

T.L.C. Facilitator's Manual

Staying Healthy Module

Session #8: Preventing Re-infection (2 hrs)

OBJECTIVES:

1. Youth will set goals for increasing condom use when having sex.
2. Youth will set goals for decreasing drug and alcohol use.
3. Youth will learn how to clean an IV drug needle.

RATIONALE:

First, this session places safer sex and decreased drug use in the context of staying healthy by relating these actions to preventing re-infection. Second, the purpose of this session is to set initial goals regarding safer sex practices and drug/alcohol reduction. The next module 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, youth will explore their own blueprints (behavioral sequences), triggers, beliefs, self-systems, and points at which typical action patterns might be disrupted. From this brief exploration tentative goals are set. Drug and alcohol use are looked at from the perspective of their contribution to unsafe sex, as well as the dangers of needle sharing. How to clean a needle is presented here, while other interventions are dealt with in the next module.

SUMMARY:

1. Welcome the participants. Review steps taken and actions taken between the sessions to make life better. Do a lottery. Introduce the topic for the day. (20 minutes)
2. Practice cleaning an IV drug needle and syringe. (15 minutes)
3. Determine typical behavioral sequences leading to the possibility of re-infection. (15 minutes)
4. Explore how to interrupt and change risky scripts. (15 minutes)
5. Compare the personal characteristics of people who successfully avoid re-infection with their own characteristics. (20 minutes)

6. Set goals related to preventing re-infection. Use interviews. (15 minutes)
7. End with group appreciation and committing to steps to take between the sessions. (20 minutes)

MATERIALS:

Module 1 Attendance Sheet
"Thanks"
Lottery envelope
Lottery tickets
Lottery prize
Goal Summary Sheet
Goal Cards
Goal Setting Display Chart
Newsprint and pens
Pencils
Copies of Guidelines on needle and syringe cleaning
Copies of: "Boy's story"
Copies of: "Girl's story"
Chart on Personal Characteristics
Chart on Triggers
Needles
Syringes
Jars of water
Bleach
Paper towels
Feeling thermometer

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 Happened Between Sessions?
(20 minutes)

[The purposes of this exercise are to build self-esteem, to increase self efficacy, to enhance group cohesion, to create a positive expectancy, and to present the day's agenda. Positive introductions, "Thanks," reviewing steps taken and efforts to make life better, and a lottery are used to achieve the desired ends.]

■THE FACILITATOR SAYS

I am really pleased to see you here today.

■GIVE OUT 20 "THANKS" TO EACH YOUTH.

Between the sessions you were going to take certain steps.

Remember?

You each had a goal or target to achieve.

You all had a task that was related to the advantages and disadvantages of quitting substance use.

■REFER TO SESSION #7 GOAL SUMMARY SHEET

Why don't you tell us what your goal was and how you made out.

**■ENCOURAGE SHARING OF TARGETS.
REVIEW STEPS TAKEN AND EFFORTS MADE
TO MAKE LIFE BETTER. REINFORCE ANY
SMALL STEPS TAKEN. BRAINSTORM
OVERCOMING ONE OR TWO OBSTACLES TO
ACHIEVEMENT IF THEY COME UP. GIVE OUT
"THANKS."**

As I said before, we are happy that you came today.

To show our appreciation of your attending today's session we will do a lottery.

When you get a lottery ticket, write your name on it and hand it in.

■PASS OUT LOTTERY TICKETS. HAVE THE Youth WRITE THEIR NAMES ON THEM. COLLECT THEM, MIX THEM UP, HAVE SOMEONE DRAW A WINNER, AND GIVE THE LOTTERY PRIZE. YOU MAY WANT TO FIND A WAY TO MAKE SURE THAT THOSE Youth WHO HAVE NOT WON A LOTTERY YET HAVE AN INCREASED CHANCE. FOR EXAMPLE, GIVE THEM THREE LOTTERY TICKETS.

I want to take a minute and tell you what we are doing today.

Did you know that there is more than one strain of HIV out there?

Well, there is.

We don't want you to get infected with another strain of HIV that can weaken your immune system even more.

We want you to stay healthy.

I am sure that everyone here knows that there are two main ways you could get re-infected: through sex without a condom and through using an unclean IV drug needle.

Today we want you to decide on what you can do to protect yourself from re-infection.

Let's deal with the unclean needle first.

Exercise 2: How Do I Clean an IV Drug Needle?
(15 minutes)

[The purpose of this exercise is to teach how to clean an IV drug needle. Guidelines, a demonstration, and practice are used.]

Unclean needles are dangerous because they contain blood, and blood carries the virus.

Also, many IV drug users are already infected with HIV.

The purpose of cleaning the needle is to get out the blood and kill the virus.

Here are the guidelines for cleaning a needle.

■PASS OUT THE GUIDELINES.

GUIDELINES FOR CLEANING A NEEDLE AND SYRINGE

1. CLEANING OF THE NEEDLE AND SYRINGE SHOULD BE DONE TWICE--ONCE IMMEDIATELY AFTER USE AND ONCE AGAIN JUST BEFORE RE-USE.
2. BEFORE USING BLEACH,
 - A. WASH OUT THE NEEDLE AND SYRINGE BY FILLING THEM WITH CLEAN WATER. DRAW THE PLUNGER UP AS FAR AS IT WILL GO.
 - B. WHILE THE NEEDLE AND SYRINGE ARE FILLED WITH WATER, FLICK THE SYRINGE A COUPLE OF TIMES. (THE MORE BLOOD THERE IS THE LESS EFFECTIVE THE BLEACH.)
 - C. SHOOT THE WATER OUT.
3. THEN USE FULL-STRENGTH LIQUID HOUSEHOLD BLEACH.
4. FILL THE NEEDLE AND SYRINGE TO THE TOP WITH BLEACH (DRAW THE PLUNGER UP AS FAR AS IT WILL GO). FLICK THE SYRINGE AND THEN SHOOT THE BLEACH OUT COMPLETELY.
5. FILL THE NEEDLE AND SYRINGE AGAIN TO THE TOP WITH CLEAN BLEACH (DRAW

THE PLUNGER UP AS FAR AS IT WILL GO). FLICK THE SYRINGE. THIS TIME KEEP THE BLEACH IN THE NEEDLE AND SYRINGE FOR THIRTY SECONDS. SHOOT THE BLEACH OUT COMPLETELY.

6. RINSE THE NEEDLE AND SYRINGE BY FILLING IT TO THE TOP AT LEAST TWICE WITH CLEAN WATER (DO NOT USE THE WATER THAT YOU USED IN STEP #2 AND USE CLEAN WATER EACH TIME YOU DO THIS). EACH TIME DRAW UP WATER AS FAR AS IT WILL GO AND THEN SHOOT OUT ALL WATER.

As I go over each step, I will demonstrate what the guidelines say to do.

We will be using syringes without the needles. The syringes that we will be using are much larger than what people use.

Watch carefully, and then you will have a chance to do it.

■READ THE STEP AND THEN DEMONSTRATE IT. MAKE SURE YOU HAVE PRACTICED THIS ROUTINE BEFORE DEMONSTRATING IT.

Any questions?

■ANSWER QUESTIONS.

Now I want you to do it.

■DIVIDE THE GROUP IN TWO. A FACILITATOR GOES WITH EACH GROUP. EACH SMALL GROUP HAS TWO SETS OF NEEDLES AND SYRINGES, WATER, BLEACH AND A JAR TO COLLECT THE DISCARDED BLEACH AND WATER. TWO PEOPLE CLEAN AT THE SAME TIME. THE FACILITATOR COACHES. WHEN EVERYONE HAS HAD A TURN BRING THE GROUPS BACK TOGETHER.

Good job!

Exercise 3: How Do I Usually Deal With Sex?
(15 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.

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

When you have sex, what do you do that leads up to it?

Here are two examples.

■THE FACILITATOR SAYS:

"It usually starts with my feeling 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."

We would like to talk now about "triggers". Triggers can be places, people, moods or feelings, or substances like drugs & alcohol) that start a pattern or chain of things we do that might lead up to being unsafe. What are the triggers here?

■SHOW TRIGGERS CHART:

■HAVE GROUP LIST TRIGGERS. SHOULD INCLUDE:

MOOD (FEELING LONELY)
SETTING (BAR)
SUBSTANCE (ALCOHOL)
MOOD (FEELING SEXY)

Some of these might not be your triggers. Here we're just trying 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 home.
I say, 'Sure.'
He comes over.
We make 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."

What are the triggers here?

■HAVE GROUP GENERATE TRIGGERS FROM THIS EXAMPLE.
THEY SHOULD INCLUDE:

PEOPLE (BOYFRIEND TALKS ALL NICE & SEXY)
MOOD & FEELINGS (GETTING ALL WORKED UP, NICE AND SEXY)
PLACES (THERE IS NO ONE HOME)
MOOD & FEELINGS (I DON'T WANT TO UPSET HIM)

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

What are typical unsafe sex patterns that you are aware of?

If you don't want to tell us your own pattern, tell us what you think are patterns typical of your friends?

Please include whether drugs and/or alcohol are involved.

When drugs and/or alcohol are involved, unsafe sex is much more likely to occur.

■ENCOURAGE SHARING OF TYPICAL WAYS THE Youth ACT

THAT LEAD TO UNSAFE SEX. GIVE OUT "THANKS."

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

What are each person's blueprints?

Exercise 4: How Would I Change a Pattern?
(15 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, oral, or vaginal sex?

How would he or she change the script?

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

Read it over and see where you would change the story.

■PASS OUT THE GIRLS' OR BOYS' STORY.

GIRLS' STORY

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

BOYS' STORY

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 DISCUSS. POINT OUT THE NEED FOR EARLY WARNING SYSTEMS. GIVE OUT "THANKS."

Those are some good ideas.

You can see that to protect yourself, you can't just think of the end of the scene.

You have to pay attention to the whole typical way of responding.

Early changes could send the scene off in a totally different direction.

A little bit ago you came up with your own typical scene or one of your friends.

How would you change that scene?

■ENCOURAGE SHARING OF CHANGES THEY WOULD MAKE IN THEIR OWN SCRIPTS.

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. goes looking for sex
9. feels has to have sex
10. finds someone who is willing to have sex

11. feels so tremendously excited
12. has no concern about protection__just having 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. GIVE OUT "THANKS."

Those were very good suggestions.

We have been working on how a person could change a script that led to re-infection to a script where the person was protected.

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

That is what we want to explore next.

Exercise 5: Am I the Kind of Person Who Would Protect Myself?
(20 minutes)

[The purpose of this exercise is to encourage youth to match their self-concept with protecting themselves. Determining the values of youth who successfully protect themselves and then comparing those youth to oneself is the approach taken.]

First, let's figure out what a person is like who protects herself or himself against re-infection.

That means a person who always uses a condom when having sex, a person who doesn't mix sex and drugs or alcohol, and a person who does not use unclean needles.

What would that person be like?

I am going to divide you into small groups.

Each group will receive a list of words which describe a person.

Your task is to pick the three words that best describe a person who would protect himself or herself from re-infection.

■DIVIDE THE GROUP IN TO TRIADS. HAND OUT THE LIST OF ADJECTIVES. TELL THE GROUPS THEY HAVE FIVE MINUTES TO COME UP WITH THEIR LISTS. WANDER FROM GROUP TO GROUP AND COACH AS NECESSARY. THE LIST OF ADJECTIVES COMES FROM ROKEACH'S INSTRUMENTAL VALUES AND IT IS AS FOLLOWS

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)

■AFTER FIVE MINUTES, HAVE THE GROUPS COME BACK TOGETHER AND REPORT ON THE THREE CHARACTERISTICS.

Let's hear what you came up with.

■WRITE THE CHARACTERISTICS ON NEWSPRINT. THEN TRY TO REACH CONSENSUS ON A GROUP LIST. IN REACHING CONSENSUS ASK WHY THE GROUP CHOSE AN ADJECTIVE THAT OTHER GROUPS DID NOT SELECT.

That's a good list of what you think the person who protects against re-infection is like.

■PASS OUT PENCILS.

Now look at the list of characteristics again.

Check off the five characteristics that best describe you.

■HAVE THE YOUTH WORK ON THEIR OWN CHARACTERISTICS FOR THREE MINUTES.

Now from the five that best describe you, select the one that fits you the most.

How similar or different are you?

Take a look at the list for the person who prevent re-infection.

■REFER TO THE GROUP LIST OF CHARACTERISTICS ON NEWSPRINT. ENCOURAGE SHARING OF SIMILARITIES AND DIFFERENCES. GIVE OUT "THANKS."

Thank you for sharing.

You may want to think about what you would have to change about yourself for you to become more protective of yourself.

Exercise 6: What Are My Goals For Protecting Myself?
(15 minutes)

[The purpose of this exercise is to encourage setting goals related to protecting oneself against re-infection. Interviewing and goal setting are used.]

So far we have talked about the fact that you can get re-infected with HIV.

That is, it is possible for you to get infected with a new strain of HIV which can make your health worse.

The two main ways to get re-infected are through using an unclean needle when shooting up and through unprotected sex.

We also learned that drug and/or alcohol use can make it harder to practice safer sex.

The more you mix the two, sex and substances of abuse, the more vulnerable you are to re-infection.

There is a whole chain of actions that lead to unsafe sex.

We considered where you might change the chain of actions so that you ended up protected.

That leads us to the changes you might want to make in your own scripts.

Now we are going to think about goals you might set for yourself.

In other words you might decide

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

"I want to cut down on my drinking," or

"I plan to seek out a drug and alcohol treatment program," or

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

"I want to improve my ability to refuse unsafe sex."

Let's divide into pairs.

First, one person will interview the other one, and then you will switch roles.

When you interview, you may want to start by asking what the person doesn't like about the script he or she follows now.

Then try to help the other person set some really important goals related to protecting themselves against re-infection.

These goals must be ones that have personal meaning to you.

See if you can come up with at least two goals, and try to make them realistic__things you really think you can do, even if they're small goals.

■DIVIDE THE GROUP INTO PAIRS. HAVE THEM DECIDE WHO WILL BE THE INTERVIEWER. TELL THE YOUTH THEY WILL HAVE 5 MINUTES EACH. CONDUCT THE FIRST INTERVIEW AND AFTER FIVE MINUTES ASK PARTICIPANTS TO SWITCH ROLES. WHEN EVERYONE HAS AT LEAST TWO GOALS, BRING THE GROUP BACK TOGETHER AGAIN.

Are you willing to share one goal that you came up with?

Let's go around the room and, if you are comfortable telling us, give us a goal that you want to achieve.

■ENCOURAGE SHARING OF GOALS. GIVE OUT "THANKS."

Later, on in the next set of groups we have, you will have the chance to work on these goals.

At that time we will deal with drugs and alcohol, safer sex, ways to protect yourself against reinfection, and how to protect other people.

These group meetings will take place in several months.

Exercise 7: What Is Next?
(20 minutes)

[The purposes of this exercise are to build self-esteem, to strengthen group cohesion, and to facilitate generalization of skills to the outside environment. Setting up between session goals and giving appreciation to each other are the processes employed.]

Today we worked on protecting yourself from re-infection with HIV.

In this session we explored ways to protect yourself, scripts that lead to re-infection, changes in scripts, how your view of yourself fits in, and goals.

It is critical for you to take what you learned in here and try it in your daily life.

I would like you to pick one small step that you agree to take between sessions.

Make it something related to what we did today: needle cleaning, identifying scripts, changing scripts, beliefs about the kind of person you are, and goals.

For example, you could agree to:

1. teach a friend how to clean a needle and syringe.
2. write out what your typical script is--a description of your most typical scene when you aren't protecting yourself.
3. figure out how to change one of your scripts.

When coming up with your target for between the sessions, remember that the goal should be realistic, clear, not too much or too little, and easy for you to tell if you did it.

■SHOW GOAL SETTING CHART

What step do you agree to take?

■GO AROUND THE ROOM AND ASK EACH PERSON WHAT HE OR SHE PLANS TO DO. DISTRIBUTE GOAL CARDS, COMPLETE GOAL SUMMARY SHEET FOR SESSION 8. SHOW GOAL

SETTING DISPLAY CHART.

Those are quite a list of good steps to take.

In the next session we will be working on Staying Calm.

We will meet 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 #8

GUIDELINES FOR CLEANING A NEEDLE AND SYRINGE

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2. BEFORE USING BLEACH,
 - A. WASH OUT THE NEEDLE AND SYRINGE BY FILLING THEM WITH CLEAN WATER. DRAW THE PLUNGER UP AS FAR AS IT WILL GO.
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TRIGGERS

PEOPLE

PLACES

MOODS & FEELINGS

SUBSTANCES