

# **T.L.C. Facilitator's Manual**

## **Staying Healthy Module**

### **SESSION 7: What am I going to do about Substance Abuse? (2 hrs)**

#### OBJECTIVES:

1. Youth will articulate their own reasons for and against quitting substance use.
2. Youth will discuss their own self-images and thoughts that make them vulnerable to substance use.
3. Youth will determine how their substance use impacts their own short- and long-term goals.
4. Youth will be able to identify the benefits of quitting substance use.

#### RATIONALE:

While the previous session concentrated on understanding one's own personal blueprint for substance use and the feelings, thoughts, and actions that provide the building blocks, this session addresses the question, "What do you want to do about your substance use?" In other words, the first session focused on monitoring and the second one looks at the two other components of self-regulation: evaluating and goal setting.

The evaluation component is approached through having youth think out their perceived advantages and disadvantages of quitting. Taking a closer look at self-image issues is thought to increase motivation to change substance use.

It is assumed that if substance use goals are not consistent with personal strivings, motivation to implement or maintain these goals will be lacking. Therefore, strivings are articulated, and the fit between substance use goals and strivings is explored.

In order to direct energies toward activities which compete with substance use, more general life goals are discussed and set. Long-term goals have been shown to buffer the tendency to act on short-term impulses.

It is not expected that these two sessions will induce abstinence; however, youth may want information about some of the treatment and support options available to them. Therefore, local substance abuse resources are provided.

## SUMMARY:

1. Welcome youth and introduce the day's topic. Review the between sessions goals. Do a lottery. (20 minutes)
2. In small groups, have each youth do a two-chair exercise in which the side of him/her that wants to quit or doesn't want to quit speaks to the other side. (30 minutes)
3. Have each youth list current strivings. Then have each youth explore, with a partner, how quitting substance use would impact on his/her strivings. Summarize the impact to the total group. (15 minutes)
4. Have youth respond to incomplete sentences on cards. The incomplete sentences get at how they really feel about themselves and what emotions they are avoiding. (15 minutes)
5. Do a relaxation sequence. (5 minutes)
6. Have youth interview each other for goals in the areas of substance use, education, work, living, social relationships, and personal improvement. Then have the interviewers tell the group what their partner wants most to achieve. (15 minutes) Give out a resource list for obtaining substance use treatment and support. (10 minutes)
7. End with between-session tasks and group appreciation. (20 minutes)

## MATERIALS:

Module 1 Attendance Sheet  
Lottery tickets  
Lottery prize  
Lottery envelope  
Thanks  
Goal Summary Sheet  
Goal form  
Goal Cards  
Goal Setting Display Chart  
Feeling Thermometer Chart  
Incomplete Sentence Cards  
Paper and pencils  
Newsprint and markers  
Local Substance Abuse Resource List

Note to the Facilitator: **Bold** letters tell you what each exercise is to accomplish. CAPITAL letters tell you what to do. Small case letters give you an example of what to say. Feel free to put what you say into your own words.

Exercise 1: What Is this Session About?

(20 minutes)

**[The purposes of this exercise are to enhance self-esteem, to create a pleasant environment, to establish a future expectancy, and to explain the purpose of the session. Welcoming participants, reviewing helpful actions taken, an explanation of what the goals of the session are, and doing a lottery are used.]**

**■THE FACILITATOR SAYS**

Welcome to this second session on substance use.

Before we go any farther, I want to give you some "Thanks" to use during this session.

**■GIVE OUT TWENTY "THANKS" TO EACH PERSON.**

Remember that "Thanks" are given to another person when you like what that person said or did, liked his or her style, or simply appreciated his or her presence here today.

You had a general goal from last week--("On \_(day)\_ you were to write down one strong feeling you had, what the situation was, and what you thought"). The whole group had the same one. Let's review with each person how that went.

**■REVIEW ASSIGNED GROUP GOAL--AND ANY INDIVIDUAL GOALS, IF THERE WERE ANY.**

Today's session is the second one about substance use.

Last session you discovered how you use drugs and alcohol.

You found out what feelings, thoughts, and actions are associated with how you continue to use substances.

You identified your personal blue print for substance use.

Today we want you to reconsider what you plan to do about your use of drugs and alcohol.

What are the advantages and disadvantages of using?

What goals do you have for yourself?

How does using fit in with what you want for yourself?

But first, let's do our lottery.

**■PASS OUT LOTTERY TICKETS. HAVE THEM WRITE THEIR NAMES ON THE TICKETS. COLLECT THEM, MIX THEM UP, AND DRAW A WINNER. GIVE OUT THE LOTTERY PRIZE.**

Next, we are going to look at the pros and cons of quitting substance use.

Exercise 2: Should I Quit?  
(30 minutes)

**[The purposes of this exercise are to increase motivation to quit and to silence some of the self-criticism that encourages substance use. Using a two-chair exercise to explore advantages and disadvantages is employed.]**

We all have many sides.

There is probably a part of you that wants to keep on using drugs and alcohol, and a side of you that would love to quit.

The quitting side keeps pressuring the using side, and the using side doesn't like being nagged.

The using side keeps telling the quitting side what an idiot he or she is, and the quitting side doesn't like to be put down.

We want to give these two sides of you a chance to talk with each other. So, we will break into two groups and start a dialogue.

**■DIVIDE THE GROUP IN HALF. PLACE TWO CHAIRS IN THE MIDDLE OF THE SPACE.**

Who will go first?

**■SELECT A VOLUNTEER.**

Please sit in one of the chairs.

You are the side of yourself that wants to keep on using drugs or alcohol.

In the other chair is the side of you that wants to quit.

Tell the other side of you why you want to keep using, what the advantages are of using, what the disadvantages are of quitting, and why you think that it is dumb to give it up.

Go ahead and really tell the quitting side what is on your mind.

Criticize the quitting side as much as you want to.

**■ENCOURAGE TALKING TO THE EMPTY CHAIR WHERE THE QUITTING SIDE SITS.**

**■WHEN THE USING SIDE IS FINISHED OR AT A GOOD STOPPING POINT, SWITCH CHAIRS AND SIDES.**

OK, now I want you sit in the other chair and be the quitting side.

Explain to the using side of you why you want to quit, what the advantages are of quitting and what the disadvantages are of using, and what you think of the using side's arguments.

Don't get trapped into believing the using side's put downs of you.

Go ahead and talk to the using side.

**■WHEN THE QUITTING SIDE IS FINISHED, ENCOURAGE A SHORT DIALOGUE BETWEEN THE TWO SIDES WITH THE PERSON SWITCHING CHAIRS AS THE SIDES TALK. FACILITATE COMMUNICATION BETWEEN THE TWO SIDES WHEN APPROPRIATE WITH COMMENTS SUCH AS, "GO AHEAD AND TELL YOUR OTHER SIDE WHAT YOU THINK OF HIS/HER REMARKS ABOUT YOU."**

If your sides want to respond to each other, go ahead and move from one chair to the other and talk to the other side.

**■WHEN THE DIALOGUE IS OVER OR AT A REASONABLE SPOT, STOP, GIVE OUT "THANKS", AND INVITE THE NEXT PERSON TO TRY IT. COACH EACH PERSON AS IS NEEDED.**

That was great!

■GIVE OUT "THANKS."

Who will go next?

■SELECT THE NEXT VOLUNTEER. REPEAT THE PROCESS.  
KEEP GOING UNTIL EVERYONE HAS PLAYED BOTH SIDES OF  
THEMSELVES.

Now let's talk about what happened.

How did you feel during the two-sides of yourself exercise?

■ENCOURAGE SHARING OF FEELINGS.

Did anything surprise you during the conversation with the two sides of you?

■ENCOURAGE SHARING AND DISCUSS.

Do you see anything differently or feel different about yourself after that experience?

■ENCOURAGE SHARING AND DISCUSS.

Next, we will explore how quitting would fit in with things that are important to you at this point.

Exercise 3: How Does Quitting Fit with What I Am Trying to Do?  
(15 minutes)

**[The purpose of this exercise is to connect quitting substance abuse with important objectives that youth are trying to achieve. Identifying strivings and matching them with quitting objectives in order to determine if quitting helps or hinders progress toward these objectives are the approach taken.]**

Most people are working on some things in their lives.

They are trying to reach a certain point.

What they are trying to do changes over time.

What they are trying to do could be large or small, but it is important to the individual.

What kinds of things am I talking about?

Here are some examples of things people might be striving for.

"I am trying to have more friends."

"I would like to develop more upper body strength."

"I'm saving money for a car."

"I am trying to get into better shape."

"I am trying to find a place that provides better health care."

"I am trying to get transferred to a better department at work."

"I am trying to find a decent boyfriend who cares about me."



"I am trying to get out of the house more."

Have you got the idea of something to strive for, something to try for?

**■CLARIFY STRIVINGS AND ANSWER QUESTIONS.**

You are probably working on many things and just haven't sat down to think of them.

It may take a few minutes to recognize all the strivings that you have.

What are you working on?

**■PASS OUT PAPER AND PENCILS TO EVERYONE.**

Please make a list of your strivings on this page.

Try to come up with at least five.

**■ALLOW THREE OR FOUR MINUTES TO MAKE UP A LIST OF STRIVINGS. BEGIN EARLIER IF EVERYONE IS FINISHED AHEAD OF TIME.**

Now, think of how quitting would impact your list.

Where would quitting help, where would it hinder, and where would it make no difference?

**■WAIT A COUPLE OF MINUTES FOR YOUTH TO THINK ABOUT QUITTING AND STRIVINGS.**

I would like you to discuss with a partner the question of how quitting would fit in to your strivings.

**■DIVIDE THE GROUP INTO PAIRS. ALLOW THREE TO FIVE**

MINUTES OF DISCUSSION.

Now let's go around the room.

Please tell us what conclusions you came to.

How would quitting substance use fit with what is important to you?

**■GO AROUND THE ROOM AND HAVE EACH PERSON MAKE A BRIEF COMMENT ON THE FIT BETWEEN STRIVINGS AND QUITTING SUBSTANCE USE.**

Thank you for sharing.

Next, we want to explore your feelings about yourself because those feelings play a role in substance use.

Exercise 4: What Is Deep Inside Me?  
(15 minutes)

**[The purpose of this exercise is bring into awareness feelings and thoughts about oneself that could contribute to the substance use blueprint and that stimulate wanting to change. Incomplete sentences is the method chosen to meet the purpose.]**

What people think and feel about themselves makes a big difference in their continuing to use substances and also in their stopping.

We want you to experience more of your thoughts and feelings about yourself.

Each person will get a card with an unfinished sentence on it.

When you get your card, read it aloud to the group then fill in the end of it.

For example the card might say, "When I am not the best at something, I \_\_\_\_\_."

One person might say, "Feel terrible."

Another person could have a different response: "I tell myself I don't have to be perfect."

When you fill in the incomplete sentence, you can learn more about yourself and have more fun by saying the first thing that comes into your mind.

Here we go.

**■PASS OUT THE CARDS ONE AT A TIME. HAVE THE PERSON WHO GETS THE CARD COMPLETE THE SENTENCE. DON'T RUSH SO THAT OTHER Youth CAN SPECULATE ON HOW THEY MIGHT HAVE FINISHED SOME ONE ELSE'S SENTENCE.**

THE TEXT ON THE CARDS IS AS FOLLOWS:

1. I ACT STRONG; BUT DOWN INSIDE I \_\_\_\_\_.
2. I WORRY MOST ABOUT\_\_\_\_\_.

3. I FEEL SADDEST WHEN \_\_\_\_\_.
4. I AM SECRETLY AFRAID OF \_\_\_\_\_.
5. I PRETEND TO BE \_\_\_\_\_.
6. WHEN I FEEL UNCOMFORTABLE, I \_\_\_\_\_.
7. I TRY TO KEEP PEOPLE FROM SEEING THAT I \_\_\_\_\_.
8. I DON'T LIKE TO THINK ABOUT \_\_\_\_\_.
9. I HATE FEELING \_\_\_\_\_.
10. WHAT I HIDE FROM MYSELF IS \_\_\_\_\_.

Using the Feeling Thermometer as a guide, what was your temperature level when completing your sentence?

**■ENCOURAGE SHARING.**

How do you think the feelings and thoughts a person has about himself or herself connect with substance use?

**■ENCOURAGE DISCUSSION WITHOUT STRUCTURING IT OR MAKING POINTS. DON'T PUSH ANY PARTICULAR MESSAGE. THE PURPOSE IS FOR Youth TO COME UP WITH THEIR OWN IDEAS ABOUT CONNECTIONS AND TO INVEST IN THE PROCESS OF RELATING SELF-PERCEPTIONS WITH VULNERABILITY.**

Let's take a few minutes and deal with any feelings of tension that have come up in today's session.

Exercise 5: How Can I Reduce Tension and Negative Thoughts?  
(5 minutes)

**[The purpose of this exercise is to reduce tension and negative thoughts. Relaxation approaches are used.]**

As you probably have learned in other sessions, there are all kinds of relaxation techniques.

What we are going to do now will reduce tension and distract you from negative thoughts.

Get yourself comfortable in your chair.

Sit quietly for a moment and close your eyes if you wish. PAUSE

Become aware of your breathing. PAUSE

Don't try to change it\_ just feel it. PAUSE

In and out. PAUSE

In and out. PAUSE

Now take a deep breath in. PAUSE

And let it out slowly. PAUSE

Breathe in. PAUSE

And let it out slowly. PAUSE

Can you feel the cool air coming in and the warm air flowing out? PAUSE

Let the air coming in flow through your chest, your shoulders, your arms and out your finger tips.

Taking all the tension with it. PAUSE

Let all the tension flow out of your body. PAUSE

Feel your body become wonderfully limp. PAUSE

Now feel the peace in your body. PAUSE

I want you to use your imagination.

See how vividly you can imagine.

Think of a place away from here that you like.

A place that means safety, and calm, and good feelings. PAUSE

Have you got it? PAUSE

Can you see the beautiful colors there? PAUSE

Can you hear the soothing sounds? PAUSE

Can you catch the pleasant fragrance? PAUSE

Can you sense the air making your skin feel good? PAUSE

Let this wonderful place surround you. PAUSE

Be the wonderful place. PAUSE

Right now your head is clear and calm.

You don't know anything.

There's no confusion.

Say to yourself "Clear mind. PAUSE. Don't know."

Can you say it again? "Clear mind. PAUSE. Don't know."

Now slowly open your eyes. PAUSE

Yawn and stretch.

Yawn and stretch.

How do you feel?

■ENCOURAGE SHARING OF FEELINGS.

From feeling good we are going to go to what you want for yourself.

Exercise 6: What Do I Want for Myself?  
(15 minutes)

**[The purpose is to create a desire for something more than substance use in the youths' lives.  
Exploring future goals in important areas is the method employed.]**

I am going to ask you to think of what you want for yourself.

I will divide the group into pairs.

First, one of you will interview the other person in order to find out what that person's goals are.

Then, the other person will do the interviewing.

When you are both finished, I will ask the interviewer to tell the entire group what was the most important goal for the person he or she interviewed and what was the person's substance use goal.

Here are some areas that might be helpful to think about when you're interviewing your partner about their goals, but you don't have to have a goal for each one.

■WRITE ON NEWSPRINT THE FOLLOWING AREAS:

SUBSTANCE USE

EDUCATION

WORK

LIVING ARRANGEMENTS

SOCIAL RELATIONSHIPS

PERSONAL IMPROVEMENT

Take notes on the form I will give you.

■PASS OUT A FORM WITH THE GOAL HEADINGS ON IT.



When your partner is finished, ask your partner which goal is the most important.

Is everyone clear?

**■CLARIFY ANY MISUNDERSTANDINGS.**

Each pair has five minutes.

Let's get started.

**■DIVIDE THE GROUP INTO PAIRS. HAVE THEM INTERVIEW EACH OTHER. FACILITATORS MOVE FROM PAIR TO PAIR, CHECKING ON PROGRESS. REMIND INTERVIEWERS TO FIND OUT THEIR PARTNER'S MOST IMPORTANT GOAL. MAKE SURE THEY SWITCH AFTER TWO AND A HALF MINUTES.**

Now that you are finished with your interviews, I want you to tell us what your partner's most important life goal is and what his or her substance use goal is.

**■HAVE EACH PERSON TELL THE GROUP WHAT HIS OR HER PARTNER'S MOST IMPORTANT LIFE GOAL IS AND WHAT THE PERSON'S SUBSTANCE USE GOAL IS.**

In case you want to do something about your substance use, I will give you a list of local resources.

These resources include both substance use treatment programs and support programs.

**■GIVE OUT A LIST OF LOCAL RESOURCES WITH PHONE NUMBERS, ADDRESSES, HOURS, AND A CONTACT PERSON. MAKE ANY APPROPRIATE COMMENTS ON THE LIST.**

Exercise 7: Where Do I Go From Here?  
(20 minutes)

**[The purposes of this exercise are to increase self-esteem, to build group support, and to apply what was experienced in the group to the outside world. Between session tasks and giving group appreciation are used.]**

We are at the end of today's session.

I hope the session has provided you an opportunity to re-think the advantages and disadvantages of quitting substance use, and to re-consider what you plan to do about it in your life.

You have choices.

It is important to take some of the things we have worked on in here and try them in the outside world.

So, I am going to ask you to pick a task that you will complete in the next week.

Make the goal related to what we have been doing in here.

The target should be realistic, clear, not too much or too little, and easy to see if you completed it.

**■SHOW GOAL SETTING DISPLAY CHART.**

Some examples of tasks are as follows:

1. Visit a drug or alcohol rehabilitation program and talk to a counselor there about the services available.
2. On a piece of paper, list the advantages and disadvantages of quitting and not quitting. (Draw a table like the one below on newsprint).

	QUITTING	NOT-QUITTING
ADVANTAGES		
DISADVANTAGES		

3. Analyze a recent substance use event, listing your feelings, thoughts, and actions.

You don't have to pick a goal from this list.

You can make up your own.

Take a moment and think about the goal you will try to accomplish between sessions.

**■ALLOW A FEW MINUTES TO PASS FOR SELECTING A GOAL.**

I will go around the room and ask you what you agree to do.

**■ASK EACH PERSON FOR A TASK THEY WILL DO. MAKE SURE IT MEETS THE CRITERIA: REALISTIC, CLEAR, NOT TOO MUCH OR TOO LITTLE, AND EASY TO TELL IF COMPLETED. HAVE THEM COMPLETE GOAL CARDS. FACILITATORS SHOULD COMPLETE THIS WEEK'S GOAL SUMMARY SHEET.**

Thank you. Those were some good tasks.

We will review how you did at the next meeting.

The next meeting will be on \_\_\_\_\_(day and date) at \_\_\_\_\_(time and place).

Let's end today with showing appreciation to each other.

Make sure people know that you appreciate what they said and did today, their presence, and their style.

**■ENCOURAGE SHOWING APPRECIATION TO EACH OTHER. USE "THANKS" AND PRAISE. MAKE SURE EVERYONE IS INCLUDED.**

I'll see you next time.

END OF SESSION # 7

CARD 1: SUBSTANCE ABUSE

I ACT STRONG; BUT DOWN INSIDE I \_\_\_\_\_.

CARD 2: SUBSTANCE ABUSE

I WORRY MOST ABOUT \_\_\_\_\_.

CARD 3: SUBSTANCE ABUSE

I FEEL SADDEST WHEN \_\_\_\_\_.

CARD 4: SUBSTANCE ABUSE

I AM SECRETLY AFRAID OF \_\_\_\_\_.

CARD 5: SUBSTANCE ABUSE

I PRETEND TO BE \_\_\_\_\_.

CARD 6: SUBSTANCE ABUSE

WHEN I FEEL UNCOMFORTABLE, I \_\_\_\_\_.

CARD 7: SUBSTANCE ABUSE

I TRY TO KEEP PEOPLE FROM SEEING THAT I \_\_\_\_\_.

CARD 8: SUBSTANCE ABUSE

I DON'T LIKE TO THINK ABOUT \_\_\_\_\_.

CARD 9: SUBSTANCE ABUSE

I HATE FEELING \_\_\_\_\_.

CARD 10: SUBSTANCE ABUSE

WHAT I HIDE FROM MYSELF IS \_\_\_\_\_.



## GOAL FORM

INSTRUCTIONS: ASK YOUR PARTNER "WHAT ARE YOUR GOALS IN THE FOLLOWING AREAS? MAKE NOTES.

SUBSTANCE USE

EDUCATION

WORK

LIVING ARRANGEMENTS

SOCIAL RELATIONSHIPS

PERSONAL IMPROVEMENT

ASK "WHICH GOAL IS THE MOST IMPORTANT TO YOU?"