

RESOURCE PACK

WORKING WITH YOUNG PEOPLE ON
SEXUAL HEALTH
AND
HIV/AIDS



ACKNOWLEDGEMENTS

This resource pack was revised and updated by Christopher Castle (AHRTAG), Ana Filgueiras (Hand-in-Hand Network) and Siân Long (AHRTAG), based on an earlier version published in 1993 compiled and edited by Christopher Castle and Ana Filgueiras and researched by Aubrey Maasdorp. Designs adapted and updated by Ingrid Emsden, AHRTAG's Design and Production Officer, based on original artwork produced by Claudio Mesquita, 4 Mãos, Brazil.

AHRTAG and the Hand-in-Hand Network would like to thank the following individuals and organisations for their support in compiling this resource pack:

Advocates for Youth (USA), AIDS Counselling and Education Trust (Uganda), Anti-AIDS Project (Zambia), Bay Positives (USA), Centre for Health Education Training and Nutritional Awareness (India), Commonwealth Youth Programme (UK), Consortium for Street Children (UK), ENDA-Santé (Senegal), European Forum on AIDS and Mobility (The Netherlands), Global Dialogues Trust (Senegal/UK), International Community of Women living with HIV and AIDS (UK), International Federation of Red Cross and Red Crescent Societies (Switzerland), International Lesbian and Gay Youth Organisation (Belgium), International Planned Parenthood Federation (UK), Kenya AIDS NGOs Consortium, kuleana (Tanzania), Lentera (Indonesia), Manuel Sepulveda (Chile), Nancy Fee (UK), South Pacific Commission (New Caledonia), Southern African Network of AIDS Service Organisations (Zimbabwe), UNAIDS, UNICEF, World Association of Girl Guides and Girl Scouts (UK), and the World Health Organization's Adolescent Health Programme.

Field reviews of this publication with youth workers and groups of young people were facilitated by Lucy Ng'ang'a, Kenya AIDS NGOs Consortium (KANCo).

Publication and distribution of this resource pack has been possible thanks to the financial support of the World Health Organization, World Bank and States of Jersey. An adapted Portuguese language edition of this publication is under development and expected in 1997, funded by the Swedish International Development Authority.

Support for AHRTAG's AIDS Information Services is provided by the Ministry of Foreign Affairs of Finland, Department for Development Co-operation, and HIVOS (The Netherlands).

Working with young people on sexual health and HIV/AIDS

Published by Appropriate Health Resources and Technologies Action Group (AHRTAG), Farringdon Point, 29-35 Farringdon Road, London EC1M 3JB, UK, and the Hand-in-Hand Network.

© AHRTAG and the Hand-in-Hand Network 1996

Any part of this publication may be reproduced without permission for educational and non-profit uses if the source is acknowledged.

Cover artwork by Christopher Winter

Printed by Russell Press

ISBN 0 907320 32 5

CONTENTS

Introduction	3
Health for us all	5
Different people, different needs	7
Selecting and adapting resources	11
Resources	15
Training manuals	17
Books	21
Teaching tools and games	22
Comics	24
Videos	25
Newsletters	28
Resource lists and directories	29
Samples	31
Organisations and suppliers	55
Index	61
Evaluation form	63

INTRODUCTION

This pack contains a list of materials and games, activities and ideas on sexual health, including the human immunodeficiency virus (HIV). It is designed for youth workers and educators. It lists resources and contacts that can help youth workers and educators network with each other and discuss sexual health and HIV with young people, as well as share experience with others working in the same areas.

The aim is to:

- offer ideas on how to include activities on sexual health and HIV in existing youth programmes to help young men and women make healthier and safer choices
- share information about existing materials and how to obtain them
- suggest ways of changing and adapting these resources
- provide examples of games and activities that can be adapted and used.

No activity on its own can provide all the answers to working with young people on sexual health or HIV prevention. Young people's reproductive and sexual health programmes need to:

- involve young people in planning programmes
- provide accurate information on sex, reproduction and where to find information and support
- allow opportunities to explore feelings and enable young people to develop skills to make decisions, communicate them to others and stand by their decisions when under pressure from other people
- promote access to appropriate services for young people to be able to act on these decisions
- promote a supportive environment from peers and other people in the community to enable young people to make healthier choices.

The samples selected (see *Samples* section page 31) are intended to encourage young people to participate rather than to simply listen. Information on the 'facts of life' and HIV prevention are not enough. Young people need to be able to explore ideas for themselves, develop solutions that are appropriate to their needs and practice skills they will need to put this knowledge into action.

These resources discuss topics including:

- accurate information on HIV, sexually transmitted diseases (STDs) and sexual and reproductive health
- how to avoid unwanted sex, unwanted pregnancy and STDs, including HIV
- how to have healthy sexual relationships which are free from any sort of pressure or violence
- developing confidence to deal with emerging sexual feelings and situations
- identifying services that enable young people to act on this information, such as access to affordable condoms, health services, education and leisure opportunities.

Most of the resources listed are designed for use with young people aged twelve years and upwards. We have also included some materials aimed at younger children or that can be easily adapted for use with younger children.



HEALTH FOR US ALL

Many young people do not feel that health is their priority. They may have more urgent concerns such as looking for work or finding their next meal, safe shelter, food, clothing or protection against violence. Many programmes working with young people do not discuss health issues, especially sexual and reproductive health.

Yet what happens if a young man you work with asks you about an STD infection? Or a young woman becomes pregnant and doesn't feel able to cope with having a baby? How will your project cope with the costs of care and treatment for young sick people, if you are providing shelter to street children for example? What happens if adequate health services are not available in your area or young people do not use them because they feel that health workers are unfriendly?

Promoting reproductive and sexual health should be an integral part of working with young men and women. Young people often have limited information about sexual and reproductive health yet during adolescence they experience great and rapid changes in their bodies, in their concerns, relationships and roles in society. They want to try new experiences and take risks, but also to experience safe and healthy sexual development and to know how to protect themselves from HIV, other STDs and unwanted pregnancy.

It can be difficult to begin working with young people on health issues, especially sexuality and sexual and reproductive health, if you have not yet done so. You may feel that it is more than you and your project can handle. But including sexual health as a regular part of work with young people does not need a special project or mean taking on new workers.

The games and activities in this pack can easily be included along with existing activities and can be fun to use. They may even provide an opportunity to expand your understanding of the issues faced by young people and to develop closer relationships with them.

Sexual health, sexuality and HIV

Sexual health includes:

- feeling good about ourselves and our bodies and being able to express ourselves in the way that we choose
- knowing how our bodies work
- being able to have safer sex that is pleasurable, free from guilt and safe from unwanted pregnancy, disease and abuse of power
- having enjoyable friendships with both men and women
- being able to discuss concerns about health and sexuality with a knowledgeable person
- being able to have sex without fear of sexual harassment, verbal abuse and rape
- feeling able to challenge common beliefs about how women and men should behave with each other, such as the expectation that men should take the initiative and that women be sexually passive, or that boys should hide what they feel.



Our sexuality includes how we feel about ourselves and our bodies, as well as our self-esteem, feelings about being a man or woman and how we relate physically and emotionally with both men and women. People's expression of their sexuality is greatly influenced by their culture and religion.

Being prepared

Working on sexual health can be difficult. It is often hard for us to deal personally with issues of sex and sexuality and to raise these issues with young men and women.

Some youth workers and educators are worried that discussing sex and sexuality might encourage young men and women to become sexually active. In fact, research has shown that in most cases the opposite is true. When provided with an opportunity to learn about sex and to discuss it openly, both young men and women tend to become sexually active later than others who do not have the same access to information.

It is important to make sure that you and your co-workers are confident with the topic of sexual health, HIV and STD prevention before beginning to discuss it with others. You may have strong feelings about issues such as adolescent sexuality, gender roles, contraception, abortion or homosexuality. However, you need to be confident that you can discuss these issues in a supportive and non-judgemental way and feel able to provide information and services appropriate to young men's and women's needs or to know where they can get such information and services. This includes working with health and other services where necessary, for example organising family planning clinics that take young people's needs into account.

What do we want?

Young people will have their own views on what they feel they need. Often young people prefer to learn about sex and sexual development from their peers and may not have raised the issue with adults before. The young men or women involved in the project need to be involved as equal partners in deciding what kinds of activities they enjoy and what kind of support and information they need.

Be clear before you start that you are willing to meet the needs of young people as they define them. For example, are you willing to advocate for these young people with agencies such as the police, and with health and social care services?

Ask the young men and women that you will be working with these questions:

- What do they feel they need in terms of information, skills and access to services, and what risks are they facing now?
- Where do they seek information, advice and support? Are there sources of sympathetic counselling, STD treatment and condom supply?
- What kinds of activities do they enjoy? How could these provide opportunities for learning?
- Do they want to be involved in planning the activities? What training would they like to be able to do this?

If adults want to work with young people they must have faith in us, and support us in developing our own activities. This may feel like a risk, but it is a risk worth taking. You will be amazed at how much we know, and at our energy and commitment.

Youth peer educator, Botswana



DIFFERENT PEOPLE, DIFFERENT NEEDS

All young people need accurate information and appropriate services, but many are unlikely to be reached through school-based or general youth projects.



WORKING IN SCHOOLS

Formal education can be an opportunity to involve young people in sexual health education, whether in primary or secondary schools, training or vocational centres or colleges.

Sexual and reproductive health and HIV prevention programmes are often more effective when they are integrated into the curriculum rather than providing special sessions (see resources 14, 17 and 33, for example). It is important to negotiate with parents and the school authorities before beginning the lessons. In one programme in Swaziland the parents resisted sex education lessons in schools until the young people themselves talked about the sex education programme to their parents who then decided they wanted to learn about HIV as well.

Before starting to teach about sexual health teachers need to feel confident about the programme's content and about using participatory teaching methods. Teachers may decide to work with a colleague or to involve young people in the sessions. It may be helpful to leave the classroom and study in the yard, or to move the desks in the room to make the lesson less formal and allow freer discussion.

WORKPLACE PROGRAMMES

In factories, hostels, armies and prisons, most people are young and sexually active and probably have little access to information on sexual health, HIV and other STDs or prevention methods.

In these single sex settings, men often have sex with other men and sexual health and HIV education programmes must recognise this.

Working in these settings will involve discussion with employers and senior staff. Informal education programmes, union meetings, or organised activities provide an opportunity for sexual health education. They may also be a very good place to provide appropriate services, such as providing condoms or STD treatment.

It is important not to describe any particular group of young men or women as 'high risk' for HIV or STD infection. HIV is not transmitted because of who someone is but because of what they do. However, some young people are in situations where they are more vulnerable or cannot get information or health care. They will often face violence, sexual abuse, stigma and prejudice and have little ability to speak out and to determine their own lives.

The index on page 61 lists resources which are aimed at specific groups of young people.



YOUNG WOMEN

Young women have particular sexual health needs and vulnerabilities. Young women face problems such as adolescent pregnancy, unsafe abortion, STDs and other reproductive health problems, such as infertility. The World Health Organization (WHO) estimates that sixty per cent of all HIV infections in women worldwide happen by the age of 20.

Cultural attitudes and traditions also affect young women's sexual health. In many societies there is disapproval of premarital sex and contraceptive use and abortion is illegal. This limits girls' abilities to make safer choices. Practices such as female genital mutilation may contribute to increased risk of HIV infection, as well as other reproductive health problems.

In most cultures women have less power than men, and young women even more so. Young women often have less access to education and employment than men, and they earn less money for the work they do. This means that they may have less access to information and less power to negotiate safer sex.

Young women are often denied the opportunity to protect their health and lack information about sex and reproduction, especially in cultures where female ignorance of sexual matters is considered desirable. This prevents young women from seeking vital reproductive and sexual health information and services.

Young women, and young men in many cultures, are not encouraged to enjoy sex but to see it solely as a means to bearing children. Young mothers often lack support in caring for their children and in earning enough money. They may have little access to existing youth programmes, and rarely attend school.

Youth programmes need to provide young women with information about how to have a healthy reproductive and sexual life, and the confidence, self-esteem and skills to be able to insist on this. Young men need the skills and confidence to challenge the social pressures that encourage them to be sexually active with many partners. They need opportunities to learn about more equal relationships with sexual partners and sharing responsibility for contraception, safer sex and child care.

Both young men and young women need the chance to speak openly, which they may not be willing to do in front of someone of the opposite sex. It is useful to work in single-sex groups some of the time.



YOUNG PEOPLE LIVING WITH HIV

Many AIDS programmes assume that young people need to learn about HIV prevention only. However, more and more young men and women have had HIV tests and know that they are HIV positive. Many more are HIV positive but not aware of their status. For example, in some parts of Africa more than sixty per cent of all new HIV infections are among 15-24 year olds, with twice as many among young women as young men. It is important to be aware that some of the young people you work with may be HIV positive, or worried about HIV.

Find out where confidential counselling is available, especially pre-test counselling if anyone is considering having an HIV test. HIV testing should never be forced on anyone, and some people may decide not to be tested.

Young people living with HIV need information about care and treatment to enable them to live healthily and protect others from HIV infection, for example by providing information on nutrition or on pregnancy and breastfeeding for HIV positive women.

They may want support from others about negotiating safer sex, new sexual relationships or being open about their HIV status without facing discrimination. Be aware of discrimination against young people living with HIV and challenge the fears that others might have.

Young people living with HIV can often be the best HIV prevention educators, although they should not be under pressure to tell other people about their HIV status unless they wish to do so. If you know of any young people living with HIV try and arrange for your youth group or class to meet them.

The Global Network of People Living with HIV and AIDS (GNP+), International Community of Women Living with HIV/AIDS (ICW) and Positive and Living Squad (PALS) (see *Organisations and suppliers* section on page 55) may be able to put young HIV positive people in touch with others.



STREET YOUTH

Children and teenagers who live on the streets are often hard to reach. They may have good reasons to distrust adults and anyone that represents authority. Street youth often have no respect from wider society and suffer abuse from legal and law enforcement bodies. Street educators need to reach young people where they are living rather than wait for them to come to the project.

Sexual health and HIV prevention are often not a priority – there may be other more important survival needs, such as making money, obtaining food, shelter or clothing, and staying out of prison. Health care and treatment may be too costly. Prevention of pregnancy or STDs may be difficult without access to affordable condoms, or because a young person is economically dependent on selling sex for survival or has sex for companionship, protection or as a symbol of affection.

Services need to be easy to use at convenient times and places, for example, a mobile service that travels to where young people gather at night. Outreach workers need to accept that the pressures of street life may make it hard for young people to concentrate for long, especially if they are using drugs, alcohol or glue sniffing.

Education materials must reflect the reality of these young people's lives (see resources 15, 16, 26, 58 65 and 70). For example, many street youth are sexually active with each other and with older people. They may consider some sexual activities, such as same sex behaviour with each other, not as sex but as playing or violence. Find out what words they feel comfortable using. Sex education with street youth must be open and non-judgemental and enable them to develop skills for dealing with difficult situations and peer pressure.

Activities need to be enjoyable and varied. Games and other non-written activities are essential. You may need to use pictures rather than written materials.



YOUNG PEOPLE WITH DISABILITIES

Young people with disabilities often lack opportunities to mix with and learn from other young people because of family rejection, cultural or social stigma. They are often excluded from community activities, family life education, school, training or employment.

Young disabled people are often powerless to negotiate what they want with others and have few opportunities to express their sexuality. In particular, young people with learning disabilities are often seen as 'children' without sexual desires. Sometimes it is assumed that a young man or woman with physical impairment is not sexually active. Some disabled people are vulnerable to sexual exploitation. If young disabled people are unable to have sexual relationships they may also face discrimination in societies where having children is considered necessary for becoming a 'real' adult.

Sexual health programmes need to consider these particular circumstances and help to build feelings of self-esteem and physical attractiveness, and challenge discrimination and other people's assumptions. Programmes need to acknowledge that young disabled people have the right to be sexually active, express their sexuality openly, be able to discuss issues in confidence and have the skills to negotiate safer sexual relationships.

Information and learning activities may need to be adapted for people who are less mobile or who have difficulties in hearing or seeing, or whose understanding is less developed than others of the same age. They may need materials that explain sexuality in ways they can understand and may need time and repetition in order to understand.



SAME SEX ATTRACTION

Many people are sexually attracted to people of the same sex (homosexual – also called lesbian women or gay men) or attracted to both men and women (bisexual). Do not assume that all young men and women you are working with are sexually attracted to people of the opposite sex (heterosexual).

Some young men and women have sex with others of the same sex without thinking of themselves as gay or lesbian. They may be experimenting with sex as a process in growing up, may not meet people of the opposite sex (for example, in prisons or boarding schools) or be forced to have sex for food, money or shelter.

Often young people themselves do not feel able to start talking about same sex relationships or sexual activities so a youth worker can ensure that the issue is raised. When you do so, make sure that young people feel safe enough to talk freely and in confidence if they choose.

Young men and women who are attracted to the same sex face particular problems which affect their sexual and emotional health. They may be confused about their own feelings and feel isolated. A large number of young men and women who are gay, lesbian or bisexual feel suicidal, are afraid of other people's reactions to them, or leave their family or local community because of discrimination. This is why it is often hard to 'come out' (be public about being gay). It is essential to have good and sensitive support from youth workers both to challenge common prejudices and to support young people who are unclear about their own sexuality.

A youth worker can play an important role in supporting young gay men and lesbians in deciding whether to come out or not. Some youth projects organise opportunities for young gay men and lesbians to meet separately and be open about their sexual orientation.

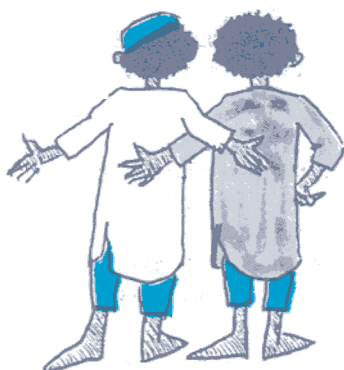
Challenging the common association between gay men and HIV infection is essential, because it is often used as an excuse for abuse of human rights against gay men and lesbians. Sexual health education must include information for young men who have sex with men, especially on HIV prevention. Lack of information and access to condoms can put them at higher risk of contracting HIV. Because of the need for secrecy, many young men who have sex with men will do so in more risky areas such as bars and public places where they are vulnerable to abuse or exploitation.

REFUGEES AND MIGRANTS

Many young men and women are uprooted from their homes and families because of war, natural disaster or poverty. Others move to look for work. These young people often do not have access to schools or health services, live in crowded housing and are separated from their family and friends. They may be under stress from the impact of war or living in a place with a different language and culture where they face discrimination from the host community. There may be inadequate or no health or education services. In addition, young refugee women face special vulnerability because of increased sexual abuse during war and social upheaval.

As well as meeting the top priorities for young refugees, such as food, shelter and making money, it is essential for refugee programmes to include discussion and information on sexual and reproductive health. These will need to be in an appropriate language and reflect their culture.

Programmes need to consider how to reach these young people, who do not attend schools or youth projects in the host country. Many migrants, for example, work in the informal sector on building sites or trade on the streets. Many young women work as domestic servants and face sexual abuse in their employment. You may be able to contact young people through local cultural groups or unions.



SELECTING AND ADAPTING RESOURCES



Who are you working with?

Young people have different needs depending on their age and situation. The choice of topics and activities depends on the group that you are working with. What works well with one group may not be enjoyed by another. For example, young people who are surviving on the streets will need different information than their peers at school. Young people may move on from learning themselves and start working with other young people as peer educators (see resources 21, 25, 26, 31, 39 and 86).

- Do you plan to work in a school or other setting, with large or small groups?
- Are you working with children or young people directly or with teachers, trainers and street educators?
- What is the age range of the young people?
- Can everyone read?
- Is anyone disabled?
- Will you work with boys, girls or both sexes?
- Do they have different religious, ethnic or racial backgrounds?

Be clear about what you hope to do and think about which specific activities will achieve that. Always plan your programme of activities with the young people themselves.

Which resources?

It is usually necessary to adapt resources produced by other people. The resources listed in this pack were all designed for use with a particular group in mind. It is unlikely that you will find resources that exactly meet the needs of your group, or that take into account the cultural aspects that are unique to your local situations. Here are some ideas to help you think about how to adapt materials.

Don't be influenced by where resources come from and assume that the best will come from developed countries. More sophisticated material may look good but it doesn't necessarily get the message across more effectively to your group. The best resources are often those that have been developed by or with children and young people themselves, by workers with direct access to them, and those that have been tried out first with similar groups.

Check with other groups, especially those with a resource centre, to see what materials they have, including any locally produced materials. Ask them about their experiences with the resources and try to obtain a copy. Sometimes local schools or universities, or other non-governmental organisations (NGOs), may have resources that they are willing to lend.

Think about the types of resources you select. Where could you place posters, or would small stickers make a bigger impact? Do you have a video player and room to show videos, or would it be better to make a play or puppet show around the same issue? If it is a video, check to make sure that you can obtain a copy in the video format of your country (VHS or BETA in either NTSC, SECAM, or PAL) unless you have a multi-standard video player.



Sometimes it is possible to review more expensive resources like videos and manuals before you have to pay. Ask the distributor of expensive materials for this option when you request the copy. Return the ones that are not appropriate.

How much can your group afford to spend? It is sometimes necessary to pay for postage even if the resources are free. Remember to allow enough time for materials to arrive. It can sometimes take several weeks.

Right for my group?

Whether games, group activities, manuals, comics, videos or films, decide if they match your needs. Spend time looking at them and discussing them with the young people in your project and your co-workers. Reject anything that is unsuitable, even if this seems a waste of money.

Try out the resources with a group of the young people you work with. Discuss how well the activity went and what changes are needed. By learning together you will be able to learn from your own mistakes.

Invite a small group (not more than 10 people) to try out the resources.

Choose a time that is free from distraction and explain that you want to decide on which materials to use.

Ask the group for some basic information about the topic addressed in the resource to see what level of information they already have.

Ask the group what they think they would like to learn from the resource and note this.

Prepare a list of questions to see if the group understand the message and feel that it is appropriate to them. For example:

- Is the language appropriate and easy to understand?
- Is it filled with complicated, technical words that are difficult to understand? Is the text large enough to be easy to understand?
- Are the images appropriate? Are they clear?
- Do young people understand them for what they are meant to be?
- Does the activity avoid labelling people? For example, pictures showing people with AIDS with extremely wasted bodies can make people believe that all people with HIV look very ill. Posters showing young women in fashionable clothes as prostitutes with HIV incorrectly implies that all women in short skirts are prostitutes and are responsible for the spread of HIV.
- Does it avoid preaching and telling people what to do? Messages that say 'you should not do this' may make young people feel ashamed and less willing to talk about the issues openly. The best materials are those that provide clear information and enable people to make their own decisions.
- Does it build up skills and confidence? For example, when explaining how and why to use a condom, are you helping young people to gain confidence to use, or persuade their partner to use, a condom?



Observe the reactions of the group when they are using the resource. For example:

- Do young men and women have different reactions to the materials? If it is a video, consider showing parts of it as a way of stimulating discussion and activity. Pause at the images that you feel are controversial and ask for reactions.
- Would it be possible for everyone in your group to do the activity?



When the activity has finished, ask them what they thought about the resource, what was confusing, what they liked and disliked about the resource. For example:

- Were the instructions easy to use or do they need to be explained more clearly?
- What was the main message of this activity?
- Was there anything in the message that was confusing?
- Was the message easy or difficult to understand?
- Did you like the message?
- Was there anything that you disliked or that bothered you or that would bother or offend people you know?
- Was there anything in the message that was difficult to believe?
- Did you feel that the message was talking to someone like you? Was it aimed at someone your age?
- Was the message interesting?
- Did the activity increase your skills or make you think about your attitudes?
- Would you use the information that you have learnt?

With this information your group is now ready to decide whether to use the resource. They may decide to adapt it to their situation, add some guidelines to enable issues to be better explored when using the resource or just use the ideas in the material to make their own resources.

Making it ourselves

Young people enjoy being involved in making materials (for example, pages 47 and 52-53) from the initial idea to the design and production of the final material. The activity is more likely to work well because it represents the group's concerns and uses their own words and images.

Use the human resources in the group – everyone has some skill and ideas. Make sure each young person has a role that reflects, and even stretches their abilities.

If you use professional or volunteer help from a designer or film-maker make sure this person gets involved in all stages of the group activity. Don't take away the group's ideas for processing by someone else.

Consider inviting a person with experience in the area of sexual health and AIDS. Discuss with them the different issues that have emerged. Maybe they know examples of what has worked well or not elsewhere, but remember to be clear that they need to avoid jargon or imposing their own views and that they should listen to the young people.

You don't have to produce something sophisticated, just something usable. Once you have your new resource, test it on other groups, incorporate their comments and share it with other projects, including the Hand-in-Hand Network.





ADAPTING A RESOURCE

Define the problem

You have done some work on reproductive health education already with a group of girls. After discussion you discover that some of them are sexually active, but they do not know how to protect themselves against HIV.

Select possible resources

Your project works in a rural area, so you decide to use resources that are easy to transport and do not require a supply of electricity. You want to use a game about basic information about HIV transmission and decide to try the *memory game* (see page 31).

Try the resource

You and a co-worker invite six girls to play the game at a quiet area near the village. One of the group agrees to look after the younger brothers or sisters in the girls' care so there are few distractions. Ask them three basic questions about HIV and record their answers: 1) What is HIV and what is AIDS? 2) How do you get it? 3) How can you protect yourself? After a brief explanation about how to play the game you keep silent and observe the girls playing.

Discuss the reactions

It seems the girls were confused by some of the pictures on the memory cards. They do not understand the card showing injecting drug use. People do not inject themselves in this region. You ask more questions and your co-worker writes down feedback from the girls. Ask them the same three questions you have asked them before they played the game. Compare the answers to check if they are better informed.

Make changes

The girls said they liked playing the game, and you could see that they asked many questions about the pictures which enabled you to explain more about HIV, but some of the pictures were confusing. You decide to reduce the number of cards in the game, excluding the ones that show injecting drug use. The girls draw their own versions of the cards which needed to be changed. It also seemed that cards showing condom use did not provide enough information, so you decide to have a separate talk about this with the girls.

Try the new version

A different group of girls are invited to try the new version of the game. You follow the same procedure of explaining how to play, ask the same questions, and then observe the girls. When they have finished you show them new illustrations about condom use, and this seems to make things clearer for them. At the end you repeat the same questions and compare their answers. Your co-worker who has observed both groups of girls using the game also thinks that the new version is ready to be used with other young girls in the community.



RESOURCES

This section contains a selection of 86 resources. We have tried to ensure that the information provided is as accurate as possible. However, there are sometimes changes in price, new language editions may become available, and some resources go out of print. It is a good idea to check with the publisher or distributor for information about the resource. Publishers and distributors are listed alphabetically in the *Organisations and suppliers* section on page 55.

Finding what you need

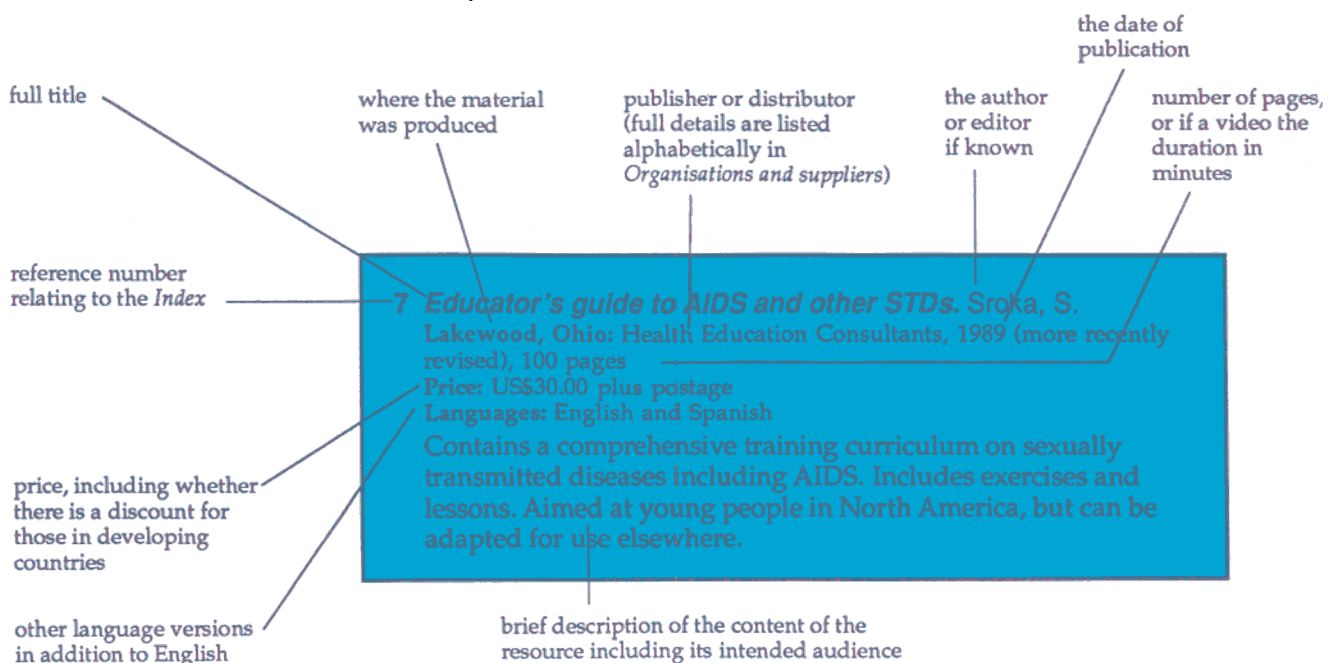
The resources in this section are organised into these categories

- Training manuals
- Books
- Teaching tools and games
- Comics
- Videos
- Newsletters
- Resource lists and directories

Resources are only available in English unless otherwise stated.

Each resource has a reference number next to it. This number refers to the *Index* on page 61 which lists resources by number according to target audience, subject and language.

Each entry includes these details:



How to order

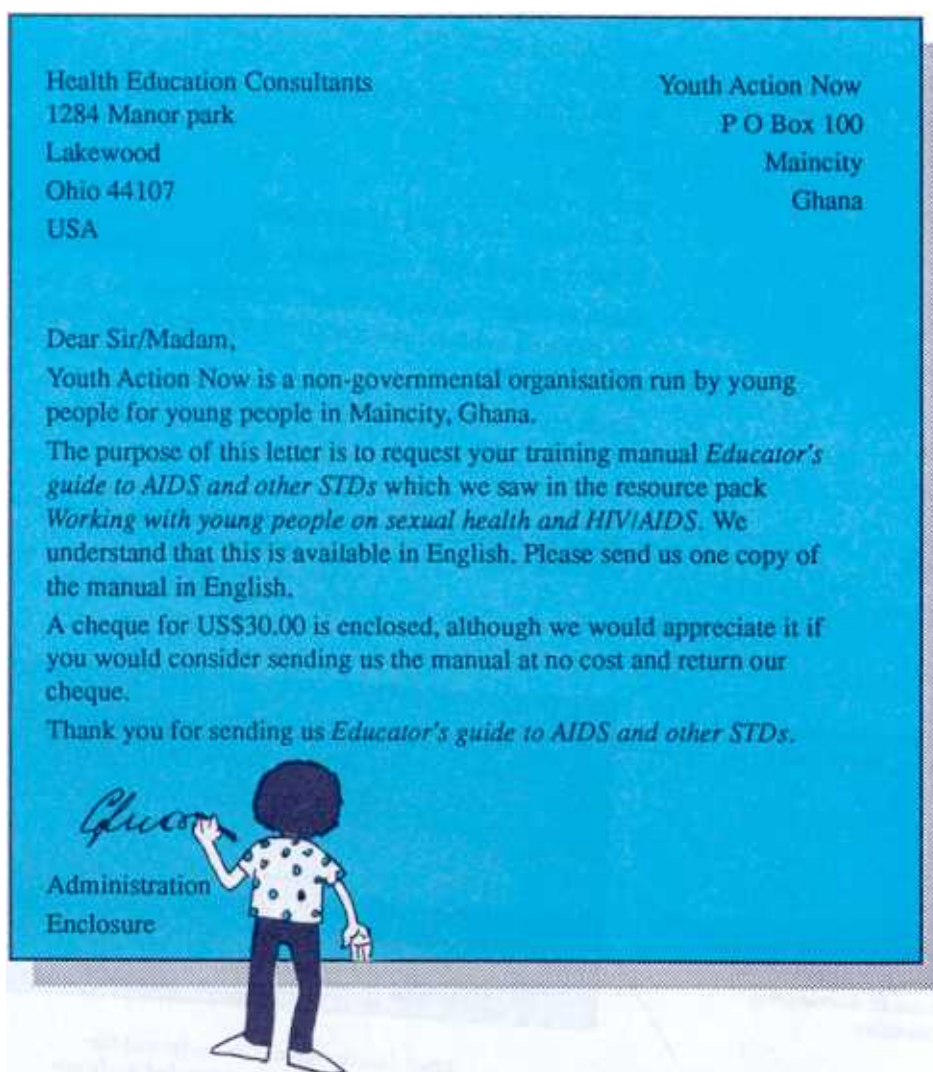
Before writing to the publisher or distributor see if a local resource centre has the resource or can order it locally. Where the resource entry has the *international standard book number (ISBN)* for books or the *international standard serial number (ISSN)* for newsletters a local bookseller may be able to order it for you. AHRTAG and the Hand-in-Hand Network do not distribute the resources listed in this pack except our own publications.

If payment is required

Even if a price is listed for a resource, single copies may be available free to people in developing countries. Where funds for resource materials are limited it is often worth writing to the producer or supplier explaining the situation and requesting a complementary copy or subscription (see sample letter below). Some suppliers will allow material to be reviewed before deciding whether to keep it and pay, or to return it. This is a useful option if there is doubt about whether the material is worth the cost or whether it suits your needs.

How to send payments abroad

Contact the supplier to confirm the forms of payment they accept. Most overseas suppliers will accept an international money order. Some may also accept a cheque drawn from a bank based in their country, or from a US dollar account. Some suppliers accept major credit cards such as Visa or Access/Mastercard.



Health Education Consultants
1284 Manor park
Lakewood
Ohio 44107
USA

Youth Action Now
P O Box 100
Maincity
Ghana

Dear Sir/Madam,

Youth Action Now is a non-governmental organisation run by young people for young people in Maincity, Ghana.

The purpose of this letter is to request your training manual *Educator's guide to AIDS and other STDs* which we saw in the resource pack *Working with young people on sexual health and HIV/AIDS*. We understand that this is available in English. Please send us one copy of the manual in English.

A cheque for US\$30.00 is enclosed, although we would appreciate it if you would consider sending us the manual at no cost and return our cheque.

Thank you for sending us *Educator's guide to AIDS and other STDs*.

Quora
Administration
Enclosure

TRAINING MANUALS

1 *Activities to explore: using drama in AIDS and family planning work*

London: International Planned Parenthood Federation (IPPF), 1991, 99 pages
ISBN: 0 86089 088 0 Price: US\$35.00/£25.00 to developing countries, US\$55.00/
\$30.00 elsewhere (limited availability, contact IPPF for details)

Provides activities that explore attitudes and develop skills related to sexuality, family planning and HIV. Outlines the process of working with groups to develop a story, song, or piece of theatre that can be performed to others. The manual is an accompaniment to the video *Unmasking AIDS*.

2 *Act on health: a youth handbook*

London: Commonwealth Secretariat, 1995, 34 pages
ISBN: 0 85092 421 9 Price: £4.00

Designed by and aimed at young people who want to promote positive attitudes to health issues among their peers. It contains guidelines on how young people can set up and evaluate their own health programmes.

3 *Action for youth*

Geneva: International Federation of Red Cross and Red Crescent Societies, 1990, 184 pages
Price: Swiss francs 20.00

Languages: Arabic, English, French and Spanish

A training manual for youth workers who work with teenagers (the publisher urges careful review and adaptation before using the pack with children under 15). Provides information about HIV prevention, how to deal with youth workers' concerns about AIDS and how to plan and evaluate an AIDS health promotion programme.

4 *AIDS: working with young people* Aggleton, P., Rivers, K., and Warwick, I.

London: AVERT, 1993 (revised edition), 162 pages
ISBN: 0 9515351 8 8 Price: £18.95 plus postage

Health education materials and exercises for use by those working with young people aged 14 and older in youth centres and schools. Contains factual information about HIV/AIDS, suggestions for working with young people and evaluating AIDS education programmes. Designed for use in the UK but adaptable for use elsewhere.

5 *Condom availability in schools: a guide for programs*

Washington DC: Advocates for Youth, 1993, 250 pages
Price: US\$39.95

A step-by-step guide to advocating, planning, implementing and evaluating school condom availability programmes. It includes sample materials and information on developing policy and working with the community. Written for use in North America, but may be appropriate for use elsewhere.

6 *Counselling skills training in adolescent sexuality and reproductive health: a facilitator's guide*

Geneva: World Health Organization (WHO) Adolescent Health Programme, 1993, 179 pages
WHO/ADH/93.3 Price: Swiss francs 15.00

Languages: English, French and Spanish

Designed to help facilitators run a five day training workshop in counselling skills in adolescent sexuality and reproductive health. The methods described have been used with participants from more than 60 countries.

7 *Educator's guide to AIDS and other STDs* Sroka, S.

Lakewood, Ohio: Health Education Consultants, 1989 (regular updates), 100 pages
Price: US\$30.00 plus postage

Languages: English and Spanish

Contains a comprehensive training curriculum on sexually transmitted diseases including AIDS. Includes exercises and lessons. Aimed at young people in North America, but can be adapted for use elsewhere.



8 Exploring healthy sexuality Jewitt, C.

London: Family Planning Association England, 1994, 95 pages
 ISBN: 0 903289 80 6 Price: £14.99

Aimed at youth workers with little training in sex education. Provides exercises for working with young people aged 14 to 24 years and includes key areas for consideration when undertaking sex education, examples of exercises and how to plan these, and a resource section. Developed for use in the UK, but adaptable for use elsewhere.

9 Facing the challenges of HIV/AIDS/STDs: a gender-based response

Amsterdam: Royal Tropical Institute (KIT)/Southern Africa AIDS Information Dissemination Service (SA/AIDS)/World Health Organization (WHO), 1995, 52 pages with 8 activity cards and 2 posters (available from WHO, Office of AIDS/HIV and STDs)

ISBN: 90 6832 7089 Price: Free
 Languages: English and French

This resource pack is aimed at policy-makers, programme managers and programme implementers who want to develop a gender-based approach to sexual health work. Although not specifically aimed at working with young people, it contains information and examples related to youth work.

10 Greater expectations: a source book for working with girls and young women Szirom, T. and Dyson, S.

Cambridgeshire: LDA, 1990 (second edition), 196 pages (available from Family Planning Association England)

ISBN: 0 905114 19 1 Price: £15.95 plus postage

Contains many exercises aimed at raising awareness and self-esteem of girls and young women. It covers issues such as self-image, the role of the media, and gender roles. Does not cover health issues in detail but has many activities that could be adapted.

11 Helping children in difficult circumstances: a teacher's manual

London: Save the Children Fund UK, 1991, 47 pages

ISBN: 1 870322 42 8 Price: £2.95 plus 15% postage

Languages: English, French and Portuguese

Designed to inform teachers about the effects of violence, war and social conflict on children's development and feelings. Suggests means of support that can be used in the school, family and community to help affected children, using case studies from Mozambique. Provides a step-by-step guide on how to support children who have been affected by their experiences of violence.

12 An introduction to sexual health

Geneva: International Federation of Red Cross and Red Crescent Societies, 1995, 138 pages

ISBN: 92 9139007/8/9 Price: Swiss francs 20.00

Languages: English, French and Spanish

Designed for trainers who want to introduce discussion about sexual health but who may not be sure how to start. Provides a framework for planning, implementing, and evaluating sexual health training courses. Includes possible activities which can be adapted and used during training and has a resource list.

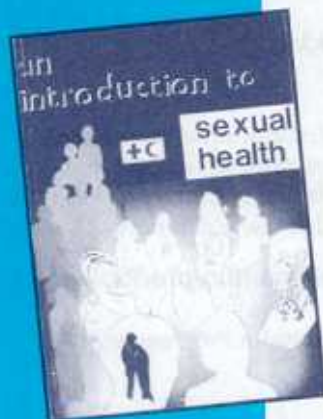
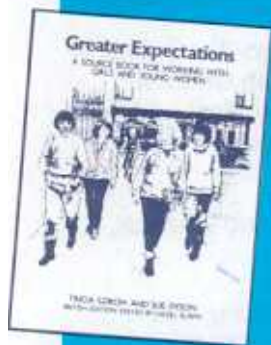
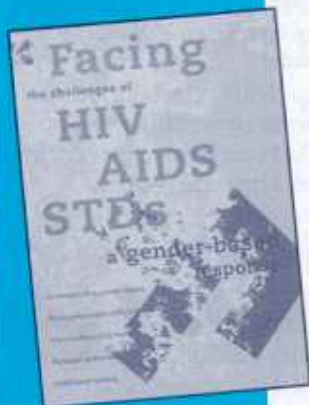
13 Let's teach about AIDS

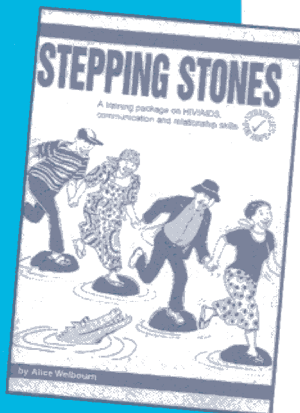
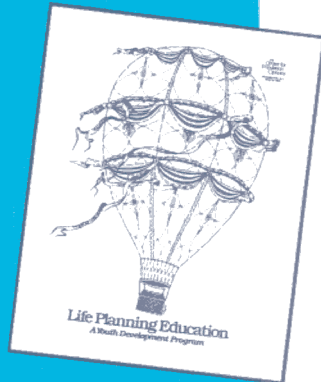
London: Appropriate Health Resources and Technologies Action Group (AHRTAG) and kuleana

Price: Free to developing countries, £10.00 elsewhere

Languages: English (available end 1996 from AHRTAG) and Kiswahili (available in 1997 from kuleana)

A practical manual based on a series of booklets developed in southern Africa for use by AIDS educators, describing participatory learning exercises that can be used with adults and young people. Practical activities and ideas cover a range of health education strategies, including how to use visual aids, drama, and evaluation techniques.





- 14 *Life planning education: a youth development program***
 Washington DC: Advocates for Youth, 1995 (revised edition), 594 pages
 Price: US\$44.95
 Languages: English, Portuguese and Spanish
 Aimed primarily at youth in North America but has also been popular among educators in developing countries. Spanish and Portuguese editions were adapted for use in Latin America. The curriculum contains over 200 educational exercises dealing with young people's sexual and reproductive development, values, self-esteem, decision-making, sexuality, violence, risk reduction and job training.
- 15 *On-line: the drugs learning pack*** Hope, P., Obbo, K. and Ratnayake, P.
 London: Commonwealth Secretariat, 1990, 188 pages
 ISBN: 0 85092 354 9 Price: £7.50
 Training activities and information for people who work on drug misuse issues with young people. Contains 40 activities and information sheets, with ideas for planning and evaluating training programmes.
- 16 *Safe choices guide: HIV and other STD policies and prevention programs for youth in high-risk situations***
 Oklahoma: National Resource Center for Youth Services, 1994 (second edition), 144 pages plus appendices
 Price: US\$35.00 (US\$30.00 for orders of 20 or more)
 A skills-based HIV prevention curriculum designed for community-based services providers, school-based professionals and education and health workers who work with young people in high-risk situations. The guide covers topics ranging from policy development to training activities. Mainly aimed at youth in North America but the techniques and information could be useful elsewhere.
- 17 *School health education to prevent AIDS and STD: a resource package for curriculum planners***
 Geneva: World Health Organization/UNESCO, 1994, 117 pages (teachers' guide), 88 pages (curriculum planners), 79 pages (students activities)
 WHO/GPA/TCO/PRV/94.6 1930061
 Price: Swiss francs 18.00 (Swiss francs 12.60 for developing countries) for the three manuals
 A guide to help planners set a curriculum and develop materials on HIV and STDs for 12-16 year olds. Divided into three manuals, one each for teachers, curriculum planners and students, it includes 50 worksheets, on communication and negotiation skills, safer sex and HIV/STDs, designed to be adaptable for local use.
- 18 *Stepping stones: a training package on HIV/AIDS, gender issues, communication and relationship skills*** Welbourn, A.
 London: Action Aid, 1995, 240 pages & video, 70 minutes, VHS/PAL, (available from Teaching-aids At Low Cost (TALC))
 Price: manual £12.50 each, video £35.00 (limited numbers available free to Southern NGOs on written request to TALC explaining proposed use)
 A training package developed from a workshop in Uganda designed to address the vulnerability of women and young people in decision-making about sexual behaviour. The materials are designed for use in a training workshop to explore social, sexual and psychological needs, and practise different ways of changing behaviour – individually and together. The video illustrates some of the workshop exercises.
- 19 *Street and working children: a guide to planning*** Ennew, J.
 London: Save the Children Fund UK, 1994, 184 pages
 ISBN: 1 870322 82 7 Price: £6.95 plus 15% postage
 A guide for those who want to start or improve projects working with homeless and working children. Explains in simple steps the key issues to consider and has contributions from street children themselves. It does not deal with HIV issues directly but covers linked aspects such as poverty, education, shelter and health. Contains a resource list.

20 *Taught not caught: strategies for education*

Cambridge: Clarity Collective, 1989 (second edition), 216 pages (available from Family Planning Association England)

ISBN: 1 85505 046 2 Price: £16.50 plus postage

Contains a broad range of practical teaching strategies for those working with young people in the area of sexual health. Suggests ways that young people can approach issues such as sexual decision making, relationships, and self-esteem.

21 *Together we can: peer educator's manual*

Kingston: Jamaica Red Cross, 1995, 74 pages

Price: Free

Aimed at teenage peer educators. Includes activities for managing risk situations, assessing personal values and skills in condom use.

22 *Understanding STDs: information for Pacific Island students*

Noumea: South Pacific Commission, 1993, 76 pages

Price: Free to Pacific Islands, US\$5.00 elsewhere

Languages: English and French

Manual for school students discussing STDs including HIV transmission, prevention and treatments and including exercises on communication skills. Designed for secondary school students in the Pacific Islands but can be used elsewhere.

23 *When I'm grown: life planning education for younger children*

Washington DC: Advocates for Youth, 3 volumes Grades 1-2, 1993, 170 pages, Grades 3-4, 1993, 390 pages, Grades 5-6, 1992, 390 pages

Prices: US\$44.95 (individual volumes), US\$69.95 (two volumes), \$99.95 (three volumes)

A curriculum for primary school children covering sexuality, HIV prevention and health information within a framework of self-esteem development, problem solving and communication with peers and family. Contains nearly 200 participatory activities for groups with discussion exercises and role play. Developed for use in North America but adaptable for use elsewhere.

24 *Working with young people: a guide to preventing HIV/AIDS and STDs*

London: Commonwealth Youth Programme, with WHO and UNICEF, 1995, 135 pages

Price: Free (subject to availability)

Aimed at people working with out-of-school youth, contains activities on HIV and STD prevention for new projects or integrated into existing activities. Describes basic steps in planning, designing, evaluating and implementing projects. Information includes how to reach young people, communicating with young people, and health and support services.

25 *Youth health: analysis and action*

London: Commonwealth Youth Programme, 1995, 96 pages

ISBN: 0 85092 4391 Price: £10.00

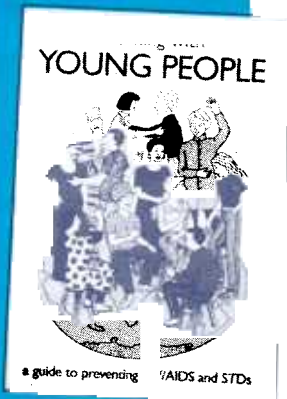
Report written by four young people who reviewed the health services in four countries in Africa, Asia, Caribbean and the South Pacific. Discusses how young people can analyse and review their own health and community service needs and suggests ways that young people can be involved in programme planning, delivery and evaluation.

26 *Youth-reaching-youth implementation guide: a peer program for alcohol and other drug use prevention*

Washington DC: National Network of Runaway and Youth Services, 1991, 281 pages (available from National Resource Center for Youth Services)

Price: US\$29.00 plus US\$10.00 postage

Provides a step-by-step approach for community-based agencies to plan and implement a programme that involves young people in, and empowers them to make a significant contribution to, reducing or preventing alcohol and other drug use among young people living in high-risk situations. Designed mainly for North America, but adaptable for use elsewhere.



BOOKS

- 27 *Does AIDS hurt? Educating young children about AIDS*** Quackenbush, M.
Santa Cruz: ETR Associates, 1992 (second edition), 149 pages
ISBN: 0 941816 52 4 Price: US\$17.95
Aimed at parents and teachers who work with young children. Discusses the issues that young children may raise and discusses some of the main strategies that can be taken. It considers the needs of children infected or affected directly by HIV, and other young children.
- 28 *The health of young people: a challenge and a promise***
Geneva: World Health Organization (WHO), 1993, 109 pages
WHO order no: 1150394 ISBN: 92 4 156154 8
Price: Swiss francs 23.00/US\$20.70 (Swiss francs 16.10 in developing countries)
Languages: English, French and Spanish
Offers an overview of the current health situation of young people, including health problems related to substance dependence, sexual behaviour and risk-taking. Reviews strengths and weaknesses of traditional responses to adolescent health concerns and suggests ways to improve them.
- 29 *Healthy living, healthy loving*** Hampton, J.
London: MacMillan, 1987, 181 pages
ISBN: 0333 439759 Price: £5.95
Written for teenagers in Africa. It answers common questions on relationships, reproductive and sexual health and includes a guide to a healthy lifestyle.
- 30 *Learn more about health: a book for primary schools***
Nairobi: Plan International, 1993, 26 pages
Price: Free in Kenya, for those outside Kenya contact Plan International for details
Illustrated information book for primary school children. An elderly man in the community teaches young children about HIV transmission, how to care for people with AIDS who are sick and addresses issues of discrimination.
- 31 *Peer to peer: youth preventing HIV infection together***
Washington DC: Advocates for Youth, 1993, 24 pages
Price: US\$6.00
A booklet for youth workers which looks at the potential of peer education for risk reduction and HIV prevention. In addition offers tips on starting a programme, involving young people in the process, securing funding, and evaluation. Model peer education programmes are included.
- 32 *Reaching the hard-to-reach: health strategies for serving urban young women***
Washington DC: Childhope-USA Inc, 1991, 68 pages
Price: US\$7.00
Report from a conference held in 1991 looking at models of innovative health programmes for young women, including those living on the streets, from around the world. Includes examples from different youth programmes working with young women.
- 33 *School health education for the prevention of AIDS and STDs***
WHO AIDS Series 10
Geneva: World Health Organization (WHO), 1992, 79 pages
WHO order number: 1870010 Price: Swiss francs 18.00 (Swiss francs 12.60 for developing countries, single copies free from WHO)
Languages: English, French, Greek, Hindi, Russian and Spanish (contact WHO for information about other languages)
Outlines principles for integrating the subjects of AIDS/STDs within the broader context of health in schools. Aimed at programme and curriculum planners.



Ordering a resource?
Please contact the
publisher or distributor
(see pages 55-60)



34 *The sexual exploitation of children: field responses*

Geneva: International Catholic Child Bureau, 1992, 284 pages

Price: Swiss francs 20.00

Languages: Chinese, English, French and Spanish

A practical compilation of projects working with sexually exploited children. Describes case studies of projects and discusses how to reach these children and work with them.

35 *Sexuality and disability: a matter that concerns all of us*

Vällingby: Swedish Institute for the Handicapped, 1986, 52 pages

ISBN: 91 8631 021 6 Price: Swedish kroner 35.00

Written for people who work with disabled people, this book aims to dispel myths about disability and sexuality and to provide basic knowledge for teachers, parents and others. Designed for use in Sweden but the key issues and concerns could be used to provoke discussions elsewhere.

36 *Sexuality and the mentally handicapped: a manual for parents and teachers*

Bombay: Family Planning Association of India, 1995, 48 pages

Price: US\$2.00

Discusses issues and concerns that teachers and parents may have around sexuality and disability. Discusses the needs of young people with various levels of learning difficulty and provides practical information for working on sexuality issues.

37 *Understanding adolescents: an IPPF report on young people's sexual and reproductive health needs*

London: International Planned Parenthood Federation (IPPF), 1994, 33 pages

ISBN: 0 860890988 Price: Free

Languages: English, French and Spanish

Summarises adolescent sexual and reproductive health needs and outlines programme and policy implications. Gives examples of IPPF's work with young people.

TEACHING TOOLS AND GAMES

38 *AIDS and you game*

Gaborone: AIDS Action Trust (ACT)/UNICEF Botswana (available from ACT)

ISBN: 99912 0 146 7 Price: Free to non-funded organisations in Southern Africa while supplies last

This game teaches younger children about HIV transmission and prevention. Contains games, picture cards, and a training book *AIDS: a challenge in education*. Originally adapted from a British game, the materials can be easily adapted for local use.

39 *Child-to-Child: a resource book*

London: Child-to-Child Trust, 1994 (available from Teaching-aids At Low Cost (TALC)) 2 volumes

Part 1: *Implementing the child-to-child approach* 80 pages

ISBN: 0 946 182 078 Price: £3.00 plus postage

Contains sections on the concept of Child-to-Child and how the approach has been implemented in different ways around the world, the use of appropriate methodologies, evaluation, planning and organising workshops, and on materials in different languages and where they can be obtained.

Part 2: *Activity sheets* 168 pages

ISBN: 0 946 182 086 Price: £4.00 plus postage

Languages: Many including Arabic, Chinese, French, Gujarati, Hindi, Indonesian, Portuguese, Sesotho, Spanish, Swahili and Telugu. Child-to-Child is willing to assist in translation into other languages.

Contains 36 activity sheets on health issues, including HIV and AIDS.



40 Family planning, STDs, and AIDS flannelgraphs

St. Albans: Teaching-aids at Low Cost (TALC), 55 pages plus 5 flannel sheets
Price: £19.50 plus postage

Pictures printed on flannel which can be cut out and displayed on a flannelboard to stimulate discussion and involve groups in defining problems and identifying solutions. Accompanying manual suggests ways the pictures can be used, and provides information about HIV/AIDS, STDs, and family planning. Flannelgraphs are easy to carry, can be reused many times, and can be added to and adapted to meet the needs of the people using them.

41 Let us learn about our body and health

I A manual for trainers

II Exercise book

Ahmedabad: Centre for Health Education, Training and Nutrition Awareness (CHETNA), 1996, 25 pages & 23 pages

Price: Rs 50/- / US\$10.00 (for set of two books)

An exercise book with accompanying teacher's manual for younger teenagers. It discusses menstruation, conception, sex determination and the reproductive system within the context of looking after your body. Teacher's manual discusses gender issues and provides tips on teaching methods.

42 Man's world

London: Working with Men, (no date)

Price: £18.00

Board game designed for work with young men over 14 years of age. Enables young men to discuss their knowledge, feelings and attitudes about being men. Designed for use in the UK but could be adapted for local use.

43 One-for-one AIDS game Iley, R.

London: Educating with Games, 1990, (available from Teaching-aids At Low Cost (TALC))

Price: £2.50 plus postage

Board game which uses dice and cards with questions about AIDS to educate players. Designed to be adapted and re-produced at low cost locally.

44 The packet series

Baltimore: Population Communication Services, 1990

Price: Free

Languages: English, French and Spanish

A series containing health and family planning communication materials from around the world. Each packet consists of sample materials on a particular topic and includes ideas on how to produce similar materials. Topics include reaching young people, wallcharts on contraceptive methods, photonovels, books and songs for family planning.

45 Raja-rani: pregnancy during adolescence,

Sumati-parvati: gender discrimination,

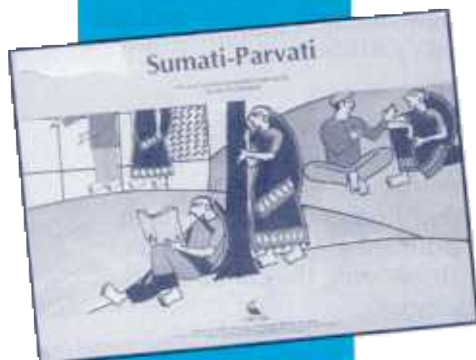
Sumati: sex determination,

Sushila: abortion

Ahmedabad: Centre for Health Education, Training and Nutrition Awareness (CHETNA), 1995

Price: Rs. 100/- / US\$10.00 (for set of four flip charts)

Short flip charts designed for use with younger adolescents, to be used together with the *Universal childbirth picture book*. Simple stories are used to raise issues of adolescent pregnancy, abortion, sex determination and gender differences. Designed for use in South Asia.





46 *The universal childbirth picture book/flipchart*

Lexington: Women's International Network, 1987, book 76 pages/flipchart 34 pages
 Price: Book US\$7.00 plus \$4.00 each for airmail, bulk orders of 10 or more \$4.20 per copy plus postage, flipchart US\$25.00 plus postage
 Languages: Arabic, English, French, Somali, Spanish (available in Gujarati, Hindi, Tamil and Telugu from CHETNA, price Rs15/-)

Available as a book or a larger flipchart (43cm x 56cm – 34 pages), has hand drawn illustrations with brief descriptions of the female and male sex organs, conception, pregnancy, and the birth process. Designed as a teaching tool for explaining childbirth and sexual health.

47 *Zig-Zaids*

Rio de Janeiro: Salamandra, 1992
 Price: US\$16.80
 Languages: English and Portuguese

A board game with condom-like figures uses dice and question cards about HIV/AIDS. For literate youth between the ages of 10 and 14 years of age. Includes a leaflet for parents and educators.

COMICS

48 *Bodytalk: in the age of AIDS*

Harare: National AIDS Control Programme/UNICEF, 1995
 Price: Free
 Languages: English, Ndebele and Shona

A magazine for young people that discusses issues around love and relationships and answers questions for teenagers around sexual health concerns.

49 *I need to know*

Gaborone: Ministry of Health Botswana, 1985-1995, 115 pages
 Price: Single copies free on request

Series of five photo-comics dealing with adolescence and sexuality from the perspective of a young Botswanan woman. Photos and stories were developed in Botswana and discuss many of the dilemmas that young women and men face in urban and rural areas.

50 *Pacific Wize Comics 1 and 2*

Suva: Commonwealth Youth Programme/South Pacific Commission (available from South Pacific Commission)
 Price: Free to Pacific Islands, US\$1 each elsewhere

Comics written and drawn by young people which discuss the attitudes of young men and women in the South Pacific and provide information on HIV transmission and prevention.

51 *Pied Crow*

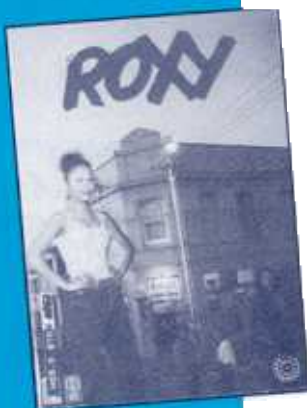
Nairobi: CARE Kenya, 16-24 pages
 Price: Free

Produced six times yearly and designed mainly for primary schools, this comic book covers a range of issues affecting youth, including health and the environment. Has occasional special issues on HIV/AIDS.

52 *Roxy: life love and sex in the nineties*

Cape Town: Story Circle/Medical Research Council/Progressive Primary Health Care Network, 1994, 40 pages (available from Macmillan Boleswa Publishers)
 ISBN: 0 7978 0514 1 Price: Rand 9.95 (reductions available on bulk orders)

Photo-comic about a young woman, Roxy, and her friends. It explores their sexual relationships and friendships and their different attitudes towards AIDS and sex. Young people were involved in developing the comic and checking the appropriateness of images and dialogue.



53 *Speaking out: young people and HIV*

London: Commonwealth Youth Programme, 1994, 37 minutes

Price: £5.00

Audio-cassette in which young people living with HIV from different African countries talk about their lives. Provides information on HIV transmission and prevention. The tape is designed for youth group discussions or English lessons.

VIDEOS**54 *AIDS, it's time for schools to act***

Paris: United Nations Education Scientific and Cultural Organization (UNESCO), 1993, 15 minutes

Format: VHS/NTSC Price: US\$20.00

Languages: English and French

Aimed at planners and teachers this informative video emphasises the important role schools play in HIV prevention. Illustrates school-based activities from around the world.

55 *Better safe: a South Pacific drama*

West Deakin: Family Planning Australia Inc., 1993, 14 minutes

Format: VHS/PAL Price: Australian \$30.00 plus postage

Languages: English plus limited copies in French, Hindi, Fijian, Pidgin, Tongan and Samoan.

Based in Fiji, this drama shows the story of Jone, a young man who wants to find a girlfriend and who discovers the need for safer sex. It can be used particularly as a discussion starter on the need for male sexual responsibility.

56 *Consequences*

Harare: Media for Development Trust, 1989, 54 minutes (also available from Development through Self-Reliance, Inc.)

Format: VHS/PAL/NTSC/SECAM/16mm film Price: US\$69.00 for video, US\$495 for 16mm film plus US\$16.00 postage with a US\$20.00 discount for African agencies in Africa

Languages: English, French, Ndebele, Setswana, Shona, Swahili, Zulu

Set in Zimbabwe, this film is about teenage pregnancy. Rita is a young woman who is planning to stay at school and study. She finds that she is pregnant and has to face the consequences. Contains discussion guidelines.

57 *Getting it right: safer sex for young gay men*

London: Pride Video, 1993, 55 minutes

Format: VHS/PAL Price: £15.99

Aimed at young gay men (young men who are sexually attracted to other men) who often find it difficult to get access to information. Through interviews with young gay men, some who have HIV and others who do not, safer sex information is explained, often in graphic language and images.

58 *Karate Kids I and II*

Toronto: Street Kids International (SKI), 1990, (also available from Development through Self-Reliance, Inc.)

Format: VHS/PAL/NTSC/SECAM Price: US\$39.95 each with a US\$20.00 discount for African organisations in Africa, free for groups who cannot afford to pay upon receipt of an explanatory letter to SKI

Languages: Arabic, English, French, Luganda, Nyanja, Shona, Swahili (a total of 17 language editions available – contact SKI for details)

Karate Kids I

An adventure cartoon designed to encourage discussion about health and AIDS for street youth. The story deals with day-to-day survival and focuses on the threat of sexual exploitation. Package includes video, training book for educators and pocket comic book.

Ordering a video?
Don't forget to
specify the format!





Karate Kids II – Goldtooth

An adventure cartoon for street youth dealing with substance abuse. It discusses the range of situations in which young people are exposed to including drugs, alcohol and glue and looks at strategies for avoiding substance use. Aimed at young people aged 8-14.

59 A lesbian guide to sexual health: well sexy women

London: Pride Video, 1993, 55 minutes
 Format: VHS/PAL Price: £15.99

Made by and for a lesbian audience (women who are sexually attracted to other women). Lesbians discuss what safer sex means for them and safer sex information is provided, sometimes with explicit language and images.

60 Like any other lovers

Noumea: South Pacific Commission, 1993, 54 minutes
 Format: VHS/PAL Price: US\$25.00, free to non-profit groups in the Pacific Islands (also available from Development through Self-Reliance, Inc. US\$39.95 with a US\$20.00 discount for African agencies in Africa)

A love story set in the Pacific. When Chris learns that he is HIV-positive his relationship with Linda becomes threatened. The video demonstrates the response to Chris's situation from family, friends, and the community. It highlights many of the discriminatory attitudes associated with HIV.

61 Love and kisses

West Deakin: Family Planning Australia Inc., 1992, 16 minutes
 Format: VHS/PAL Price: free (Australian \$20.00 may be charged in future if stocks run out and copying is required)

An Australian love story of a young couple. Helen is happy when she learns that she is pregnant, but soon finds out that she also has genital herpes. This video shows the doubts that can occur when a partner develops a sexually transmitted disease. Different people involved express how they feel about love, sex, trust and HIV/AIDS. The video is intended to raise issues and provide a starting point for discussion.

62 More time

Harare: Media for Development Trust, 1993, 90 minutes (available from Development through Self-Reliance, Inc.)

Format: VHS/PAL/NTSC/SECAM/16mm and 35mm film
 Price: US\$79.00 with a \$20.00 discount for African agencies in Africa for video, inquire for 16mm and 35mm film price
 Languages: English, Setswana and Swahili

This film tells the story of Thandi, a teenager growing up in a Zimbabwean township. The predicaments and choices facing her friends at school, family in a rural area, her boyfriend and her mother are all portrayed. Viewers are encouraged to think about the consequences of teenage sex in the context of HIV.

63 Neria

Harare: Media for Development Trust, 1992, 103 minutes (available from Development through Self-Reliance, Inc.)

Format: VHS/PAL/NTSC/16mm and 35mm film, music audio cassette also available

Price: US\$79.00 with a US\$20.00 discount for African organisations in Africa for video, inquire for 16mm and 35mm film prices, US\$ 11.95 for cassette
 Languages: English, Portuguese and Swahili

This film tells the story of Patrick and Neria, a Zimbabwean couple living in the city. When Patrick dies suddenly Neria has to face Patrick's brother, who claims traditional right to inherit. This film describes Neria's fight for justice through the law and traditional justice systems.





64 *No need to blame*

Harare: UNICEF, 1993, 35 minutes

Format: VHS/PAL Price: Free to developing countries

Five Zimbabweans, two men and three women, describe how they feel about their HIV status, about family reactions and about living positively. Family and friends also describe their hopes and fears for their loved ones. The video deals with personal experiences rather than medical information.

65 *No rubber, no way!*

Rio de Janeiro: Centro de Criação de Imagem Popular (CECIP) for Portuguese language edition inside Brazil; and from WHO Regional Office for the Americas for English or Spanish subtitles outside Brazil, 1992, 27 minutes

Format: VHS/PAL/NTSC Price: Free

Languages: Portuguese (English or Spanish subtitles available)

Deals with the basic facts on HIV/AIDS, including the views of street youth on the subject. It is narrated by a street boy and includes interviews with young people living on the street.

66 *Safe for life: a guide for the young*

London: Educational Media Film & Videos Ltd, 1992, 10 minutes

Format: VHS/PAL Price: £29.50

This cartoon portrays teenagers expressing concern about common myths and prejudices about AIDS. Explores the benefits and problems of testing, sexual behaviour and safer sex. Different forms of sexual activity, including condom use, are demonstrated.

67 *Secret and sacred*

Nairobi: Ace Communications Ltd, 1995, 34 minutes

Format: VHS/PAL Price: £17.00

Addresses the topic of female genital mutilation (FGM). Examines the cultural context within which FGM is practised and discusses the obstacles to efforts to stop the practice. Looks at opportunities for change and illustrates this with successful interventions by a Kenyan NGO.

68 *Silent epidemic*

Nairobi: Ace Communications Ltd, 1995, 19 minutes

Format: VHS/PAL Price: £23.00

Addresses the problem of sexually transmitted diseases (STDs) with simple information on symptoms and transmission. Discusses the difficulties that young people face in preventing transmission and suggests practical solutions. Produced in Kenya and appropriate for use in sub-Saharan Africa. Recommended for viewing by those over 16 years of age.

69 *Sex: a guide for the young*

London: Educational Media Film & Videos Ltd, 1992, 18 minutes

Format: VHS/PAL Price: £29.50 plus £3.50 postage or £5.00 postage for two copies

Two cartoon characters, Kathy and John, voice their unspoken feelings and fears during their first sexual encounter. The film looks at different forms of sexual pleasure and contraceptive methods. Contains graphic imagery which may not be suitable for all.

70 *Streetwise women*

Toronto: Youthlink, 1990, 16 minutes

Format: VHS/NTSC Price: Canadian \$20.00

Specially designed to address the concerns of women on the streets, such as injecting drug use, sexually transmitted diseases, HIV, negotiating safer sex and empowerment to make safe choices. Aimed at young women in North America. A facilitators' manual accompanies the video.



71 *Unmasking AIDS*

London: International Planned Parenthood Federation (IPPF), 1991, 43 minutes
Format: VHS/PAL **Price:** £30.00 Europe and North America, £20.00 to developing countries for video and two guides (UK orders available from Hygia)
Languages: English and French

Describes how theatre, puppets, and masks can be used to educate young people about HIV/AIDS. A group of young English people explore, through participatory learning, the facts about AIDS and improvise some issues confronting young people, such as how to persuade a partner to use a condom, using puppets, masks and role plays.

72 *Vibes in a world of sexuality*

Kingston: Ashe, 1995, 60 minutes
Format: NTSC **Price:** US\$15.00 plus US\$3.00 postage

A musical revue aimed at teenagers and performed by a youth theatre, showing the skills needed for sexual health, including self-control, trust and effective communication. Young people face issues such as peer pressure and sexually transmitted diseases through songs and short dramas.

73 *A window of hope*

Lusaka: Kara Counselling, 1994, 18 minutes
Format: VHS/PAL **Price:** £15.00/US\$25.00 payable to Kara Counselling, Zambia

Positive and Living Squad (PALS) in Zambia are young people living with HIV and AIDS. In this video they show how they are coping with living with HIV, what support they need and how they are addressing discrimination through educational programmes with young people.

NEWSLETTERS

74 *AIDS Action*

London: Appropriate Health Resources and Technologies Action Group (AHRTAG)
 ISSN: 0953 0096 **Price:** Free to developing countries and students from developing countries, £6.00 other students, £12.00/US\$24.00 individuals elsewhere, £24.00/US\$48.00 institutions elsewhere

Frequency: Quarterly

Languages: English (international, Asia-Pacific and Southern Africa), French, Portuguese (Africa and Brazil) and Spanish

Aimed at health workers and educators working at the primary level, provides practical information on a wide range of international HIV, STD and sexual health care and prevention issues. Includes case studies and resource listings.

Regional editions are produced with partner organisations in developing countries:

French – *Action contre le SIDA*: ENDA Tiers Monde, Senegal

Spanish – *Acción en SIDA*: Colectivo Sol, Mexico

Portuguese (Africa) – *Acção SIDA*: Mozambique

Portuguese (Brazil) – *Acção anti-AIDS*, Associação Brasileira Interdisciplinar de AIDS (ABIA), Brazil

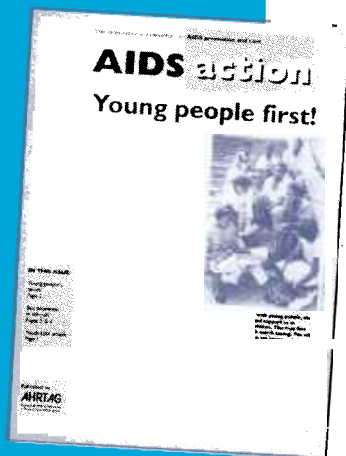
English (Asia-Pacific) – *Asia Pacific AIDS Action*: Health Action Information Network (HAIN), Philippines

English (Southern Africa) – *AIDS Action*: Southern Africa Network of AIDS Service Organisations (SANASO), Zimbabwe

75 *AIDS/STD Health Promotion Exchange*

Amsterdam: Royal Tropical Institute (KIT)
 ISSN: 1384 2692 **Price:** Free to developing countries, Dutch guilders 45.00 elsewhere
Frequency: Quarterly

Reports on worldwide HIV/AIDS/STD-related education, health promotion and prevention activities, with an emphasis on developing countries. Aimed at policy-makers, programme planners, health educators, community workers, teachers and journalists.



76 Network

Durham, NC: Family Health International
 ISSN: 0270 3637 Price: Free to public health and family planning professionals
 Frequency: Quarterly
 Languages: English, French and Spanish
 Aimed at health workers and covers family planning and health issues.
 Contains research, project reports and publications listings.

77 Passages

Washington DC: Advocates for Youth
 Price: Free for non-government and national organisations in developing countries; US\$15.00 for those elsewhere
 Frequency: Quarterly
 Languages: English, French and Spanish
 Focuses on issues relating to the sexual health of young people, including contraception and HIV/STD prevention, with an emphasis on developing countries.

78 Planned parenthood challenges

London: International Planned Parenthood Federation (IPPF)
 ISSN: 1350 5106 Price: Free to family planning workers and associated individuals and organisations
 Frequency: Twice per year
 Each issue covers a topic of concern to those working in sexual and reproductive health. Contains case studies, project reports, and a section suggesting further reading. Topics covered so far include empowering youth, sexual and reproductive health, women's health, women's rights, advocacy for reproductive health and meeting unmet needs.

79 Straight Talk

Kampala: UNICEF Uganda
 Price: Free to family planning and public health professionals
 Frequency: 6 times per year
 Newspaper for adolescents addressing issues of AIDS, safer sex and young people's sexual health concerns.

RESOURCE LISTS AND DIRECTORIES**80 Directory of European funders of HIV/AIDS projects in developing countries**

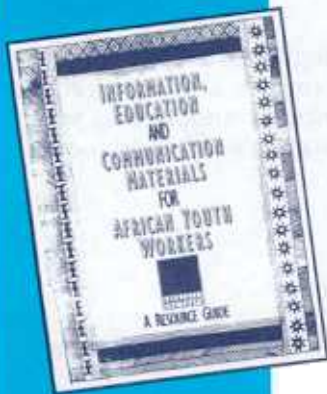
London: UK NGO AIDS Consortium, 1993 (second edition), 87 pages
 Price: Free to developing countries, £10.00 (Europe) and £12.50 (elsewhere)
 Provides information about more than 40 funding sources within Europe for HIV/AIDS projects in developing countries. Includes guidelines for fundraising and proposal writing.

81 Essential AIDS information resources

London: Appropriate Health Resources and Technologies Action Group (AHRTAG)/ World Health Organization (WHO) GPA, 1994, 35 pages
 Price: Free to developing countries, £5.00/US\$10.00 elsewhere
 Languages: French and Spanish editions also available from AHRTAG or ENDA Tiers Monde (*Bibliographie sélective: SIDA et éducation sexuelle*) and Colectivo Sol (*Promover la salud sexual en América Latina y el Caribe: catálogo de recursos educativos sobre VIH/ SIDA y salud sexual disponibles para su uso en América Latina y el Caribe*)
 Resource list containing more than 120 resources. Covers key low cost practical and up-to-date information on HIV/AIDS aimed at national and district level AIDS programme staff, NGOs and implementors of HIV prevention and care at community level.



Ordering a resource?
Please contact the
publisher or distributor
(see pages 55-60)



82 Funding the future

Washington DC: Advocates for Youth, 1993, 72 pages
Price: Free to NGOs and national organisations in developing countries, US\$8.00 elsewhere

Languages: English, French and Spanish

Guide listing over 30 agencies who fund programmes concerned with adolescent fertility. Provides information on the agency, funding interests and application requirements. Includes tips on fundraising, advocacy and proposal writing, with a bibliography of additional fundraising resources.

83 Guide to technical support available to HIV/AIDS projects in developing countries

London: UK NGO AIDS Consortium, 1995, 98 pages
Price: Free to developing countries, £10.00 Europe, £12.50 elsewhere

Provides information about European agencies that provide technical support in the areas of information, training, personnel and equipment to NGOs in developing countries, with information on what types of support they provide and where they work.

84 Information, education and communication materials for African youth workers: a resource guide

Washington DC: Advocates for Youth, 1994, 80 pages
Price: Free to NGOs and national organisations in developing countries, US\$12.95 elsewhere

Languages: English and French

Lists over 50 booklets, posters, audio and visual aids and manuals produced in Africa for African audiences. Aimed at youth and adults and covers issues such as adolescent development, sexuality, contraception, STD prevention and harmful traditional practices. The guide provides ordering information and tips for adapting these and other materials or creating new ones.

85 Resource directory: funding, technical resources and advocacy offered to projects for street living and working children

London: Consortium for Street Children UK, 1996, 129 pages
Price: Free to organisations in developing countries/Eastern Europe, £10.00 elsewhere

A resource guide listing international NGOs that provide funding or technical support to NGOs working with street youth, and those that are involved in campaigning, information provision and advocacy. Includes further resources and contacts.

86 Resources for educators

Peer education (Volume 5)

Washington DC: Advocates for Youth, 1996, 24 pages
Price: US\$3.00

Contains lists of materials on sexual health peer education programmes. Designed for practitioners interested in current resources, and includes videos, books, curriculum, pamphlet and poster titles available on peer education programmes and strategies.

Sexual orientation (Volume 8)

Washington DC: Advocates for Youth, 1994, 24 pages
Price: US\$3.00

This resource list contains materials on sexual orientation and materials that promote broader discussion about sexuality and sexual orientation. The materials focus on gay, lesbian and bisexual youth but are useful for educators working with all young people. The materials include videos, books and training materials for educators and young people.



SAMPLES

MEMORY GAME

This game was produced after discussions with street youth about HIV transmission. It uses picture cards to teach which kinds of activities are *safe* (do not transmit HIV) and which are *unsafe* (can potentially transmit HIV). The game also gives players the opportunity for discussing any fears or doubts.

Important: *The cards shown here contain explicit images which may not be appropriate for your group. These cards were developed with young people who expressed the need for sexually explicit information which related to their daily lives. Some youth educators who reviewed this activity expressed concern about the pictures. If you use this game, you may need to adapt the images to your own situation.*

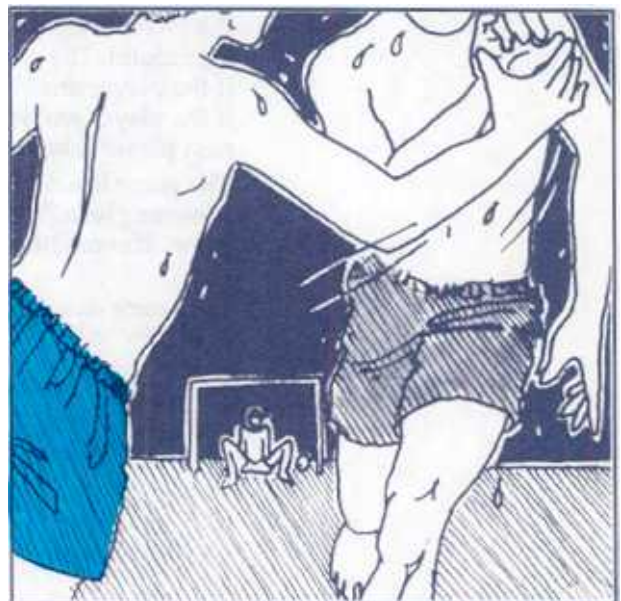
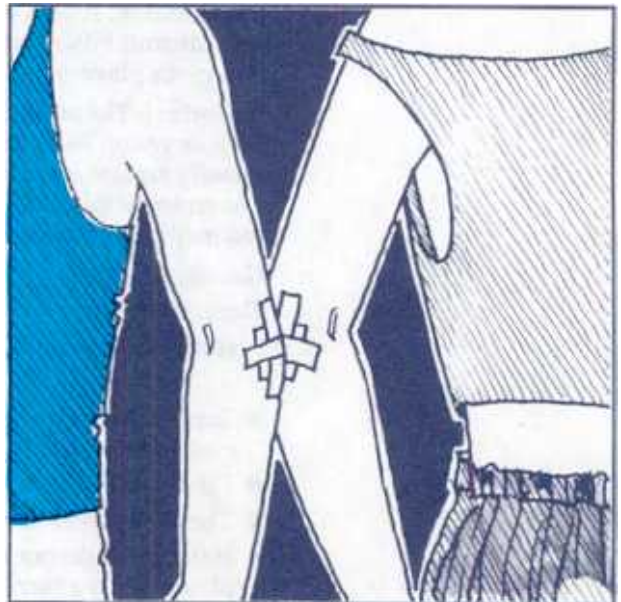
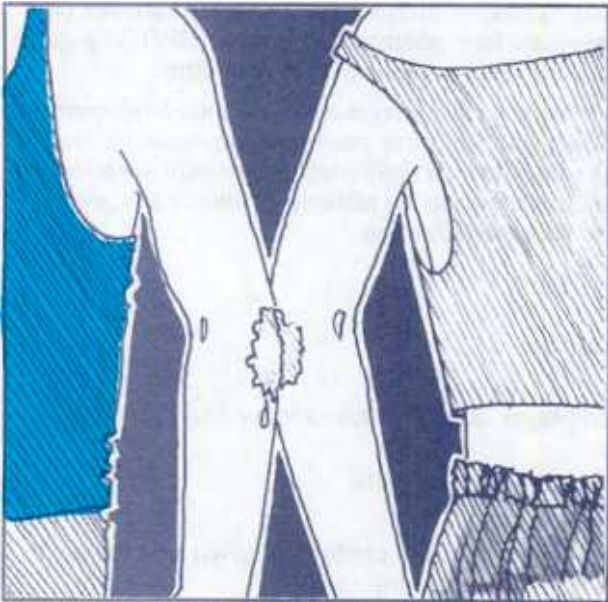
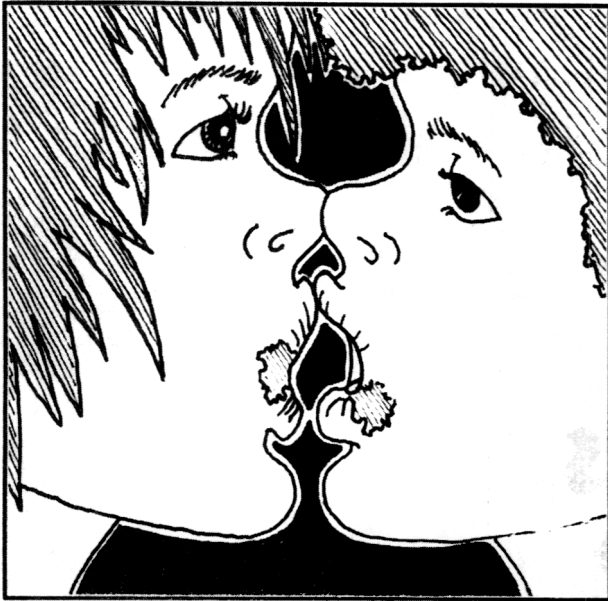
Group: Any size

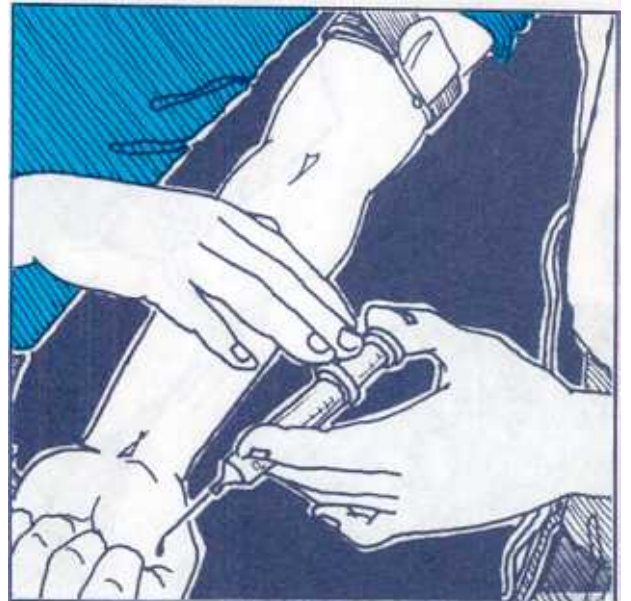
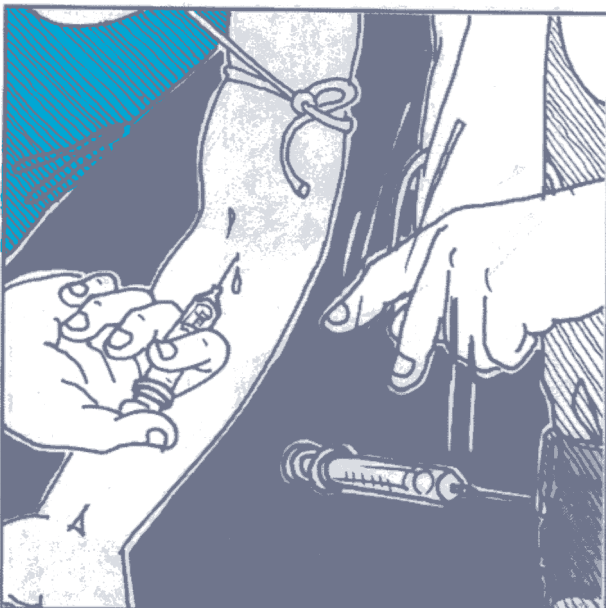
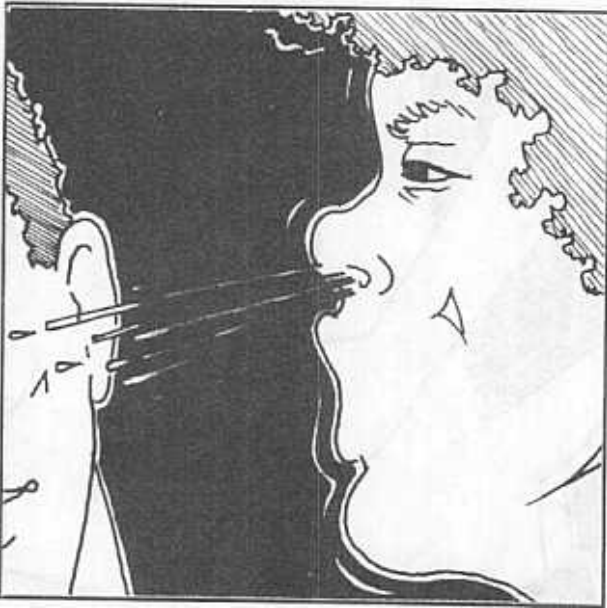
Time: 30 minutes

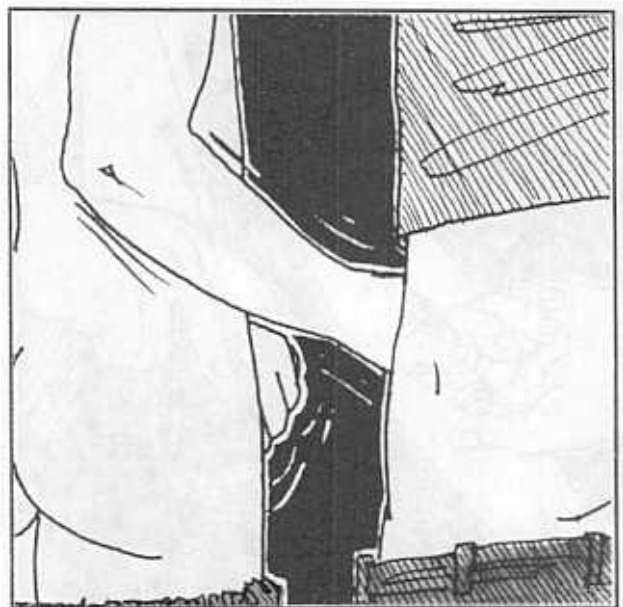
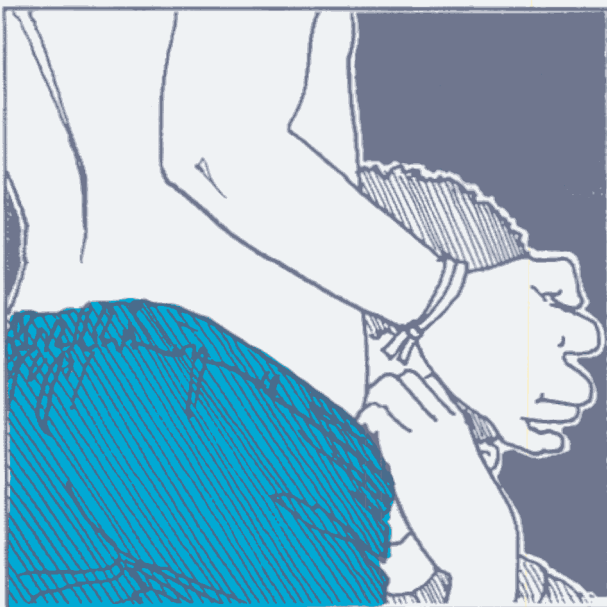
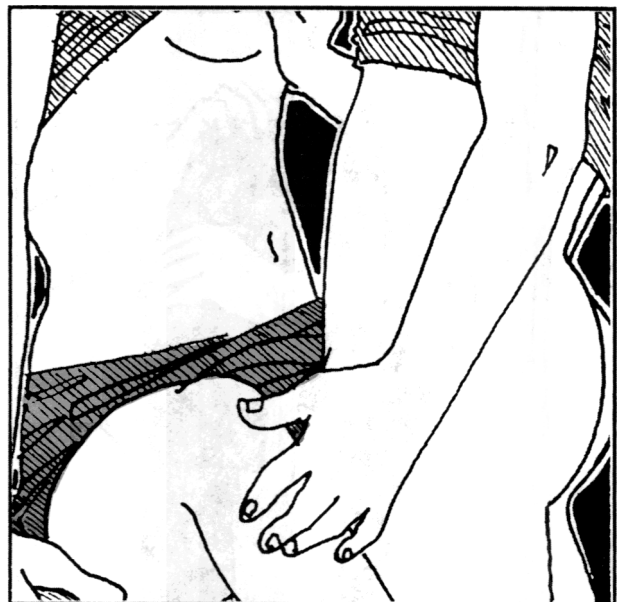
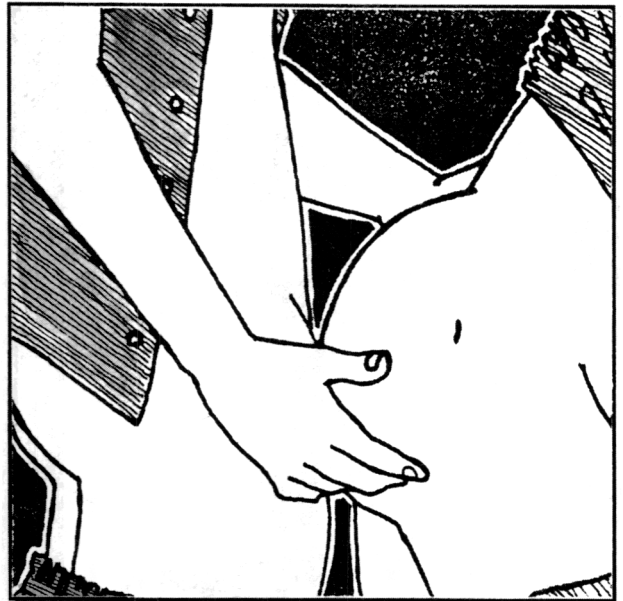
Materials: Two copies of each card

- Explain to the group that each player takes it in turns to try and find two cards with matching pictures.
- Place all the cards face down on the floor or table.
- The first player turns two cards face up.
- If the cards do not match, the player turns the cards face down and the next player takes a turn to try and find two matching cards.
- If the cards do match, the player tells the group whether the activity shown in the pictures is *safe* (such as sharing food) or *unsafe* (such as having sex without a condom). The player has to give reasons for their answer.
If the player answers correctly, they keep the cards and take another turn.
If the player answers incorrectly, they turn the cards face down again and the next player takes a turn to try and find two matching cards.
- The game is finished when all the cards have been matched and the correct answers given. The winner is the person with the most cards at the end of the game. You might consider giving them a prize such as a condom!

Original game designed by the Brazilian Center for the Defense of Rights of Children and Adolescents.







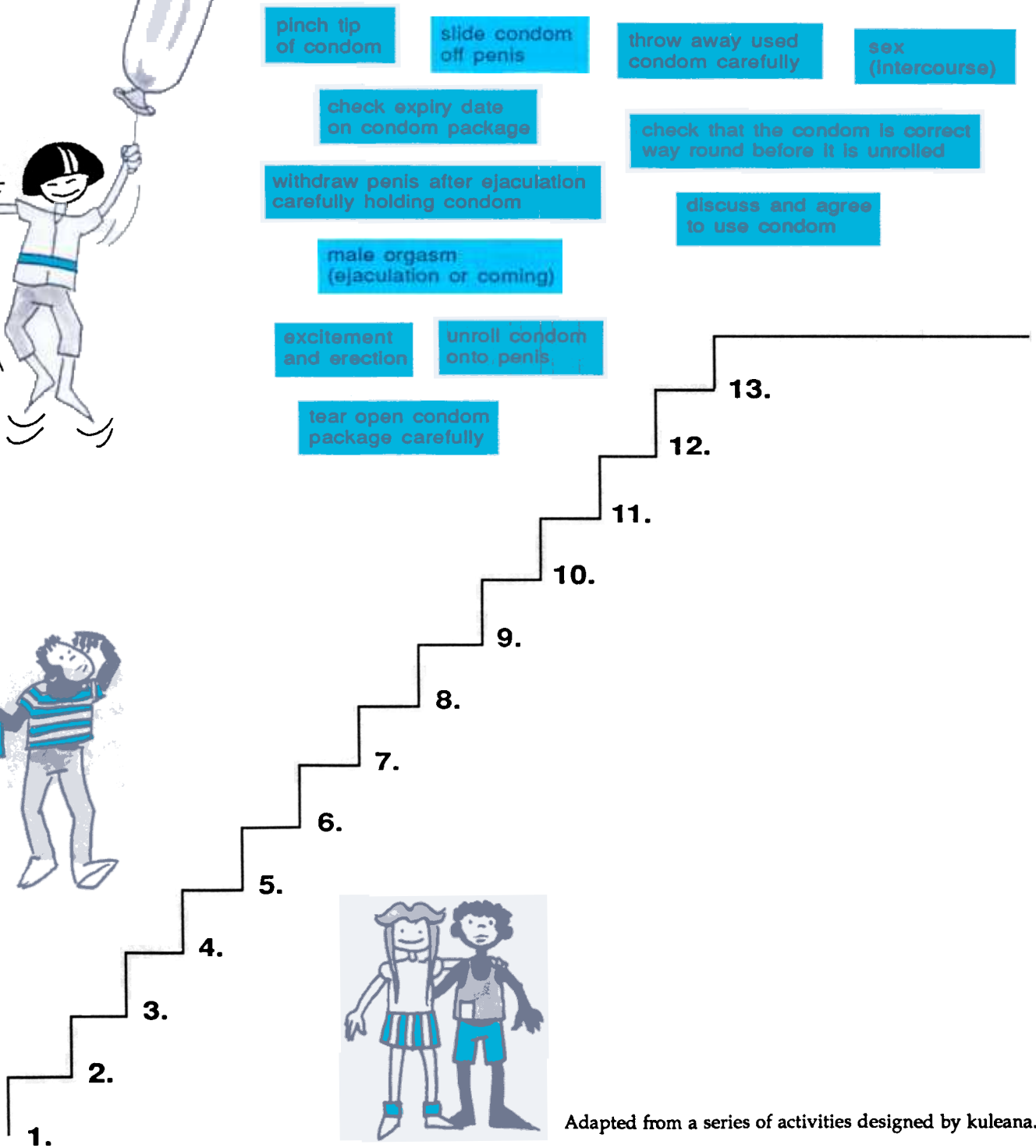
CONDOM USE STAIRCASE

Group: Any size, 12 years–adult

Time: 15–30 minutes

Materials: Large sheet of paper with the condom staircase drawn on it and 13 large cards with the steps written on to them. (You could draw pictures representing the 13 steps).

- Explain to the group that they have to put the 13 steps for condom use on the staircase in the right order. Distribute the 13 cards among the group.
- Follow this game by asking the group members to demonstrate how to put on a condom using a model or an object such as a banana.



Adapted from a series of activities designed by kuleana.



LEARNING ABOUT AIDS – EVERYONE’S TASK!

This board game was designed in Chile to examine beliefs and myths about HIV/AIDS and to provide basic information. The game can be played without an 'expert' as the correct answers to questions on the *Everyone's task* cards are found in the accompanying booklet. It is helpful to have a facilitator to encourage open discussion when talking about HIV and sexuality.

Group: Not more than 10 people, 12 years upwards

Time: Not more than 1 hour

Materials: Board, dice, one counter for each pair of players, set of up to 72 *Everyone's task* question cards with answer booklet, 35 *Community* cards

- The group divides into pairs and each pair puts their counter on the start square.
- Each pair throws the dice and the highest number starts. The first pair throws the dice and moves their counter according to the number on the dice.
- The players follow the instructions on the board:
if they land on a numbered square they pick up an *Everyone's task* question card and answer the question (see examples below). They then check in the booklet that the answer is correct. Other players can join in the discussion.
if they land on a picture of a home, bar, clinic, etc, they pick up a *Community* card with the matching picture and discuss the situation on the card (see examples below).
- The game ends when someone reaches the final square.

These are some examples. You could design your own question cards.

Game adapted and translated from Spanish with permission from EPES.

EXAMPLES OF 'EVERYONE'S TASK' QUESTION CARDS

Are HIV symptoms the same in men and women?

Do contraceptives prevent HIV transmission?

What is AIDS?

Does drinking or using drugs lead to HIV transmission?

Can a man get HIV from a woman?

Name 3 ways someone can be infected with HIV

True or false: married people do not get HIV?

EXAMPLES OF 'COMMUNITY' CARDS

Clinic: Should condoms be given out free at the clinic? What do you think?

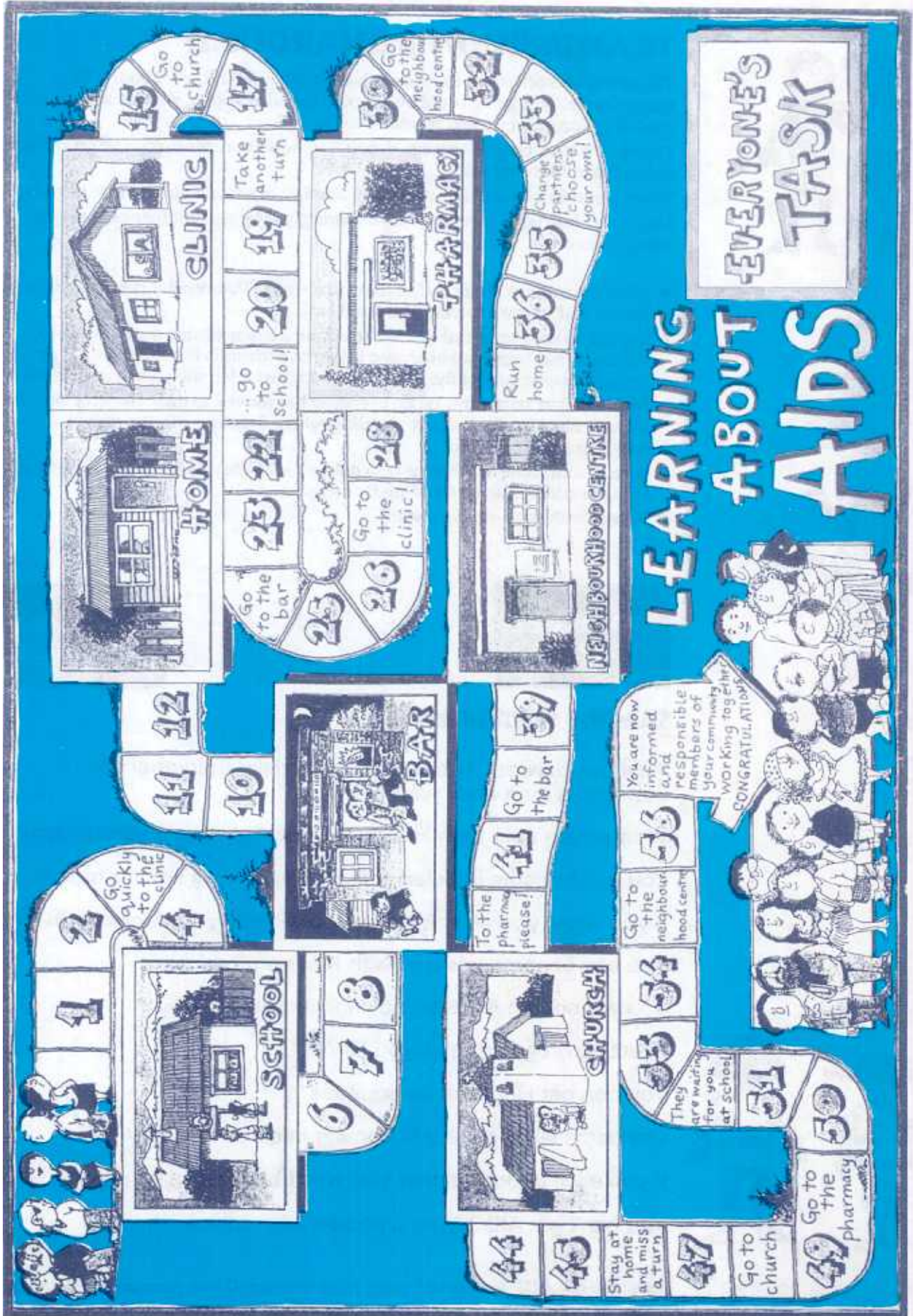
Bar: A friend is applying for a job as a cashier at a bar in town. They insist that he has an 'AIDS test' before getting the job. Should people have an HIV test before getting jobs?

Pharmacy: The pharmacy on the corner sells condoms. In a role-play show how you would ask for a condom, with your partner playing the part of the pharmacist.

School: A teacher says 'If we teach school children about AIDS we will encourage them to be more sexually active.' What is your opinion?

Church: A local church youth group asks for AIDS education and insists that the issues be discussed openly and frankly. How should the Church respond to this request?

Neighbourhood centre: In a community meeting a neighbour asks why there is no compulsory HIV testing. She thinks we should know who has HIV. What do you think?



EVERYONE'S TASK

LEARNING ABOUT AIDS



You are now informed and responsible members of your community
WORKING TOGETHER CONGRATULATIONS!

- 1 Go quickly to the clinic
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15 Go to church
- 16
- 17
- 18
- 19 Take another turn
- 20
- 21
- 22
- 23 Go to the bar
- 24
- 25
- 26
- 27
- 28 Go to the clinic!
- 29
- 30
- 31
- 32 Go to the neighbourhood centre
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46 Stay at home and miss a turn
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56





TRANSMISSION RUNAROUND

The aim of this activity is to find out how much people know about HIV transmission. This game could be adapted for other topics, such as sex, contraception or men's and women's roles.

Group: Up to 40 people, any age depending on statements used. The group have to be able to move around

Time: Up to 60 minutes, depending on number of statements and size of group

Materials: Two large cards, one saying *strongly agree* and another card saying *strongly disagree*

- Place the cards at either end of the space where *Transmission runaround* is to be played and where everyone can see them.
- Explain to the group that you will read out a series of statements. When a statement has been read everyone is to move towards the *strongly agree* or *strongly disagree* side of the room, depending whether they agree or disagree.
- Read the first statement. When everyone has moved to their chosen place, ask them to discuss why they are standing where they are with the person standing closest to them.
- After a short time ask everyone to discuss why they have chosen to be where they are with someone standing far away.
- Repeat with the next statement.



SAMPLE STATEMENTS

Anal sex between two men is more risky than anal sex between a man and a woman

Women are safe from HIV as long as they use a contraceptive

You can become infected with HIV by having sex for money

If you wash yourself after sex you will not get infected with HIV

You can become infected with HIV from oral sex

You will not get AIDS by having sex with a virgin

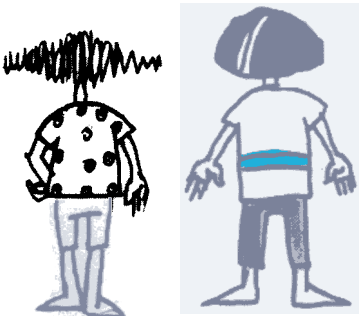
Injecting drugs will give you HIV

You can get HIV from mosquitoes

Condoms will stop you becoming infected with HIV

If you stick to one partner you won't become infected with HIV

You can't get AIDS from a person who appears healthy



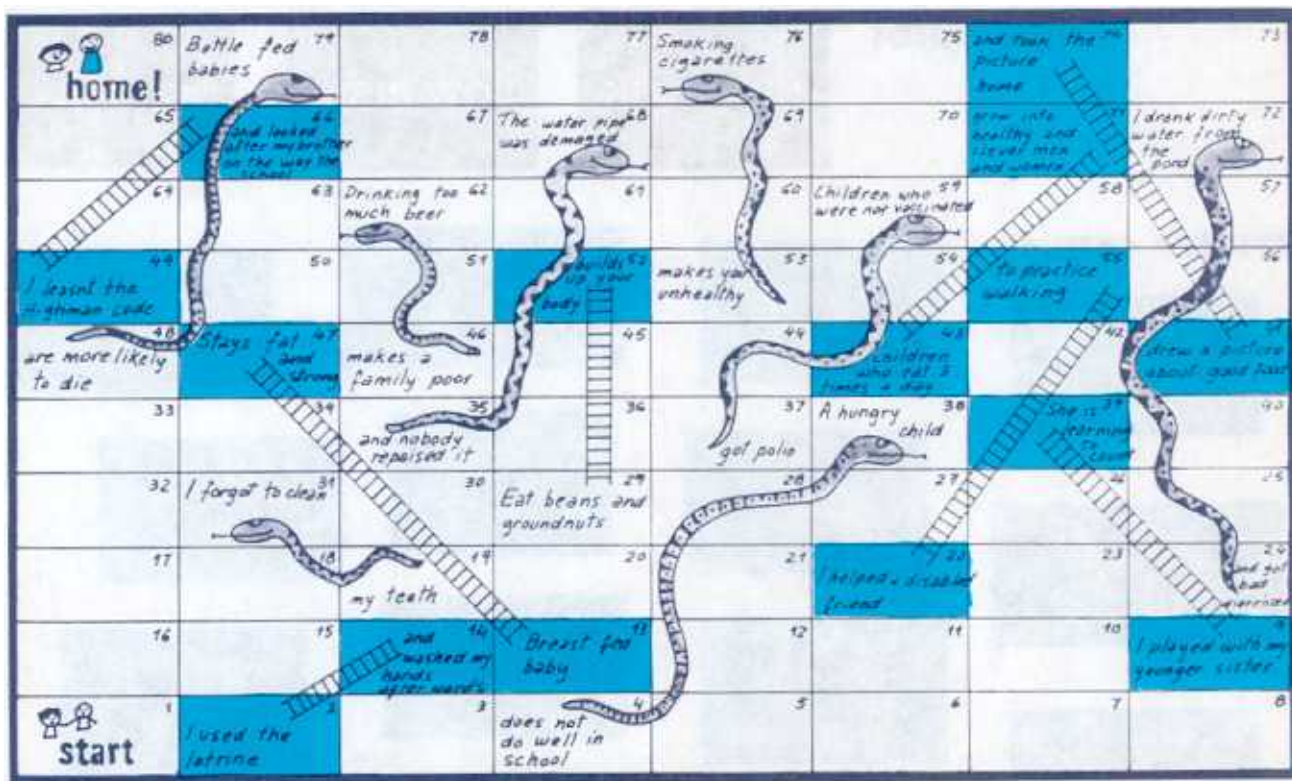
SNAKES AND LADDERS



Group: Any size, any age depending on the situations chosen
Time: About 60 minutes
Materials: Snakes and ladders board, counters for each player, dice

This game can be a good activity for younger children to discuss health issues. It could easily be adapted for any topic, including sexual health.

- Each player puts a counter on the *Start* square and takes turns throwing the dice. The player with the highest number starts.
- The first player throws the dice and moves their counter along the number of squares shown on the dice.
 If they land on a square with the head of a snake they slide down to the end of the snake.
 If they land on a square which shows the bottom of a ladder, another player takes a *Question and answer card* (not included here) and asks them the question on the card.
 If they answer correctly they move to the top of the ladder.
 If they answer incorrectly the next player takes a turn.
- The winner is the first player to reach the *Home* square.



If you want to make the game more varied, you can create *special squares*. If you are doing work on drugs you could add these squares, for example:

- **Cafe** – you invite another player to join you for coffee. The player you have invited must join you on that square wherever they are on the board.
- **No smoking** – any player who smokes misses a turn if they land here.
- **Busted!** Anyone who lands on this square has been caught by the police for being drunk or in possession of illegal drugs. Return to the *Start* square.

Reprinted with permission from Child-to-Child. Additional adaptations taken from *On-line: the drugs learning pack* (resource 15) with permission from the Commonwealth Secretariat.



THE RISK GAME

This exercise uses cards to teach players whether activities involving a person with HIV are likely to transmit HIV (high or low risk) or not (no risk).

Group: At least 10 people, must be able to read and write, 12 years–adult

Time: At least 60 minutes

Materials: Activity cards (at least one for each pair), and 3 risk cards saying *high risk*, *low risk* and *no risk*

- Select the activity cards which are most appropriate for your group and/or devise your own cards.
- Explain that all activities involve a person with HIV.
- Draw a line on the floor. Place the *high risk* card at one end of the line and the *no risk* card at the other end, with the *low risk* card in the middle.
- Divide the group into pairs (or fours if you have a large group). Give each pair an activity card and ask them to discuss whether they think the activity is *high risk*, *low risk* or *no risk* and then put their card on the line by one of the risk cards.
- The facilitator asks questions and check that the answers are correct.

RISK CARDS

HIGH RISK

LOW RISK

NO RISK

ACTIVITY CARDS

oral sex using a condom

deep kissing

having lots of different sexual partners

injecting drugs for the first time

helping someone who has a nosebleed

caring for someone who has AIDS

oral sex

having sex with your husband

being tattooed

having a blood transfusion

swimming in a public pool

having your ears pierced

heavy petting

getting a love bite

anal sex using a condom

having casual sex when you are away from home

vaginal sex if you are taking the contraceptive pill



HIV TRANSMISSION GAME

This game can help young people to understand the risk of HIV transmission and to experience how it may feel to be infected with HIV.

It is important for the facilitator to know the facts about HIV and be prepared to deal with sensitive issues which may be raised. Be aware that there may be young people in the group who are concerned about being HIV positive themselves or caring for someone who is HIV positive. Tell the group where individuals can get more confidential information or counselling if they wish.

Group: At least 15, 14 years–adult

Time: 45–60 minutes

Materials: One bag for each person with 30 coloured sweets. Alternatively you can use another snack, such as nuts or dried fruit, or rolled up pieces of paper marked *HIV+* or *HIV-*.

In two of the bags put 10-15 green sweets (or pieces of paper marked *HIV+* and rolled into balls). Mark the bottom of these two bags with an X. Do not put green sweets (or *HIV+* paper balls) in the other bags.

One small card and a pencil for each person. Mark three of these cards with a small C.

- Prepare the bags but do not explain to the group what is in them.
- Give each person a bag, a small card and a pencil.
- Explain to the group that this is only a game to help them understand how it may feel to be infected with HIV.
- Ask people to walk around the room and exchange sweets with other people in the group if they want to. Explain that they do not have to exchange sweets if they do not want to but if they do they must get a signature or a symbol on their card from each person they have exchanged sweets with. And tell them not to eat the sweets yet!
- After about 5 minutes ask people to sit down again. Find out who has the most signatures on their card. Explain that in this game exchanging sweets with someone means having sex with them. People who chose not to exchange sweets and who have no signatures on their card have chosen to abstain from sex.
- Tell the group that two people have an X marked on the bottom of their bag. Ask them to stand up. Explain that these two people were the only people to have green sweets (or *HIV+* paper balls) and that in this game this represents an HIV virus.
- Now ask anyone else with a green sweet (or *HIV+* paper ball) in their bag to stand up. Explain that because they exchanged sweets with someone with HIV they have become HIV infected too.
- Next ask people still sitting whose card has been signed by someone who is standing up to stand up too. They could also have become infected with HIV, though this time they have not.
- If anyone has a C on their card they can sit down. In this game the C means that they used condoms and were protected from the virus.
- The game is now over. Remind everyone that it was only a game and that the 'virus' has been 'removed'. Ask everyone to say what they felt about the game in a few words.
- Questions for discussion could include:
 - How many people were infected by the end of the game and how did they feel?*
 - Did anyone choose not to exchange sweets and if so, how did it feel? How did others react to your choice not to exchange sweets?*
 - If you did exchange sweets, how well did you know the other person beforehand?*
 - How did the people who used condoms feel at the end of the game?*



CARTOON STRIPS

This exercise encourages young people to practice talking about sexuality and sex. Cartoons can show situations that they may face, for example, telling a parent that you are gay or being bullied by school friends who think you have an STD.

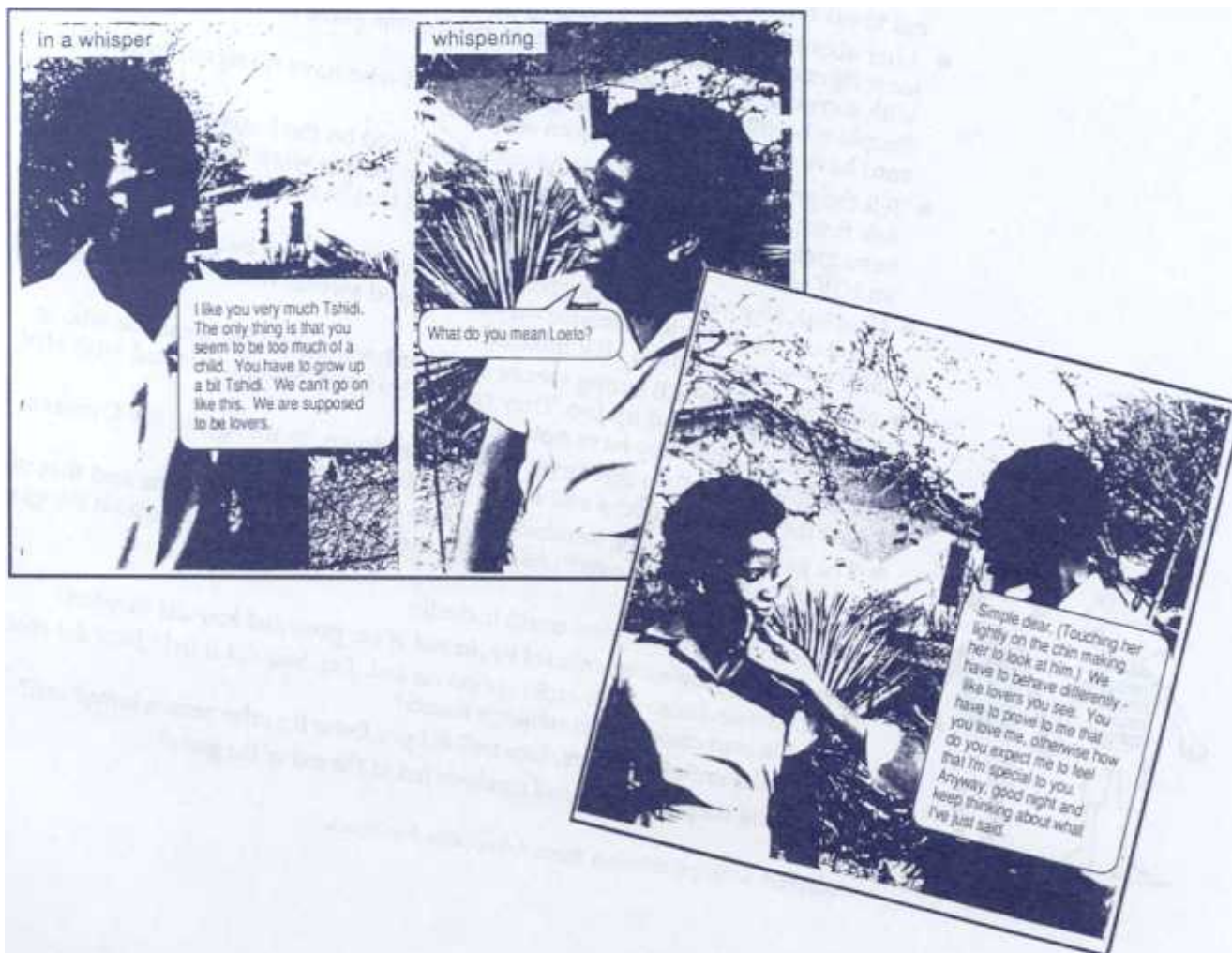
Group: Any number of people, must be able to write, any age (depending on the cartoons used)

Time: Up to 60 minutes, depending on the number of cartoon strips you use

Materials: Photocopies of the cartoon strips (one for each person), pencils and rubbers

- Hand out photocopied cartoon strips to the group, together with pencils and rubbers.
 - Explain that the strip shows a conversation between two people, the topic being explained in the title. They must fill in the words to fit the expressions and actions in the drawings.
 - Once the strips are completed, ask the group to explain why they have chosen the words that they have chosen. The facilitator should then promote a discussion about the situations in the pictures and what the group can do about them.
- Try making your own comic strips (see example below) or drawing comic strips for other groups to fill in (see examples opposite)

Original idea from *AIDS: working with young people* published by AVERT
 Photos taken from *I need to know* (resource 49) published by Ministry of Health, Botswana.
 Cartoons taken from *Together we can* (resource 21) with permission from the Jamaican Red Cross.



TALKING ABOUT AIDS AND WAITING FOR SEX
 Thuto and Lorato are a boy and girl friend. They have not yet had sex. Help them decide to wait until they have finished school.



TALKING ABOUT CONDOMS
 Mathusi has a girlfriend. Keletsa, a peer educator, helps Mathusi decide to use a condom when he has sex.





FEELINGS AND ATTITUDES

This game can help participants examine their assumptions about other people and experience how other people may feel when assumptions are made.

The activity can be used to see how our own sexual identities or cultures and our economic situation affects the way that we are seen.

Group: At least 10 people, must be able to read, 13–adult

Time: At least 45 minutes

Materials: Labels with characters written on them, pins

- Before starting explain that this is a game and that they have to role-play the character they are given. If the group has not done much role-play before it may be good to begin with short role-plays before doing this activity.
- Ask everyone to pin a label on the back of another person in the group without them seeing it.
- Explain that they have all been given a character, which is written on the label on their back. Each person is to walk around and talk to other people, reacting to the person as if they are the character described on the label on their back. Think of a good situation where people might be mixing such as at the market.

After they have done this for some time ask people to stop, explain that the role play is over and let them look at the label on their back.

- Discuss the following points:

How did you feel that you were treated?

Did you notice that you reacted differently to the different characters that people presented? Why?

Did the character that you were given make you feel confident or unconfident?

Do you think that this happens in your own groups of friends?

What can we all do to challenge these stereotypes?



CHARACTER LABELS

married man
with a girlfriend

taxi driver

young man who is
sexually attracted
to other young men

fifteen year old
girl with a baby

boy at school who
is very popular
with the girls

nun

sex worker

seventeen year
old school girl

truck driver

These characters were chosen by some young Kenyan people. Think of the characters that would be most appropriate for your group and what issues you would like to raise from the activity, for example attitudes towards young disabled people or young people who do not go to school.



PUZZLE GAME

The aim of this activity is to encourage participants to think about pressures on people which might put them at risk of becoming infected with HIV. The puzzle offers some suggestions of possible factors. Your group will come up with different reasons for why people become infected with HIV in your community.

Group: Any number of groups of three or four people, any age

Time: Not more than 60 minutes

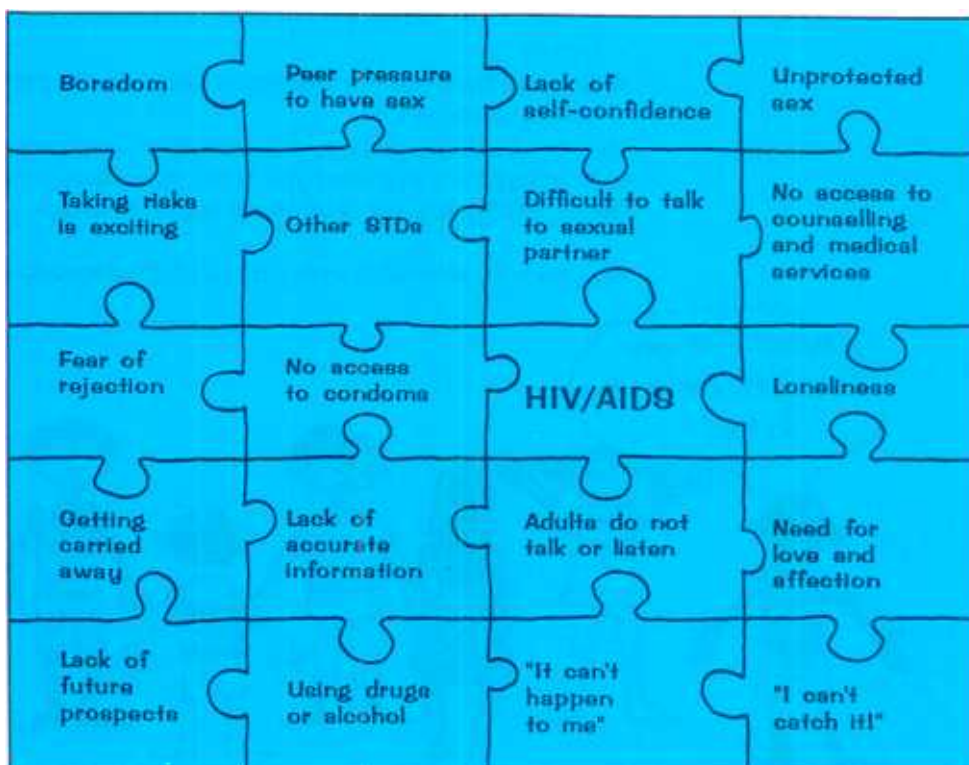
Materials: Paper or card for the jigsaw, glue, scissors, pens or pencils

- Brainstorm, for example using a role-play, all the reasons why a person might become infected with HIV.
- On a large piece of paper draw a puzzle like the one shown below. Write *HIV/AIDS* on one piece and leave the others blank.
- Cut up the puzzle pieces and distribute them among the players. Ask the person with the piece marked *HIV/AIDS* to place it in the middle.
- Each person has to try and fit their pieces onto the rest of the puzzle and as they are doing it write on all the factors that young people have mentioned in the brainstorm.
- The group can then discuss how the problems relate to each other.
What can we do about these problems to avoid them leading to HIV infection?
Will solving one part solve the whole problem?
Where should we start to begin solving problems?

You could also use pictures from magazines that illustrate the written messages for the pieces of the puzzle and place them on the back, or ask the group to draw pictures. This will make the game more interesting to look at and make it easier for children who do not read to use it.

Adapted from *Action for Youth* (resource 3), with permission from International Federation of Red Cross and Red Crescent Societies.

FACTORS WHICH MAY LEAD TO HIV INFECTION IN A YOUNG PERSON



NEGOTIATING SAFER SEX

This exercise aims to enable young men and women to practice negotiation skills and to be assertive about their decisions. It gives young people who have already discussed safer sex the opportunity to experience possible real-life situations.

Group: At least 6 people, any age, depending on the situations chosen

Time: At least 45 minutes

Materials: Two situation cards per role-play with the two characters described on them

- The group divides into two rows, standing opposite each other.
- Explain that the purpose of the activity is to explore negotiating safer sex but that it is up to them whether their role-play results in this.
- Each row is given a situation card with their character on it. For example:
Row A is Sam and row B is Rita. The situation is: Sam and Rita are going out together. Sam has had a lesson at school about HIV and he wants to start using a condom but Rita is not keen . . .
- The person at the top of row A begins a conversation as if they were Sam. The person opposite replies as if they were Rita. Then the second person in row A replies in character. The person opposite replies, and so on taking turns until the last person in row B has spoken, then back to the first person in row A.
- When the conversation comes to a conclusion you can discuss the following points:
*How long did it take for the characters to talk about safer sex?
What made it difficult for the characters to talk about safer sex?
What else might make it difficult to talk about sex?
Was it different for boys and girls?
What do you think are the advantages and disadvantages of discussing safer sex?
What are the difficulties in discussing and negotiating sex or saying 'no' when you do not want to have sex?*
- If you have a mixed group try getting the girls to play a boy and the boys to play a girl and think of all the phrases that they have heard of that people use to persuade someone to have sex. *I'll be very careful . . . If you really loved me you would . . . I'll leave you if you don't . . . There are names for people like you who lead men on . . .*
- Try and draw out the differences between the pressures that young men and young women face.

You could use this game to practise other situations where it is sometimes difficult to be assertive or say what you want, such as disagreeing about your favourite singer, talking to your parents, saying no to drugs . . .

Adapted with permission from *Exploring healthy sexuality* (resource 8)





COLLAGE

A collage is a collection of different pictures and images all pasted together to create a larger picture.

This activity examines how the media portrays women and men in order to explore common ideas and expectations about men and women and to enable young people to think about how men and women communicate with each other.

Group: At least 10, divided into smaller groups, any age

Time: 20–30 minutes

Materials: Large sheets of paper (one for each small group), collection of magazines and newspapers, glue, scissors, pens



- Start the exercise by asking the group for examples of how women and men are described in the media.
- Divide into groups of 3-5 people of the same sex.
- Give each group a large piece of paper (it can be an old newspaper or scrap paper), some glue, scissors and a number of magazines, newspapers or health education leaflets.
- Ask half the groups to make a collage of the way that women are shown in the media, choosing and cutting out any words or images from the magazines and pasting them on the sheet to make a collage. Ask the other half to make a collage illustrating the way men are shown in the media.
- Allow the groups up to half an hour to cut out any words, images or drawings that they feel represent the way that men and women are portrayed.
- Display the collages so everyone can see them. Ask each group to explain their collage.
- Draw out the following points:
 - What are the differences between the collages about women and men?*
 - Do the group agree that these images are realistic? If not, why not?*
 - How do the girls in the group feel about being portrayed in this way?*
 - How do the boys in the group feel about being portrayed in this way?*
- If you have time, get the group to do a collage representing the way that they would like to be seen.

The collages can then be used to design posters or drawings, or develop a play addressing some of the issues raised.

Try using this activity to look at other forms of media portrayal, for example of young gay men and lesbians or disabled people .

You can choose your own phrase depending on the issues that you will be covering in the training:

AIDS and HIV means . . .

I like being a girl/boy because . . .

Disability means . . .

If you have access to videos, you could watch a film aimed at young people and discuss the images portrayed and then try and produce your own version of how you would like the story to be.

Listen to music tapes and discuss how men and women are portrayed in the song, then prepare your own songs.



PICTURE CODES

A picture code is a poster-sized illustration without words which shows a situation about which people may have strong feelings. For example, it may show a young woman buying condoms, a young man visiting an STD clinic or a young man standing alone and ignored by other young people in a school yard.

- Place the picture code in a position where it can be seen clearly – on the ground or fixed to the wall.
- Ask the group questions to stimulate discussion:
 - What is happening in the picture?*
 - Does this happen in real life?*
 - Why is this happening? What does the picture make you feel?*
 - Do any problems or good things arise from this situation?*
 - What can be done about it (to make it happen more or less)?*
- At the end of the discussion summarise what has been said.
- Remember to draw out the key points that you wish to emphasise so that the discussion can end in the young people thinking about how they would like to see the situation differently.

What are the key issues that your group would like to discuss? This discussion can lead on to other activities or to action. Why not use this as a start for designing some of your own materials. One organisation in Tanzania painted picture codes as murals on the side of buildings in their town to get local people talking about the issues.

Reprinted from *Communicating about AIDS* published by Zimbabwe AIDS Network and *Let's teach about AIDS* (resource 13).





DRAMA AND ROLE-PLAY

Drama skills are found in every community and it is an activity which most young people enjoy. Drama can help young people put themselves into a situation and experience it personally. It is normally easier to understand the spoken word than writing or pictures, especially where many people do not read. Expressing thoughts through role-plays and drama can help people to develop confidence and try out new ideas and behaviour that may be difficult in real life.

The following drama exercises may help the group to become confident and develop their own ideas:

- In a role-play two people act out a given situation. For example:
Two boys who are friends are talking. One is in favour of using condoms and the other is not.
A boy is trying to persuade his girlfriend to use condoms. She doesn't want to and thinks it will get stuck 'in there'.
A girl wants to go out with her friends after school and her mother does not want her to.
- Ask people to get into pairs. Give each pair a situation in which they may play themselves or a character that is given to them.
- Each pair performs their role-play in front of the rest of the group.
- After the role-play has finished make sure that you allow the group an opportunity to ask questions. For example:
How did the people who did the role-play feel about the character they played?
How did the rest of the group feel about the role-play? Did they feel it could have been different?

When the group is more experienced in role-play you could try the following exercise:

- Two volunteers in the group begin role-playing a situation. For example:
A boy is persuading a girl to have sex with him and tells her how faithful he is.
 After it has started and reached an important point, stop the role-play and ask the group if they think the situation is realistic and what might happen next. When someone makes a suggestion ask them to change places with one of the characters in the role-play. Ask the group *Who would it be interesting to have a visit from now?* The person in the audience who makes an interesting suggestion can join the role-play, for example, as the boy's other girl friend . . .



RADIO

If there is a local radio station you can try creating shows for broadcasting. Here are some guidelines for the group to consider before making a simple radio programme:



- Identify the major message of the radio programme (this can be done after role-playing or discussion).
- Ask *What do we want people to think or feel when they hear our radio programme?* Keep these answers to look at when you have prepared the programme.
- Listen to other radio shows and decide what you like and do not like.
- Listen to the different bits of a radio programme, such as music, interviews and conversations. Decide which bits you would like in your programme and prepare a programme outline.

- Possible ideas for radio programmes are:

soap operas

quiz shows

competitions for rap songs or radio jingles

interviews with other young people who have something interesting to say

For theatre and radio shows remember these tips:

- Keep it short and simple. Don't put too many ideas in one story.
- Make the message clear through what happens in the story. It is best if people discover the message for themselves rather than having it forced upon them.
- Use local ways of telling stories and making drama.
- Include music, songs and dancing.
- Action is as important as words.
- Make plays a mixture of action, tears and laughter.



PUPPETS

Puppets and masks can be a useful way of exploring ideas and expressing thoughts and emotions in public that are difficult to do personally. The puppet can sometimes say things that we find too hard.

Simple puppets can be made from local materials (see opposite). Puppet theatres can be made by hanging a cloth between two trees or over a stick across a doorway.

If there are traditional ways of using puppets in your area try inviting someone to teach the group how to make them.

Think about the following points before making your puppets:

- First decide on your story through role-play activities or others.
- To design the puppets, think of the character and attitude of the puppet. Ask the group to study the other people in the group, on the streets or at home, paying special attention to their faces and movements.
- Make puppets with bold distinctive features which are larger than life to express their emotions.
- Practise moving the puppet, by holding the puppet's arms out straight to the sides, wiggling the arms and folding them together using your fingers.
- Practise moving the body using exaggerated gestures to show emotions such as surprise, shyness, anger, happiness and embarrassment.
- Start developing your puppets' character by practising greeting each other.
- Once you have developed the puppet characters you can develop the play.

Puppets can be used for many ideas. For example, if you work with street children, try developing a play that examines how children on the streets are treated by the police.

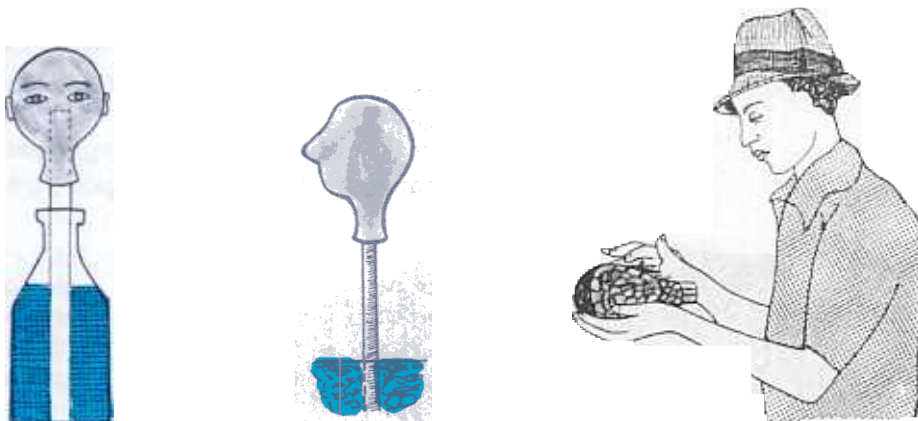


Making puppets

These are just some suggestions. You can choose ways that suit local materials and skills.

If cloth is easily available you can sew and make cloth puppets.

For simple card and stick puppets use old scrap boxes and sticks.

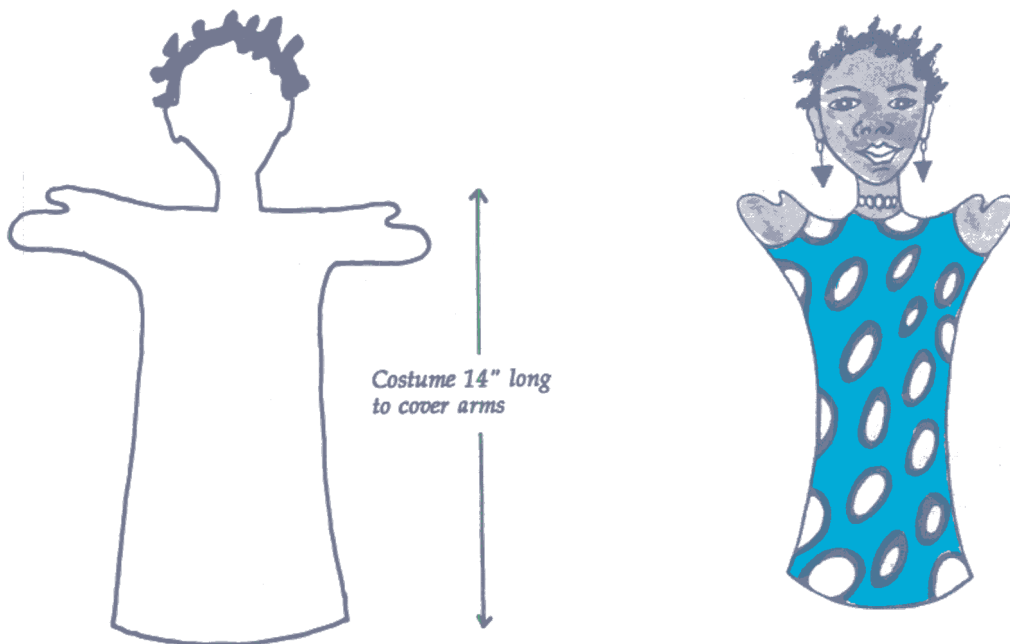


The head can be made from clay, maize cobs, banana fibres bound with string or paper maché (soak small pieces of newspaper in hot water for a day, mix into a pulp and drain, add a few drops of flour and knead until it is soft enough to mould).

A papier mache head can be made by moulding the head on top of a stick which is held firmly in place, for example in the ground. Remove the stick when the head is ready (see diagram).

Decorate the head using wool, wood shavings or coconut fibres for hair, eyebrows or a beard. Use straw to make glasses and cloth, feathers or anything else you can find to make a hat or turban.

Hands large enough to fit thumb and small and ring finger



Make the body from cloth or flour bags to hide the performer's hand and leave a gap at the neck large enough to tie the head in.

Adapted with permission from *Puppets for better health* by Gill Gordon, published by MacMillan. Illustrations by Sue Gordon.

T-SHIRTS WITH COMIC STRIPS

T-shirts with comic strips on them can be a good way of attracting attention to a message and helping to get the message across. Comic strips can be a good way of conveying information to people who cannot read and encouraging discussion.

The comic strips on these t-shirts were produced by a group of street youth. They show images of safe behaviours in the context of their daily lives.

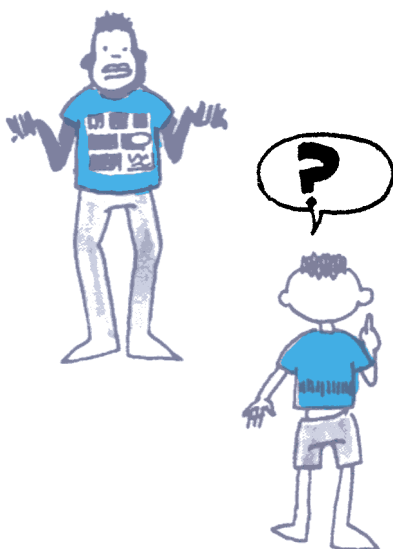
Two important messages that they wanted to explain to other street boys were:

- that it is not possible for boys to become infected with HIV by masturbating together in a group
- using a condom correctly during sex can prevent HIV transmission

With the help of an artist the group developed the two stories shown below.

Young people can design their own messages and think of their own ways of getting across information. Think of your own examples – and don't forget to share your story with the Hand-in-Hand Network!

Reprinted with permission from Hand-in-Hand Network.




AHRTAG and the Hand-in-Hand Network do not distribute the resources listed in this pack except our own publications



ORGANISATIONS AND SUPPLIERS

This section contains details of organisations and suppliers, listed alphabetically, which distribute the resources in this publication.

 indicates organisations which also provide some type of information service. Telephone, fax, and email numbers have been included for these organisations where known to us.

The types of information services available may include some or all of the following:

- collection and distribution of resource materials
- enquiry service
- training workshops and courses
- other forms of technical support such as programme design and evaluation.

The Hand-in-Hand Network maintains a database of addresses for more than 1,000 youth organisations worldwide. Please contact the Network, c/o AHRTAG, to add your organisation to the database or to correct outdated information.

Ace Communications Ltd

P O Box 15182
Nairobi
Kenya

Acção SIDA


CP 1253
Maputo
Mozambique

ACET Uganda

P O Box 9710
Kampala
Uganda

AIDS Action Trust (ACT)

Private Bag 00346
Gaborone
Botswana

 **Advocates for Youth**
(formerly Center for Population Options)
1025 Vermont Avenue NW, Suite 200
Washington DC 20005
USA
tel 1 202 347 5700; fax 1 202 347 2263
email advocates@internet.mei

Appropriate Health Resources and Technologies Action Group (AHRTAG)

Farringdon Point
29-35 Farringdon Road
London EC1M 3JB
UK
tel 44 171 242 0606; fax 44 171 242 0041
email ahrtag@gn.apc.org

Anti-AIDS Project

P O Bag RW75X
Lusaka
Zambia

Ashe

P O Box 1152
Kingston 8
Jamaica

Associação Brasileira Interdisciplinar de AIDS (ABIA)

Rua Sete de Setembro 48, 12º andar
Centro CEP 20050-000 RJ
Rio de Janeiro
Brazil
tel 55 21 224 1654; fax 55 21 224 3414
email abia@ax.apc.org

AVERT

11 Denne Parade
Horsham
West Sussex RH12 1JD
UK

Bay Positives

518 Waller Street
San Francisco, CA 94117
USA

CARE Kenya

P O Box 43864
Nairobi
Kenya

 **Centre for Health Education, Training and Nutrition Awareness (CHETNA)**

Lilavatiben Lalbhai's Bungalow
Civil Camp Road
Shahibaug
Ahmedabad 380 004
Gujarat
India
tel 91 79 786 6695/786 8856;
fax 91 79 786 6513

 **Centre Regional d'Information et de Prevention du SIDA (CRIPS)**

192 rue Lecourbe
75015 Paris
France
tel 33 1 53 68 88 88; fax 33 1 53 68 88 89
email cripsidf@club-internet.fr

Centro de Criação de Imagem Popular (CECIP)

Rua Senador Dantas, 80 Sala 201
Rio de Janeiro, RJ 20031-210
Brazil

 **Centro de Educación y Prevención en Salud Social y SIDA (CEPSS)**

Freir 264 Of.4
Casilla 3440
Concepcion
Chile
tel/fax 56 41 233 298

Childhope USA, Inc.

c/o US Committee for UNICEF
333 E 38th St, 6th Floor
New York NY 10016
USA

Child-to-Child Trust

Institute of Education
20 Bedford Way
London WC1H 0AL
UK

 **Colectivo Sol/CRISSOL and Latin American Council of AIDS Service Organisations (LACASO)**

Apto 13-320
Mexico DF 03500
Mexico
tel 52 5 666 6849; fax 52 5 606 7216
email colsol@laneta.apc.org

Commonwealth Youth Programme

Commonwealth Secretariat
Marlborough House
Pall Mall
London SW1Y 5HX
UK

Commonwealth Youth Programme Africa Centre

P O Box 30190
Lusaka
Zambia

Commonwealth Youth Programme Asia Centre

P O Box 78
Chandigarh
India

Commonwealth Youth Programme Caribbean Centre

P O Box 101063
Georgetown
Guyana

Commonwealth Youth Programme South Pacific Centre

P O Box 1681
Honiara
Solomon Islands

Commonwealth Secretariat

see *Commonwealth Youth Programme*

 **Consortium for Street Children UK**

4 Bath Place
Rivington Street
London EC2A 3DR
UK
tel/fax 44 171 837 1566
email cscuk@gn.apc.org

Development through Self-Reliance, Inc.

9111 Guildford Road
Columbia MD 21046
USA

Educación Popular en Salud (EPES)

Casilla 360 - 11
Santiago
Chile

Educational Media Film and Videos Ltd

235 Imperial Drive
Rayners Lane
Harrow
Middlesex HA2 7HE
UK

 **ENDA Tiers Monde/AFRICASO**

BP 3370
Dakar
Senegal
tel 221 22 42 29; fax 221 22 26 95
email africaso@endadak.gn.apc.org

ETR Associates

P O Box 1830
Santa Cruz
CA 95061-1830
USA

 **European Project: AIDS and Mobility**

NIGZ
De Bleek 13, Woerden
P O Box 500
3440 AM Woerden
The Netherlands
tel 31 348 43 76 36; fax 31 348 43 76 66

European Forum on HIV/AIDS, Children and Families

8 Wakley Street
London EC1V 7QE
UK

Family Health International

P O Box 13950
Research Triangle Park
Durham NC 27709
USA

Family Planning Association England

2-12 Pentonville Road
London N1 9FP
UK
tel 44 171 837 5432 fax 44 171 837 3026

Family Planning Association of India

Bajaj Bhavan
Nariman Point
Bombay 400 021
India

Family Planning Australia Inc.

39 Ceils Court
P O Box 9026
West Deakin ACT 2600
Australia
tel 61 6 285 1244; fax 61 6 282 5298

Federación Internacional de Sociedades de la Cruz Roja y de la Media Luna Roja

Delegación Regional
Tucumán 731 2ºR
1049 Buenos Aires
Argentina

Federación Internacional de Sociedades de la Cruz Roja y de la Media Luna Roja

Delegación Regional
Apartado 7-3320
San José 1000
Costa Rica

Federación Internacional de Sociedades de la Cruz Roja y de la Media Luna Roja

Delegación Regional
P O Box 1284
Kingston 8
Jamaica

Fédération Internationale des Sociétés de la Croix-Rouge et du Croissant-Rouge

Délégation Régionale
B P 88
Brazzaville
Congo

 **Global Network of People Living with HIV and AIDS (GNP+)**

P O Box 11726
1001 CS Amsterdam
The Netherlands
tel 31 20 689 8218; fax 31 20 689 8059
email gnp@gn.apc.org

 **Health Action Information Network (HAIN)**

P O Box 10340
Broadway
Quezon City
Philippines
tel 63 2 978805; fax 63 2 721 8290
email hain@phil.gn.apc.org

Health Education Consultants

1284 Manor Park
Lakewood
Ohio 44107
USA

 **HIV/AIDS and Development Programme**

ACFOA
Private Mail Bag 3
Deakin ACT 2600
Australia
tel 61 6 285 1816; fax 61 6 285 1720

Hygla Communications Ltd

Video Sales
P O Box 11
Bromley BRZ 7 RW
UK

 **Interagency Coalition on AIDS and Development**

100 Argyle Street
Ottawa
Ontario
Canada K2P 1B4
tel 1 613 788 5107; fax 1 613 788 5052
email icad@web.apc.org

International Catholic Child Bureau

63 rue de Lausanne
CH - 1202 Geneva
Switzerland

 **International Community of Women living with HIV/AIDS (ICW)**

2nd Floor
Livingstone House
11 Cartaret Street
London SW1H 9DL, UK
tel 44 171 221 1316; fax 44 171 243 8481
email icw@gn.apc.org

 **International Council of AIDS Service Organisations (ICASO)**

Central Secretariat
400-100 Sparks Street, Ottawa
Ontario K1P 5B7
Canada
tel 1 613 230 3580; fax 1 613 563 4998
email icaso@web.apc.org

 **International Federation of Red Cross and Red Crescent Societies**

P O Box 372
CH 1211 Geneva 19
Switzerland

International Federation of Red Cross and Red Crescent Societies

Regional Delegation
B P 2090
Abidjan 04
Ivory Coast

International Federation of Red Cross and Red Crescent Societies

Regional Delegation
P O Box 41275
Nairobi
Kenya

International Federation of Red Cross and Red Crescent Societies

Regional Delegation
11 Phillips Avenue
Belgravia
Harare
Zimbabwe

 **International Lesbian and Gay Youth Organisation (ILGYO)**

P O Box 542
100 AM Amsterdam
The Netherlands
tel / fax 31 20 618 8172
email ilgyo@intex.ie

International Planned Parenthood Federation (IPPF)

Regent's College
Inner Circle, Regent's Park
London NW1 4LQ
UK
tel 44 171 486 0741; fax 44 171 487 7950

Jamaica Red Cross

Central Village Street
St Catherine
Jamaica

 **Kabalikat Ng Pamilyang, Pilipino/Asia Pacific Network of AIDS Service Organisations (APCASO)**

3rd floor B & M Building
116 Aguirre Street
Legaspi Village
12296 Makati MM
Philippines
tel 63 2 813 0478; fax 63 2 812 8425
email kablikat@mozcom.com

Kara Counselling

P O Box 37559
Lusaka
Zambia

 **Kenya AIDS NGOs Consortium (KANCo)**

P O Box 69866
Nairobi
Kenya
tel 254 2 717 664; fax 254 2 714 837
email kenaids@ken.healthnet.org

 **kuleana**

P O Box 536
Mwanza
Tanzania
tel 255 68 50510; fax 255 68 42402
email kuleana@tan2.healthnet.org

Lentera PKBI-DIY

Jl. Tentara Rakyat Mataram 66
Kapas
Badran
Yogyakarta 55231
Indonesia

Macmillan

Houndmills
Basingstoke
Hampshire RG21 2XS

Macmillan Boleswa Publishers (Pty) Ltd

P O Box 32484
Braamfontein 2017
Johannesburg
Gauteng
South Africa

Media for Development Trust

P O Box 6755
Harare
Zimbabwe

Medical Research Council

P O Box 19070
Tygerberg 7505
South Africa

Ministry of Health

Family Health Division
P O Box 992
Gaborone
Botswana

 **National Council for International Health**

1701 K Street, NW, Suite 600
Washington DC 20005
USA
tel 1 202 833 5905; fax 1 202 833 0075
email ncih aids@access.digex.net

National Network of Runaway and Youth Services

1319 F Street, NW Suite 401
Washington DC 20004
USA

National Resource Center for Youth Services

202 West Eighth Street
Tulsa
OK 74119-1419
USA
tel 1 918 585 2986; fax 1 918 592 1841

Pink Triangle Malaysia

P O Box 11859
50760 Kuala Lumpur
Malaysia

Plan International

Chobham House
Christchurch Way
Woking
Surrey GU21 1JG
UK

Population Communication Services

Center for Communication Programs
Johns Hopkins University
111 Market Place, Suite 310
Baltimore
Maryland 21202-4012
USA

Positive and Living Squad (PALS)

P O Box 37559
Lusaka
Zambia

Pride Video

5-6 Parkside
Ravenscourt Park
London W6 0UU
UK

 **Royal Tropical Institute (KIT)**

Mauritskade 63
1092 AD Amsterdam
The Netherlands
tel 31 20 568 8428; fax 31 20 665 4423
email acb@kit.support.nl

Salamandra

Av. Nilo Pecanha, 155, Salas 301/5
Rio de Janeiro
RJ 20020-000
Brazil

Save the Children Fund UK

17 Grove Lane
London SE5 8RD
UK

Society for Women and AIDS in Africa

Box 2470
Calabar
Nigeria

 **Southern Africa Network of AIDS Service Organizations (SANASO)**

Secretariat
P O Box 6690
Harare
Zimbabwe
tel/fax 263 4 740 610
email sanaso@mango.zw

South American NGOs AIDS Consortium

c/o FEIM
Calle Parana
135 3er piso '13'
Buenos Aires
Argentina
tel/fax 54 1 476 27 63

 **South Pacific Commission**

B P D5
98848 Noumea Codex
New Caladonia
tel 687 26 20 00; fax 687 26 38 18

Straight Talk

P O Box 7142
Kampala
Uganda

Street Kids International (SKI)

55 The Esplanade, Suite 202
Toronto M5E 1A7
Canada

Swedish Institute for the Handicapped

Box 510
S-162 15 Vällingby
Sweden

Teaching-aids At Low Cost (TALC)

P O Box 49
St. Albans
Herts AL1 4AX
UK

 **Township AIDS Project**

P O Box 4168
Johannesburg 2000
South Africa

 **UK NGO AIDS Consortium**

37-39 Great Guildford Street
London SE1 OES
UK
tel 44 171 401 8231; fax 44 171 401 2124
email uk@idscon@gn.apc.org

 **UNAIDS**

CH 1211 Geneva 27
Switzerland
tel 41 22 791 3666; fax 41 22 791 4187
email unaids@who.ch

United Nations Children's Fund (UNICEF)

3 UN Plaza
New York NY 10017
USA
tel 1 212 326 7166; fax 1 212 326 7336

UNICEF Uganda

P O Box 7047
Kampala
Uganda

UNICEF Zimbabwe

P O Box 1250
Harare
Zimbabwe

United Nations Development Programme (UNDP)

1 United Nations Plaza
New York NY 10017
USA
tel 1 212 906 6349; fax 1 212 906 6350

United Nations Education Scientific and Cultural Organization (UNESCO)

7 Place de Fontenoy
75700 Paris
France
tel 33 1 45 68 10 00; fax 33 1 44 67 16 90

United Nations Population Fund (UNFPA)

220 East 42nd Street
New York NY 10017
USA
tel 1 212 297 5211; fax 1 212 297 4915

Women's International Network

187 Grant Street
Lexington MA 02173-2140
USA

Working with Men

320 Commercial Way
London SE15 1QN
UK

World Assembly of Youth

Ved Bellahoj 4
DK-2700
Bronshoj
Copenhagen 2700
Denmark
tel 45 31 607770; fax 45 31 605797

World Associations of Girl Guides and Girl Scouts (WAGGGS)

Olave Centre
12c Lyndhurst Road
London NW3 5PQ
UK
tel 44 171 794 1181; fax 44 171 431 3764

The World Bank

1818 H Street, NW
Washington DC 20433
USA
tel 1 202 458 2381; fax 1 202 477 0645

World Council of Churches

P O Box 2100
1211 Geneva 2
Switzerland
tel 41 22 791 6111; fax 41 22 791 0361

 **World Health Organization (WHO)**

Documentation Centre
CH 1211 Geneva 27
Switzerland
tel 41 22 791 4652; 41 22 791 0317
email publications @who. ch

World Health Organization

Office for HIV/AIDS and STDs
CH 1211 Geneva 27
Switzerland
tel 41 22 791 4652; 41 22 791 4834

World Health Organization

Adolescent Health Programme
CH 1211 Geneva 27
Switzerland
tel 41 22 791 2111; 41 22 791 4189

WHO Regional Office for Africa

P O Box 6
Brazzaville
Congo
tel 2442 83 38 69; fax 242 83 18 79

WHO Regional Office for the Americas

Pan American Health Organisation (PAHO)
525 23rd Street NW
Washington DC 20037
USA
tel 1 202 861 3200; fax 1 202 223 5971

WHO Regional Office for the Eastern Mediterranean

P O Box 1517
Alexandria 21511
EGYPT
tel 20 3 482 8282; fax 20 3 483 89 16

WHO Regional Office for Europe

8 Scherfigsvej
DK-2100
Copenhagen 0
Denmark
tel 45 31 29 01 11; fax 45 31 18 11 20

WHO Regional Office for South-East Asia

World Health House, Indraprastha Estate
Mahatma Gandhi Road
New Delhi 110002
India
tel 91 331 7804; fax 91 331 8607

WHO Regional Office for the Western Pacific

P O Box 2932
1099 Manila
Philippines
tel 63 2 521 8421; fax 63 2 521 1036

World Organisation of the Scout Movement (WOSM)

P O Box 241
1211 Geneva 4
Switzerland
tel 41 22 320 4233; fax 41 22 781 2053

World Young Women's Christian Association

37 Quai Wilson
CH 1201 Geneva
Switzerland

Youthlink

95 Wellesley Street East
Toronto
Ontario M4Y 1H6
Canada
tel 1 416 922 3335; fax 1 416 922 1282

INDEX

The numbers listed in each category below refer to the number next to each resource, not page numbers.

Primarily for use in developing countries

1, 2, 3, 6, 9, 12, 13, 15, 17, 18, 19, 21, 22, 24, 25, 28, 29, 30, 32, 33, 34, 36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 58, 60, 62, 63, 64, 65, 67, 68, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85

Free (some restrictions may apply) or only a postage charge for developing countries

9, 11, 13, 18, 21, 22, 24, 30, 33, 37, 38, 44, 48, 49, 50, 51, 58, 64, 65, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85

Can be used with young people who do not read or write (or includes some activities which can be adapted)

1, 2, 4, 8, 9, 10, 13, 14, 15, 16, 18, 19, 20, 23, 24, 26, 38, 39, 40, 43, 45, 46, 53, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 84

Resources aimed at or particularly useful for specific groups of young people

Children (under 12 years)

10, 11, 19, 20, 23, 27, 30, 34, 38, 39, 41, 51, 58

Peer educators

2, 18, 21, 25, 26, 29, 31, 37, 39, 51, 71, 72, 73, 79, 82, 84, 86

Street youth

11, 16, 19, 24, 26, 32, 34, 58, 65, 70, 82, 85

Young disabled people

35, 36, 39

Young gay men and lesbians

4, 8, 14, 52, 57, 59, 86

Young people living with HIV/AIDS

27, 52, 53, 55, 57, 60, 64, 73

Young women

9, 10, 18, 29, 32, 41, 45, 46, 52, 56, 59, 61, 62, 63, 70

Subjects

Drug use

4, 14, 15, 16, 24, 26, 50, 52, 58, 70

Gender issues

4, 8, 9, 10, 12, 14, 17, 18, 20, 21, 23, 41, 42, 45, 49, 55, 56, 61, 63, 67, 68

HIV and STD prevention

1, 3, 4, 5, 7, 9, 12, 13, 14, 16, 17, 18, 20, 21, 22, 23, 24, 27, 30, 31, 33, 38, 40, 43, 47, 48, 49, 50, 52, 53, 54, 55, 57, 58, 59, 60, 61, 62, 64, 65, 66, 68, 70, 71, 72, 73, 74, 75, 77, 79, 80, 81, 83, 84

Reproductive health and family planning

1, 6, 12, 14, 20, 23, 29, 37, 40, 41, 44, 45, 46, 49, 55, 56, 62, 67, 69, 70, 72, 76, 77, 78, 79, 84

School health

5, 7, 11, 14, 17, 20, 22, 23, 27, 33, 39, 41, 51, 54

Sexuality

4, 6, 8, 12, 14, 23, 29, 35, 36, 42, 45, 52, 57, 59, 77, 84, 86

Languages

French

3, 6, 9, 11, 12, 22, 28, 33, 34, 37, 39, 44, 46, 54, 55, 56, 58, 71, 74, 76, 77, 81, 82, 84

Spanish

3, 6, 12, 14, 28, 34, 37, 39, 44, 46, 58, 65, 74, 76, 77, 81, 82

Portuguese

11, 14, 39, 47, 58, 63, 65, 74

Other languages

3, 13, 33, 34, 38, 39, 41, 46, 48, 55, 56, 58, 62, 63



EVALUATION FORM

Please help us to improve any future editions of this resource pack by detaching or photocopying this form and returning it to:

Hand-in-Hand Network / AHRTAG
Farringdon Point
29-35 Farringdon Road
London EC1M 3JB
UK



Many thanks.

Section 1: About this resource pack

1. Are the introductory articles useful? yes no

If no, please explain what additional information you would like to be included in any future editions (using a separate sheet if necessary). _____

2. Are the samples of games and activities useful? yes no

If no, please explain which samples you did not find useful and suggest any samples you would like to see included (using a separate sheet if necessary). _____

3. Are the resources useful? yes no

If no, please list any additional resources that you think should be included in any future editions of this resource pack. _____

4. Are there any organisations that are not included, which you think should be included in future editions of this resource pack? yes no

If yes, please list the organisation's name, country and main activities (using a separate sheet if necessary). _____

5. How easy is it to find the information that you are looking for in this resource pack?

- very easy easy difficult very difficult

If difficult or very difficult, please give examples of the difficulties you have had, and suggest ways in which the information that you are looking for could be made easier to find. _____

6. Overall, how useful have you found this resource pack?

- very useful fairly useful not very useful not at all useful

If you have found it useful, please specify how you have used it to help you with your work.

If you have not found it useful, please suggest ways in which it could be made more useful.

7. Have you any other comments or requests? _____

Section 2: About yourself

1. What is your occupation?

- health worker trainer/teacher counsellor street educator/outreach worker
 peer educator social worker
 other (please specify) _____

2. What sort of organisation do you work for?

- government/Ministry of Health local NGO youth organisation
 international organisation academic institution
 other (please specify) _____

3. What are the main activities of your organisation?

- education/training vocational training providing health care services
 information services residential/non-residential shelter HIV/AIDS education
 other (please specify) _____

4. Name and address (optional, but it would be useful if you could identify yourself).

Hand-in-Hand Network

The Hand-in-Hand Network is an international movement which aims to promote the exchange of practical information and educational experiences concerning the health and rights of socially apart youth. The Network defines 'socially apart youth' as young people who may be homeless, living on the streets or refugees. Some of these young people, although living at home, may suffer from domestic abuse. They may be out of school, involved in sex work or child labour. In some way they are 'socially apart' from access to basic goods and services, and the attainment of rights. The Network is particularly concerned with sexual health and AIDS in developing countries.

The Network was established in 1991 with support from the World Health Organization and the Ashoka Foundation, and with technical support from the Appropriate Health Resources and Technologies Action Group (AHRTAG) based in London. At present there is no formal membership of the Network. Instead, individuals and organisations are encouraged to complete a questionnaire and then they are placed on a database and mailing list. This has been used to encourage networking and participation in specific projects of the Network, and to help with the distribution of a resource pack and seminar report.

Plans are currently underway to establish a more formal structure to help guide the Network, which will include a small group of international advisors serving on a volunteer steering committee. Contact AHRTAG for more information about future plans for the Network, or to find out how to participate in Network activities.

Appropriate Health Resources and Technologies Action Group (AHRTAG)

AHRTAG is committed to strengthening primary health care and community-based rehabilitation in the South by maximising the use and impact of information, providing training and resources, and actively supporting the capacity building of partner organisations.

AHRTAG's objectives are to:

- disseminate practical information on primary health care and disability issues through a publications programme
- provide an information and enquiry service to health and community workers
- strengthen human resources and institutional capacities of partner organisations by providing technical support and training in publications and the development of resource centres and information systems
- undertake participatory research projects in collaboration with partner organisations
- promote health awareness in education systems.



AHRTAG is committed to strengthening primary health care and community-based rehabilitation in the South by maximising the use and impact of information, providing training and resources, and actively supporting the capacity building of partner organisations.

Hand·in·Hand
NETWORK

AHRTAG



Working for health worldwide

Farringdon Point
29-35 Farringdon Road
London EC1M 3JB, UK
Telephone +44 171 242 0606
Fax +44 171 242 0041
E mail ahrtag@gn.apc.org
<http://www.poptel.org.uk/ahrtag/>

Registered charity no. 274260
Company limited by guarantee
Registered no. 1322161 (England)

Funded by the World Health Organization,
World Bank and States of Jersey

Free to developing countries.
£5.00/US\$10 elsewhere
(includes postage).