



UNIT NINE

Alcohol, Other Drugs, & Sexual Decision-Making

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Alcohol, Other Drugs, & Sexual Decision-Making Overview

(20 minutes)



Purpose

To provide peer educators with a general overview of the topics to be discussed in the unit



Materials Needed

- A copy of the *Alcohol, Other Drugs, & Sexual Decision-Making: Overview* handout for each peer educator



Directions

Step 1

Distribute copies of the handout, *Alcohol, Other Drugs, & Sexual Decision-Making: Overview* to each peer educator. Have students go around, reading aloud one paragraph at a time.

Step 2

Discuss the following questions.

1. What is your reaction to the 1 in 4 statistic? Do you think it is accurate? Why or why not?
2. Why is it so common to mix alcohol and sex? Drugs and sex? What drugs are prevalent among your peers?*
3. What are the benefits to making sexual decisions while sober? (*When sober, you are more likely to stick to your values, choose abstinence, know your partner, limit your number of partners, and use protection.*)
4. What qualities does a teenager need in order to avoid mixing alcohol and other drugs and sex? (*Self-confidence, self-control, good communication, strong values*)

***Note:** Throughout this unit, “other drugs” can refer to crystal meth, cocaine, inhalants, prescription drugs, ecstasy, and other substances that impair sexual decision-making. In the following activities and workshop, when referring to “other drugs”, be sure to specify the drugs your peer educators have identified as common among their peers. This helps provide students with concrete examples and helps make the messages more relevant.

Alcohol, Other Drugs, & Sexual Decision Making: Overview

According to a recent nationwide survey of high school students, approximately 1 in 4 report that they were under the influence of alcohol or other drugs the last time they had sexual intercourse. “Other drugs” can refer to crystal meth, cocaine, inhalants, prescription drugs, ecstasy, and other substances that impair sexual decision-making.

Using alcohol and other drugs has a significant impact on one’s ability to make good decisions in sexual situations. This impairment in decision-making occurs even when individuals under the influence *believe* they are thinking just fine.

Many young people are unaware that mixing sex with alcohol or other drugs puts them at risk in a number of ways. Being under the influence makes it more difficult to maintain the decision to be abstinent or, if sexually active, to use protection. This, in turn, puts a person at higher risk for STIs, HIV, or unintended pregnancy. It also increases the risk of miscommunication, and misunderstandings about sexual boundaries, which could lead to sexual assault. Studies show that sexual violence is more likely to occur when the perpetrator and/or victim are under the influence of alcohol. Finally, mixing alcohol and other drugs with sex may lead to embarrassment and regret.

Sex is a decision that is best made sober, so that both partners’ values and sexual limits are fully taken into account.

This unit will give students the opportunity to explore the relationship between using alcohol and other drugs and making decisions about sex. Students will examine how the media connects sexuality with alcohol and other drugs and learn important decision-making steps and refusal skills.

Objectives

By the end of this unit, you should be able to:

- Describe how the use of alcohol and other drugs affects sexual decision-making
- Identify five potential consequences of mixing alcohol and/or other drugs and sex
- Name the five questions to ask when making a decision
- Demonstrate the three refusal skills to resist peer pressure
- Recognize the unhealthy messages about making sexual decisions while under the influence as portrayed by the media

Take Home Messages

As peer educators, you will also be expected to make sure that workshop participants understand the following Take Home Messages:

- Being under the influence of alcohol and other drugs increases the likelihood of engaging in behaviors that put a person at risk for STIs, unintended pregnancy, and HIV infection.
- Having sex is a decision that is best made sober. When sober, a person is more likely to choose abstinence or use protection correctly and consistently if sexually active.
- It is important to set boundaries ahead of time, before getting into a potentially risky situation.

Introducing Message in the Music

(5 minutes)



Purpose

To help students critically analyze the messages in popular songs and how they promote risky behaviors under the influence of alcohol and/or other drugs



Materials Needed

- ☐ A copy of the *Message in the Music* handout for each peer educator



Directions

Step 1

As a class, brainstorm a list of songs that contain content related to alcohol or other drugs and sex. From the list, select the five most appropriate songs and divide the class into five small groups. Randomly assign each group a song from the list.

Step 2

Distribute a copy of the *Message in the Music* handout to each peer educator. For homework each group will listen to their song, print the lyrics, and use the guidelines and questions from their handout to prepare a 5 minute presentation for the class.



Note!

It's important that advisors assign songs that are appropriate. Songs must be the clean/edited version and printed lyrics free from explicit words.

Message in the Music

Directions

Step 1

As a group, download and listen to a clean/edited version your assigned song.

Step 2

Print lyrics and be sure to remove any explicit words before submitting it to your faculty advisors.

Step 3

Prepare a 5 minute presentation for the class using the following guidelines:

1. Identify specific lines in the song and describe the message they are promoting about mixing alcohol or other drugs and sex.
2. Name the consequences that could happen to anyone involved in the situation described in the song.
3. Rewrite a portion of the lyrics to promote a positive message.
4. Write down your group's response to the following questions:
 - If you heard this song before, what did you think it was saying?
 - In what ways has that impression changed since this discussion?

Step 4: In Class

1. Present your song and lyrics to the class.
2. Ask the two questions from #4 (*above*) to the class.
3. Share your group's answers to those same questions after the class has shared their responses.

Quick Facts

(20 minutes)



Purpose

To obtain a greater understanding of the relationship between alcohol, other drugs, and sexual decision-making



Materials Needed

- A copy of the *Quick Facts Quiz* for each peer educator
- A copy of the *Quick Facts Quiz Answer Sheet* for each peer educator



Directions

Step 1

Instruct participants to find a partner. Distribute the *Quick Facts Quiz* to each peer educator and tell pairs that they will have 8 minutes to discuss and complete the quiz together.

Step 2

Hand out the *Quick Facts Answer Sheet* and give the pair 5-8 more minutes to “score” their quiz, read the rationales and discuss any items they got incorrect.

Step 3

As a large group, discuss the following questions.

1. Which of these answers most surprised you?
2. What did you learn from taking this quiz?

Quick Facts Quiz

Test Your Knowledge

- T** **F** 1. Teens who use alcohol and other drugs are more likely to have sex.
- T** **F** 2. The most commonly used date rape drug is alcohol.
- T** **F** 3. When people are drinking or using drugs, they are not as able to evaluate risky situations.
- T** **F** 4. When people are drinking, they are less likely to become sexually aggressive.
- T** **F** 5. As more alcohol and/or other drugs are consumed, physical arousal increases.
- T** **F** 6. 40% of all sexual assaults occur under the influence of alcohol.
- T** **F** 7. More than half of all cases of STIs are transmitted when partners are under the influence of alcohol or other drugs.
- T** **F** 8. Among teens who have sex, 25% used alcohol or other drugs the last time they had sexual intercourse.
- T** **F** 9. One out of ten first sexual experiences occur under the influence of alcohol.
- T** **F** 10. Teens who use alcohol are more likely than teens who use other drugs to have more sexual partners.

Quick Facts Quiz: Answer Sheet

- TRUE** 1. **Teens who use alcohol and other drugs are more likely to have sex³.**
Of those teens who have had sexual intercourse, they are also more likely to have used alcohol or other drugs when compared to those teens who have not had sexual intercourse.
- TRUE** 2. **The most commonly used date rape drug is alcohol³.**
Alcohol, as opposed to any other drug, is the most common substance used in cases of sexual assault.
- TRUE** 3. **When people are drinking or using drugs, they are not as able to evaluate risky situations².**
Since alcohol and other drugs interferes with information processing, people are less able to evaluate social situations for risk factors like a partner's aggressive body language, sexual touching, or manipulation.
- FALSE** 4. **When people are drinking, they are less likely to become sexually aggressive³.**
While under the influence of alcohol, people are more prone to misinterpreting sexual cues and clues from a partner's body language. Alcohol also encourages the expression of sexual aggression.
- FALSE** 5. **As more alcohol and/or other drugs are consumed, physical arousal increases³.**
The more alcohol and/or other drugs are consumed, the less the body is able to respond sexually, including, for males, achieving and maintaining an erection.
- TRUE** 6. **40% of all sexual assaults occur under the influence of alcohol³.**
Nearly half of all sexual assaults involve alcohol—either for the victim or the perpetrator. When women are less able to evaluate sexual risk, and men are more sexually aggressive, this sets the stage for sexual assault. Sexual assault is not the victim's fault; rather these conditions increase the risk for assault to occur.
- TRUE** 7. **More than half of all cases of STIs are transmitted when partners are under the influence of alcohol or other drugs³.**
60% of all STIs are transmitted when the partners are under the influence. When people are drinking they are more likely to engage in risky sexual behaviors, including having sex with someone who they have just met or having more than one partner. Also, the correct use of condoms is reduced when people are drinking.
- TRUE** 8. **Among teens who have sex, 25% used alcohol or other drugs the last time they had sexual intercourse³.**
Many teens are uncomfortable about making sexual decisions and use alcohol and/or drugs to decrease their nervousness.

- FALSE** 9. **One out of ten first sexual experiences occur under the influence of alcohol¹.**
*About **four out of five** first sexual experiences involve alcohol. Similar to the reasons discussed above, many first sexual experiences are unplanned and the use of alcohol increases the chances of this occurring.*
- FALSE** 10. **Teens who use alcohol are more likely than teens who use other drugs to have more sexual partners³.**
Teens who use alcohol are twice as likely and teens who use other drugs are three times more likely than nonusing teens to have sexual intercourse with four or more people.

1. Centers for Disease Control. 1999. Alcohol and Sex: A Prescription for Poor Decision-Making. Human Relations Media Youth Behavior Risk Survey.
2. The Henry J. Kaiser Family Foundation. 2002, February. Substance use and sexual health among teens and young adults in the U.S. Retrieved from <http://www.kff.org/youthhivstds/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=14905>.
3. The National Center of Addiction and Substance Abuse (CASA) at Columbia University. 1999. Dangerous liaisons: Substance abuse and sex. New York, The National Center on Addiction and Substance Abuse (CASA) at Columbia University.

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Presenting Message in the Music

(20 minutes)



Purpose

To help students critically analyze the messages in popular songs and how they promote risky behaviors under the influence of alcohol and/or other drugs



Materials Needed

- A copy of all edited song lyrics for each peer educator



Directions

Step 1

Refer back to the homework assignment given in the *Introducing Message in the Music* activity earlier in this unit. Have peer educator groups conduct their 5 minute presentations on their assigned song following the guidelines on the handout.

Step 2

After all groups have presented, discuss the following questions.

1. Why should we care if a song gives a dangerous or destructive message?
2. Respond to this statement: By buying and/or listening to songs with these messages a person is supporting the message in the music.
3. What are you willing to commit to doing as a result of what you've learned from this activity?

The Text From Last Night

(45 minutes)



Purpose

To highlight consequences of electronic communication while under the influence



Materials Needed

- 3 sheets of newsprint that read:
 1. What is the problem? What are potential consequences?
 2. What would you do if you **received** this message? What would you do if you realized you **sent** this message?
 3. How can this be avoided? What advice would you give others to help avoid this situation?



Directions

Step 1

Explain to students that you are going to continue to explore how alcohol and other drugs have an influence on sexual decision-making. Post the 3 sheets of newsprint in different locations around the room. Divide peer educators into three groups, sending one group to each sheet. Have one person in each group be the recorder and write the group's responses and another person in each group be the reporter.

Step 2

Read Scenario A out loud.

Scenario A

Taylor is drinking at a party with some friends. They go on Facebook to look at pictures of Joe, who had been at the party earlier. Taylor thinks Joe's hot, but they've never talked because he is so popular. Taylor is usually shy, but is wasted enough tonight to Facebook message Joe:

"You looked so good at the party. Come back and hook up with me."

Step 3

Give each group 5 minutes to respond to the questions on their newsprint. Starting with the group at poster #1, have each group report out on their responses.

Step 4

Have each group rotate to their right so they are now at a different newsprint. Read Scenario B aloud.

Scenario B

Erica is staying over at a friend's house where they have been drinking and smoking weed. She and Nick have been texting each other for most of the night. She tells him she's about to go to bed and he asks her to send a naked picture of herself first. She goes into the bathroom, takes off her shirt, and sends him a photo with the caption:

"You know you want this."

Step 5

Give each group 5 minutes to respond to the questions on their newsprint. Starting with the group at poster #1, have each group report out on their responses.

Step 6

Have each group rotate to their right so they are now at a different newsprint. Read Scenario C aloud.

Scenario C

Brent and Natasha are hanging out with Peter and Shannon. They all have been drinking and are acting really crazy. Brent and Natasha go downstairs to get high. Peter and Shannon start hooking up. They don't notice when Brent and Natasha return, but Brent pulls out his cell phone, takes a video of them together, and posts it on Facebook.

Step 7

Give each group 5 minutes to respond to the questions on their newsprint. Starting with the group at poster #1, have each group report out on their responses.

Step 8

Have students sit down and discuss the following questions.

1. How common do you think these scenarios are among your peers?
2. Do teens think this is a problem? Why or why not?
3. Look at the list of potential consequences. What are your reactions? Which consequences are of most concern to you?
4. What is the common factor in each of these scenarios that contributed to the behavior?
(Alcohol and other drug use)
5. What can you do as peer educators to help your peers understand the risks involved with sending sexual messages while under the influence?

What Do You Have to Lose?

(20 minutes)



Purpose

To help students identify the reasons why teens drink and use other drugs and to highlight the consequences of those actions



Materials Needed

☐ Three pieces of newsprint with the following questions written on each:

- *Why Do Teens Drink/Use Drugs?*
- *What Do You Have to Lose by Drinking/Using Drugs?*
- *What Do You Have to Lose by NOT Drinking/Using Drugs?*



Directions

Step 1

Post the piece of newsprint that says *Why Do Teens Drink/Use Drugs?*. Ask students to brainstorm reasons why teens drink or use other drugs. (See sample list below.)

Why Do Teens Drink/Use Drugs?

- Bored
- Curious
- Peer pressure
- Fun
- To loosen up
- To rebel
- Like the way it tastes
- Like the way it feels
- Problems at home and/or school
- Feel upset, want to escape
- To decrease stress
- To fit in
- To feel like an adult
- To decrease nervousness in a situation

Step 2

Discuss the following questions.

1. Who or what has the biggest influence on a teen's decision to drink or use drugs?
2. In what ways do teens pressure each other to use alcohol or other drugs? What could someone say to overcome this pressure?
3. Where do you think teens learn about using alcohol as a way to escape? What are some examples of more productive ways of dealing with problems?
4. Why do teens often drink or use other drugs in sexual situations? What makes this dangerous?

Close the discussion by asking student to share what they notice about the reasons listed.
(*There are a lot of unhealthy reasons why teens drink or use drugs*)

Step 3

Post the piece of newsprint that says *What Do You Have to Lose by Drinking/Using Drugs*. Ask students to brainstorm a list of things someone could lose if they drink or use drugs. (*See sample list below.*)

What Do You Have to Lose by Drinking/Using Drugs?

- Self respect
- Respect of others
- Your good reputation
- Virginity
- Driver's license if convicted of DUI
- Freedom because of jail time or community service
- Your health due to injury (fighting, driving, or riding with driver under the influence)
- Your life due to alcohol poisoning/overdose or accident
- Trust of your parents
- Privileges
- Your boyfriend or girlfriend due to doing something sexual with someone else
- Your health due to pregnancy, STIs, or HIV
- Your choice of whether or not you want to have sex

Step 4

Ask students to elaborate on the reasons listed. Discuss the following questions.

1. How important are the items on this list to you?
2. How do they compare to the other list? For example, how does maintaining your self respect compare to the desire to “fit in”?
3. How easy or difficult would it be to gain these items back?
4. How could using alcohol and/or other drugs lead to a situation involving sexual assault?
(*Decreasing inhibitions may lead to sexual behavior that is not consensual. For the perpetrator: it might make him or her more aggressive or more likely to misread cues. For the victim: might make him or her unable to consent or be clear about what he or she wants.*)

Close the discussion by asking students to share what they notice about the list. (*There is a lot to lose by drinking or using drugs*)

Step 5

Remind students that one of the biggest reasons teens drink and use drugs is because they think they will lose too much if they don't, such as not fitting in. Post the sheet of newsprint labeled *What Do You Have to Lose by NOT Drinking/Using Drugs?*. Ask students to brainstorm a list of things someone could lose if they **do not** drink or use drugs. (*See the sample list below.*)

What Do You Have to Lose by NOT Drinking/Using Drugs?

- Invitations to parties or to hang out with friends
- Reputation for being “fun,” “cool,” etc.
- Having “fun”

Discuss the following questions.

1. What makes someone “fun” or “cool”? How does alcohol and/or drug use play into that definition? Think of someone you know who doesn't drink or use drugs. What makes them “fun” or “cool”?
2. What do you notice about this list overall? (*There really isn't that much to lose if you do not drink or use drugs*)

Step 6

Discuss the following questions.

1. What was the value of doing this activity?
2. What message do we want to promote as Teen PEP peer educators? (*There's a lot to lose by using alcohol and other drugs. Know your values and stay sober so you can make healthy decisions.*)
3. What does a couple have to gain by making sexual decisions sober? (*Good communication, equal decision-making, sticking to values, deciding not have sex or using protection if sexually active, avoiding regret*)

Think it Through

(25 minutes)



Purpose

To help students understand how alcohol and other drugs have an impact on sexual decision-making



Materials Needed

- 2 sets of *Decision-Making* cards



Directions

Step 1

Ask peer educators to brainstorm answers to the following question.

1. When you are making a decision to go somewhere or do something, what things do you think about? (*How will I get there, who will be there, will I get in trouble*)

Step 2

Place one set of the 3 *Decision-Making* cards in order in the middle of the circle and read the 3 things that a person should ask themselves when making a decision.

Step 3

Read the scenario below out loud to students.

Alex and Taylor have been flirting with each other for the past few weeks. On Friday, Alex is home alone and invites Taylor over to hang out. They watch a movie and begin kissing. Alex starts to pull away when things start going a little too far. Taylor pulls out some alcohol and asks Alex to have a drink to loosen up. Alex never drinks, but doesn't want Taylor to be offended, so takes one sip. They continue talking and drinking. Taylor starts kissing Alex again soon they are laying down on the couch.

Step 4

Discuss the scenario above using the following questions.

1. Why is it important to think about all the issues you're faced with before making a decision? (*Trying to make a decision when faced with multiple issues can be overwhelming. By separating the issues, you can feel more confident in your ability to make decisions for each.*)
2. What are the two issues in this scenario? (*Alex likes Taylor, but is uncomfortable being so physical and Alex doesn't want to drink but feels pressure to do so*)

Step 5

Divide peer educators into two groups, with one advisor in each group. Group 1 will concentrate on the issue dealing with Alex's decision to drink, and Group 2 will concentrate on the issue surrounding Alex's decision whether or not to have sex with Taylor.

Once groups have moved into individual circles, use the following cards and questions to facilitate a conversation about the 3 steps to decision-making surrounding the group's assigned issue.

Step 1:**Choices**

1. What are Alex's choices? (*Be clear about boundaries, drink, not drink, just make out with Taylor and do nothing more, stop making out with Taylor and do something else, have sex*)

Step 2:**Consequences**

2. What are the pros and cons of each decision? (**Pros:** Alex won't do something regrettable; making a decision together could make the relationship stronger; won't get in trouble for drinking. **Cons:** Drink too much and go further than Alex wants to; STIs/pregnancy if there is unprotected sex; Alex might do something outside of personal values and might regret the decision; if Alex doesn't drink or hook up with Taylor, they might break up) **should we break these up by issue??**

**Step 3:
Decision**

3. What do you think Alex should do?
4. How will Alex know if the right decision was made? (*If some of the negative consequences described in question 3 were avoided, such as regret, STI, pregnancy, bad reputation*)

Step 6

In large group, each small group should briefly report out what they considered in the decision-making process for their issue. Then, discuss the following questions.

1. Why is it important to go through all three steps of decision-making? *(In order to make a thoughtful decision it is necessary to know exactly what the decision is about, know your options, and weigh pros and cons)*
2. Why is it important to reflect after you've made a decision? *(In order to learn from your decisions, it is important to think about how you made the decision, what decision you made, and how it went. From there, you can determine for yourself if the decision worked well or didn't work well, and can use that to help you make decisions in the future.)*
3. Why is it common for teens to use alcohol and other drugs at times when they know they will need to make sexual decisions? *(Many people are uncomfortable in sexual situations and use substances so they will feel less nervous. The substances then impair their decision-making ability and they may end up with consequences like pregnancy, STIs, or embarrassment.)*
4. How does using alcohol or other drugs have an impact on decision-making? *(Substances slow down brain function so that it is harder to think clearly. They can also decrease a person's inhibitions so that he or she might make a decision while under the influence that would not be made when sober. A person is less likely to think about all the choices or consequences to making a bad decision if under the influence.)*
5. How can we use these decision-making skills in other situations that are addressed in Teen PEP?

Note: It may be helpful to offer the acronym "CCD" in order to help students remember the three vital decision-making steps.

Decision-Making Cards

(Print and cut out)

1. Choices

2. Consequences

3. Decision

Just Say No

(20 minutes)



Purpose

To review and refusal skills in situations involving alcohol and other drugs



Materials Needed

- 1 set of *Role Play Scenarios*



Directions

Step 1

Place the **REFUSAL** sign in the middle of the circle and discuss the following discussion questions:

1. What does it mean to refuse? (*To say “no” or get out of a situation*)
2. Why is it so difficult for some people to refuse alcohol and other drugs? (*Afraid of being perceived as “not cool,” afraid of losing friends; want to fit in*)
3. Why is it important to learn how to refuse in these situations? (*Being true to yourself and your values, keep yourself out of dangerous situations*)

Step 2

Place the **Refusal Skills** signs in the center of the circle under the **REFUSAL** sign. Have students read each skill aloud.

1. Say “No”

- Repeat it if necessary
- Don’t give excuses
- You may give a reason if you want to

2. Take the Offensive

- State how the person’s pressure makes you feel
- Ask why the person continues to pressure you after you have said “NO”

3. Get Out of It

- Walk away
- Make an excuse if you are in danger

Step 3

Remind students that in order to be taken seriously it is important to “look” a certain way when using these skills. Discuss the following question.

1. How should someone look and act when they are saying “no?” (*Make eye contact, stand firm, use serious tone of voice*)

Step 4

Divide the group into pairs, and have partners sit facing each other. Give one person in each pair a piece of paper with a *Role Play Scenario*. Leave the *Refusal Skills* steps in the circle so participants can refer to them.

Step 5

One student in each pair will apply pressure using the scenario. The other person will use all three *Refusal Skills* to say “no” to the behavior. After a few minutes, ask partners to switch roles using the same scenario. The other person will use the three *Refusal Skills* to say “no” to the behavior.

Step 6

Ask pairs to volunteer to perform their scenarios for the group. Students must demonstrate all three refusal skills. If they do not demonstrate all three, they must do it over until all three skills are used.

Role Play Scenarios



Directions

On this page are sample refusal scenarios for use with each pair. If these scenarios do not reflect realistic situations in your community, advisors can create new ones that will be more relevant.

John is with a small group of friends watching a movie. Steve starts smoking weed and passes it around. John knows it's something he doesn't want to do, but Steve keeps pressuring him.

Brianna and Evan have been hanging out together all night at a party. Evan wants to go somewhere more private and tells Brianna to come for a ride. She thinks he had too much to drink and refuses to get in the car.

Jordan's friends have been drinking at a party. They start to pressure him to hook up with Raquel, a girl he likes. Raquel is very drunk and keeps asking Jordan to come over and talk to her. Jordan is not interested in hooking up with someone who has been drinking and tells his friends to back off.

Alison and her friends are getting ready to go to a party. While everyone is getting ready, Sam suggests that they take some of her mom's prescription medicine so they can "really have a good time." Alison thinks it's a bad idea.

Gabe meets Lisa at a party. They start dancing with each other and are having a really good time. They start kissing and want to go upstairs to be alone. Lisa suggests they take a couple of shots to loosen up first. Gabe doesn't want to do this.

School-Wide Campaign Check-In

(5 minutes)



Purpose

To ensure peer educators responsible for implementing a school-wide campaign following this unit's corresponding workshop are on track



Materials Needed

- A copy of the *School-Wide Campaign Check-In* handout for each peer educator in the group assigned to this topic



Directions

Step 1

Upon completion of the unit, distribute copies of the *School-Wide Campaign Check-In* handout to each peer educator in the group responsible for this unit's topic. Students should start formulating ideas for their campaign as you begin preparing for the workshop. Review the *School-Wide Campaign Guidelines* handout the peer educators received in *Unit One* to ensure they are on task. Remind students that they will need to submit ideas to you for approval. As advisors, be sure to get the proper approvals from the school or community before students implement their campaign ideas.

School-Wide Campaign Check-In

Workshop Topic: Alcohol, Other Drugs, & Sexual Decision-Making

Group Members:

Structures:

- 1.
- 2.
- 3.

Plan for each structure: (Include frequency)