

# CLEAR Facilitator's Manual

## Act Safe - Sexual Behaviors

### Session #9: Making Sexual Decisions: Having Safety and Pleasure. (1.5 hrs.)

#### OBJECTIVES:

1. The youth will advance his/her drug and alcohol monitoring skills.
2. The youth will increase skills for protecting him/herself and others from HIV re-infection or other STD infection.
3. The youth will be able to indicate which sexual acts provide the most protection.
4. The youth will be able to identify pleasurable alternatives to unprotected actions.

#### RATIONALE:

To be successful, behavioral skills for reducing or abstaining from substance use must be shaped over time. The Drug and Alcohol Report is revisited in this session to increase its effectiveness as a behavior management tool.

Being HIV-positive presents dilemmas beyond those typically faced by sexually active youth. Youth typically respond to such challenges with denial and careless, acting-out behavior. Confronting these dilemmas in a straightforward way may motivate the youth to make more responsible decisions regarding his/her sexual behaviors.

Much attention has been focused on undesirable sexual acts while little emphasis has been given to sexual acts that are pleasurable and of less risk. As it is assumed that sex will continue to be a major part of the youth's life; therefore, strategies for reducing risk are considered as well as those for eliminating risk behaviors.

In addition, as an alternative to (historically unsuccessful) efforts to motivate sexually active youth to abstain, this session empowers the youth to reduce the levels of risk inherent in their preferred sexual acts, and/ or to choose alternative sexual activities which are both pleasurable *and* substantially less risky.

## 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. (20 minutes)
2. Explore safety hierarchy and determine pleasure hierarchy of common sexual acts. (20 minutes)
3. Identify personal preferences for sexual acts that provide comfortable levels of pleasure *and* adequate protection. (20 minutes)
4. Identify and problem-solve active triggers for unprotected sex and relate solutions to future goal-setting. (20 minutes)
5. End with setting goals related to preferred sexual acts and substance use monitoring, group 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's Session About?  
(20 minutes)

**[The purposes of this exercise are to engage the youth, to increase self-esteem, and to shape positive behaviors. Role call, a review of Drug and Alcohol Report use, a review of actions taken to change unsafe sexual scripts, a preview of the day's session, and a gift of appreciation are the approaches taken.]**

Welcome back! I'm glad you could join me today.

Let's start off by sharing your wins for the past week.

Remember that a win is the progress you made on your goals, something positive you did, an important insight you gained about yourself, your thoughts, feelings or behavior.

So to start off with, how many substance-free days did you have for the week?

SUPPORT YOUTH'S PROGRESS WITH VERBAL PRAISE.

BRIDGE WINS TO COMPLETION OF THE PAST WEEK'S GOALS.

The other thing you were going to work on was how to change your sexual scripts.

How did your plan to protect yourself and others work out?

REVIEW PARTICIPANT'S GOAL.

ENDORSE SUCCESSFUL ATTEMPTS AND PROBLEM-SOLVE CHALLENGES.

EMPHASIZE SELF-EFFICACY AND SELF-ESTEEM.

IF YOUTH DID NOT TRY TO IMPLEMENT A CHANGE, ASK THEM TO ANTICIPATE CHALLENGES THEY MAY ENCOUNTER IN IMPLEMENTING A PLANNED CHANGE AND PROBLEM-SOLVE WITH GROUP.

SUMMARIZE AS FOLLOWS:

It feels great to take control of your behavior and to do good things for yourself and those you care about, isn't it. That's a great way to express your higher self.

Thank you. The second goal for this week was to complete a Drug and Alcohol Report every time if you used. How did that go?

IF YOUTH USED, WALK THROUGH EACH STEP OF THE REPORT  
WHETHER HE/SHE COMPLETED ONE OR NOT.

Did you learn something new about your substance use patterns? Is anything about your routines changing since you started this program?

PAUSE FOR RESPONSE.

Did you find it hard to get your report done?

PROBLEM SOLVE COMPLIANCE ISSUES. PROBLEM SOLVE BARRIERS.

Thanks for sharing. That was great.

Today we are going to examine the risk level involved in different sex acts, and the level of pleasure involved in less risky alternatives.

In case you are sexually active, the goal is to reduce risk and enhance pleasure as much as possible.

Or, if you are abstinent now, I want you to know how to be safer and have fun too, should you choose to be active in the future.

Before we get to work on today's topics let's get you a thank you gift.

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

Each week I'll have a gift for you as a token of appreciation. Remember how easy it is to get it?

You just have to be on time to receive it.

Exercise 2: Which Sex Acts Should I Engage In?  
(25 minutes)

**[The purposes of this exercise are to explore how much protection different sex acts afford and to focus on sexual acts that are pleasurable and provide higher degrees of protection. Rank ordering sexual acts by level of risk, selecting pleasurable acts, and role playing switching to a less risky act are the methods used.]**

We'll start off today by looking at some typical sex acts.

We'll first explore how much protection they provide and then how much pleasure they provide.

Here is a list of sex acts.

GIVE YOUTH LIST OF SEX ACTS.

Each sex act has some level of risk for passing on the HIV virus associated with it.

You'll notice there is a blank in front of each act.

I would like you to indicate how risky each of the acts are by giving them a rating.

Put an "H" in the blank if this is a high-risk act.

Put a "M" in the blank if it is a medium-risk act.

And put an "L" in the blank to indicate a low-risk act.

For example, if you think mutual masturbation has a medium risk for passing on the HIV virus, you would place an M in the blank in front of it.

Continue until all the sex acts on the list are rated.

You'll have a few minutes right now to do this. Any questions?

RESPOND TO QUESTIONS.

Okay, I will read each item, and you write down your rating, an "H," "M," or "L," on the corresponding blank.

Keep in mind that you are only rating the risk of passing on HIV involved with these activities.

If I use a term you are not familiar with, let me know, and I will explain what I mean.

Here we go.

READ ITEMS ON THE LIST, ALLOWING ABOUT 10 SECONDS FOR EACH RESPONSE.

THE LIST IS AS FOLLOWS:

- \_\_\_ FISTING
- \_\_\_ VAGINAL INTERCOURSE WITHOUT CONDOM
- \_\_\_ MUTUAL MASTURBATION
- \_\_\_ VAGINAL INTERCOURSE WITH A CONDOM
- \_\_\_ DEEP MOUTH TO MOUTH KISSING
- \_\_\_ ANAL INTERCOURSE WITH A CONDOM
- \_\_\_ ORAL SEX WITHOUT A CONDOM AND WITHOUT TAKING SEMEN IN THE MOUTH
- \_\_\_ ORAL SEX WITH A CONDOM
- \_\_\_ ANAL INTERCOURSE WITHOUT A CONDOM

- \_\_\_ RIMMING
- \_\_\_ ORAL SEX AND TAKING SEMEN IN THE MOUTH
- \_\_\_ BITING OR SCRATCHING ENOUGH TO DRAW BLOOD

Now I would like to know how you rated these acts.

I'll read down the list of acts again, and this time please say how you rated the activity: high, medium, or low risk for transmitting the HIV virus.

READ EACH ITEM.

AFTER PARTICIPANT RESPONDS, READ THE ANSWER/ EXPLANATION WHICH FOLLOWS AND REINFORCE ACCURATE RESPONSES.

THEN ASK PARTICIPANT HOW THAT ACTIVITY COULD BE MADE RISKIER, AND THEN ALTERNATELY SAFER.

PROBE IF RESPONSE IS NOT ADEQUATE.

REPEAT FOR ALL ITEMS ON THE LIST.

THE COMPLETED LIST IS AS FOLLOWS:

\_\_L\_\_ FISTING

NOT RISKY BY ITSELF, BUT NO PROTECTION AGAINST INJURIES WHICH COULD LEAD TO HIGHER RISKS OF STDs AND HIV INFECTION IF ANAL INTERCOURSE IS INCLUDED. WEARING A SURGICAL GLOVE CAN REDUCE RISK OF INFECTIONS, BUT NOT INJURIES.

\_\_H\_\_ VAGINAL INTERCOURSE WITHOUT CONDOM

A VERY HIGH RISK SEXUAL ACTIVITY.

\_\_L\_\_ MUTUAL MASTURBATION

CONSIDERED TO BE A VERY LOW RISK ACTIVITY.



L   VAGINAL INTERCOURSE WITH A CONDOM

CONDOMS REDUCE THE RISK A LOT WHEN USED PROPERLY.  
STILL SOME RISK BECAUSE CONDOMS CAN BREAK.

  L   DEEP MOUTH TO MOUTH KISSING

THERE IS INSUFFICIENT DATA TO DETERMINE HOW MUCH  
RISK IS PRESENT FOR HIV, BUT DEEP KISSING IS BELIEVED TO  
BE SAFE. THIS ACT MAY NOT PROTECT AGAINST SOME STDS,  
LIKE HEPATITUS B OR ORAL GONORRHEA.

  L   ANAL INTERCOURSE WITH A CONDOM

STILL CONSIDERED RISKY DUE TO TEARING AND INTERNAL  
BLEEDING AND THE RISK OF THE CONDOM BREAKING OR  
COMING OFF DUE TO THE TIGHT FIT IN THE ANUS.

  L   ORAL SEX WITHOUT A CONDOM AND WITHOUT  
TAKING SEMEN IN THE MOUTH

DEPENDS ON WHETHER PRE-EJACULATE FLUID ENTERED THE  
MOUTH WHICH MAY INCLUDE SOME RISK AS DISCUSSED  
BELOW.

  L   ORAL SEX WITH A CONDOM

CONSIDERED TO PROVIDE A HIGH DEGREE OF PROTECTION.

  H   ANAL INTERCOURSE WITHOUT A CONDOM

TYPICALLY CONSIDERED THE MOST RISKY ACT BECAUSE  
SEMEN IS LIKELY TO COME IN CONTACT WITH BREAKS IN THE  
SKIN INSIDE THE ASS.

  L   RIMMING

VERY LOW RISK FOR HIV, BUT NO PROTECTION AGAINST  
SERIOUS INFECTIOUS DISEASES SUCH AS HEPATITIS AND

OTHER STDS, ESPECIALLY IF THE RIMMER HAS REDUCED IMMUNE SYSTEM FUNCTIONING, AS WITH HIVD.

  M/L   ORAL SEX AND TAKING SEMEN IN THE MOUTH

SO FAR THERE APPEAR TO BE 25 TO 30 DOCUMENTED CASES WHERE HIV INFECTION MAY HAVE BEEN TRANSMITTED THIS WAY. THAT MAY BE CONSIDERED VERY LOW OUT OF ALL THE DOCUMENTED CASES. THERE IS A LOT OF DEBATE ON THIS ONE AND MORE INFORMATION IS NEEDED. SOME RISK HAS BEEN SHOWN. IT DOES NOT APPEAR THAT SWALLOWING IS ANY RISKIER THAN TAKING SEMEN IN THE MOUTH AND SPITTING IT OUT.

  M   BITING OR SCRATCHING ENOUGH TO DRAW BLOOD

SINCE ONE OR BOTH PARTNERS MAY BE INFIECTED, CARE SHOULD BE TAKEN NOT TO BREAK THE SKIN.

How do you feel about this discussion so far? Was it helpful or upsetting?

ENCOURAGE SHARING OF REACTION.

Now I want to consider how much pleasure these acts can provide for you.

Even if something is providing protection, if it's not providing much pleasure the chances that you will do it on a regular basis goes down.

Here is the same list of sexual activities we just discussed.

GIVE YOUTH THE SEXUAL ACTS PLEASURE RATING FORM.

Look at these sexual acts again and this time decide which three give you the most pleasure.

Put a circle around those three.

Then rate the three of them.

The one that gives you the most pleasure gets a "1."

The next most pleasurable gets a "2" and the last one a "3."

### SEXUAL ACTS PLEASURE RATING FORM

Instructions: First select the three acts which give you the most pleasure and circle them. Then rate the three that you selected. Give a "1" to the act that gives you the most pleasure, a "2" to the next most pleasurable and a "3" to the third most pleasurable.

<u>RATING</u>	<u>SEXUAL ACT</u>
___	FISTING
___	VAGINAL INTERCOURSE WITHOUT CONDOM
___	MUTUAL MASTURBATION
___	VAGINAL INTERCOURSE WITH A CONDOM
___	DEEP MOUTH TO MOUTH KISSING
___	ANAL INTERCOURSE WITH A CONDOM
___	ORAL SEX WITHOUT A CONDOM AND WITHOUT TAKING SEMEN IN THE MOUTH
___	ORAL SEX WITH A CONDOM
___	ANAL INTERCOURSE WITHOUT A CONDOM
___	RIMMING
___	ORAL SEX AND TAKING SEMEN IN THE MOUTH
___	BITING OR SCRATCHING ENOUGH TO DRAW BLOOD

ALLOW TIME FOR RATING THE ACTS.

Great work!

Now let's see how your pleasure ratings match up with the safety ratings.

For each of your three favorite acts, look at the other sheet for the safety rating for that act.

Write the safety rating, "H," "M," or "L" next to your pleasure rating on the page you just finished.

#### PAUSE FOR A MOMENT

Now, of those three, count the number that have L or M ratings.

It's looks like you favored [COUNT FROM PARTICIPANT'S RESPONSE] acts that have a L or M rating.

What do you think that means? Does protection fit with pleasure?

#### ENCOURAGE A BRIEF DISCUSSION.

Let's do a brief role-play in order to make the choice of sexual acts more real.

#### USE ORIENTATION APPROPRIATE SITUATION.

You play Buddy and I'm going to play Jim/Jan.

Here's the setup.

Buddy and Jim/Jan are lovers.

Buddy is HIV-positive, and Jim/Jan is negative.

Buddy wants to convince Jim that oral sex is both exciting and is safer than anal/vaginal sex.

Buddy wants to be caring and compassionate, not selfish.

My character, Jim/Jan, likes anal/vaginal sex and wants to keep having it with Buddy.

OK, let's go ahead and do the role play. I'll start it off.

**DO THE ROLE PLAY FOR A FEW MINUTES AND THEN OBTAIN  
FEEDBACK.**

**MAINTAIN PHYSICAL DISTANCE FROM PARTICIPANT AND BE  
AWARE OF BOUNDARIES IN THIS ROLE PLAY.**

Thank you for a great effort!

Now let's talk about it.

How did you feel during the role play?

**OBTAIN FEEDBACK.**

Also tell me one thing you did that you liked and what thing you did in the role play that you might have done differently.

**OBTAIN FEEDBACK.**

Let me tell you how I, as Jim/Jan, felt during the role play.

DISCUSS HOW IT'S OFTEN EASIER TO ARGUE THE "UNSAFE" POSITION. PROMPT WITH FOLLOWING STATEMENTS:

As I was doing this, I realized how sometimes it's easy to argue for the unsafe position.

Which position do you usually find it easier to argue for and why?

ALSO DISCUSS HOW IT'S ALSO UNCOMFORTABLE BECAUSE IT'S NOT THE SAFEST AND CARING POSITION.

PROMPT WITH FOLLOWING STATEMENTS:

The other reaction I had to my part was that although it was easier to argue the unsafe position, I was also uncomfortable because I knew it wasn't the safest or caring position.

When have you experienced similar feelings?

How was that for you and how did you deal with those feelings?

COMMENT ON AT LEAST ONE THING THE PARTICIPANT DID THAT IMPRESSED YOU.

NAME ONE THING YOU WOULD HAVE DONE DIFFERENTLY HAD YOU BEEN BUDDY.

It seems that if you are really going to take care of yourself and really care for your partners, we will have to work on linking protection to pleasure.

We have to find ways to make being safer a lot more fun.

Exercise 3: What Are My Choices for Fun and Protected Sex?  
(15 minutes)

**[The purposes of this exercise are to identify protective and pleasurable activities and to encourage their integration into sexual scripts. Developing lists and creating sexual scripts are employed.]**

Let's get started with that right now.

I want you to quickly come up with three things that turn you on, that are sexually exciting to do with your partner, and that make you and your partner feel good.

To add some variety, I'm also going to come up with three things that make sex exciting.

But here is the twist, you cannot include any activity involving contact between the penis and ass, or the penis and vagina, or that involve substance use.

There are still lots of things you can do.

For example, remember all things you can do with your hands--stroke, pat, rub, squeeze, pinch, and spank.

Remember all the things you can do with your mouth--suck, nuzzle, lick, flutter, blow, nip.

Remember all the places your hands and mouth can touch.

Also think of where you are having sex play and what toys or clothing articles might be involved.

And always remember that the hottest sexual organ you have is your brain and staying sober helps you bring your brain into the bedroom!

Take a minute and think of three actions.

ALLOW TIME FOR COMING UP WITH THE THREE ACTIONS.

Let's hear what you came up with then I'll share my list.

EACH OF YOU SHARE YOUR LISTS.

You are off to a good start at combining safer sex and pleasure.

Now I want to demonstrate what having pleasurable sex with protection can mean.

I will start the story of Phil and Bruce and their night of pleasure.

Then I will say "pass," and you continue the story.

You will make up a little more of the story. When you've made up some, say "pass" and then I'll continue the story.

After I've done some, I'll say "pass" again, and then you have to continue.

We'll do it for a few minutes.

You got it?

RESPOND TO ANY QUESTIONS.

Since this is fantasy, we'll make this really interesting. You can change the sex of either character, or both, when it's your turn. Just remember to:

1. Make it hot.
2. Make it safer.



3. Make it sober.
4. Keep the story going.

And most important, don't get into anal or vaginal sex without protection.

I will start.

Phil and Bruce had a wonderful evening so far.

They had gone dancing at a club, talked seriously, and felt so close to each other.

Now they were back at Bruce's place.

Once in the door Phil took Bruce's hand and...Okay [name a participant]...keep it going.

**IF YOUTH AVOIDS TAKING CHARACTERS INTO SEXUAL SITUATIONS,  
GUIDE STORY IN THAT DIRECTION.**

**KEEP PHIL AND BRUCE ENGAGED IN SEXUAL ACTIVITIES THAT  
WERE PLEASURABLE AND PROTECTIVE AT THE SAME TIME.**

That was fun. It sounds to me like sober and safer sex can be a lot of fun.

Well, your task is to make real life situations just as fun.

I hope you are as good at being a caring lover as you are at being a great storyteller!

Exercise 4: How Can I Control My Unsafe Sex Triggers?  
(20 minutes)

**[The purposes of this exercise are to increase problem-solving skills, to develop a practical tool for youth to handle sexual triggers, and to relate problem-solving to goal setting. Review of each step of the problem-solving protocol and applying it to a current trigger for unsafe sex are the approaches taken.]**

So far we've talked what is safe and unsafe sex and what the alternatives are to making sex enjoyable.

Last session we talked about the triggers that can influence you to have unsafe sex.

Now, I'd like to see if we can come up with a plan that can help you deal with your triggers for unsafe sex.

That way, the next time the trigger happens, you have a plan of action to have your sexual script end in safer sex.

We've already talked about a method that can help you deal with your triggers.

Do you remember the method you used to handle your substance use triggers?

PAUSE TO ALLOW FOR RESPONSE.

REINFORCE CORRECT ANSWER (PROBLEM-SOLVING).

The problem-solving steps can also help you to handle those triggers that lead to unsafe sex.

Turn back to the steps in your workbook and let's review the steps again.

REVIEW THE PROBLEM SOLVING STEPS.

## STEPS IN PROBLEM SOLVING

### 1. DEFINE THE PROBLEM.

Be clear on what the real problem is.

### 2. FIGURE OUT THE GOAL.

What will it look like when the problem is solved? What are you trying to do?

### 3. LIST POSSIBLE ACTIONS.

Come up with at least three options you could try to reach the goal.

### 4. DECIDE ON A COURSE OF ACTION.

Look at the advantages and disadvantages of each option and choose the best solution.

### 5. DO IT!

Try out the solution you choose.

### 6. REVIEW IT.

Check out what happened. Celebrate if you hit your goal. Modify your action or try a new option. Reward yourself for good work.

Do you have any questions about problem solving?

## CLARIFY AND ANSWER ANY QUESTIONS

Let's try this with one of your triggers for unsafe sex. Which of your triggers is the hardest to handle?

IF THE YOUTH IS UNABLE TO IDENTIFY A TRIGGER, REVIEW SOME OF THE TRIGGERS MENTIONED LAST SESSION WHEN YOUTH HAD TO

**IDENTIFY TYPICAL UNSAFE SEXUAL PATTERNS FOR SELF AND OF FRIENDS, AND ASSIST YOUTH IN CHOOSING ONE.**

Let's look at this trigger as a problem and see if we can make some progress using the problem-solving model.

Here is a worksheet to keep track of what we're doing.

**GIVE YOUTH PROBLEM-SOLVING WORKSHEET.**

We've figured out the problem, [NAME THE TRIGGER], now what's the goal in this situation?

When faced with any problem, there are a variety of goals that a person might have.

In this case, it might be to avoid the trigger, not have it lead to unsafe sex, or do something else that is safer when the trigger occurs.

What is your goal for this situation?

**GET THE YOUTH TO NAME A GOAL AND RECORD ON WORKSHEET.**

Now let's come up with some options for reaching your goal.

Let's try to come up with at least 3 options.

Remember not to evaluate the options yet, we're just going to come up with as many as we can.

**HAVE THE YOUTH RECORD OPTIONS ON THE APPROPRIATE BLANKS.**

Since some options will work better for you than others, let's evaluate each of the options to see which might be the better choice.

To do this, we have to consider the advantages and disadvantages of each option.

REVIEW ADVANTAGES AND DISADVANTAGES OF EACH OPTION AND  
RECORD THEM ON THE SPACES PROVIDED.

It's time to select the best option based on the advantages and disadvantages.

Which option would you chose and tell me why you would try it first.

HAVE THE YOUTH CHOOSE THE BEST SOLUTION.

Great! Now you have an action plan you can feel good about trying.

At this point there is nothing left to it but to do it!

So, the next time you encounter [NAME THE TRIGGER], try [NAME THE OPTION]  
and see if it helps you to stay safe.

Don't forget to review what happened.

If it didn't work, select another option and try again.

Keep going until you hit an option that works for you.

Finally, you have to pat yourself on the back for a job well done.

Trying to get past a trigger is hard work and you have to acknowledge yourself for trying.

You've chosen an action to deal with your trigger, now we need to think about making it  
happen.

Think of the action that was selected as a goal to be achieved.

What skills and resources would a person need to be successful at taking the action you just chose to handle your trigger?

Let's use this worksheet to figure this out.

**GIVE YOUTH THE RESOURCE AND SKILL WORKSHEET.**

First write the goal down on the first blank.

**PAUSE FOR YOUTH TO WRITE.**

Now what skills would be required to take that action effectively?

**ENCOURAGE RESPONSE.**

**DIRECT YOUTH TO RECORD THREE RESPONSES ON THE BLANKS UNDER "SKILLS."**

Now, after looking at the list of skills that are required, do you think you have the skills that you need to take action?

**COACH THE YOUTH IN ASSESSING WHETHER HE/SHE HAS THE SKILLS NEEDED FOR THIS SPECIFIC ACTION. OBTAIN RESPONSES.**

Assuming you did not have the skills, how could you go about getting them?

**COACH THE YOUTH IN PLANNING HOW TO OBTAIN THE SKILLS.**

Great! Now you have a plan and the skills to carry it out.

Now, you may still need some other resources to make it happen.

Let's come up with a list of resources needed to carry out the action you selected.

**BRAINSTORM ON RESOURCES.**

**HAVE YOUTH WRITE THEM DOWN ON THE BLANKS UNDER  
"RESOURCES."**

Good! Now, do you have those resources?

**OBTAIN RESPONSE.**

If you do not, how do you plan to get those resources?

**OBTAIN SUGGESTIONS.**

**ASSIST THE YOUTH IN THINKING ABOUT HOW TO ACQUIRE  
RESOURCES.**

That was very good.

Now you have a strategy for keeping that trigger from causing you to be unsafe.

You're already one step closer to expressing your higher self and caring about yourself and others by staying sober and being safe!

Exercise 5: What's Next?  
(10 minutes)

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

We started off today by looking at the levels of risk of common sex acts, and how pleasurable you usually think those acts are.

Then we turned our attention to combining protection and pleasure, and found that there is a lot of room to do that if we allow our imagination and our playful side to come out.

When you think in terms of expressing your higher self, an HIV-positive person can be sexually active *and* care for themselves and their partners.

Finally, armed with the knowledge of triggers and the many alternatives for safer sex, you practiced problem-solving your most difficult trigger.

Now it's time to set some goals to work on for the next week.

For the first goal I request that you be sure to fill out a Substance Use Calendar during the next week.

Turn to the calendar you've been keeping.

Keeping the calendar means putting an "X" over each date that you were drug and alcohol free.

**GIVE PARTICIPANT BLANK CALENDAR IF NECESSARY.**

If you did use, then fill out a Drug and Alcohol Report for that day.

You've got plenty of blank D&A reports in your workbook.



Finally, I would like you to keep thinking about what we talked about today.

So choose another goal that's related to something we talked about today.

Some examples of goals are:

1. Get a few friends together and play the safer sex story telling game we did today. If your friends include any high-risk activities in the fantasy, be sure to discuss how to make those activities safer *and* pleasurable.
2. Think of at least one way that you could make a risky sex act that you find pleasurable more safe. Or think of a way to make a low risk sex act more pleasurable. Think of something new, that we didn't already come up with earlier.
3. Imagine you're an advice columnist, and a reader tells you that his sex life is boring and asks you what he can tell his partner to get him to make sex more pleasurable while being safe. Write down your advice.
4. Problem solve another of your triggers for unsafe sex.

What would you like to work on between today and the next session?

**RECORD PARTICIPANT'S GOAL ON GOAL LOG SHEET.**

Before we end, what is something that you got out of, or what you liked most about, today's session.

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

**SHOW APPRECIATION BY ACKNOWLEDGING AND PRAISING PARTICIPANT AS APPROPRIATE.**

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

I'll see you then.

**END OF SESSION NINE.**