

PN-ACK-126

FOCUS on Young Adults 62
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**Annotated Bibliography
of Training Curricula
for
Young Adult Reproductive
Health Programs**

Prepared for **FOCUS** by
Margot Zimmerman
October 1998

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The FOCUS on Young Adults program promotes the well-being and reproductive health of young people. FOCUS is a program of Pathfinder International in partnership with The Futures Group International and Tulane University School of Public Health and Tropical Medicine. FOCUS is funded by USAID, grant number CCP-3073-A-00-6002-00. The opinions expressed herein do not necessarily reflect the views of the U.S. Agency for International Development.

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Acknowledgments: The *Annotated Bibliography of Training Curricula for Young Adult Reproductive Health Programs* was prepared by Margot Zimmerman for the FOCUS on Young Adults program. FOCUS is indebted to the individuals and organizations who contributed to this publication by providing their training curricula or participating in the Young Adult Reproductive Health Training Working Group coordinated by FOCUS. These organizations include:

Academy for Educational Development
Advocates for Youth
American College of Nurse Midwives
Appropriate Health Resources and Technologies
Action Group (AHRTAG)
Association for Voluntary Surgical Contraception
(AVSC)
CARE International
Center for Economic Development & Population
Activities (CEDPA)
Commonwealth Medical Association
Educational Development Center
Family Health International
Georgetown University Institute for Reproductive
Health
Global Institute for Training (GIFT)
International Rescue Committee
INTRAH
IPAS

International Planned Parenthood Federation,
Western Hemisphere Region (IPPF WHR)
Johns Hopkins University Center for
Communications Programs (JHU/CCP)
Johns Hopkins Program for International Education
on Gynecology & Obstetrics (JHPIEGO)
John Snow Inc. SEATS
Margaret Sanger Center International
Pathfinder International
Peace Corps
Planned Parenthood Federation of America
The Population Council
Program for Appropriate Technology in Health
(PATH)
Save the Children
United Nations Fund for Population Activities
(UNFPA)
United Nations Children's Fund (UNICEF)
Wallace Global Fund

UPDATE: October 1998

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Look Inside!

These annotations include specific information about available curricula/manuals and how you can obtain them. Avail yourself of this resource. See which material could be useful—with local adaptations—in augmenting/improving the training component of your particular youth project. Contact the organizations which produced the materials for technical assistance in using or adapting the curricula that meets your needs.

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1. For Programs Working with Parents

AIDS-Proofing Your Kids: A Step-By-Step Guide

Citation: Acker, L., Goldwater, B., and Dyson, W.: *AIDS-Proofing Your Kids: A Step-By-Step Guide*. Victoria, B.C., 1990. (Mimeo)

Summary: This was actually written as a book, not a curriculum, but it was designed to help parents prepare their children to protect themselves from AIDS. It spells out a variety of practical steps that parents can take to help guard their kids (the authors' word; it is written in a chatty style) against sexual transmission of the AIDS virus. It shows parents how to talk to their kids about AIDS, and provides mock dialogues to make sure kids fully understand which sexual behaviors put them at risk. Divided into 10 chapters, it suggests steps parents can take to make sure their kids have condoms when they need them, and shows them how to coach them to apply condoms properly. There are also dialogues for parents to try when coaching their kids to be assertive, and to say "No"—either to sex without a condom or to any sex under any circumstances. There is an interesting and practical chapter on how parents can inform and counsel their kids about ways of engaging in interpersonal sex without intercourse, so children may know and accept safe and satisfying alternatives. In each chapter, the authors outline some specific steps parents can take to: reduce their own and their kids discomfort at discussing sex, and maximize the effectiveness with which kids learn protective sex practices. All instructional techniques used were developed by behavioral scientists and have been used in many situations around the world.

Format	Photocopied version; the text looks as though it was mimeographed originally, 185 pages
Language	English
Target Audience	Parents
Cost	Information not provided
Available From	No address is given on the copy, but all three authors are professors at the University of Victoria in British Columbia, Canada. Even that incomplete address would probably reach them, as the University of Victoria is the major educational institution in that province.

Talking Together: A Handbook for Parents and their Teens

Citation: Global Institute for Training, Family Life Association of Swaziland (FLAS): *Talking Together: A Handbook for Parents and their Teens*. Manzini, 1995.

Summary: This handbook was commissioned by FLAS, through Pathfinder International, to help parents talk with their children about growing up and to share with them facts and values that are important to their future development. It is designed for use by parents, with the hope that parents will use it with their children. While not a training manual *per se*, this handbook could easily be adapted for use in a training situation where the participants were parents of adolescents. The handbook has four parts sex and sexuality; changing bodies, changing lives; making responsible choices; and reproductive and sexual health each with facts the parents and teens need, but also with suggestions for the parents on when and what to tell their children and what they can do to stop teen pregnancy. At the end of each part, there are questions for discussion and activities that will help parents and adolescent children talk together. There are also several exercises for the parents, and some that are obviously meant to be completed by the adolescents. The handbook contains charming illustrations. It was pretested at two sites for acceptability and sensitivity prior to printing.

Format	Bound text, similar in size to most manuals (8.5" x 11"), 91 pages
Language	English
Target Audience	For parents with children ages 10 -19
Cost	Information not provided
Available From	The Family Life Association of Swaziland (FLAS) P.O. Box 1051 Manzini, Swaziland Tel: 53586 Fax: Not provided

Working With Parents: Trainers Manual on Human Sexuality

Citation: Ministry of Health, Health Education Unit: *Working With Parents: Trainers Manual on Human Sexuality*. MOH, Freetown, Sierra Leone, 1985.

Summary: This manual, prepared by Margaret Sanger Center and participants in a Curriculum Development Workshop (Freetown, 1985) for use in Sierra Leone, is designed to help parents become better sex educators of their adolescent and pre-adolescent children. It is an adaptation of a Parent Education Program used successfully for many years in New York City. The manual contains descriptions of various kinds of workshops, ranging in length from half a day to six weeks (one day per week). All are non-formal, and designed to be practical and participatory. The manual includes an outline of two general workshops—Communication about Sex and Parents as Sex Educators—plus a variety of special workshops. These include couple communication plus several inter-generational groupings, such as fathers and daughters; mothers and daughters; fathers and sons; mothers and sons. (In these workshops the parents and teenaged children need not be related; they are intended to explore the dynamics of communication between parents and children and to provide information on the basic aspects of sexuality.) There are also workshops for single parents, surrogate parents, and parents of disabled children. Each workshop includes information for the facilitator on content, materials needed (including films), handouts, plus instructions for the various interactive activities. Pre/post questionnaires and a workshop evaluation form are included in the "Materials for distribution" section. The manual includes instructions for the trainer on ways to recruit parents, and how to make the workshops work.

Format Photocopied version; original was probably bound, 126 pages
Language English
Target Audience Parents of adolescents and those approaching adolescence
Cost Information not provided; probably out-of-print
Available From Reference copy in library of FOCUS on Young Adults,
1201 Connecticut Avenue NW, Suite 501,
Washington, DC, 20036,
Tel: 202-835-0818 Fax: 202-835-0282
or
Margaret Sanger Center International might also have copies, as they co-authored it.
Contact info: 26 Bleeker St., 6th floor
New York, NY 10012
Tel: 212-274-7200 Fax: 212-274-7299

Deja Volar a tu Adolescente y Será un Gran Adulto

Citation: Pick, S and Givaudan, M: *Deja Volar a tu Adolescente y Será un Gran Adulto (Let Your Adolescent Soar and Become a Great Adult)*. ¿IDEAME? S.A. de C.V., México D.F., 1998.

Summary: This handbook is designed to train parents to recognize the importance of their roles as teachers of their children and to learn to better communicate with their adolescents about sexuality. The handbook is divided into nine sessions, each lasting approximately 2.5 hours. The sessions focus on helping parents understand: who they are; their needs and aspirations as partners and parents; changes in their relationship with their partners when they become parents; accepting their adolescents and respecting their needs; gender roles and what they mean for raising children; negotiating and establishing limits with adolescents; talking with adolescents about difficult topics such as sex and STDs; and the importance of trusting their adolescent children. Included in each session is a list of materials needed, lecture materials to be used, time distribution of activities, outline of the session, teaching suggestions, and exercises for parents. The handbook was evaluated with input from various groups of parents. Two VHS videos (Platicame de Eso and 3 Historias de la Misma Historia) are recommended as aids for the facilitators; they can be ordered from IMIFAP.

Format Bound, soft cover, 224 pages.
Language Spanish
Target Audience Parents of adolescents.
Cost Information not provided.
Available From IMIFAP, A.C.
Apartado Postal 41595
México, D.F. 11001
Tel: 611-5876, 598-5673 Fax: 563-6239 E-mail: imifap@datasys.com.mx

Talking About Sex: A Guide for Families

Citation: Planned Parenthood Federation of America, Inc: *Talking About Sex: A Guide for Families*. PPFA, New York, New York, 1996.

Summary: This kit contains an animated 30-minute video, a guide for parents, and an activity book for young people. Its purpose is to help parents discuss sex and sexuality comfortably and effectively with their 10 - 14 year old young adolescents. Planned Parenthood affiliates also use this material when training groups of parents as part of their community outreach programs. The video shows different families discussing sex and sexuality and focusing on some of the feelings, questions and concerns families can face when speaking about such topics, especially for the first time. It can serve as a model for parents to help them find the right words to talk with adolescents about sex in the context of their own family values. The parent's guide is designed to give adults the basic information that children 10 - 14 should know about human sexuality and development. The activity book for kids includes puzzles and exercises to help them remember what they heard on the video. Some exercises pose questions the children can be asked to answer as they think their parent(s) might respond, and are then encouraged to discuss their answers with their parent(s). PPFA recommends that adults watch the video -- and look over the activity book -- before family members watch the video together, or before kids watch it on their own.

Format	30 minute VHS/NTSC video; 60 page guide for parents; 16 page activity book
Language	English
Target Audience	Designed for families with children ages 10 - 14
Cost	\$27.00 (plus s/h); less for large orders
Available From	Planned Parenthood Federation of America, Marketing Department 810 Seventh Avenue New York, New York 10019 Tel: 1-800-669-0156; 212-261-4720 Fax: 212-261-4352

Working with Parents and Youth: Trainers' Manual on Human Sexuality and Reproductive Health for Traditional Healers

Citation: Transvaal Traditional Healers' Association and Margaret Sanger Center International: *Working with Parents and Youth: Trainers' Manual on Human Sexuality and Reproductive Health for Traditional Healers*. Transvaal, South Africa and New York City, 1993.

Summary: This manual was prepared for traditional healers who want to help parents talk comfortably and effectively with their children about sex and sexuality, so that these children, in turn, will be able to make choices and decisions that will protect their reproductive health. This curriculum, like the one from Sierra Leone annotated above, and an FLE curriculum from Malawi (which follows in Section 2), are based on similar material prepared for Planned Parenthood of NYC's Parent Education Program. The introduction talks about the need for parent education and ways to recruit parents and prepare for various seminars; it is unclear if it is the traditional healers who will do this. The manual does mention adapting and improvising from the seminars' content, and using local language—and doing the exercises orally—whenever possible. The first chapter is on counseling skills and the qualities needed to establish a good relationship with the client, in this case parents. The next 70 pages of the manual outline a series of general and special seminars for parents. Time allocations that were appropriate when the materials were used in NYC are given, but the trainer is told that these may not be applicable in the Transvaal and to be guided by local conditions. The general seminars deal with communicating about sex and how parents can become sex educators. As in the Sierra Leone curriculum, the special seminars deal with couple communication, protecting children from sexual abuse and rape, STDs and AIDS, and how to say no without feeling guilty. Some seminars are for men only, or for women only, while others are inter-generational (mothers and daughters; fathers and sons). Following the seminar outlines, there are about 200 pages of Resource Materials, most of which are exercises designed to be used during the various seminars. While this curriculum contains much valuable information, and many exercises that can be adapted for other audiences/programs, it is unclear how the traditional healers will be educated so that they, in turn, will have the skills and substantive information they need to help parents talk with their children about sex, sexuality, and related topics.

Format	Originally in a 2-ring binder; now being photocopied, 308 pages
Language	English
Target Audience	Traditional healers who work with parents
Cost	Information not provided; expect charges for photocopying plus s/h
Available From	Margaret Sanger Center International—see contact information p. 2

2. For Family Life Education Programs

Family Life Education: A Curriculum for Teachers and Trainers

Citation: Adolescent Sexual and Reproductive Health Consortium of Zambia and Margaret Sanger Center International: *Family Life Education, A Curriculum for Teachers and Trainers*. (DRAFT-- Work in Progress).

Summary: This FLE curriculum is intended to provide basic information on key concepts in human sexuality, personal health, and positive family life development. It will consist of both text and curriculum for a comprehensive program of formal and informal learning. The draft text is divided into ten chapters: the family, self awareness, gender and sexual expression, family planning and contraception, relationships, responsible parenthood, personal and sexual health, abuse and violence, drugs and mood altering substances, and youth rights (the only one that is not yet included). Each chapter has a number of topics. The text for each topic is followed by discussion questions. There is a glossary of technical terms at the end of the text along with a list of resources (videos, wall charts, and games) available in Lusaka. While this current volume resembles a textbook more than a curriculum, its introduction refers to the need for a "clearly defined curriculum (with) varied teaching methodologies." It then mentions two companion documents—a manual for instructors and a manual for training peer educators—which are probably forthcoming.

Format	Photocopied draft is stapled, 100 pages
Language	English
Target Audience	Zambian adolescents, ages not identified
Cost	Information not provided
Available From	Family Life Education Curriculum Attn: Kelvin Sikwebele, Coordinator c/o PPAZ, Kwacha House, 7 th Floor, Cairo Road, Box 32221 Lusaka 10101 Zambia Tel. and fax numbers not provided.

Life Planning Education: A Youth Development Program

Citation: Advocates for Youth: *Life Planning Education: A Youth Development Program*. Advocates for Youth, Washington, DC, Revised 1995.

Summary: First introduced in 1985, this curriculum was the first to integrate two major tasks of adolescents: preparing for the world of work and dealing with sexual and reproductive development, feelings, and behaviors. Thousands of youth leaders and teachers who used the earlier version in pregnancy prevention, health promotion, and vocational preparation programs report that the activities are easy to implement and that young people are enthusiastic about the material. "Life Planning Education" has also been used to guide other organizations in the preparation of training manuals for developing countries' FLE programs. This revised version contains new chapters and/or activities on sexuality education, healthy relationships, violence prevention, health promotion, reducing sexual risks, community responsibility, job skills training, and self-esteem to help young people develop skills for now and in the future. The curriculum emphasizes experiential, interactive exercises and resources for facilitators, including a complete implementation guide. Activities to improve communication skills are included, as is a comprehensive chapter on HIV/AIDS prevention, plus updated information about STDs and contraceptives. A chapter on evaluation includes sample forms. The activities and exercises in the curriculum are geared towards junior high and early senior high school teens. Advocates has also designed a Spanish language version of this curriculum, "Como Planear Mi Vida," discussed in the following annotation.

Format	In a 3-ring binder, 541 pages
Language	English, Spanish and Portuguese (see below)
Target Audience	Youth ages 14 and up
Cost	\$45.00 (plus 20% shipping and handling)
Available From	Advocates for Youth 1025 Vermont Avenue, NW, Suite 200 Washington, DC 20005 Tel: 202-347-5700 Fax: 202-347-2263 E-mail: info@advocatesforyouth.org

Como Planear mi Vida and Adolescencia: Epoca de Planejar a Vida

Citation: Advocates for Youth, Asociación Demográfica Costarricense: *Como Planear mi Vida (How to Plan My Life)*. Advocates for Youth, 1991. (Spanish)
and

Advocates for Youth, Sociedade Civil Bem-Estar Familiar no Brasil: *Adolescencia: Epoca de Planejar a Vida (Adolescence: A Time of Life Planning)*. Advocates for Youth, 1992. (Portuguese).

Summary: Designed for teachers, counselors, and other people that work with young adults, the objective of these curricula is to help train adolescents to make decisions that are suitable for life. The curriculum contains practical activities that are easy to apply to a wide variety of important themes including: self-esteem, values, stereotypical ideas about the role of men and women, establishing objectives, decision-making, parenthood, sexuality, AIDS, education and employment, and personal communication. An introductory unit is provided for the group leader and offers key discussion points, teaching techniques, and suggestions on how to create a friendly environment. Also included is a reference section with general information about youth in Latin America, a list of sexual education materials designed for adolescents, ways to evaluate the program, and lessons on infections of the reproductive system, contraceptive methods, and reproductive anatomy. The document was adapted from Advocates for Youth "Life Planning Education" (see prior annotation) for use in Latin America and can be further adapted to the particular needs of adolescents in different regions.

Format	In a 3-ring binder, 376 pages
Language	Spanish and Portuguese
Target Audience	Adolescents in Latin America
Cost	\$45.00 (plus s/h)
Available From	Advocates for Youth—see contact information above

Life Planning Education: Trainer's Manual on Reproductive and Sexual Health

Citation: Advocates for Youth, Association for Reproductive and Family Health, & Global Institute for Training: *Life Planning Education: Trainer's Manual on Reproductive and Sexual Health*. Still in DRAFT; may be published in both Washington, DC and Nigeria in 1998.

Summary: This Life Planning Education (LPE) manual is being drafted for use in sexuality education programs for West African adolescents. It has been adapted from Advocate for Youth's US-based LPE curriculum (see details above). In late 1997 it was field tested and evaluated for cultural, developmental, and geographical appropriateness. The activities in this manual use "participatory learning" techniques. The sexuality education activities contained in the manual attempt to provide young people with factual information (e.g., about contraception and pregnancy prevention), and opportunities to clarify their values around sexual behavior and decisions. The manual is designed to help young people strengthen their skills in: communication and practicing assertive behavior, and in decision making about sexual and reproductive health issues. LPE activities focus on the physical, emotional, cultural and social pressures and changes that confront young people. This manual is divided into four modules: Understanding oneself and what one can do; Making good choices; Sexuality (which includes understanding its many components, gender roles, and changes during adolescence); and Sexual health: your personal wealth. Each is then divided into sub-units which contain trainer's notes, objectives, resources, and activities with detailed instructions. The draft does not say who should do the facilitating, and how much training (if any) such people require.

Format	Photocopied; still in draft form
Language	English
Target Audience	It is for youth, but ages or whether it is intended for in or out-of-school youth are not addressed in the draft text
Cost	Information not provided
Available From	(when finalized) Advocates for Youth—see contact information above

Adolescência: Administrando o Futuro

Citation: Advocates for Youth and Sociedade Civil Bem-Estar Familiar no Brasil: *Adolescência: Administrando o Futuro (Adolescence: Planning the Future)*. Advocates for Youth and SEBRAE, Brazil, 1992.

Summary: This curriculum is an adaptation of the Portuguese one abstracted on page 5. It was prepared especially for use in the state of Paraná.

Format Spiral bound, 323 pages
Language Portuguese
Target Audience Adolescents in Paraná, Brazil
Cost Information not provided
Available From SEBRAE
R. Monsenhor Celso, 256 - 7^o ao 12^o andar
80010-150- Curitiba- Paraná - Brasil
Tel: 041-322-4749 Fax: 041-233-9890

Guide Jeunes Relais en Matière d'Information, d'Education et de Communication IEC/EVF

Citation: ASBEF/SEATS: *Guide Jeunes Relais en Matière d'Information, d'Education et de Communication IEC/EVF (Information, Education, and Communication for Family Life Education: Guide for Peer Motivators)*. Association pour la Bien-Etre Familiale (ASBEF), Senegal, 1996.

Summary: This training guide is designed to be used with youth peer motivators, and focuses on several topics related to information, education, and communication (IEC) aspects of family life education. Upon completing this training, participants should be able to identify the IEC/EVF needs of young people in their communities or associations, organize and lead group education/discussion sessions, organize mini-conferences, use videos to stimulate discussion about reproductive health issues relevant to youth, distribute condoms and spermicides with advice on how to use them, and make referrals to service delivery agencies. Core sections include the mission and role of youth outreach workers, communication, reproductive anatomy, contraceptive methods, STDs and AIDS, and sterility. Currently in introductory form, each section contains session objectives, a content outline, and handouts.

Format Photocopied, 19 pages
Language French
Target Audience Young people who serve as community role models (and teachers who supervise them)
Cost Information not provided
Available From

ASBEF	SEATS/Senegal	JSI/SEATS
B.P. 6084	B.P. 7782	1616 N. Fort Myer Drive
Dakar, Senegal	Dakar, Senegal	Arlington, VA 22209
Tel: 221-824-5261	221-824-4422	Tel: 703-528-7474
Fax: 221-824-5272	221-824-4423	Fax: 703-528-7480
		E-mail: seats_project@jsi.com

When I'm Grown: Life Planning Education for Grades K-2; for Grades 3 & 4; and for Grades 5 & 6

Citation: Center for Population Options (now Advocates for Youth): *When I'm Grown: Life Planning Education for Grades K-2; for Grades 3 & 4; and for Grades 5 & 6*. CPO, Washington, DC, 1992 and 1994.

Summary: This Kindergarten to grade 6 curriculum, in 3 separate volumes, provides interactive educational activities designed to introduce the basic knowledge, attitudes, and skills that children need if they are to participate successfully and fully in adolescent and adult life. It is designed for adults who assist children in the process of growing up. It can be used in a school setting or by a community agency. The curriculum uses over 180 exercises, worksheets, games and projects to hone elementary-age children's skills for self-understanding, clarifying values, making decisions, achieving goals, and managing family and peer relationships. The program explores sexuality and reproduction, health, job options and education so that children may consider how choices they make in these areas affect their lives. "Fun" activities focus attention on understanding feelings, gender stereotyping, and self-esteem. The curriculum promotes honest discussions about the risks of HIV/AIDS by introducing the topic in conjunction with other important health messages. Through activities, elementary age school children become aware of healthy habits and germ theory (K/2), they learn how a healthy immune system works and about the impact of HIV/AIDS (3/4;5/6), and they conduct a science experiment to determine the properties of condoms—so that condoms are first discussed in a non-threatening environment (5/6). Each volume has information on evaluation plus sample evaluation forms for students and leaders.

Format	3 separate soft cover, bound volumes, each with 3 holes so that the contents can be separated and placed in a 3-ring binder. Grades K-2 =143 pages; 3-4 =160 pages; and 5-6 =228 pages
Language	English
Target Audience	Students in grades K through 6
Cost	\$45.00 (plus 20% s/h) per volume
Available From	Advocates for Youth—see contact information p. 4

Family Life Education

Citation: Directorate of Education, Kenya: *Family Life Education*. Nairobi, Kenya, not dated.

Summary: This Kenyan manual has two sections of course material on Family Life Education. The first provides "basic" information on human growth and development (the life cycle); understanding human sexuality (including sources of sexual learning—modern vs. traditional); the family (importance, types of, and effects of status on the family); personal and sexual health (with information on malnutrition, communicable diseases, STDs and AIDS); parenthood and population (including family planning methods); self esteem and decision making; and the touch continuum. The second part covers the same broad topics, but includes "more advanced" information, such as discussions about pregnancy and birth; avoiding early and unwanted pregnancy; abortion; single parenthood; and adoption. The manual suggests that the teacher integrate the information in these FLE units into "a variety of curriculum areas;" special training for the teachers is not mentioned. This manual includes some interesting culture-specific discussion items, such as: male/female relationships and marriage customs and norms in Kenya; cultural, religious and legal aspects of sexuality; family conflicts; and abusive behavior, child sexual molestation, and rape. But the curriculum is presented as a long matrix, with columns for "purpose" and "outcome" as well as "content" and "teaching/learning activities," and thus there is no place for detailed information and help for the facilitators. However, part three of the manual is a collection of resource materials to which the teacher can refer. It also contains several exercises for the students; most come from US curricula published in the 1980's.

Format	Not sure; using a photocopied version with a missing cover page.
Language	English
Target Audience	All young people who have reached reproductive age, and "especially" university students
Cost	Because only available in photocopied version, expect a charge for photocopying plus s/h
Available From	Margaret Sanger Center International 26 Bleeker Street, New York, NY 10012 Tel: 212-274-7256 Fax: 212-274-7299 E-Mail: shirley_o.miller@ppfa.org

Family Life Education Training Manual

Citation: Ghana United Nations Students and Youth Association (GUNSA): *Family Life Education Training Manual*. GUNSA, Accra, 1997.

Summary: This peer educators training manual, produced in collaboration with CEDPA, USA, is designed for use in training Ghanaian adult teachers and adolescents (peer promoters) to conduct school club programs aimed at helping secondary and university students gain more knowledge about adolescent reproductive health. The manual has four parts. Part 1 is an introduction. Part 2 includes information and skills training for the peer promoter (role and activities of a peer educator, values and attitudes, sexuality) and then Part 3 focuses on topics for the peer promoters' educational sessions (STDs/AIDS, anatomy and body awareness, and teenage pregnancy). Part 4 is a resource packet of handouts (to facilitate group work and discussions), evaluation and reporting forms.

Format	Spiral bound; 79 pages plus approximately 40 pages of handouts
Language	English
Target Audience	Adolescents and young adults in second cycle and tertiary schools in Ghana
Cost	Information not provided
Available From	CEDPA 1717 Massachusetts Ave. NW, Suite 200 Washington, DC 20036 Tel: 202-667-1142 Fax: 202-332-4496

Family Life Education: A Curriculum for Youth Trainers

Citation: The Johns Hopkins University/ Population Communication Services, with inputs from The Youth Curriculum Development Group (in Nigeria) and Center for Development and Population Activities: *Family Life Education: A Curriculum for Youth Trainers*. JHU/PCS, Baltimore, Maryland, 1996.

Summary: This Family Life Education (FLE) curriculum is designed for use by youth trainers in Nigeria who have already been exposed to training in FLE. Its purpose is to help youth understand the physical and emotional changes that occur during adolescence; to reflect on their values and goals; to develop the ability to make mature, responsible decisions about sexual activity, education, career, and family; and to have their questions answered by their trainers in a supportive and non-judgmental way. Initial pretests were conducted in three states; the final pretests were conducted by three Nigerian NGOs in three zones. The curriculum covers topics such as: attitudes and skills related to FLE; communication skills; reproduction and adolescent sexuality; teen pregnancy and strategies for "saying no;" contraceptive methods for youth; STIs/ HIV/AIDS communication; drug abuse; girls' development; and the consequences of rapid population growth. The 11 modules can be completed over five consecutive days, or over a period of several weeks. The information and skills of earlier modules are referred to and utilized in the later ones. Each module includes objectives, materials needed, key facts that the trainers should cover, and activities for presenting the information in a participatory manner which enables youth to learn and have fun simultaneously. All modules end with some evaluation summary questions for discussion. Trainers need about 7 days to study the curriculum and assemble the necessary resource materials in advance of an actual training. Training sessions should contain a minimum of 15 and a maximum of 25 youth.

Format	In a 3-ring binder; approximately 150 pages
Language	English
Target Audience	Out-of-school youth, ages 13 - 24 years, who are able to read and write
Cost	Free, upon request, to persons working in developing countries
Available From	JHU/PCS Attention, Training Division 111 Market Place, Suite 310 Baltimore, MD 21202 Tel: 410-659-6300 Fax: 410-659-6266

Guía de Educación Familiar y Sexual para Docentes y Padres de Familia

Citation: Ministerio de Educación, Programa Nacional de Educación Sexual, Peru: *Guía de Educación Familiar y Sexual para Docentes y Padres de Familia. (Guide for Family Life and Sex Education for Teachers and Parents, Per)*. Ministerio de Educación, Lima, Peru, not dated.

Summary: The Ministry of Education in Peru produced this set of five, three-color manuals in Spanish to help teachers and parents guide and inform secondary school age youth. Each manual corresponds to a different grade level—first through fifth years of secondary school—and contains three theme areas: the family, sexuality, and responsible parenthood and family planning. Topics covered include family values, adolescent pregnancy, STDs/HIV/AIDs, parenting, and contraceptive methods, depending on the grade level. Within each theme, there is an overview presentation and a series of step-by-step learning activities for teachers to conduct with students. Objectives, materials, methodologies, and evaluation indicators for each activity—but not for the overall manual or grade level—are included. The thematic content is increasingly more sophisticated and complex with each grade level (e.g., the fifth-year manual discusses socio-cultural constructs of masculinity and femininity, while the first year presents puberty and changes during adolescence). The sequence presumes that students will have already mastered information presented in the previous grade level(s), and there are few redundancies. There is some Peru-specific content regarding the Constitution, the legal code, and youth-serving institutions.

Format	Set of five boxed manuals, each about 75-80 pages
Language	Spanish
Target Audience	First through fifth year secondary school students
Cost	Information not provided
Available From	Ministerio de Educación Programa Nacional de Educación Sexual Lima, Peru Address, telephone, and fax numbers not provided

Family Life Education Programme: Focus on Youth Resource Guide

Citation: Ministry of Youth, Sports and Culture (MOYSC), Malawi: *Family Life Education Programme: Focus on Youth. Resource Guide*. MOYSC, Lilongwe, 1996.

Summary: This resource guide is designed for teachers, facilitators and trainers who work with young people and want to provide information and promote discussion, at the community level, on sexuality, reproductive health, and population issues. Based on a model developed by Planned Parenthood of New York City's Margaret Sanger Center, the curriculum is divided into two sections: Session Material and Resource Material. In addition to the topics mentioned above, and the sessions on self esteem, decision making, anatomy, STDs and family planning, pregnancy, and domestic violence/abuse prevention, there are several sessions on family, couple, and inter-generational communication; others deal with foster children, children with disabilities, and drug and alcohol abuse. There are separate sessions for young men, single parents, and young mothers and young fathers. The resource materials cover content areas and exercises to be used during the sessions; there is also one resource section on materials to help the trainer, including a list of books, films and videos (mainly prepared in the US) that can be used as additional teaching aids. Each session contains information on specific target audience(s), intended accomplishments, suggested activities and exercises, and materials to use (and where they can be found in the Resource Material, which has labeled tab dividers preceding each section). The same exercises may be recommended for several sessions, and the trainers are encouraged to pick those sessions and exercises that are appropriate for the group(s) with whom they are working. For example, some sessions are designed for young people, others for parents, and several for both age groups. All are intended to be practical in aims and participatory in structure. No times are given for individual sessions; the trainer notes explain that the trainers or teachers need to adapt the materials and activities to suit their audience. While the resource materials contain a wealth of information and exercises, some of them, such as Female Circumcision or Methods of Family Planning, have not been revised/updated since 1987.

Format	In a 3-ring binder, 326 pages
Language	English
Target Audience	Teachers, facilitators, and trainers who work with young people and/or their parents
Cost	Information not provided; expect a charge for photocopying, shipping, and handling (s/h)
Available From	Ministry of Youth, Sports and Culture, Attn: M.B. Mbewe Lilongwe, Malawi, Telephone and fax numbers not provided or Margaret Sanger Center International—see contact information p.2

Yo Quiero, Yo Puedo

Citation: Pick, S, and Guivaudan, M.: *Yo Quiero, Yo Puedo (I Want, I Can)*. ¿IDEAME? S.A. de C.V., México D.F., 1998

Summary: This manual is the third in a Life Education series, aimed at students in their last year of secondary school. It was developed based on feedback from Mexican parents, teachers, and children. There are three main parts: Adolescents and Health, Manifestation of Sexual Interest in Adolescents, and The Adolescent, Education and Training, and Work. The first part discusses the physical, psychological and emotional changes in adolescence; physical, recreational and sport activities for adolescents; the prevention of STDs; and the effects of drug use and abuse. The second part deals with sexuality and human reproduction, including sexuality as a human characteristic and a description of the different forms of contraception. The last part aims to help adolescents identify their interests and abilities, including existing support for continuing education and training, as well as work opportunities in the region, and to plan for their futures. Several exercises follow each lesson, and the manual includes interesting factual tidbits (e.g., contraceptive use throughout history) and eye-catching drawings.

Format	Bound, soft cover. 180 pages
Language	Spanish
Target Audience	Students in their last year of secondary school
Cost	Information not provided
Available From	Instituto Mexicano de Investigación de Familia y Población (IMIFAP) Apartado Postal 41595 03920 México, D.F. Tel: 611-5876, 598-5673 Fax: 563-6239 E-mail: imifap@datasys.com.mx

Family Life Education and Human Sexuality: A Resource Guide for Teachers and Trainers

Citation: Planned Parenthood Association of South Africa and Margaret Sanger Center International: *Family Life Education and Human Sexuality: A Resource Guide for Teachers and Trainers*. PPASA, Johannesburg, 1994.

Summary: This FLE curriculum, like the one from Kenya's Directorate of Education (annotated above) and the one from Zanzibar (which follows later in this section), have certain similarities. This is not unusual, as they are all based on an earlier curriculum developed by Margaret Sanger Center (then part of Planned Parenthood of NYC) for use in the US. All address similar topics: human growth and development (the life cycle); separating myth from fact (regarding sex and reproduction); understanding human sexuality; the family; personal, environmental and sexual health (hygiene, nutrition, and the prevention and treatment of communicable diseases); parenthood and population; self-esteem and decision making; and the touch continuum (and avoiding potentially dangerous situations). In South Africa and Zanzibar, participants at a Curriculum Development Workshop were encouraged to modify the US prototype to meet country-specific situations and traditions. The three curricula also use a matrix format to guide the facilitator/ trainer. Such a format gives sub-topic, purpose of session, content, suggested teaching/ learning activities, and outcome (what the students should be able to do as a result of the session). It instructs the facilitator to "discuss," "ask," and "explain" through most of the sessions. As in the Kenya manual, Part I contains basic information under the categories listed above, and Part II contains more advanced information. Teachers are encouraged to mix and match, depending on the age and maturity of their students. Both this and the Zanzibar curricula contain over 200 pages of resource material for the teachers and handouts.

Format	Not sure; probably in a binder to make it easy to access the resource materials; version used now is photocopied; 85 pages of curriculum outline plus 233 pages of resource materials.
Language	English
Target Audience	Directed "to all young people"
Cost	Information not provided; expect a charge for photocopying, shipping and handling
Available From	Margaret Sanger Center International—see contact information p. 2

Life Planning Skills: A Curriculum for Young People in Africa

Citation: Program for Appropriate Technology in Health: *Life Planning Skills: A Curriculum for Young People in Africa*. PATH, Nairobi, 1996.

Summary: This curriculum was designed for two weeks of training to assist adolescents in Africa to: face the challenges of growing up and dealing with their feelings and behaviors; make complex decisions about their sexual and reproductive health; and prepare for the world of work. Topics of the 12 units of the curriculum include: values; adolescent development; sexuality; gender roles and relationships; preventing pregnancy, STDs and HIV/AIDS; harmful traditional practices; substance use/abuse; planning for the future; parenting; and advocacy. With judicious selection of relevant topics and sub-topics, this curriculum can be adapted for a one-week course. The text assumes that facilitators may not be practiced professionals and gives detailed instructions and steps to follow when using experiential activities to help young people acquire new skills. Each unit provides suggestions for advance preparation and includes handouts (usually an exercise or activity) for participants and photocopies of transparencies for the facilitators. There is also a section on different workshop evaluation techniques, along with sample forms. Field tests were conducted in Kenya and Malawi, with suggestions from both the trainers and the youth incorporated into this printed version. Adapted versions of this curriculum are being used in Tanzania (University of Dar for a peer education program); Uganda (UNICEF); and Dominica (Frontline, a youth-serving NGO).

Format	In a 2-ring binder, approximately 300 pages	
Language	English	
Target Audience	Youth in Africa between ages 15-19, in or out-of-school	
Cost	Free (except for shipping/handling charge); It can be copied, adapted, translated, and/or re-printed, provided credit is given to PATH, in writing, and the new version is not sold	
Available From	PATH 1900 M. St. NW, Suite 700 Washington, DC, 20036 Tel: 202-822-0033 Fax: 202-457-1466	PATH, Kenya PO Box 76634 Nairobi, Kenya Tel: 254-2-569-331/375 Fax: 254-2-566-714

A Training Manual on Family Life Skills for Young People in Kenya

Citation: Program for Appropriate Technology in Health (PATH) in collaboration with Population Council and Family Planning Association of Kenya: *A Training Manual on Family Life Skills for Young People in Kenya*. The Population Council, Nairobi, 1997.

Summary: This manual, intended for use with youth between the ages of 10 and 24, is an adaptation of the PATH curriculum annotated above. It was adapted for use by the "Friends of Youth" to facilitate training activities that are part of an ongoing operations research project focused on the reproductive health behavior of Kenyan youth. Many of the 10 units are similar to those in the above-mentioned curriculum, including all handouts and several evaluation instruments. Information that was not relevant to the desired outcomes of this project was eliminated. Also, in some instances the content was re-ordered to reflect this program's emphasis. Many exercises and activities are identical, especially those that youth themselves (based on previous evaluations) found popular. This manual gives special emphasis to the decision-making process, relationships, sexual abuse and exploitation, and ways youth themselves can advocate at the individual and the community levels. Friends of Youth are expected to provide 40 hours of training to youth. Since the target age group is so wide, these facilitators are encouraged to adapt the manual based on the knowledge and experience level of the groups they are training. Two alternate timetables, one for less experienced groups, the other for the more experienced ones, are suggested to the facilitators; each session lasts approximately 2 hours. In each unit, special notes are provided to assist the Friends of Youth (who also receive special training in how to make best use of the manual). This manual is a good example of how existing curricula can be adapted to meet the needs of specific programs, rather than designing an entirely new curriculum for each new program.

Format	In a 2-ring, loose leaf binder, approximately 270 pages
Language	English
Target Audience	Youth between the ages of 10 - 24, both in- and out-of-school
Cost	Information not provided
Available From	Family Planning Association of Kenya P.O. Box 30581 Nairobi, Kenya Tel: 215676/7/8/9 Fax: 213757

Family Life Skills Lesson Plans

Citation: Program for Appropriate Technology in Health and Kenya Scouts Association: *Family Life Skills Lesson Plans*. PATH, Nairobi, 1995-1996 (Unpublished; still a DRAFT)

Summary: This curriculum consists of 18 lesson plans for Kenyan youth, ages 12-15, that were designed originally for use by scout troops in two districts of Kenya. The project was trying to reach out-of-school youth, and testing whether that was best accomplished by having separate out-of-school programs or by co-mingling in and out-of-school youth in this after-school activity. Each lesson was designed for a 1.5-hour session. Lessons began following a 2-day workshop for the scout leaders (who facilitated the lessons), and the groups met weekly. The lesson plans contained many standard FLE topics: sexuality and gender roles; life cycle; male and female anatomy; rites of sexual passage; health and personal hygiene; positive self esteem and decision making; STDs; several sessions on HIV/AIDS (including a new board game) and teen pregnancy (including a video run on a generator); population and family planning; relationships; talking about sexuality and feelings; drug abuse and prevention; and sexual abuse and family violence. All lesson plans included information for the leader on advance preparation, main points to cover, activities that will reinforce these points, and a guide to how to conduct the activities. Whenever possible, activities were taken (or modified) from existing KSA Handbooks on FLE. Following one year of lessons, an external evaluator, who also followed up directly with some of the youth, concluded that: homogeneous groupings are more conducive to participation by out-of-school youth; youth found the lessons "fun"; and they gained new knowledge, with 93% saying they intended to educate their peers and initiate personal behavior changes. The scout leaders now felt more comfortable talking about sex and sexuality; they also appreciated having accurate information to share with other troops and other scout leaders.

Format	Photocopied; Draft being revised prior to expanded use
Language	English
Target Audience	Out-of-school Kenyan youth, ages 12-15
Cost	Free; can be adapted or translated; see above for information on giving credit, in writing, to PATH
Available From	(when available) PATH—see contact information p. 11

Guide des Agents de Terrain en Matière d'Information, d'Education et de Communication IEC/EVF

Citation: Programme Priorité Jeunes: *Guide des Agents de Terrain en Matière d'Information, d'Education et de Communication IEC/EVF (Guide for field Workers on Information, Education, and Communication for Family Life Education)*. Ministère de la Jeunesse et des Sports, Dakar, Senegal, 1996.

Summary: Used during workshops with project staff, regional inspectors, directors of health education centers, counselors, and representatives of the Senegalese Ministry of Youth and Sports, this Guide was designed to provide those working with youth the basic concepts and skills necessary to train youth outreach workers in family life education techniques. Topics include the mission and role of the outreach worker, training objectives and methodology, communication (more in-depth than in the Senegalese youth guide discussed earlier in this section), reproductive anatomy, contraceptive methods, STDs and AIDS, and sterility. Sections contain objectives, an outline of the content, and handouts.

Format	Photocopied, 23 pages.	
Language	French	
Target Audience	Youth, teachers, paramedics, and counselors.	
Cost	Information not provided	
Available From	PPJ	SEATS/Senegal
	B.P. 5781	See contact information provided on p. 6
		JSI/SEATS

Family Life Education for Y.W.C.A. (Ghana) Counselling Centre

Citation: Y.W.C.A. (Ghana): *Family Life Education for Y.W.C.A. (Ghana) Counselling Centre*. Young Women's Christian Association, Accra, not dated.

Summary: This two-manual series was designed in collaboration with Center for Development and Population Activities, CEDPA. It was prepared for use by (and as reference material for) counselors at the Y.W.C.A. Counselling Centre in Accra, Ghana, when they counsel adolescents. The main goal of the project, of which these manuals are a part, is to prepare adolescents to become responsible adults in the future. The first manual (Level I), for use in counseling adolescents between the ages of 11 years and 15 years, has a series of 21 lessons, divided into four modules: the family, personal development, basic health, adolescent reproductive health. The second booklet (Level II), for use in counseling those between 16 and 24 years, has 34 lessons, divided into six modules: personal and career development, population and environment, personal and family resources, reproductive health and responsible parenthood, personal relationship and premarital guidance. Each lesson, designed for a one-hour session, contains an outline of content, facts, and steps for the counselor to follow. The manual contains some graphics and drawings.

Format	Bound, soft cover. Level I, 35 pages. Level II, 67 pages.
Language	English
Target Audience	Youth ages 11 to 15 and 16 to 24
Cost	Information not provided
Available From	Young Women's Christian Association of Ghana, Counselling Centre P.O. Box 1504, Accra, Ghana Tel. or fax numbers not provided or CEDPA may have copies—see contact information p. 8

Zanzibar Ministry of Education: A Curriculum Guide and Resource Manual for Family Life Education

Citation: Zanzibar's Ministry of Education's Directorate of Educational Research and Curriculum Development and Margaret Sanger Center: *Zanzibar Ministry of Education: A Curriculum Guide and Resource Manual for Family Life Education*. Ministry of Education, Zanzibar, 1992.

Summary: This manual has been described previously—in the annotations on the curricula of the Directorate of Education in Kenya and the Planned Parenthood Association of South Africa. This curricula has the same matrix facilitators' guide and the themes covered are identical to those outlined in the South Africa curriculum. But this material has been adapted to fit the Zanzibar school curriculum and has many more units. Rather than being taught as a separate subject, the units are to be integrated into class time devoted to other subjects. For example, Part I of this manual contains units for Primary Standards (grades) 6 and 7, or children ages 7 to 12, which are to be integrated into general science, home economics, Kiswahili literature, and social studies/ geography. Part II contains units for Secondary Form 1 and 2, or youth ages 13 to 15, for integration into biology, geography, and Kiswahili literature classes. Similarly, the units in Part III are designed for students, ages 16 and older, in Secondary Forms 3 and 4 and in Teachers College, also for use in biology, geography, and Kiswahili literature classes. The introduction instructs teachers to use this manual in conjunction with the syllabi for these other subjects and to prepare integrated lesson plans. There does not appear to be further guidance as to how to accomplish this.

Format	Not sure; probably in a binder to make it easier to access resource materials; version now used is photocopied; 180 pages plus 233 pages of resource materials
Language	English
Target Audience	In-school youth, ages 7 and up
Cost	Information not provided; expect some charge for photocopying, shipping and handling
Available From	Margaret Sanger Center—see contact information p. 2

3. For Prevention of STD/HIV/AIDS Programs

The Adolescent Behavior Change Manual: Activities to Promote Safer Sex

Citation: Adolescent Intervention Committee of the Hemophilia Behavioral Intervention Evaluation Projects: *The Adolescent Behavior Change Manual: Activities to Promote Safer Sex*. HBIEP, 1996. (No information provided as to where this manual was printed)

Summary: The purpose of the activities in this manual is to prevent the sexual transmission of the HIV infection and other STDs. To achieve this, activities focus on encouraging safer sexual behaviors, but do not encourage one method of safer sex over any others. Rather, activities are designed to promote movement toward long term, consistent practice of any of the three safer sexual behaviors: abstinence, outercourse, and condom use. Activities address knowledge and attitudes about these behaviors and the development of social skills which use self-expression, problem solving and assertiveness. All activities were originally developed as part of a 5-year multi-centered behavioral research project which sought to evaluate behavioral interventions for the prevention of sexual transmission of HIV. This manual is divided into three parts. Part I provides an overview of the Trans-theoretical Model, the theoretical framework for the behavior change activities which follow. (It deals with stages of change and processes of change, and the relationship between the two.) Part II provides detailed descriptions of three sets of activities, along with step-by-step directions to assess participants' stage of change for safer sex and to provide appropriate feedback. Sample evaluation forms for participants and staff are provided. Part III contains sample "ice-breaker" exercises which may be used during group activities.

Format	Spiral-bound notebook
Language	English
Target Audience	For use by health educators, social workers, nurses, psychologists, and others who are promoting safer sex behaviors among adolescents
Cost	Information not provided
Available From	Does not say and no address is given, but the Chairperson of the Adolescent Intervention Committee is Regina Butler, Children's Hospital of Philadelphia, Philadelphia., PA or Reference copy in library of FOCUS on Young Adults—see contact information on title page

Guide to Implementing TAP: Teens for AIDS Prevention Peer Education Program

Citation: Advocates for Youth: *Guide to Implementing TAP: Teens for AIDS Prevention Peer Education Program*. Advocates for Youth, Washington, DC, 1990

Summary: This Guide provides step-by-step details for implementing a Teens for AIDS Prevention (TAP) Program. TAP is a peer education intervention that focuses on HIV/AIDS prevention in schools, community-based organizations, and faith communities. TAP embraces "youth leadership" methods, where young people are the decision-makers regarding their own HIV education intervention. Developed and tested with U.S. youth prior to printing, the manual includes sections on community support, a complete training program plan, sample activities designed by previous TAP groups, steps for evaluation, suggestions for working with the media, and resources for additional information. TAP received the American Medical Association's "Award for Excellence in Prevention in the Area of HIV/AIDS and Adolescents."

Format	In a 3-ring, hard cover binder, 145 pages
Language	English and Spanish
Target Audience	Adolescents, ages 14 and up
Cost	\$29.95 (plus s/h)
Available From	Advocates for Youth 1025 Vermont Avenue, NW, Suite 200 Washington, DC 20005 Tel: 202-347-5700 Fax: 202-347-2263 E-mail: info@advocatesforyouth.org

AIDS: Working With Young People

Citation: Aggleton, Peter et. al.: *AIDS: Working With Young People*. AVERT, West Sussex, Great Britain, 1990.

Summary: This manual is actually a collection of health education materials for facilitators for use in AIDS programs targeting youth ages 14 and older. It contains a packet of group work exercises and games, designed to encourage young people to consider their feelings about issues such as sexism, racism, heterosexism and homophobia. The authors also provide suggestions for planning and evaluating sessions. The exercises are divided into different types, all to help prepare facilitators for activities such as: HIV/AIDS work with young people; creating a supportive structure for group work; attitude towards minority groups; sex and safer sex; drug use. The chapters are entitled: AIDS Education; Young People; HIV and AIDS: Basic Information; HIV and AIDS: Social Issues; Working with Young People; Evaluating HIV/AIDS Education. Many exercises, developed by working closely with young people, are given. Appendices list U.K organizations working in similar areas, and useful resources (guides, handbooks, etc.).

Format	Loose leaf pages, with exercises color coded by topics; no page numbers
Language	English
Target Audience	For use by facilitators working with youth ages 14 or older
Cost	Information not provided
Available From	AVERT (AIDS Education and Research Trust) P.O. Box 91, Horsham, West Sussex, RH137YR, United Kingdom Tel: 0403-864010 Fax number not provided

Para Vivir el Amor sin Enfermedades de Transmisión Sexual

Citation: Bellanger L.T., Ramirez A.S.: *Para Vivir el Amor sin Enfermedades de Transmisión Sexual (How to Live and Love without STDs)*. Programa de Adolescentes y Jóvenes: SI MUJER, Managua, Nicaragua, 1997.

Summary: This is one of three manuals used in the healthy sexuality component of SI MUJER's adolescent and youth program. The other two manuals are *Adolescencia sin Embarazo (Adolescence without Pregnancy)* and *Para Vivir sin Violencia (How to Live without Violence)*, annotated in Section 6). The four chapters of this manual address STDs, HIV/AIDS, overcoming obstacles such as myths and misconceptions, and safe sex. Each chapter has training steps, background information on the subject matter, discussion questions, and participatory activities such as board games and quizzes. Each chapter can be used independently of the others. The manual contains useful tips for facilitators on preparing and conducting activities, including a suggestion that participants be referred to SI MUJER for more information or services. The lack of a table of contents or index makes the manual somewhat cumbersome for the user.

Format	Bound, soft cover, 102 pages
Language	Spanish
Target Audience	For trainers and facilitators who work with young people of unspecified ages
Cost	Information not provided.
Available From	SI MUJER De la IBM de Montoya 1c. Arriba Barrio El Carmen Managua, Nicaragua Tel: 268-2695 Fax: 268-0038 E-mail: simujer@ns.tmx.com.ni

Working with Young People: A Guide to Preventing HIV/AIDS and STDs

Citation: Commonwealth Youth Programme in collaboration with WHO and UNICEF: *Working with Young People: A Guide to Preventing HIV/AIDS and STDs*. Commonwealth Secretariat, London, 1995.

Summary: This guide is written for those who want to plan and implement health promotion projects to prevent HIV infection and other STDs among out-of-school youth. Not actually a curriculum, the Guide outlines basic steps to plan, design, implement and evaluate a project to prevent HIV infection and STDs in out-of-school youth. The Guide can be used to start a new project, or to integrate HIV and STD-related prevention activities into an existing youth program. It is addressed to youth project officers, social workers, health educators, and those working in youth ministries, non-governmental organizations, and youth associations. Included are practical chapters on: working with specific groups of out-of-school youth; assessing the situation; defining goals and objectives; developing content and messages; various ways of communicating with young people; monitoring and evaluation; and management and implementation of the project. The guide emphasizes that young people themselves should be included on any team that is set up to plan and run activities for youth. It is included in this bibliography because of its practical "how to" nature, its applicability for planning other programs for youth; and also because it points out that training is an important part of any successful project and then suggests the kinds of information and skills that those working with out-of-school youth will need to have. It also gives program planners a list of what has to be done when planning and delivering training.

Format	Spiral-bound manual, 135 pages
Language	English
Target Audience	Those who want to plan and carry out health promotion projects targeting out-of-school youth
Cost	Free, as long as copies are available
Available From	WHO CH - 1211 Geneva 27 Switzerland Tel: 791-21-11 Fax: 791-07-46

Get Real about AIDS

Citation: Comprehensive Health Education Foundation (CHEF): *Get Real about AIDS*. AGC Educational Media, Evanston, Illinois, 1994.

Summary: The goal of "Get Real about AIDS" is to reduce the risks of students becoming infected with HIV and other STDs. The 14 lessons are divided into three primary components: information, skills, and vulnerability and personal impact. Information focuses on the functional knowledge that students need to know to stay safe. Skills focus on expressing limits to others, in order to avoid risky situations. And vulnerability and personal impact focus on making the information and skills meaningful to teens, so that they know that AIDS affects them personally. Each interactive lesson takes approximately one hour. Several lessons emphasize becoming comfortable with refusal skills, as well as using such skills for self-control. Other lessons include delaying sex, sticking to one's own limits, and communicating HIV messages to friends. A pre/post test is included. CHEF has also developed two similar curricula, for grades 4 - 6, and grades 6 - 9. They also provide (for a fee) 3 and 4-day TOTs, as well as 2 and 3-day teacher trainings. When the curriculum was evaluated in public and alternative schools, researchers found that sexually active teens in the participating schools had statistically significant fewer sexual partners and greater frequency of condom use than similar teens who did not receive the intervention. They were also more likely to purchase condoms and to believe that someone their age who engaged in risky behavior could become infected. However, participation in the program did not significantly postpone the onset of sexual activity. The Centers for Disease Control and Prevention (CDC) has designated it as one of the "programs that work."

Format	In a 3 ring hard binder, 241 pages
Language	English
Target Audience	For in-school classroom use in grades 9 to 12 (high school students)
Cost	\$495.00 for a kit which includes a teacher's guide and resource book, various posters and pamphlets, and samples of 4 videos
Available From	AGC Educational Media 1560 Sherman Avenue, Suite 100, Evanston, Illinois Tel: 1-800-323-9084, 1-847-328-6700 Fax: 1-847-328-6706

Peer Education and HIV Prevention: A Simple Guide to Interactive Working with Young People Using Arts Based Techniques

Citation: Downes, Graham: *Peer Education and HIV Prevention: A Simple Guide to Interactive Working with Young People Using Arts Based Techniques*. Cultural Partnerships Ltd., London, UK, 1995.

Summary: This "Pack of Three" was prepared for those who work with young people, ages 14 - 18, either in a formal or informal setting. The pack contains three videos, a sound cassette, a teaching manual, and a laminated HIV Quiz for use in an educational setting. The purpose of these materials is to offer good ideas and practical support for creative, interactive educational work with young people. The videos (all on one cassette) and the audiocassette demonstrate how, from simple group activities, youth workers and teachers can put together an educational and entertaining performance, by young people for young people. The first video outlines the approach the authors take, which they refer to as "peer education." It raises central issues, and helps de-sensitize the subject matter. The second video shows the youth worker "how to do it"—simple drama techniques which create problematic situations relating to sex and drugs, that reflect the young people's reality. It also provides guidance on how young people can be assisted to produce a piece of theater through improvisation—that can then be adapted and enriched by the group. The third video gives examples of how other media, such as music, video, photography, and desktop publishing, can be used as tools for peer education. The one page quiz is designed to be used directly with young people. The manual presents the information from the videos in greater detail, and is suitable to take along to the young people's workshop where all these ideas will be implemented.

Format	Soft cover, bound manual, one VHS NTSC video, one audio cassette
Language	English
Target Audience	Adults who work with young people ages 14 -18
Cost	\$145.00 plus delivery costs
Available From	HB Communications Waterhead Cottage, Grenville Road, Salcombe, Devon TQ8 8BJ United Kingdom Telephone/Fax: +44-1548-844183

AIDS. Don't Let It Happen

Citation: Holmshaw, Manda et. al.: *AIDS. Don't Let It Happen*. AIDS and Lifestyle Education Programme, Republic of South Africa, No date. (still in DRAFT)

Summary: This teacher's manual is part of a package which includes a video film and several posters and charts. The AIDS and Life-Style Education Programme, for which these materials were prepared, is the first program of its kind in the RSA especially designed with the needs of teenagers and their parents and teachers in mind. The program package was deliberately distributed in draft form, so that feedback from actual users can be incorporated into the final package. (There is a feedback form at the end asking for comments on each of the 6 modules.) These modules -- which are further divided into lessons -- cover: Changes during adolescence; AIDS and STDs; Relationships; Life Skills (which enable one to cope on a daily basis); Safe sex; and Practical ideas, such as putting on a play, developing rap songs, and involving parents by presenting this talent at a school open house. The curriculum was designed as an interactive "recipe book," and teachers are encouraged to decide where to begin, and in what order to cover the material and many participatory exercises. While the central message of the authors is that sexual abstinence is the best way to remain uninfected, they realize that many 13 to 16 year old youth are already sexually active. Thus the program feels "morally obliged" to also offer information about safe sexual behavior; they emphasize that education about sexual behavior does not lead to promiscuity. The authors feel that this program can only be successful if parents are involved; they provide a sample letter for teachers to send home encouraging parents' participation, to the extent possible.

Format	Loose-leaf binder for easy duplicating of pages/activities/etc; unnumbered
Language	English
Target Audience	Teenagers, and their parents and teachers
Cost	Free
Available From	The AIDS Unit Private Bag X 828 Pretoria, Republic of South Africa 0001 Tel. and fax numbers not provided

Be Proud! Be Responsible! Strategies to Empower Youth to Reduce their Risk for AIDS

Citation: Jemmott, L.S., Jemmott, J.B. III, McCaffree, K.A.: *Be Proud! Be Responsible! Strategies to Empower Youth to Reduce their Risk for AIDS. Curriculum Manual.* Select Media, Inc., New York, New York, 1996.

Summary: The goal of "Be Proud, Be Responsible" is to help young people change behaviors that place them at risk for becoming infected with HIV, the virus that causes AIDS. The curriculum consists of six approximately one hour sessions, which can be presented over one to six days and includes: building knowledge about STDs and AIDS; understanding vulnerability to HIV infection; attitudes and beliefs about HIV/AIDS and safer sex; building condom use skills; building negotiation and refusal skills; plus optional activities such as one on basics of sexual response. Each session contains various "fun" activities and interactive learning experiences (including videos, trigger films, role-plays, and condom demonstrations) plus handouts and copies of posters. A TV monitor and VCR are required. Facilitators should receive three days of training on use of the complete curriculum. Designed originally for African-American male adolescents, following positive evaluations it was modified (and re-evaluated) for use with males and females, both in and out-of-school. Randomized research studies found the curriculum was successful in reducing risky sexual attitudes and behaviors, including number of partners, frequency of condom use and anal intercourse. Use of this curriculum also improved knowledge, attitudes, and intentions. The CDC has designated it a "program that works."

Format Spiral bound notebook, 148 pages
Language English
Target Audience American youth, ages 13 - 18, who attend inner-city schools and/or community based programs
Cost \$95.00 (plus s/h) plus cost of 2 videos
Available From Select Media
60 Warren Street, 5th Floor
New York, New York 10007
Tel: 212-732-4437 Fax: 212-431-8923

Video Opportunities for Innovative Condom Education and Safer Sex (VOICES): A Preview Guide Para La Prevencion del SIDA/ ETS; For HIV /STD Prevention

Citation: O'Donnell, Lydia et al.: *Video Opportunities for Innovative Condom Education and Safer Sex (VOICES): A Preview Guide Para La Prevencion Del SIDA/ ETS; For HIV /STD Prevention.* Educational Development Center, Inc., Newton, Massachusetts, 1997.

Summary: The VOICES package is an HIV/STD prevention program which can be used in a wide range of community health service programs. It was designed for single sex groups at high risk of HIV and other STDs, and is bilingual. [It does not say that it is specifically for young men and women; in fact, much of the behavioral research on which the program is based was done with older men and women; thus, perhaps it does not belong in this bibliography. Comments??] The package includes everything needed to integrate a video-based prevention program into an existing service program—a planning and implementation manual for staff explaining how to use the program, a protocol for leading skill-building sessions, and evaluation tools to assess the program; two videos to initiate small group discussion with clients; and a condom feature board that gives condom brands and descriptions of brand features. EDC, Inc. recommends that all 3 elements be used to achieve the most effective prevention education and that staff using VOICES receive a one-day orientation to the program plus ongoing technical assistance. The manual contains copies of the video songs, a facilitation guide, and handouts for participants. The program is currently being pilot tested in Massachusetts.

Format In a hard, 3-ring binder with a pouch to hold the videos
Language English and Spanish
Target Audience Women and men at high risk for HIV and other STDs
Cost Not yet determined; package should be ready for distribution by the end of 1998
Available From Education Development Center, Inc.
55 Chapel Street
Newton, MA 02158
Tel: 617-969-7100 Fax: 617-244-3436

Teach English Prevent AIDS: A Teacher's Manual

Citation: Peace Corps, Information Collection and Exchange: *Teach English Prevent AIDS: A Teacher's Manual*. Peace Corps, Washington, DC, 1995.

Summary: Written as a manual for teachers of English as a foreign language, "Teach English Prevent AIDS" incorporates AIDS education into a content-based approach to English language instruction (i.e. teachers use English to teach students about other subject areas). Peace Corps Volunteers in Cameroon created the manual, in conjunction with their counterparts and the Ministries of Education and Public Health. Although the material can be adapted to serve other regions of the world, the cultural context takes into consideration the special circumstances of those teaching/learning in Africa. The manual is divided into four units that provide students with 80 hours of reading, writing, speaking, and listening instruction using participatory materials and activities. The focus of the lessons are to improve the skills of students while helping them understand how AIDS relates to their lives and how each individual can play a part in AIDS prevention efforts. The units include discussion and activities related to values, information, prevention, and action. Respectively, the units consider why it is important to learn about AIDS; explain the transmission, symptoms, prevention, and effects of STDs, including AIDS; discuss how to protect oneself from becoming infected with AIDS; and, motivate students toward peer education activities to spread the AIDS prevention message. Designed for a teacher with limited resources, the manual contains lesson plans that include music, poetry, community outreach activities, plus sample tests and quizzes.

Format Bound, soft cover, 113 pages
Language English
Target Audience African secondary school students with a high intermediate level proficiency in English
Cost Information not provided
Available From National Technical Information Service
5285 Port Royal Road
Springfield, VA 22161
Tel: 703-605-6000
Request NTIS# PB96156898
or
Peace Corps, Information Collection and Exchange, Attn: Shelley Smith
1111 20th Street NW
Washington, DC 20526
Tel: 202-692-2666

All Talk: Relationship Skills, HIV/AIDS and Young People

Citation: Phipps, R., O'Donnell, F., and McReynolds, F.: *All Talk: Relationship Skills, HIV/AIDS and Young People*. The Health Promotion Agency for Northern Ireland, Belfast, No Date.

Summary: "All Talk" is an educational resource concerned with relationships. It was developed in collaboration with young people from Northern Ireland. The program—a video and manual—focuses on helping young people understand the risks of HIV infection in relation to their own lives. It includes exercises on decision-making skills, communication, assertiveness, handling pressure, and assessing risk behavior. The main section of the manual outlines a seven unit program of participatory exercises, designed to be used in the order they are presented; it also provides suggestions for evaluation. Another section includes a selection of exercises for facilitating group work. The video, based on the experiences of young people in N. Ireland, deals with relationships and issues affecting young people. It is intended as a trigger for discussion and a basis for work on personal and social skills development. The program could be run over a weekend, or over seven consecutive two-hour sessions.

Format In a spiral binder; 80 pages; FOCUS does not have the video
Language English
Target Audience For use by adults working with young people ages 14 -17
Cost Information not provided
Available From The Health Promotion Agency for Northern Ireland
Sexual Health and HIV/AIDS Programme
The Beeches, 12 Hampton Manor Drive
Belfast, Northern Ireland, BT7 3EN
Tel. and fax numbers not provided

Into Adolescence: Learning About AIDS, A Curriculum for Grades 5 - 8

Citation: Post, Jory and McPherson, Carole: *Into Adolescence: Learning About AIDS, A Curriculum for Grades 5 - 8*. Contemporary Health Series, Network Publications, Santa Cruz, CA, 1988.

Summary: This AIDS module for grades 5 to 8 incorporates a variety of instructional strategies to develop and maintain a high level of student motivation and interest. These strategies such as brainstorming, developing research questions, dramatic presentations, and simulations and role-plays " are explained to the teacher. The curriculum contains chapters on the teachers "responsibilities and on ways to evaluate students" performance on stated objectives. Teachers are also encouraged to invite parents to participate. Each of the 14 lessons begins with information on what is needed, how the teacher should prepare, followed by a step-by-step outline of the procedure to follow, and how to evaluate, and possible options for follow-up activities. Lessons cover topics such as what we think we know about AIDS; verifying information; epidemics; characteristics of diseases; the truth about myths, and then several chapters specific to AIDS, concluding with one that says "the solution is ours." Special exercises and handout sheets are marked "STUDENT."

Format	Not sure, as FOCUS has a photocopied version; 231 pages
Language	English
Target Audience	Students in grades 5 to 8 and their teachers
Cost	Information not provided
Available From	Network Publications, a division of ETR Associates P.O. Box 1830, Santa Cruz, California—see contact information p. 21

HIV/AIDS Awareness and Family Life Education Training

Citation: Rama Rao, A. and Kumari, R. *HIV/AIDS Awareness and Family Life Education Training Manual for Street Educators*. YWCA, New Delhi, India, 1997 (First Edition).

Summary: This training manual is part of a training kit for those who work as street educators to increase the awareness of HIV/AIDS and other FLE topics among street children/adolescents. Other components of the kit are a pictorial flipbook, games (and a laminated board for a version of Snakes and Ladders), playing cards, and handouts for the children. The aim of the training manual is to strengthen street educators' professional skills so they can: counsel adolescents and help them acquire new knowledge and skills; help street children understand their feelings and beliefs, and cope with the many changes that are part of the growing up process; and guide street children towards healthy safe sexuality and ensure that they can protect themselves from STDs, including HIV/AIDS. The manual deals with ideas and activities to help adolescent boys and girls living on the streets to improve their health and life style. One author is a CEDPA consultant, and this manual uses a participatory approach to learning and a format similar to that used in other CEDPA training guides, such as "Choose a Future" (which is described in Section 7). Each of the 14 sessions is in a modular form divided into three main segments: learning objectives; activities that help to conduct the session; and notes for the facilitators which are intended to be self-explanatory and give relevant information about the topics to be covered in the session. All illustrations and other materials needed for each session are either in the manual itself or in the other kit components. The manual was developed with input from street adolescents and the first draft was pretested with the project's street educators.

Format	Bound manual, soft cover, 61 pages; colorful flip chart, plastic laminated game board, playing cards
Language	Information not provided
Target Audience	Street educators working with children/adolescents living in the streets
Cost	Information not provided
Available From	Young Women's Christian Association of India 10, Sansad Marg, New Delhi, India 100 001 Tel: 3361561 Fax: Not provided

Becoming a Responsible Teen: An HIV Risk Reduction Program for African American Adolescents

Citation: St. Lawrence, Janet S: *Becoming a Responsible Teen: An HIV Risk Reduction Program for African American Adolescents*. ETR Associates, Santa Cruz, California, 1997.

Summary: "Becoming a Responsible Teen" (B.A.R.T.) is an HIV and AIDS-prevention curriculum that has been identified by the Centers for Disease Control (CDC) as a "program that works." Designed as a program for African-American youth in non-school settings, it helps adolescents acquire the skills and self-confidence they need to carry out safer sex practices consistently. It is based on a social learning theory which stresses that people learn by seeing others model the desired behaviors and values. The eight-session curriculum is designed to be covered in eight weekly sessions, each lasting 1.5 to 2 hours. Through a variety of training methods—interactive group discussions, role plays, culturally appropriate videos, and interaction with HIV-positive people—participants learn: essential information about HIV/AIDS; ways to handle social and sexual pressures; ways to communicate assertively; negotiation and refusal skills; condom use skills; and how to become messengers and peer educators in their communities. B.A.R.T. includes session outlines, instructions for group leaders, handouts for duplication, and parent consent forms. A VCR and TV monitor are needed to view two videos. A randomized research study which tracked adolescents for 12 months following the course session(s) found that B.A.R.T. delayed the onset of intercourse among non-sexually active youth by as much as 63%; reduced the rate of unprotected sex by 42%; increased condom use; and increased AIDS knowledge.

Format In a hard cover, 3-ring binder, 227 pages
Language English
Target Audience African American adolescents ages 14 - 18
Cost \$49.95 (plus s/h); Does not include the 2 videos, *Seriously Fresh & Are You With Me?*
Available From ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061
Tel: 1-800-321-4407 Fax: 1-800-435-8433
E-mail: lsprague@etrassociates.org

Foundations for Decision Making: A VD Teaching Guide

Citation: Thiel, T.K., Richards, N.: *Foundations for Decision Making: A VD Teaching Guide*. American Council for Healthful Living, Orange, New Jersey, 1979.

Summary: This is a curriculum guide for grades K-12, presenting techniques for teaching about venereal disease. It is an old publication (1979), so it was prepared before the term "sexually transmitted diseases" was in use. However, it is included in this bibliography because it gives some useful exercises. Examples: "The Large Intestine is the Body's Garbage Pail" is an activity which uses a spoiled banana to demonstrate the reasons for washing ones hands after touching areas contaminated with feces; "How Small are Germs" conveys the concept of invisible things through use of foods of decreasing size to show how tiny particles can be transmitted; a "Mock Trial" is held to argue the question of whether, in a country where gonorrhea has reached an epidemic stage, a test for gonorrheal infection should be routinely made on every woman who has a pelvic examination. Interesting role-playing exercises are described, and several crossword puzzles are included, to test knowledge of the subject matter.

Format Bound, soft cover booklet, but with 3 holes so it easily can be put in a 3 ring binder, 110 pages, including a glossary
Language English
Target Audience For teachers, to help them communicate more effectively with their students in grades K through 12
Cost Information not provided; probably no longer in print so it would have to be photocopied
Available From American Council for Healthful Living
439 Main Street
Orange, N. J. 07050
Tel: 201-674-7476 Fax: Not provided

School Health Education to Prevent AIDS and STD: A Resource Package for Curriculum Planners

Citation: World Health Organization (WHO) and United Nations Educational, Scientific and Cultural Organization (UNESCO): *School Health Education to Prevent AIDS and STD: A Resource Package for Curriculum Planners*. WHO, Geneva, 1994.

Summary: This is a three-volume publication designed to assist in the preparation, and implementation, of HIV/AIDS/STD school system education programs for students between 12 and 16 years of age. The volumes are interrelated, so as to form a coordinated approach to the teaching of the subjects. The first volume (Handbook for Curriculum Planners) assists curriculum planners to design the HIV/AIDS/STD programs. It outlines the main steps in curriculum planning, and includes a series of appendices, mostly evaluation instruments. The volume has three units: Designing the program, Sample materials for introducing the curriculum and for teacher training, and Program evaluation instruments. The second volume (Students' Activities) includes 53 student activities that meet a wide range of objectives for teaching an HIV/AIDS/STD program. Curriculum planners are encouraged to choose those activities most relevant to their country. The volume has three units: Unit 1: Basic Knowledge on HIV/AIDS/STDs (sample student activities: how a person gets AIDS, what do you believe?, are you at risk?, protect yourself against AIDS, are you a responsible person?); Unit 2: Responsible Behavior: Delaying Sex (sample activities: reasons to say NO, help to delay sex, am I assertive?, responding to persuasion, dealing with threats); Unit 3: Responsible Behaviour: Protected Sex (sample activities: how to use a condom, No to unprotective sex - demonstration). Unit 4: Care and Support (sample activities: why compassion?, how to's of care giving, compassion, tolerance and support). The third volume (Teachers' Guide) is designed to help teachers prepare and teach a program on AIDS. It contains specific instructions on how to teach each activity, and background information for teaching a program on HIV/AIDS/STDs.

Format	Bound, soft covers: Handbook for Curriculum Planners, 88 pages; Students' Activities, 79 pages; Teachers' Guide, 117 pages
Language	English
Target Audience	Designers of school AIDS and STD prevention programs; students between 12 and 16 years of age; and their teachers
Cost	Information not provided, but single copies probably free
Available From	UNAIDS Information Centre 1211 Geneva 27 Switzerland Tel: 41-22-791-4461 Fax: 41-22-791-4150 E-mail: firleyt@who.ch

Education to Prevent AIDS/STDs in the Pacific: A Guide for Teacher Training

Citation: World Health Organization (WHO) and United Nations Educational, Scientific, and Cultural Organization (UNESCO): *Education to Prevent AIDS/STDs in the Pacific: A Guide for Teacher Training* Suva, Fiji, 1989.

Summary: These prototype instructional materials on AIDS/STDs were prepared at a South Pacific regional workshop held in Suva, Fiji, in January 1989. The Guide is intended to assist teacher trainers in the region to train teachers to teach about AIDS/STDs in secondary schools. Each day of the five-day teacher training workshop is devoted to one major area related to teaching about AIDS/STDs: knowledge, values, communication skills, preparation for teaching, and demonstration teaching. While the curriculum contains some interesting suggestions of ways teachers can overcome their embarrassment when discussing AIDS/STDs, some of the factual information seems a bit dated. Workshop materials contain a pre- and post-test.

Format	FOCUS has a photocopied draft version; by now it probably has been printed: 135 pages
Language	English
Target Audience	For training teacher trainers, who will then train the secondary school teachers
Cost	Information not provided
Available From	No contact information provided; see suggestion re: UNAIDS above, as the workshop was co-sponsored by 2 of their affiliated agencies, WHO and UNESCO

4. For Pregnancy Prevention, Reproductive Health, or Sex Education Programs

Hablemos de la Autoconciencia de la Salud Sexual y Reproductiva: Manual para educadores sexuales que trabajan con adolescentes

Citation: Aguilar, Gil J.A., Botello Lonngi, L., Yee, K.A.; *Hablemos de la Autoconciencia de la Salud Sexual y Reproductiva: Manual para educadores sexuales que trabajan con adolescentes (Talk of Sexual and Reproductive Health Awareness: A Manual for Sexual Educators Working with Adolescents)*. Georgetown University Institute of Reproductive Health and MEXFAM, No date, in DRAFT.

Summary: The objectives of this instructors' guide are to develop a school-based educational model for young adults to promote the self-awareness of sexual and reproductive health. It also attempts to measure the model's impact on young adults in terms of information, analysis, attitudes and skills. The six sections of the manual include lessons on: My body and I (information about puberty, body image, and gender); This is how my body works (discussion of masculine and feminine reproductive and sexual anatomy); Our sexuality (lesson on sexuality and youth); We care for our bodies (information on STD and AIDS prevention measures); We plan the future together (ways to prevent unwanted pregnancy); What do we think about our bodies? (evaluation of the course). Each section introduces its theme, outlines its objectives, explains basic concepts, and provides structured activities to assist the classroom instructor. Also included are reference materials that support the information in the lesson, a sequence of activities to fulfil its objectives, informational and analytical participatory exercises, and homework assignments.

Format	Photocopied
Language	Spanish
Target Audience	In-school instructors of sexual health education
Cost	Information not provided
Available From	(when finalized) Georgetown University, Institute of Reproductive Health —see contact information p. 27

Reducing the Risk: Building Skills to Prevent Pregnancy, STD, and HIV, 3rd Edition

Citation: Barth, Richard P.: *Reducing the Risk: Building Skills to Prevent Pregnancy, STD, and HIV, 3rd Edition*. ETR Associates, Santa Cruz, California, 1996.

Summary: This high school-level sexuality education curriculum is designed to enhance young people's skills to resist unprotected intercourse by modeling those skills and then providing opportunities for practice. Its 16 well-defined lessons practice communication skills and emphasize teaching refusals, delaying tactics, and alternative actions students can use to abstain or use protection. Based on social learning theory, the curriculum aims to change student norms about unprotected sex and perceptions of peer sexual activity, and also to strengthen parent-child communication about abstinence and contraception. Each class is designed for a 45-minute period, but can be lengthened to increase practice time. Lessons are reinforced through role-plays, homework activities (like interviewing parents or guardians about their attitudes), quizzes, and skill-building practice sessions. Regular classroom teachers conduct the lessons. During the first field study, teachers attended a 3-day training session. The Teacher's Handbook contains step-by-step lecture notes and numerous activities; there is also a Student Workbook. A field study, which tracked students for 18 months, found that "Reducing the Risk" delayed the onset of intercourse among sexually inexperienced students by as much as 24%; reduced the rate of unprotected intercourse at 18 months by 40%; and increased parent-child communication about abstinence and other methods of birth prevention. It has also been identified by CDC as a "program that works."

Format	Two bound, soft-cover manuals, a handbook for the teacher (239 pages) and a workbook for the student (60 pages)
Language	English only for Teacher's Handbook; Student Workbooks available in English or Spanish
Target Audience	Designed for high school students, grades 9 through 12; equally suited for use in community-based organizations
Cost	\$42.95 (plus s/h); price of curriculum includes one Student Workbook; additional Student Workbooks are \$18.95 for a set of 5
Available From	ETR Associates—see contact information p. 21

The NEW Positive Images: Teaching Abstinence, Contraception and Sexual Health

Citation: Brick, Peggy and Colleagues: *The NEW Positive Images: Teaching Abstinence, Contraception and Sexual Health*. Planned Parenthood of Greater Northern New Jersey, Hackensack, NJ, 1996.

Summary: This manual is an updated version of an earlier one prepared in 1986. It continues the tradition of creating positive images of contraception and the people who use it to take control of their lives and their futures. Many organizations have utilized the skill-based strategy underlying these manuals to create their own curricula. It does not purport to be a comprehensive sexuality education curriculum, but it addresses issues overlooked in many existing curricula, such as examining personal decisions about relationships and sexuality within historical, social, and ethical contexts. Each of the 27 lessons is designed for a 45-minute time slot; lessons about contraception and sexual health can be presented in health classes or they can be integrated into other subjects, such as social studies, language arts or biology. Each lesson includes information for the teacher on objectives, rationale, materials provided (such as worksheets and handouts), and a step-by-step guide to conducting the lesson successfully. Some topics addressed in the lessons include: sexuality through the life span; growing up in a sexually confusing society; encouraging communication about sexual behavior within the family; comparing adolescent sexual behavior in different countries; examining the reality that most "adolescent pregnancies" are fathered by adult men; putting contraception into romance; the emergency contraceptive pill; and condom comfort and condom talk. While the manual eschews the "just say no" approach, it presents the choice of abstinence from intercourse, or any other sexual behavior, as a viable alternative and an individual right at any time during any relationship.

Format	A bound, soft cover manual; 158 pages
Language	English
Target Audience	In-school young people; middle school, high school, and college-age groups (with some adaptations recommended, depending on the maturity level of the students)
Cost	\$25.00 (plus s/h)
Available From	The Center for Family Life Education of Planned Parenthood Association of Greater New Jersey —see contact information below

Streetwise to Sex-Wise: Sexuality Education for High-Risk Youth

Citation: Brown, Steve: *Streetwise to Sex-Wise: Sexuality Education for High-Risk Youth*. Planned Parenthood of Greater Northern New Jersey, Hackensack, New Jersey, 1993.

Summary: This is a sexuality education curriculum focusing on areas of particular concern to "high-risk youth" -- young people who are specifically prone to problems related to sexual health, such as unwanted pregnancy, sexually transmitted diseases, sexual assault and abuse, sexual dysfunction, and self-destructive, abusive or exploitative relationships. Profiles of selected high-risk populations (e.g. lesbian, gay and bisexual youth, survivors of child sexual abuse, juvenile sex offenders) are set out, followed by two basic series of lessons - one for older teens (ages 14-19), and one for pre-teens (ages 9-14). These include such topics as: safer sex; dating and courtship skills; relationships; and accessing sexual health services. Each lesson includes objectives, rationale, materials (worksheets, handouts), and a step-by-step guide to conducting the lesson. Realistic, everyday life material is designed to add to the effectiveness of the presentations: true stories of child sex abuse, true stories of lesbian and gay teens, and role plays about typical teen-age sexual dilemmas. The manual also includes a knowledge and attitude questionnaire for pre/post testing, and a resource section which includes a selected bibliography of other curriculum/ teaching manuals, other publications, and related videos.

Format	A bound, soft cover manual, 185 pages
Language	English
Target Audience	Designed for high-risk youth, ages 9-19
Cost	\$25.00 (plus s/h)
Available From	The Center for Family Life Education Planned Parenthood Association of Greater New Jersey 575 Main Street Hackensack, NJ 07601 Tel: 201- 489-1265 Fax: 201- 489-8389

A Facilitator's Guide for Adolescent Reproductive and Sexual Health Peer Counselors and Condom Sales Agents

Citation: CARE International/ Zambia: *A Facilitator's Guide for Adolescent Reproductive and Sexual Health Peer Counselors and Condom Sales Agents*. Lusaka, 1997.

Summary: This training manual was developed for use in an operations research (OR) project which is testing new and innovative strategies for motivating adolescents to avoid unprotected sex. This OR project is part of a larger PALS project (see following annotation) which targets nearly 200,000 male and female adolescents (ages 10 - 19) living in sections of Lusaka, Zambia. Adolescents from the project area were involved in selecting topics that the training addresses. Using the manual, facilitators are training out-of-school adolescent community counselor/ commercial sales agents (CC/CSAs) in counseling skills, sexual and RH information, and community-based sales of condoms. The sections begin with true-to-life misunderstandings, beliefs, concerns and findings from young people gathered during Participatory Learning and Action (PLA) baseline research conducted in 1996-97. Sessions include such topics as: where youth gets its information; all aspects of reproduction and pregnancy; methods of preventing pregnancies; STIs; negotiating safer sex; history and efficacy of condoms; counseling; positive living; and training in the sale/ distribution of condoms. For each session the manual gives objectives, key topics, learning approach, exercises, and materials needed. CC/CSAs also visit clinics as part of their training. Appendices include a pre/post test, a questionnaire for participants on their sexual knowledge and behavior, and a self-appraisal form in both Nyanja and English. The final version of this curriculum was tested in April, 1998; evaluations were good and post-test scores showed marked improvements in knowledge levels.

Format	Spiral-bound with heavy plastic cover; 70 pages
Language	English
Target Audience	The trainers of adolescent community counselor/ commercial sales agents in Lusaka
Cost	Information not provided
Available From	Care International in Zambia, Attention Tamara Fetters P.O. Box 36238, Kalunda Lusaka, Zambia Tel: 292080 Fax: 227108 E-mail: tam@zamnet.zm

Curriculum Modules for Use in the PALS Project

Citation: CARE International/ Zambia: *Curriculum Modules for Use in the PALS Project*. Photocopied outline of three modules. Lusaka, 1997, DRAFT: A work in progress.

Summary: This training matrix contains three modules for use when training adolescent boys and girls in: sexual traditions, beliefs and practices in Zambia; adolescents' sources of information; and knowledge about the reproductive system, wanted and unwanted pregnancies, and methods of preventing pregnancies and STIs. These modules are part of CARE Zambia's Partnership in Adolescent Sexual and Reproductive Health Project (PALS) designed to reduce adolescent sexual and reproductive morbidity and mortality so that Zambian adolescents lead healthier, more productive lives. (There is no mention of who is to do the training, or what training such persons need.) Training methodologies include role-plays, discussion, use of videos, group work and individual exercises. Woven into the curriculum content is information for the facilitators (for discussion with the teens) on results from the Participatory Learning for Action component of the project. (PLA is qualitative research undertaken to elicit information on Knowledge, Attitudes, and Behavior of Zambian adolescents about sex and reproduction.) Plans are underway to evaluate the PALS project.

Format	Photocopied draft matrix
Language	English
Target Audience	Adolescent boys and girls in the community
Cost	N/A; a work in progress
Available From	(when finalized) CARE Zambia Attn: Rose Zambezi P.O. Box 36238, Longacres Lusaka, Zambia Tel: 255162 Fax: 252605

Teaching Human Sexuality in Caribbean Schools. A Teacher's Handbook

Citation: Caribbean Family Planning Affiliation and International Planned Parenthood Federation (IPPF) Western Hemisphere Region, Inc. *Teaching Human Sexuality in Caribbean Schools. A Teacher's Handbook*. IPPF, New York City and CPFA, St. John's, Antigua, 1984.

Summary: This handbook was prepared to meet the expressed need for sex education materials relevant to the Caribbean experience. It was written by Caribbean experts for Caribbean teachers, and provides guidelines for imparting sex education to youth, ages 9 to 19. Adaptations to the various cultures, traditions, and realities found in the Caribbean are encouraged. The first 6 chapters focus on information to help the teacher prepare for the transmission of content: opportunities to integrate sex education into existing school subjects; involving parents/ the community; various sex education teaching techniques and how to use them; use of audio-visual materials; techniques for measuring student and teacher performance; and understanding individual concerns and the need for flexibility while using the prescribed curriculum. The subsequent chapters contain information on human reproduction, growth and development, emotional development, and sexuality for: the pre-adolescent (ages 9-11), the early adolescent (ages 12-14), the mid-adolescent (14-16), and the later adolescent (ages 17-19). Within each age group, these same four units are addressed, but with a different level of detail and emphasis. For example, the unit on sexuality for early adolescents discusses topics like masturbation, "petting and fondling," and the consequences of teen pregnancy, abortion and STDs. This same unit for the mid-adolescents discusses contraceptives and making decisions about their use, morality, homosexuality, and marriage. Each unit is summarized for the teacher, and then she/he is given an overview of the concepts to cover and the learning objectives for the students. This is followed by a list of vocabulary words (which are all defined in the glossary, attached as an appendix) and some samples of appropriate learning activities. Each unit also includes a list of interesting topics/questions for discussion, but there are no guidelines/possible answers for the teachers. Teachers are instructed to refer sexually active teenagers who seek advice on contraception and/or STDs to the appropriate agency; there is little or no information on such topics for the teachers to educate themselves. The curriculum addresses other oftentimes shunned topics such as incest, prostitution, lesbianism, bisexuality, and pornography. At each level, there is an emphasis on values clarification, morality, and personal choices.

Format	Bound volume, 295 pages	
Language	English	
Target Audience	Classroom teachers of 9 to 19 year old students	
Cost	Out of print, so expect to pay photocopying charges, plus s/h	
Available From	CFPA P.O. Box 419 St. John's, Antigua, W.I. Tel. and fax numbers not provided	IPPF/WHR 120 Wall Street, 9 th Floor New York, New York, USA 10005 Tel: 212-214-0243 Fax: 212-248-4221

Manual de Capacitación para Promotor

Citation: Centro para los Adolescentes de San Miguel de Allende, A.C., (CASA) (San Miguel de Allende [Mexico] Adolescent Center): *Manual de Capacitación para Promotor (Training Manual for Promoters)*. San Miguel de Allende, México, 1992.

Summary: This manual is the training guide for CASA's peer promoters (educators). It includes 26 topics dealing with various aspects of working with adolescents and adolescent health. These include the following: how to talk about sexuality; the importance of family in adolescents' lives; gender roles and equality; avoiding pregnancy and AIDS transmission; the consequences of abortion; the effects of drug use and alcohol; and cancer awareness. Each chapter includes: a list of the important points for peer promoters to get across to participants during each session; instructions, amount of time and materials needed for activities that are part of each lesson; discussion questions for participants; and a list of available audio-visual materials to complement the lessons.

Format	Bound, soft cover, 432 pages
Language	Peer educators or others working with youth
Target Audience	Spanish
Cost	Information not provided
Available From	CASA, A.C., Umanan 62, San Miguel de Allende, Guanajuato, Mexico Tel: 465-22688 and 465-22054 Fax: Not provided

Autocuidado de la Fertilidad y Sexualidad para Adolescentes Medios: Manual para el Facilitador

Citation: Centro Medico de Orientación y Planificación Familiar (CEMOPLAF) (Medical Center for Counseling and Family Planning): *Autocuidado de la Fertilidad y Sexualidad para Adolescentes Medios: Manual para el Facilitador (Fertility and Sexuality Awareness for Adolescents: Manual for the Facilitator)*. CEMOPLAF, Quito, Ecuador, 1997.

Summary: For use by professors, parents, and health professionals who wish to teach adolescents about fertility and sexuality and help them discover more about themselves, this manual is divided into six units: communication, fertility, self-esteem, sexuality; values, and STDs. Some of the sub-topics covered are: learning about one's own fertility; avoiding pregnancy; the responsibilities of being fathers and mothers; the importance of family planning; caring for oneself; how to create a healthy sexuality; how to say "no" and alternatives to sex; and human sexual responses. The manual was designed to enable adolescents to increase their knowledge and skills so they can make better decisions about their fertility and sexuality, and to understand how these decisions will affect the rest of their lives. Specific objectives include: offering didactic methods to develop sex education activities; using communication as a tool to create positive human relations, and promoting the formation of personality through a holistic approach to sexuality education. The facilitator's manual is also equipped with a teacher's outline for each session, evaluation materials, activities for class and materials (supported by scientific data) to reinforce the fertility and sexuality messages sent to adolescents.

Format	Spiral-bound manual, 280 pages
Language	Spanish
Target Audience	Adolescents between ages 14 - 16; and those who work with them
Cost	Information not provided
Available From	Georgetown University, Institute of Reproductive Health 2115 Wisconsin Avenue NW, Georgetown Center, 6 th Floor Washington, DC 20007 Tel: 202-687-1392 Fax: 202-687-6846

Estrategia de Capacitación sobre Salud Sexual y Reproductiva del Adolescente

Citation: Consejo Nacional de Población: *Estrategia de Capacitación sobre Salud Sexual y Reproductiva del Adolescente* (Training Strategy for Adolescent Sexual and Reproductive Health). Consejo Nacional de Población, México, 1995.

Summary: Created by the National Population Council of Mexico, this manual offers a structured training strategy for adults working in adolescent reproductive health programs. The manual is divided into twenty-two "activities," each introduced by a matrix grid giving an overview of the content and techniques to be used. Following each matrix is a series of lessons with procedures to follow, instructions for the facilitator, worksheets for participants, and information for the facilitator to share with the group. Some of the objectives of the manual are to: provide counselors working with adolescents with sensitive, practical, and easily accessible scientific information concerning young adult reproductive health; provide specific techniques for teaching sexual education to adolescents; contribute to changing adults attitudes towards adolescent sexuality as a means to diminish the number of unwanted teen pregnancies in Mexico; and share the "Training Strategy" with those who design and carry out programs for adolescents in and out of school. The activities in the manual cover topics such as creating an appropriate environment, defining adolescence, identifying the major problems in adolescent health, aspects of adolescent health such as communication, personal values, stereotypes, establishing goals, and decision-making, STDs/HIV, pregnancy, and contraception.

Format	Bound, soft cover, 267 pages
Language	Spanish
Target Audience	Sexual health counselors/educators
Cost	Information not provided
Available From	Consejo Nacional de Población Mexico City, México Tel. and fax numbers not provided

Youths Talk About Sexuality and Abortion: A Training Manual for Religious Educators

Citation: Cox, A.S. and Hickman, J.: *Youths Talk About Sexuality and Abortion: A Training Manual for Religious Educators*. Missouri Religious Coalition for Abortion Rights, St. Louis, 1989.

Summary: This manual was specifically prepared—almost 10 years ago—for use by persons within religious organizations who also work with youth. While some of the content needs updating, portions of the information still appear useful to educators and other professionals working with young people. The manual provides abortion education—within the broad context of sexuality education and religious freedom and tolerance—to youth who are actively involved in their church's or synagogue's educational program. The first six chapters of the manual are textual, providing the educator with background information on religion and abortion; sexuality education and its many components, and the vital role religious organizations can play in helping youth form and strengthen their values; discussing abortion within the area of contraceptives and unintended pregnancy; medical information about the abortion procedure; and how to counsel adolescents about moral and religious issues without moralizing. The manual suggests ways to recruit for 3 types of workshops: for families, or separate workshops for parents and youth. The author's preference is for the family workshop. Chapters 7 through 9 outline, in matrix format, a one-day workshop for each of the aforementioned groups. For each activity, goals, time required, and directions for the trainer are provided. There is also a column for "Notes for the trainer;" only moderate help is provided. The appendix lists some role play situations and a few other suggested exercises, a workshop evaluation form, crisis pregnancy situations for discussion, and some articles on talking to your children (or other young people) about sex, second trimester counseling, and the adoption alternative.

Format	Bound photocopy, 121 pages; no longer in active publication
Language	English
Target Audience	Educators working within religious organizations
Cost	Information not provided; expect a charge for photocopying, plus s/h
Available From	Missouri Religious Coalition for Reproductive Choice 5000 Washington Place, St. Louis, Missouri 63108 Tel: 314-361-9600 Fax: 314-361-4183

Teen Talk: An Adolescent Pregnancy Prevention Program

Citation: Eisen, M., McAlister, A.L., and Zellman, G.L.: *Teen Talk: An Adolescent Pregnancy Prevention Program*. Program Archive on Sexuality, Health and Adolescence (PASHA), Los Altos, CA, 1996.

Summary: Teen Talk is a pregnancy prevention program designed to motivate teenagers to use contraceptives or to abstain. It is based on the Health Belief Model, a theory of health behavior which postulates that people are motivated to engage in preventive health behaviors based on what they believe about the problem and the steps they are taking to avoid it. The authors recommend that this 12 to 15 hour program be conducted over a span of 2 to 3 weeks: the lectures (on reproductive physiology and contraceptive methods and effectiveness) in two 2-hour sessions; and the subsequent small group discussions in four 2- to 2.5- hour sessions. These sessions, requiring trained discussion leaders, are designed to personalize the risks and consequences of teen pregnancy and help teens develop and practice the skills that will make abstinence or obtaining contraception easier decisions to implement. They use trigger films, games, and role-plays to encourage group discussion. Teen Talk can be implemented in community-based organizations, in schools, or collaboratively in both. Evaluations in both urban and rural communities found that the program led to a delay in the onset of sexual activity among male virgins, and to the use of more effective contraception among those males who were already sexually active. A boxed set of materials is available: Reproduction and Contraception Curriculum, handouts and overheads; a Training Manual plus 2 training videos for group discussion leaders; a group discussion curriculum guide; one video with 3 trigger films; a training manual and videotape for interviewing teens; the original evaluation instruments (pre-test, post-test, and 12-month follow-up questionnaire) plus a separate User's Guide and an alternative evaluation instrument; and 25 copies of a pamphlet, STD Facts. A 1996 field test of this package found that more attention should be paid to male physiology, and that the trigger films were outdated, but no changes have been made to date.

Format	A boxed set of materials including a curriculum and training manuals (see text for details); 4 VHS/NTSC videos: 3 for training and 1 with trigger films
Language	English
Target Audience	All teenagers (13-19), either in- or out-of-school.
Cost	\$195.00 (which includes telephone technical support from PASHA staff for one year)
Available From	PASHA % Sociometrics Corporation 170 State Street, Suite 260, Los Altos, California 94022-2812 Tel: 650-949-3282 Fax: 650-949-3299 E-mail: socio@socio.com

Reproductive Health of Young Adults: Contraception, Pregnancy, and Sexually Transmitted Diseases

Citation: Family Health International in collaboration with the FOCUS on Young Adults Project: *Reproductive Health of Young Adults: Contraception, Pregnancy, and Sexually Transmitted Diseases*. FHI, Research Triangle Park, North Carolina, 1997.

Summary: This training module is part of a series of slide presentations called "Contraceptive Technology Updates (CTU)." Previous modules have focused on one or more methods of contraception. These training modules are designed to meet the continuing educational needs of family planning practitioners and policy-makers in developing countries, by providing the most recent accurate information available. This information assumes a general familiarity with family planning programs and methods of contraception. If used to familiarize policy-makers with young adult reproductive health (YARH) issues, it needs some adaptation (some ideas for doing this are provided in the module). The module presents issues relevant to the reproductive health of young adults and is divided into four sections: reproductive health issues of young adults; how to reach them; their contraceptive options; and STD prevention and treatment: a young adult priority. The presenter is encouraged to mix and match, selecting to use information that is appropriate for a particular audience. The module gives the presenter text to read to accompany each slide. There is also a paper copy of each slide (suitable for making overhead transparencies or using as a flip chart if the training venue lacks electricity or A-V equipment). The module contains handouts for participants, references and resources, reprints of scientific articles on YARH issues, and a participant evaluation form (the results of which can be used to improve future presentations).

Format	Hard cover, 3-ring binder; 63 pages, plus 83 slides and paper copy of slides' text, and 22 pages of handouts
Language	English, Spanish and French
Target Audience	Physicians, nurses, pharmacists, family planning counselors, midwives, and other trained health-care personnel
Cost	Free; may be copied, adapted, or reproduced and distributed without permission, so long as credit is given to FHI and the recipient organization makes no commercial gain
Available From	Family Health International P.O. Box 13950, Research Triangle Park, NC 27709 Tel: 919-544-7040 Fax: 919-544-7261 Home Page Address: http://www.fhi.org

Teens Educating Teens: Teen Advocate Training Manual

Citation: Global Institute for Training (GIFT): *Teens Educating Teens: Teen Advocate Training Manual*. Planned Parenthood of Nassau County, Hempstead, New York, 1989

Summary: This teen advocate training manual was prepared for any professionals (educators, health personnel, social workers, etc.) who wish to implement a teen advocate/ peer educator program within their school or agency. It presents a step-by-step guide for implementing such a program, based on a model used successfully by Planned Parenthood of Nassau County (PPNC). It is designed to train teens to address issues such as contraceptive care, STDs, and the serious implications of drug and alcohol abuse. Teens must complete a 30-hour training course before they begin reaching out to teens within their community with correct and honest information, including where to access services. Sessions for training peer advocates/ educators include: sexuality; gender identity; changing bodies, changing feelings; values and self-esteem; facts about contraceptives and STDs; high risk, low risk, and no risk behaviors; plus listening and communication skills. This teens educating teens program of PPNC was cited by the New York Department of Health/ Bureau of Reproductive health as a "model teen pregnancy prevention program in (NY) State." For program implementors, there is a section on establishing a program; qualities to look for in a project coordinator, in a trainer, and in peer educators; how to recruit; and what costs to consider. Sample forms for a job announcement, parents' consent, employment application, and a training evaluation questionnaire are included.

Format	In a 3 ring binder; 181 pages
Language	English
Target Audience	Young men and women between the ages of 13-19.
Cost	This first edition is being revised; the new version will cost \$60.00 (plus shipping and handling)
Available From	Planned Parenthood of Nassau County 540 Fulton Avenue, Hempstead, New York 11550 Tel: 516-483-3193 Fax: 516-483-3592

Postponing Sexual Involvement: An Educational Series for Young Teens

Citation: Howard, Marion, Mitchell, Marie E., and Pollard, Bette: *Postponing Sexual Involvement. An Educational Series for Young Teens.* Grady Memorial Hospital, Atlanta, Georgia, 1985.

Summary: What the authors refer to as an "educational series" is actually a complete instructional package on "how to say no" that was developed to help young people resist the pressures to become sexually involved before they are ready for such involvement. It is designed to provide young people with tools to help them bridge the gap between their physical development and their cognitive ability to handle the implications of such development. It presents information on the general nature of relationships, sources of societal pressure influencing sexual behavior, and assertive responses for use in peer pressure situations. It is a detailed guide which enables either an adult leader or an adult leader and teen leaders to conduct three sessions of instruction on ways to resist pressures to become sexually involved. These sessions contain information and exercises relating to social pressure, peer pressure, and problem solving. The guide also contains a reinforcement session to be given one to three months following the original series. (There is also a separate guide for parents so they can be helped to reinforce what their children are learning; FOCUS does not have a copy.) The sessions use tapes of teen testimonials (for modeling attitudes and behaviors) and slides and tapes about various types of pressures plus time for practice situations. The exact messages that are on the tapes are repeated in the guide; thus teens can record these tapes ahead of time, or teen leaders could play the different roles during the sessions. There is also time for group discussion and for writing down responses to pressure "lines." Each session is designed to last 1.5 hours. The fourth session focuses on using new skills in mini- skits performed by small groups of teens, filling out forms re pressures observed or experienced since the last session, and participating in a game show presented by the leaders. An evaluation of this instructional package found that PSI participants were five times less likely than controls to initiate sex by the end of the eighth grade.

Format	Spiral bound manual
Language	English
Target Audience	Younger teens, ages 12 - 16
Cost	Information not provided
Available From	Emory/Grady Teen Services Program Grady Memorial Hospital 80 Butler St., SE Atlanta, Georgia 30335 Tel: 404-588-4204 Fax: Not provided

Refresher Course in Adolescent Sexual and Reproductive Health

Citation: JHPIEGO: *Refresher Course in Adolescent Sexual and Reproductive Health.* Prepared for Bahia State, Brazil's school-based program linked to off-site health services. Baltimore, MD, 1997 (in DRAFT).

Format	Photocopied matrix-style curriculum
Language	English (but original curricula for this program are in Portuguese)
Target Audience	Service providers/ trainers
Cost	Free
Available From	JHPIEGO Brown's Wharf, 1615 Thames Street, Suite 200 Baltimore, MD, 21231 Tel: 410-955-8558 Fax: 410-614-0586

Reproductive Health Training for Primary Providers: A SourceBook for Curriculum Development

Citation: PRIME: *Reproductive Health Training for Primary Providers: A SourceBook for Curriculum Development*. INTRAH, University of North Carolina, Chapel Hill, NC, 1997.

Summary: This SourceBook for curriculum development was developed to help trainers integrate aspects of reproductive health (RH) into training curricula. It is based on the principles of performance-based training—the knowledge, skills, and support a primary provider needs to meet on-the-job performance standards and to improve the quality of care they provide to clients. The authors developed a module for each of the six major jobs or service components that primary providers of RH services address—jobs like counseling and educating clients; providing family planning, maternal and newborn care services; post-abortion care services; and "selected reproductive health services." While most of this SourceBook does not deal specifically with adolescents, Module 6 includes RH care relevant to different life stages, one of which is adolescence. Five pages of this module provide an outline of the knowledge and a list of the skills necessary to "provide RH education, counseling, and care that are appropriate for adolescents." The outline often refers to and/or incorporates the knowledge and skills covered in the earlier SourceBook modules; and following each of the skills there may be a reference to a skills assessment tool from another module, and where the trainer can find it. Information on how to use the SourceBook to develop a performance-based RH curriculum is found in the first volume, the User's Guide.

Format Six (eventually eight) spiral-bound manuals, with their own box file
Language English
Target Audience Trainers, faculty of professional schools, and curriculum developers to use when developing or revising curricula for training primary providers of client-oriented integrated RH services
Cost Free; may be reproduced or adapted provided INTRAH is acknowledged and the new material is provided free of charge or at cost
Available From INTRAH
The University of North Carolina at Chapel Hill
208 N. Columbia St., CB # 8100
Chapel Hill, NC 27514
Tel: 919-966-5636 Fax: 919-966-6816 E-mail: intrah@med.unc.edu

Manual del Promotor Juvenil Voluntario

Citation: Racines de Arellano, E., Cuesta, Z., Supliguicha, S., and Gordon, M.E.; *Manual del Promotor Juvenil Voluntario (Manual for Volunteer Youth Promoters)*. Centro Obstetrico Familiar (COF), Quito, Ecuador, No date.

Summary: This manual is designed for training volunteer promoters for the COF program. It provides information on the tasks/ functions of promoters and gives some information on the following subjects: sexuality; sexual health; self-esteem; communication and human relations; adolescent pregnancy; psychosexual development of adolescents; anatomy and psychological and physical changes of men and women during puberty. It also describes the benefits of peer promotion and community-based distribution programs. The main training methodology appears to be lectures; there are no instructions for conducting exercises or other participatory activities.

Format Spiral bound, 15 pages
Language Spanish
Target Audience Peer promoters, specifically for COF's program
Cost Information not provided
Available From Centro Obstetrico Familiar,
Programa de Adolescentes
Pasaje Trevino 138 y 12 de Octubre
Quito, Ecuador
Tel: 226-515 and 236-885 Fax: Not provided

"We're Not Just Talking Sex..." A Leader's Guide to Teen Sex Education

Citation: Whitlock, K. et al. *"We're Not Just Talking Sex..." A Leader's Guide to Teen Sex Education*. Planned Parenthood of Southeastern Pennsylvania, Philadelphia, PA, 1983.

Summary: This manual, probably "state of the art" when it was published in 1983, is intended to provide counselors, teachers, community workers, and other professionals who work with youth with the skills and information necessary for conducting basic sex education programs for teens. The manual includes information about group facilitation; program content and teaching methods; evaluation information and instruments; supplementary teaching materials, and a list of print and non-print resources. For example, the manual describes how to prepare sex education programs for young people; the characteristics of a good facilitator, and ways to put together an effective group meeting. Three complete training programs for teens are presented: Information about sexual reproductive anatomy; discussion of values and feelings about oneself; and practice with skills in decision making. Each program is a complete package. Within each unit, program materials, teaching aids, evaluation strategies, and participant resources are identified, and the educational/training process is explained. Much of the manual content is presented in a conversational tone, as if it were actually being spoken, and "summary lists" are given at the end, as a reminder of key points for the facilitators to make when wrapping up a session.

Format	Bound soft cover booklet, 130 pages, including a 17-page list of resources
Language	English
Target Audience	Counselors, teachers, community workers, and other professionals who work with youth
Cost	Information not provided; probably out of print, but can be photocopied
Available From	Planned Parenthood of Southeastern Pennsylvania 1220 Sansom Street Philadelphia, PA 19107 Tel. and fax numbers not provided

Sex Can Wait: An Abstinence-Based Sexuality Curriculum for Upper Elementary School

Citation: Young, Michael and Young, Tamara: *Sex Can Wait: An Abstinence-Based Sexuality Curriculum for Upper Elementary School*. ETR Associates, Santa Cruz, California, 1994.

Summary: This curriculum is a five-week sexuality education program designed to promote sexual abstinence as the best decision young people can make for themselves. The activities in this abstinence-based program are designed to teach life skills that can help 10 to 12 year olds act in what the authors term "their own best interest" in all areas of their lives. These skills involve respecting self and others, making wise decisions, communicating clearly and effectively, and understanding how present behavior can influence future plans and goals. (Thus this curriculum could also be listed under the FLE Programs heading.) The curriculum is divided into six units: Self concept/self-esteem; puberty; values and decision making; communication, my sexual self (choosing to have sex vs. waiting; non-sexual alternatives); and planning for the future. Within each unit there are several 50-minute lessons. Each lesson contains information for the teacher on advance preparation and materials needed, procedures to follow, content outline, and learning activities. Handouts and photocopies for making transparencies are included at the end, as is a glossary. There are no lessons on family planning/ contraceptive methods. Since parents are the primary educators of their children, many lessons call for homework assignments to be done by parents and students together.

Format	Large, 3 ring binder, heavy cover
Language	English
Target Audience	Students in grades 5 and 6 (approximately ages 10-12)
Cost	\$59.95 (plus s/h)
Available From	ETR Associates—see contact information p. 21

5. For Programs Working to Reduce the Incidence of Female Genital Mutilation (FGM)

Learning About Female Genital Mutilation: A Curriculum for African Youth

Citation: Program for Appropriate Technology in Health: *Learning About Female Genital Mutilation: A Curriculum for African Youth*. PATH, Washington, DC, 1998, in DRAFT

Summary: This curriculum was designed to assist adolescents in Africa to examine the practice of FGM in their communities; to raise awareness and knowledge about the negative effects of FGM; and to gain the skills needed to begin educating their peers, families, and communities on the need to eradicate this practice. Still being revised and edited; thus not yet field-tested. However, much of the curriculum material was extracted and adapted from a previously tested curriculum for training peer educators, a module on harmful traditional practices for school students, and discussion guides for raising awareness and mobilizing the community, all prepared by PATH and Maendeleo ya Wanawake Organization for an ongoing FGM eradication program in Kenya. Exercises for young people and advice for the teachers and facilitators was adapted from Advocates for Youth's "Life Planning Education" and PATH's "Life Planning Skills." The 11 units of this curriculum address: adolescent development; values, gender roles, traditions, and how each can change; FGM and other harmful traditional practices; human, legal and ethical rights and eradication of FGM; and skills needed to become an anti-FGM advocate. Emphasis is on experiential activities in which young people complete exercises which the facilitator then helps them process so that what was learned can be applied to future situations. Several types of evaluation forms are included.

Format	Still in draft / photocopied
Language	English
Target Audience	In-school youth in Africa, ages 15-19. (Developers note it can be adapted for use in community programs)
Cost	Free (except for shipping/handling); may be reproduced, translated, or adapted if credit is given, in writing, to PATH, and if the new version is not sold
Available From	(when finalized)PATH—see contact information p. 11

6. For Programs Dealing with Violence Prevention, Negotiation Skills or Substance Abuse

Para Vivir Sin Violencia

Citation: Bellanger, L.T., and Ramirez, A.S.; *Para Vivir Sin Violencia (How to Live without Violence)*. Programa de Adolescentes y Jóvenes: SI MUJER, Managua, Nicaragua, 1997.

Summary: This curriculum is designed for training adolescent boys and girls, and consists of three parts. The first part focuses on the physical, sexual, psychological and social aspects of violence, how violence is learned and passed on, its effects on the abused, and how men and women can live without violence in their lives. The second part is designed to help participants understand sexual and emotional violence and what to do or where to go for help in case they, or someone they know, is abused. The third part deals with breaking barriers of violence, in which myths are presented for participants to decide if they are true or false. Each part lays out the objectives, materials needed, and instructions on how to conduct the many group activities in each lesson.

Format	Bound, soft cover; 48 pages
Language	Spanish
Target Audience	Adolescent boys and girls
Cost	Information not provided
Available From	Programa de Adolescentes y Jovenes, SI MUJER Apartado Postal 2109, Correo Central Managua, Nicaragua Tel: 268-2695 Fax: 268-0038 E-mail: simujer@ns.tmx.com.ni

Choosing Not To Use Alcohol, Tobacco, and Other Drugs

Citation: Education Development Center, Inc. and Rocky Mountain Center for Health Promotion and Education: *Choosing Not To Use Alcohol, Tobacco, and Other Drugs. Teenage Health Teaching Modules*. Education Development Center, Inc., Newton, Massachusetts, 1996.

Summary: This is one module of the "Teenage Health Teaching Modules (THTM)," a nationally used and independently evaluated comprehensive school health curriculum for grades 7 to 12. The major finding of the evaluation is that THTM improved student health knowledge, attitudes, and several self-reported priority health behaviors, especially self-reported use of illegal drugs. Originally developed in the early 1980's, these modules were revised in the 1990's to highlight essential health skills such as risk assessment, self-assessment; goal setting, decision making; and health advocacy. This module, which is divided into twelve 45-minute lessons, seeks to equip students with the knowledge, attitudes and skills they need to follow through consistently with a decision not to use alcohol, tobacco, or other drugs. It incorporates the latest research on what works to reduce or delay the use of alcohol, tobacco, and other drugs among young adolescents. Topics/content of some of the lessons are: activities to motivate students not to use these substances; decision making and refusal skills; the influence of messages from industry and the media; importance of reaching out for help and offering help; and the need to use medicines and household products safely. For each lesson, the teacher's guide gives the agenda, objectives, necessary preparation, procedures to follow, teacher background information, and teacher's copy of all the activity handouts and homework forms (with answers where appropriate). Teachers are encouraged to modify examples or role-plays to meet the needs of their students. EDC has a network of certified trainers to train teachers prior to using the THTM curricula modules.

Format	Spiral bound teacher's manual, 257 pages, plus a separate packet of student handouts to be photocopied
Language	English
Target Audience	Students in grades 6, 7, and 8 (ages 10-13)
Cost	\$59.95 (plus s/h)
Available From	Education Development Center, Inc. 55 Chapel Street, Newton, MA 02158 Tel: 1-800-225-4276 or 617-969-7100, ext. 2215 Fax: 617-630-8402

Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence

Citation: Slaby, R.G., Wilson-Brewer, R., Dash, K.: *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*. Teenage Health Teaching Modules. Education Development Center, Inc., Newton, Massachusetts, 1994.

Summary: This too is a module from the THTM program (see prior annotation). It encourages young people to examine their roles as aggressors, victims and bystanders and is designed to help students develop problem-solving skills and new ways of thinking about how they respond to violence in each of these roles. The module uses a four-step Think-First Model of Conflict Resolution that provides a framework for dealing with and changing the habits of thought that can result in violence. Whereas most previous violence prevention strategies have focused on the aggressor, this curriculum considers the interrelated roles of victims and bystanders and suggests that all three players can build skills to resolve problems non-violently. This module is divided into twelve lessons, each requiring approximately 45 minutes of class time. Topics/content include: ways choices and actions can prevent conflicts (a normal part of life) from escalating into fights; the 4-step Think-First Model of Conflict Resolution (keep cool, size up the situation, think it through, and do the right thing), followed by sessions to practice each of the steps; using language to alleviate conflict and prevent fights; and formulating and acting on students' visions of a non-violent world. For a description of how the lessons are organized and information on adaptation, see description of prior THTM module.

Format	Spiral-bound teacher's manual, 185 pages, with a separate packet of handouts for the students
Language	English
Target Audience	Urban middle school students, grades 6, 7, and 8 (ages 10-13)
Cost	\$59.95 (plus s/h)
Available From	Education Development Center, Inc.—see contact information p. 34

Education for Conflict Resolution. A Training for Trainers Manual

Citation: United Nations Children's Fund: *Education for Conflict Resolution. A Training for Trainers Manual*. UNICEF, New York City, 1997.

Summary: This manual is designed to train trainers and others who can adapt its concepts and methods in order to design conflict resolution education programs for young people in their own countries. It is not intended for direct use with teachers or students, unless it is adapted for the age, experience, and local circumstances of its audience. The manual aims to familiarize participants with concepts or themes that educators have found build attitudes and skills that are essential to conflict prevention and the peacekeeping process. These themes are communication skills; dealing with emotions; respect for self and others; cooperation and group building; decision-making skills; approaches to resolving conflicts; and dealing with prejudice. The manual provides everything the trainers need for a 5 day training course, with the last day focused on integrating and adapting the methodologies and themes into an actual conflict resolution education program suitable for the communities in which the participants work. But different training formats may also be used; alternate sample agendas are provided. The manual is well laid out, with tabbed labels separating the different themes and course content, and with handouts and transparency originals clearly marked. Still, the authors strongly urge that persons conducting this training have considerable experience using interactive training methods. All activities are identified as either basic, more advanced, or optional, and contain information on purpose, materials needed, and procedure. The authors suggest text to use -- or modify -- when introducing an activity; this appears in bold and is marked by a large symbol. Some evaluation strategies are suggested for use at the end of each day. The final section of the manual, Activities for Children, contains examples of activities from each thematic section of the training that can be adapted for use with children. While this manual does not deal with YARH issues, *per se*, many of the well-explained exercises, such as dealing with anger, handling difficult emotions in others, or characteristics of self-respect (to name only a few) could be used/adapted as part of an FLE or RH training curriculum.

Format	In a sturdy, 3-ring binder, 267 pages
Language	English
Target Audience	Trainers and others who will design country-specific conflict resolution education programs for young people
Cost	Free, as long as supply lasts
Available From	UNICEF, Attention Andres Guerrero 3 United Nations Plaza New York, New York 10017 Tel: 212-326-7000 Fax: 212-326-7129 E-mail: aguerrero@unicef.org

We Can Work It Out! Problem Solving Through Mediation

Citation: Zimmer, Judith: *We Can Work It Out! Problem Solving Through Mediation*. Street Law Inc., National Crime Prevention Council, California, 1993.

Summary: This manual was prepared for elementary and secondary teachers to help them teach conflict resolution. The curriculum promotes cooperation over competition, while pursuing a non-adversarial method of dispute settlement. It uses mock mediation scenarios to get young people to improve their problem solving skills. While this has nothing, on the surface, to do with young adult reproductive health (YARH), there are chapters in this manual that can be adapted for use in training young people to reduce their risk of exposure to HIV and other STDs. Possible situations include cases: where one half of a couple wants to have intercourse and the other says "I'm not ready;" where teens refuse to listen to their parents' advice; or where a young girl fears rape (incest) from a brother or cousin. Specifically, the two-hour lessons on active listening, how to generate options when faced with a conflict, and mediation focused on the future relationship of the "disputants" should be relevant. The manual contains several "Teen/Teen" role-play scenarios that, with some strategic adaptations, could be used in any YARH training or skills-building sessions dealing with emotions and/or relationships.

Format	A spiral bound, soft cover notebook; 132 pages
Language	English
Target Audience	Elementary and secondary school teachers
Cost	\$25.00 (plus s/h)
Available From	Street Law, Inc. 918 16 th Street NW, Suite 602 Washington, DC, 20006 Tel: 202-293-0088 Fax: 202-293-0089

7. For Programs Promoting Empowerment of Adolescent Girls

Choose a Future! Issues and Options for Adolescent Girls

Citation: Center for Development and Population Activities (CEDPA): *Choose a Future! Issues and Options for Adolescent Girls*. CEDPA, Washington, DC, 1996.

Summary: This manual, a source book of participatory learning activities, was designed to help adolescent girls shape their own lives and create their own options. [Note: Both this and the CEDPA training manuals described below could also go under Section 2 of this bibliography, "For Family Life Education Programs," as they both provide training in family life skills.] This program guide is based on two principles: girls have a right to make choices to determine their futures; and girls can develop the capabilities they need to make these choices. It uses an experiential learning model where situations and problems are presented, discussed, and analyzed. Problem solving is emphasized. The facilitator asks questions and encourages open discussion and expression. Girls are thus actively involved in creating their own solutions to situations they encounter at home, in school, at work, and with male and female peers. The manual includes 12 modules divided into 48 sessions. It emphasizes the importance of developing self-respect and self-esteem, creating supportive peer relationships, and improving skills in decision-making, problem-solving and negotiating when dealing with substantive issues such as education, marriage, health, family-relations, work, legal status, and community involvement. The manual was designed for ease of use. Each session includes a similar format with information on objectives; time needed (all are designed for 1 -2 hours); activities to be done; materials needed to conduct the session; guidelines for group discussion about the activity; and ideas for action. The sessions are sequential and build on previous sessions. However, they can be reorganized and adapted. Still, the authors suggest that Modules 1,2, (Me, Myself and Goals and Plans) and 8 (Puberty and Reproduction) always be included, as they are important foundations for other sessions. Between 1992 and 1995 earlier versions of this manual were tested with girls from several countries. Based on field tests, some new sessions were added.

Format	Spiral bound, soft cover manual; 160 pages
Language	English
Target Audience	Facilitators/trainers working with girls ages 12 to 20
Cost	\$25.00 in North; \$20.00 in South (plus s/h)
Available From	CEDPA 1717 Massachusetts Ave. NW, Suite 200 Washington, DC, 20036 Tel: 202-667-1142 Fax: 202-332-4496 E-Mail: email@cedpa.org

Creating New Horizons for the Girl Child: An Empowerment Tool for Adolescent Girls in Egypt

Citation: CEDPA: *Creating New Horizons for the Girl Child: An Empowerment Tool for Adolescent Girls in Egypt. Manual One: Basic Life Skills. Manual Two: Reproductive Health. Manual Three: Post-literacy Reading Program. Manual Four: Employment Readiness*. CEDPA/Cairo, 1997.

Summary: New Horizons is a non-formal education program designed to empower girls and young women to make informed life choices. It was developed for out-of-school disadvantaged young girls and women, but has wider applicability to any situation where young women lack access to basic information needed to make informed life choices. The program includes 100 structured sessions, and includes two manuals (four, eventually), a kit of colorful posters, and audiotapes with songs, poetry and skits. Each hour-long session covers one subject area and focuses on topics related to: girls' identity; family roles, rights and responsibilities; nutrition, first aid, and health; adolescence; violence against women; marriage; sexually transmitted and dangerous diseases. These sessions follow a pattern: each begins with a song, story or similar activity; reviews the groups' knowledge level; discusses key points displayed on a poster; verifies correct assimilation of the messages during wrap-up; and includes a follow-up activity to be done at home or in class. Facilitators with a secondary school education can usually be trained within two weeks. Post-program evaluations show that the girls find the sessions on female circumcision, early marriage, and proof of virginity among the most valuable.

Format	Spiral-bound manuals (?)
Language	Simple Arabic
Target Audience	Disadvantaged girls and women, ages 9 to 20
Cost	Information not provided
Available From	CEDPA—see US contact information above E-mail address in Cairo: cedpa@idsc.gov.eg

Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms

Citation: O'Gara, Chloe and Kendall, Nancy for the ABEL Project: *Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms*. Creative Associates International, Inc., ABEL Project, Washington, DC, 1996.

Summary: Produced for the Advancing Basic Education and Literacy (ABEL) Project, this handbook for teachers, teacher trainers, supervisors, and master teachers describes how educators around the world have tried to understand why girls' education in today's world often is less positive and effective than boys' education. The first section provides a succinct overview of the issues involved in building girls' aspirations and improving their achievements. The second section is organized around five "flash-points" for gender bias: curriculum, instruction and guidance, language and speech, time and space, and sexuality. For each flash point there are "discovery exercises" for teachers and/or trainers to explore their own ideas and activities for teachers to use with learners—both "quick exercises" and "ongoing activities." Detailed information on how to conduct or process the activities is not included. Overviews of current thinking, bibliographic resources, and quotes about each point are included. This is a useful resource for stimulating creative thinking about promoting gender equity in reproductive health training.

Format	Spiral bound, soft cover, 153 pages
Language	English
Target Audience	Designed for classroom use by teachers and for training teachers, but many activities relevant to non-formal, workshop settings
Cost	Information not provided
Available From	ABEL Project Creative Associates International, Inc. 5301 Wisconsin Ave, NW, Suite 700 Washington, DC 20015 Tel: 202-966-5804 Fax: 202-363-4771

8. For Training Counselors

Mejorando Habilidades y Destrezas de Comunicación Interpersonal para la Orientación de Adolescentes en Salud Sexual y Reproductiva

Citation: FOCUS on Young Adults: *Mejorando Habilidades y Destrezas de Comunicación Interpersonal para la Orientación de Adolescentes en Salud Sexual y Reproductiva (Improving Interpersonal Communication Skills for Counseling Adolescents on Reproductive and Sexual Health)*. FOCUS on Young Adults, Washington, DC, 1997. (in DRAFT)

Summary: Designed as a workshop manual for the "training of trainers," this facilitators' training packet on interpersonal communication skills includes a detailed outline of curriculum and visual aids for workshop replication. The objective of the manual is to improve the quality of service delivery to adolescents by enhancing the interpersonal communication skills of service providers at any level. The training packet includes three sections with accompanying visual aids on (1) adolescent sexual and reproductive health; (2) the psycho-dynamics of counseling; and, (3) interpersonal communication skills. Each section offers an outline of the session, the time required to complete the lesson, the themes covered, training techniques, and materials, such as handouts and overhead transparencies. The workshop may be completed in three to five days and the materials provided in the packet can be adapted so the workshop can be tailored to the specific needs of the audience.

Format	In a 3-ring binder, 262 pages, plus approximately 80 overhead transparencies
Language	Spanish
Target Audience	Reproductive health professionals who provide services to young adults
Cost	Free for those programs that wish to train providers in counseling techniques and give feedback to FOCUS so they can finalize the curriculum
Available From	FOCUS on Young Adults 1201 Connecticut Ave., NW, Suite 501 Washington, DC 20036 Tel: 202-835-0818 Fax: 202-835-0282 E-Mail: focus@pathfind.org

Counselor Training: A Manual for Counseling Adolescents with a Special Emphasis on Reproductive Health

Citation: International Rescue Committee: *Counselor Training: A Manual for Counseling Adolescents with a Special Emphasis on Reproductive Health*. UNHCR/PTSS, Geneva, 1998.

Summary: This manual is designed for use by trainers/facilitators in Guinea. It has been compiled/printed as 3 separate booklets. The first booklet is for the trainers and was prepared for use at a two day Training of Trainers Workshop. It provides an overview of the basic principles of training, tasks and responsibilities of the facilitators, methodologies to use when working with groups, and provides time to practice new skills and plan for the subsequent training of counselors. It includes a Training Review (post-test) for the trainers. The second booklet contains the content of the three days of training provided to the counselors. Each activity begins with a rationale outlining what the information or exercise is intended to accomplish, and is followed by detailed instructions for implementation. The curriculum starts with stages of the life cycle and then focuses on the factors influencing human development and who one becomes, stages of adolescent development and what it means to be an adolescent, and values clarification. Day 2 deals with definitions of counseling, the role and qualities of the counselor, the needs of young people and skills for effectively communicating with, and listening to, them, plus problem solving procedures and how to evaluate individual counseling sessions. Day 3 of the curriculum deals with counseling in the context of adolescent sexual and reproductive health, role plays for the practical application of counseling skills, use of client contact sheets, and ways of handling challenges in the counselor/client relationship. The curriculum contains periodic review tests plus a post-training evaluation form. The third booklet contains resource materials, primarily reprints of issues of Population Reports (where some of the family planning/ contraceptive and AIDS information dates from 1987). These materials are not tied specifically into training sessions, but are intended for review by all workshop participants.

Format	Three stapled booklets; TOT Manual, 43 pages, Counselor Training, 52 pages.
Language	English
Target Audience	Trainers/ facilitators of counselors who work with adolescents
Cost	Free
Available From	International Rescue Committee, Attention L. Goodyear 122 East 42 nd Street, New York City, New York 10168 Tel: 212-551-3000 Fax: 212-551-3185

Counselling Skills Training in Adolescent Sexuality and Reproductive Health: A Facilitator's Guide

Citation: World Health Organization, Division of Family and Reproductive Health: *Counselling Skills Training in Adolescent Sexuality and Reproductive Health: A Facilitator's Guide*. WHO, Geneva, 1993.

Summary: This Guide was designed to help facilitators run a 5-day counseling skills training workshop. The focus is on skills useful in promoting adolescent development, appropriate sexuality, and reproductive health. Detailed content for each day's training is provided. Topics include: a model of communication micro-skills for counseling; the first meeting with the adolescent; sexual maturation and behavior; sexual difficulties; consequences and prevention of unwanted pregnancy, and STDs including HIV/AIDS; difficult moments in counseling; and termination and evaluation of counseling. Dense text; best suited to skilled facilitators comfortable with modeling behaviors and designing varied role-play situations. Appendix includes photocopies of transparencies for use during training, including a sample workshop evaluation form.

Format	Bound, soft cover, 104 pages plus 75 pages of photocopied transparencies
Language	English, Spanish and French
Target Audience	Most appropriate for those who provide services—including counseling, guidance, education or clinical services -- for young people, or those who manage, supervise, or train service providers
Cost	Free and, when fully cited, may be abstracted, reproduced, and/or translated; but new version may not be sold
Available From	WHO, Division of Family and Reproductive Health 1211 Geneva 27 Switzerland Tel: 41-22-791-3367 Fax: 41-22-791-4189

Zimbabwe Youth Reproductive Health and Counselling: A Trainer's Manual

Citation: Zimbabwe National Family Planning Council & Population Communication Services, Johns Hopkins University: *Zimbabwe Youth Reproductive Health and Counselling: A Trainer's Manual*. Zimbabwe National Family Planning Council, Harare, 1997.

Summary: This manual was developed to better prepare service providers who work with youth in ways to counsel and help them. The manual is divided into two modules: Challenges Youth Face Today and Interpersonal Communication with Youth. The first focuses on the youth themselves and contains sessions on physical development; sexuality and patterns of sexual behavior; STDs and contraception for young people; substance abuse; relationships; self-esteem and stress. The second module has nine sessions that address the counselors' values; the communication and counseling process; how to talk about sexuality; helping youth solve problems and make decisions; use of group talks and visual aids; and challenging moments in counseling. Each session includes information for the trainer on preparation and materials needed, and suggests both the content and methods. Where needed, the manual includes newsprint and/or overhead samples and handouts to copy and give to participants. The suggested counseling course duration is four weeks, but a two-week version is also outlined. Workshop evaluation forms are included.

Format	Still in draft form; approximately 300 pages
Language	English
Target Audience	Service providers who work with youth aged 10-24 years
Cost	No mention, but it may be free as the director of the ZNFPC asks all those who use the manual to please send their comments.
Available From	Zimbabwe National Family Planning Council P.O. Box ST 220, Southerton Harare, Zimbabwe Tel. and Fax numbers not provided

9. For Adapting Curricula

Prevention Marketing Initiative Local Demonstration Sites: Guide to Selecting and Adapting a Curriculum

Citation: Academy for Educational Development, AIDS Communication Support Project: *Prevention Marketing Initiative Local Demonstration Sites: Guide to Selecting and Adapting a Curriculum*. AED, Washington, DC, 1996.

Summary: This document was developed to assist program managers in five US cities that are part of the Centers for Disease Control and Prevention's (CDC) Prevention Marketing Initiative, an HIV prevention program for youth. It outlines a set of questions and steps for program managers who wish to adapt an existing HIV prevention curriculum for youth.

Format	9 pages, photocopied
Language	English
Target Audience	Program managers
Cost	Free; may be cited, reproduced and/or translated
Available From	AED, Attention Carol Schecter 1255 23 rd Street NW Washington, DC 20037 Tel: 202-884-8909 Fax: 202-884-8713 E-mail: cschecter@aed.or

Working With Young People on Sexual Health and HIV/AIDS

Citation: Appropriate Health Resources and Technologies Action Group (AHRTAG): *Working With Young People on Sexual Health and HIV/AIDS*. AHRTAG, London, UK, 1996.

Summary: While this is not actually a curriculum, it is included because it contains a section on "Selecting and Adapting Resources" that could be useful to program planners/ managers and curriculum developers in developing countries.

Format	Manual
Language	English
Target Audience	Youth workers, educators; also those who plan to adapt training manuals developed by others
Cost	Free
Available From	AHRTAG Farrington Point, 29 - 35 Farrington Road, London EC1M 3JB United Kingdom Tel: +44-171-242-0606 Fax: +44-171-242-0041 E-mail: ahrtag@gn.apc.org