

## Sixth week's sessions

Sixth week's sessions	Time
Recap of previous session.	15 min
Debriefing experience of training peer group members through the experiential learning cycle – positive reinforcement by recognition.	30 min
Obstacles to altering risk behaviour.	20 min
Managing stress situations.	40 min
Managing emotions: grief and anger.	40 min
<b>Winding up:</b> <ul style="list-style-type: none"> <li>• Motivation to train peer group members and act as a role model,</li> <li>• Goal setting for service to peer group over the next week,</li> <li>• Goal setting for change in self based on behaviour change communication hierarchy.</li> </ul>	15 min

### Recap and Preliminaries

#### Activity 1: Recap of previous session.

##### Objectives:

- To begin the day with a prayer reinforcing one's limitations,
- To revise the previous week's sessions and correct any misperceptions,
- To sharpen one's presentation skills,
- To develop leadership skills.

**Material needed:** None.

**Time:** 15 minutes.

**Methodology:** Group activity followed by a presentation and discussion.

##### Procedure:

1. Request a volunteer to lead the group in the serenity prayer.
2. Request the participants to hold hands and repeat each line of the serenity prayer after the leader.
3. The group members greet each other.
4. The group member who volunteered to recapitulate the previous week's sessions is requested to make his / her presentation.

5. Members clap in appreciation of the presentation.
6. Group members are encouraged to add what is missed/correct any inaccurate narration.
7. The facilitator corrects any incorrect narration, and requests anyone to ask for clarification.

## Debriefing and Recognition

### **Activity 2: Debriefing experience of training peer group members through the experiential learning cycle – positive reinforcement by recognition.**

#### **Objectives:**

- To debrief the experience of each participant in narrating previous week's lesson to his/her peer group members,
- To debrief the experience of each participant in acting as a role model of change,
- To elicit information about change in self or others,
- To give genuine appreciation of the positive role-played by select participants.

**Material needed:** None.

**Time:** 30 minutes.

**Methodology:** Debriefing following the experiential learning cycle.

#### **Procedure:**

1. The facilitator explains the purpose of this session to the participants.
2. Each member is requested to relate his/her experience in narrating previous week's lesson to his/her peer group members, followed by his/her experience in acting as a role model of change.
3. The facilitator enquires about change in self or others from each participant.
4. The group claps in appreciation of each member's sharing.
5. While debriefing, the facilitator focuses on the feelings generated in the peer volunteer while educating peer groups members and acting as a role model.
6. The facilitator recognises and expresses appreciation for genuine efforts made by selected group members and encourages all to make sincere efforts towards the success of the programme.

### **Activity 3: Obstacles to altering risk behaviour**

#### **Objectives:**

- To identify the obstacles in altering risk behaviour,
- To identify possible ways to overcome the obstacles.

**Material needed:** Blackboard/whiteboard/flip chart with appropriate markers.

**Time:** 20 minutes.

**Methodology:** Brainstorming followed by group discussion.

**Procedure:**

1. Relate the purpose of this session to the participants.
2. Request one member from the group to write the responses from the participants on the board.
3. Request the group to enumerate the obstacles to changing risk behaviours.

**Notes for the facilitator:**

Allow the group to list the obstacles. Identify the missing ones from the following:

- Denial of risk,
- Belief that safe partners can be identified,
- Inadequate information about the risk reduction techniques,
- Inadequate decision-making procedures,
- Stress of peer members ridiculing the peer volunteer,
- Un-dealt with grief, anger,
- Failures to manage relapse,
- Failure of peer group to accept and change risky behaviours.

4. Invite members from the group to enumerate possible ways to overcome each obstacle listed.

## Activity 4: Managing stress situations

**Objectives:**

- To understanding triggers to stress, stress cues,
- To acknowledge that knowing the triggers which cause stress can help in reducing stress and in turn, the chances of relapse,
- To learning to assess one's stress levels.

**Material needed:** Blackboard/whiteboard/flip chart with appropriate markers.

**Time:** 40 minutes.

**Methodology:** Brainstorming.

**Procedure:**

1. Ask participants: "what does the word 'stress' mean?"
2. Ask participants to speak out words they use to describe stress.

3. Ask the group to talk about the various triggers they encounter which result in stress.
4. Ask the participants to write down situations where they felt stress.
5. Encourage them to identify the underlying emotion while feeling stress.

**Notes for the facilitator:**

*Common situations felt stressful by substance users:*

- Loneliness – or feeling alone;
- Boredom - nothing to do – no day structure;
- Tiredness;
- Hunger;
- Change in life style;
- Loss.

*Common emotions associated with stress:*

- Fear, anxiety, anger, grief, sense of rejection, low-self worth.

*Common problems seen in some substance users:*

- Painful recurrent memories – often users describe painful memories that they want to “numb” by intoxication.

*Common medical problems reported by some users:*

- Need for relief of pain (often seen in women in relation to painful menstruation). associated with abuse of pain killers/anti-spasmodic medication.

6. Pair the participants and ask them to share instances where they felt stress and how they dealt with these situations.
7. Make groups of four by asking pairs to join in.
8. Ask each group of four to discuss the problems faced by each pair in finding alternate ways to handle stress situations differently.
9. Reassemble the groups. Ask each group to present their solutions to handling stress situations.

**Notes for the facilitator:**

Some alternate ways of handling stress will be brought out:

*Handling stress when alone*

- Jogging;
- Long walks;
- Listening to music;
- Writing a diary, etc.

*Handling stress with help from others:*

- Sharing problems with someone;
- Joining a social service organization;
- Going to a club.

10. Ask each participant what their new learning is after this exercise and how he / she would use this new learning.
11. Encourage each participant to identify the stress trigger, and identify the emotion in two situations that they have met.

## Activity 5: Managing emotions: grief and anger

### Objectives:

- To identify emotions in a stressful situation,
- To identify appropriate ways of expressing emotions.

**Material needed:** Blackboard/whiteboard/flip chart with appropriate markers and printed copy of the situations.

**Time:** 40 min.

**Methodology:** Role-play followed by de-briefing.

### Procedure:

1. Relate the purpose of the session to the participants.
2. Divide participants into two groups
3. Circulate copies of one the following situations to each group. (Alternate situations are provided to suit the group being trained):

#### *Situation I*

*A substance user is being repeatedly threatened by the drug pusher to pay his debts or else.... He/she shares this problem with a friend*

#### *Situation II*

*The spouse of a substance user complains that there is no money to pay the school fees of the children as a result of money being spent on substance abuse by the father. The spouse and children join a support group (e.g., Al-anon)*

#### *Situation III*

*Nina is getting up each night and remembering her spouse who was a substance user and has died. She tries to numb the memories by drinking alcohol. Her friend notices that she smells of alcohol in the morning when she visits Nina.*

#### *Situation IV*

*Mohan, a boy who has dropped out from school, is in a hurry to leave home early every morning. His parents wonder why. A friend of the parent informs them that he has seen Mohan*

*move about with a circle of “bad characters”. His parents confront Mohan that evening when Mohan returns.*

4. Invite each group member to voluntarily participate in the role-play. It is necessary to call forth for volunteers and refrain from nominating particular members.
5. While one group enacts the role-play the other group observes. While briefing the groups on observation emphasise that they are not to focus on the quality of acting displayed. Stress that the focus should be on what is being said and done.
6. Present instructions to the role-players of the two groups:
  - a) Instruct them about the principles of this role-play. Emphasise that the role-play is built around the case situation of the drug abuser / alcoholic with a focus on the emotions being felt by the role-players in the situation and appropriate ways of handling emotions.
  - b) Provide copies of one case situation to each of the groups so that each will work with a different situation.
  - c) Request them to designate roles amongst themselves and discuss an outline about how they intend to proceed. Allow only five minutes for discussion. This will ensure spontaneity in their presentation and permit them to improvise as the role-play progresses.
  - d) Request the role player to wear badges, which says ‘Nina’, ‘spouse’ etc. for easy identification by the observers.
7. Request the observers to sit in a semi-circle and watch the role-play without causing any disturbance/distraction to the enactors.
8. The enactors will now enact the situation. If the role-play proceeds to a point where the expected situation has developed and feelings have been expressed intensely and completely, you may call ‘out’. Otherwise permit it to end on its own.
9. Ask the enactors to remove their badges that define their roles to signify that they are now stepping out of the role. Tell the enactors that the role-play is over and that the debriefing will start.
10. Ask the enactors one by one about how they felt while role-playing. Help them focus on:
  - (a) Their feelings during the session,
  - (b) The elements that triggered their response and recognise what made them feel or act in a particular way,
  - (c) Their feelings now, after the session.
11. Proceed to ask the observers what they observed in the session. Help them focus on the:
  - (a) Sequence of events,
  - (b) The manner in which each person in the role-play influenced, supported or resisted the other,
  - (c) Feelings generated in the observer,
  - (d) Make sure that each and every group member shares. Help participants recognise emotions in all the case situations.
12. Identify common emotions such as fear, grief and anger.
13. Ask the observers if they could identify any such emotion portrayed in the enactment?

14. Move on to see if the role-play match a real-life situation. Ask the group if a similar situation has happened in reality in their lives.
15. Ask if they have seen these emotions in their peer group members or their families?
16. Request each member of the group to identify similar emotions in himself / herself.
17. Discuss appropriate ways of handling fear, grief and anger.
18. Help them relate the messages at three levels:
  - (a) Knowledge level – contextualise the role play situation to the theoretical inputs provided
  - (b) Attitudinal shift - recognise the intensity of problems faced and feelings involved examining the value of the role-play in dealing with real life situations.
  - (c) Skill development – focus on their ability to identify and express their emotions appropriately.

### **Notes for the facilitator:**

*Emotion* refers to a feeling and its attendant thoughts, psychological and biological states, and range of impulses to act.

1. *Self-awareness/Identifying emotions*: Recognising one's emotions as they occur and the ability to monitor emotions from moment to moment is key to psychological insight and self-understanding. Being aware of one's emotions makes one more confident when making important personal decisions, such as whom to marry and what career path to follow.
2. *Managing emotions*: Having appropriate emotional reactions is a capacity that builds on self-awareness. The ability to modulate negative affects such as anxiety, anger and depression is a crucial emotional skill. Emotional resilience helps one prevail over life's inevitable setbacks and upsets; those who lack emotional self-regulation are continually besieged by feelings of distress.

*Motivating one-self*: Being able to focus on a goal is essential for a range of accomplishments. Emotional self-control – such as delaying gratification or controlling impulsivity – is crucial in working towards such life goals. Individuals who can harness their emotions, and maintain hope and optimism despite frustrations, are generally more productive and effective in their undertakings.

## Winding up

### **Graded goal setting:**

1. Motivate peer volunteers to train their peer group members and act as role models.
2. Motivate peer volunteers to get their HIV status checked at the nearest VCT centre.
3. Reinforce the concept of graded goal setting as a method of behaviour change.
4. Goal setting for service to peer group over the next week: obtain a commitment from each participant to play the role of a person with a mission to reduce risk-taking

behaviour in at least five peer group members and sharing today's lesson with all persons in the peer group.

5. Goal setting for change in self - based on behaviour change communication hierarchy: obtain a commitment from each participant to reduce risk-taking behaviour in himself / herself.
6. Encourage those that have begun trial behaviour change to sustain the changed behaviour and recognise those that have sustained behaviour change.
7. Ask someone to volunteer to recapitulate the day's sessions at the beginning of the next week's training.
8. Form a circle with every one holding hands. Bid good-bye with the phrase: "keep coming back".