

SESSION 12:

Dealing with pressures to use drugs/alcohol

Objectives

1. Participants will learn how to make their needs known while respecting the other person's needs.
2. Participants will practice refusing drugs/alcohol and unsafe sex.
3. Participants will practice requesting safer sex without drugs and alcohol.
4. Participants will learn how to deal with group pressure and practice handling group situations.

Rationale

As discussed in the rationale for Session 11, peer pressure is a major influence in adolescent drug and alcohol use. This session is a continuation of the efforts to break the link between substance use and unsafe sex. While Session 11 focused on internal factors, Session 12 deals with external factors.

To handle interactions with others - individually and in groups - the adolescent needs a number of skills. These skills include self-confident communication in which requests and refusal are made in an assertive manner. They also include problem solving which may lead to applying a variety of coping approaches such as developing social supports and appropriate avoidance behaviors.

A teenage male attending a party with friends who are smoking crack is faced with a situation in which he needs to make use of several kinds of interpersonal problem solving skills: to identify the risks in the situation, to generate alternative actions for dealing with the situation, to weigh the likely consequences of these alternatives, and to choose and implement a course of action.

Procedures

1. Introducing participants and having them indicate when they feel proud of themselves. Review homework around triggers and the chain that follows. Review success during the week. Give out tokens and check on feeling readings.
2. Explain that this session is about dealing with other people around drug/alcohol use and safer sex. Indicate the kind of skills that can be helpful.
3. Explain self-confident communication, using "The Rights of the Communicator" and "I Statements." Model the desired behavior.
4. Practice making "I Statements" and communicating with confidence through the use of practice cards with situations around substance abuse and safer sex.
5. Practice refusing drugs/alcohol and unsafe sex through role playing.

6. Practice making requests through role playing.
7. Use interpersonal problem solving to work on dealing with group pressure to engage in substance usage and unsafe sex.
8. Give strokes to group members and take feeling readings.
9. Assign homework of keeping a record of the pressures during the week and what was done to handle them.

Materials

Tokens

Feeling Thermometers

Newsprint and marking pens

Rights of the Communicator handout

"I Statement" handout

Confident Communicator Feedback Forms

Communication cards

Ways of Coping (for the instructor)

Problem Solving Steps (for the instructor)

Art and George script

Exercise 1: Introducing and reviewing

Leader says

It is good to see you here for another session of "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.

Drugs and alcohol use is one of the key factors in making situations difficult.

That's why today we are going to keep working 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.

Maybe we will see each other again in a couple of years, and I will want to find you free of HIV and leading the life you want for yourself.

Let's go around and introduce ourselves.

Tell your name and when you feel proud of yourself.

Pick something that you feel really good about.

Just say "I'm Bobby Joe, and I'm proud of my honesty."

I'll start. I'm _____ and I'm proud of _____.

Have everyone give their name and when they are proud of themselves.

That was good.

How are you feeling right now on the Feeling Thermometer?

Encourage responding and pass out tokens for participation and 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 be aware of a trigger that could lead you to drugs and alcohol.

I wanted you to note the trigger, what you thought, what you felt, what you did, and what the short and long term consequences might be.

So who wants to tell us about a trigger and what it led to?

Encourage presentations of triggers and what they lead to. Use tokens.

What did you do since we last met to stay safe?

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 to communicate with confidence

Last time we worked on the chain that leads from alcohol and drugs to unsafe sex.

Most of our attention was on what is happening inside you.

Today we want to work on what is happening outside of you with your friends and the people around you.

To take care of yourself in drug and alcohol situations that could lead to unsafe sex you need to be able to communicate with confidence.

That means to be comfortable in telling someone what your needs are: what you'll do and what you won't do.

First, when you are talking to someone else about what you want and what you'll do, you have some rights.

I'm going to pass out what those rights are.

Pass out the "Rights of a Self-Confident Person."

Rights of a Self-Confident Person

1. You have the right to judge your own behavior, thoughts, and emotions, and to be responsible for them and their consequences.
2. You have the right to offer no reasons or excuses for justifying your behavior.
3. You have the right to judge if you are responsible for finding solutions to other people's problems.
4. You have the right to change your mind.
5. You have the right to make mistakes - and be responsible for them.
6. You have the right to say, "I don't know."
7. You have the right to disregard how nice others have been to you in the past before dealing with them now.
8. You have the right to be illogical in making decisions.
9. You have the right to say, "I don't understand."
10. You have the right to say, "I don't care."

[adapted from M. J. Smith's When I say no, I feel guilty.]

First, please review the rights that a self-confident communicator has.

Have each person read one aloud and then have the group members indicate which right has the most meaning to them as an individual.

Please go around with each person reading one right out loud.

Which right hits home most for you?

Obtain comments.

These rights are really saying that you have the right to be who you are.

What do you think of these rights?

What would you add or change?

Discuss.

In communicating that you want safer sex or that you don't want drugs or alcohol, what is important is making an "I Statement."

What is an "I Statement?"

Here is a description of an "I Statement."

Pass out page on "I Statements."

I Statements

An "I statement" tells other people directly what bothers you about their behavior, what changes you would like to see and why. In personal, non-threatening terms it explains how the situation makes you feel.

Conditions

"I statements" are often used in a conflict situation that keeps happening and is getting hotter.

"I statements" are used after a simple request has been made without any result.

Components and steps

1. Describe the problem behavior.
2. State the effect of the problem behavior on you.
3. Show that you are aware of the other person's needs.
4. Request a specific, positive, behavior change.
5. State the consequences, particularly the impact of making the behavior change on you.

Example

Background: Donna and Stan are having mad, passionate sex. Stan has promised donna that when he gets ready to put it in that he will use a rubber. Suddenly Stan jabs his penis at donna's vagina. Donna looks down and realizes that Stan does not have on a rubber.

Donna's "I statement": "Stan, when you don't put a rubber on like you agreed to, I feel really angry

because I expect you to do as you said you would. I don't want to get HIV. I know you think it feels sexier without one. I want us both to be satisfied. Listen, if you keep your part of the deal by putting it on, I'd feel a lot happier and be more willing to have sex with you all night long.

NOTE: Don't assume that because you use an "I statement" the other person will suddenly change. The point is not to manipulate the other person but to communicate honestly what your needs are.

Let's go over this page together.

"I" statements are typically used after you've already asked for what you wanted: "Please put a condom on." And then when nothing happened.

You try to state what the problem is, what this does to you, what you want and how you will feel if you get what you want.

You state what you think the other person wants.

Remember you have to put it in your own words so that it doesn't sound fake.

The "NOTE" there is really important: first, you may still not get what you want.

Second, this isn't a technique to manipulate your partner.

It is a way of stating honestly and explicitly what your needs are.

To summarize, the basic principle in self-confident communication is stating clearly what you want, recognizing what is important to the other person, and trying to problem solve together a solution that meets both people's needs.

Exercise 3: Practicing how to make I statements@

We are going to practice making I Statements which will help us get the idea, but for now do you have any questions?

Answer questions.

Let's get ready for practicing self-confident communication.

Each person will get a practice card and without looking at it will pass it to the person mentioned on the card.

The person who gets the card will describe a scene to you and then act it out with you.

If you are the person who is reading what is on the card, you read the first line and then wait for a response.

After the response, you read the next line and so on.

Remember if you are the person practicing dealing with your partner, your task is to be self-confident in this situation.

That means saying what you want, recognizing the other person's needs and trying to find a way that brings satisfaction to both of you without violating what's important to you.

Let me give you an example.

I pass my card to the person with a gold chain.

He reads the card, "You and your partner have been practicing safer sex for four months. One night your partner comes home stoned, wants sex, and gets really turned on. Suddenly he says to you: let me put it in without a rubber. I promise I'll pull out before I cum."

So I have to think how to tell him I want to continue practicing safer sex.

I might say, "I know you'd like to have that old feeling without a rubber, but I would really prefer using a rubber like we have been."

The man with the gold chain reads the next line: "I promise with all my heart that I'll pull out in time."

I say, "We've been having such good sex. I don't want to have worry about being unsafe. Doing it without a rubber will make me less responsive." And so on.

Have you got the idea?

The other members of the group will have a feedback form to assist them in giving you ideas about what they observed.

Here is the feedback form.

Pass out the "Confident Communication Feedback Form."

Confident Communication Feedback Form

How well did the participant

- | | | | | | |
|----|--|-----------|------|----|-------------------|
| 1. | State his needs clearly and directly? | Excellent | Good | OK | Needs Improvement |
| 2. | Show understanding for the other person's needs? | Excellent | Good | OK | Needs Improvement |
| 3. | Recommend the desired outcome? | Excellent | Good | OK | Needs Improvement |
| 4. | Speak slowly? | Excellent | Good | OK | Needs Improvement |

5.	Speak clearly?	Excellent	Good	OK	Needs Improvement
6.	Avoid threats?	Excellent	Good	OK	Needs Improvement
7.	Maintain eye contact?	Excellent	Good	OK	Needs Improvement
8.	Keep at it? (Not give up)	Excellent	Good	OK	Needs Improvement

Let's take a look at that form.

Go over the feedback form so that everyone knows what the observers will be looking for.

The situation you get may not be one that happens often to you.

Later in the session you will have an opportunity to create a high risk situation just for you.

For now you can model for others in the group one way to handle the situation that you receive on the practice cards.

After each person tries her or his hand at the scene, the group will give that person feedback.

Let's go ahead and get started.

Pass out the cards one at a time. Make sure the person who reads the card understands that no matter what the other replies he/she responds with what it says on the card. Ask each observer to look for one item on the feedback form. When the scene is over, first ask how the person who was on the spot feels using the feeling thermometer and then have the other group members give feedback. Then pass out the next card. Keep going in the same way.

The "I Statement" Cards

1,Front,"I," S12

Pass to the person who is very deep

SCENE: Tom is an older man you have known for years. Several times in the past he has helped you out of trouble. He has never asked anything from you.

TOM: This will surprise you, but I really want to have sex with you. I've been dreaming about it for years.
(WAIT FOR A REPLY)

TOM: I'll even pay you for it. (WAIT FOR A REPLY)

TOM: You owe me something. All the things I did for you. (WAIT FOR A REPLY)

TOM: What an ungrateful shit you turned out to be.

2,Front,"I," S12

Pass to the person who is very honest

SCENE: You go over to your good friend's hang out. Your friend is smoking crack and is pretty high.

FRIEND: Take a smoke. I got plenty of it - good stuff. Come on, you'll love it. (WAIT FOR A REPLY)

FRIEND: It's not going to hurt you. Really! Are you my good friend or not? I'm telling you it's the best I've had in years. (WAIT FOR A REPLY)

FRIEND: Don't give me that shit! Wait till you see what else I got. Really hot porno pictures. They will really get you wet. I'm so horny. Please! You got to try this crack. (WAIT FOR REPLY)

FRIEND: You're in such a bad mood. This stuff will help you, seriously.

3,Front,"I" S12

Pass to the person who is very neat

SCENE: One of the people in your group gets very familiar when high. This person starts touching people all over. Always trying to get a feel. Then, Fingers, as the person is called, acts like nothing happened. Today Fingers is all over you in a very sneaky way. Fingers walks by and gives your genitals a squeeze. You hate it.

FINGERS: Why you looking at me like that? Nothing happened. (WAIT FOR A REPLY)

FINGERS: Who is touching you? Have you something good there to touch? I'll bet you would really like a little action and just haven't the guts to ask for it. (WAIT FOR A RESPONSE)

FINGERS: If you want some real fingering, let's go out back. (WAIT FOR A RESPONSE)

FINGERS: You are such a tease. I don't believe a word you're saying.

4,Front,"I" S12

Pass to the person who has courage

SCENE: Your partner believes that using a condom cuts down on the feeling of sex. But you have an agreement to use one. Often when your partner gets drunk, your partner tries to sneak in getting laid without a rubber. You and your partner have been drinking.

PARTNER: I can tell you are feeling pretty mellow. One more drink and you'll be ripe. I'm way ahead of you, but you're catching up. Then we can get between the sheets. (WAIT FOR A REPLY)

PARTNER: Skin on skin. Juice to juice. That's the best way. Have another drink. (WAIT FOR A REPLY)

PARTNER: Baby, you are too good to have something come between us. Please, pretty please. Have some more to drink. It's going to wear off soon if you don't keep drinking. (WAIT FOR A REPLY)

PARTNER: You make me so sad. I love what you have, but I want it raw not cooked.

5,Front,"I" S12

Pass to the person who is very friendly

SCENE: One of your friends is shy and doesn't hang out with many other people. In some ways your friend is homesick. You often have to go there and see what's happening. When you go today, your friend is lying in bed. Your friend appears out of it.

FRIEND: I know I shouldn't have taken the stuff, but I thought it might make me feel better. I am so f..king lonely. I saved a pill for you. Take it and lie next to me. (WAIT FOR A RESPONSE)

FRIEND: I'm so cold. Please take off your clothes and get in here with me. Hold me. (WAIT FOR A REPLY)

FRIEND: Nothing will happen. I just need you to warm me up and hold me. (WAIT FOR A REPLY)

FRIEND: I'm not asking that you rob a bank. I just want you to be covering me with your naked body so I won't feel so lonely.

6,Front,"I" S12

Pass to the person who is very generous

SCENE: Lola is very sexy, but you think she is a virgin. You believe that if Lola lost her virginity, she would kill herself. You like her and she likes you. You have done some kissing and feeling but never intercourse. You and Lola have been drinking a lot of rum. She becomes very affectionate.

LOLA: I know you want sex with me. I want it too, but I'm a virgin because of my religion. I want you so much. Go ahead and do it. No, I didn't mean that. Oh, yes, please do it, but be easy. (WAIT FOR A REPLY)

LOLA: I want to show you that I love you. I feel so excited. I'm ready. What are you waiting for? (WAIT FOR A REPLY)

LOLA: Don't you want me? Don't you like me? Can't you see how ready I am. What's the problem? (WAIT FOR A REPLY)

LOLA: I can feel you're excited too. Don't talk. Just do it.

7,Front,"I" S12

Pass to the person who is very humorous

SCENE: You have no money and haven't eaten for several days. You decide to go to school to see if you can

get some food or borrow some money. So far you have not been very successful in getting anything at school. You see the gym teacher and ask him to loan you two dollars. The gym teacher looks you over and says

TEACHER: I'm not giving you money. But you can earn it. Come out to my car. It's very comfortable and safe. (WAIT FOR A REPLY)

TEACHER: I got the money. You want the money. You got what I want. We can trade. (WAIT FOR A REPLY)

TEACHER: If you're good, there may even more in it for you. (WAIT FOR A REPLY)

TEACHER: You may end up getting your ass kicked out of here.

8,Front,"I" S12

Pass to the person who is very cautious

SCENE: You are sitting around with 4 or 5 of your group. One of them recently stole a little money and has offered to buy some crack for everybody to smoke together. They are all getting ready to go, find some crack, and smoke it.

T.J.: You're coming, aren't you? Everybody's going. (WAIT FOR A REPLY)

T.J.: It's going to be great. Come on, let's go. We've been waiting for this. And it's a gift. (WAIT FOR A REPLY)

T.J.: What's happening to you? Going soft on us? We not good enough for you? (WAIT FOR A REPLY)

T.J.: Don't be stubborn. A little crack never hurt anybody.

9,Front,"I" S12

Pass to the person who is very kind

SCENE: Your friend has been depressed for weeks. You are worried. You got the word to come over fast. You did.

FRIEND: I feel like shit. Nothing's ever going to change. If somebody loved me and made love to me, I might feel better. I'm so scared. I'd have to be high to get enough courage to find someone and get in bed with them. Let's go get high together. Please! (WAIT FOR A REPLY)

FRIEND: You're my only friend. I have no one else to ask. We'll get high and then find some sex. (WAIT FOR A REPLY)

FRIEND: If you don't come with me, I'll die. Oh, shit, I feel so terrible. (WAIT FOR A REPLY)

FRIEND: I'm going to cry and cry and cry and cry.

10,Front,"I" S12

Pass to the person who is very strong

SCENE: Your partner wants you to get high because your partner thinks you are freer sexually when you have some drinks in you. Sometimes you wonder if you can really trust your partner. Once your partner put something in your drink. You go to your partner's place. The drinking has already started. There is a drink poured for you.

PARTNER: I've been waiting for you. Thinking about that nice body of yours. Here's a drink to get you started. Just a lot of orange juice and a drop of vodka. Drink it down. (WAIT FOR A REPLY)

PARTNER: There's not enough vodka in there to kill a fly. (WAIT FOR A REPLY)

PARTNER: Would I do something sneaky to you? Don't you trust me? (WAIT FOR A REPLY)

PARTNER: Baby, baby, baby. What are you up to? No drinks, no sex, no feeling around, no naked dancing. What's going on?

When everyone has had a turn, ask for other ideas about how to handle the situations and discuss what was learned.

Now we will take a few minutes and discuss other approaches that you have found helpful in these situations.

Allow a few minutes of discussion. Give out tokens.

Exercise 4: How to make refusals and requests

In the last exercise everyone had a chance to work on a situation.

You used "I" statements to make refusals and requests, but the situations were structured.

Now let's see how the group does on a less structured situation.

At this point you can either ask the group members to come up with two situations 1) where someone had to refuse drugs/alcohol and 2) where someone made a request about drugs/alcohol and then role play them. Assign observers what to watch from the feedback form. Or you can use the two situations which follow.

First let's work on a refusal.

Jud wants Jane to smoke crack/cocaine and then play around sexually.

Jane does not want to smoke and then play around.

Jane and Jud have known each other for two weeks.

They have had sex twice.

Both times with much difficulty Jane got Jud to wear a condom.

Who will play Jane and who will play Jud?

Select volunteers. Consider having a boy play Jane and a girl play Jud.

Jud what is your goal?

Help Jud state a clear one sentence goal: to get Jane to smoke crack and then play around sexually.

Jane what is your goal?

Help Jane state a clear one sentence goal: to not smoke crack and play around sexually.

How do you both feel right now?

Obtain feeling thermometer readings.

Let me give each person who is observing what to look for.

Assign roles from the feedback sheet.

OK, do the role play.

When the role play is over, obtain feedback and discuss. Also obtain the feeling thermometer readings from Jud and Jane.

First, I want to know from Jud and Jane what their feelings are now, what they liked, and what they would do differently next time.

Obtain responses

Now let's hear the feed back: what did you observe? What did you like? and if you were doing it, what would you do differently?

Report and discuss.

Exercise 5: How to make requests

We are going to focus on requests.

That means asking someone for something.

Again, either have the group members come up with a situation or use the one below.

Who will play Phil and who will play Gloria?

Select volunteers and consider having a girl play Phil and a boy play Gloria.

Phil and Gloria sleep together and use a condom when they have sex.

Phil knows that when Gloria gets drunk she sleeps with other guys and does not have them use a rubber.

Phil has never said anything to her about it, and he cares for Gloria even though she sleeps around.

Phil waited up for Gloria and finally went to bed without her.

Phil wakes up in the middle of the night with Gloria drunk, on top of him and trying to make him have an erection.

Phil decides he is going to ask her to stop having unprotected sex.

Gloria loves Phil and simply wants some good sex with him.

I want to know from both of you what your goal is and what your feeling level is now.

Get goals and feeling levels. Phil - for Gloria to stop having unprotected sex. For Gloria - to have good sex with Phil tonight.

Let's make assignments about what the rest of us will look at.

Give observer assignments from the feedback form.

This time when you do the role play I want you to stand facing each other with your toes touching and your hands kept down at your sides.

That will help develop a sense of being physically close and intimate.

Position Phil and Gloria. Begin the role play.

All right begin talking to each other.

When the role play is over, obtain feedback and discuss. Also obtain the feeling thermometer readings from Phil and Gloria.

First, I want to know from Phil and Gloria what their feelings are now, what they liked, and what they would do differently next time.

Obtain responses

Now let's hear the feed back: what did you observe? What did you like? and if you were doing it, what would you do differently?

Report and discuss.

Exercise 6: What to do when the pressure is on

There is a lot of pressure on you to be involved with drugs and alcohol in a way that leads to unsafe sex.

What can you do?

First, remember that there are lots of different ways to cope.

Write the main headings on newsprint and put them up at the front of the room.

Ways of Coping

Stand your ground

Fight back. Let your feelings out. Pressure people. Take risks.

Keep distance

Push the pressure away from you by forgetting it, playing it down, getting involved with something else.

Control yourself

Keep feelings to yourself. Relax. Stay cool. Don't act in haste. Rehearse things in your mind.

Seek support

Get help and sympathy from other people such as friends, family, religious or spiritual leaders as well as professionals.

Solve the problem

Finds ways to work the situation out by defining what is wrong; seeing what is important to you; coming up with alternatives and trying an alternative out.

Correct yourself

Admit your responsibility in the matter. Apologize. Lecture yourself. Make commitments to change and do better.

Escape the scene

Avoid the problem by wishing it would go away. Taking it out on others. Sleeping, eating, drinking, drugging, smoking too much. Acting like nothing happened. Running away.

Remember also the main steps in problem solving.

Put the main steps up on newsprint at the front of the room and go over them.

Problem Solving

1. What is your problem?
2. What is important to you in this situation?
3. What is your goal?

4. What are at least ways to reach your goal?
5. What are the pro's and con's of each way?
6. Which way is best?
7. How will you try out this way?

Then

8. Try it.
9. How well did you do?

I want to see you help Art figure out what to do.

Art is at a party with a bunch of his friends.

Who will read Art and who will read George?

Select volunteers. Have them read the script.

Art and George

GEORGE: Art, come with me to the back room.

ART: How come?

GEORGE: All the guys are there. We got some crack.

ART: No kidding.

GEORGE: And...wait till you hear this

ART: What?

GEORGE: We got a porno film that's really bad. You never saw anything like this one.

ART: What about the babes here?

GEORGE: Babes? You should see them. I'm going to be boning all night long. I got one saved for you with tits out to here.

THE END

Thank you for those performances.

Art knows that crack can lead to unprotected sex.

He wants to stay safe, but he doesn't want to lose his friends or seem like a nerd.

Help Art solve this problem.

Have the group go through problem solving with Art. Coach them in using the problem solving steps, but let them generate the ideas. Make sure lots of alternatives coping actions are brainstormed and are considered.

So what do you think of the problem solving we just went through.

Discuss

Today' session is about over.

How are you feeling?

Encourage sharing of the feeling thermometer readings.

How about expressing our appreciation of what group members contributed in here today.

Encourage giving strokes to everyone.

For homework keep a record of how many situations came up where there was pressure on you to be involved with drugs and alcohol.

Also how might these situations be problem solved?

I'll see you next time at _____(time) on _____ (date).

END OF SESSION 12