

# **CLEAR Facilitator's Manual**

## **Act Safe – Sexual Behaviors**

### **Session #11: Making Sexual Decisions: Can I Influence My Partner To Use Condoms? (1.5 hrs.)**

#### OBJECTIVES:

1. The youth will identify the barriers and problems in trying to get partners to accept condoms in the relationship.
2. The youth will practice how to negotiate condom use with his/her partners.
3. The youth will report increased self-efficacy for talking to partners about condom use.

#### RATIONALE:

Whether an HIV+ youth has revealed his/ her serostatus to his/ her partner or not, using condoms is the primary method for self-protection and for reducing the spread of HIV. We assume that one's ability to convince one's partner to use condoms is highly affected by one's desire to use protection, the ability to confront and resolve the possible dilemmas involved, and in having the language to do so. Therefore, this session targets motivation, meaning, and communication skills.

One source of motivation lies in appealing to the expression of the higher self. Another source of motivation comes from stimulating ethical concerns. Situations with ethical dilemmas are introduced and the dilemmas are confronted. It is assumed that these youths have latent ethical standards that can be activated.

Some youths may be reluctant to try influencing partners because they may lack the requisite communication skills and may not feel empowered to do so. Thus, it is important to model effective persuasive communication skills, provide guidelines on how to do it, and give practice opportunities.

## SUMMARY:

1. Introduce the session's objectives and give a "thank you" gift. Review goals and reinforce the participant's progress. (15 minutes)
2. Link disclosing one's serostatus to partners and using condoms with partners to expressing the higher self. The method of cognitive rehearsal is used. (15 minutes)
3. Confront ethical dilemmas around convincing partners to use condoms through reading scripts, reacting to them, and writing a letter. (15 minutes)
4. Present guidelines on influencing condom use and practice using them through role-play. (30 minutes)
5. End with goal setting, benefit awareness, and appreciation. (15 minutes)

## MATERIALS:

Attendance Sheet  
Thank you Gift  
Goal Summary Sheet  
Tape Recorder  
90-min Audio Tape  
Facilitator's Manual  
Participant's Workbook  
Participant Data Binder  
Pens and Notepads

## 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?  
(15 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. Positive introduction, a gift of appreciation, goal review, a progress report, and an introduction to the current session are the approaches used.]**

Welcome to our fifth session on sexual decision making.

Let's start off by seeing how many substance free days you had since our last session?

How's your progress towards your substance use goal?

PRAISE ANY PROGRESS TOWARDS SUBSTANCE USE GOAL.

You were also going to do your weekly schedule.

Let's look at it.

REVIEW WEEKLY SCHEDULE.

Was it difficult for you to fill out or follow?

PAUSE FOR RESPONSE.

It is good to have you here again, on time and ready to go.

Today's session is on deciding whether or not to influence your partner to wear a condom and/ or to accept your using one.

We will look at the tough issues in this decision, figure out how the decision fits with your view of yourself, and practice influencing a partner.

Let's start with the gift of appreciation. Thank you very much for being on time.

GIVE YOUTH THE PRIZE.

Now let's review your goals.

Last week you agreed to [PARTICIPANT'S GOAL]. How did that go?

HAVE YOUTH REPORT ON HIS/HER GOAL AND HOW HE/SHE DID.

REFER TO THE GOAL SUMMARY SHEET AS NEEDED.

COACH THE YOUTH AND BRAINSTORM WAYS TO OVERCOME OBSTACLES.

Thank you.

That was very good.

Now I'd like to take a look at how the goal to use condoms with sexual partners fits with your view of your self.

Exercise 2: Do I Want to Convince My Partner to Accept Condoms?  
(15 minutes)

**[The purpose of this exercise is to increase the motivation to influence a partner to accept using condoms in the relationship. Linking goals to the higher self and imagining success are the approaches employed.]**

We have been talking about your having a higher self and a lower self.

Here is a list of characteristics.

GIVE PARTICIPANT LIST OF PERSONAL CHARACTERISTICS.

I'm going to read each one, as I do, I want you to decide if that characteristic is one you would like to be able to express as part of your higher self.

If the characteristic is one you want to express as part of your higher self, circle it.

Here we go.

READ OUT THE CHARACTERISTICS LISTED BELOW.

PAUSE AFTER EACH ONE WHILE YOUTH DECIDES IF THE CHARACTERISTIC IS DESIRED.

CALM

CAPABLE

JEALOUS

CARING

PREJUDICED

NERVOUS

CLEAN

DIRTY  
CONFIDENT  
COOPERATIVE  
FAIR  
HOSTILE  
LACKING IN CONFIDENCE  
CAN'T WORK WITH OTHERS  
AFRAID TO ACT  
UNFAIR  
FRIENDLY  
HUMOROUS  
CREATIVE  
ROUGH  
INDEPENDENT  
PASSIONATE  
DEPENDENT ON OTHERS  
HATEFUL  
RESPONSIBLE  
RUDE  
NOT RESPONSIBLE  
WASTED

Very good! It's pretty easy to tell which qualities belong to the higher self.

Put the list in your workbook.

This workshop has been about caring for yourself and others by protecting against the spread of HIV.

Condoms are a very effective way of protecting yourself and others.

Staying sober is a way to make sure you can follow through on those intentions.

Now that you have thought more about your higher self, let's brainstorm why you would want to have your partner accept using condoms.

Here is worksheet on deciding to have your partner accept using condoms.

**GIVE PARTICIPANT ADVANTAGES/DISADVANTAGES WORKSHEET.**

On one side we'll write the advantages and on the other side the disadvantages.

Why would you want to have your partner accept using condoms?

**RECORD THE IDEAS ON PAPER UNDER THE APPROPRIATE HEADING.**

**USE PROBING QUESTIONS AND MAKE SUGGESTIONS IF NECESSARY.**

Now it's time to look at the other side of the coin, why would you not want to convince your partner to accept using condoms.

**RECORD THE IDEAS ON PAPER UNDER THE APPROPRIATE HEADING.**

You can see the list of ideas that would influence your decision to go one way or the other.

**READ BOTH LISTS BACK TO THE YOUTH.**

Now I will make it tougher. Assume that you have not told your partner that you are HIV-positive.

In that situation, could you be a good lover *and* express your higher self?

PAUSE FOR A FEW MOMENTS.

Again, in that situation think of the lover you might become if you discussed your HIV status openly with your lover.

PAUSE FOR A FEW MOMENTS.

If you had told your partner, could you express your higher self and enjoy your love life better?

ELICIT A FEW RESPONSES. PROBE AS APPROPRIATE.

LOOK FOR FEELING CONFLICTED, RESTRICTED, SELF-CONSCIOUS, AND SO NOT A VERY GOOD LOVER WHEN SEROSTATUS HAS NOT BEEN REVEALED.

Okay, take a few deep breaths now.

In, and out slowly.

In, and out slowly.

We're going to do some more imagining.

Imagine making a decision about using condoms with your lover.

See yourself making a decision that fits you.



Imagine yourself coming to a conclusion about what to do.

WAIT WHILE YOUTH IMAGINES MAKING A DECISION ON USING  
CONDOMS IN THE RELATIONSHIP.

OK, what you just did will help prepare you for the next step--which is to examine some of the conflicts in trying to convince a partner to accept using condoms.

Exercise 3: What Does It Mean To Convince My Partner?  
(15 minutes)

**[The purpose of the exercise is to identify and explore some of the conflicts, dilemmas and themes in introducing condom use into a sexual relationship. Scripts, reactions, and letter writing are used.]**

We are going to use a soap scene to illustrate some of the conflicts and concerns in trying to get a partner to accept the use of condoms in a relationship.

This soap scene shows a moment in the lives of a couple--Alex and Jessie.

Jessie can be a male or female. Make Jessie either sex you want to.

Who would you like to play?

DECIDE WHICH ROLE THE PARTICIPANT WILL PLAY.

Here is the script. Add it to your workbook.

READ THE SCENE ALOUD.

IT'S NOT THE SAME

ALEX: Well, I think I've got the hint.

JESSIE: What are you talking about?

ALEX: I opened the medicine cabinet, and found a box of condoms. I put my hand in my bathrobe pocket and there's a condom. I found a box under my pillow, and in the dresser with my underwear. You even put one in with the corn flakes.

JESSIE: Who me?

ALEX: I think so, my love. Have you been sleeping with someone else when I'm working late?

JESSIE: No!

ALEX: What's this about? Do you think I have gonorrhea?

JESSIE: I hope not! That's the last thing I need. I should have got condoms earlier, but it's like I have been in shock since finding out I'm positive.

ALEX: You want us to start using condoms?

JESSIE: Isn't that the logical thing to do? I'm positive and you're not. I'd die if I gave it to you.

ALEX: Look, I know what is going to happen. It's started already.

JESSIE: What?

ALEX: You are going to start attending that support group for HIV-positive people. Right?

JESSIE: What's wrong with that?

ALEX: You're not alone. Is there something wrong with my support?

JESSIE: I don't want to put everything off on you.

ALEX: My support isn't enough?

JESSIE: That's not what I mean. I need to talk things over with other people who have the same problems. Maybe they can tell me what to do with a lover who doesn't want to wear condoms.

ALEX: I'm sorry, but I can feel myself getting shut out. Now there is something that divides us. I'm saying too much already.

JESSIE: No! I want to know how you feel.

ALEX: It terrifies me to think of you getting sick and then leaving me. I will lose you in the future, and I am losing part of you now. All these other people will come into your life and there will be less room for me.

JESSIE: I don't mean to upset you.

ALEX: Now you want me to use a condom. Every time I see or touch a condom it will remind me of losing you. I just can't take that.

JESSIE: But for those very same reasons of caring for each other, I can't go on fearing that I am giving it to you.

ALEX: I don't want it either, but I'd rather take the risk than lose you bit by bit. No sex at all might be better.

JESSIE: I'm not giving up sex because you won't wear a condom.

ALEX: You mean you'll cheat on me.

JESSIE: I mean that you will have to find some exciting ways to have sex without putting it in me. Don't look so sad. There has to be a way to work this out.

THE END

Thanks for a great scene!

What should Jessie do?

ENCOURAGE RESPONSES AND DISCUSSION.

KEEP RAISING THE ISSUE OF THE "RIGHT" THING TO DO, EVEN IF THERE ISN'T A "RIGHT" THING TO DO.

LET THE YOUTH STRUGGLE WITH IT.

What are some of the conflicts that this scene shows about introducing condoms into a relationship?

ENCOURAGE RESPONSES.

MAKE SURE IT IS CLEAR THAT HOW PEOPLE WILL INTERPRET USING CONDOMS IS VERY INDIVIDUALISTIC.

Should an adult be free to make a choice even if it harms him/ her?

ENCOURAGE RESPONSES.

That was another good discussion.

Thinking about this can be a real struggle.

There are many emotional struggles around what someone should or should not do when they are HIV+, and escaping into drugs and alcohol can be especially tempting.

The best way to make good decisions about what the “right” thing for you to do is to get in touch with the emotions that are behind your thinking.

While that may seem like a scary thing to do, the easiest way to get in touch with those feeling is through staying sober and writing or journaling.

I’m going to ask you to get in touch with your emotions by writing a letter about what it was like to find out you had been infected with HIV.

Write that brief letter to the person who infected you with HIV.

Tell that person what it means to you that he or she gave you the virus.

If you are not sure who gave you the virus, take a guess, but don’t put anyone’s real name on the letter.

Here is a page to add to your workbook to write the letter on.

Begin writing now and get as far as you can in the next 5 minutes

**HAVE THE YOUTH WRITE A LETTER. THEN ASK IF THEY WOULD SHARE IT.**

Would you like to share what you wrote?

HAVE YOUTH READ LETTER.

DO NOT COMMENT ON IT. JUST LET THE MEANING SOAK IN.

DON'T PRESSURE YOUTH TO SHARE IF HE/SHE DOES NOT WANT TO SHARE.

MAKE CERTAIN YOU GIVE A VERBAL "THANK YOU FOR SHARING."

Thank you for sharing/writing your letter. You may want to finish this as one of your goals this week.

I think that one thing that gets in the way of people using condoms is that they don't know how to talk about it with their partners.

Next, we will talk about how to introduce condoms into a relationship.

Exercise 4: How do I Introduce Condoms to a Partner?  
(30 minutes)

**[The purpose of this exercise is to increase the youths' understanding of how to influence a partner to accept condoms. Providing guidelines, modeling, and practicing assertive communication skills are used.]**

I want to give you some ideas that could help you convince your partner to accept using condoms.

Then you will have a chance to practice.

Now, everyone has different ways of talking to people.

You talk to your close friends differently than you might talk to someone you've just met.

When you talk with partners about safer sex, how you talk can affect whether you will be successful.

There are three different ways of talking that I want to demonstrate: Assertive, Aggressive, and Passive.

One of these three ways is a very effective way to talk; the other two are not. Let's take a look at them.

I would be talking assertively if I said, "I know you think it feels better without a condom, but I want to always protect myself and others so I want to use a condom."

When I talk this way, I say what I want in a way that's respectful of the other person's feelings.

It can be the most effective way to talk, because it allows you to stay safe and to make your partner feel good too.

Here's another example of a way to talk, "I don't care what you think. We're going to do it with a condom or not at all."

Any guesses at what type of talk that was? Assertive, aggressive, or passive?

PAUSE FOR RESPONSES. REINFORCE CORRECT ANSWER.

This was an example of aggressive talk.

When I talk this way, I state my goal, need, or view, but in an unkind way and without acknowledging my partner's feelings.

You may get your way when you use aggressive talk, but you may not have a relationship with the other person once your through.

Last example of a way to talk: "OK, if that's what you want, we don't have to use a condom."

Which way of talking was that?

PAUSE FOR RESPONSES.

Right, that was passive talk. Passive talk means I fail to state my goal, need, or view, which ignores my own needs and wishes.

Passive talk doesn't respect your own feelings and ideas.

When you use passive talk, you simply aren't going to get your way.

In other words, you probably won't be able to be safe.

To make sure you're clear on assertive, aggressive, and passive talk styles, let's practice picking out these different types of talk.



We're going to read a few scripts.

As we read these, I want you to figure out which type of talking style I am using.

Am I talking assertively, aggressively, or passively?

GIVE PARTICIPANT SCRIPT AND READ.

PAUSE AFTER READING EACH SCRIPT AND ASK THE YOUTH WHICH TYPE OF TALK WAS USED.

REPEAT FOR EACH OF THE THREE SCRIPTS BELOW:

#### ASSERTIVE SCRIPT

Facilitator: Honey, look what I have for us. It's a lubricated, latex condom and I can't wait for you to put it on.

Participant: C'mon baby, I can't feel with that thing on. Let's just do it natural.

F: I know you don't like the idea, but I think that it's really important for us to use condoms.

P: But I like just feeling you.

F: You know that the condom will make you last longer, so our lovemaking will be even better than it already is.

P: All right, give me the condom. I'll give it a try.

#### AGGRESSIVE SCRIPT

Participant: Let's get out of here and go back to my place.

Facilitator: We can go, but you've got to put a condom on. I don't know where you've been.

P: Don't you want me?

F: I don't want any of your diseases.

### PASSIVE SCRIPT

Facilitator: You are a special person.

Participant: You ain't so bad yourself.

F: Do you have a latex condom?

P: I don't need one. I'm healthy.

F: Are you sure?

P: Look at me. Of course I'm sure.

F: Yeah, you do look great.

P: So then, let's go.

F: Sure, OK, let's go.

Which of these types of talk do you think is best for making sure you stay safe? Why?

ALLOW A FEW MOMENTS OF DISCUSSION.

Some people may be more comfortable talking aggressively or passively, but everyone can learn to talk assertively in ways that fit who they are now.

I think assertive talk is a good way to talk and I have a way to remember how to talk assertively.

I call them TALK tools.

TALK is a set of tools you can use to be assertive and persuasive.

You can use TALK tools in all aspects of your life.

For example: when you are telling a partner you want to have safe sex, when you are telling a partner you won't have unsafe sex, or in any other situation where you want to be assertive.

GIVE THE YOUTH THE TALK TOOLS GUIDELINES.

READ THE TALK TOOLS TO THE YOUTH:

### TALK Tools

T = Tell my partner "I hear you."

Start by acknowledging your partner's feelings.

A = Assert what I want in a positive way.

State what you want without making your partner wrong.

L = List my reasons for wanting to be safe.

Help your partner understand why it's important to you.

K = Know some alternatives and my bottom line.

Have some options to suggest, but don't give up your goal.

These TALK tools can help you tell your partner assertively that you want to have safer sex.

TALK tools can be used to refuse sex without a condom and to ask a partner to use a condom.

TALK tools can work with new partners, off and on partners, and partners you may have been with for a long time.

Before I give you all the details about the TALK tools, let's look at an example.

Here's a script that illustrates the TALK tools.

GIVE PARTICIPANT SCRIPT.

Would you like to be Bobbie/Bobby or Leonard?

ASSIGN ROLES AND READ THE SCENE.

MAKE SCRIPT ORIENTATION APPROPRIATE BY USING EITHER BOBBY OR BOBBIE.

BOBBY/BOBBIE AND LEONARD

BOBBY/BOBBIE: I'm so glad I met you.

LEONARD: Me too.

BOBBY/BOBBIE: Let's go to my place.

LEONARD: Before we do I want to tell you something.

BOBBY/BOBBIE: What's that?

LEONARD: I always use a condom.

BOBBY/BOBBIE: How come? I thought you told me you were HIV-positive. You already got it.

LEONARD: Well, let's start with the selfish part. I don't want to get re-infected, and STDs would be harder on me and weaken my immune system.

BOBBY/BOBBIE: I guess there's nothing wrong with looking out for yourself. But I'm not worried, if that's what you think.

LEONARD: Well, another reason is that I would feel terrible if I gave HIV to somebody else.

BOBBY/BOBBIE: OK. If that's the way you want it. But, I haven't got any condoms up there.

LEONARD: Don't worry. I have some. Promise that when we get there you won't change your mind. I want to take advantage of getting so hot.

BOBBY/BOBBIE: If you promise to make it wild.

LEONARD: I do.

BOBBY/BOBBIE: Let's go.

THE END

Good work! Thank You.

ENCOURAGE THE YOUTH TO COMPARE HOW LEONARD HANDLED THE SITUATION TO THE RECOMMENDED GUIDELINES BY BRIEFLY EXPLORING EACH OF THE FOLLOWING QUESTIONS:

How would you evaluate that scene based on the guidelines?

Can you pick out the TALK tools that Leonard used?

What did Leonard do that you liked and what did he do that you would have done differently?

Now that you have more of an idea about the TALK tools, let's go over them in a little more detail.

GIVE THE PARTICIPANT THE EXPANDED TALK TOOLS OUTLINE AND REVIEW IT.

### Expanded TALK Tools

1. Tell them "I hear you".

How should you do this?

There are two things to remember. Acknowledge what your partner is saying and use “I” statements.

It helps to check out your understanding of your partner's point of view.

Let him or her hear what he or she is telling you; that person will know you are listening.

Let's think back to our assertive talk example. Your character said, “C'mon, I can't feel with that thing on. Let's just do it natural.”

Can you give me an “I statement” response to this that says “I hear you?”

ENCOURAGE PARTICIPANT TO GIVE SOME EXAMPLES.

IF THE YOUTH IS HAVING TROUBLE, PROMPT WITH ONE OF THE FOLLOWING EXAMPLES:

“YEAH. I HEAR WHAT YOU'RE SAYING. I USED TO FEEL THAT WAY TOO.”

“I WANT TO FEEL YOU TOO.”

2. Assert what I want in a positive way.

Once you get the hang of this one, it's really easy.

What exactly do you want your new sexual partner to do?

Wear a condom? Have sex without penetration?

There are just three things to do: state what you want, be positive, and use “I” statements.

Can you give me an example using the “A” tool for this situation?

ENCOURAGE THE YOUTH TO GIVE SOME EXAMPLES.

IF THE YOUTH IS HAVING TROUBLE, PROMPT WITH ONE OF THE FOLLOWING EXAMPLES:

“I WANT TO USE A CONDOM. IT’S IMPORTANT TO ME AND MAKES ME FEEL RELAXED.”

“I WANT YOU TO USE A CONDOM IF WE’RE GOING TO HAVE SEX.”

3. List my reasons for being safe.

This tool can be a little tricky because some reasons work better to persuade partners than other reasons.

When you give your reasons, try these three things: be brief, use a reason that’s about you, and use “I” statements.

When you use “I” statements, you can mention how you feel.

Talking about your feelings can begin with phrases such as:

"I am worried because..."

"I will feel happy when..."

Follow the “I” statement with a reason you want to use condoms.

TALK is about you and the choices you make in your life. It’s not about blaming the other person.

Can you think of an example?

ENCOURAGE THE YOUTH TO GIVE SOME EXAMPLES.

IF THE YOUTH IS HAVING TROUBLE, PROMPT WITH ONE OF THE FOLLOWING EXAMPLES:

“I CAN REALLY RELAX AND ENJOY SEX WHEN I USE A CONDOM.”

"I NEED TO KEEP MYSELF AS HEALTHY AS I CAN."

"I WANT TO FEEL GOOD ABOUT MYSELF BY KNOWING I HAVE PROTECTED MY PARTNER."

You can choose which line you will take. Here are some other reasons to ask your partner to wear a condom:

You don't want to get re-infected.

You don't want to get an STD.

Your doctor told you that you should do it.

You have an itch on your penis/vagina.

Your partner said he or she loves you and will do anything for you.

You like the feel of condoms.

You think you'll last longer with a condom on.

All your friends use condoms.

4. Know some alternatives and my bottom line.

Sometimes your partner won't use a condom and you are going to have to provide another safe alternative.

There are all types of safe alternatives to sex without condoms.



Do you remember our discussion about that?

QUICKLY BRAINSTORM SOME OF THE ALTERNATIVES TO SEX WITHOUT CONDOMS COVERED IN SESSION 3.

REFER PARTICIPANT TO WORKBOOK IF NECESSARY.

If your alternatives don't work, you have to know your bottom line... leave... get out.

You have a right to protect yourself.

You can tell your partner, "I have a right to protect myself and to be free to enjoy making love to you."

Remember your stay healthy goal. That's your bottom line.

Knowing your bottom line before you get in a tough situation with a partner lets you stop before unsafe sex happens.

Using TALK is a great way to tell people what you want.

This doesn't mean you will always get exactly what you want. But it help you stay true to your higher self and what you believe in while respecting your partner.

Do you have any questions?

RESPOND TO QUESTIONS.

Before you try your hand at this, let's look at one more example.

Who would you like to be, Victor/Victoria or Alberto?

CHOOSE ROLES AND READ THE SCENE.

VICTOR/VICTORIA AND ALBERTO

VICTOR/VICTORIA: Can we talk?

ALBERTO: Go ahead.

VICTOR/VICTORIA: It's about condoms.

ALBERTO: Again?

VICTOR/VICTORIA: Yes. We got to protect ourselves.

ALBERTO: If we haven't caught anything by now, we never will.

VICTOR/VICTORIA: That's not true. It isn't just HIV that hides in you. A lot of STDs do too.

ALBERTO: I hate condoms!

VICTOR/VICTORIA: If you really care about me, we'll use them.

ALBERTO: They don't feel good.

VICTOR/VICTORIA: We'll work on making it feel good. Besides, it's a small price to pay for a loving relationship and good health.

ALBERTO: You better not be telling me indirectly that you are playing around. I'll kill you if I catch you messing around.

VICTOR/VICTORIA: Calm down. I'm not talking more until you get yourself under control.

ALBERTO: [SHOUTING]: Tell me the truth!

VICTOR/VICTORIA: When you can stop shouting at me.

ALBERTO: Sorry.

VICTOR/VICTORIA: I'm not cheating on you. I love you and want to protect us. It's that simple. We don't know what

diseases we could be giving to each other. Why can't you think of protecting each other's health?

ALBERTO: Making sure we don't get sick sounds nice. There's nothing wrong with that, but is that the only message you are giving me?

VICTOR/VICTORIA: Yes. That's it. Think about it. We can talk again later. I'm going to keep bringing it until we can find a solution that pleases both of us.

THE END

Good work! Thank You.

ENCOURAGE THE YOUTH TO COMPARE HOW LEONARD HANDLED THE SITUATION TO THE RECOMMENDED GUIDELINES BY BRIEFLY EXPLORING EACH OF THE FOLLOWING QUESTIONS:

Which TALK tools was Victor/Victoria using?

What did you like about the way that Victor/Victoria talked to Alberto about using condoms?

What would you have done differently?

Let's try a practice.

I'm going to ask you to have unsafe sex. Your job is to use assertive talk to stay safe.

Remember, staying safe doesn't always mean using condoms.

You can suggest any of the safe alternatives we've discussed before, like mutual masturbation, no sex, or any of the others.

But whatever you suggest, do it assertively.

Look at the TALK tools to help you talk assertively.

Ready? I'll start.

READ EACH COME-ON LINE TO PARTICIPANT.

THE INTERACTION SHOULD GO BACK AND FORTH A FEW TIMES IN ORDER TO GIVE THE PARTICIPANT AN OPPORTUNITY TO GAIN CONFIDENCE IN MAKING ASSERTIVE STATEMENTS.

BE ENCOURAGING.

IF PARTICIPANT IS HAVE DIFFICULTY MAKING ASSERTIVE STATEMENTS, HINT TO POSSIBLE RESPONSES.

WHEN APPROPRIATE, POINT OUT THE USE OF TALK TOOLS AND THE ELEMENTS OF TALK.

COME ON STATEMENTS.

1. I LOVE YOU, AND I WANT TO FEEL ALL OF YOU. A RUBBER BETWEEN US WON'T LET THAT HAPPEN.
2. LET'S NOT USE CONDOMS. THEY JUST SPOIL THE MOOD. LET'S GET HIGH INSTEAD.
3. YOU WANT TO USE CONDOMS? ARE YOU TELLING ME YOU DON'T TRUST ME?
4. WHY BOTHER WITH CONDOMS? WE NEVER USED THEM BEFORE.
5. CONDOMS DON'T PROTECT YOU 100% ANYWAY.

Thanks. You did a really good job.

The more you practice the TALK tools, the easier it will get for you to use them.

I also wanted to make one last point.

Although we've been talking about using the tools to convince a partner to use condoms, the same overall rules apply when talking assertively about anything.

If you were asking for a friend to treat you a certain way, it's important to tell that person you hear them, assert what you want in a positive way, list your reasons for what you want, and know your alternatives and bottom line.

Notice that assertive talk is next to impossible when you are intoxicated.

This is a way of talking and interacting with others that allows you to stay true to your higher self, including staying sober.

Now it's time to set some goals around convincing partners to use condoms.

Exercise 5: What Are My Short-term Goals?  
(15 minutes)

**[The purposes of this exercise are to present opportunities for transferring what was learned in the workshop to real life situations, and to increase self-esteem and self-efficacy. Goal setting and benefit awareness are the methods employed.]**

Before you select a goal related to today's topic, think of what you want for yourself in the future in terms of love and friendship.

What do you want to have happening to you in the areas of love and friendship and who would you like to be in those relationships?

If the short-term goals you select here today are not connected to what you hope to be and what you want, it will be hard for you to go after the goals or care about them.

Think about what you want.

ALLOW A MINUTE TO GET IN TOUCH WITH HOPES AND WANTS.

Before we set goals for the week, let me review what the qualities of a SMART goal are.

When you select a goal make sure it is specific, measurable, appropriate, realistic, and has a set time for completion.

In the case of our short-term goals, they should be able to be completed in the week between sessions.

Choose goals that are important to you and goals to which you can be committed also.

Today we worked on getting a partner to accept using a condom.

Some SMART goals might be to:

1. Practice with a friend using the TALK tools to ask a partner to use condoms.

2. Write out what you plan to say to your partner about using condoms.
3. Ask your partner(s) to always use condoms for intercourse and to keep sex sober.

What goal are you willing to set for this week?

ALLOW TIME FOR THINKING OF GOALS.

COACH THE YOUTH TO MAKE SURE THE GOALS FIT THE SMART CRITERIA.

HAVE PARTICIPANT WRITE HIS/HER GOAL ON HIS/HER GOAL CHART.

RECORD GOALS ON THE GOAL SUMMARY SHEET.

That's a great goal.

In addition to this goal, I request that you finish writing the letter to the person that got you infected.

Finally, do your D&A reports, a calendar, and a schedule for this week.

Please remember your commitment to work on your short and long-term goals, like freeing yourself from substance use.

Now let's end with a quick check-in.

Please share with me the most important thing you got out of today's session.

HAVE THE YOUTH EXPRESS BENEFIT.

SHOW APPRECIATION TO YOUTH FOR PARTICIPATION AND ACKNOWLEDGE ONE POSITIVE THING THAT YOUTH DID IN SESSION.

The last session for this series is on \_\_\_\_\_ (day and date) at \_\_\_\_\_ (time and place).

See you then.

**END OF SESSION 11**