

# *Way Safe!*

*Mapping Your Way to a Healthy Future*



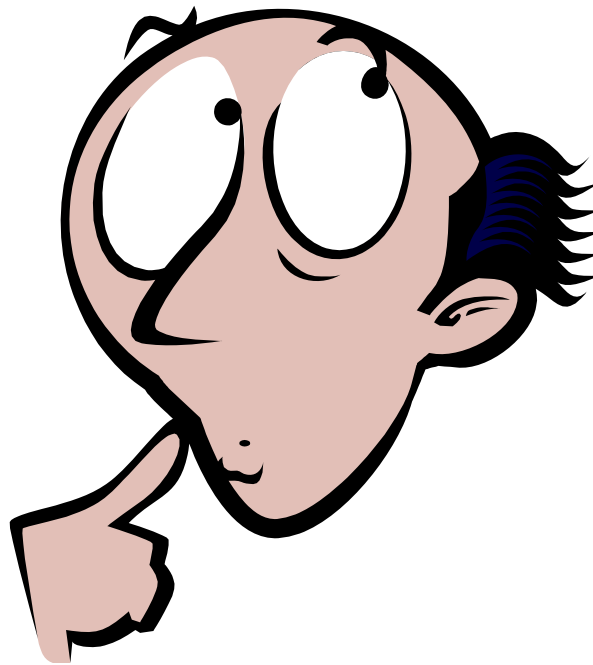
## *Participant Workbook* *Workbook 4*

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# Workbook 4

## *The Should/Want Problem*



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# Introduction

## What is the “should/want” problem?

The “should/want” problem is a way of explaining the pull that we sometimes feel inside ourselves. It’s the fight between what we want to do versus what we think we should do.

For example, blowing money by gambling versus saving money to pay the rent. We may want to have fun gambling, but we know we should save the money so we have place to live. It can be something simpler, too. Lighting up a cigarette, when we know we should quit smoking to avoid lung cancer.

The “should/want” problem is something that all human beings share. It’s not just a problem for young people, old, people, addicted people. It is a part of life and something all people deal with at one time or another.

## Kid’s Stories

History is full of stories about the “should/want” problem. If you think about it, you could come up with a good list of movies where the main characters are struggling with what they want versus what they ought to do.

You’ve also seen it in real life. Maybe you’ve watched a friend or family member knows they should lose weight, but they give in to the “want” of eating ice cream or extra cheese cake. Maybe you’re aware of times in your own life when the “want” won over the “should” or maybe when the “should do” won over the “want to do.”

In a sense, maturity is getting to a point in life when we give careful thought to the “shoulds” in life and don’t rush so fast into the “wants.”

Here’s a story you may remember from when you were younger. You may have read it or seen the cartoon version of it. The story does a good job of getting to the root of the “should/want” conflict. It’s the Aesop’s Fable called The Ant and the Grasshopper:

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### *The Ant and the Grasshopper*



In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content.

An Ant passed by, struggling to carry an ear of corn to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of working so darn hard?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "we have got plenty of food at present." "Let's have fun."

But the Ant went on its way and continued its work.

When the winter came the Grasshopper had no food and found itself dying of hunger.

And it saw the ants eating corn and grain every day from the stores they had collected in the summer.

Then the Grasshopper knew, too late.

The moral of the story: It is best to prepare for the days of necessity.

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### Emotions and Thoughts

Our “wants” are associated with impulse and emotions while our “shoulds” are linked to thought and common sense. The “want” part does not always look out after our best interests. The “should” part is usually trying to cover our backs, if we would only listen.

The “want” part only thinks of the short-term, here and now. The “should” part thinks of the long-term, the future. “Hot-headed” versus “cool headed” might be another way to think about it.

### Practice:

Mapping is a good way to look at the “should/want” problem. For purposes of the group, the maps will focus on how “should” and “wants” figure into taking risks with things that matter – like relapse, avoiding HIV and HepC, and working on plans to stay clean

*Complete the guide maps included in this workbook. Think about the questions and be honest with your thoughts.*

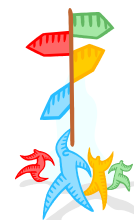
*Bring your completed maps to group for discussion.*

*Use the free mapping worksheet to create a map to show to the rest of your group.*

*This free map should help explain:*

*How does the “want” urge get in the way of practicing safer sex?*

*How do “should” thoughts help people become smarter about risks?*

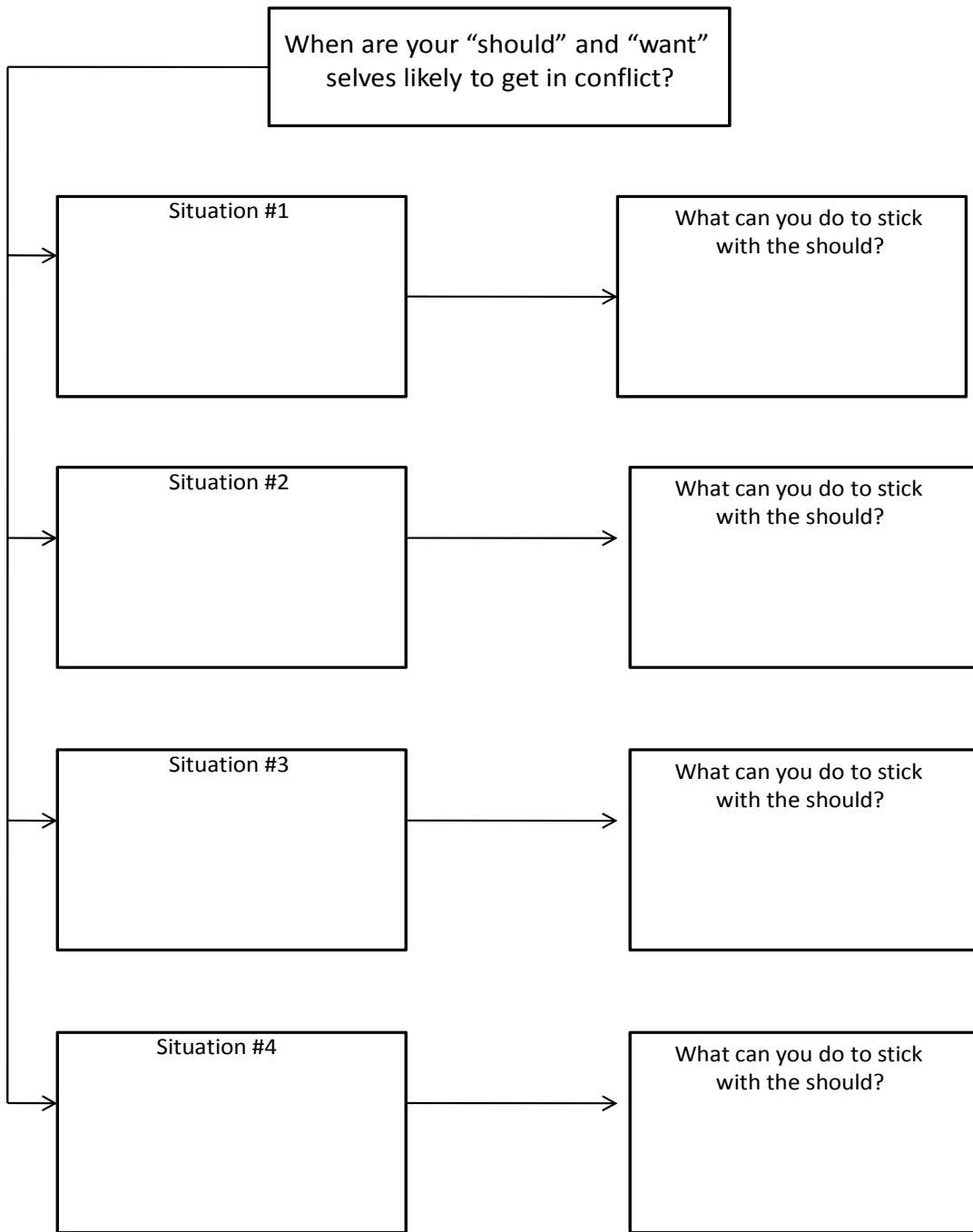


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## Know Thy Selves Map

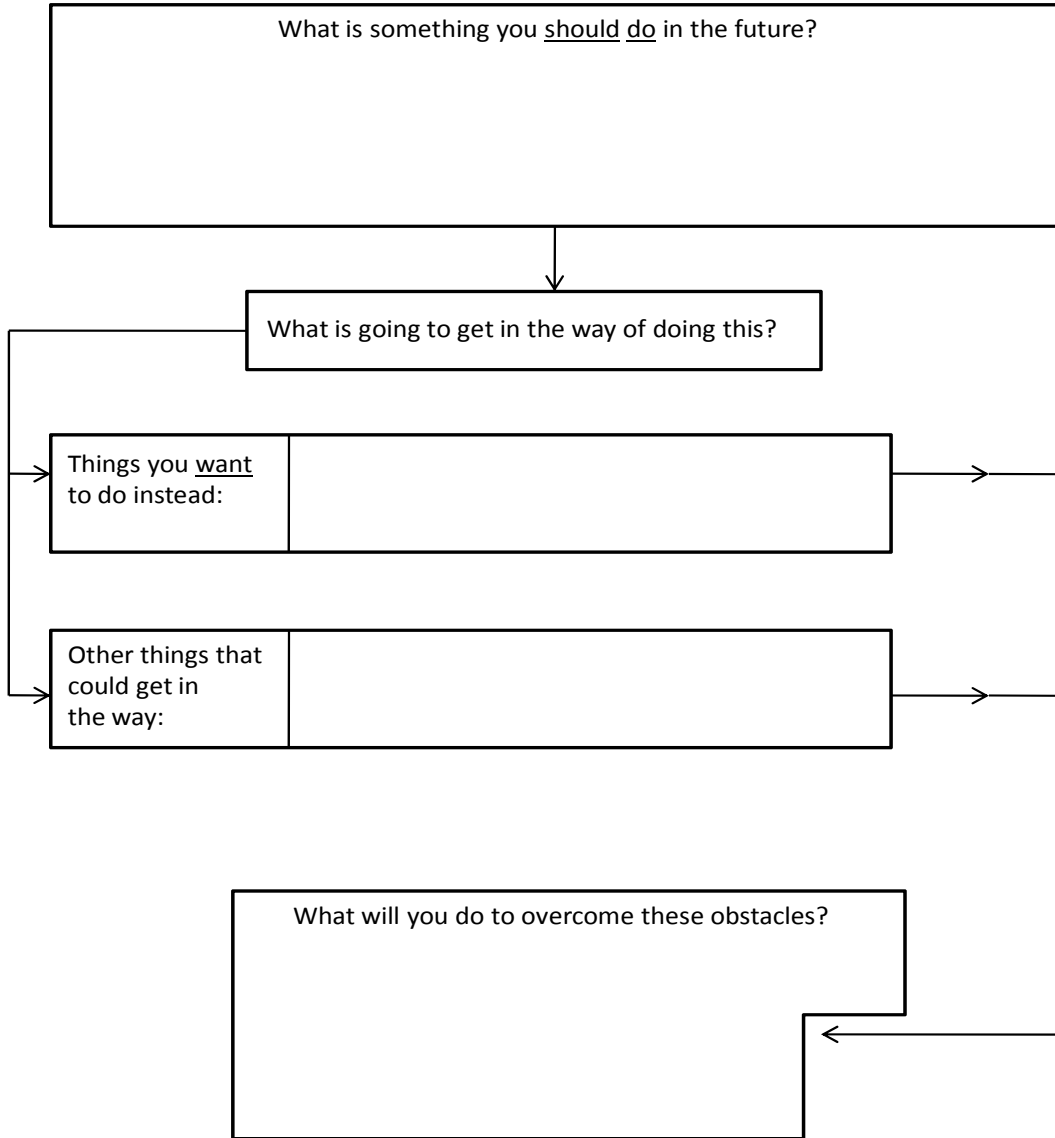


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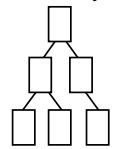
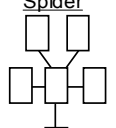
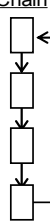
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## Realistic Planner Map



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TCU Node-Link Mapping	FREESTYLE MAPPING SHEET	WEBSITE: <a href="http://ibr.tcu.edu">ibr.tcu.edu</a>
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<p><b>LINK TYPES</b></p> <p><b>Action</b></p> <p>Leads to L →→→→</p> <p>Next N →→→→</p> <p>Influences I →→→→</p> <hr/> <p><b>Description</b></p> <p>Part P _____</p> <p>Type T _____</p> <p>Characteristics C _____</p> <hr/> <p><b>Elaboration</b></p> <p>Example E -----</p> <p>Comment Co -----</p> <p>Analogy An -----</p> <hr/> <p style="text-align: center;">PERSONAL</p>	<p style="text-align: right;"><b>STRUCTURE TYPES</b></p> <p style="text-align: center;"><u>Hierarchy</u></p>  <p style="text-align: center;"><u>Spider</u></p>  <p style="text-align: center;"><u>Chain</u></p>  <hr/> <p style="text-align: center;">PERSONAL</p> <hr/> <p style="text-align: center;">HINTS</p> <ul style="list-style-type: none"> <li>• Draw pictures in nodes</li> <li>• Use colors and highlighters</li> <li>• Make mini-maps</li> <li>• Put numbers in nodes to make continuation maps</li> <li>• Use "Thought Team" quotes, etc., to aid mapping</li> </ul>								
<p style="text-align: center;">IDENTIFICATION INFORMATION</p>	<p><b>NODE TYPES</b></p>	GENERAL						PERSONAL	COMMENTS ABOUT MAP
		GENERAL PURPOSE	POSITIVE ITEM	AGITATING ITEM	DEPRESSING ITEM	ACTION ITEM	DECISION ITEMS		
		