

# **CLEAR Facilitator's Manual**

## **Individual Sessions**

### **Act Safe – Substance Use**

#### **Session #1: Identifying My Strengths: Creating A Vision for the Future. (1.5 hrs.)**

##### OBJECTIVES:

1. The youth will become oriented to and comfortable with the facilitator and counseling interaction.
2. The youth will reach consensus on standards for interaction within the sessions.
3. The youth will identify his/her strengths, feelings associated with expressing those strengths, and adaptive activities that promote those feelings.
4. The youth will begin to identify positive values that will help him/her stay safe.
5. The youth will be encouraged to envision a “no limits” future based on expressed strengths and values.
6. The youth will be introduced to SMART goal setting.

##### RATIONALE:

This intervention seeks to reduce HIV transmission and increase quality of life among HIV-positive youth through individual counseling sessions. The specific foci include reducing substance use, reducing sexual risk acts, and increasing self-care/ health care behaviors. The intervention is divided into three workshops, each emphasizing one of these foci.

This CLEAR intervention is an adaptation of an intervention developed by Sutherland Miller for the parent study, Teens Linked to Care. The treatment models Dr. Miller utilized are found in Beck, A., Wright, F., Newman, C., & Liese, B. S. (1993) Cognitive therapy of substance abuse, New York: Guilford Press; and in Rawson, R., Obert, J., McCann, M., & Scheffey, E. (1991) The Neurobehavioral treatment manual, Beverly Hills, CA: Matrix Center.

The main concern about providing training designed to decrease substance use, increase adaptive functioning, and enhance the quality of life for HIV-positive youth is that they will not be motivated to take advantage of the curriculum. This first session has been designed to increase motivation and enhance self-esteem by increasing awareness of his or her strengths and values, to choose activities that express his/her strengths and values, and set the stage for the youth to discover that such activities are intrinsically rewarding. Later in the intervention the youth will learn to substitute these adaptive activities for self-destructive behaviors. The activities selected will help the youth to discover and value his/her self, and to progressively increase hope and to encourage wanting a better life. These exercises focus on meaning. The skills learned are self-discovery and self-exploration skills.

## SUMMARY:

1. Introduce the participant, the leader, the methods, and the supportive environment. (10 minutes).
2. Present the goals of the first intervention module. Give thank you gift. (10 minutes)
3. Develop ground rules for how the youth and leader will treat each other and for conduct during the sessions. (20 minutes)
4. Identify strengths through questioning the participant: “Who are you?” (20 minutes)
5. Have the participant identify their values via a simulated radio talk show interview and art project. (20 minutes)
6. End the session with a summary, a between-the-sessions goal, and a benefit awareness review. (10 minutes)

## MATERIALS:

Attendance/ Participation Record  
Thank you prize  
Colored Markers  
Drawing Paper  
Pencil  
Pen  
Goal Summary Sheet  
Tape Recorder  
90-min Audio Tape  
Facilitator’s Manual  
Participant’s Workbook  
Data Binder  
Pens and Notepads

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read text in small letters verbatim, make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the workshop along. Exercises may be lengthened or shortened as needed as long as all material is covered.

Exercise 1: Who Am I With During These Sessions?  
(15 minutes)

**[The purposes of this exercise are to increase self-esteem, to build rapport, and to create a sense of comfort and safety. The methods used are positive introductions and presenting a safe environment.]**

Hi [PARTICIPANT NAME]. Welcome to Project CLEAR

My name is \_\_\_\_\_, and I will be the person you'll be meeting with for the next six weeks.

To get started, maybe you could tell me 3 things.

First, what you liked to be called.

Second, let me know a little about yourself, like how old you are, where you're from and what you do for fun.

And last, I'd like to know why you volunteered to take part in this project.

ALLOW TIME FOR PARTICIPANT TO SHARE

Thanks for sharing that.

Now I would like to know one thing that you like about yourself, one thing you're good at, and one good you like to do for others.

So far you've been the only one sharing, so this time I'll go first.

FACILITATOR SHARES AND THEN GETS THE PARTICIPANT'S  
RESPONSE

Thanks. That was great!

Okay, the first thing you need to know is that we are going to be very active in here.

You will have the chance to talk and to try new things.

So in other words, I'm asking you for something very important, and possibly a little scary.

I'm asking you to take a risk with me.

To share your thoughts and feelings about a lot of things, and to be open to hearing some new ideas and trying new ways of doing things.

But this is also a place where you won't be pushed or forced to do or say something you don't want to.

I'm not here to tell you what's right or wrong. You will not be judged about how you think or feel, so there is no such thing as making a mistake or saying the wrong thing.

So this is a place where you can think out loud and experiment with new ideas.

In a couple of minutes, we'll discuss further how we'll work with each other.

But first I want to take a minute to tell you what the workshop is all about.

Exercise 2: What Are These Meetings All About?  
(15 Minutes)

**[The purpose of this exercise is to continue to enhance self-esteem, rapport, comfort and safety. The methods used include reviewing an outline of the intervention and giving a gift.]**

We're going to be meeting for 18 weeks.

During our first six sessions we will be working on what we call the Act Safe – Substance Use Module, which focuses on substance use and how it affects your life.

We are going to be making a workbook in here. Each week we'll complete some activities together, and when they're done, we'll put them in this folder.

At every session we'll add new things to the folder.

Keep your workbook in a safe place. Bring it with you each week because we'll be adding new pages every week.

If you lose it, let me know and I'll try and get it replaced.

**REINFORCE THE NEED FOR THEM TO BRING THE WORKBOOK WITH THEM EVERY WEEK.**

The first thing we're going to put in your workbook is the outline for our sessions.

**GO OVER THE OUTLINE AS FOLLOWS:**

**OUTLINE OF CLEAR SESSIONS**

**WORKSHOP 1: ACT SAFE – SUBSTANCE USE**

Session 1      Identifying My Strengths: Creating A Vision for the Future (1.5hrs)

- Session 2 I'm HIV Positive: Attitudes as Barriers to Future Goals (1.5hrs)
- Session 3 Making Commitments: Evaluating and Changing Substance Use (1.5hrs)
- Session 4 Seeing the Patterns: Why Do I Use Drugs and Alcohol? (1.5hrs)
- Session 5 Beliefs: Thoughts That Influence My Substance Use Patterns (1.5hrs)
- Session 6 Future Goals: The Impact of Using Drugs and Alcohol (1.5hrs)

All of our sessions will be about an hour and a half long, and we will meet once a week at this same time, on [weekday] at [time].

The next 6 sessions, workshop 2, will be about caring for yourself and others through safer sexual acts.

The last 6 sessions, workshop 3, will be about better ways to take care of your health.

Are there any questions about the outline or what we are going to do?

**ANSWER QUESTIONS ABOUT THE OUTLINE.**

I'm very pleased to have you here today, and to show you my appreciation, I would like to give you a small gift.

This time the gift is \_\_\_\_\_.

Each week I will have a gift and all that you need to do is be on time for our sessions. The gift is my way of thanking you for being on time.

Exercise 3: What Are Our Ground Rules?  
(15 minutes)

**[The purposes of this exercise are to increase rapport, to create a sense of control, to establish healthy standards, and to encourage appropriate boundaries. Developing a set of ground rules for the youth is the approach taken. Rules for polite, efficient, and effective interactions are reviewed.]**

Before we go on we need to explore how we would like our interactions to go, what behaviors are OK or not, and what you feel comfortable with.

OK, let's discuss some ground rules for how we relate to and talk to each other.

Here's a page for your workbook, as we talk about this you can write down what we come up with.

DISCUSS EACH AREA, DEVELOP A GROUND RULE, AND  
HAVE THE YOUTH RECORD THEM IN THEIR WORKBOOKS.

First, tell me what your experience with counseling has been. I'd especially like to hear about what you liked about how your counselor(s) treated you, and what could have been improved.

AS YOUTH DISCUSSES WHAT HE/SHE LIKED AND DID NOT LIKE,  
DEVELOP GROUND RULES. FOR EXAMPLE, IF YOUTH LIKED HOW  
COUNSELOR LISTENED, A POSSIBLE GROUND RULE COULD BE WE  
LISTEN TO EACH OTHER WITH AN OPEN MIND.

IF YOUTH HAS NOT HAD ANY COUNSELING EXPERIENCE, ELICIT  
WHAT THEY HAVE HEARD ABOUT COUNSELING OR WHAT THEIR  
CONCERNS ARE AND WHAT WOULD MAKE THEM MORE  
COMFORTABLE.

DISCUSS EACH OF THE FOLLOWING AREAS IF NOT COVERED:

I think it's very important for you to feel safe in knowing what you tell me will be kept confidential. In other words, what you tell me, I will not tell anyone else. What do you think about that, and how could I make you feel safe about that?

DISCUSS CONFIDENTIALITY AND COME UP WITH A GROUND RULE.

IN THE DISCUSSION, REVIEW SUPERVISION, AUDIO TAPING,  
MANDATORY REPORTING.

COUNSELORS ARE REQUIRED BY LAW TO BREAK CONFIDENTIALITY  
IN THE FOLLOWING SITUATIONS: 1) SUSPICION OF CHILD OR ELDER  
ABUSE; AND 2) REASONABLE EVIDENCE TO SUGGEST PARTICIPANT  
WOULD HARM SELF OR OTHERS.

(e.g. What is said here, stays here.)

HAVE PARTICIPANT RECORD THE GROUND RULE IN THE SPACE  
PROVIDED.

Our sessions would be very boring and the time would really drag if you were to come in here and not talk or participate. On the other hand, there may be things that are difficult for you to talk about.

What are your thoughts about having to express your feelings and how much should be required of you?

How much should you be required to participate? Is it OK to not say a word?

DISCUSS FEELINGS AND ACTIVE PARTICIPATION. COME UP WITH A  
GROUND RULE FOR EXPRESSING FEELINGS.

(e.g. Open up your feelings, but express them without hurting yourself or the facilitator.)

HAVE PARTICIPANT RECORD THE GROUND RULE IN THE SPACE  
PROVIDED.

Is it OK to encourage you to participate in a challenging activity and how will I know when to stop?

DISCUSS PRESSURING YOUTH TO PARTICIPATE AND COME UP WITH  
A GROUND RULE.

(e.g. Be an active participant but you can always “pass.”)

HAVE PARTICIPANT RECORD THE GROUND RULE IN THE SPACE PROVIDED.

How about being judgmental or putting someone down? And how can we be sure that neither of us feels put down?

DISCUSS JUDGING OTHERS AND COME UP WITH A GROUND RULE.

(e.g. Don't judge. Accept others as they are.)

HAVE PARTICIPANT RECORD THE GROUND RULE IN THE SPACE PROVIDED.

How do you feel about not listening to each other or having a closed mind?

DISCUSS LISTENING AND HAVING AN OPEN MIND AND COME UP WITH A GROUND RULE.

(e.g. Listen actively with an open mind.)

HAVE PARTICIPANT RECORD THE GROUND RULE IN THE SPACE PROVIDED.

Are there other ground rules you think we should talk about?

ENCOURAGE BRINGING UP OTHER AREAS AND DISCUSSING THEM. DEVELOP GROUND RULES AS NEEDED.

HAVE PARTICIPANT RECORD THOSE GROUND RULES IN THE EXTRA SPACES PROVIDED.

That's a great set of ground rules.

I have two more that need to be added.

One concerns you coming to our sessions intoxicated or high.

It's important that you are mentally and emotionally available when we meet; therefore being high is not permitted.

You must be sober during our sessions. No exceptions!

The last rule I will add is simply to have fun.

While I hope you take what I have to offer you seriously, there is no reason we shouldn't enjoy learning and growing together.

HAVE PARTICIPANTS RECORD THE GROUND RULE IN THE SPACE PROVIDED.

What do you think and how do you feel about what I've said about coming to our sessions sober? How difficult is it going to be for you?

REINFORCE BEING MENTALLY AND EMOTIONALLY PRESENT.

AN EXAMPLE OF A COMPLETED SET OF GUIDELINES FOLLOWS:

#### GROUND GUIDELINES

1. WHAT IS SAID HERE, STAYS HERE.
2. OPEN UP YOUR FEELINGS, BUT EXPRESS THEM WITHOUT HURTING YOURSELF OR THE FACILITATOR.
3. ASK QUESTIONS. THE ONLY STUPID QUESTIONS ARE THE ONES THAT DON'T GET ASKED.
4. BE AN ACTIVE PARTICIPANT. NOT TOO MUCH HIDING.
5. DON'T JUDGE OTHERS. ACCEPT EACH OTHER AS WE ARE.

6. LISTEN ACTIVELY WITH AN OPEN MIND
7. BE SOBER DURING SESSIONS. NO EXCEPTIONS!
8. HAVE FUN!

Again, I want this to be a safe place for you and that's my bottom line.

COMMENT ON ADMINISTRATIVE MATTERS AS NEEDED, INCLUDING:

TIME, DAY, AND PHONE NUMBER FOR SESSIONS;

INCENTIVE PAYMENTS;

BRINGING WORKBOOKS AND PEN/PENCIL TO SESSION;

LATENESS;

MISSING SESSIONS;

RESCHEDULING SESSIONS;

DROPPING OUT.

Any questions about these details?

BRIEFLY RESPOND TO QUESTIONS.

Now I would like to learn a little more about you.

Exercise 4: Who Am I? Exploring My Higher Self  
(25 minutes)

**[The purpose of this exercise is to increase youth’s awareness of and alignment with their positive traits, qualities, characteristics and potentials. The rewards of adopting more adaptive roles, and the rules of behavior associated those roles, will begin to emerge. Introspection is stimulated through repeated, non-threatening questioning.]**

Every person, including you and I, is a complex mix of a lot of good stuff and some not-so-good stuff.

There are plenty of experiences in life that remind us of the things about us that are not so good.

So sometimes it’s easy to forget about the real strengths each of us has.

I would like you to get in touch with all of the good stuff that you are, what I will refer to as your higher self.

This is important because our higher self (our good stuff, our strengths) helps us to cope with life’s challenges and helps us be happy.

So to help remind you of what your higher self is all about, what we will do is this:

I will ask you the question, “Who are you?”

I will then pause and wait for an answer, and then say “Who are you?” again.

You will answer each time by using a word that describes or reminds you of your strengths.

A strength could be any of your positive qualities, talents, things you do well, things others like about you, or abilities you have.

It could be something about your looks, traits, accomplishments, skills, your style, or the way you think.

A strength could be anything that resembles or reminds you of the things you like about yourself.

Strengths describe our higher self.

Now I'm going to ask you, "Who are you?" several times.

It's not necessary to plan or rehearse what you will say, just relax and say whatever comes to mind.

Let me demonstrate how this works. Ask me the question, "Who are you?" After I give you an answer, ask me again "Who are you?" Keep going until I say to stop.

**PARTICIPANT ASKS THE FACILITATOR "WHO ARE YOU?" AND WAITS FOR A RESPONSE BEFORE REPEATING THE QUESTION, AS FOLLOWS:**

Who are you?

"I am a friend."

Who are you?

"I am a teacher."

Who are you?

"I am no limits."

Who are you?

“I am a lover.”

Who are you?

“I am a mirror.”

Who are you?

“I am big smiles.”

Who are you?

“I am reaching.”

Who are you?

“I am a quick learner.”

STOP!

Have you got the idea?

Remember, when answering the questions, let the answers flow naturally, saying whatever comes into your head.

Relax and let yourself enjoy this.

Any questions before we begin?

ANSWER ANY QUESTIONS

OK, here we go.

FACILITATOR ASKS THE PARTICIPANT “WHO ARE YOU, [NAME]?”  
FOR ABOUT 3 MINUTES.

FACILITATOR SHOULD ATTEND TO THE PARTICIPANTS’ RESPONSES;  
TO BE PREPARED TO MIRROR BACK THE PARTICIPANT’S UNIQUE  
AND DIVERSE STRENGTHS.

Wow, that was great.

OK, let’s take a minute to appreciate all the really great strengths you are.

FACILITATOR READS BACK SOME OF THE RESPONSES REFLECTING  
THE DIVERSITY AND UNIQUENESS OF STRENGTHS IN THE  
PARTICIPANT.

That’s an incredible list of really great stuff.

All that good stuff I’m going to call your higher self.

Just think of all the wonderful things that could be accomplished in the world, and all the  
good things that could be done if we were to express only our higher selves.

What are some of the things you do, or that you have done in the past, that made you feel  
really good about who you are?

It could be something like practicing some dance steps until you did them very well, or  
helping someone cross a street, or taking a minute to really enjoy a sunset.

I would also like you to name the strength, or qualities of your higher self, that you expressed while doing the thing that made you feel good.

For example, you might say, “ I threw some litter in the trash can instead of dropping it in the street. I was expressing my respect for the environment, my appreciation of the beauty of nature, and showing concern for the future.”

Or, “I used a condom with a lover. I was expressing my caring for another person and respect for myself.”

ASK THE YOUTH TO NAME AN ACTION AND WHAT CHARACTERISTICS OF THEIR HIGHER SELF WAS EXPRESSED BY THE ACTION.

IF NOT OFFERED, PROBE FOR RESPONSES RELATED TO SUBSTANCE USE AND SEX ACTS (E.G. TELLING A FRIEND THEY HAD ENOUGH OR ASKING THEM NOT TO DRIVE WHILE HIGH, OR SUGGESTING USING A CONDOM WITH A SEX PARTNER).

Thanks, that was great! Sometimes it’s hard to think about how good we are and I appreciate you being open about this.

It’s amazing how we can accomplish so much good when we focus on expressing our higher selves! I think what you’ve shared is a perfect example of that.

The truth is, no matter what else is happening around us or to us, expressing our higher selves can help us feel better.

It’s also your higher self strengths that will help you stop abusing substances, protect yourself and your sex partners, and take control your health.

What did you think of this activity? How did you feel about remembering the characteristics of your higher self, and the good things you have done?

ENCOURAGE SHARING. ASK PROBING QUESTIONS.

ENCOURAGE DISCUSSION WITH THE FOLLOWING PROBES:

Did it in any way change your thoughts about yourself today?

Did anything you said surprise you?

Did you feel emotional when you were giving certain responses?

What do you think about this idea that showing or expressing your higher self makes you feel better? Can you think of another instance when this might have happened to you?

ENCOURAGE DISCUSSION AND REINFORCE THE YOUTH FOR POSITIVE ACTIONS.

SUMMARIZE THE DISCUSSION: (EXAMPLE FOLLOWS):

It strikes me how much good there is in you and what you've done to express that.

It supports this idea that it doesn't seem to matter what is happening to us or around us; when our **thoughts and actions** come from our **higher selves**, we **really feel better** about who we are and the world we live in.

Exercise 5: What's Important to Me?  
(30 minutes)

**[The purposes of this exercise is to acknowledge what is important to the youth and to elicit, clarify and reify values. An interview and artistic projection are used to get at values and importance.]**

Now I'd like you to think about what is important to you.

What is important to you could include many different things.

Let me give you some examples:

Making money

Being healthy

Having friends

Being honest

Caring for other people

Being safe from violence

Having a boyfriend or girlfriend who loves you

Your family

Being spiritual

Fairness

Freedom

Having a good job

Completing your education

Protecting the environment

Having a fun life

Being popular

And so on.

While people share some values in common, no two people will have the same exact list.

Let's try a role-play. I'm going to play the part of a radio talk show host, and I want you to be a famous person who is being interviewed on the show.

The interview is trying to find out what is really important to, you, the famous person.

**FACILITATOR INTERVIEWS PARTICIPANT WITH THE FOLLOWING SCRIPT AS GUIDANCE.**

Here we are at Q R U 2 B talk radio where we ask the really important questions like, "Who are you to be?" Today my guest is [participant's name], the guy/gal that everyone's been buzzing about.]

**WHAT IS REALLY IMPORTANT TO YOU?**

**WHAT MEANS A LOT TO YOU?**

**WHAT DO YOU CARE ABOUT MOST IN THE WORLD?**

**OF ALL THE THINGS YOU HAVE, WHAT WOULD BE THE MOST DIFFICULT TO GIVE UP?**

**WHAT IS IT THAT YOU WANT MOST IN YOUR LIFE THAT YOU DON'T HAVE NOW?**

**ASK EACH QUESTION OF THE FOLLOWING QUESTIONS. ENCOURAGE SHARING AND DISCUSSION. POINT OUT COMMONALITIES AND THEMES.**

What did you think of the interview?

What did you like that you did?

How would you answer the questions differently?

I appreciate your trying this. Now I would like to know a little more about your higher self.

Hopefully the interview got you thinking about it.

But first, I'd like you to try an activity that will relax you and open your imagination.

To get ready, get into a comfortable, balanced position.

**HAVE YOUTH GET IN COMFORTABLE POSITION (UNCROSS LEGS,  
FEET FLAT ON THE FLOOR, ETC.)**

Now shrug your shoulders tightly - PAUSE – and let them loose.

**DEMONSTRATE AS YOU GIVE INSTRUCTIONS**

Now roll your neck around first to the right and then to the left.

Take a deep breath in – PAUSE – and let it go out very slowly.

Again. Breathe in and out slowly.

Close your eyes if you wish.

Use your imagination and get an image of your higher self, all of the good stuff that you are. [PAUSE]

Now I'd like you to tell me about a little more about your higher self.

Here are some words that describe a person.

GIVE PARTICIPANT LIST OF ADJECTIVES.

I bet that each of these words is somehow related to your higher self.

When I say the word, give a description of your higher self that the word reminds you of.

So think of other words that are similar to the word that I say but really describe you.

When describing yourself, you can use these words or any others that come to mind.

For example, if I said INTELLIGENT, you might say smart, bright, sharp, quick, etc.

Just say words that describe the way you are, or the ways you know you can be if you want to.

Okay? Let's try this.

FACILTATOR SLOWLY READS EACH OF THE FOLLOWING WORDS  
PAUSING TO GIVE PARTICIPANT TIME TO RESPOND.

#### DESCRIPTIVE WORDS

STRONG

CARING

WISE

COURAGEOUS

RESPONSIBLE

PHYSICALLY FIT

FORGIVING

SELF-LOVING

HONEST

CALM

ATTRACTIVE

Now that you are in the mindset of your higher self, I'd like you to express what's important to you once again, this time in writing or pictures.

You can either do a drawing or write a poem or make a list.

GIVE PARTICIPANT PAPER, COLORED MARKERS, AND A PENCIL.

Whichever way you choose to express yourself, I would like you to show, on this paper, what's important to you.

I'm not expecting you to be an artist or a poet. Just do your best.

You'll have 10 minutes to do the project.

ALLOW 10 MINUTES FOR PROJECT

Will you share your work with me?

ENCOURAGE SHARING OF WORK

REINFORCE WILLINGNESS TO EXPRESS SELF AND POINT OUT STRENGTHS CONVEYED. ADD ARTWORK TO WORKBOOK.

Thank you for sharing so much about yourself with me.

Exercise 6: What's Next?  
(10 minutes)

**[The purposes of this exercise are to introduce goal setting skills, build rapport and create a positive expectation for the next session. Review, a between-session goal, and expressing benefit awareness and appreciation is undertaken.]**

We are at the end of today's session.

Today you were introduced to the topics we will discuss over the first six weeks of this program.

You also set some ground rules and got back in touch with some of the things you like about yourself, your strengths, or higher self.

At the end of each of our sessions you will set some goals.

A goal is usually a project or activity that you can accomplish during the week between sessions.

Sometimes I will assign goals, and sometimes you will pick goals to work on for the next session.

Here is another page for your workbook. This is a goal setting chart.

**REVIEW S.M.A.R.T. GOAL SETTING CHART:**

**Specific** – exactly what you will do.

**Measurable** – can tell when it is done.

**Appropriate** – fits the situation or topic well.

**Realistic** – not too hard or too easy to do.

**Time** – when goal will be completed.

For this week I would like you to commit to doing at least one thing that expresses your higher self.

Something you don't often do or something that you want to do more often. The thing that you choose should show your higher self in action.

It could be something like doing a favor or kind thing for someone without being asked.

It could be not saying anything mean for the week.

You might try being on a natural high and have fun without using alcohol or drugs.

You pick your own goal. Just make it a SMART one.

Take a minute right now and pick a goal.

What goal did you pick?

**HAVE YOUTH REPORT ON HIS/HER GOAL.**

That's a great goal! We will review your goal at the beginning of our next session to see how it went.

Notice that on your goal log there is a box next to each goal.

You can put a check mark in the box when you've completed that goal.

That way, you'll have visual feedback about how your doing and you can also see which goals you've completed and which one's you still have to work on.

It's important to write goals down on your log for each week. Let's record your goals now.

**DIRECT YOUTH TO THIS WEEK'S GOAL LOG, AND HAVE EACH MEMBER WRITE OUT THE GOAL FOR THIS WEEK. ADD LOG TO WORKBOOK.**

Note that there is another goal on your goal log for this week.

I want you to begin to create a vision of your future, one that would be just right for you.

A world where you have a special way to express your higher self and to honor all of your values - a future where you are fulfilled and truly happy.

This is the future you would choose if there were no limits or nothing to hold you back.

If you look on the goal log there is a line for you to describe 3 things.

First, the work you would be doing,

Second, the important relationships you would have,

And finally, what you would do for fun.

Again, these things are what you would be doing if you were expressing your higher self.

For example, you could say you would be a drug counselor, the important people in your life would be your lover, friends, and people you helped, and you would take long walks on the beach for fun.

OK, now I don't know how forgetful you are, but just in case, what do you think you can do to make sure you remember to do your goal?

**BRAINSTORM WAYS IN WHICH PARTICIPANT CAN REMEMBER GOAL**

The next session will take place on [DAY, DATE, AND TIME].

Is this going to be O.K. with you?

Before we stop I would like you to share something that you got out of this, or what you liked most about today's session.

I will start.

**FACILITATOR MODELS BY SAYING WHAT THEY GOT OUT OF THE SESSION AND BY SHARING SOMETHING POSITIVE ABOUT PARTICIPANT.**

**HAVE THE PARTICIPANT IDENTIFY BENEFITS OF PARTICIPATION.**

**SHOW APPRECIATION BY ACKNOWLEDGING AND REFLECTING PARTICIPANT'S FEELINGS.**

**END OF SESSION ONE.**