

SESSION 11:

Coping with my use of drug and alcohol

Objectives

1. Participants will determine the extent of substance abuse in their immediate social support system.
2. Participants will understand the relationship between substance abuse and HIV.
3. Participants will assess the extent to which their drug and alcohol use disinhibits sexual controls and impairs judgment.
4. Participants will identify the triggers that begin the chain linking them to substance abuse.
5. Participants will practice dealing with sexual disinhibition, cravings and urges, and negative feelings leading to substance abuse, using problems solving and other cognitive approaches.
6. Participants will learn how to determine if a situation is a risk to them.
7. Participants will learn how to clean a needle.

Rationale

Use of intravenous heroin or cocaine occurs with some frequency in homeless adolescent populations. Because needle sharing can lead to HIV, efforts to control drug use and needle sharing are required if the goal is to reduce risk. Furthermore alcohol use is widespread, and substance abuse in general often results in impaired judgment and disinhibition of sexual restraints and unsafe sex behavior.

Two potent factors have been identified as instrumental in the development of adolescent substance abuse. They are negative emotional states and peer pressures. Negative emotional states are often triggers for use of alcohol and drugs. Peer pressure to indulge in drugs and alcohol is intense and common. In this session the focus is on internal states; while in the following session, peer pressure is the primary target. Weakened sexual inhibitions and depression are the two conditions that will be dealt with because both are linked to unsafe sexual behavior and HIV.

As cognitive-behavioral techniques have been successful in dealing with depression and in handling situations requiring control, they are the preferred approaches. Problem solving, behavioral rehearsal, and reviewing cognitions appear to be useful interventions for adolescents to learn and may well strengthen the development of formal operational thought. Being able to apply abstract principles about the transmission and prevention of HIV to high risk situations takes time to mature and requires nourishing.

Procedures

1. Introducing by having the participants give their names and the worst tasting drink they ever had. Also reviewing homework of analyzing a situation in terms of the coping model used last session. Check successes, pass out tokens, and read Feeling Thermometers.
2. Determine the size of the drug and alcohol world around then getting numbers on friends, family, and others who are into substance abuse and then creating a group total.
3. Use Blackouts to illustrate disinhibition and impaired judgment.
4. Use role playing to help participants determine how drug and alcohol use affects their practice of safer sex.
5. Role play either a situation brought up by a group member around disinhibition or use the prepared one and try to deal with the lack of control. The group determines what criteria will be used for handling the situation and observes for signs of it.
6. Using a prepared role play on dealing with an urge, practice handling cravings and urges. Guidelines are developed.
7. Have participants make behavioral chains and then identify what triggers their movement towards drugs and alcohol.
8. Using a prepared role play have a participant think aloud and interact on assessing if a situation is risky. Guidelines are developed, and the group gives feedback.
9. Using "cleaning needle" cards the group tries to form a line of the correct order, and then a demonstration of cleaning a needle is given.
10. Appreciation of group members' participation and homework end the session.

Materials

Tokens

Feeling Thermometers

Newsprint and marking pens

Black out scripts

3 x 5 cards and pencils

Questions on how much drugs and alcohol influence me

Butch's Instructions

Bleach kit

List of where bleach kits are available

"Cleaning needle" cards

Bleach, syringe with needle, 2 cups, water

Exercise 1: Introducing and reviewing

Leader says

Welcome back to "Stay Safe!"

In "Stay Safe!" one of the main goals is to help you cope with difficult situations which could lead to unsafe sexual behavior.

That's why today we are going to work on drugs and alcohol.

By the way, would each of you hold up the condom that you carry with you at all times?

Have each person hold up a condom that they have been carrying with them. Give tokens to those group members that produce them.

You see, we don't want you to get HIV.

If you already are HIV-positive, we don't want you to re-infect yourself - which can make things worse.

We want to slow the spread of HIV and AIDS in ourselves, our friends and the community.

Also we want you to know your goals and to reach the goals you have set.

Each one of you has plans for the future.

Ask a few group members where they want to be in 3 years. Give tokens.

Someday we may have a reunion, and I will want to see a bunch of happy people.

Let's go around and introduce ourselves.

Tell your name and this time tell us what is the most awful, horrible beer or alcoholic drink you ever tasted.

Make it a short answer.

Just say "I'm Sarah Lee, and real sweet wine is the worst."

I'll start. I'm _____ and the worst tasting drink is _____.

Have everyone give their name and what the worst tasting beer or drink was.

That was good.

How are you feeling right now on the Feeling Thermometer?

Encourage responding and pass out tokens for participation and tokens for group members to use.

Remember how important it is to stay in touch with how much discomfort you are feeling and to label correctly what those feelings are.

At the end of the last session I asked you to come up with a situation that you had analyzed.

Who was there?

Where and when did it happen?

What went on?

What did you think, feel, do and are you happy with what you did?

So who wants to tell us how they analyzed a situation?

Encourage presentations of situations and any attempts to analyze them. Use tokens.

What did you do since we last met to stay safe or to make your life better?

I'm interested in anything you did no matter how important or unimportant it might seem.

I want you to be healthy so you can live the kind of life you want.

So what did you do?

Encourage sharing and give out tokens. Catch someone doing something good.

Exercise 2: How big is drug and alcohol use?

In this session and the next one we are going to work on being able to handle drugs and alcohol so that you don't get HIV in situations related to either one.

With drugs it is obvious.

Everybody in this room knows you can get HIV from sharing a needle when injecting yourself with heroin or cocaine.

Alcohol messes with your mind so that you don't make as smart decisions as when you are sober.

Alcohol also takes away some fears, so that you might take a risk you wouldn't take if sober.

Those are the reasons why we are going to see if we can do better dealing with drugs and alcohol.

First, I am going to pass out some blank cards.

Don't put your name on them because we will collect them and add them up.

Pass out pencils and cards.

I am going to ask you a question about drugs and alcohol; you write down the answer; then we'll see where the whole group is.

Write the headings on newsprint at the front of the room as you go along.

First write "Me - drugs".

Do you inject drugs into yourself? Write either "yes" or "no" opposite "me - drugs."

Now write "Me - crack/cocaine."

I put that in there because crack/cocaine can lower your controls against unsafe sex.

Do you use crack/cocaine?

Write either "yes" or "no" opposite crack/cocaine.

Now write "Me - alcohol."

Do you use alcohol? Write either "yes" or "no" opposite "me - alcohol."

Now write "Friends."

How many of your friends use either drugs or alcohol? Write the number opposite "friends."

Write "Sisters and brothers."

How many of your sisters and brothers use either drugs or alcohol? Write the number opposite "sisters and brothers."

Write "Parents."

How many of your parents use either drugs or alcohol? Write the number opposite "parents."

Write "Other people."

How many other people do you know that use either drugs or alcohol?

Write the number opposite "other people."

Now pass the cards in.

Collect the cards. Have someone read out the numbers to you as you write them up on the newsprint. Then total them up.

Look at how many people around you are using either drugs or alcohol.

What do you think of that?

Encourage discussion of how pervasive drug and alcohol use is.

What are you feeling now?

Give it a number on the Feeling Thermometer.

Encourage sharing and discuss the feeling level.

Exercise 3: How does drugs/alcohol affect my practicing safer sex?

Let's do a couple of Blackouts.

Who will read Juan and who will play Iris?

Select the volunteers and have them read the script.

Juan and Iris

IRIS: So how come you won't sleep with me?

JUAN: I hardly know you.

IRIS: That didn't stop you before.

JUAN: You sleep with everybody.

IRIS: You forgot already we had sex last night?

JUAN: Look, I was high. I didn't now what I was doing.

IRIS: Dog!

THE END

That was great.

We'll try one more and then talk about them.

Who will read Richard and who will read Sophia?

Select volunteers and then have them read the script.

Sophia and Richard

SOPHIA: Oh, Richard, I'm flying.

RICHARD: I like you this way.

SOPHIA: Do you want to see them?

RICHARD: Here. Let me take off your blouse.

SOPHIA: How do they look?

RICHARD: And I thought you were uptight. A real virgin.

SOPHIA: Oh, your hands are cold!

THE END

Another great performance.

So what is happening in these two scenes?

Were there changes in Juan's and Sophia's behavior from what they are usually like?

Discuss the scenes pointing out how getting high was related to Juan using poor judgment and Sophia losing her control over how far she would go sexually.

Now I want you do a couple of role plays to help you think about what difference drugs and alcohol makes for you personally.

Who will be Sharon and who will be Monica?

Select volunteers.

Sharon and Monica are friends, and Sharon asks Monica for help.

Monica, your goal is to help Sharon find out if drugs and alcohol are what may be behind her getting involved in unsafe sex.

I'll give you just a bit of script to start you off.

Then you keep going with the role play on your own.

While you two role play the scene, the rest of us will observe.

We will look for what emotions you are showing and whether drugs and alcohol make Sharon take risks.

Assign observer roles to each person in the group who is not playing one of the parts.

You watch the face of the first person, and you watch the face of the second person.

You look for emotion in the voice of the first person, and you the second person.

You watch the posture of the first person, and you the second person.

You watch the hands of the first person, and you watch the hands of the second person.

All of us will try to figure out if Sharon goes to less safe places when she is high with less safe people and does less safe things that she would if she were sober.

OK, now let's do the role play.

Sharon and Monica

SHARON: Am I upset.

MONICA: How come?

SHARON: I hate to tell you. I had sex with this guy last night, and I really didn't want to. He's about twenty-five. Smooth but too slick for me. He deals drugs and the whole scene. I think he's got lots of women.

MONICA: Great choice. I am assuming that it wasn't with a condom.

SHARON: I don't think so.

MONICA: Girl! What do you mean "You don't think so"? Weren't you there?

SHARON: I think I had too much to drink.

MONICA: This isn't the first time.

SHARON: No, and it makes me sick. All these guys I don't really like, doing it to me. No condoms - nothing. But you know me. I can't live without love. Do you think I should cut down on the drinking?

MONICA: It sure couldn't hurt.

SHARON: I don't think it really bothers me that much.

MONICA: Why not find out?

KEEP GOING ON YOUR OWN. ROLE PLAY IT.

Encourage other group members to step in and take over the parts. When the role play is finished, pass out tokens and ask the two actors the following:

How did you feel?

Have the two actors use the feeling thermometer levels.

What did you like about what you did?

Wait for answers.

What would you do differently?

Wait for answers.

Now let's hear what the observers picked up.

What emotions did the two people show?

Ask each observer what they saw.

What did you like about how they handled the situation and what would you do differently?

Do you think that Sharon behaves differently when high?

Ask each observer for responses.

This time who will play Carl and who will play Jerry?

Select volunteers.

Carl and Jerry are friends.

Jerry is concerned that his friend is taking some big risks and wants to show him how crack may be

messing with his ability to make smart decisions.

I'll give you just a bit of script to start you off.

Then you keep going with the role play on your own.

While you two role play the scene, the rest of us will observe.

We will look for what emotions you are showing and whether drugs and alcohol make Carl take risks.

Assign observer roles to each person in the group who is not playing one of the parts.

You watch the face of the first person, and you watch the face of the second person.

You look for emotion in the voice of the first person, and you the second person.

You watch the posture of the first person, and you the second person.

You watch the hands of the first person, and you watch the hands of the second person.

All of us will try to figure out if Carl goes to less safe places when he is high with less safe people and does less safe things that he would if he were sober.

OK, now let's do the role play.

Give out the scripts.

Carl and Jerry

CARL: Oh, was she fine.

JERRY: Slamming?

CARL: I can't remember better boning.

JERRY: What was her name?

CARL: Claudia, Clarissa, no...Sherly. No, I can't remember.

JERRY: All this bad stuff happened at her place on her bed?

CARL: Not exactly.

JERRY: How's that?

CARL: I'm not sure.

JERRY: I wonder about your word, brother. What's happening here?

CARL: They had this crack and porno party up in this abandoned building. You should have seen these videos. Standing up the whole time. I don't know how long I was there, but I ached and ached. Next thing I knew I was wandering down the boulevard, and this ho came up. I couldn't tell you where we went. And as I remember it - word-up - she must have been good.

JERRY: You're bugged. You probably got VD and HIV both.

CARL: It sure was worth it.

JERRY: Carl, you don't know what it was like. For you to keep smoking crack is stupid.

CARL: I can handle it. There's nothing I would do after smoking crack that I wouldn't do without it.

KEEP GOING ON YOUR OWN. ROLE PLAY IT

Encourage other group members to step in and take over the parts. When the role play is finished, pass out tokens and ask the two actors the following:

How did you feel?

Have the two actors use the feeling thermometer levels.

What did you like about what you did?

Wait for answers.

What would you do differently?

Wait for answers.

Now let's hear what the observers picked up.

What emotions did the two people show?

Ask each observer what they saw.

What did you like about how they handled the situation and what would you do differently?

Do you think that Carl behaves differently when high?

Ask each observer for responses.

If you want to figure out if using drugs and alcohol encourages you to take risks, here are some questions you may want to ask yourself.

Pass out "Do Drugs and Alcohol Encourage Me to Take Risks?" and go over it.

Do Drugs/Alcohol Encourage Me to Take Risks?

1. **Who would you eat dinner with if you were high?**

A stranger?
Someone much older?

A man? A woman?
Someone a little weird?
Someone who had drugs?
Someone with a bottle of liquor?

Look for risky people

2. Where would you go if you were high?

A deserted building?
A vacant lot?
In an abandoned car?
To the apartment of a casual acquaintance?

Look for risky places

3. Who would you have sex with if you were high?

Someone you did not know very well?
Someone who had many lovers?
Someone who was really hot?
Someone who used drugs?
Someone who really knew how to turn you on?
Someone who didn't use a condom or dental damn?
Someone who was bi-sexual?
Someone who had been a prostitute?

Look for risky situations

I am sure you guessed the main point: you can make some very unwise decisions when you are high.

Exercise 4: How to get back in control again

I hope you can see that there is a link between being high and unsafe sex.

For many adolescents it is a major factor in getting HIV.

We need to cut the link between drugs and alcohol and unsafe sex.

Once someone is already high it is much harder to fix things.

We are going to do some role playing to help us work on cutting the link.

In role playing group members will act like they are a person in a difficult situation.

We will tell them who they are and what they are trying to do.

The rest us will observe what happens and give feedback.

Each observer will have a specific thing to look for.

When you give feedback, always start with what you liked.

Then say what you would do differently.

Don't say, "What you did wrong was"

Also be very specific when you talk about changes you would want to see.

For example, don't say, "Be nicer."

Instead say, "Tell Ronald how nice he looks in that gray sweater."

First, let's take a situation where someone is high and wants to take a sexual risk which that person would not take when not under the influence.

If that person were approaching you and you didn't want to take advantage of them, what would you do to help them?

Here are some ideas that I have.

Give me feedback on these ideas.

I would keep eye contact and listen without rejecting him or her and without putting the person down.

I would ask the person what effects getting high has on him or her taking sexual risks - would the person act like this if he or she weren't high?

I would ask the person what he or she expects to get out of this.

Is it really going to be what they expect?

Now what are your ideas?

Discuss and decide what the group will look for. For example, one person watches for eye contact, another for listening, another for accepting instead of rejecting, another for question about "Would you do this if not high?" Another person listens for questions about what the person expects to get out of it.

OK, now we have what to look for.

At this point you can either ask group members to come with a situation in which one of them was tempted to get into unsafe sex because of being high or you can use the following role play.

Who will be Ronald?

Select a volunteer and give the background.

You are at a party.

Mindy comes up to you.

She is obviously high and wants you to sleep with her.

Your goal is not to take advantage of her and to help her avoid having unsafe sex with someone else at the party.

So what is your goal?

Have "Ronald" tell you what his goal is.

What is your feeling thermometer reading?

Who will role play Mindy?

Select a volunteer and give her instructions.

Mindy, you are high and you want to get Ronald to have sex with you.

You got high because you were feeling bored, and now that you are high you thought it would be real dope to seduce Ronald.

You would never throw yourself at a man like this if your barriers weren't way down.

Have "Mindy" tell you what her goal is and what her feeling level is.

What is your goal and what is your feeling level?

Mindy's goal is to have sex with Ronald.

Now the rest of us will observe.

Assign an observational role to each person. Watch eye contact, listening, not rejecting, questions on how high affects her, what she expects out of it, feelings. Body language. Then role play the situation.

OK, go ahead and role play the situation.

When the role play seems to reach a resolution or if it goes as far as it can, stop it and ask Ronald and Mindy how they feel.

That was great.

How are your feeling levels now?

Get feeling levels.

What did the rest of the group observe and what feedback do you have?

Go around and make sure each group member shares observations and feedback. Give tokens for feedback that starts with what was liked and which puts suggestions in terms of what they would do rather than what was wrong.

So those are good observations and ideas.

Now let's work on your getting the urge to get high.

Sometimes the urge seems to come out of nowhere.

We think, "Wow, this is strong. I can't handle it."

We also tell ourselves, "This urge came up inside me and has come over me so I must be a failure at controlling it. I'm weak."

Often what triggers the urge is something from outside: a friend's remarks, passing by a place where you got dope before or shot up, a smell.

It could be that we feel down and want an instant change.

We have to get satisfied immediately.

We have a Problem with Insant Gratification or PIG.

How can you handle getting that sudden urge?

I would ask myself what am I going to get out of this because what I hope to get out of it rarely is what happens.

I would tell myself I can handle it.

I would say that just because I got the urge doesn't mean I'm a failure or that there is something wrong with me.

I would ask if I have a PIG.

I would try to put distance between myself and the urge.

Instead of "Its got me" I would tell myself that I am now feeling an urge.

I would think of the urge as waves building up and I was a surfer riding over them.

Or I would imagine that I was a warrior fighting and defeating the urge.

Give me some feedback.

What do you think of my ideas and what would you suggest?

Encourage discussion so that can use the ideas as what to look for in the role play that follows.

We will use what we have developed about handling urges in our next role play.

The observers will look for these things.

Who will play Ben and who will play the Urge?

Select volunteers and tell them about their roles.

Ben, you used to be into drugs and alcohol a lot more, but you are trying to cut back.

Whenever you felt shitty, you and your ex-girlfriend used to go get high and lie there listening to your favorite song.

She's gone now.

You haven't eaten for a day and this morning somebody stole your jacket.

A few minutes ago you heard your favorite song coming out of an apartment window.

Suddenly you got the urge to get high.

You don't want to give into it.

So what is your goal?

Try to elicit a one sentence goal. "Not to give into the urge."

What is your feeling level now?

Get feeling level.

Here are your instructions, "Urge."

You want Ben to get high.

His bad mood and hearing the song he and his girlfriend used to listen to when they were spaced out has set him up perfectly.

You want him to get high immediately and feel good again.

Urge, what is your goal?

Elicit the urge's goal: get Ben high.

How do you feel?

Have the urge give a feeling reading.

OK, the rest of us will observe and give feedback.

Assign observer roles. For example: eye contact, body language, calmness, outcome expectations, saying, "I can handle it," detachment, imagery, identifying triggers.

So, we'll start the role play.

Ben, deal with your urge, and, the "Urge," you work on Ben.

Have them role play and stop when a resolution has been reached or when there is not much more to get out of it. Report on observations, give feedback and discuss. Ask each observer for a report.

Let's hear your observations and feedback, then discuss it.

Feedback and discussion. Keep the focus on how to handle urges. Emphasize a detached view of the urge so that it can be dealt with in a more objective, cool, and clinical manner.

Those are some great ideas for handling urges.

Use tokens.

Exercise 5: What triggers my getting high?

In an earlier session we said that there is a chain which leads us to the actions we take.

You don't wake up puking your guts out in some alley from bad stuff because the Wicked Witch waved her wand.

Mr. Magic didn't put me in bed with some partner I don't know and no condoms in the place.

There are parts to the chain: 1) the trigger 2) thoughts 3) feelings, 4) actions 5) short and long term consequences.

Let me illustrate. Jack is walking along the street and notices a girl with big boobs. She's the trigger.

Jack thinks, "Shit, I haven't been boning for weeks. I'm slipping." That's the thought.

Jack feels discomfort - maybe annoyed. That's the feeling.

Jack changes directions and walks to where a prostitute usually hangs out. That's action.
He has sex with her without a condom. That's more action.

When he started out that day, he didn't realize he would be having sex so he never worried about getting a condom.

The short term consequence is that he feels better - more of a man.

The long term consequences is that he now has HIV.

See how it goes?

Help me do another one.

Judy has been sitting in the waiting room of a medical clinic for hours.

She looks at the cover of Essence.

There is a picture of this fantastic looking woman, and the caption says "Diva Model Mounia does it her way."

What does she think?

Get ideas. Pick one that goes something like "I wish I looked like that. Nothing ever goes my way."

OK with that kind of thought how does she feel?

Get feelings. Select "depressed" or the equivalent.

Feeling that way, what does she do?

Obtain suggested actions. Pick one that is headed in a not too good direction: walks out of the clinic or looks for alcohol or drugs to pick her up or seeks out a man who will act like he wants her.

What are the long term and short term consequences?

Play out the short term and long term consequences.

What would be the short term benefits of getting high?

Encourage answers: feel great tonight. No worries. Having a great time with my friends, etc.

What are some long term consequences of getting high?

Encourage answers: hours later felt terrible. Got sick. Made a fool of myself. Slept with someone I didn't want to. Got hooked on drugs. Much later found I had HIV from fooling around.

Now I want you to do one for yourself that might lead to getting high.

Write it on the card I'll give you.

Pass out a card to each group member. Put up on newsprint the following: trigger, thought, feeling, action, short term consequence, and long term consequence.

I have written up here the links of the chain so you won't forget them.

Allow time.

Now on the back list a few triggers that might begin the chain to getting high.

Allow time. Then collect the cards. Shuffle them and pass them out.

Please read what is on the back and front of the card you have.

Go around and have each person read the card he or she received.

That's right on target.

So you can see how it works and what the triggers are for members of the group.

Once you know the chain, you can break it.

"I'm not going down that street again."

"If I see her coming, I'll go the other direction."

"I'll plug my ears up."

"As soon as I start telling myself that, I'll go play basketball."

Exercise 6: Recognizing risky situations beforehand

With what you know about yourselves now, I'll bet you could pick out a risky situation before you got into it.

What questions would I want to ask myself in order to find out if it is risky for me?

I would ask myself will I be tempted there?

Will there be drugs and alcohol there?

Will there be people there who will support my decision not to get high?

Will there be people there I can trust?

Am I in the kind of mood that makes me vulnerable?

Would I have time to get prepared with condoms and dental dams?

Those are some of the questions I would ask myself.

What questions would you add or change?

Encourage responses. Make a list of the main ones.

Let's see if we can agree on the most important ones so we can use them in the next role play.

Get agreement on a few of the key ones.

Who will be Maria and who will be Butch?

Select volunteers and give instructions.

Maria, your task is to find out if this is a risky situation.

Butch wants you to go to a party.

What you like about parties is the food.

You love to eat.

In fact keeping your weight down has been a bit of a problem for you.

As you go along, tell us what you are thinking.

Turn to us and tell us what is going on in your head and then turn to Butch and talk to him.

Have you got that?

Make sure Maria is clear that she is to talk aloud to the group about her thoughts and then speak to Butch as she normally would.

Maria, what is your goal and how do you feel?

Her goal is to find out if it is risky.

Butch you want to convince Maria to come to a party.

When she is talking to the group about what she is thinking, let her go on.

Only respond to what she says to you.

What is your goal?

To get Maria to come to the party.

How do you feel on the Feeling Thermometer?

Get reading.

Here is the background material on the party for Butch.

Butch's instructions and background material

Let Maria find out about the party through her questions.

Don't volunteer information if she doesn't ask about it.

You want Maria to come with you to the party right now. There is no time to get ready first.

There will be lots's of free drugs and alcohol at the party.

There will also be a great spread with wonderful food.

Most people will be there to get high, look at porno films, and then have some wild group sex.

There won't be anyone there that Maria will know but you.

You aren't interested in sex with Maria because you have your eye on someone else.

When you get there, you will wander off in hopes of finding the person you are after.

The party is in an abandoned building where the top floor has been secretly fixed up.

You expect to have a real slamming time.

THE END

While Butch reads the background material, assign observer roles to the rest of the group. Eye contact, body movements, questions about who is there, about where the place is, about pressure to conform, about drugs and alcohol, about food, about sex, about time to get ready, being assertive in getting questions answered.

Is everybody ready?

OK, Maria and Butch, talk about the party.

Allow Maria time to ask all her questions. When she is finished, find out if she thinks the situation is risky. Also ask Butch to tell the group what Maria did not discover.

Tell us what you observed and give Maria some feedback.

Get observations and feedback. Then discuss.

Does anyone have ideas about more ways you can find out if a situation is risky for you?

Encourage new ideas and then summarize the main points that came up on finding out about risky situations related to drugs and alcohol.

In summary then we want to know if we think we can handle the situation.

Will there be things to tempt me like drugs and alcohol or someone I am attracted to who will manipulate me into doing something I don't want to do.

Will there be people there who will support my decision not to get high?

Will there be people there I can trust?

Am I in the kind of mood that makes me vulnerable?

Could I leave the situation easily if I wanted to?

Would I have time to get prepared with condoms and dental dams?

Exercise 7: How to clean a needle

We need to put a quick exercise in here about cleaning a needle.

Even if you don't shoot up, you can help a friend who does.

Clean needles slow the spread of HIV.

Bleach kits can be obtained from most Health Departments.

Show a bleach kit and give out a list of where they can be obtained.

Here is a list of where you can get them.

The next question is how do you clean a needle.

I will pass out a card to each person.

On each card is written a step in cleaning a needle.

See if you can get the right order of cards and then form a line.

The person with the first step will be at the head of the line and the person with the last step will be at the end of the line.

Pass out the clean needle cards. The cards are as follows:

Pour liquid bleach into a glass

Fill the syringe with bleach

Empty bleach from syringe into a sink

Fill glass with clean water

Fill the syringe with water

Empty water from syringe into a sink

Repeat putting water in syringe and emptying it

Throw away used bleach

The cards are listed in the correct order.

For those of you who don't know liquid bleach is a household cleaner which kills HIV.

You don't want to drink it or inject it into your veins by mistake, but if you do make a mistake, you would be OK.

Now see if you can figure out the correct order of the steps for cleaning a needle.

Have group form a line with the correct steps. When they are finished, show them the right order.

That was good.

Now let me demonstrate the process of cleaning a needle that you just described.

Demonstrate cleaning a needle following the steps the group just worked on.

Has everybody got it?

That is about it for today.

Next session we will work on how the people around you can encourage drug use.

So how are you feeling at this point?

Check feeling thermometer readings.

People worked hard today and need some recognition.

How about giving each other strokes.

Encourage giving appreciation.

For homework please look hard for a trigger that comes up and then map out the chain.

I want to know what triggers do you become aware of.

We will meet next on _____ (date) at _____ (time).

END OF SESSION 11