



Session 6

Negotiating Effectively

6:1	Introductions	<i>15 min</i>
6:2	What Are My Sexual Values?	<i>15 min</i>
6:3	What to Do When the Pressure Is On	<i>30 min</i>
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6:5	How Safe Is My Partner?	<i>30 min</i>

street smart

Session 6: Negotiating Effectively

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 assess whether their own sexual values put them at risk.
5. Participants will increase their skills in assessing the risks that their partners pose.

Rationale:

The youth served in this program live in a world full of risks. From the point of view of acquiring HIV, a major source of danger comes from the people with whom they associate. Their world is peer-oriented, and their friends and acquaintances are both supports and potential threats.

Thus, a critical skill for these youth is being able to assess the extent to which the people they meet and with whom they hang out are likely to involve them in unsafe behavior. This skill means they must discriminate superficial appearances from risk taking actions. They must avoid stereotypes. Screening their friends and partners without putting them in a position of lying is critical. The thought of screening their peers is often unthinkable.

To handle interactions with others - individually and in groups - youth need a number of skills. These skills include self-confident communication in which requests and refusals 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 lack of social skills may prevent a teenager from initiating a relationship with someone desirable. These skill deficits may result in staying with easy but unsafe

relationships. Therefore, practicing the skills of starting conversations and making new friends is included.

Sexual values also play a part in which partner one selects. For example, manipulative or coercive values lead to less concern about partners and increase the risk of unsafe sex. Without pushing for a particular set of sexual values, value issues are raised. If struggling with these dilemmas causes anxiety and concern, this discomfort may lead youth to caution, and need not be considered undesirable.

The main point of this session is for the participants to learn how to stand up for their own personal values.

Procedures:

1. Have participants introduce themselves and then indicate what they feel proud of about themselves. Review success during the week. Give out tokens and check on feeling readings.
2. Examine privately each person's sexual values
3. Use interpersonal problem solving to work on dealing with group pressure to engage in substance use and unsafe sex.
4. Role-play screening partners in order to determine how safe they are.

Materials:

Goals of Street Smart
Feeling Thermometer poster
Tokens
Ground Rules newsprint
Newsprint and marking pens
Pencils
Violet and Constance
My Sexual Values handout
Ways of Coping poster

Daniel and George script

Problem Analysis Form

SMART poster

Confident Communication Feedback Form

"I Statement" Cards

Exercise 1: Introductions (15 minutes)

As you know, one of the main goals in Street Smart is to help you cope with difficult situations that could lead to unsafe sexual behavior.

Drug and alcohol use is one of the key factors in making situations difficult. We will talk about how to communicate confidently, and also work on how to choose safe friends.

Let's go around and introduce ourselves.

Tell us your name and what you feel proud of about yourself.

Pick something that you feel really good about.

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

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

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

Very good.



Hand out tokens of appreciation to everyone.

These are tokens of appreciation.

We use them a lot to show group members how much we appreciate their contributions to the group.

So, if you appreciate someone else's comment or action, please give them a token.

You must say something to the other person when giving a token. It is important to hand the token directly to the other person.

The idea is to share positive feelings with others by distributing your pile of tokens by the end of the session.

Review last session's homework from the workbook. If someone is new and doesn't have a workbook, give him/her one.

For all of you, what did you do in the last 24 hours to keep safer from HIV and STDs?

We are interested in even the smallest thing that you did because we want to see you stay healthy.

Your comments may also help someone else in the group.

Who would like to be the first person to tell us about a success you had in the last week (or since the last session) in keeping safer?

Encourage discussion.

Great.



Hand out tokens for any positive behaviors.

Who has a condom?

Ask them to hold up their condoms.

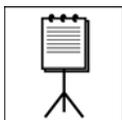
Great.



Hand out a special prize to those people carrying a condom (500USh).

And for everyone who was on time today, you get a chance to win today's lottery.

Have the lottery drawing. Each participant draws from a box and 2-3 of them will win a prize (e.g., a food coupon).



Put up "GOALS OF STREET SMART." (Also see end of session.)

During these sessions, we will focus on the feelings and thoughts that lead to actions that are unsafe.

For example:

You are drunk and meet this really sexy guy.
You want to have a partner.
You go ahead and have unprotected sex.

The goals of Street Smart are to help you stay safer. We will give you the tools, information, and practice to help you keep yourself safe. Our goals are to help you:

1. Practice safer sex.
2. Get in touch with your feelings.
3. Get rid of thoughts that are self-defeating.

4. Take control of your life.
5. Feel confident about your ability to act safe.
6. Know where to go when you are in trouble and need help.
7. Know your own patterns of risk.
8. Make friends who can help you to stay safer.
9. Have fun while changing behaviors.

We are committed to making sure that this is a safe place to share feelings and thoughts, try out new behaviors, give feedback to each other, and to work together.



Put up “FEELING THERMOMETER POSTER.” (Also see end of session.)

Here is a Feeling Thermometer.

You can see that being the most uncomfortable is 100 and being very, very comfortable is 0. Where do you think you are?

What is your temperature on the Feeling Thermometer right now?



Have participants look at the poster of the Feeling Thermometer and have them indicate where they are on the thermometer.

Thank you.

It is quite natural for people to feel uncomfortable at the beginning of something new.

It is important to stay in touch with how much comfort or discomfort you are feeling, and what those feelings mean.

Our role as facilitators is to help you learn how to stay safer.

That means we will present you with many opportunities to practice.

Over the course of these sessions, we will be talking about many different situations that can put people at risk for HIV, STDs, and unwanted pregnancy.

We will be dealing with situations that put you at risk that you may have encountered, and some situations that you may have never encountered.

The idea is to incorporate many different experiences that can put you at risk, such as sex with persons of the opposite sex, sex with persons of the same sex, using and abusing alcohol and drugs, exchanging sex for drugs, money, accommodations and many others.

We don't expect that everyone will have the same experiences. We are all here to learn and help to keep each other safer.

One thing we will do to make it a safe place is to have ground rules.



Put up "GROUND RULES" newsprint. (Also see end of session.)

From our last session, the ground rules for Street Smart are:

1. Keep confidentiality. What you say is yours - what you hear is theirs.
2. Ask questions - there are no stupid questions.
3. If you are going to be in the group, be involved.
4. Don't judge others - accept group members as you would want to be accepted.
5. Agree to come "one more time" if you think you want to quit, give it a second chance
6. Don't come when you are high from drugs or alcohol.

What other rules would you like to add?



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

Great! Let's do the next exercise now.

Exercise 2: What Are My Sexual Values? (15 minutes)

Today we will be talking about ways of negotiating safer sex.

Let's start out with a role-play.

Who will play Violet and who will play Constance?

While you two do the role-play the rest of us will observe.

We will look for what emotions you are showing and how you handle unclear sexual situations.

Select volunteer observers.

You watch the face of Violet, and you watch the face of Constance to see what feelings they are expressing.

You look for emotion in the voice of Violet and you Constance.

You watch the hands of Violet and you watch the hands of Constance. Body language can be a good way to figure out how someone is feeling.

OK, now let's do the role-play.



Violet and Constance

Violet: What's the matter Constance? You look depressed.

Constance: Oh, nothing really, I am just thinking about Benjamin, this gorgeous guy I have been seeing.

Violet: If he is so gorgeous, why are you so glum?

Constance: I don't know, it's so hard. When I look at him, I just melt and get so excited sexually.

Violet: You are not making sense, Constance. Everything you have told me sounds like things are going great. I wish I were in your position.

Constance: No you don't. Benjamin doesn't like to use condoms -- any type of condoms -- and after we have sex, I'm always worried.

Violet: Well, I think you need to make a decision -- sex with beautiful Benjamin is not going to feel good at all when you catch a disease!

Constance: Yeah, I know.

THE END

That was great!



Give out tokens.

Where are your Feeling Thermometers now?



Get Feeling Thermometer readings for both actors.

What did each of you like about how you played that role?

Elicit what aspect each actor liked about their performance.

What one thing would you do differently in your next role-play?

Elicit what each actor would have done differently.

Observers, what feedback can we give our players?

First tell them what you observed about their emotions, body language, eye contact, etc.

Observers, now that you have watched the scene, what did you like about what the actors did, and what would you have done differently?



Encourage discussion and share tokens.

Thank you for your feedback.

The main point is that it is important to be able to stand up for your own personal values.

So, what is going on here in this role-play?

Discuss and encourage participants to talk about Constance's sexual values.

There are times when what you believe about sex influences who you choose as a partner.

For example, if you are a guy and believe that girls are things to use for your own sexual pleasure, you might care less about who you choose to have sex with.

So take a moment and answer the questions on the value sheet I'm going to pass out.

This sheet is for your own information, and you won't be asked to pass the sheet to anyone else.

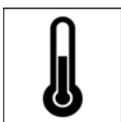
Don't spend too long on any one question, just check your immediate reaction whether you agree or disagree with the statement.

Pass out the form called "MY SEXUAL VALUES." Pass out pencils.

OK. Write down your answers. Remember, no one else will see your form. If you prefer, you can just keep your answers in your head. You do not have to write them down if you do not want to.

Allow a few minutes for the participants to answer the questions.

How do you feel now?



Obtain Feeling Thermometer readings.

Tell me what you think about your sexual values.

Discuss. The point is not to set absolute standards or to come up with a right or wrong answer. The point is for the group members to struggle with the issues raised.

Exercise 3: What to Do When the Pressure is On (30 minutes)

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

Even though we may have good sexual values, it's sometimes hard to maintain them, especially when we're high on alcohol or drugs.

What can you do?

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



Put up “WAYS OF COPING” poster. Read out loud and answer any questions.

Now, let's do a role-play.



In the scene, Daniel is at a party with a bunch of his friends.

Who will read Daniel and who will read George?

Select volunteers and explain to them the scenario they will be acting out. Volunteers may either read from the script below, or come up with their own lines based on the scenario description. (Also see end of session.)

While you two do the role-play the rest of us will observe.

We will look for what emotions you are showing and how you handle unclear sexual situations.

Select volunteers.

You watch the face of Daniel, and you watch the face of George to see what feelings they are expressing.

You look for emotion in the voice of Daniel and you George.

You watch the hands of Daniel and you watch the hands of George. Body language can be a good way to figure out how someone is feeling.



Ask actors where their Feeling Thermometer levels are before they begin the role-play.



OK, now let's do the role-play.

Daniel and George

Description of Situation:

Daniel and George are at a party. George finds a room where they are playing blue movies and smoking bhangi. There are also lots of girls there. George wants Daniel to go with him into the room. George thinks he can find a girl there to have sex with.

Script:

George: Daniel, come with me to the back room.

Daniel: How come?

George: . There are so many girls there. And we got some bhangi.

Daniel: Are you serious?

George: And wait till you hear this.

Daniel: What?

George: We got a blue movie that's really hot. You never saw anything like this one.

Daniel: Yeah?

George: Come on, pal. You should see these girls. I'm going to get lucky tonight!

THE END



That was great!

Give out tokens.



Get Feeling Thermometer readings for both actors.

Tell me about your Feeling Thermometers levels.

Elicit what aspect each actor liked about their performance.

What did each of you like about how you played that role?

Elicit what each actor would have done differently.

What one thing would you do differently in your next role-play?

Discuss.

Observers, what feedback can we give our players?

First tell them what you observed about their emotions, body language, eye contact, etc.

Observers, now that you have watched the scene, what did you like about what the actors did, and what would you have done differently?



Encourage discussion and share tokens.

Thank you for your feedback.

The main point is that it is important to stand up for your own personal values.

Daniel knows that using bhanghi can lead to unprotected sex.

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

Help Daniel solve this problem, keeping in mind his personal values.

Put yourself in Daniel's place and analyze his problem.



Hand out "PROBLEM ANALYSIS FORM." (See end of session.) Read out loud to the group.

The Problem Analysis Form is to help us figure out what Daniel's problem is.

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



What do you think of our analysis of Daniel's problem?

Discuss and give out tokens.

Also remember the main steps in problem solving. We can use SMART to help us figure out the best way to solve a problem.



Put the “SMART” poster up and quickly go over it. (See end of session.)

The last step in the Problem Analysis Form was describing the problem. The first step in SMART is stating the problem, so you can see how the two methods overlap.

Go through each of the steps of SMART to solve Daniel's problem. Make sure that the participants clearly state the problem and the goal. Encourage the participants to give as many suggestions as possible for the actions. Help them to reach a decision on which action they think Daniel should try. Remind the participants that in problem solving situations, they can try out an action and if it does not work out they can then try a different one.



That was great!

Pass out tokens and encourage participants to do the same.

Exercise 4: How to Communicate with Confidence (20 minutes)

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

In order to be able to take care of yourself in situations that could lead to unsafe sex, you need to be able to communicate with confidence.

That means you need to be comfortable in telling someone what your needs are - what you will do and what you won't do.

When communicating that you want safer sex or that you don't want drugs or alcohol, it is important to make an "I Statement."

In an "I Statement," you state what the problem is, how this makes you feel, and how you would like to resolve the problem.

The general structure would be: "When you do _____, I feel _____. From now on, please _____."

You have to put it in your own words so it doesn't sound fake.

You also need to realize that even when you use an "I Statement," you still may not get what you want.

This isn't a technique to manipulate people.

It's a way of stating honestly and clearly what your needs are.

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

We are going to practice making "I Statements" which will help us get the idea.

Do you have any questions now?

Answer questions.

I will go around the room and read a scene to each of you.

You will respond with an "I Statement" that helps you stay safe.

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

Let me give you an example.

Read the sample "I Statement" card out loud.

SCENE: "You and your partner have been practicing safer sex for four months. One night your partner, John, comes home high from doing drugs, wants sex, and gets really excited sexually."

JOHN: "Let me put it in without a condom, baby. I promise I'll pull out before I ejaculate."

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

I could say, "When we have sex without a condom, I can't relax and I don't enjoy being with you. So let's find a fun way to have sex that we both like."

Have you got the idea?

Everyone will get a chance to be the responder.

Pass out the "CONFIDENT COMMUNICATION FEEDBACK FORM." (See end of session.)

After a person responds to the situation I read, we will give them some feedback about their confident communication by using this form.

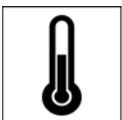
As a group, we'll rate how clearly each person stated their needs, showed understanding, etc.

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

The situation that I read to you may not be the one that you usually experience.

But it is still helpful to practice all possible situations.

Let's go ahead and get started.



Read the "I STATEMENT CARDS" one at a time. (See end of session.) When the responder has replied, first ask them how they feel using the Feeling

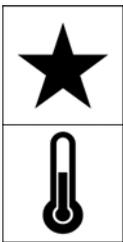
Thermometer, and then have the other group members give feedback according to the "CONFIDENT COMMUNICATION FEEDBACK FORM."

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

Great Job!

Now we'll take a few minutes to discuss other approaches that you think may be helpful in these kinds of situations.

What other "I Statements" could you have used?



Allow a few minutes of discussion.

Give out tokens. Encourage participants to do the same.

Obtain Feeling Thermometer readings.

Exercise 5: How Safe Is My Partner? **(30 minutes)**

So how do you find out if your partner is safe?

For many young people, the thought of checking out their partners is hard to imagine.

So that is what we want to practice.

Tell me how you think you'd feel if you had to check out if a potential sex partner was safe?

Encourage sharing of feelings.

Practicing may help some of those bad feelings decrease, and help some of the good feelings get stronger.

First, let's look at what questions we might want to ask.

We don't want to put our friends in the position of lying to us.

That means we wouldn't ask most people if they are HIV-positive.

What kinds of questions would you ask a partner if you were trying to find out if they were safe?



Put group member's suggestions up on newsprint. Make sure the list includes questions such as the following:

- 1. What actions does a person take to practice safer sex?**
- 2. Who is responsible for practicing safer sex - boy, girl?**
- 3. Do you usually use a condom?**
- 4. Have you ever used a dirty needle?**
- 5. Have you had lots of sex partners?**
- 6. Where do you come from or where do you live?**
- 7. Do you have a condom with you?**

That looks like a good list.



Now let's try to check out a partner in a role-play. There's no script for this role-play.

Who will be the boy and who will be the girl?

Select volunteers and switch genders so that the girl is played by a male volunteer, and the boy is played by a female volunteer.

You meet for the first time at a party.

The girl's goal is to find out if the guy is a safe partner.

The guy's goal is to ~~get the girl into bed~~ play sex with the girl.

I need to give the boy a little background information before we start.

Take boy aside and tell him that he is a ~~big stud~~ very well-liked by girls. He has had sex with many girls and doesn't believe in using condoms. He likes girls to have his babies.

Now we need 2 coaches. Who will help out the boy and who will help out the girl.

Select two volunteers.

The coach for the girl must help her check out this guy to see if she can have reasonably safe sex with him.

The coach for the boy must help him get the girl to have sex with him.

Assign all other group members a role. Have them watch for: feelings, facial expressions, body language, self-confidence, assertive about her needs, doesn't put the boy on the defensive, keeps at it, respects boy's needs, etc.

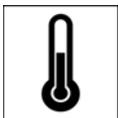
Make sure the girl can state her goal of assessing the potential partner.

So what is the girl's goal?

Make sure the boy can state his goal of having sex with the girl.

What is the boy's goal?

How do you both feel now?



Get Feeling Thermometer levels.



OK, go ahead and do the role-play.

Find out how safe he is.

Allow the role-play to go for a few minutes. Remind the coaches to help the actors if they get stuck. Have other group members become the actors, if you wish. Then stop and discuss.

That was very good.

I want to ask the boy and the girl how they feel now.



Obtain Feeling Thermometer levels.

Now, tell us what you liked about what you did, and what would you do differently.

Obtain responses from both the boy and the girl. Then ask the group members what they thought.

What feedback can you give our players?

First tell them what you liked, what you observed, and then tell them what you would do if you had been role-playing it.

Encourage feedback.

Pass out tokens and encourage participants to do the same.

Let's try another role-play without a script.

Who will be the boy and who will be the girl?



Select volunteers.

This time it will be the boy who wants to find out if the girl is safe.

The girl's goal is to have sex with the boy.



I want to give the girl some background.

Tell the girl that she sometimes trades sex with older men to pay for her school fees and to buy nice clothes. When the guy man will use a condom, she encourages it, but most men won't use one. Now she has met a younger guy that she likes and he looks like he might give her some money afterwards. She has not found many older men to pay her for sex lately.

Here's the scene. The boy was walking along, and the girl said "hi" to him.

They talked and then went someplace where they could have sex.

They have been playing around and feeling each other up when the boy decides he better find out about her.

He doesn't want to get HIV or an STD.

Please stand toe to toe and keep your hands down at your sides.

Let's make sure everyone else has something to watch for during the role-play.

Now we need 2 coaches. Who will help out the boy and who will help out the girl?

Select volunteers and switch genders so that the girl is played by a male volunteer, and the boy is played by a female volunteer.

The coach for the girl must help her to get the guy to have sex with her.

The coach for the boy must help him figure out if he can have reasonably safe sex with the girl.

Assign all other group members a role. Watch for: feelings, facial expressions, body language, self-confidence, assertive about his needs, doesn't put the girl on the defensive, keeps at it, respects the girl's needs, etc.

Make sure the girl can state her goal of wanting to have sex with the boy.

So what is the girl's goal?

Make sure the boy can state his goal of wanting to find out if the girl is safe.

What is the boy's goal?

How do you both feel now?



Get Feeling Thermometer levels.

OK, go ahead and do the role-play.



Find out how safe she is.

Make sure they stand toe to toe with hands kept down at their sides. Allow the role-play to go for a few minutes. Remind the coaches to help the actors if they get stuck. Have other group members become the actors, if you wish. Then stop and discuss.

That was very good.

I want to ask the boy and the girl how you feel now, what you liked about what you did, and what would you do differently.

Obtain responses. Make sure to obtain responses to all three questions from each actor.

What feedback can you give our players?

First tell them what you liked, what you observed, and then tell them what you would do if you had been role-playing it.

Encourage feedback.



Give out tokens.

The main point is that it is important to stand up for your own personal values.

So what do you think about these two role-plays?

Discuss.

What can you do if you slip up? Like if you use dirty needles, or have unsafe sex?

Review information about getting tested for HIV/STD/Pregnancy.

Getting tested early gives you more options.

Can anyone think of any health resources in the area?

Discuss.

Great. We are going to visit one of those resources in the next few weeks.

Point out the homework for Session 7 in the workbook.

Between now and the next session, do the homework for Session 7.

Now tell the person on your right something you liked that they said or did today. Let's go around and give some tokens to each other.



Encourage sharing of tokens.

Our next meeting will be held on _____ at _____.

Remember, one of our ground rules is to agree to come one more time.

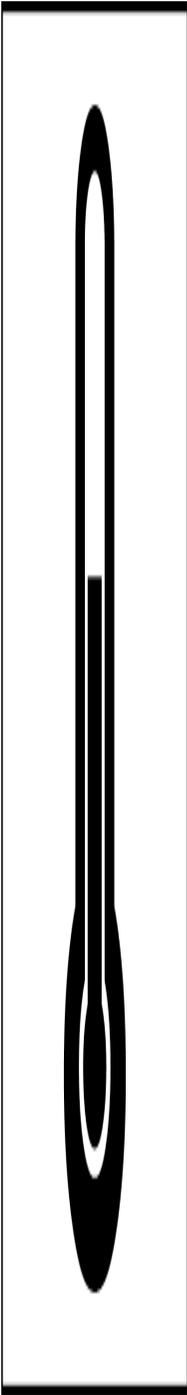
We hope to see you then!

END OF SESSION 6

Goals of Street Smart

1. Practice safer sex.
2. Get in touch with your feelings.
3. Get rid of thoughts that are self-defeating.
4. Take control of your life.
5. Feel confident about your ability to act safe.
6. Know where to go when you are in trouble and need help.
7. Know your own patterns of risk.
8. Make friends who can help you to stay safer.
9. Have fun while changing behaviors.

Feeling Thermometer

	<u>Level</u>	<u>Triggers (Situations, People, Places, Feelings, Things)</u>
	Very uncomfortable 100	_____ _____ _____ _____
	Uncomfortable 75	_____ _____ _____ _____
	Mildly comfortable 25	_____ _____ _____ _____
	Very comfortable 0	_____ _____ _____ _____

Ground Rules

1. Keep confidentiality. What you say is yours - what you hear is theirs.
2. Ask questions - there are no stupid questions.
3. If you are going to be in the group, be involved.
4. Don't judge others - accept group members as you would want to be accepted.
5. Agree to come "one more time" if you think you want to quit, give it a second chance.
6. Don't come when you are high from drugs or alcohol.

Art- Daniel and George

Description of Situation:

Daniel and George are at a party. George finds a room where they are playing blue movies and smoking bhangi. There are also lots of girls there. George wants Daniel to go with him into the room. George thinks he can find a girl there to have sex with.

Script:

George: Daniel, come with me to the back room.

Daniel: How come?

George: There are so many girls there. And we got some bhangi.

Daniel: Are you serious?

George: And wait till you hear this.

Daniel: What?

George: We got a blue movie that's really hot. You never saw anything like this one.

Daniel: Yeah?

George: Come on, pal. You should see these girls. I'm going to get lucky tonight!

THE END

My Sexual Values

INSTRUCTIONS: Read each of the value statements listed below and check off whether you agree or disagree with the statement.

1. Be responsible when you have sex by not bringing grief or hardship to your partner - such as creating an unwanted child or giving them HIV.
Agree_____ Disagree_____
2. Do not force your partner to have sex.
Agree_____ Disagree_____
3. Do not manipulate your partner into having sex through drugs, alcohol or deception.
Agree_____ Disagree_____
4. Respect your partner's wishes and pleasures.
Agree_____ Disagree_____
5. Only have sex when it will make you feel good about yourself.
Agree_____ Disagree_____
6. Only have sex when it will make your partner feel good about you.
Agree_____ Disagree_____
7. Only have sex when it will make your partner feel good about her or himself.
Agree_____ Disagree_____
8. Only have sex when you are in love with your partner.
Agree_____ Disagree_____
9. Only have sex with someone you respect.
Agree_____ Disagree_____
10. Do not have sex just because you can.
Agree_____ Disagree_____

Ways of Coping

Stand your ground

Fight back. Let your feelings out. Pressure people. State your case. Keep at it.

Keep distance

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

Control yourself

Keep feelings to yourself. Relax. Stay cool. Take it slow. 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

Find ways to work the situation out by defining what is wrong. See what is important to you. Come up with options and try out a few of them.

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. Take it out on others. Sleep, eat, drink, use drugs, smoke too much. Act like nothing happened. Run away.

Problem Analysis Form

What was the situation? (Who, where, when, what)

What did you think?

What did you feel?

What did you do?

Are you happy with what you did?

What is the main problem?

SMART

1. **S** is for state the problem.
2. **M** is for make a goal.
3. **A** is for actions you could take. List all the possible actions.
4. **R** is for reach a decision.
5. **T** is for try it and review it.

Confident Communication Feedback Form

How well did the participant:

1. State his/ her needs clearly and directly?
Excellent Good OK Needs Improvement

2. Show understanding for the other person's needs?
Excellent Good OK Needs Improvement

3. Make his/ her request clear?
Excellent Good OK Needs Improvement

4. Avoid threats or ultimatums?
Excellent Good OK Needs Improvement

5. Keep at it? (Not give up)
Excellent Good OK Needs Improvement

"I Statement" Cards

Sample Scene

SCENE: "You and your partner have been practicing safer sex for four months. One night your partner, John, comes home high from doing drugs, wants sex, and gets really excited sexually.

JOHNNY: "Let me put it in without a condom, baby. I promise I'll pull out before I ejaculate."

Scene 1

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 for 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.

Scene 2

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

FRIEND: Take a smoke. I got plenty of it - good stuff. Come on, you'll love it.

Scene 3

SCENE: One of the people in your group gets very touchy-feely 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 private parts a squeeze. You hate it.

FINGERS: Why do you looking at me like that? Nothing happened.

Scene 4

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 playing sex without using a condom. You and your partner have been drinking.

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

Scene 5

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 to their house 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 completely lonely. I saved a pill for you. Take it and lie next to me.

Scene 6

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

Lola KIKI: I know you want to have 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.

Scene 7

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 science teacher and ask him to loan you two dollars. The science teacher looks you over and says

TEACHER: I'm not giving you money. But you can earn it.. Carry my books to my room for me after class then stay with me for awhile. It's very comfortable and safe in my room.

Scene 8

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 bhanghi for everybody to smoke together. They are all getting ready to go, find some bhanghi, and smoke it.

T.J.: You're coming, aren't you? Everybody's going.

Scene 9

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

FRIEND: I feel just awful. 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!

Scene 10

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 started already. 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 passion juice and a drop of waragi. Drink it down.