

CLEAR Facilitator's Manual

Act Safe – Sexual Behaviors

Session #12: Making Sexual Decisions: How Do I Refuse Unprotected Sex? (1.5 hrs.)

OBJECTIVES:

1. The youth will explore the pros and cons of refusing unprotected sex.
2. The youth will identify and confront the ethical decisions in refusing unprotected sex.
3. The youth will practice how to refuse unprotected sex.

RATIONALE:

The emphasis of the last session was on influencing sexual partners to accept condom use. But what should the youth do if his/her partner will not agree to condom use? This question is particularly crucial because so many of the youth in this population place enormous value on relationships. Thus, this last session relates refusal to the higher self, highlights the ethical dilemmas in refusal, explores the meaning of refusing, and provides practice in refusing. As in other sessions, goals are emphasized, values are made explicit, and the decision to refuse is linked to the kind of person the youth wants to be.

SUMMARY OF EXERCISES:

1. Review short-term goals, introduce session content, “thank you” gift, and review progress on long-term substance use goals. (25 minutes)
2. Imagine refusing from the point of view of the higher self and explore the advantages and disadvantages of refusing unprotected sex. (15 minutes)
3. Use scripts to confront ethical issues in refusing and write a letter to uncover the meaning of refusing. (20 minutes)
4. Apply the TALK tools to guidelines for refusing unprotected sex, with modeling and practice. (20 minutes)
5. End with between-modules goal setting, benefit awareness, and group appreciation. (10 minutes)

MATERIALS:

Attendance Sheet
Cohort Rosters
Thank You Gift
Goal Summary Sheet
Tape Recorder
90-min Audio Tape
Facilitator’s Manual
Participant’s Workbook
Participant Data Binder
Pens and Notepads
Certificate of completion

NOTES TO THE FACILITATOR:

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: What Happened Between Sessions?
(25 minutes)

[The purposes of this exercise are to establish a comfortable atmosphere, to reinforce trying to transfer what was learned in the sessions to the real life environment, and to increase both self-esteem and rapport. Goal review, a description of what the session will cover, a thank you gift, and a progress report are the approaches used.]

Welcome back to the last session of this series on making decisions about sexual behaviors.

Let's start off with a thank you gift.

IF YOUTH ON TIME TO SESSION, GIVE YOUTH THANK YOU.

IF YOUTH NOT ON TIME, ENCOURAGE PROMPT ARRIVAL AND SAVE GIFT FOR NEXT SESSION.

Now let's review your goals from last week.

HAVE YOUTH REPORT ON HIS/HER THREE GOALS (LETTER, SUBSTANCE USE MONITORING TOOLS; SELF-CHOSEN) AND HOW HE/SHE DID.

REFER TO THE GOAL SUMMARY SHEET AS NEEDED.

COACH YOUTH AND BRAINSTORM WAYS TO OVERCOME OBSTACLES.

Thank you. That was a great review!

During the first six sessions that focused on substance use, you filled out the Drug and Alcohol Questionnaire and recorded your score.

Now you are going to fill out that questionnaire again as another way to see the progress you have been making on your long-term substance use goals.

Here is another Drug and Alcohol Questionnaire to add to your workbook.

GIVE YOUTH DRUG AND ALCOHOL QUESTIONNAIRE

I will read the statements, and you check off whether or not you have had that experience in the last 6 weeks.

That would be since we finished the sessions on drug and alcohol use.

If you don't understand something, just ask and I will explain it.

Likewise, if I go too fast, let me know and I will slow down.

Okay, here's the first item.

READ THE ITEMS.

SPEAK SLOWLY AND CLEARLY.

PAUSE ABOUT 15 SECONDS AFTER EACH STATEMENT TO ALLOW FOR RESPONSE.

READ THE INSTRUCTIONS AND BEGIN:

THE DRUG AND ALCOHOL QUESTIONNAIRE

Instructions: This questionnaire is designed to help you determine how drugs and alcohol affect your life. Read each statement and decide if it applied to you anytime in the last 6 weeks. If it does check "yes," and, if it does not, check "no."

1. I use drugs or alcohol every week.

yes ___ no ___

2. When I am on drugs and alcohol, I have a loss of consciousness or blackout.

yes ___ no ___

3. I have been late, missed school, or been kicked out of school because of being high on drugs or alcohol.

yes ___ no ___

4. I have lost a job because of drugs or alcohol.

yes ___ no ___

5. My boyfriend or girlfriend and I fight a lot or he/ she has left me because of my drug or alcohol use.

yes ___ no ___

6. My drug or alcohol use has caused family fighting and disturbance.

yes ___ no ___

7. My drug or alcohol use takes more money than I have.

yes ___ no ___

8. I have stolen money or goods to pay for my drug or alcohol use.

yes ___ no ___

9. I need drugs or alcohol to have sex.

yes ___ no ___

10. After using drugs or alcohol, I have found myself in a strange place next to someone I did not know.

yes ___ no ___

11. I deal drugs in order to pay for my habit.

yes ___ no ___

12. I've tried suicide while on drugs or alcohol.

yes ___ no ___

13. I have been arrested for driving while intoxicated (DUI).

yes ___ no ___

14. I have gotten into a fight while high or drunk.

yes ___ no ___

15. I have gone on drug highs or alcohol binges that lasted several days.

yes ___ no ___

16. I am not comfortable socially unless I take drugs or have some drinks.

yes ___ no ___

17. There are big blocks of time I can't remember or account for when I was high on drugs or alcohol.

yes ___ no ___

18. I lost touch with friends who don't use drugs or alcohol.

yes ___ no ___

19. I figure things out when I'm high that don't make any sense when I'm sober.

yes ___ no ___

20. People tell me about things that I said or did when I was high on drugs or alcohol that I regret or feel bad about doing.

yes ___ no ___

Before we talk about your responses to the drug and alcohol questionnaire, I am wondering how you felt while taking it.

Remember the Feeling Thermometer? 0 degree is totally comfortable and 100 degrees is totally uncomfortable.

REFER YOUTH TO FEELING THERMOMETER.

What is your emotional temperature after taking the drug and alcohol use questionnaire?

ENCOURAGE RESPONSE AND SHARING OF FEELING LEVEL.

Before we go on I would like you to count up the number of “yes” responses you had on the questionnaire and fill in the blank at the top along with today’s date.

Do you see where to do that?

There are a total of 20 possible yes responses.

PAUSE FOR YOUTH TO RECORD SCORE.

Now I want you to turn back to the first time you did this questionnaire, and take note of your score then.

Is your score different now? Did it go up or down? By how much?

GET RESPONSE

How does the change in your score compare to your long-term substance use goal?

ASK YOUTH TO REPORT.

REINFORCE IMPROVEMENT, AND ACKNOWLEDGE STABLE SCORES.

PROBLEM SOLVE WHEN THE CHANGE IN SCORES DOES NOT SUPPORT THE YOUTHS’ LONG-TERM GOALS.

IF IMPROVED FOLLOW-UP WITH:

It looks like you are on your way to hitting your big substance use goals, to expressing more of your higher self, and to reaching your goals for the future.

Congratulations!

IF NOT IMPROVED DISCUSS BARRIERS USING THE FOLLOWING PROMPTS:

Trying to change what we do and why is really difficult.

What has been difficult for you in changing your substance use behavior?

ENCOURAGE DISCUSSION REGARDING REASONS FOR LACK OF PROGRESS TOWARDS BIG SUBSTANCE USE GOAL.

As we continue these sessions, we'll work together towards hitting your big substance use goals, expressing your higher self, and reaching your goals for the future.

There is still time for you to keep working on your big substance use goals during this program.

If there is something you feel you have left to do, now is the time for you to take action.

You will do this questionnaire once again at the end of the next workshop to see how much progress you made.

Today we are going talk more about communication and face the decision on whether to refuse unprotected sex.

We will start with seeing if refusing unprotected sex fits in with the kind of person you want to be.

Exercise 2: How Does Refusing Fit With Who I Want To Be?
(15 minutes)

[The purpose of this exercise is to increase motivation to refuse unprotected sex. Linking refusal to the higher self and considering advantages and disadvantages are the method employed to reach the exercise's objective.]

Here's a situation you might face some day.

You have tried every way you know how to convince your partner that the two of you should use condoms.

Your partner(s) won't go along and wants to have unprotected sex with you.

How would your higher self handle this situation?

What characteristics might you express if your lower self were in control?

Maybe expressing self-respect, responsibility, and strength from your higher self would help you stick to your guns in a firm and respectful way.

However fear, denial, and helplessness expressed from your lower self would likely end up in giving in to unsafe sex.

Think of your own personal possibilities.

ALLOW TIME FOR IDENTIFYING THE POSSIBLE SELF.

Now see yourself successfully handling this situation in the future.

Picture expressing only your higher self.

Can you see your higher self avoiding unsafe sex?

HAVE YOUTH IMAGINE SUCCESS.

Great! Now let's talk about the advantages and disadvantages of refusing unprotected sex.

Here is a chart for your workbook that will help us figure this out.

GIVE YOUTH CHART ON REFUSING UNPROTECTED SEX.

The chart is titled, "Refusing Unprotected Sex."

You see the chart has two columns, one labeled Advantages and one labeled "Disadvantages."

Let's start with "Advantages." What do you think the advantages are for refusing unprotected sex? What can be gained?

GET RESPONSES. PROMPT AS NEEDED.

Thanks! That's a great list.

Now let's make a list of the disadvantages.

REPEAT THE PROCESS FOR THE DISADVANTAGES.

Okay, great job! So let's take another look at what our list of advantages and disadvantages looks like:

READ THE LIST ALOUD. AN EXAMPLE LIST FOLLOWS:

ADVANTAGES
PROTECT SELF
PROTECT PARTNER

DISADVANTAGES
LOSE LOVER
LONELY

DO THE RIGHT THING
LESS ANXIOUS DURING SEX
PEACE OF MIND
FEEL GOOD ABOUT SELF

GET BEAT UP
NO SEX
WORRY
FEEL GUILTY

That's a good list of advantages and disadvantages.

Now let's check your emotional temperature.

Let's use the feeling thermometer.

HELP LOCATE THE FEELING THERMOMETER AND PAUSE
MOMENTARILY.

Using the Feeling Thermometer as a guide, which disadvantages would make you feel the most uncomfortable and what is that reading?

OBTAIN RESPONSE AND ASSOCIATED READINGS.

EXPLORE WHY THAT DISADVANTAGE HAS THE WORST FEELING
ASSOCIATED WITH IT.

Which one of the disadvantages would be the most difficult to fix?

ENCOURAGE SHARING OF WHICH DISADVANTAGES ARE THE
HARDEST TO DEAL WITH.

This decision on refusing unprotected sex may have conflicts in it for you.

Next, let's see what those conflicts are on doing the "right" thing.

Exercise 3: What Conflicts Do I Face In Refusing?
(20 minutes)

[The purposes of this exercise are to make ethical dilemmas explicit and to explore the personal meaning that refusing unprotected sex would have. Scripts and letter writing are used here.]

We are going to get at the conflicts in refusing unprotected sex through some soap scenes.

In this first scene a couple is coping with refusing.

DEPENDING ON PARTICIPANT'S SEXUAL ORIENTATION, READ SCENE AS EITHER GAY (FOSTER) OR STRAIGHT (FELICIA).

Foster/Felicia is HIV-positive and has not told Stewart.

Stewart's status is unknown.

Which one would you like to play, Foster/Felicia or Stewart?

Here is the script for this scene.

READ THE SCENE ALOUD.

NO

FOSTER/FELICIA: I've tried to give you every good reason why we should use condoms. And you still aren't going to do it.

STEWART: That's right.

FOSTER/FELICIA: Not wearing condoms says to me that you don't really care about me.

STEWART: Stop trying to manipulate me with that "if you really love me, you will do what I ask you." I love you but I'm not wearing condoms.

FOSTER/FELICIA: One more time. If we have sex, you won't wear a condom. Is that right?

STEWART: Right!

FOSTER/FELICIA: Well, I guess we'll have to do it without putting it in me.

STEWART: I won't go along with that.

FOSTER/FELICIA: Well, it takes two, and I'm not doing anything without a condom. Why won't you use a condom? I've asked you a hundred times and you never give me a straight answer.

STEWART: I don't want to wear one.

FOSTER/FELICIA: When you are willing to wear a condom, I'll have sex with you, but not until that time.

STEWART: Wait a minute. No sex, no relationship.

FOSTER/FELICIA: I don't want to break up. I care about you. I don't want to lose you.

STEWART: But you would throw me out over a stupid rubber.

FOSTER/FELICIA: You shouldn't put me in that position. Either way I lose.

STEWART: It wasn't my idea to insist on condoms. You know I love you, but I'm not going to put up with this shit.

FOSTER/FELICIA: I'm not making a choice. When you are agreeable to sex with condoms, we'll be back doing it like we were before. I'm not breaking up with you. I'll enjoy your company and everything else we do together. The two of us will live here like always, only no sex.

STEWART: I can't believe this.

THE END

Thanks--that was great!

We want to try to uncover the dilemmas in this situation.

To get started I will ask you a few questions.

ASK YOUTH A QUESTION ABOUT THE SCENE, AS LISTED BELOW.
EXPECT ONLY BRIEF ANSWERS.

HOLD DISCUSSION UNTIL AFTER ALL THE QUESTIONS HAVE BEEN
ANSWERED.

THE QUESTIONS ARE AS FOLLOWS:

1. WHO DID YOU IDENTIFY WITH--FOSTER/FELICIA OR STEWART?
2. WAS FOSTER/FELICIA BEING UNREASONABLE?
3. WAS STEWART BEING UNREASONABLE?
4. WHAT WAS BEHIND STEWART'S UNWILLINGNESS TO WEAR CONDOMS?
5. WHAT WAS THE CHOICE FOSTER/FELICIA HAD TO MAKE?
6. WHERE WOULD THIS CONVERSATION HAVE GONE IF SUBSTANCE USE WAS INVOLVED?
7. WOULD THIS BE A DIFFICULT SITUATION FOR YOU?

Those were interesting answers.

If Foster/Felicia were to do the "right" thing, what decision would he/she make?

ENCOURAGE A DISCUSSION OF THE ETHICAL ISSUES AND
DILEMMAS IN THIS SCENE.

KEEP THE DISCUSSION BRIEF AND FOCUSED.

TAKE THE POSITION THAT IT IS A PERSONAL DECISION BASED ON THE INDIVIDUAL'S STANDARDS AND ON HIS/HER IMAGE OF WHAT KIND OF PERSON HE/SHE WANTS TO BE.

DON'T TRY TO COME UP WITH THE ONE AND ONLY RIGHT ANSWER.

That was very good.

Let's turn to a second scene.

This scene is about Ted and Penny--a couple who have been together a while.

DEPENDING ON PARTICIPANT'S SEXUAL ORIENTATION, READ AS GAY (PETE) OR STRAIGHT (PENNY).

Both Ted and Pete/Penny are HIV-positive.

Which will you play, Pete/Penny or Ted?

READ SCENE ALOUD.

BUT WE ARE BOTH POSITIVE

TED: Say this again. You want us to use wear condoms when we have sex?

PETE/PENNY: That's right.

TED: That doesn't make any sense. We both are infected. So what difference does it make?

PETE/PENNY: I don't want to get re-infected.

TED: Have you been going to the park again?

PETE/PENNY: No!

TED: Well, I haven't either. So, there's no danger.

PETE/PENNY: If we got STDs, that could make things much worse for us.

TED: It doesn't make any sense. We promised each other we would be faithful. Are you cheating on me?

PETE/PENNY: You know I wouldn't do that.

TED: So, what are you telling me? Are you suggesting that I'm playing around on the side?

PETE/PENNY: I didn't say that.

TED: You didn't say that, but you implied it.

PETE/PENNY: I just don't want to take any chances.

TED: Then you must think there is a chance that I might cheat on you.

PETE/PENNY: I didn't say that.

TED: You think it.

PETE/PENNY: Why can't you agree to wear condoms?

TED: It isn't necessary.

PETE/PENNY: I really wish you would.

TED: You don't trust me. What have I done to make you think I would cheat on you?

PETE/PENNY: Nothing.

TED: For some reason that I don't get, you don't trust me anymore. That really hurts. How am I supposed to live in a relationship without trust?

PETE/PENNY: I don't mean to hurt you. I just want us to wear condoms.

TED: Don't you love me any more?

PETE/PENNY: Of course, I do.

TED: Then we'll just forget the condom thing.

PETE/PENNY: I can't.

THE END

Thanks for a great scene!

Have you ever been in a situation like this one?

ENCOURAGE SHARING OF EXPERIENCES.

FOLLOW BY ENCOURAGING A DISCUSSION OF THE ETHICAL
DILEMMAS RAISED BY EACH QUESTION BELOW.

I would like us to discuss some issues this scene brings up.

PROCESS SCRIPT BY DISCUSSING EACH OF THE FOLLOWING
QUESTIONS:

Is cheating a worry?

What are the conflicts going on within Pete/Penny in this situation?

What should Pete/Penny do?

Thanks for your thoughts on these questions.

Next, let's practice refusing.

Exercise 4: How Do I Refuse Unprotected Sex?
(20 minutes)

[The purpose of this exercise is to increase skills in refusing unprotected and unwanted sex. Guidelines and role-playing are used.]

There are many situations where you might want to refuse sex.

There are the ethical reasons we just discussed, but there are many more reasons for refusing sex.

For example:

You might not like the person who is trying to seduce you.

The person won't wear a condom.

The person wants to stick it in when you would rather just play around.

You are intoxicated and easily distracted from your goals.

You are tired.

You just don't feel like it.

Given that there are all of the reasons for wanting to refuse, it's important to be prepared to do that.

Well, the good news is that there are many ways to refuse.

Today, we are going to practice a direct method, because it works best.

First, I want to get you ready for practicing refusal.

Let's take a moment to imagine this.

Imagine that in the future you decide to refuse having unprotected sex.

PAUSE.

Imagine that you are successful in refusing.

Think about who you would be, and how it would feel, to refuse unsafe sex easily.

PAUSE WHILE YOUTH IMAGINES SUCCESSFUL REFUSAL.

In refusing, the best way to talk would be to talk assertively.

Last session you learned the steps for talking assertively.

Remember the TALK tools we practiced last session? Well these tools can also help you refuse sex.

Do you remember what the TALK tools are?

ELICIT THE TALK TOOLS FROM THE YOUTH.

TRY AND HAVE YOUTH DESCRIBE THE COMPONENTS OF TALK TOOLS.

BE ENCOURAGING AND GIVE POSITIVE FEEDBACK FOR CORRECT ANSWERS.

That's great! Let's review the TALK tools.

REFER YOUTH TO TALK TOOLS IN WORKBOOK AND BRIEFLY REVIEW.

TALK Tools

T = Tell my partner "I hear you"

A= Assert what I want in a positive way.

L = List my reasons for wanting to be safe.

K = Know some alternatives and my bottom line.

Let's go over how these tools can help refusing.

READ THE TALK TOOL AND THE FOLLOWING ELABORATIONS.

T = TELL MY PARTNER "I HEAR YOU"

MAKE SURE TO ACKNOWLEDGE WHAT YOUR PARTNER IS SAYING AND USE "I" STATEMENTS.

"I UNDERSTAND THAT THIS IS HARD BUT I AM HURT AND ANGRY THAT YOU ARE UNWILLING TO PROTECT ME."

A = ASSERT WHAT I WANT IN A POSITIVE WAY.

BE SURE TO STATE WHAT YOU WANT, BE POSITIVE, AND USE "I" STATEMENTS.

GIVE A CLEAR MESSAGE AND DON'T SAY "NO" WHEN YOU MEAN "YES." DON'T SAY "MAYBE."

"FROM NOW ON, I WOULD LIKE US TO SHOW WE CARE FOR EACH OTHER BY HAVING SAFER SEX."

L = LIST MY REASONS

MAKE SURE TO BE BRIEF, USE A REASON THAT'S ABOUT YOU, AND USE "I" STATEMENTS.

WHEN YOU USE "I" STATEMENTS, DON'T FORGET TO LET YOUR PARTNER KNOW HOW YOU FEEL.

"I WOULDN'T BE MAKING A FUSS IF I DIDN'T WANT TO BE WITH YOU."

"I'M NOT GOING TO PUT MY HEALTH AT RISK."

K = KNOW SOME ALTERNATIVES AND MY BOTTOM LINE.

STAY CALM DON'T GET INTO NAME-CALLING, PUT-DOWNS OR THREATS

TELL YOURSELF YOU CAN REFUSE. TAKE A DEEP BREATH AND STAY FOCUSED.

KEEP A NEUTRAL, NON-AGGRESSIVE TONE BUT STAY FIRM. REMEMBER, IF YOU YELL BACK, YOU'LL GET MORE OF THE SAME.

CALMLY REPEAT YOUR POSITION AS OFTEN AS NECESSARY.

"THERE ARE SEXY THINGS WE CAN DO THAT DON'T REQUIRE BEING IN ME."

Here is a very brief example of refusing unprotected sex.

Listen carefully and tell me whether the TALK tools were followed.

After the scene we will talk about what the characters did that you liked and what you would have done differently.

DEPENDING ON PARTICIPANT'S ORIENTATION, READ SCRIPT AS GAY (SEAN) OR STRAIGHT (SALLY) SCENE.

I will play Sean/Sally, and would you please play Grady?

READ THE SCENE.

FORGET IT!

SEAN/SALLY: Wait a minute. Where's the condom?

GRADY: Forget it.

SEAN/SALLY: I told you I wasn't having sex without a condom.

GRADY: We don't need one.

SEAN/SALLY: You agreed to use condoms.

GRADY: No, I didn't.

SEAN/SALLY: Yes, you did.

GRADY: Well, I'm not using one.

SEAN/SALLY: Look, it's for both of us. If I didn't care about you, I wouldn't be insisting on condoms.

GRADY: Let's get on with it.

SEAN/SALLY: I'm not doing it.

GRADY: I'm losing and chance of a great hard on here.

SEAN/SALLY: Sorry. I can't.

GRADY: What a lover you turned out to be.

SEAN/SALLY: Wear a condom, and I'm fine.

GRADY: Let's stop all this crap. Come over here.

SEAN/SALLY: No condom, no sex.

GRADY: Will you jerk me off?

SEAN/SALLY: Sure.

THE END

How would you evaluate what Sean/Sally did?

What did you like and what would you do differently?

ENCOURAGE DISCUSSION OF SEAN/SALLY'S APPROACH.

Now that we have gone over the guidelines and seen a demonstration, it is time to practice.

Let's role-play some scenes.

We will be using the TALK tools that we just reviewed, so keep them in front of you.

In one role-play you will practice refusing sex with a casual or new partner, and the other role-play will be about refusing a steady partner.

So, here is the first scene. We are really attracted to each other and have been going out for three weeks, but no sex has happened yet.

You expect it will happen soon.

You tried every way possible to get me to agree to using condom, but I haven't.

Your goal is to refuse me if I want to have unprotected sex.

As we talk, try to respond to me by using one or more of the TALK tools.

OK. Let's get this started.

FACILITATOR STARTS THE ROLE PLAY, MAKING STATEMENTS THAT PROMPT THE USE OF A VARIETY OF THE TALK TOOLS.

That was great!

DEBRIEF THE ROLE-PLAY BY DISCUSSING EACH QUESTION BELOW:

Which responses do you think were most effective?

Did any of the responses get things going the wrong way?

If so, how would you change those responses?

TRANSITION TO THE NEXT ROLE-PLAY

Thanks for the feedback. You are doing great!

This time we are going to role-play the situation where we have had unprotected sex for awhile.

You have decided that wearing condoms will protect you and your lover.

But I won't go along with you.

Remember, your goal is to refuse sex with me if I want unprotected sex.

Try to do it in a way that expresses your higher self in this situation.

You can look at the TALK tools whenever you want to.

OK. Let's get this started.

FACILITATOR STARTS THE ROLE PLAY, MAKING STATEMENTS THAT PROMPT THE USE OF A VARIETY OF THE TALK tools.

That was great!

DEBRIEF THE ROLE-PLAY BY DISCUSSING EACH QUESTION BELOW:

Which responses do you think were most effective?

Did any of the responses get things going the wrong way?

If so, how would you change those responses?

Let's get a reading of you emotional temperature after doing those role-plays.

Using the Feeling Thermometer, with 100 degrees being very uncomfortable and 0 degrees being completely comfortable, how do you feel about refusing unprotected sex?

OBTAIN FEELING THERMOMETER READING.

What would make you more comfortable and less comfortable in refusing your partner?

SHARE RESPONSES AND DISCUSS REFUSING AND ON THE ROLE-PLAY AS TIME PERMITS.

Now it is time for setting goals to carry on after the session is over.

Exercise 5: What Are My Goals For the Future?
(10 minutes)

[The purposes of this exercise are to increase motivation to protect oneself and one's partners, to transfer learning to the real world, and to build self-esteem. Setting goals, benefit awareness, and appreciation are employed to achieve the exercise's purposes.]

We are at the end of the sessions on sexual decisions, and it is time to think of goals that you want to achieve.

Usually the goals are related to what we covered that day.

Today we worked on refusing.

Possible goals related to this topic might include:

1. Practice refusing unprotected sex with a friend, taking the part of their lover.
2. Tell your partner that you won't engage in unprotected sex.
3. Offer to engage in sexual acts with your partner where condoms aren't needed.
4. Practice the TALK tools in another situation where you will have to refuse to do something.
5. Add to the list of advantages and disadvantages for refusing.

Also, because it is the last session on sexual decisions, you could also add goals from before like convincing your partner to use condoms.

Take some time and select a goal that you plan to achieve between now and our next session.

Let's take another look at the goal-setting guidelines in your workbook to make sure you are setting SMART goals.

PAUSE MOMENTARILY.

Remember to make your goal specific, easy to see if achieved, has to do with protecting yourself and your sexual partners, not too easy or too hard, and has a time set for completion.

Your goal should also be important to you and one to which you are committed.

ALLOW A FEW MINUTES FOR SELECTING A GOAL.

HAVE THE YOUTH WRITE GOAL ON GOAL LOGS.

Let me hear what your goal is.

HAVE YOUTH DESCRIBE HIS/HER GOAL.

COACH AS NEEDED TO MAKE SURE THE GOAL MEETS THE CRITERIA.

RECORDS GOAL ON THE GOAL SUMMARY SHEET.

Thank you. That's a good goal.

I'd like to also have you accomplish a second goal this week.

Try and take one new action to reduce your drug and alcohol questionnaire score.

Even a 1 point drop is good progress.

Take a look at the questionnaire you did earlier today and choose an action.

REFER PARTICIPANT TO THE DRUG AND ALCOHOL QUESTIONNAIRE.

What action would you like to try? Make sure that it's a SMART one.

REFER TO SMART GOAL SETTING CHART.

GIVE ONE MINUTE FOR GOAL SELECTION.

This is the end of the CLEAR workshop on sexual decision making.

What is the biggest thing you are taking away from participating in these last six sessions.

SHOW APPRECIATION TO THE YOUTH THROUGH COMMENTS.

HANDOUT CERTIFICATE SAYING SHE/HE HAS COMPLETED SESSIONS 7-12. HAVE HER/HIM RECEIVE THE CERTIFICATE. SHAKE THEIR HAND. WHEN SHE/HE RECEIVES HER/HIS CERTIFICATE ASK HER/HIM TO SAY A FEW WORDS.

The final 6-sessions in this CLEAR workshop will be on taking charge of your health and being an active member of your health care team.

Our next meeting will be on [day, date, and time], and at the usual place.

I'll see you then.

END OF SESSION TWELVE