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APPENDIX A

WORKING WITH YOUNG PEOPLE

USEFUL ORGANISATIONS

These organisations provide support and resources to young people and those working with them. Many will be able to send current catalogues or resource lists on request.

BRITISH YOUTH COUNCIL

57 Chalton Street
London NW1 1HU
Tel: 071 387 7559

A national forum for young people in Britain and an umbrella body for over 60 national youth organisations, including the Scouts and Guides. Produces resources for training in anti-sexist, anti-racist work. Can put you in touch with local youth groups.

NATIONAL YOUTH AGENCY

17-23 Albion Street
Leicester LE1 6GD
Tel: 0533-471200

A national resource base for youth workers. Produces regular lists of publications and information. Has an extensive reference library.

YOUTH CLUBS UK

11 St. Bride Street
London EC4A 4AS
Tel: 071 353 2366

An umbrella organisation for youth clubs nationally. Produces resources for youth work and distributes regular resources and publications list.

APPENDIX A

WORKING WITH YOUNG PEOPLE

USEFUL RESOURCES

Personal and Social Education: An Integrated Programme - Mary Gurney (1991), Stanley Thornes

Books 4 and 5 of this programme for schools are aimed at year 10 and 11 respectively. A vast range of topics are covered including personal relationships, disability, death and bereavement, prejudice and drugs education. Many of the exercises included are participatory.

Health Education in Youth Work - Julia Lyford (1991), Youth Work Press.

A practical and useful guide for planning health education in informal settings. The guide includes guidance on planning work, ideas for work, checklists for action and training and resource lists.

Helping Others Learn, Youth Clubs UK (1989).

An excellent, lively introduction to planning, setting up, carrying out and evaluating group training sessions. Suitable for those training adults as well as those working with young people. Youth Clubs UK also produce a wide range of resources for work with youth groups - see 'useful organisations' for the address and telephone number.

APPENDIX B

WORKING ON GENDER

USEFUL ORGANISATIONS

NATIONAL ORGANISATION FOR WORK WITH GIRLS AND YOUNG WOMEN

The Pankhurst Centre
60-62 Nelson Street
Manchester M13 9WP
Tel: 061 274 3421

A national resource for people working with girls and young women. Organises meetings and conferences. Lobbies for improvements in services offered to young women. Provides regular mailing of resources and a newsletter to affiliated groups.

BRITISH YOUTH COUNCIL

57 Chalton Street
London NW1 1HU
Tel: 071 387 7559

Publishes resources on women's and young women's rights.

USEFUL RESOURCES

The Equalizer: Activity Ideas for Anti-Sexist Youth Work - BREAD (Bristol Education for Action in Development) (1991).

A very lively and colourfully illustrated participatory resource which includes checklists for planning anti-sexist work.

Work with Boys - Trefor Lloyd (1990), National Youth Agency.

A well-written booklet on anti-sexist work with boys. Includes interviews with youth workers about their practical experiences.

EQUAL OPPORTUNITIES COMMISSION

Overseas House
Quay Street
Manchester M3 3HN
Tel: 061 833 9244

Maintains a well-stocked library of gender equality material. Offers advice and information. Publishes a wide range of pamphlets and other resources on working with and for young women.

Boys will be...? Sex Education and Young Men - Neil Davidson (1990), Bedford Square Press.

Written on the basis of Neil Davidson's experience of working for the New Grapevine sex education project, this is one of the few books available which deals with work on sex and sexuality with young men.

Positively Women - Kate Thomson and Sue O'Sullivan (eds.) 1992, Sheba.

An excellent collection of personal testimonies from women affected by HIV and AIDS, along with discussion of issues particularly relevant to women.

APPENDIX C

WORKING ON SEX AND SEXUALITY

USEFUL ORGANISATIONS

THE FAMILY PLANNING ASSOCIATION (FPA)
27-35 Mortimer Street
London W1N 7RJ
Tel: 071 636 7866

Runs courses on sex and personal relationships as well as contraception. Offers courses on HIV and AIDS and has a wide range of publications. The above information helpline number is open 10 a.m. till 3 p.m. Monday to Friday

BROOK ADVISORY CENTRE
153a East Street
London SE17 2SD
Tel: 071 708 1234

A national network of centres offering advice and counselling on sex and contraception. Produces a variety of leaflets and information.

BRITISH YOUTH COUNCIL
57 Chalton Street
London NW1 1HU
Tel: 071 387 7559

Produces a range of resources on sexuality, relationships etc.

HEALTH EDUCATION AUTHORITY
Hamilton House
Mabledon Place
London WC1H 9TX
Tel: 071 383 3833

Has a comprehensive library of journals and books related to health issues, including sex education. Produces resource lists on a range of topics free of charge.

LONDON LESBIAN AND GAY SWITCHBOARD
Tel: 071 837 7324

24 hour advice line and information service. Can provide details of local lesbian and gay switchboards.

**LESBIAN AND GAY YOUTH MOVEMENT
BM GYM**
London WC1N 3XX
Tel: 081 317 9690

Run by and for young lesbians and gay men under 26. Can provide information about local groups and lesbian and gay switchboards.

APPENDIX C

WORKING ON SEX AND SEXUALITY

USEFUL RESOURCES

Sex Education Dictionary - Gill Mullinar (1992), LDA.

Over 350 words and terms are defined here. Aimed at young people aged 12 years and over, but might equally prove useful and informative for adults working with them!

An Enquiry into Sex Education - Rachel Thomson with Lorna Scott (1992), National Children's Bureau.

A report summarising the results of a large scale survey into local education authority support and monitoring of school sex education. This report also offers recommendations about the provision of sex education for local authorities and schools.

A Framework for School Sex Education - Sex Education Forum (1992), National Children's Bureau.

A booklet which offers teachers and school governors guidance in developing a sex education curriculum.

School Sex Education - Doreen Massey (1991), Family Planning Association.

The second edition of the popular and well written guide for secondary teachers working in the field of sex education. Includes guidance on planning and implementation as well as references.

"Not Under My Roof": Families talking about Sex and AIDS - Jo Frankham with Maggie MacLure and Ian Stronach (1992), AVERT.

Based on research on sex education in the family, this book includes a collection of fascinating case studies in which families, parents and children talk about how they discuss sex in the home. In addition, the text contains discussion sheets which families can use to facilitate their conversations around sex and HIV and AIDS. This book is aimed at those who work professionally with parents or young people, but could be used with young people themselves to great effect and would help stimulate interesting discussions.

Sexualities - Ewan McKay Armstrong and Peter Gordon (1992), Family Planning Association.

A training manual aimed at teachers, youth workers and others involved in sex education. Areas covered include sexual behaviours, sexualities and the law and sexual identities. A number of very open and clear exercises for use in the training of adults who are working with young people

APPENDIX D

DEALING WITH SEXUAL ABUSE AND RAPE

USEFUL ORGANISATIONS

Support and counselling to people who have experienced incest, sexual abuse or rape is usually most effective if it is provided locally. Most areas should have a rape crisis line, and an increasing number have incest survivors groups or sexual abuse centres. Ring the national contact below in the first instance, and ask about groups in your area.

RAPE CRISIS CENTRE

PO Box 69
London WC1X 9NJ
Tel: 071 278 3956 (administration and information)
Tel: 071 837 1600 (24 hour helpline)

STANDING COMMITTEE ON SEXUALLY ABUSED CHILDREN (SCOSAC)

73 St. Charles Square
London W10 6EJ
Tel: 081 960 6376

Provides a support service for professionals in the field of child sexual abuse.

CHILDLINE

Tel: 0800 1111 (your call is free)

A 24 hour counselling service for any child, of any age, who has experienced, or is experiencing, sexual abuse.

WE STRONGLY ADVISE YOU TO FIND OUT THE NUMBER OF YOUR LOCAL RAPE CRISIS LINE AND SEXUAL ABUSE SERVICES AND PUBLICISE THEM AMONGST THE YOUNG PEOPLE YOU WORK WITH.

USEFUL RESOURCES

Training Resource in Child Abuse: What's in Box 1 (1989) & What's in Box 2 (1992) - Helen Armstrong with Anne Hollows, National Children's Bureau.

Together these two volumes provide a comprehensive reference for those engaged in training around issues of sexual abuse. Gives a guide to training materials and advice for planning work.

APPENDIX E

WORKING AGAINST RACISM

USEFUL ORGANISATIONS

BRITISH YOUTH COUNCIL

57 Chalton Street
London NW1 1HU
Tel: 071 387 7559

Produces anti-racist resources. Promotes and supports anti-racist work with young people.

BLACKLINERS

The Eurolink Business Centre
49 Effra Road
Unit 46 Brixton
London SW2 1BZ
Tel: 071 738 5274 (helpline)
9-5pm Monday to Friday 1-6pm on Saturdays

An advice and counselling service for any Black person concerned about HIV and AIDS. Blackliners offer training around race and HIV and AIDS for school and youth groups.

INSTITUTE OF RACE RELATIONS

2-6 Leeke Street
London WC1X 9HS
Tel: 071 837 0041

Publishes material examining and suggesting how to challenge racism.

COMMISSION FOR RACIAL EQUALITY

Elliot House
10-12 Allington Street
London SW1E 5EH
Tel: 071 828 7022

An information and resource centre for teachers and youth workers dealing with racism.

USEFUL RESOURCES

AIDS and The Black Communities - Black HIV/AIDS Network (BHAN) (1991), BHAN

This report examines how HIV and AIDS, and the prejudice and discrimination which have been associated with the epidemic, have affected, and been challenged by, Black people. There is also discussion of the practical issues which Black people living with HIV and AIDS face.

BLACKLINERS produce a range of leaflets and posters aimed at black people, but which are equally useful for raising awareness generally around issues of race and HIV and AIDS.

AIDS, Africa and Racism - RC Chirimuuta and RJ Chirimuuta (1990), Free Association Press.

A clearly written review of literature about AIDS in Africa and the inaccuracy and prejudice associated with much of the media reporting about it.

APPENDIX F

WORKING ON DISABILITY

USEFUL ORGANISATIONS

COMMUNITY SERVICE VOLUNTEERS

237 Pentonville Road
London N1 9NJ
Tel: 071 278 6601

Produces useful resources aimed at encouraging non-discriminatory attitudes to disabled people by non-disabled people

MENCAP

123 Golden Lane
London EC1Y 0RT
Tel: 071 454 0454

An information and advice service on all aspects of intellectual impairment.

ROYAL NATIONAL INSTITUTE FOR THE BLIND

224 Great Portland Street
London W1N 6AA
Tel: 071 388 1266

Information and advice service on all aspects of visual impairment.

THE ROYAL NATIONAL INSTITUTE FOR THE DEAF

105 Gower Street
London WC1E 6AH
Tel: 071 387 8033

For information about the National Telephone Relay Service (Typetalk) telephone 051 494 1000

An information and advice service for deaf and hearing impaired people.

SPOD

(Association to aid the Sexual and Personal Relationships of People with a Disability)

286 Camden Road
London N7 0BJ
Tel: 071 607 8851

Offers advice and one-to-one counselling on all aspects of sexual and personal relationships for physically disabled people. Produces leaflets and resources.

APPENDIX F

WORKING ON DISABILITY

USEFUL RESOURCES

Disability Equality in the Classroom: A Human Rights Issue - Richard Riesler and Micheline Mason (1992), Disability Equality in Education, Swindon Press Ltd.

An excellent and comprehensive resource written by two disabled authors for use in schools (although this resource would be very useful in youth clubs also). Includes the history of disabled people and personal accounts written by them, as well as ideas for planning classroom work, units of work and guidance on good practice.

Living Your Life - Ann Craft and the Nottinghamshire SLD sex education project (1991), LDA

This is an extensive sex education and personal development programme designed for use with students with severe learning difficulties. The topics covered include emotions, relationships and sociosexual skills as well as HIV and AIDS. The resource is accompanied by a set of diagrams which are very useful. Includes guidance on how to structure programmes, teaching strategies and further resources.

ADDITIONAL SERVICES

If you need a sign language translator contact your local authority disability information officer, or telephone the **Royal National Institute for the Deaf (RNID)**, who will be able to advise.

Chance to Choose: Sexuality and Relationships Education for People With Learning Difficulties: An Educator's Resource. Hilary Dixon (1992), LDA

Practical ideas for sex education with young people aged 11 and above who have learning difficulties. The activities included are suitable for both group and individual work.

Several good leaflets are published by the **British Institute of Mental Handicap (BIMH)** which cover issues for parents, teachers and other adults who work with people with learning disabilities. These are available from:

BIMH
Wolverhampton Road
Kidderminster DY10 3PP
Tel : 0562 850251

SPOD have a large selection of leaflets which are available for a small cost. The leaflets are aimed at disabled people, their partners, the parents of disabled children and those who work with disabled people. Topics covered include contraception, body image and sexual positions.

If you need to provide material in Braille or on tape, contact the **RNIB** for advice on the best way to do this locally.

APPENDIX F

WORKING ON DISABILITY

ADDITIONAL SERVICES (continued)

For subtitling of HIV and AIDS videos, contact:

**AIDS AHEAD (AIDS Health Education
and Advice for the Deaf)**

FACTS Centre

23-25 Weston Park

Crouch End

London N8 95Y

Tel : 081 348 9195

There are specialist magazines aimed at people with disabilities or those who work with them. If you want to make a session truly open to everyone it is a good idea to make sure it is advertised in advance via these networks.

APPENDIX G

WORKING ON HIV AND AIDS

USEFUL ORGANISATIONS

AVERT (AIDS Education and Research Trust)
11 Denne Parade
Horsham
West Sussex RH12 1JD
Tel: 0403 210202

A national charity concerned with research and education in relation to HIV and AIDS. Publishes a range of resources and leaflets about HIV and AIDS. Also provides an information service, by post and telephone, which can suggest reading lists (free) for various groups including parents, teachers, youth workers and young people.

NATIONAL AIDS HELPLINE

A 24 hour national telephone information and advice service.
Tel: 0800 567123 (free)

TERRENCE HIGGINS TRUST

52-54 Grays Inn Road
London WC1X 8JU
Tel: 071 831 0330
Helpline: 071 242 1010
(12 p.m. - 10 p.m. Monday to Sunday)

Provides support for people living with HIV and AIDS. Publishes a range of information about HIV and AIDS.

BODY POSITIVE
51b Philbeach Gardens
London SW5 9EB
Tel: 071 835 1045

Self-help and support for all those who are affected by HIV & AIDS.

BLACKLINERS

The Eurolink Business Centre
49 Effra Road
Unit 46 Brixton
London SW2 1BZ
Tel: 071 738 5274 (helpline)
9-5pm Monday to Friday
1-6pm on Saturdays

Advice and counselling for Black and minority ethnic people concerned with HIV and AIDS.

HAEMOPHILIA SOCIETY

123 Westminster Bridge Road
London SE17HR
Tel: 071 928 2020

An advice and information service for those with haemophilia and their families. Provides up to date information on haemophilia, and haemophilia in relation to HIV and AIDS.

Other Groups

There are a large number of other local and specialist groups. The National AIDS Helpline can let you have details of any group near you.

APPENDIX G

WORKING ON HIV AND AIDS

USEFUL RESOURCES

AIDS: A Teacher Resource Package - J. Golick, J. Greig & C. Rouan (1990), Stanley Thornes (Publishers) Ltd.

A course of study for use with young people aged 12-16 years. The package explores the broader issues of sex, disease, death and dying. Includes a large number of checklists, questionnaires and quizzes for use in the classroom. Some good exercises, but they do need careful reading through before use as some inappropriate language, such as 'HIV carrier', is used.

The Terrence Higgins Trust HIV/AIDS Book - J. Tavanyar (1992), Thorsons.

Clear information about HIV and AIDS. Also has information for people living with HIV infection, and those affected by HIV and AIDS in any way.

Yes AIDS Again - Hilary Dixon (1993), LDA

A handbook for teachers working with young people at Key Stages 3 and 4. Gives guidance on how to teach about HIV and AIDS and suggestions for classroom activities.

HIV, AIDS & Sex: Information For Young People - Stephen Clift & Annabel Kanabus (1993), AVERT

A lively and stimulating booklet providing clear information for young people and addressing the concerns they may have.

The **Health Education Authority** can provide a range of leaflets on HIV and AIDS. See Appendix C for the address.

HIV Project Information File - Michael Rooney (ed.) 1992, North West Thames Regional Health Authority.

A comprehensive information and training resource on HIV prevention. A new edition is produced annually, ensuring that information is as accurate and up-to-date as possible.

AIDS: The Secondary Scene - A Guide to Issues, Approaches and Resources - Stephen Clift & David Stears (1992), AVERT.

Designed for teachers, this book provides invaluable information, ideas and guidance about work on HIV and AIDS. Of particular interest to health educators, guidance is offered on developing HIV and AIDS education across the curriculum. Legal issues as they pertain to schools are also discussed. Very useful for all teachers concerned with planning and providing effective HIV and AIDS education.

Monopolies of Loss - Adam Mars-Jones (1992), Faber and Faber.

A very well written book of short stories about gay men and the impact of HIV and AIDS on their lives. English, drama and other teachers might find this book very useful.

Wise Before Their Time - Compiled by Ann Richardson and Dietmar Bolle (1992), Fount.

A powerful anthology of personal testimonies from men and women living with HIV and AIDS in different parts of the world.

APPENDIX H

WORKING ON DRUGS

USEFUL ORGANISATIONS

THE STANDING CONFERENCE ON DRUG ABUSE (SCODA)

1-4 Hatton Place
Hatton Gardens
London EC1N 8ND
Tel: 071 430 2341

An umbrella organisation offering details of the nearest source of help on HIV & AIDS in relation to drugs.

SCOTTISH DRUGS FORUM

5 Oswald Street
Glasgow G1 4QR
Tel: 041 221 1175

An umbrella organisation providing support and information to drugs agencies throughout Scotland. Can advise on resources.

THE INSTITUTE FOR THE STUDY OF DRUG DEPENDENCY (ISDD)

1 Hatton Place
London EC1N 8ND
Tel: 071 430 1991

Has an extensive reference library on drugs-related issues and acts as a centre for research and study into drug dependence. Produces and disseminates a wide range of useful information nationally.

THE ADVISORY COUNCIL ON ALCOHOL AND DRUG EDUCATION (TACADE)

1 Hulme Place
The Crescent
Salford M5 4QA
Tel: 061 745 8925

Maintains an extensive reference library, and publishes a wide range of resources for alcohol and drugs education. Provides training, conference management, and consultancy.

APPENDIX H

WORKING ON DRUGS

USEFUL RESOURCES

Locating Drug Education - Tacade (1989)

A well-produced training pack intended as a resource for drugs education, contains games, information etc.

Taking Drugs Seriously - Ian Clements, Julian Cohen and James Kay (1990), Healthwise, Liverpool

A training pack primarily for use with young people aged 14 and above in schools, colleges and youth groups. The focus is on harm reduction, and topics covered include facts about drugs, the law and community action. This is an excellent pack, which is simple to use and effective.

Don't Panic: Responding to incidents of Young People's Drug Use- Julian Cohen and James Kay (1992), Healthwise, Liverpool

A manual designed for training people who work with young people. Includes sections on the effects of drug use, medical and other services as well as issues of confidentiality and discussion of the responses of adults to young people's drug use. A very useful pack, which includes some exercises which can be adapted for use with young people themselves.

Needle Exchange Schemes

There are now a number of exchange schemes which provide advice on risk reduction and safer sex to drugs users, as well as free clean needles. Contact your local drugs project (SCODA will be able to give you a contact if necessary) or the HIV and AIDS information officer at your local authority.

APPENDIX I

SUGGESTIONS FOR FURTHER WORK

In addition to the exercises in this pack, there is further work you can do to follow up some of the issues. If you are working with young people in schools, colleges or in employment training you may find some of the following suggestions, which can be linked to particular subjects and specific skills and competencies, helpful. Most work well, both as individual or small group assignments.

ORAL SKILLS

1. Ask individuals to prepare and deliver a short talk on HIV and AIDS to the rest of the group.
2. Organise a formal debate on an issue related to HIV and AIDS.
3. Record on tape a 'radio programme' of information aimed at a specific group of people (young people, doctors, religious people etc.)
4. Ask people to telephone an AIDS helpline or agency for a simple piece of information.
5. Ask people to telephone a newspaper or radio company to comment on biased or inaccurate reporting.

WRITING SKILLS

1. Ask people to write a letter to the local press about an issue related to HIV and AIDS.
2. Ask people to write and design a leaflet about HIV and AIDS and, if possible get it printed.
3. Ask people to write a poem or short story about HIV and AIDS.
4. Ask people to write to a local councillor or MP to put forward a concern about HIV and AIDS.

MATHEMATICAL SKILLS

1. Provide some statistics and ask people to plot a graph which shows annually reported cases of HIV infection and of AIDS.
2. Provide statistics and ask people to produce a graphic illustration which shows the changing patterns of HIV transmission.
3. Ask people to carry out a local survey on an HIV and AIDS related issue and display their results as both a bar chart and a pie chart.

CRAFT, DESIGN AND TECHNOLOGY

1. Set up a project to design a self-contained flat for a person living with AIDS. This should be just as efficient and pleasant to live in during periods of well-being as in times of illness.
2. Set up a project to design a safe and portable system for the disposal of used needles and syringes. The system must look good and be inconspicuous.
3. Create a project to design smart condom cases for use by different groups of people.

APPENDIX I

SUGGESTIONS FOR FURTHER WORK

RESEARCH SKILLS

1. Ask people to carry out tape recorded interviews with members of the public to assess their levels of knowledge about HIV and AIDS. Do this before and after a particular television campaign or government campaign.
2. Set up a project to find out about the history of a local or national AIDS agency.
3. Ask people to carry out some local research to build a directory of local provision for people with HIV and AIDS, people who feel they have been at risk, lesbians and gay men, or people who have been bereaved.

CREATIVE SKILLS

1. Ask people to write and perform a song about HIV and AIDS.
2. Ask people to design an attractive poster promoting safer sex.
3. Ask people to create some catchy safer sex or safer drug use slogans for T shirts.
4. Ask people to look at HIV and AIDS in order to develop work in drama.

COMMUNITY BASED SKILLS

1. Encourage people to find out and report back on volunteering opportunities on a local AIDS helpline.
2. Encourage contact-making with a local radio station and ask people to make a programme challenging stereotypes of people with AIDS.
3. Set up a project to find out how local HIV and AIDS services could be improved, and try to get something done about them.

USE OF VIDEO AND VIDEOGRAPHY

There are a great many videos available about HIV and AIDS. Unfortunately they are often misused in the classroom and other settings, and far from leading to the participatory style of work which is suggested in this pack, the viewer can become a passive recipient of facts and 'expert opinion'. The central theme of participatory education is the active involvement of young people. Given that many teachers and youth workers will find that the time they can spend on HIV and AIDS is limited, it is best to concentrate on using activities, such as those in this pack, which will encourage open discussion.

However, there are some good videos on the market, and used with care, they can be a helpful addition to your work. They should always be used as a way of enhancing your work rather than as a substitute for your involvement.

If you do decide to use video, the following information may be of help.

- Always view a video carefully before showing it to a group of young people, to ensure that it is accurate and appropriate in content, language and presentation.
- Make sure that it 'fits' into your programme. Ask yourself how this video will progress your course of HIV and AIDS education. What are your objectives and aims in using it, and how will the video fulfil them?

APPENDIX I

SUGGESTIONS FOR FURTHER WORK

- How long is the video? Will there be adequate time in one session for showing the video *and* having some discussion or activity based around it?
- To be used to its best advantage, and to ensure that the activity remains participatory, 'break up' the video by switching off at appropriate moments (which should be decided upon ahead of time when you initially view the video) in order to elicit opinions and reactions from the group.
- Build an activity around the video. This could be, for example, small or whole group discussion around a set of pre-planned questions.
- Ask your group to evaluate the video after its use. Young people are avid consumers of mass media and are often very good judges of quality. This will help you decide whether to use the video again, and if not, what type of video might have a greater appeal for young people. You might ask those in your group to think about how they would develop a video for use with young people.

Videography

Your Choice or Mine? Personal Relationships, HIV and AIDS - British Red Cross Society (1991).

This 45 minute long video is accompanied by a very useful teacher/trainer handbook and a photocopiable 'fact file'. The video is divided into a number of short 'trigger' scenes, featuring young people in various settings and situations, which are designed to stimulate discussion. This style makes the video an excellent choice for use within a programme of participatory HIV and AIDS education. The video is aimed at young people aged 13-17 years.

Action AIDS - Northampton District Health Authority and Northamptonshire Education Authority (1990). Published by Hodder & Stoughton

This video is 60 minutes long and comes with a resource pack of 260 pages. Four 'stories' featuring young people focus on some issues around HIV and AIDS and prejudice. The video and resource pack aim to develop HIV and AIDS work through the use of drama, and will be of particular interest to teachers of English and drama and other teachers and youth workers who want to use dramatic techniques. Aimed at young people aged 16 and above.

APPENDIX I

SUGGESTIONS FOR FURTHER WORK

Letters Out - Produced by Women and Theatre. Available from Second Sight Birmingham.

Although primarily intended for use with trainers and teachers, this video could be productively used with young people. The video, which features the stories of four women, aims to raise awareness about the experiences of women in relation to HIV and AIDS. The video holds the viewers attention throughout the 50 minutes. It is accompanied by a manual which includes some exercises for use in conjunction with video. For use with adults and young people aged 16 and over.

Hasina's Story - London Borough of Tower Hamlets (1991).

This video is available in Hindi, Punjabi, Urdu, Bengali and Gujarati and is accompanied by an English translation of the script as well as user's notes in the aforementioned languages and English. The story, which centres around a married couple, is thirty minutes long. Although the video only deals with heterosexual relationships, it could be a useful starting point for discussion. The video is aimed at Asian communities, and could be used with young Hindi, Punjabi, Urdu, Bengali or Gujarati speaking people aged 16 and above.

APPENDIX J

RISK CONTINUUM OF SEXUAL ACTIVITIES

It is not possible to say with absolute certainty whether some sexual activities are completely safe. There are many practices which, given what we know about HIV, carry a theoretical risk of transmitting the virus, although there is no evidence that transmission has occurred in this way.

We have therefore divided sexual activities into those MOST RISKY, LESS RISKY and LEAST RISKY.

MOST RISKY

- Anal sex without a condom.
- Vaginal sex without a condom.
- Semen in the rectum or vagina, or semen if held in the mouth.
- Anything which allows blood (including menstrual blood) to come into contact with open cuts or sores, with mucous tissue in the mouth, vagina or rectum.

LESS RISKY

- Anal sex with a strong condom and a water based lubricant. A number of tough condoms are now available.
- Vaginal sex with a condom and a water based lubricant.
- Cunnilingus (oral sex given to a woman). Using a latex barrier (a condom cut in half, washed before use and used with a water based lubricant if preferred) may reduce any risk there is. Flavoured food spreads improve the taste of the latex, though be careful to avoid anything which may perish the rubber.
- Fellatio (oral sex given to a man), if a condom

is used. Yoghurt or honey may be used to flavour a condom, but be careful not to use anything which is likely to perish the rubber.

LEAST RISKY

- Gentle penetration of the vagina or anus with the fingers (cover any cuts in advance with a waterproof plaster).
- Stimulation of the clitoris with the fingers.
- Massage. Use baby oil or massage cream to increase sensation, but do not allow creams and oils to come into contact with condoms as they can destroy the rubber.
- Body rubbing (both women and men may achieve orgasm in this way).
- Shared masturbation.
- Sex toys, such as vibrators, dildoes and 'love apples', provided that they are not shared and are properly cleaned after use.
- Kissing.
- Body kissing/licking (but see above re. oral sex).
- Dressing up, sharing fantasies.