

CLEAR Facilitator's Manual

Act Safe - Sexual Behaviors

Session #8: Higher Self and Sexual Decisions: Changing Risk Behaviors. (1.5 hrs.)

OBJECTIVES:

1. The youth will revisit substance use as an ongoing focus of this program and a necessary component for achieving success with all other goals.
2. The youth will increase awareness of his/her sexual behavior patterns, as well as motivation and basic skills for changing them.
3. The youth will identify with specific aspects of self that can promote desired changes.
4. The youth will identify and commit to taking a specific action to reduce a sexual risk behavior.

RATIONALE:

The purpose of this session is to set initial goals regarding safer sex practices and to continue reducing drug/ alcohol use. Later sessions will focus on how to implement these goals by working more in depth with additional cognitive-behavioral approaches for increasing safer sex and decreasing drug and alcohol use.

In preparation for goal setting, the youth will explore his/her own blueprints (behavioral sequences), triggers, beliefs, self-systems, and points at which typical behavior patterns might be disrupted. From this brief exploration tentative goals are set. Drug and alcohol use is looked at from the perspective of their contribution to unprotected sex.

SUMMARY:

1. Welcome the participant. Review steps taken and actions taken between the sessions to make life better. Give thank you gift. Introduce the topic for the day. (15 minutes)
2. Determine typical behavioral sequences leading to the possibility of re-infection. (20 minutes)
3. Explore how to interrupt and change risky scripts. (20 minutes)
4. Identify personal characteristics that can be utilized to change unsafe sexual behavior patterns. (20 minutes)
5. Relieve tension and integrate self-concept that values protecting self and others. (5 minutes)
6. End with setting goals related to preventing viral transmission and re-infection, appreciation and benefit awareness. (10 minutes)

MATERIALS:

Attendance/ Participation Record

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 Is Today About?
(20 minutes)

[The purposes of this exercise are to create a comfortable atmosphere, to increase self-esteem, and to reinforce progress in positive behavior changes. A review of actions taken to implement personal standards, a brief Q&A on STDs, progress on substance use goals, a preview of the day's session, and a gift of appreciation are the approaches taken.]

Welcome back, [PARTICIPANT'S NAME]. We have a lot of good stuff to talk about today, so let's get started.

How many substance-free days did you have and what was the personal guideline or standard that you worked on this week?

ASK PARTICIPANT IF IT WAS EASY OR HARD TO HONOR THE PERSONAL STANDARDS ALL WEEK, AND HOW IT MADE HIM/HER FEEL.

PROBLEM SOLVE AS NEEDED AND ENDORSE FEELINGS.

Okay, between the sessions you had two other goals to meet.

The first was to try problem-solving something that was going on for you recently.

What problem did you work on?

EMPATHICALLY REVIEW YOUTH'S PROBLEM.

REVIEW PROLEM SOLVING STEPS ONE BY ONE.

PRAISE YOUTH FOR WORK AND POINT OUT THAT YOUTH NOW HAS A PLAN TO DEAL WITH HIS/HER PROBLEM.

Good. Keep me posted on how that goes for you.

Another goal was to review the chart on STDs. Did you make some time to read this?

PAUSE FOR RESPONSE. IF YOUTH DID NOT HAVE A CHANCE TO READ, REVIEW CHART BRIEFLY.

Do you have any questions?

RESPOND TO BASIC QUESTIONS AND REFER TO HEALTH CARE PROVIDERS.

Finally, did you have any progress to report on your substance use goals?

REINFORCE ACCOMPLISHMENTS AND APPROXIMATIONS TO GOALS.

Let's take a moment now to record your progress. Keeping track of your accomplishments helps keep the ball in motion.

Let's look in your workbook and complete the chart for last week's goals.

REFER PARTICIPANT TO HIS/HER GOAL LOGS AND HAVE HIM/HER COMPLETE THE DATA ON THEIR GOALS.

As we focus on making decisions about sex it can be easy to lose focus on your substance use goals.

Because substance use can sabotage progress on all other goals, it's important that we don't lose focus on that as we work on other topics.

So at the end of the four remaining sessions in this workshop, we will review one of the tools you have learned for managing drug and alcohol use.

Today's topic is about sex behavior patterns and how you can change them.

Before we get into that let's take care of the thank you gift.

GIVE YOUTH GIFT AND THANK HIM/HER FOR BEING ON TIME.

Each week I'll have a gift for you. As always, you have to be on time to receive it.

Exercise 2: What Are My Typical Sex Behavior Patterns? (20 minutes)

[The purpose of this exercise is to identify the behavioral sequences that lead to unsafe sex. Modeling and exploring sequences are used.]

Now I want us to turn our attention to unprotected sex.

Changing unsafe sex patterns is important for two reasons:

First, unsafe sex is harmful to you because you can be re-infected with different strains of the virus and with STDs.

Both can cause further damage to your immune system, make your health worse, and interfere with your future goals.

Second, unsafe sex can be harmful to your partners because of the risk of passing the virus on to them.

Unprotected or unsafe sex means having anal, oral, or vaginal intercourse without a condom.

When you have sex, what leads up to it?

We don't often think about it, but a lot of things happen.

Here's an example of what can happen:

"It usually starts when I feel lonely.

I want to be with somebody, so I go to a bar and see if I can find someone.

I check out who is there, have a few drinks, and select a person to meet.

I introduce myself.

We drink and talk.

Then we send sexy signals.

Finally I suggest going someplace.

We are both pretty drunk.

We don't ask questions, and just do it."

I'd like to talk more about "triggers."

Just like the patterns you discovered for using drugs and alcohol, there are also patterns for unsafe or unprotected sex.

When we look at the behavior patterns for unprotected sex, we find triggers.

Triggers are those things that lead us to a certain behavior.

Triggers for unprotected sex can be places, people, moods or feelings, or substances (like drugs & alcohol).

Triggers are anything that starts a pattern or chain of actions that might lead up to being unsafe.

Take a look at the example I just read. Here it is.

GIVE YOUTH UNPROTECTED SEX EXAMPLE.

What are the triggers here?

HAVE YOUTH LIST TRIGGERS.

LIST SHOULD INCLUDE:

MOOD (FEELING LONELY)

SETTING (BAR)

SUBSTANCE (ALCOHOL)

MOOD (FEELING SEXY)

Some of these may or may not be your own triggers.

But we have to recognize what might start or be a part of a pattern that could make us unsafe.

Let's try another example:

"I talk to my boyfriend on the phone.

He talks all nice and sexy.

Pretty soon I can tell he is getting all worked up.

He wants to come over.

There is no one else home.

I say, 'Sure.'

He comes over.

We start making out.

He wants to do *it*.

I don't really care if we do, but I don't want to upset him.

He doesn't like condoms.

We do it without protection."

What are the triggers here?

HAVE YOUTH GENERATE TRIGGERS FROM THIS EXAMPLE.

THEY SHOULD INCLUDE:

PEOPLE (BOYFRIEND TALKS ALL NICE & SEXY)

MOOD & FEELINGS (GETTING ALL WORKED UP, NICE AND SEXY, OR I DON'T WANT TO UPSET HIM)

PLACES (THERE IS NO ONE HOME)

You see this pattern could happen with someone you have a relationship with or a person you don't know.

What are some of your typical unsafe sex patterns?

ENCOURAGE AND PROMPT FOR RESPONSE

Also, tell me about patterns you think are typical of your friends.

When substances are involved it's much more likely that unsafe sex will occur, so please include whether drugs and/or alcohol are involved in the pattern.

ENCOURAGE SHARING OF TYPICAL PATTERNS THAT LEAD TO UNSAFE SEX AMONG YOUTH.

That was very helpful because we need to know the way something usually works before we can change it.

How can you change your personal blueprints or patterns for unsafe sex?

Exercise 3: How Would I Change a Pattern?
(20 minutes)

[The purpose of this exercise is to identify how a typical behavioral pattern might be changed to practice protected sex. Suggestions on changing scripts are requested, and stories are filled in.]

What if a person wanted to practice safer sex by always using a condom for anal, vaginal, or oral sex?

How would he or she change their pattern?

Let me give you a script and see what you would suggest.

DEPENDING ON PARTICIPANT'S SEXUAL ORIENTATION, READ THE HETEROSEXUAL OR HOMOSEXUAL SCRIPT.

I'll read it over and you think about at what point and how you would change the script.

HETEROSEXUAL SCRIPT

Instructions: If you were the girl in the following story and wanted protected sex, at what point and how would you try to change the situation?

The girl is at a party. A boy comes over to her. He is popular.

She has heard that he has many girl friends. She is pleased he has come to talk to her.

He starts telling her how pretty she is and flirts with her.

He casually touches her on the hand and arm.

He starts dancing with her.

He pulls her very close and slips his leg between hers.

He puts his hand up under the back of her bra.

He kisses her lightly on the neck.

He tells her of a better party than this one and suggests they go there.

They leave the party, and, when they get to the next place, there is no one there.

He starts kissing and caressing her.

He wants to make love to her.

He starts undressing her.

She asks if he has a condom.

He tells her he never uses them. He says, "They don't feel good. Besides I look healthy. Don't I?"

She says she doesn't want to do it without a condom.

He goes ahead anyway.

Afterwards, he tells her how much he wants to see her again.

THE END

HOMOSEXUAL SCRIPT

Instructions: If you were the boy in the following story and wanted protected sex, at what point and how would you try to change the situation?

Danny has two close friends, Claude and Jerry. They live next door.

Often he has hung out over there, eaten meals with them, and gone places with them.

Jerry has to go out of town for a few weeks. Danny doesn't see much of Claude.

One day Claude calls and asks Danny over for dinner. Claude says he is really missing Jerry.

Danny says he would love to come.

When he gets there, the table is all nicely set for two and Claude is dressed in a very sexy outfit.

They have drinks before dinner, and Danny thinks that the drinks are unusually strong.

Dinner is wonderful. They eat and talk and drink wine.

Claude keeps brushing his bare feet against Danny under the table.

After the dessert, they move to the couch and have brandy. Danny is feeling very high.

Claude moves close and starts casually touching Danny.

Pretty soon Danny is feeling very excited. He and Claude start kissing passionately.

Soon their clothes are off, and they are doing it on the floor.

Danny is too hot to even think about a condom. No condom is used.

THE END

Where and how would you change the script?

ENCOURAGE IDEAS ON WHEN AND HOW TO CHANGE THE SCRIPT.

PAY ATTENTION TO SUGGESTIONS ON HOW EARLY IN THE STORY A CHANGE WOULD BE MADE.

POINT OUT THE NEED FOR EARLY WARNING SYSTEMS.

NOE THE ROLE THAT ALCOHOL PLAYED.

Those are some good ideas.

You can see that to protect yourself, there is more to it than what happens at the end of the scene.

You have to pay attention to each step in the interaction.

Changes made early in the script could send the scene off in a totally different direction.

A little bit ago you came up with your own typical scene and one for your friends.

How would you change that scene?

ENCOURAGE SHARING OF CHANGES THEY WOULD MAKE IN HIS/HER OWN SCRIPTS.

PROBE AS NECESSARY.

How would you deal with the tendency to mix drugs and alcohol with sex?

In other words, what if the script were like this:

1. feels bored and down
2. feels the urge for drugs
3. craves drugs
4. looks for drugs
5. finds drugs
6. uses drugs
7. feels excited
8. feels has to have sex
9. goes looking for sex
10. finds someone who is willing to have sex
11. feels tremendously excited
12. has no concern about protection; just wants sex
13. no condom is used

If you wrote this script, how would you change it so that drugs and sex were not tied together and so that the sex was protected?

ENCOURAGE IDEAS.

Those were very good suggestions.

We have been working on how a person could change a script that ends in unsafe sex, to a script where the person ends up protecting themselves and their partner.

Before a person makes any changes, the person would probably want to see whether the changes fit with the kind of person he or she wants to be.

That is what we will explore next.

Exercise 4: Am I the Kind of Person Who Can Protect Myself and Others?
(15 minutes)

[The purpose of this exercise is to encourage youth to match his/her self-concept with protecting him/herself and others. Determining the values of youth that successfully protect themselves and then identifying those values as part of the higher self is the approach taken.]

First, let's figure out what a person who protects him/herself and others is like.

Protecting oneself and others means always using a condom when having sex, not mixing sex with drugs or alcohol, and not using unclean injection needles.

What would that person be like?

Here is a list of words that could describe someone.

GIVE YOUTH LIST OF ADJECTIVES.

Your task is to pick the words from this list that best describe a person who would protect himself or herself.

As I read down the list of adjectives, you check off all the ones that describe that kind of person.

Are you ready? [PAUSE] Okay, here we go.

SLOWLY READ THE LIST OF ADJECTIVES (FROM ROKEACH'S INSTRUMENTAL VALUES)

PERSONAL CHARACTERISTICS

1. ____ AMBITIOUS (hard-working, aspiring)
2. ____ BROAD-MINDED (open minded)

3. ____ CAPABLE (competent, effective)
4. ____ CHEERFUL (lighthearted, joyful)
5. ____ CLEAN (neat, tidy)
6. ____ COURAGEOUS (standing up for your beliefs)
7. ____ FORGIVING (willing to pardon others)
8. ____ HELPFUL (working for the welfare of others)
9. ____ HONEST (sincere, truthful)
10. ____ IMAGINATIVE (daring, creative)
11. ____ INDEPENDENT (self-reliant, self-sufficient)
12. ____ INTELLECTUAL (intelligent, reflective)
13. ____ LOGICAL (consistent, rational)
14. ____ LOVING (affectionate, tender)
15. ____ OBEDIENT (dutiful, respectful)
16. ____ POLITE (courteous, well-mannered)
17. ____ RESPONSIBLE (dependable, reliable)
18. ____ SELF-CONTROLLED (restrained, self-disciplined)

Now, from the ones you checked, circle the top three characteristics of someone who would protect themselves from unsafe sex.

Don't think *too* hard about this, but try to make the best choice you can in a minute.

AFTER ONE MINUTE HAVE YOUTH REPORT ON HIS/HER PICKS.

Let's hear what you came up with.

ENCOURAGE YOUTH TO SHARE PICKS.

Great. Thank you.

Those are some great characteristics to have, aren't they?

I don't think anybody would argue the point that these characteristics belong among those of the higher self.

So, when was the last time you can remember expressing one of these characteristics yourself?

How about [CHARACTERISTIC 1], can you remember a time when you expressed [CHARACTERISTIC 1]? What where you doing?

PROMPT YOUTH FOR RESPONSES. GIVE EXAMPLES AS NEEDED.

AFTER GETTING AN ACCEPTABLE RESPONSE, REPEAT THE PROCESS WITH THE REMAINING TWO CHARACTERISTICS.

Thank you for sharing.

The point is that while these characteristics may not be the characteristics we express most frequently, you have the ability to express them when you want to.

They are characteristics of your higher self, and you actually choose to express them, or not, in any given situation.

In *Toward Awakening*, Jean Vaysse wrote (paraphrased):

“So in the course of one's life, a person acquires many personal qualities, many characteristics, many ‘I’s,’ because each, speaking for itself, says ‘I’ when it appears.”

Let me say that again.

REPEAT THE QUOTATION SLOWLY.

Who would like to take a stab at what Vaysse meant?

ENTERTAIN A RESPONSE AND ENDORSE ATTEMPTS TO INTERPRET.

The essence of what Vaysse was saying is this:

That there are many, many aspects of the self, but it is only the aspects that we express most frequently that become part of our identity...

That becomes part of how we see ourselves and how others come to know us as well.

The most courageous person you know has fear, the most cheerful person you know has sadness, and the most successful person you know has failures.

The difference is that they *choose* to express their higher qualities; and they orient their life around doing that.

The really cool thing is that you can change who you *are*, to be more or better than you were even moments ago, by choosing to express more of your higher self now.

And you can choose to do that regardless of what has or has not happened to you, or what challenges you have or do not have to face.

You choose who you are in this world by choosing what aspects of yourself to express, moment by moment. No one else can do that for you, nor can anyone take that opportunity away.

To bring this back to today's main topic, you may want to think about what aspects of your higher self you need to express more of so that you can become more protective of yourself and your sexual partners.

Exercise 5: How Can I Get Rid of Tension and Use Self-Talk?
(5 minutes)

[The purpose of this exercise is to reduce the tension that has built up in the session and to facilitate the integration of adaptive values. Guided imagery, suggestion, and self-talk are the methods employed.]

It would be good to take a few minutes to relax after all that hard work.

So I'm going to take you through a brief relaxation exercise that's designed to reinforce and strengthen your higher self.

Just listen to what I say, and follow my instructions as closely as you can.

Here we go:

INCLUDE THE TOP THREE CHARACTERISTICS IDENTIFIED IN THE LAST EXERCISE WHERE INDICATED.

RELAXATION INSTRUCTIONS: A SPECIAL PLACE

Settle back in your chair or get comfortable wherever you are. [PAUSE]

Take a deep breath in. [PAUSE]

And let it out slowly. [PAUSE]

Close your eyes if you wish. [PAUSE]

Imagine your legs are getting warm and heavy. [PAUSE]

Warm and heavy.

Warm and heavy. [PAUSE]

Now let your arms feel warm and heavy.

Warm and heavy. [PAUSE]

Now imagine that you are floating.

Can you feel yourself floating in space? [PAUSE]

Somewhere there is a special place.

A place where you feel safe and comfortable.

A place you love to go to.

A place where you are [1ST CHARACTERISTIC].

Picture that place in your mind. [PAUSE]

Just a few feet ahead is the entrance to that special place.

As I count down, you will move closer and closer. [PAUSE]

10...9...8...7...6...half way there 5...4...3...2...1

Now you have entered that special place. [PAUSE]

In this place you are fully [2ND CHARACTERISTIC].

See the shapes and colors there. [PAUSE]

Hear the beautiful sounds. [PAUSE]

Feel the air in that special place. [PAUSE]

Smell the fragrance. [PAUSE]

Touch the textures in that special place. [PAUSE]

Sense how wonderful you feel in that special place. [PAUSE]

In this place you always think and feel [3RD CHARACTERISTIC].

Let all those good thoughts and feelings and ways of being sink into your body and mind right now.

[LONG PAUSE]

Now we will leave that special place.

But know that this is a place you can return to at any time. [PAUSE]

As I count up, you will gradually return to the here and now. [PAUSE]

1...2...3...4...5...you are about to arrive,

6...7...8...9...10...back here again.

Now slowly open your eyes.

Yawn and stretch.

Yawn and stretch. [PAUSE]

Now repeat after me:

“I am [1ST CHARACTERISTIC], [2ND CHARACTERISTIC], and [3RD CHARACTERISTIC], and I am the kind of person who can be sober, and care for and protect myself and others.”

HAVE YOUTH REPEAT THE SELF-STATEMENT.

That was great! Thank you.

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

[The purposes of this exercise are to reinforce today's learning, motivate continued progress, build rapport, and create a positive expectation for the next session. Review, between-session goal-setting, and expressing benefit awareness and appreciation to group members is undertaken.]

In the previous workshop you learned a model or blueprint that describes the path to using drugs and alcohol, and how to change our personal scripts for using.

Today we learned that there is also a chain of actions that lead to unsafe sex.

So, you might want to make changes in your own sex act scripts.

Remember, caring about yourself and others means having protected sex.

Unsafe sex is harmful because you can be re-infected with different strains of the virus and with STDs.

Other strains of HIV and STDs can cause further damage to your immune system, make your health worse, and interfere with your future goals.

Also, unsafe sex can be harmful to your partners because of the risk of passing the virus on to them.

Now I want you to set a goal that will help you change your personal blueprint for unprotected sex.

In other words, you might decide:

“I going to carry a condom with me at all times,” or

“I am going to make sure I have condoms and lube with me before I call my partner or go out cruising,” or

"I am going to avoid sex when I am high," or

"I will find out before getting sex started if my partner will use a condom," or

"I will be prepared at all times by having or keeping condoms where I have sex."

Can you think of a change you can make in your personal unsafe sex scripts?

PAUSE FOR RESPONSE.

Thanks for sharing. That's a great goal to work on.

Please turn to your goal log and write down this one simple change you could make to avoid unsafe sex in the future. [PAUSE]

I'll be looking forward to hearing how it went next week when you review your progress on that goal.

The second goal for next session will be to fill out a drug and alcohol report if you should use.

Here is the Drug and Alcohol Report.

GIVE YOUTH DRUG AND ALCOHOL REPORT.

REVIEW DRUG AND ALCOHOL REPORT

These two goals work together because getting high makes it much harder for you to follow through with plans to change your behavior.

Staying sober also helps you stay in touch with your higher self, the part of you that can see these changes through.

That's it for today.

Before we go, let's quickly hear what you got from being here today.

Please share whatever had the most impact on you or was most helpful.

ENDORSE LEARNING AND GROWTH.

Thanks!

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

END OF SESSION EIGHT.