

Today activity’s goal

1. Use Feeling Thermometer to evaluate your feeling when received bad demeanor from others. Pursue any choices for appropriate thought and action in that situation.
2. Practice on positive thinking and Buddhist philosophy.



Pair Share (The first session)(20 minutes)

Pair Share Activity

The facilitator intensifies the important of positive thought and action.

- How can a person be healthy? Most people know they need to eat nutrition food, have enough sleeping, and do exercise regularly
- The same matter, the way to take good care of emotional health is positive thought and action.
- When the Feeling Thermometer level is at 100 in fully high pressure. At that time, it is difficult for general people to make a right decision or conduct any good result.
- If the feeling thermometer level is high, a person usually has intensive response.
- By decreasing the pressure and feeling thermometer before making any decision, it will be great benefit.
- There are many methods to think and do wisely. We will practice these methods today.

The facilitator asks members to pair up and exchange their experience about these topics:

- Please pair up and talk about the first topic with your pair in 2 minutes. The first topic is about any situation that other did bad demeanor to you last week. (Any deed that your children, brother, sister, friends made you felt unpleasant) What was the feeling thermometer level at that moment?

Pay attention to the pair that has very short conversation. The facilitator should ask and encourage them to expand it in detail. For instance, ask for the situation before it happened or when the time is up, observe that most of them finish their conversation.

- Each of you already informed about the situation when you received bad demeanor from others. In one minute, let us talk about your thought at that moment. What did you talk to yourself (though)? And what did you do?
- (Time was up) Did the situation cause any good result? / How do we have other positive thought about that situation?

Follow up with some pairs and lead them to share their experiences of how to think positively in each situation with the group.



Activity

The facilitator chooses one pair and asks them to tell about their feeling thermometer level after the pair share session.

Pair Share (The second session)(20 minutes)

Pair Share Activity

The facilitator asks members to pair up and discuss about “What are the good things from being HIV infected? Give example of situation.

Exchange information by asking individually and record it in the chart.

What did you learn? (15 minutes)

Ask the group what they learned from the session and post it on the flipcharts.

Relaxation (10 minutes)

Exercise

Muscle Stretching in many posture and slowly breathing in and out

Follow through the relaxation exercise:

- At which level of feeling thermometer they are at this moment?

Relaxation is the method for us to manage negative feeling or discomfort.

Don't forget.

A relaxation exercise, especially one that may entail closing of eyes may trigger anxiety for some participants; therefore, you may want to end group with eliciting some examples of comfortable situation.



Goal Setting (15 minutes)

- Write flipcharts about benefit of goal setting.
- Ask members to set up goal that congregate to the topic and goal of this session

Activity topic “Positive thought and action”

Objective

- ❖ Use Feeling Thermometer to evaluate your feeling when received bad demeanor from others. Pursue any choices for appropriate thought and action in that situation.
- ❖ Practice on positive thinking and Buddhist philosophy.

◎ **Give example of the topic related to goal setting of today.**

Such as if there are any discomfort situation in next week, how can we think positively? Etc.


◎ **Ask member about their goal.**

Wrap up (10 minutes)

- ☆ Review goal of the week.
- ☆ Tell about good thing or thing that they like from the group activity today.
- ☆ Preview next session.
- ☆ Make an appointment and encourage attendance.



Session 3 Disclosure (Module Healthy Mind)

Outcome & Skills	
<p>Outcome: Participant will increase decision making skills regarding disclosure.</p> <p>Skill 1) Practice the disclosure</p> <p>Skill 2) Identify the advantages of disclosure</p> <p>Skill 3) Learn how to plan for disclosure and be able to communicate effectively</p>	
Agenda/Timeline (Total time 125 minutes)	Materials
<p>Check-In (15 Minutes)</p> <ul style="list-style-type: none"> - Introductions / Ice Breaking - Introduce tokens - Group Rules - Review goal last week - Preview of this session <p>Role Play (30 minutes)</p> <p>Pair Share (30 minutes)</p> <p>Lessons learned (15 minutes)</p> <p>Relaxation Exercise (10 minutes)</p> <p>Goal Setting (15 minutes)</p> <p>Wrap-up (10 minutes)</p> <ul style="list-style-type: none"> - Tell one positive thing they gained from the group - Preview next session and encourage attendance 	<ul style="list-style-type: none"> - Feeling Thermometer Poster - Tokens - Flipchart - Pens <p>Post on the Wall Ahead of Time:</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Write on Flipchart Ahead of Time:</p> <ul style="list-style-type: none"> - Today's Topic/Goals for the Session </div> </div>



Check-In (15 minutes)

Welcome

Pair Share:

(The facilitator may start with a short game that let participants change their seat. So they may sit near someone who is not their close friend.)

-Make pairs

-Introduce yourself and tell one positive thing happen to you today (or last 2-3 days) in 30 seconds. and then introduce yourself to the group in short times.

This process would help participants prepare themselves before starting other activities.

Introduce Tokens

Distribute tokens and explain how to use. These are examples for explain

- We will be using these tokens throughout the sessions. Each of us will have a set at the beginning of each group. They are tokens of appreciation and help us be in touch with what we like.*
- Whenever someone says or does something that makes you feel good, give them a token as a way of recognizing that you like what they did or said or thank you for give a good thing in group*
- For instance, it can be when you feel proud of someone or you feel that you admire them.*
- You should give a token immediately, don't wait too long because you may forget it. If it does not disturb the group's conversation, you should tell the reason why you give a token to him.*

The co-facilitator may demonstrate how to use tokens by giving it to a member who have good eye contacts during the talk and express an appreciation.

- Impression situation may be happen every times such as other person in group just looked me in the eyes and that makes me feel like you are really listening to me or you asked me a question which makes me feel like you care about what we are talking about.*
- Have any of you already notice anything about anyone in the group that you like?*



Ice-Breaking activity

“Priang! Prang! Priang! Prang!” (Bang! Bang! Bang! Bang!)

Let all participants sit in a circle- or U-shape and each of them has to prepare an acting when he says the word. When the facilitator says “START” and points at a participant, he who is pointed have to stand up and say “Priang!” loudly with his acting, then another one next to him stands up and says “Prang!” with different acting, ...”Priang!”, ...”Prang!” ... continuously until ending at the last participant. The facilitator should speed up the reaction and it looks like a moving wave of participants.

**** Ice-Breaking activity could be changed or adjusted as appropriate.**

Group Rules

Generate group rules

(See the details of how to generate group rules in FTD session)

- *Last time, our group has some rules to make us feel safe in the group and feel good about coming here as showing on this flipchart.*
- *Do you want to change or add any group rule?*



Don't Forget

Make sure to elicit the following rules:

- Confidentiality among group members
- Don't come high
- Arrive 10 minutes before the group begins
- Respect for similarities and differences
- Stick to workshop content
- Provide equal time

Talk about last week goal

(Session 2 “Positive thinking and doing”)

Directions:

For participants who accomplished their goals last week.



- Praise efforts and success
- Relate to Feeling/Thinking and Doing and Feeling Thermometer
- Relate to FTD and Feeling Thermometer
 - *Feeling thermometer: 10*
 - *Physical reaction: "deep breath, tension released in shoulders"*
 - *Thinking: "I can accomplish this goal"*
 - *Doing: "Bragged to my husband about how I accomplished my goal"*

Or

For participants who did not accomplish their goals last week.

- Praise efforts
- Relate to Feeling/Thinking and Doing and Feeling Thermometer
 - *Feeling thermometer : 90*
 - *Physical reaction : Tight Chest, shaky hands*
 - *Thinking : Tell yourself "I can't do this"*
 - *Doing : "Giving up"*
- Positive reframe and yet maintain accountability (i.e., if they did not accomplish the goal, it is because they were trying to take care of themselves by not overstressing themselves.)
 - *What positive thing could you have said to yourself instead?*
 - *If you said this positive thing to yourself, what would you have done instead?*
 - *Now! What about your Feeling Thermometer.*

Preview today's topic and plan for session



Write on Flipchart Ahead of Time: Use Own Simplified Words

✓ Disclosure

- 1) Practice the disclosure
- 2) Identify the advantages of disclosure
- 3) Learn how to plan for disclosure and be able to communicate effectively



Role Play (15 minutes)

Role Play

Start talking with these issues

- Experiences on the first time of disclosure the HIV status
- Where is your temperature at that moment?
- What happened after the disclosure?
- What are advantages and disadvantages of disclosure?

Encourage the discussion and lead to the role play

The facilitator explains the role play to participants. Demonstration with the assistant may be needed.

Ask all participants make pairs, and have a role play in the situation of an infected husband disclose to his wife.

- The facilitator asks some pairs to share their role-play situation to the group. Relate the event to feeling thermometer
 - *What level of feeling thermometer? Where did you feel in your body?*
 - *What did you tell yourself at that moment?*
 - *Then what did you do when you tell yourself that?*
 - *After you did that, did your feeling thermometer decreased?*
 - *Who have the situation like this, show your hand please? How can you reduce the feeling thermometer?*



Pair shares (20 Minutes)

Activity

Pairs up among participants and share their experiences in their pairs. The topic is “To whom you feel most comfortable to disclose”. Let each of them rank 3-5 persons”

Let each pairs do role plays of disclosures with ones who feel most comfortable.

Share to the group

Choose some of participants to share their experiences to the group. Write down on flipchart.



Don't forget

In pair shares, if applicable, changing their pairs is a good strategy to prevent getting bored.

Lessons Learned (15 Minutes)

Ask participants what they learned from today's activities and write on flipchart.

Directions:

Illicit feedback from participants. If not mentioned, make sure the following are addressed.

PROS OF TELLING

- Gain positive support
- Reduce loneliness, isolation and denial
- Closer and more honest relationships



- Allows child/ren to share feelings more openly
- Reduce burden of secrecy
- Educate others
- Plan for future together
- Increased self-esteem (feeling good after disclosing)

CONS OF TELLING

- Losing the person
- Uncertainty about outcome
- Person not keeping your secret
- Stigma and rejection from family, friends, employers, housing
- Discrimination and alienation
- Leading to questions regarding risky drug use or sexual behaviors
- Children and family being faced with discrimination

Stress that you might want to pick and choose what information you tell others, depending on what you need and want. For example, there may be good reasons that you would decide to tell someone you have HIV or to decide not to tell someone.

สำหรับผู้ที่ต้องการจะเปิดเผยผลเลือด มีคำแนะนำดังต่อไปนี้

GUIDELINES FOR TELLING SOMEONE DISTRESSING OR PERSONAL INFORMATION

YOU HAVE THE CHOICE:

- TO TELL OR NOT
- TO TELL AS MUCH OR AS LITTLE AS YOU WISH
- TO SHARE/SHOW YOUR EMOTIONS OR NOT
- TO STOP THE CONVERSATION AT ANY TIME

BEFORE YOU TELL:

1. DECIDE WHERE, WHAT, HOW AND WHEN YOU WANT TO TELL.
2. DECIDE IF YOU WILL ANSWER SPECIFIC QUESTIONS OR NOT.
3. DECIDE IF YOU WANT TO SHARE AND SHOW YOUR FEELINGS OR NOT.



4. PRACTICE WHAT YOU PLAN TO SAY.
5. EXPECT ANY KIND OF REACTION AND IMAGINE AHEAD OF TIME HOW YOU COULD COPE WITH DIFFERENT RESPONSES.

AFTER YOU TELL:

1. FIND OUT WHAT THE OTHER PERSON IS FEELING OR THINKING.
2. REPEAT BACK TO THEM WHAT YOU THINK THEY ARE FEELING TO BE SURE YOU UNDERSTAND AND TO SHOW THEM YOU ARE LISTENING.
3. END WITH A DISCUSSION OF THE NEXT STEPS (IF NEEDED).
4. REMEMBER THAT AFTER THE INFORMATION SINKS IN, THE PERSON MAY HAVE ADDITIONAL QUESTIONS OR AREAS TO TALK ABOUT.
5. THINK ABOUT HOW YOU DID; GIVE YOURSELF A PAD ON THE SHOULDER; THINK ABOUT IF AND HOW YOU MAY WISH TO DO THINGS DIFFERENTLY IN THE FUTURE.

Relaxation Exercise (10 minutes)

- ◇ *Before we end this exercise, I want to do one more thing. I want you think about a situation that would cause you a high degree of discomfort.*
- ◇ *Now, let's do a relaxation exercise.*

Exercise

Muscle relaxation and keep fully conscious on breathing in and out.

Following the relaxation exercise:

- *Where are you on the Feeling Thermometer right now?*
- *Throughout the sessions, we will learn different ways that can help us feel better in stressful situations.*

Relaxation can be a helpful way of dealing with negative feelings or when your're feeling uncomfortable.



Goal Setting (15 minutes)

Ask participants for personal goals for the week that concern with today's activity

- Setting a goal related to disclosure

Ask volunteers to say their goal to the group. Each says in one sentence.

🕒 Example of a goal


Whom will I disclose to in next week

Wrap-up (10 minutes)

- ☐ Review goal for the week
- ☐ Make one positive statement about oneself.
Positive feeling in the group or one thing you liked about the group.
- ☐ Preview next session
- ☐ Make appointment and Encourage attendance



Session 4 Stress Management (Module 1.4 Healthy Mind)

Outcome & Skills	
<p>Outcome: Participants will know and be able to manage their stress, including have assertive communication that helps personal stress.</p> <p>Skill: Participants will</p> <p>Skill 1: Participants will identify current stressors.</p> <p>Skill 2: Participants will explain their coping strategies and have some practice.</p> <p>Skill 3: Participants will practice assertive communication with medical officer in a role-play.</p>	
Agenda/Timeline (Total time 105 minutes)	Materials
<p>Check-In (15 Minutes)</p> <ul style="list-style-type: none"> - Introductions / Ice Breaking - Introduce tokens - Group Rules - Review goal last week - Preview of this session <p>Pair Share (15 minutes)</p> <ul style="list-style-type: none"> - Identify stressors and coping practices <p>Practice Relaxation (5 minutes)</p> <ul style="list-style-type: none"> - Imagery <p>Let's Talk (25 minutes)</p> <ul style="list-style-type: none"> - Effective communication (Not too passive and not aggressive) <p>Lessons learned (10 minutes)</p> <p>Relaxation Exercise (10 minutes)</p> <p>Goal Setting (15 minutes)</p> <p>Wrap-up (10 minutes)</p> <ul style="list-style-type: none"> - Tell one positive thing they gained from the group - Preview next session and encourage attendance 	<ul style="list-style-type: none"> - Feeling Thermometer Poster - Tokens - Flipchart - Pens - Penis model - Condoms <p>Post on the Wall Ahead of Time:</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <div style="display: flex; align-items: center; margin-top: 20px;">  <div> <p>Write on Flipchart Ahead of Time:</p> <ul style="list-style-type: none"> - Today's Topic/Goals for the Session </div> </div>



Check-In (15 Minutes)

Welcome

Pair Share:

(The facilitator may start with a short game that let participants change their seat.

So they may sit near someone who is not their close friend.)

-Make pairs

-Introduce yourself and tell one positive thing happen to you today (or last 2-3 days) in 30 seconds. And then introduce yourself to the group in short times.

This process would help participants prepare themselves before starting other activities.

Introduce Tokens

Distribute tokens and explain how to use. These are examples for explain

- *We will be using these tokens throughout the sessions. Each of us will have a set at the beginning of each group. They are tokens of appreciation and help us be in touch with what we like.*
- *Whenever someone says or does something that makes you feel good, give them a token as a way of recognizing that you like what they did or said or thank you for give a good thing in group*
- *For instance, it can be when you feel proud of someone or you feel that you admire them.*
- *You should give a token immediately, don't wait too long because you may forget it. If it does not disturb the group's conversation, you should tell the reason why you give a token to him.*

The co-facilitator may demonstrate how to use tokens by giving it to a member who have good eye contacts during the talk and express an appreciation.

- *Impression situation may be happen every times such as other person in group just looked me in the eyes and that makes me feel like you are really listening to me or you asked me a question which makes me feel like you care about what we are talking about.*
- *Have any of you already notice anything about anyone in the group that you like?*



Ice-Breaking activity

- Show lyrics of a Thai song, "Sawasdee Wan Nee Ma Phob Kan", on a flip chart:
- Ask participants to stand and make a circle.
- Facilitator sings the song and demonstrate the action corresponded to the lyrics.
- Let participants sing along and practice actions.
- Facilitator say a name of country and participants change the action of greeting according to that country : THAILAND, UNITED STATES, CHINA, INDIA
- Choose a pair of participants who have beautiful /or funny actions to show to the group.

**** Ice-Breaking activity could be changed or adjusted as appropriate.**

Group Rules

Generate group rules

(See the details of how to generate group rules in FTD session)

- *Last time, our group has some rules to make us feel safe in the group and feel good about coming here as showing on this flipchart.*
- *Do you want to change or add any group rule?*



Don't Forget

Make sure to elicit the following rules:

- Confidentiality among group members
- Don't come high
- Arrive 10 minutes before the group begins
- Respect for similarities and differences
- Stick to workshop content
- Provide equal time

Talk about last week goal

Session 3 Disclosure (Module 1: Healthy mind)

Directions:

For participants who accomplished their goals last week.



- Praise efforts and success
- Relate to Feeling/Thinking and Doing and Feeling Thermometer
- Relate to FTD and Feeling Thermometer
 - *Feeling thermometer: 10*
 - *Physical reaction: "deep breath, tension released in shoulders"*
 - *Thinking: "I can accomplish this goal"*
 - *Doing: "Bragged to my husband about how I accomplished my goal"*

Or

For participants who did not accomplish their goals last week.

- Praise efforts
- Relate to Feeling/Thinking and Doing and Feeling Thermometer
 - *Feeling thermometer : 90*
 - *Physical reaction : Tight Chest, shaky hands*
 - *Thinking : Tell yourself "I can't do this"*
 - *Doing : "Giving up"*
- Positive reframe and yet maintain accountability (i.e., if they did not accomplish the goal, it is because they were trying to take care of themselves by not overstressing themselves.)
 - *What positive thing could you have said to yourself instead?*
 - *If you said this positive thing to yourself, what would you have done instead?*
 - *Now! What about your Feeling Thermometer.*

Review today's topic and plan for session



Write on Flipchart Ahead of Time: Use Own Simplified Words

- ✓ How to Cope with Stressors
 - How are you currently dealing with your stressors?
 - What strategies you can use in different situations to reduce your stress?
 - What strategies you can use to help you stay calm, especially in high pressure situations.



- Effective communication : Tell your demand - one way to reduce stress
How to make a good communication with medical officer

**Pair Share
(15 minutes)**

- ✪ Ask participants to move and pair up with other person who sit opposite them in group

- *What are some recent situations that have happened with your friends, partner, children, family members that have put you at an 80-100? Please tell your friend 2 situations. (5 minutes)*

When they finish, ask them for further question:

- *What strategies you use to reduce those stressors? (In case the group ask for example, facilitator can give them some e.g. exercise, meditation, watching TV, talk with close friend.)*

Write stressors on flipchart.

**Relaxation practice
(5 Minutes)**

- *It can be stressful to think about our stressors the way we just spent some type identifying individual stressors. So right now, we are going to practice a strategy that can help us remain calm.*
- *There are many skills that can be used to help us to remain calm and to be good decision-makers, even in high-pressure situations.*
- *The same skills can help reduce feelings of stress. The first one is imagery.*
- *The idea behind the use of imagery in reducing your stress and how uncomfortable you may feel is that you can use your imagination to enjoy a situation that is very relaxing*
- *The more intensely you imagine the situation, the more relaxing the experience will be.*



- *You simply imagine a place that you think of as safe and peaceful.*
- *You can use all of your senses to imagine it. For example, if you want to imagine being at the beach, you might think of the sounds of birds, the smell of the beach, the taste of salty water, and the warmth of the sun.*

Let's start

Get yourself in a comfortable position.

You might want to close your eyes, but you don't have to. (PAUSE)

I want you to think of a place that is familiar and comfortable for you.

A place where it is safe, comfortable, and peaceful. (PAUSE)

Have you got it?

Now, really picture that place.

Notice the colors there. (PAUSE)

Notice the smells there. (PAUSE)

Hear the sounds there. (PAUSE)

Feel that special place on your fingertips. (PAUSE)

See yourself there - feeling good, feeling calm, feeling at peace. (PAUSE)

Let yourself really sink into that special place. (LONG PAUSE)

Now, take a deep breath, and, if your eyes are closed, keep them closed a minute more.

Now I want you to think of your favorite flower. (PAUSE)

See that flower as a bud - not yet open.

See it begin to open. (PAUSE)

See it open a little more. (PAUSE) Look at the colors.

Now it is half way open. (PAUSE) The colors are becoming brighter.

Look at how beautiful the flower has become. (PAUSE)

It's fully open! (PAUSE)

Okay, come back into the room now.

You might want to yawn and stretch. (PAUSE)

Okay, how was that for you?

- *You can also use imagery to practice something that makes you nervous to do.*
- *This is a technique frequently used by top athletes, who practice in their minds before a big game.*



Identify Current Coping Strategies for Handling Stressors.

- Ask participants about their strategies to cope with stressors and write on flipchart.
- Categorize based on FTD
- List may include exercise, social support network, relaxation techniques, writing, walking, reading, watching TV.
- Explain additional methods for coping with stress : e.g. muscle stretching, deep breathing and keep fully conscious on inspiration & expiration.

Let's Talk and Role Play (25 minutes)

Ask participants to talk and share their opinions to the group for these issues

- Effective communication (speak out what your demand) : not aggressive, and not too passive
 - How to manage the "KRENG JAI" (?too much consideration of other people until not express real own demand)
- *Let's talk about "KRENG JAI". Could you please give me an example of situations that you do not express your own demand, and consequently it make you feel unhappy. Pair up with friend who sits next to you. Talk in your pairs for 3 minutes.*

Then the facilitator asks some of participants for situations they have talked. Write on flipchart.

- *(Give an example in case the group needs it: "I can't tell the doctor that I didn't have medication regularly.)*

The facilitator and the co-facilitator do a role-play. It is a situation that a patient meets his doctor. He wants to change some medicine because of some adverse symptoms. But the doctor feels that is a minor one, he doesn't change the medication. The patient has much concerns but he could not express even some questions to his doctor who is very busy. Ask the group after the role-play:



- *What did you observe during the conversation? Is it a good communication? How about the tone of voice, eye contact, posture, and word used? What are different characteristics between the doctor and the patient? (Write on flipchart)*
- *Tell me the characteristics of passive and aggressive communication. (Write on flipchart. Divide a page into 3 columns. Write the passive on the left column, the aggressive on the right column and keep the middle column for next question)*
- *Then what are the characteristic of good communication that we express our demand without aggressiveness. (Write on flipchart)*

Show a page of flipchart that “I – statement” was written already.

“I + Want it + Body Language”

- *Pairs up and have a role play: A patient and a doctor. (Let them apply their own experience or create new situation.)*

Ask some pairs to share their situation with the group



Don't forget

- Encourage participants to express their idea. If there is someone keeps quiet, the facilitator may ask him whether he agrees with the previous idea or not.
- Role play by many pairs at a time: the facilitator and the co-facilitator should keep observe and support them if needed.

Lessons Learned
(20 minutes)

Ask participants what they learned from today's activities and write on flipchart.



Relaxation Exercise (10 minutes)

- ◇ *Before we end this exercise, I want to do one more thing. I want you think about a situation that would cause you a high degree of discomfort.*
- ◇ *Now, let's do a relaxation exercise.*

Exercise

Muscle relaxation and keep fully conscious on breathing in and out.

Following the relaxation exercise:

- *Where are you on the Feeling Thermometer right now?*
- *Throughout the sessions, we will learn different ways that can help us feel better in stressful situations.*

Relaxation can be a helpful way of dealing with negative feelings or when your're feeling uncomfortable.

Goal Setting (15 minutes)

Ask participants for personal goals for the week that concern with today's activity

- Setting a goal related to an identified stressor

Ask volunteers to say their goal to the group. Each says in one sentence.


Wrap-up (10 minutes)



- ★ Review goal for the week
- ★ Make one positive statement about oneself.
Positive feeling in the group or one thing you liked about the group.
- ★ Preview next session
- ★ Make appointment and Encourage attendance



Session 5 Compliance with medical treatment and access to care
(Module 2 Healthy Body)

Outcome & Skills	
<p>Outcome : participants can access to treatment and care as well as take care of themselves appropriately</p> <p>Skill: participants will be able to</p> <ol style="list-style-type: none"> 1) access to source of accurate information on HIV/AIDS treatment and care 2) correctly describe common illnesses found in HIV infected persons and know where to seek care 3) effectively communicate with doctors and health personnel 	
Agenda/Timeline (Total time 120 minutes)	Materials
<p>Check-In (15 Minutes)</p> <ul style="list-style-type: none"> - Introductions / Ice Breaking - Introduce tokens - Group Rules - Review goal last week - Preview of this session <p>Pair Share (20 Minutes)</p> <p>Learning Spot (20 Minutes)</p> <p>Role play (30 Minutes)</p> <p>Lessons learned (5 Minutes)</p> <p>Relaxation Exercise (15 Minutes)</p> <p>Goal Setting (15 Minutes)</p> <p>Wrap Up (10 Minutes)</p> <ul style="list-style-type: none"> - Tell one positive thing they gained from the group - Preview next session and encourage attendance 	<ul style="list-style-type: none"> - Feeling Thermometer Poster - Tokens - Flipchart - Pens - Penis model - Condoms <p>Post on the Wall Ahead of Time:</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <div style="display: flex; align-items: center; margin-top: 20px;">  <div> <p>Write on Flipchart Ahead of Time:</p> <ul style="list-style-type: none"> - Today's Topic/Goals for the Session </div> </div>



Check-In (15 Minutes)

Welcome

*-Introduce yourself and tell one positive thing happen to you today (or last 2-3 days)
in 30 seconds.*

Introduce Tokens

Distribute tokens and explain how to use. These are examples for explain

- We will be using these tokens throughout the sessions. Each of us will have a set at the beginning of each group. They are tokens of appreciation and help us be in touch with what we like.*
- Whenever someone says or does something that makes you feel good, give them a token as a way of recognizing that you like what they did or said or thank you for give a good thing in group*
- For instance, it can be when you feel proud of someone or you feel that you admire them.*
- You should give a token immediately, don't wait too long because you may forget it. If it does not disturb the group's conversation, you should tell the reason why you give a token to him.*

The co-facilitator may demonstrate how to use tokens by giving it to a member who have good eye contacts during the talk and express an appreciation.

- Impression situation may be happen every times such as other person in group just looked me in the eyes and that makes me feel like you are really listening to me or you asked me a question which makes me feel like you care about what we are talking about.*
- Have any of you already notice anything about anyone in the group that you like?*

Ice-Breaking activity

Ask all participants to clap their hands loudly: " Clap your hands 1 time, 2 times, ... 3 times,..." " This activity is good for making the audience alert.

**** Ice-Breaking activity could be changed or adjusted as appropriate.**



Group Rules

Generate group rules

(See the details of how to generate group rules in FTD session)

- *Last time, our group has some rules to make us feel safe in the group and feel good about coming here as showing on this flipchart.*
- *Do you want to change or add any group rule?*



Don't Forget

Make sure to elicit the following rules:

- Confidentiality among group members
- Don't come high
- Arrive 10 minutes before the group begins
- Respect for similarities and differences
- Stick to workshop content
- Provide equal time

Talk about last week goal

Session 3 Disclosure (Module 1: Healthy mind)

Directions:

For participants who accomplished their goals last week.

- Praise efforts and success
- Relate to Feeling/Thinking and Doing and Feeling Thermometer
- Relate to FTD and Feeling Thermometer
 - *Feeling thermometer: 10*
 - *Physical reaction: "deep breath, tension released in shoulders"*
 - *Thinking: "I can accomplish this goal"*
 - *Doing: "Bragged to my husband about how I accomplished my goal"*

Or



For participants who did not accomplish their goals last week.

- Praise efforts
- Relate to Feeling/Thinking and Doing and Feeling Thermometer
 - *Feeling thermometer : 90*
 - *Physical reaction : Tight Chest, shaky hands*
 - *Thinking : Tell yourself "I can't do this"*
 - *Doing : "Giving up"*
- Positive reframe and yet maintain accountability (i.e., if they did not accomplish the goal, it is because they were trying to take care of themselves by not overstressing themselves.)
 - *What positive thing could you have said to yourself instead?*
 - *If you said this positive thing to yourself, what would you have done instead?*
 - *Now! What about your Feeling Thermometer.*

Review today's topic and plan for session



Write on Flipchart Ahead of Time: Use Own Simplified Words

Session Compliance with medical treatment and access to care

Goals of today's session

1. Know source of accurate information on HIV/AIDS treatment and care, including western, traditional and alternative medicine
2. describe common illnesses found in HIV infected persons and know when and where to seek care
3. explain the importance of taking ARV
4. learn effective communication when dealing with doctors and health personnel



Pair Share (20 minutes)

- ★ Ask participants to move and pair up with other person who sit opposite them in group
 - *Following HIV infection, did you have any symptoms and receive any treatments?*
 - *Obstacles for compliance to medical treatment*

Moving and changing pairs in each topic could help keep them alert. Further questions for sharing in the group should be asked?

Learning Spot (20 Minutes)

ใช้ฟิลิปชาร์ตประกอบการสอน ในหัวข้อดังต่อไปนี้

- Treatment and care for HIV infected people, ARV, and opportunistic infection prophylaxis
- Access to adequate and sound information on HIV/AIDS treatment and care, including western, traditional and alternative medicine
- Treatment and care for HIV infected people, ARV, and opportunistic infection prophylaxis

(Additional information in brochure)

Role Play (30 Minutes)

Before a role play, let's discuss these issues :



- Source of information on HIV/AIDS treatment and care, including western, traditional and alternative medicine
- When and where to seek treatment for HIV/AIDS symptoms
- Communication with doctors and health personnel

Make Pairs

- Ask participants to move and pair up with other person who sit opposite them in group

Role play:

Examples:

- Communication with doctors and health personnel, for example, dealing with moody doctor and asking side effects of ARV
- How to tell you doctor when you did not take medication on time

Lessons Learned (5 Minutes)

Ask participants what they learned from the role play and write on flipchart.

Select several pairs share their feeling / thinking / doing after the role play.

Relaxation Exercise (10 Minutes)

- ◇ *Before we end this exercise, I want to do one more thing. I want you think about a situation that would cause you a high degree of discomfort.*
- ◇ *Now, let's do a relaxation exercise.*



Exercise

Muscle relaxation and keep fully conscious on breathing in and out.

Following the relaxation exercise:

- *Where are you on the Feeling Thermometer right now?*
- *Throughout the sessions, we will learn different ways that can help us feel better in stressful situations.*

Relaxation can be a helpful way of dealing with negative feelings or when your're feeling uncomfortable.

Goal Setting (15 minutes)

Ask participants for personal goals for the week that concern with today's activity

- Setting a goal related to an identified stressor

Ask volunteers to say their goal to the group. Each says in one sentence.

Wrap-up (10 minutes)

- ★ Review goal for the week

Session: Compliance with medical treatment and access to care

Objectives

1. Know source of HIV/AIDS treatment and care information including western, traditional and alternative medicine




2. describe common illnesses found in HIV infected persons and know when and where to seek care
3. explain the importance of taking ARV
4. learn effective communication when dealing with doctors and health personnel

- ❖ Know source of accurate information on HIV/AIDS treatment and care, including western, traditional and alternative medicine
- ❖ describe common illnesses found in HIV infected persons and know when and where to seek care
- ❖ explain the importance of taking ARV
- ❖ learn effective communication when dealing with doctors and health personnel

- ★ Make one positive statement about oneself.
Positive feeling in the group or one thing you liked about the group.
- ★ Preview next session
- ★ Make appointment and Encourage attendance



Session 6 Prevention of HIV Transmission
(Module 2 : Healthy body)

Outcome & Skills	
<p>Outcome : Participants will be able to prevent themselves, their love ones and friends from HIV infection.</p> <p>Skill: Participants will</p> <ol style="list-style-type: none"> 1) learn probability of getting and passing HIV to others 2) explain ways to prevent HIV infection 	
Agenda/Timeline (Total time 120 minutes)	Materials
<p>Check-In (15 Minutes)</p> <ul style="list-style-type: none"> - Introductions / Ice Breaker - Introduce tokens - Group Rules - Review goal last week - Review of this session <p>Let's Talk (20 minutes)</p> <p>Learning spot (15 minutes)</p> <p>Pair Share and Role Play (30 minutes)</p> <p>Learning spot (10 minutes)</p> <p>Lessons learned (10 minutes)</p> <p>Relaxation Exercise (10 minutes)</p> <p>Goal Setting (10 minutes)</p> <p>Wrap-up</p> <ul style="list-style-type: none"> - Tell one positive thing they gained from the group - Preview next session and encourage attendance 	<ul style="list-style-type: none"> - Feeling Thermometer Poster - Tokens - Flipchart - Pens - Penis model - Condoms <p>Post on the Wall Ahead of Time:</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <div style="display: flex; align-items: center;">  <p>Write on Flipchart Ahead of Time:</p> </div> <ul style="list-style-type: none"> - Today's Topic/Goals for the Session - Goals of Group



Check-In (15 minutes)

Welcome

Pair Share :

-Make pairs

-Introduce yourself and tell a positive things happen to you today (or last 2-3 days) in 30 seconds and then introduce your self with other persons in group with the same way in short times.

This process would help participants prepare themselves before starting other activities.

Introduce Tokens

Distribute tokens and explain how to use. These are examples for explain

- *We will be using these tokens throughout the sessions. Each of us will have a set at the beginning of each group. They are tokens of appreciation and help us be in touch with what we like.*
- *Whenever someone says or does something that makes you feel good, give them a token as a way of recognizing that you like what they did or said or thank you for give a good thing in group*
- *For instance, it can be when you feel proud of someone or you feel that you admire them.*
- *You should give a token immediately, don't wait too long because you may forget it. If it does not disturb the group's conversation, you should tell the reason why you give a token to him.*

The co-facilitator may demonstrate how to use tokens by giving it to a member who have good eye contacts during the talk and express an appreciation.

- *Impression situation may be happen every times such as other person in group just looked me in the eyes and that makes me feel like you are really listening to me or you asked me a question which makes me feel like you care about what we are talking about.*
- *Have any of you already notice anything about anyone in the group that you like?*

Ice-Breaking activity



- Show lyrics of a short Thai song on a flip chart: “
- Ask participants to make pairs.
- The song is about asking participants to sing along, show their hands and touch the others’. In the following round of singing, the facilitator will change wording from “HANDS” to other organs e.g. “ELBOWS”, “SHOULDER”, etc.

**** Ice-Breaking activity could be changed or adjusted as appropriate.**

Group Rules

Generate group rules

(See the details of how to generate group rules in FTD session)

- *Last time, our group has some rules to make us feel safe in the group and feel good about coming here as showing on this flipchart.*
- *Do you want to change or add any group rule?*



Don't Forget

Make sure to elicit the following rules:

- Confidentiality among group members
- Don't come high
- Arrive 10 minutes before the group begins
- Respect for similarities and differences
- Stick to workshop content
- Provide equal time

Talk about last week goal

Session 5 Medical Adherence & Access to Care (Module 2 : Healthy body)

Directions:

For participant who accomplished their goal last week.

- Praise efforts and success
- Relate to Feeling/Thinking and Doing and Feeling Thermometer

Or



For participant who did not accomplish their goal last week.

- Praise efforts
- Relate to Feeling/Thinking and Doing and Feeling Thermometer
 - *Feeling thermometer : 90*
 - *Physical reaction : Tight Chest, shaky hands*
 - *Thinking : Tell yourself "I can't do this"*
 - *Doing : "Giving up"*
- Positive reframe and yet maintain accountability (i.e., if they did not accomplish the goal, it is because they were trying to take care of themselves by not overstressing themselves.)
 - *What positive thing could you have said to yourself instead?*
 - *If you said this positive thing to yourself, what would you have done instead?*
 - *Now! What about your Feeling Thermometer.*



Review today's topic and goal for session

Write on flipchart ahead of time

Prevention of HIV transmission

Goals of today's session

1. Explain ways to prevent HIV infection
2. Practice for negotiation to avoid unprotected sex
3. Prepare for making a decision between husband and wife regarding having a baby

Let's Talk
(20 minutes)

Ask participants to talk and share their opinion for these issues

- How HIV transmits?



- Need to know modes of HIV transmission
- What are safer sex practices?

The facilitator or co-facilitator notes all opinions on flipchart and summarize to the group. Give correct information for them if misunderstanding was found.



Don't forget

- Encourage participants to express their idea. If there is someone keeps quiet, the facilitator may ask him whether he agrees with the previous idea or not.
- Good preparation on the content knowledge is crucial for facilitator and team.

Learning spot (30 minutes)

This is a teaching session. Information related to previous topics could be added here. Then the facilitator shares his knowledge about “Probability of getting and passing HIV to others”, for example, chance of HIV transmission from husband to wife, and mother to child, as well as negative outcome of re-infection”

Pair Share and Role Play (30 minutes)

✪ Ask participants to pair up with other person who opposite them in group (or pair up with person who sit near them etc.)

Discuss these issues:

- HIV transmission and probability of getting and passing HIV to others



- How to prevent HIV infection
- Avoiding unprotected sex
- Making a decision to have a new baby by husband and wife

- ✪ Spend 5 minutes for discussion in each of the above topics.
- ✪ Discuss in group after each 2 topics, and note down on flipchart

Role play

- Make pairs and do 2 role plays, in 5 minutes for each of following topics
 - Tell sex partner to get HIV test
 - Motivate husband to use a condom when he doesn't want to

Pair share

- Make pairs and share ideas about :
 - A decision to have a baby
 - Making a decision to have a new baby by husband and wife
- (Encourage participants to relate situation with "Feeling/Thinking/Doing (FTD))

Activity

Choose a pair of members tells the group Feeling/Thinking/Doing (FTD) after role-play.

**Learning spot
(10 minutes)**

Demonstrate how to correctly use condom

Materials

1. Penis model or other equipments
2. Condom

Facilitator demonstrates how to correctly use condom with explanation in every step.

Explain the shape of condom and use of small space of its end.



Steps

1. Put on a condom when penis is fully erect
2. Carefully tear the condom package and pull a condom out
3. Squeeze the top of condom to remove air and put on the gland penis. The edge is outside.
4. Unfold the condom along the shaft of penis till the end before having sexual intercourse
5. After ejaculation, pull penis from vagina and remove the condom immediately.

Avoid touching secretion

One condom is for single use. No reuse. It prevents HIV and STDs transmission as well as pregnancy.



Lessons learned
(10 minutes)

Ask participants what they learned from today's activities and write on flipchart.

Relaxation Exercise



(10 minutes)

◇ Before we end this exercise, I want to do one more thing. I want you think about a situation that would cause you a high degree of discomfort.

◇ Now, let's do a relaxation exercise.

Exercise

Example

Stand up, close your eyes

Deeply breathe in and out, slowly

(The relaxation exercise could be adjusted or change as appropriate.)

Following the relaxation exercise:

- Where are you on the Feeling Thermometer right now?
- Throughout the sessions, we will learn different ways that can help us feel better in stressful situations.

Relaxation can be a helpful way of dealing with negative feelings or when your're feeling uncomfortable.

Goal Setting

15 minutes)

◎ Write on flipchart "Good thing of goal setting"

◎ Ask participant for personal goal for the week that concern with today's activity

Session: Prevention of HIV Transmission

Objective

- ❖ Explain ways to prevent HIV infection
- ❖ Practice for negotiation to avoid unprotected sex

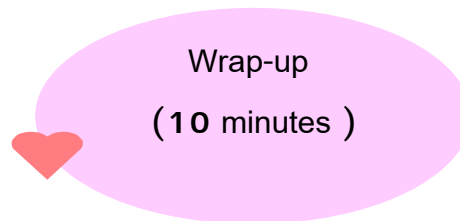


- ❖ Prepare for making a decision between husband and wife regarding having a baby

⦿ Example of goal for today's activity

-I will always use condom in sexual intercourse every time.


⦿ Ask volunteers to present their goal



- ★ Review goal for the week
- ★ Make one positive statement about oneself.
Positive feeling in the group or one thing you liked about the group.
- ★ Preview next session
- ★ Make appointment and Encourage attendance



Session 7 Self Care in Daily Routine
(Module 2 : Healthy body)

Outcome & Skills	
<p>Outcome : participants can have appropriate self-health care in daily life post HIV infection</p> <p>Skill: participants will be able to</p> <ol style="list-style-type: none"> 1) explain an importance of self care post HIV infection 2) understand the obstacles of self-health care and methods of health promotion 3) know common opportunistic infection diseases 	
Agenda/Timeline (Total time 120 minutes)	Materials
<p>Check-In (15 minutes)</p> <ul style="list-style-type: none"> - Introductions / Ice Breaker - Introduce tokens - Group Rules - Review goal last week - Review of this session <p>Pair share (20 minutes)</p> <p>Learning spot (20 minutes)</p> <p>Lesson Learned (15 minutes)</p> <p>Pair share (15 minutes)</p> <p>Relaxation Exercise (10 minutes)</p> <p>Goal Setting (10 minutes)</p> <p>Wrap-up (10 minutes)</p> <ul style="list-style-type: none"> - Tell one positive thing they gained from the group - Preview next session and encourage attendance 	<ul style="list-style-type: none"> - Feeling Thermometer Poster - Tokens - Flipchart - Pens <p>Post on the Wall Ahead of Time:</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <div style="display: flex; align-items: center;">  <p>Write on Flipchart Ahead of Time:</p> </div> <ul style="list-style-type: none"> - Today's Topic/Goals for the Session - Goals of Group



Check-in (20 minutes)

Welcome

Pair Share :

-Make pairs

-Introduce yourself and tell a positive things happen to you today (or last 2-3 days) in 30 seconds and then introduce your self with other persons in group with the same way in short times.

This process would help participants prepare themselves before starting other activities.

Introduce Tokens

Distribute tokens and explain how to use. These are examples for explain

- *We will be using these tokens throughout the sessions. Each of us will have a set at the beginning of each group. They are tokens of appreciation and help us be in touch with what we like.*
- *Whenever someone says or does something that makes you feel good, give them a token as a way of recognizing that you like what they did or said or thank you for give a good thing in group*
- *For instance, it can be when you feel proud of someone or you feel that you admire them.*
- *You should give a token immediately, don't wait too long because you may forget it. If it does not disturb the group's conversation, you should tell the reason why you give a token to him.*

The co-facilitator may demonstrate how to use tokens by giving it to a member who have good eye contacts during the talk and express an appreciation.

- *Impression situation may be happen every times such as other person in group just looked me in the eyes and that makes me feel like you are really listening to me or you asked me a question which makes me feel like you care about what we are talking about.*
- *Have any of you already notice anything about anyone in the group that you like?*



Ice-Breaking activity

Let all participants stand in a circle, and follow the facilitator's command:

"LAND" = stand up

"AIR" = stretch body, and stand on toes

"SEA" = sit down

**** Ice-Breaking activity could be changed or adjusted as appropriate.**

Group Rules

Generate group rules

(See the details of how to generate group rules in FTD session)

- *Last time, our group has some rules to make us feel safe in the group and feel good about coming here as showing on this flipchart.*
- *Do you want to change or add any group rule?*



Don't Forget

Make sure to elicit the following rules:

- Confidentiality among group members
- Don't come high
- Arrive 10 minutes before the group begins
- Respect for similarities and differences
- Stick to workshop content
- Provide equal time

Talk about last week goal

Session 6 Prevention of HIV Transmission (Module 2 :Healthy body)

Directions:

For participant who accomplished their goal last week.

- Praise efforts and success
- Relate to Feeling/Thinking and Doing and Feeling Thermometer

Or

For participant who did not accomplish their goal last week.



- Praise efforts
- Relate to Feeling/Thinking and Doing and Feeling Thermometer
 - *Feeling thermometer : 90*
 - *Physical reaction : Tight Chest, shaky hands*
 - *Thinking : Tell yourself "I can't do this"*
 - *Doing : "Giving up"*
- Positive reframe and yet maintain accountability (i.e., if they did not accomplish the goal, it is because they were trying to take care of themselves by not overstressing themselves.)
 - *What positive thing could you have said to yourself instead?*
 - *If you said this positive thing to yourself, what would you have done instead?*
 - *Now! What about your Feeling Thermometer.*



Review today's topic and goal for session

Write on flipchart ahead of time

Session: Self-health care in daily life

Goal of Activity

- Able to tell the importance of self care in daily routine
- Know the difficulties on daily self care
- Aware on common opportunistic infections
- Know the healthy behavior, traditional medicine, and alternative medicine

Ask participant about their healthy activities

"What is something that happened recently that made you feel good about your health?"

Write participant's answer on flipchart and separate kind of healthy activities i.e., rest, sleep, exercise, medication or someone telling you that "you look good" etc.?

Direction:

Illicit situations from group members. If not mentioned, address the following.



- *Getting enough sleep*
- *Exercising*
- *Doctor telling you that your t-cell have improved*
- *Friend telling you that "you look good."*

Pair Share
(20 minutes)

Use these issue to make question for pair share

- explain an importance of self care for HIV infected persons
- understand problems and obstacles of self-health care
- know symptoms of common opportunistic infection diseases
- know methods of health promotion, traditional and alternative medicine

✿ Ask participants to pair up with other person who opposite them in group (or pair up with person who sit near them etc.)

Discuss these questions:

Questions:

- Know how to take good care of your health post HIV infection
 - Following HIV infection, what are common problems and obstacles of self-health care
 - Recently, are there any events related to your health that cause your feeling thermometer over 60
- ✿ Spend 5 minutes for discussion in each of the above topics.
- ✿ Discuss in group after each 3 topics, and note down on flipchart

Identify unhealthy activities and relate to Feeling Thermometer and FTD

Illicit situations from group members. If not mentioned, suggest :



Possible situations :

- *Going out drinking with friends*
- *Having unprotected sex*
- *Eating unhealthy food*
- *Being around people who smoke.*
- *Changing to a new medication and experiencing a headache.*
- *You are not feeling sick but your doctor wants to put you on medication.*
- *You always feel tired.*
- *You stop taking your medication for 3 months and are now due for a doctor's appointment to check on your blood cell counts.*

Learning spot
(20 minutes)

The facilitator shares knowledge about

- *Healthy behavior i.e.Exercise or other activities such as eating good food, meditation, avoiding drugs.*
- *Aware on common opportunistic infections*

Lesson Learned
(15 minutes)

Ask participants what they learned from today's activities and write on flipchart.

Pair Share
(15 minutes)



Make pairs

Discussion about these issues :

- *How you plan for regular physical exercise*
- *What symptoms that make you go to the hospital?*

Ask participants and write on flipchart.

Relaxation Exercise
(10 minutes)

- ◇ *Before we end this exercise, I want to do one more thing. I want you think about a situation that would cause you a high degree of discomfort.*
- ◇ *Now, let's do a relaxation exercise.*

Exercise

(Example)

[Apply the basic Yoga exercise to this session](#)

Following the relaxation exercise :

- *Where are you on the Feeling Thermometer right now?*
- *Throughout the sessions, we will learn different ways that can help us feel better in stressful situations.*

Relaxation can be a helpful way of dealing with negative feelings or when your're feeling uncomfortable.

Goal Setting
(15 minutes)



- ◎ Write on flipchart “Good thing of goal setting”
- ◎ Ask participant for personal goal for the week that concern with today’s activity

Session: Self-health care in daily life

Goal of the Activity

- explain an importance of self care post HIV infection
- understand problems and obstacles of self-health care
- know common opportunistic infection diseases
- know methods of health promotion, traditional and alternative medicine

- ◎ Sample of goal for today’s activity

Example *How do you plan for self care in daily routine?*


Facilitator gives document about “My goal for healthy routines” to members. Explain to everybody that when they go back home they should write how do they do with goal for healthy routine each topic.

- ◎ Ask volunteers to present their goal




My Goals for Healthy Routines

Instructions: Under each category write your goals for healthy routines. You can have more than one goal under a category or none. Be sure that your goals are realistic.


 Diet (Food)

 Exercise

 Sleep/Rest/Relaxation

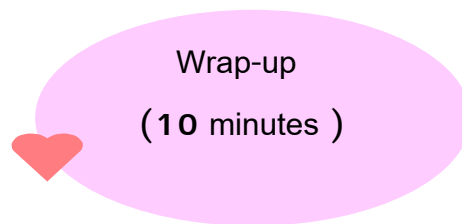
 Appointments with Medical care providers

 Medication

 Substance abuse (Smoking, drugs, alcohol)

 Healthy/Safe sexual habits

 Other



- ✧ Review goal for the week
- ✧ Make one positive statement about oneself.
Positive feeling in the group or one thing you liked about the group.
- ✧ Preview next session
- ✧ Make appointment and Encourage attendance

Session 8 Family member's Role

(Raising child/children and family relationship 3.1)

Outcome and skill	
<p>Outcome: Participants can understand to manage their role and function after having infected person in the family</p> <p>Skill 1) Participants can plan to manage role and function in the family. Skill 2) Participants can deal with conflict or misunderstanding in the family.</p>	
Timeline (total 12 minutes)	Material
<p>Greeting and welcome (20 minutes)</p> <ul style="list-style-type: none"> - introduction / ice breaker - Introduce "Tanjai Card" - Group rules - Follow up about action of the goal last time - Inform about activities of today <p>Switch pairing (10 minutes)</p> <p>Discussion (20 minutes)</p> <p>Role plays (20 minutes)</p> <p>Discussion (10 minutes)</p> <p>Relaxation lesson (10 minutes)</p> <p>Conclusion before leaving.</p> <ul style="list-style-type: none"> - Talk about good feeling or thing that they like from group activities. - Inform about the activities of the next meeting - Schedule time 	<ul style="list-style-type: none"> - Poster of emotion thermometer - Tanjai card - Flip chart - Pen <p>Post these on the wall before start the activity.</p> <ul style="list-style-type: none"> - Poster of emotion thermometer <p>Write the flip chart before start the activity.</p> <ul style="list-style-type: none"> - Topic and objective of today activities. - Target group

Greeting and welcome (20 minutes)

Introduction

- ☆ Welcome
- ☆ Call every member's names in the group.

Introduce Tanjai card

Hand out Tanjai card

- We will use Tanjai card through the activity. First, each person has numbers of cards. Every card is a symbol of impression and satisfaction. It represents the person when feel some impression.
- When a person say or do thing and we feel good, we will give the Tanjai card to show satisfaction of that action.
- Therefore, Tanjai card is an expression of complement to others.

Rule for using Tanjai card during the activity

- When you are impressed, you will give the Tanjai card to that person. (Such as you see a person in the group looks at your eyes and can make you feel that he is really listening to you. Or, when anyone asks question that you feel of his/her attentiveness.)
- Now, can anyone notice about someone's preference?

Welcome activity

Activity “Ultra-man”

Ask members to stand and make a circle while the leader shows 3 Ultra-man postures:
Posture 1: Make two fingers as a rabbit symbol and put them on both sides of forehead.
Posture 2: One open hand touch elbow of the other arm and make a perpendicular angle.
Posture 3: Cross two arms and make a cross sign.
The rule is the leader walk to any of member and posts one of the three postures and say “Ultra-man.” That person has to post the different posture. If anyone does the same posture, he/she will be punished as the group rules.

****Welcome activity can be changed as the leader would like to.**

Group's rules

Set up the group rules.

- It is very important when we come here, every one should feel safe and feel good with this participation.
- We should have rules that make the infected person feel comfortable with the group activities.

Don't forget.

It is very important that group members have to be possessive of the rules. So, group members have an opportunity to set each group rules. However, it should be check in detail and cover on these issues.

- Confidentiality
- Don't set up rule that is too strict to do in reality.
- Come to the meeting 10 minutes before the activity starts.
- Respect others' opinion that may be similar or different from you.
- Use the group activity detail as a guideline
- Give them in equal time.

(Ask to) Follow up the action from the last activity's goal.

As the topic 7: Self Care in daily routine (Healthy body section 2.3)

Guideline

For members who accomplish the goal from last week session:

- Compliment their attempt and willingness to this accomplishment.
- Relate it to feeling/ thought/action and emotion thermometer.

Or

For the member who accomplish goal from last week session:

- Compliment their attempt and willingness.
- Relate it to feeling/ thought/action and emotion thermometer.

Review topics and goal of today activity.

Write flip chart ahead of time.

Switch pairing (20 minutes)

Use these topics for member discussion:

- Understand role and function after having HIV infected person in family.
- How the family adjusts when having HIV infected member.
- Conflict or misunderstanding in the family
- Deal with the conflict or misunderstanding in the family.

Pair the members up

- ✧ Leader may tell members to pair up with the person on the opposite side of the group or with the next person on their left side, etc.
- ✧ Set up the activity time for 20 minutes. They may switch the pair after the first 10 minutes to motivate members to be alert.

Example of the topic to switch pairing

- After infected, how the person has any adjustment in the family?

REQUIREMENT

Relate the situation with feeling/thought/action (FTA)

Discussion (20 minutes)

Topics for discussion are

Adjustment when having a HIV infected person in the family

- Adjustment of the infected person
- Plan for role and function of family member
- Decrease the conflict that may happen.

The leader asks members' opinion on each issue, and writes the conclusion on the flip chart.

Roles play (20 minutes)

Use these topics for discussion.

- Management and role in the family
- Management plan with confliction and misunderstanding in the family.

Pair up the members

- ✦ Leader may tell members to pair up with the person who is at the opposite side in the group, or pair up with the next person on their left side.
- ✦ Set up the activity in 20 minute. They may switch the pair after the first 10 minutes to motivate members to be alert.

Roles play

Example

- Husband-wife

The wife wants to talk to the husband who is unemployed or do not have permanent job to help supporting the family.

REQUIREMENT

Relate the situation with feeling/thought/action (FTA)

Discussion (10 minutes)

Ask in the group what they learned from the “pair up roles play” activity and write it on the flip chart.

Emotion thermometer

Skill – increase emotional control by consideration of comfort level and discomfort level.

- (1) Use “FTA” in discomfort situation.
- (2) Relate body response with thought and action.

Don’t forget.

F. is the acronym of **Feeling** that means body reaction to the situation such as when angry, we have feeling at any part of body and have any changes.

T. is the acronym of **Thought** that means things that we talk to ourselves.

A. is the acronym of **Action** that means behavioral expression such as when husband argue with his wife. He may be frustrated, slam the door, cry, walk away, or takes times to calm down.

Normally, people might not notice of their thought. Everything happens automatically. Point at “FTA” that happen is that person habit.

Activity

The group leader chose one pair of member to tell feeling/thought/and action after the roles play. Talk to members about “**Management plan for role and function in the family.**”

Relaxation (10 minutes)

Introduction

- ◆ Before the end of the activity, ask every member to think about his/her family situation that make him/her feel much discomfort.
- ◆ Then, start relaxation activity.

Lesson

May use “Yoga” activity to practice.

Follow through the relaxation lesson:

- At which level of emotion thermometer they are at this moment?
- From all activity of today, we learn many ways to make us feel better in stressful situation.

Relaxation is the method to cope with negative feeling or when they feel discomfort.

Don't forget.

Relaxation lesson, especially closing eyes, may stimulate some participants feel worry. Therefore, the leader needs to end the activity with comfortable, not a distress, situation example.

Goal setting (10 minutes)

- **Write the flip chart regarding benefit of goal setting**
- **Ask members to set up goal that related to the activity topic and activity goal as:**

Activity topic “Role of family member”

Goal

- Management plan for the role and function of family member
- Deal with conflict and misunderstanding in family.

- **Example of goal setting that relate to today activity**

Such as: how we will start planning to discuss about the role and function in family with any family member, etc.


- **Randomly ask target group members.**

Conclusion before leaving (15 minutes)

- ☆ Review goal of the week.
- ☆ Tell about good thing or thing that they like from the group activity today.
- ☆ List topic of the next meeting.
- ☆ Schedule time and motivate for the activity participation.



Session 9 Parenting / Parenting while ill
(Module 3 : Parenting and Family Relationship)

Outcome & Skills	
<p>Outcome : Participants have positive relationship with family members, especially with children, and help them behave in good discipline</p> <p>Skill 1) Participant will learn ways to have family activities in good atmosphere</p> <p>Skill 2) Participant will have effective communication with children</p>	
Agenda/Timeline (Total 125 minutes)	Materials
<p>Check-In (20 minute)</p> <ul style="list-style-type: none"> - Introductions / Ice Breaker - Introduce tokens - Group Rules - Review goal last week - Review of this session <p>Pair Share (10 minutes)</p> <p>Let's Talk (30 minutes)</p> <p>Pair Share – Role play (10 minutes)</p> <p>Relaxation Exercise (10 minutes)</p> <p>Goal Setting (15 minutes)</p> <p>Wrap-Up (10 minutes)</p> <ul style="list-style-type: none"> - Tell one positive thing they gained from the group - Preview next session and encourage attendance 	<ul style="list-style-type: none"> - Feeling Thermometer Poster - Tokens - Flipcharts - Pens <p>Post on the Wall Ahead of Time:</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <div style="text-align: center;">  </div> <p>Write on Flipchart Ahead of Time:</p> <ul style="list-style-type: none"> - Today's Topic/Goals for the Session - Goals of Group



Check-In (20 minutes)

Welcome

Pair Share:

-Make pairs

-Introduce yourself and tell a positive things happen to you today (or last 2-3 days) in 30 seconds and then introduce your self with other persons in group with the same way in short times.

This process would help participants prepare themselves before starting other activities.

Introduce Tokens

Distribute tokens and explain how to use. These are examples for explain

- *We will be using these tokens throughout the sessions. Each of us will have a set at the beginning of each group. They are tokens of appreciation and help us be in touch with what we like.*
- *Whenever someone says or does something that makes you feel good, give them a token as a way of recognizing that you like what they did or said or thank you for give a good thing in group*
- *For instance, it can be when you feel proud of someone or you feel that you admire them.*
- *You should give a token immediately, don't wait too long because you may forget it. If it does not disturb the group's conversation, you should tell the reason why you give a token to him.*

The co-facilitator may demonstrate how to use tokens by giving it to a member who have good eye contacts during the talk and express an appreciation.

- *Impression situation may be happen every times such as other person in group just looked me in the eyes and that makes me feel like you are really listening to me or you asked me a question which makes me feel like you care about what we are talking about.*
- *Have any of you already notice anything about anyone in the group that you like?*



Ice-Breaker activity

“Tell you Children’s name”

Participants tell their children’s name to other member 1 round and everybody should remember. Then, Facilitator chose someone to ask “What’s children’s name of member who sit on the left is?” or “What’s children’s name of member who sit on the right is?” etc.

**** Ice-Breaker activity can be change by skillful of Facilitator**

Group Rules

Generate group rules

(See the detail of how to generate group rules in FTD session)

- *Last time, our group has some rules to make us feel safe in the group and feel good about coming here as showing on this flipchart.*
- *Do you want to change or add any group rule?*



Don’t Forget

Make sure to elicit the following rules:

- Confidentiality among group members
- Don’t come high
- Arrive 10 minutes before the group begins
- Respect for similarities and differences
- Stick to workshop content
- Provide equal time

Talk about last week goal

Session 8 Family member’s Role (Module Parenting and Family Relationship 2.3)



Directions:

For participant who accomplished their goal last week.

- Praise efforts and success
- Relate to Feeling/Thinking and Doing and Feeling Thermometer

Or

For participant who did not accomplish their goal last week.

- Praise efforts
- Relate to Feeling/Thinking and Doing and Feeling Thermometer
 - *Feeling thermometer : 90*
 - *Physical reaction : Tight Chest, shaky hands*
 - *Thinking : Tell yourself "I can't do this"*
 - *Doing : "Giving up"*
- Positive reframe and yet maintain accountability (i.e., if they did not accomplish the goal, it is because they were trying to take care of themselves by not overstressing themselves.)
 - *What positive thing could you have said to yourself instead?*
 - *If you said this positive thing to yourself, what would you have done instead?*
 - *Now! What about your Feeling Thermometer.*



Review today's topic and goal for session

Write on flipchart ahead of time

Parenting/Parenting while ill

Goals of today's session

- Increase positive relationship in the family especially with children
- Plan on giving care that encourage children to have discipline
- Help parents have better child care



Pair Share (20 minutes)

✿ Ask participants to pair up with other person who opposite them in group (or pair up with person who sit near them etc.)

Discuss these issues:

- *Increase positive relationship in the family especially with children*
- *Helping children cope with stigma (at school and community)*

✿ Spend 5 minutes for discussion in each of the above topics.

✿ Discuss in group after each 2 topics, and note down on flipchart

Pair Share

Role play: Mother and Children

Example

Children: Express that he/she feel worry on his mother's health and problems on discrimination

Mother: Explain and relief the worry

Choose a pair of members to show a role play to the group and relate to Feeling Thermometer and Feeling/Thinking/Doing (FTD) after role-play.

Summary on flipchart



Let's Talk
(20 minutes)

Topic for discuss

- *How is the relationship between you and your children?*
- *What things that your children make you feel good and feeling thermometer: 0-20?*
- *What things that your children make you feel bad and feeling thermometer: 50-100?*
- *What your children's behavior that you want them changing?*
- *Do you plan to have good relation and encourage your children to have discipline?*

Write on flipchart

Point out that it is possible for participants and their children to have different ideas in a situation. A good way is how to get a win-win result.



“A SMART WAY TO DISAGREE”

1. State the problem (S)

- What is the fight about?
- Listen : Don't be thinking of a response while the child is talking
- Use “I” statements. Say how what the child does makes you feel. Do not blame.
- Do not in clued old fights that have nothing to do with this conflict.

2. Make a goal (M)

- What is mom's goal?
(Consider what your Feeling Thermometer may be causing you to do)
Do you want to avoid the conversation? Blame the teen?
- What is teen's goal?
Consider what the child is asking for: Is it information, reassurance or permission.
- Joint goal?
How can mom and teen come up with a goal that they can both accept and meets both of their needs?
- Realistic?
- Win-win situation?

3. Actions (A) Make a list of all the possible actions you could take and evaluate the pros and cons of each option

- Avoid nagging, criticizing, threatening or lecturing. This will push the person away.
- Both mom and teen offer solutions
- After you have come up with all the solutions, together examine the advantages and disadvantages of each possible solution.
- If you can't end up with one or two solutions that seem best, schedule another time to meet.

4. Reach a decision about which action you want to try (R)

- Joint decision where both of you agree with the solution.
- Make sure that it is understood that each person is making a commitment to carry out the decision.
- Be specific about the joint goal. (When do we start? What days? What do we need to start? How will we know that the other person is doing what they said they would?)

5. Try it and review it (T)

- Remember that sometimes solutions may need to be changed or modified.
- Keep the door open for more communication if this is the case.
- Evaluation the solution after a week, then two weeks, and so on.



Role Play
(10 minutes)

Topic for discussion:

Encourage children to have discipline

Role play

Example situation:

Mother and Children

- *When your children want to buy new clothes but mother disagree because she think it's not necessary, then children to be aggressive. How mother talk with the children?*

Choose a pair of members show role play to the group and relate to Feeling/Thinking/Doing (FTD) after role-play.

Summary on flipchart

Facilitator shares knowledge about manage with problem behavior of children

Share opinion and write on flipchart

Relaxation Exercise
(10 minutes)



- ◇ *Before we end this exercise, I want to do one more thing. I want you think about a situation that would cause you a high degree of discomfort.*
- ◇ *Now, let's do a relaxation exercise.*

Exercise

Stand up, close your eyes, calm and thinking of your children

Following the relaxation exercise :

- *Where are you on the Feeling Thermometer right now?*
- *Throughout the sessions, we will learn different ways that can help us feel better in stressful situations.*

Relaxation can be a helpful way of dealing with negative feelings or when your're feeling uncomfortable.



Don't forget

A relaxation exercise, especially one that may entail closing of eyes may trigger anxiety for some participants; you may want to end group with eliciting some examples of comfortable situation.

Goal Setting
(15 minutes)

- ◎ Write on flipchart "Good thing of goal setting"
- ◎ Ask participant for personal goal for the week that concern with today's activity

Session: Prevention of HIV Transmission

Objective

- ❖ Explain ways to prevent HIV infection
- ❖ Practice for negotiation to avoid unprotect sex

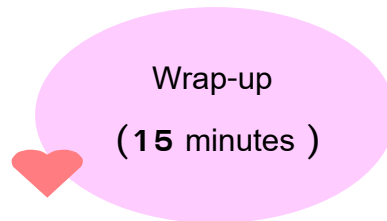


- ❖ Prepare for making a decision between husband and wife regarding having a baby

⦿ Example of goal for today's activity

- *We will talk more with our children.*


⦿ Ask volunteers to present their goal



- ★ Review goal for the week
- ★ Make one positive statement about oneself.
Positive feeling in the group or one thing you liked about the group.
- ★ Preview next session
- ★ Make appointment and Encourage attendance



Session 10 Long term plan with family for yourself and children
(Module 3 Parenting and Family Relationship)

Outcome & Skills	
<p>Outcome : Participants can prepare on planning for himself and children</p> <p>Skill 1) Participant will plan together with children</p> <p>Skill 2) Participant will help his children to be confident to live and have a good future.</p> <p>Skill 3) Participant will plan about who will be a care giver for his children.</p>	
Agenda/Timeline (Total time 125 minutes)	Materials
<p>Check-In (20 minutes)</p> <ul style="list-style-type: none"> - Introductions / Ice Breaker - Introduce tokens - Group Rules - Review goal last week - Review of this session <p>Let's talk (15 minutes)</p> <p>Pair Share 1 (20 minutes)</p> <p>Let's talk (15 minutes)</p> <p>Pair Share 2 (10 minutes)</p> <p>Relaxation Exercise (15 minutes)</p> <p>Goal Setting (15 minutes)</p> <p>Wrap up (10 minutes)</p> <ul style="list-style-type: none"> - Tell one positive thing they gained from the group - Preview next session and encourage attendance 	<ul style="list-style-type: none"> - Feeling Thermometer Poster - Tokens - Flipchart - Pens <p>Post on the Wall Ahead of Time:</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <div style="display: flex; align-items: center;">  <p>Write on Flipchart Ahead of Time:</p> </div> <ul style="list-style-type: none"> - Today's Topic/Goals for the Session - Goals of Group



Check-in (20 Minutes)

Welcome

Pair Share:

-Make pairs

-Introduce yourself and tell a positive things happen to you today (or last 2-3 days) in 30 seconds and then introduce your self with other persons in group with the same way in short times.

This process would help participants prepare themselves before starting other activities.

Introduce Tokens

Distribute tokens and explain how to use. These are examples for explain

- *We will be using these tokens throughout the sessions. Each of us will have a set at the beginning of each group. They are tokens of appreciation and help us be in touch with what we like.*
- *Whenever someone says or does something that makes you feel good, give them a token as a way of recognizing that you like what they did or said or thank you for give a good thing in group*
- *For instance, it can be when you feel proud of someone or you feel that you admire them.*
- *You should give a token immediately, don't wait too long because you may forget it. If it does not disturb the group's conversation, you should tell the reason why you give a token to him.*

The co-facilitator may demonstrate how to use tokens by giving it to a member who have good eye contacts during the talk and express an appreciation.

- *Impression situation may be happen every times such as other person in group just looked me in the eyes and that makes me feel like you are really listening to me or you asked me a question which makes me feel like you care about what we are talking about.*
- *Have any of you already notice anything about anyone in the group that you like?*

Ice-breaking Activity



This is a game with Thai song called: “Lom Phae Lom Phat (The Wind Blows)”. The facilitator shows lyrics of this song on flipchart and teach the group to sing. At the ending part of it, facilitator will say a characteristic of person whom the wind blows. Participants with that characteristic have to move and seek for a space in the group. The slowest person will be punished.

**** Ice-Breaking activity could be changed or adjusted as appropriate.**

Group Rules

Generate group rules

(See the details of how to generate group rules in FTD session)

- *Last time, our group has some rules to make us feel safe in the group and feel good about coming here as showing on this flipchart.*
- *Do you want to change or add any group rule?*



Don't Forget

Make sure to elicit the following rules:

- Confidentiality among group members
- Don't come high
- Arrive 10 minutes before the group begins
- Respect for similarities and differences
- Stick to workshop content
- Provide equal time

Talk about last week goal

Session 9 Parenting and Parenting While Ill (Module 3: Parenting and Family Relationship)

Directions:

For participant who accomplished their goal last week.

- Praise efforts and success
- Relate to Feeling/Thinking and Doing and Feeling Thermometer



Or

For participant who did not accomplish their goal last week.

- Praise efforts
- Relate to Feeling/Thinking and Doing and Feeling Thermometer
 - *Feeling thermometer : 90*
 - *Physical reaction : Tight Chest, shaky hands*
 - *Thinking : Tell yourself "I can't do this"*
 - *Doing : "Giving up"*
- Positive reframe and yet maintain accountability (i.e., if they did not accomplish the goal, it is because they were trying to take care of themselves by not overstressing themselves.)
 - *What positive thing could you have said to yourself instead?*
 - *If you said this positive thing to yourself, what would you have done instead?*
 - *Now! What about your Feeling Thermometer.*



Review today's topic and goal for session

Write on flipchart ahead of time

"Long term plan with family for yourself and children"

Objectives

1. Participant will plan together with children
2. Participant will help his children to be confident to live and have a good future.
3. Participant will plan about who will be a care giver for his children.

Let's Talk
(15 Minuities)

Facilitator discuss these issue with the group:



A plan to discuss with children about your illness and preparedness for children after you pass away, e.g. :

- *Have you ever talked to child (or children) about your illness?*
- *Do you have a plan for that?*
- *What is your expectation for your children's life after you died.*

Ask some of participants to share to the group.

Role Play (20 Minutes)

- Make pairs and each pairs have a role play

The situation for role play : What is the mother going to talk to her child when she gets severely ill, or what to say at the last hours of her life?

Relate the situation to FTD

Let's Talk (15 Minutes)

Discuss with the group about these following issues:

Have a long term plan and preparedness for children e.g. assigning a care giver to children

- *Have you planned for you kids? If yes, what the plan is.*



- *Have you ever ask someone to give care to your kids? If yes, who he is / how the talk is / and that person accept your request or not.*

The facilitator asks the group and write on a flipchart.

**Pair Share
(10 Minutes)**

- Make pairs and let them discuss on this topic:
“Talking to someone who will give care our kids”

**Relaxation Exercise
(15 Minutes)**

- ◇ *Before we end this exercise, I want to do one more thing. I want you think about a situation that would cause you a high degree of discomfort.*
- ◇ *Now, let's do a relaxation exercise.*

Exercise

Example

- ◇ *Before we end this exercise, I want to do one more thing. I want you think about a situation that would cause you a high degree of discomfort.*
- ◇ *Now, let's do a relaxation exercise.*

Exercise

Example

Stand up, close your eyes



Deeply breathe in and out, slowly

(The relaxation exercise could be adjusted or change as appropriate.)

Following the relaxation exercise:

- *Where are you on the Feeling Thermometer right now?*
- *Throughout the sessions, we will learn different ways that can help us feel better in stressful situations.*

Relaxation can be a helpful way of dealing with negative feelings or when your're feeling uncomfortable.

Goal Setting
(15 minutes)

- ⦿ Write on flipchart “Good thing of goal setting”
- ⦿ Ask participant for personal goal for the week that concern with today's activity

“Long term plan with family for yourself and children”

Objectives

1. Participant will plan together with children
2. Participant will help his children to be confident to live and have a good future.
3. Participant will plan about who will be a care giver for his children.

- ⦿ Example of goal for today's activity

-I will always use condom in sexual intercourse every time.

- ⦿ Ask volunteers to present their goal




Wrap-up
(10 minutes)

- ✧ Review goal for the week
- ✧ Make one positive statement about oneself.
Positive feeling in the group or one thing you liked about the group.
- ✧ Preview next session
- ✧ Make appointment and Encourage attendance



Session 11 Social participation and Support
(Module 4 : Social and Community)

Outcome & Skills	
<p>Outcome : Participants learn how to seek supports from others, how to make good relationship and how to access an organization for help.</p> <p>Skill 1) identify persons who would help or support you</p> <p>Skill 2) Practice asking for help or support and making good relationship</p> <p>Skill 3) Accessing the helping group and learn what positive things from social support</p>	
Agenda/Timeline (Total time 120 minutes)	Materials
<p>Check-In (20 minutes)</p> <ul style="list-style-type: none"> - Introductions / Ice Breaker - Introduce tokens - Group Rules - Review goal last week - Review of this session <p>Pair Share & Group Discussion (15 minutes)</p> <p>Pair Share (20 minutes)</p> <p>Let's talk (15 minutes)</p> <p>Relaxation Exercise (10 minutes)</p> <p>Goal Setting (20 minutes)</p> <p>Wrap-up (15 minutes)</p> <ul style="list-style-type: none"> - Tell one positive thing they gained from the group - Preview next session and encourage attendance 	<ul style="list-style-type: none"> - Feeling Thermometer Poster - Tokens - Flipchart - Pens <p>Post on the Wall Ahead of Time:</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <div style="display: flex; align-items: center;">  <p>Write on Flipchart Ahead of Time:</p> </div> <ul style="list-style-type: none"> - Today's Topic/Goals for the Session - Goals of Group



Check in (20 minutes)

Welcome

Pair Share :

-Make pairs

-Introduce yourself and tell a positive things happen to you today (or last 2-3 days) in 30 seconds and then introduce your self with other persons in group with the same way in short times.

This process would help participants prepare themselves before starting other activities.

Introduce Tokens

Distribute tokens and explain how to use. These are examples for explain

- *We will be using these tokens throughout the sessions. Each of us will have a set at the beginning of each group. They are tokens of appreciation and help us be in touch with what we like.*
- *Whenever someone says or does something that makes you feel good, give them a token as a way of recognizing that you like what they did or said or thank you for give a good thing in group*
- *For instance, it can be when you feel proud of someone or you feel that you admire them.*
- *You should give a token immediately, don't wait too long because you may forget it. If it does not disturb the group's conversation, you should tell the reason why you give a token to him.*

The co-facilitator may demonstrate how to use tokens by giving it to a member who have good eye contacts during the talk and express an appreciation.

- *Impression situation may be happen every times such as other person in group just looked me in the eyes and that makes me feel like you are really listening to me or you asked me a question which makes me feel like you care about what we are talking about.*
- *Have any of you already notice anything about anyone in the group that you like?*



Ice-Breaker activity

“Pepsi Fanta Sprite ”

Let the participants sit in a U-shape. All have to move when the facilitator have a command:

- Move to the left for 1 seat if the facilitator says “Pepsi”
- Move to the right for 1 seat if the facilitator says “Fanta”
- Move to find a seat in the opposite part of the U shape if the facilitator says “Sprite”

The facilitator may give one command or several commands at a time.

**** Ice-Breaker activity can be change by skillful of Facilitator**

Group Rules

Generate group rules

(See the details of how to generate group rules in FTD session)

- *Last time, our group has some rules to make us feel safe in the group and feel good about coming here as showing on this flipchart.*
- *Do you want to change or add any group rule?*



Don't Forget

Make sure to elicit the following rules:

- Confidentiality among group members
- Don't come high
- Arrive 10 minutes before the group begins
- Respect for similarities and differences
- Stick to workshop content
- Provide equal time

Talk about last week goal

Session 10 Long term plan with family for yourself and children (Module 3 : Parenting and Family Relationship)



Directions:

For participant who accomplished their goal last week.

- Praise efforts and success
- Relate to Feeling/Thinking and Doing and Feeling Thermometer

Or

For participant who did not accomplish their goal last week.

- Praise efforts
- Relate to Feeling/Thinking and Doing and Feeling Thermometer
 - *Feeling thermometer : 90*
 - *Physical reaction : Tight Chest, shaky hands*
 - *Thinking : Tell yourself "I can't do this"*
 - *Doing : "Giving up"*
- Positive reframe and yet maintain accountability (i.e., if they did not accomplish the goal, it is because they were trying to take care of themselves by not overstressing themselves.)
 - *What positive thing could you have said to yourself instead?*
 - *If you said this positive thing to yourself, what would you have done instead?*
 - *Now! What about your Feeling Thermometer.*



Review today's topic and goal for session

Write on flipchart ahead of time

Session 11 Social participation and Support

Goal of the Activity

- Learn how to make new friends and have a good relationship
- Know the groups with helping hands for HIV + person
- Learn some good things we get from our society



Facilitator ask participant for review the situation

- *Who do you go to*
 - when you feel stress
 - when you need to talk to someone who you trust and feel like understands you?

Ask participant and connect to today's topic

Pair Share
(30 minutes)

Skill

Identify persons who give support or other helps

★ Ask participants to pair up with other person who opposite them in group (or pair up with person who sit near them etc.)

Discuss these issues:

- *Who do you go to when you need to talk? (Who you trust and feel like understands you)*
- *Who do you go to when you need information on something i.e.; medication side effect, support group, children, employment, etc.*
- *Who do you go to when you need help with tangible things*
- *How is the relationship between you and your old friend?*

★ Spend 5 minutes for discussion in each of the above topics.

★ Discuss in group after each 2 topics, and note down on flipchart

Share experience in group and write on a flipchart.

Each topic, further questions could be asked:



- *What situations would you like more support in?*
- *What situations would you be more comfortable with if you had someone to share your thoughts and feelings with?*

Have further discussion in the group:

In each situation, when you thought of those persons and asked for support, what is the result?

Connect with feeling thermometer.

Ask participant and write on flipchart.

Increased ability to distinguish between positive and negative support

- The term social support means the people you go to when you feel stress, down, or uncomfortable; when you need someone to listen to you, understand you and give you help. The people that give you social support might include friends, family members or professionals.
- You are also a support giver. There are probably many people in your life that you give social support to when they need it.
- Positive or helpful social support comes from those people who are interested in your healthy life projects; those who have your best interest at heart; Positive support increases your ability to make good choices and to feel better about yourself. This means that if you want to give positive support to others, it works best if you understand the life projects of the person you are trying to help.
- Negative or unhelpful social support comes from those people who sidetrack you from accomplishing your goals; those who make you feel bad about yourself; those who get you in trouble; they may actually make you feel more stressed.
- It is possible that one person can be a source of both positive and negative social support. For example, maybe your best friend like to go walking with you, which makes you more likely to get your exercise done. That is positive support. But, maybe the same friend tries to pressure you into having unprotected sex. That is negative support.



Brainstorm about ways to increase positive support or decrease negative support and write on flipchart

If participant don't mention, Facilitator should suggest this issue...

Direction:

Increase Positive Support	Decrease Negative Support
<ul style="list-style-type: none">- Ask for help or for more help- Ask for a specific type of help- Negotiate for a WIN-WIN- Find a way to buy help (Tutor, Therapist, Babysitter)	<ul style="list-style-type: none">- Ask for less "Help"- Ask for different type of help- Do not ask this person for help- Avoid this person for this topic

Role-Play a Social Support Situation

Have participants pair up with one other person and role play a situation. The situation is practice talking with someone in your life about wanting social support from him or her. After 2 minutes of practice, we will switch so the other person can have a turn.

After that, connect with other social style such as groups with helping hands for HIV+ person and other organization.

Let's talk
(15 minutes)

Beyond support from family members, close friends, or neighbors, there are some social organizations or Non-government organizations in our area. Asking for help and having good relationship with others would let us get benefit.

Ask participant with these issue and share experience in group

Write on flip chart

Example

- Do you join the social activities? How about the activity?



- *What are good things that you get from group?*
- *Where are information sources for HIV+ people?*
- *What are good things you get when you access the information sources?*
- *What are good things that you want to happen with other HIV person?*
- *What are good things we get from our society*

Possible SMART Actions in seeking support

Before the conversation:

- Plan what you want to say ahead of time
- Write it down
- Use calming techniques to prepare
- Wait until the other person is not rushed or distracted
- Tell person you want to talk with them about something important

During the conversion

- Compliment other about something first; be positive; do not criticize; avoid putting down others' ideas and beliefs
- Listen, repeat back what you are hearing, and ask questions to be sure you really understand both the thoughts and feelings of the other person
- Share your thoughts and feelings about the situation
- Use a soft voice, make good eye contact, watch body language
- Be respectful
- Use "I" statements
- Try to propose a win-win situation
- Respond well to an agreement for even part of what you wanted

Relaxation Exercise
(10 minutes)



- ◇ *Before we end this exercise, I want to do one more thing. I want you think about a situation that would cause you a high degree of discomfort.*
- ◇ *Now, let's do a relaxation exercise.*

Exercise

Example Close your eyes, breathe in deeply and breathe out slowly.

Following the relaxation exercise :

- *Where are you on the Feeling Thermometer right now?*
- *Throughout the sessions, we will learn different ways that can help us feel better in stressful situations.*

Relaxation can be a helpful way of dealing with negative feelings or when your're feeling uncomfortable.



Don't Forget

A relaxation exercise, especially one that may entail closing of eyes may trigger anxiety for some participants; Therefore, you may want to end group with eliciting some examples of comfortable situation.

Goal Setting
(20 minutes)

- ◎ Write on flipchart “ Good thing of goal setting”
- ◎ Ask participant for personal goal for the week that concern with today's activity

Session 11 Social participation and Support

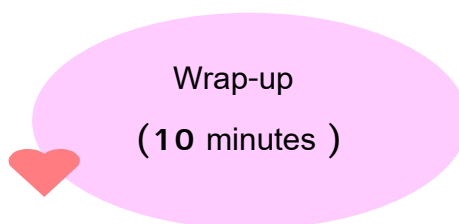
Objective

- Learn how to make new friends and have a good relationship



- Know the groups with helping hands for HIV + person
- Learn some good things we get from our society


◎ Ask volunteers to present their goal



- ★ Review goal for the week
- ★ Make one positive statement about oneself.
Positive feeling in the group or one thing you liked about the group.
- ★ Preview next session
- ★ Make appointment and Encourage attendance



Session 12 - Working
(Module 4 -Community and Social Support)

Outcome & Skills	
<p>Outcome: Participants get readiness for the impact from the infection on their work and have good response.</p> <p>Skill1) Participants plan about their work</p> <p>Skill1) Participants do their work and live their lives with good morals</p>	
Agenda/Timeline (Total time 120 minutes)	Materials
<p>Check-In (15 Minutes)</p> <ul style="list-style-type: none"> - Introductions / Ice Breaker - Introduce tokens - Group Rules - Review goal last week - Review of this session <p>Role Play (20 Minutes)</p> <p>Let's Talk (20 Minutes)</p> <p>Pair Share (15 Minutes)</p> <p>Relaxation Exercise (10 Minutes)</p> <p>Goal Setting (20 Minutes)</p> <p>Wrap Up</p> <ul style="list-style-type: none"> - Tell one positive thing they gained from the group 	<ul style="list-style-type: none"> - Feeling Thermometer Poster - Tokens - Flipchart - Pens <p>Post on the Wall Ahead of Time:</p> <ul style="list-style-type: none"> - Feeling Thermometer Poster <div style="text-align: center;">  </div> <p>Write on Flipchart Ahead of Time:</p> <ul style="list-style-type: none"> - Today's Topic/Goals for the Session - Goals of Group



Check-In (15 minutes)

Welcome

Pair Share :

-Make pairs

-Introduce yourself and tell a positive things happen to you today (or last 2-3 days) in 30 seconds and then introduce your self with other persons in group with the same way in short times.

This process would help participants prepare themselves before starting other activities.

Introduce Tokens

Distribute tokens and explain how to use. These are examples for explain

- *We will be using these tokens throughout the sessions. Each of us will have a set at the beginning of each group. They are tokens of appreciation and help us be in touch with what we like.*
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- *For instance, it can be when you feel proud of someone or you feel that you admire them.*
- *You should give a token immediately, don't wait too long because you may forget it. If it does not disturb the group's conversation, you should tell the reason why you give a token to him.*

The co-facilitator may demonstrate how to use tokens by giving it to a member who have good eye contacts during the talk and express an appreciation.

- *Impression situation may be happen every times such as other person in group just looked me in the eyes and that makes me feel like you are really listening to me or you asked me a question which makes me feel like you care about what we are talking about.*
- *Have any of you already notice anything about anyone in the group that you like?*

Ice-Breaking activity



“Pong – Aiya - UaSiLeaw”

This is an activity that participant will create some acting in immediate response to the facilitator.

It will keep participants alert and have fun with funny acting.

**** Ice-Breaking activity could be changed or adjusted as appropriate.**

Group Rules

Generate group rules

(See the details of how to generate group rules in FTD session)

- *Last time, our group has some rules to make us feel safe in the group and feel good about coming here as showing on this flipchart.*
- *Do you want to change or add any group rule?*



Don't Forget

Make sure to elicit the following rules:

- Confidentiality among group members
- Don't come high
- Arrive 10 minutes before the group begins
- Respect for similarities and differences
- Stick to workshop content
- Provide equal time

Talk about last week goal

Session 11 Social Participation and Support

Directions:

For participant who accomplished their goal last week.

- Praise efforts and success
- Relate to Feeling/Thinking and Doing and Feeling Thermometer

Or

For participant who did not accomplish their goal last week.

- Praise efforts



- Relate to Feeling/Thinking and Doing and Feeling Thermometer
 - *Feeling thermometer : 90*
 - *Physical reaction : Tight Chest, shaky hands*
 - *Thinking : Tell yourself "I can't do this"*
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- Positive reframe and yet maintain accountability (i.e., if they did not accomplish the goal, it is because they were trying to take care of themselves by not overstressing themselves.)
 - *What positive thing could you have said to yourself instead?*
 - *If you said this positive thing to yourself, what would you have done instead?*
 - *Now! What about your Feeling Thermometer.*



Review today's topic and goal for session

Write on flipchart ahead of time

"Working"

Skills

Skill1) Participants plan about their work

Skill1) Participants do their work and live their lives with good morals

**Role Play
(20 Minutes)**

The facilitator and Co facilitator do a role play. It is a situation in working place, a chief and a worker with HIV+

The chief knows the HIV status of his worker and want him to quit his job. He is worry about the effect on working and impact on other workers.

The worker tries to keep his work because it is the only source of income he has. The worker has good knowledge about HIV transmission and treatment.

Discuss with the group after the role play. Relate the situation to FTD. Write on a flipchart.



ปรอทอารมณ์

ใช้โปสเตอร์ปรอทอารมณ์ และบททวน เรื่องปรอทอารมณ์ อุณหภูมิ ความรู้สึก

Let's Talk (20 Minutes)

Discuss about the HIV+ and their work:

- *Have you ever had illness that cause leaving from work ?*
- *How to do if you need help, while no one knows your real health problem?*

Write on a flipchart.

Pair Share (10 Minutes)

Ask participants to pair up with other person who opposite them in group (or pair up with person who sit near them etc.)

- *Suppose you are an HIV+ and no one in your work place knows your status. You have to leave working some days to see a doctor. How to do in this situation?*

Talk in the group and ask some participants to share their ideas. Write on a flipchart.



Relaxation Exercise (10 minutes)

- ◇ *Before we end this exercise, I want to do one more thing. I want you think about a situation that would cause you a high degree of discomfort.*
- ◇ *Now, let's do a relaxation exercise.*

Exercise

Example

Stand up, close your eyes

Deeply breathe in and out, slowly

(The relaxation exercise could be adjusted or change as appropriate.)

Following the relaxation exercise:

- *Where are you on the Feeling Thermometer right now?*
- *Throughout the sessions, we will learn different ways that can help us feel better in stressful situations.*

Relaxation can be a helpful way of dealing with negative feelings or when your're feeling uncomfortable.

Goal Setting (15 minutes)

- ◎ Ask participant for personal goal for the week that concern with today's activity

"Working"

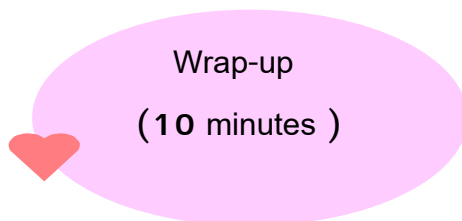
Skills

Skill1) Participants plan about their work

Skill1) Participants do their work and live their lives with good morals



- ◎ Ask volunteers to present their goal



- ★ Review goal for the week
- ★ Make one positive statement about oneself.

Positive feeling in the group or one thing you liked about the group.