

FOREWORD

In 1999, Greater Pollok Social Inclusion Partnership provided funds for a video project involving local young people. The aim was to produce a film that would have a social message and, hopefully, a life beyond the initial screening. In the process, the Partnership thought the young people would learn new skills, develop their self confidence and self esteem, but most of all enjoy being involved in a fun project that they could feel proud of. "At that Age" was the result. The group of young people, all from Greater Pollok, worked with Red Index Productions and Community Education in developing the theme, preparing and finalising the script and filming the scenes. The launch in the Glasgow Film Theatre on 27 May 2000 was an astounding success and the Partnership quickly realised that it had a quality product on its hands.

The young people themselves said they had learned a great deal from being involved in the video, not just about film techniques, script writing and acting, but also about the myths and pressures around teenage sexual activity. More importantly, many young people viewing the film felt they could relate easily to many of the scenes and statements in it that it put across many of their feelings in a language they were comfortable with. The drive to share this knowledge and experience led to the production of this resource pack.

In creating this pack, additional funding had to be found and the Partnership would like to acknowledge and thank Greater Glasgow Health Board, Lanarkshire Health Board, Glasgow City Council Education Services and Community Education Services for their financial support.

It was important to ensure the pack was relevant to young people themselves and also linked into other resources being used in schools and other youth services. For the work involved in developing the materials that accompany the video, thanks are due to Adrienne Hannah of the fpa (Family Planning Association) for writing the pack and to Tony Waclawski of Glasgow City Council Education Services who provided the overview that ensured the material was relevant and useful for schools.

Finally, the work involved in pulling all of this together, could not have happened unless key people had been prepared to commit their time to seeing the project through to completion. For this, we acknowledge the support and guidance of Phil White, Greater Glasgow Health Board, Tony Waclawski, Glasgow City Council Education Services, Roni Keith, Glasgow City Council Cultural & Leisure Services Community Education Division, Jackie Nicholson and Adrienne Hannah of the fpa (Family Planning Association) and Kevin Devine of Red Index Productions.

We hope you will find this pack useful in working through the issues around sexual health, teenage pregnancy and peer pressure. We know the young people involved in the video enjoyed their work in bringing to life a subject that can touch many lives.

Margaret Daly
Partnership Manager
Greater Pollok Social Inclusion Partnership

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INTRODUCTION

Using the acting skills of a group of young actors from the greater Pollok area, *At That Age* is a short drama which explores some of the myths and legends that surround teenage pregnancy.

The video lasts for 25 minutes and is intended to stand on its own merits as a story.

This training pack guides the user through the video with suggested exercises designed to highlight the main issues around teenage pregnancy.

The drama is recorded twice on each video cassette – the first time the story plays straight through while the second version is divided into seven episodes. The training pack has exercises relevant to each of these episodes with five additional exercises for facilitators who might wish to look at other related issues.

The training pack and video are intended for use by teachers and youth workers working with young people aged around 14 or 15. Facilitators will need to familiarise themselves with both the video and training pack before presenting it to their groups.

STRUCTURE OF SESSIONS

The first session is an opportunity for a complete viewing of the video and a discussion of first impressions about it. It would be useful at this point to suggest some ground rules for the group e.g. confidentiality; respect for each other; listening without interrupting and taking turns to speak.

The second and subsequent sessions provide opportunities to consider small episodes in the narrative, relating them to specific teaching points deriving from the action. A number of handouts and worksheets are included with the training sessions. To help to make the link between the action on screen and the exercise on the printed page, a still photo with caption accompanies the relevant item in the pack.

The timings indicated for session material are suggestions only.

The additional sessions at the end of the pack are intended for facilitators who would like to explore some of the wider issues raised in the video. They consist of quizzes and worksheets on sex and the law, sexually transmitted infections, safer sex, condom use and assertiveness.

SESSION 1 WATCHING THE VIDEO

Objective:

To provide an opportunity for a complete viewing of the video as well as the chance to voice immediate reactions.

Materials needed:

A copy of the video *At That Age*.

Activity

Using the acting skills of a group of young actors from the greater Pollok area, "At That Age" is a short drama that explores some of the myths, legends and pressures that surround teenage sexual activity and pregnancy.

Introduce the video and if appropriate explain that this is the first of a number of training sessions relating to the video.

(5mins.)

View At That Age. (25mins.)

Discussion

Working in small groups of about three, ask participants to share their immediate reactions to the story and say with whom they have most sympathy. Take feedback to the large group. (10mins.)

Closing round: share in the small groups one thing each person has learned from the video. (5mins.)

End the session by identifying the main themes brought out in the video. (5mins.)

SESSION 2: RIGHTS AND RESPONSIBILITIES

Objective:

To encourage young people to identify the responsibilities of parents as well as the rights and responsibilities they have as young people.

Materials needed:

RIGHTS AND RESPONSIBILITIES
section of At That Age
A copy for each participant of
WORKSHEET A: TYPICAL MAN

It may be useful to refer to Article 12 of The United Nations Convention on the Rights of the Child, available at www.knowyourrights.csp.net

Link with:

Glasgow's Health S2 – My Rights and Roles in the Family

“See to that wean will ye.”

Begin the session by asking participants to share anything they remember from session 1. (5mins.)

Watch **RIGHTS AND RESPONSIBILITIES** section of At That Age. (5mins.)

Activity 1

Brainstorm with the whole group: what rights do you have as a teenager?

e.g. to have a safe and comfortable place to live; to have enough food to eat; to have a place at school.

Who is responsible for ensuring these rights are delivered?

(10mins.)

Activity 2

Give each participant a copy of **WORKSHEET A: TYPICAL MAN** and ask them to discuss the questions in small groups. (10mins.)

Take feedback to large group emphasising the importance of parental responsibilities. (10mins.)

Closing round: share in the small group something positive about being a parent. (5mins.)

End the session by identifying the main themes brought out in the session. (5mins.)

SESSION 3: MYTHS

Objective:

To encourage young people to identify the myths they have heard about getting pregnant.

Resources:

MYTHS section of At That Age
A copy for each participant of **HANDOUT A: PREGNANCY MYTHS** (optional)
A large sheet of paper for each group

Link with:

GGHB Pilot Curriculum in Sexual Health Education S4-1: Pregnancy
Glasgow's Health S3 – Information on Sexual Health

“You can't get pregnant if.....”

Begin the session by asking participants to share anything they remember from session 2. (5mins.)

Watch **MYTHS** section of At That Age (2mins.)

Activity

Working in single gender groups of four or five, give each group a large piece of paper and ask them to complete the following sentence in as many ways as possible, including statements they know to be true as well as those that are false. You may wish to give participants copies of **HANDOUT A: PREGNANCY MYTHS** to get the discussion started.

Girls groups to complete: "You can't get pregnant if....."

Boys groups to complete: "You can't get a girl pregnant if....."

Pin papers on the wall and allow the groups the opportunity to read what everyone has written.(15mins.)

Discussion

In the large group discuss:

Which of these statements are true?

Which ones are myths?

What is a myth?

Where do these myths come from?

Where could young people go and to whom could they talk to get the correct information about getting pregnant?
(15mins.)

(See contact list at the end of pack.)

The facilitator may need to be prepared to explain away some of the myths.

End the session by generating a list of relevant local contacts. (5mins.)

SESSION 4: HAVE THEY REALLY DONE “IT”?

Objectives:

To explore the pressures on young people (especially young men) to have sex and to say they have had sex even when they have not.

To identify strategies young people could use to cope with such pressure.

Materials needed:

HAVE THEY REALLY DONE IT? Section of At That Age

A copy for each participant of:
WORKSHEET B: HAVE THEY REALLY DONE IT?

Link with:

Glasgow’s Health S3 – Sexual Health Issues

“And then there’s something called peer pressure.....”

Begin the session by asking participants to share anything they remember from session 3. (5mins.)

Watch **HAVE THEY REALLY DONE IT?** section of At That Age (4mins.)

Activity

Give each participant a copy of **WORKSHEET B: HAVE THEY REALLY DONE IT?** and ask them to discuss the questions in small groups. (15mins.)

Take feedback in the large group, (5mins.)

Working in small groups, discuss strategies young people could use to cope with peer pressure. (10mins.)

Take feedback in the large group, encouraging discussion around realistic strategies. (5mins.)

SESSION 5: WHAT WAS IT LIKE YOUR FIRST TIME?

Objective:

To explore the advantages and disadvantages of each of the options open to a young person who has an unplanned pregnancy.

Materials needed:

WHAT WAS IT LIKE, YOUR FIRST TIME? section of At That Age

A copy for each participant of **HANDOUT B: WHAT WAS IT LIKE, YOUR FIRST TIME?**

“I wish...”

Begin the session by asking participants to share anything they remember from session 4. (5mins.)

Watch **WHAT WAS IT LIKE, YOUR FIRST TIME?** Section of At That Age (2mins.)

Activity 1

In the large group, ask participants to identify the three options open to some one who has an unplanned pregnancy. (Abortion, adoption and keeping the baby.)

Working in three small groups ask one group to identify the issues relating to and consequences of an abortion; one group to identify the issues relating to and consequences of adoption and the third group to identify the issues relating to and consequences of keeping the baby – all in relation to a teenage girl.

Ask groups to feedback to each other. (20mins.)

Activity 2

Give each participant a copy of **HANDOUT B: WHAT WAS IT LIKE, YOUR FIRST TIME?** and ask them to work in pairs with some of the pairs role-playing a discussion between Leanne and one of her friends where Leanne is trying to decide what to do about her pregnancy and the other pairs role-playing a discussion between Leanne's boyfriend and one of his friends talking about his reaction to Leanne being pregnant. (Point out that his feelings may or may not be as clear-cut as Leanne felt they were.)

After about five minutes ask the pairs to de-role. (15mins. – the role play itself should only take 5 mins.)

Back in the large group, ask participants what they have learned doing this exercise and ask them if there is one option for teenagers who have an unplanned pregnancy which is better than the others. (5mins.)

SESSION 6: THROUGH THE LOOKING GLASS

Objectives:

To look at what young people want from relationships.

To identify the messages young men and women receive about being sexually active.

Materials needed:

THROUGH THE LOOKING GLASS
Section of At That Age.

A copy for each participant of
WORKSHEET C: THROUGH THE
LOOKING GLASS

A large sheet of paper for each group

Link with:

Glasgow's Health S3 –
Sexual Health Issues

“Maybe tonight”

Begin the session by asking participants to share anything they remember from session 5. (5mins.)

Watch **THROUGH THE LOOKING GLASS** section of At That Age (4mins.)

Activity

Give each participant a copy of **WORKSHEET C: THROUGH THE LOOKING GLASS.**

Working in small, mixed-gender groups ask them to

1. *Read the statements*
2. *Discuss the questions*
3. *Carry out the names activity.*

(15mins.)

Put names sheets on the wall and take feedback in the big group focusing on the different messages young men and women receive about being sexually active. (5mins.)

Closing round: in small groups participants should say why young men and women receive different messages about sex. (10mins.)

End the session by identifying ways young people can challenge some of the stereotypes around young people and sex. (e.g. young men are only after one thing; young women who dress provocatively are asking for it.) (10mins.)

SESSION 7: AT THE PARTY

Objective:

To look at ways of saying what you want and don't want in relationships.

Materials needed:

PARTY! Section of At That Age
A copy for each participant of **WORKSHEET D: BEING ASSERTIVE**

Linking with:

Glasgow's Health S3 – Communication in Relationships
GGHB Pilot Curriculum in Sexual Health Education S4-2: Communication

“Party!”

Begin the session by asking participants to share anything they remember from session 6.(5mins.)

Watch **Party!** section of At That Age (5mins.)

Activity 1

In the large group ask participants to say what they think assertive communication means. (Dictionary definition: “declaring positively; insisting upon; affirming; defending by arguments”.)

Discuss how our body language might reinforce what we are saying.

Produce a list of guidelines for assertiveness e.g.

- *know what you want*
- *say what you want clearly and with a strong voice*
- *look directly at the other person*
- *listen to what the other person is saying without interrupting*
- *if you are saying “no” to someone make sure your body language is saying “no” as well as your voice.*(10mins.)

Activity 2

Give out **WORKSHEET D: BEING ASSERTIVE** to each participant and ask them to discuss the questions in small groups. (15mins.)

Take feedback in the large group. (10mins.)

SESSION 8: ONE MONTH LATER

Objectives:

To identify sources of help for young people with an unplanned pregnancy.

To encourage young people to think about what might be the best age for them to become parents.

Materials needed:

ONE MONTH LATER section of
At that Age
2 large sheets of paper

“But it was my first time.”

Begin the session by asking participants to share anything they remember from session 7 (5mins.)

Watch **One Month Later** section of At That Age (4mins.)

Activity 1

Give a copy of **WORKSHEET E: WHERE TO GO FOR HELP** to each participant.
Ask them to complete the activity in pairs.

Read out some of the letters to the big group.
(15mins.)

Compile a complete list of where to go for help from the lists produced by the pairs. (See useful contacts at the end of this pack.)
(5mins.)

Activity 2

Split the group into two smaller groups.
Group 1 should identify the advantages and disadvantages of being a teenage parent.
Group 2 should identify the advantages and disadvantages of being an older parent.
Take feedback to the large group. Discuss what the best age is to be a parent. (20mins.)

WORKSHEET A: TYPICAL MAN

Ashley and Richard make the following statements in the video:

Ashley:

“Typical man eh? When the nappies need changing they’re never there.”

Ashley:

“Any boy knows how to fill a pram, but no many are man enough to push it.”

Richard:

“That lot (the boys) think they know everything. Oh they can tell you a wee bit about the mechanics of sex – even then they don’t know it all – but love, affection, how to support a wean and look after it once it is here – how many of them know about stuff like that?”

1. Which of these statements do you agree with and why?
2. Where do these views of young men come from?
3. What responsibilities do parents have for their children as babies? / young children? / teenagers?
4. How should parents share the work of bringing up children?

WORKSHEET B: HAVE THEY REALLY DONE IT?

The following six statements were made by some young men in the video.

Barry:

“Aye alright. I haven’t done it, but if I say that I’ll get the pish ripped right out of me.”

Michael:

“I done it once. With a girl I met on holiday. The holiday lasted a fortnight, I lasted about ten seconds.”

Paddy:

“I have done it quite a few times, but I have got tae get drunk first – well imagine having to talk to them after it – that would be a pure neck.”

Darren:

“I haven’t done it and I don’t really want tae either. I want tae wait until I meet someone I care for. But can you see this lot understanding that?”

Stuart:

“I wish I’d done it. I’d love tae dae it. I think about daein it all the time. Sometimes I can’t think of anything else. I’m dying to do it.”

James:

“I’ve nearly done it. I think if I keep on at her my girlfriend will give in soon.”

1. Identify the pressures on each of the six young men.
2. Where do these pressures come from?
3. Are young women under the same pressures as Barry, Michael, Paddy, Darren, Stuart and James? If not, why?
4. How can young people cope with these types of pressure?
How can young people make positive choices when there are all these pressures around?
5. As a group, write down what you could say to the six young men to support them in making positive choices for themselves.

WORKSHEET C:

THROUGH THE LOOKING GLASS

What the girls said.....

"Tonight I am going to fall in love. He will be perfect, a knight in shining armour, to sweep me off my feet."

"James has asked me to sleep with him. He says he loves me. I love him, I think. I don't know what I should do."

"I've got my eye on someone the night. I wonder if he wants to get married. Aye, marriage, kids and a hoose, that'll do me."

"If any of those geeks try it on with me I will brain them so I will. If they dare slip the hand I'll cut it off."

"I would like a steady. Somebody more my own age that's interested in me. Someone who wants me for what I am, no just for what I can give them."

"Don't get me wrong. I'd like a boyfriend, just like anyone else, but I know where to draw the line. I'm not a wee tart, like some people."

WORKSHEET C CONTINUED

What the boys said.....

"It doesn't matter what happens the night. I'll still tell the boys I did it."

"I feel up for it the night. A few beers will help though, just to help me relax a bit."

"Tonight's the night I'm going to get it. One way or another. Of course I love you, I've always loved you. I really do, honest. (Laughs) Thing is, when I get married, I still want her to be a virgin."

"Alright darlin'? Gonny gie's it? Alright darlin' how's about it? No? What about your pal then? Are you up for it? I canny fail."

1. What are the main differences between the statements made by the girls and those made by the boys?
2. What do you think girls want from relationships? What about boys?
3. Write down all the words used for girls who "sleep around".
4. Write down all the words used for boys who "sleep around".

What do you notice about the two lists?

Where do these messages come from?

WORKSHEET D: BEING ASSERTIVE

The following conversations took place during the party. Read what each couple said and then discuss the questions in your small groups.

Couple 1

James: *Have you thought about it then?*

Donna: *I don't know James. I still think I'm too young.*

James: *You're nearly sixteen. You don't want to be a virgin all your life do you?*

Donna: *No, well I don't know. I might do it if you loved me.*

Couple 2

Darren: *One of my favourite ones is when Ross says Rachel's name at the altar at the wedding.*

Leanne: *laughs.*

Darren: *The one I like best is when Chandler's got the extra nipple. They both laugh.*

Darren: *You know I really like talking to you. Do you maybe want to go out one night? It doesn't need to be the pictures it could be anywhere.*

Leanne: *That would be nice thanks.*

Couple 3

Christopher: *You know I want to be a secret agent when I grow up. Just like James Bond.*

Elaine (drunk): *That's great. You're lovely by the way.*

Elaine drunkenly grabs Christopher and hugs him close. Christopher looks at the camera and grimaces.

Couple 4

Lynne sits down beside a drunken Paddy.

Lynne: *Hiya.*

Paddy (looking up drunkenly): *What?*

Lynne: *Come on then.*

Lynne drags Paddy to the bedroom.

1. Which of the eight young people were being assertive in the given situations?
2. How would Elaine and Paddy have acted if they had not been drunk?
3. Re-write the four conversations with each character being assertive.

WORKSHEET E: WHERE TO GO FOR HELP.

James and Elaine have just found out that Elaine is pregnant. They are both devastated.

1. Write a letter from either James or Elaine to the agony column of a teenage magazine.

2. Where do you think an agony aunt/ uncle might suggest Elaine and James go for help and advice?

HANDOUT A: PREGNANCY MYTHS

Pregnancy myths - girls

You can't get pregnant if it is your first time.

You can't get pregnant if you do it standing up.

You can't get pregnant if you do it on a chair.

You can't get pregnant if you do it during your period.

Pregnancy myths – boys

You can't get a girl pregnant if you pull out.

You can't get a girl pregnant if she's on top.

You can't get a girl pregnant if you love her.

You can't get a girl pregnant if you are still at school.

You can't get a girl pregnant if you are drunk.

HANDOUT B: WHAT WAS IT LIKE, YOUR FIRST TIME?

Leanne:

"It was really cold in the back of the car. I'd been seeing him for six weeks. He was older, more experienced. He said that if I didn't sleep with him he would chuck me. I thought he loved me. He told me he loved me. It didn't last very long. He chucked me the next week.

That wasn't the end of it though. I never got my period that month. I thought I was just late. I was pregnant....and when I told him he just laughed and said it was my problem. I had an abortion. I didn't know what else I could do. I wish, I wish I had waited or used contraception, I wish anything but what I did."

Useful Contacts

British Pregnancy Advisory Service

Tel: 0845 730 4030

Advice and counselling on contraception, pregnancy, abortion and adoption.

Caledonia Youth

5 Castle Terrace

EDINBURGH

EH1 2DP

Tel: 0131 229 3596

Provides clinical services and confidential advice on sex and contraception for young people under 25.

fpa Scotland

Unit 10, Firhill Business Centre

76 Firhill Road

GLASGOW

G20 7BA

Tel: 0141 576 5088

Offers contraception advice, confidential telephone helpline, information on services and a wide range of training programmes.

Health Education Board for Scotland

Woodburn House

Canaan Lane

Edinburgh EH10 4SG

Tel: 0131 536 5500

(Please also contact your local health promotion unit.)

National AIDS Helpline

Tel: 0800 567 123

Telephone information, advice and support in relation to HIV and AIDS

PHACE Scotland

49 Bath Street

GLASGOW

G2 2DL

Tel: 0141 332 3838

Offers support to people living with HIV and AIDS as well as information on sexuality, sexual health, working with lesbians and gay men. Also runs Bi-g-les Youth Group a drop-in for gay, lesbian, bisexual and transgender people under 25.

The Sandyford Initiative

6 Sandyford Place
Sauchiehall Street
GLASGOW
Tel: 0141 211 8600

The Sandyford Initiative offers a wide range of health services, advice and information under the one roof including:

- **The Place** www.theplace_sandyford.co.uk
Sexual health information, advice, counselling and treatment for young people.
- **The Centre for Women's Health**
Offering a range of services for all women on all aspects of women's health and well-being.
- **Family Planning & Reproductive Health Care**
offering a range of clinical services.
- **Genitourinary Medicine (GUM)**
offering confidential expert advice, accurate diagnosis and treatment for all sexual health issues.
- **The Steve Retson Project**
A sexual health project for gay men.
- **Club SRP**
Sexual health services for young gay men.
- **Sappho**
Providing well woman and sexual health advice and counselling for lesbians.
- **Crèche**
A crèche accommodating up to 10 children (from 6 weeks to 8 years) is available for service users. Advanced booking is required
Tel: 0141 211 8647

Sexwise

Lower Ground
Sky Park
72 Finnieston Square
Glasgow G3 8ET
Tel: 0141 568 4000
Helpline: 0800 28 29 30

Confidential telephone information, advice and counselling on such issues as: safer sex, contraception, relationships, and pregnancy

Strathclyde Lesbian and Gay Switchboard

Tel: 0141 332 8372

Telephone counselling, Ice Breakers Group – for lesbians and gay men who have recently 'come out'.

Young People's Health Services Information

Contained in Glasgow North and South telephone directories on the pages following National Health Services in Glasgow listings.

Useful websites for young people

www.bi-g-les.freeserve.co.uk - Glasgow youth group for young lesbian, gay and bisexual people.
www.brook.org.uk - specialises in information and clinics for young people under 25
www.childline.org.uk - information on areas such as bullying, stress, child abuse
www.drann.org - virtual surgery for young people
www.fpa.org.uk - information on contraception and sexual health, clinic services in your area
www.sexualhealthdirectory.co.uk - useful website for clinical services and organisation contacts
www.youth2youth.co.uk - phone and email help by and for young people

Resources

CURRICULUM IN SEXUAL HEALTH EDUCATION FOR SECONDARY SCHOOLS

Curriculum notes and lesson materials devised by The Youth Team of Greater Glasgow Health Board's Health Promotion Department

GREATER GLASGOW HEALTH BOARD'S YOUTH HEALTH SERVICES MAP AND YOUTH HEALTH SERVICES CARD.

Contact Phil White on 0141 201 4890 for all GGHB resources.

EVERYTHING YOU EVER WANTED TO ASK ABOUT PERIODS

Tricia Kreitman, Fiona Finlay and Rosemary Jones **£5.99**

Written by the popular Mizz agony aunt, with two consultant paediatricians, this engaging book tells young girls exactly what they want to know about periods. Written in a question-and-answer format, it includes information on the biological and hormonal changes, as well as more practical tips, such as what to do if your periods start at school during a lesson.

Piccadilly Press 2001

fpa PUBLICATIONS FOR YOUNG PEOPLE

£12.00 for 50 copies

4BOYS: A below-the-belt guide to the male body.

4GIRLS: a below-the-bra guide to the female body.

ABORTION: JUST SO YOU KNOW.

IS EVERYBODY DOING IT? Your guide to contraception.

LOVE S.T.I.NGS: A beginner's guide to sexually transmitted infections.

PERIODS: WHAT YOU NEED TO KNOW.

fpa

4 BOYS, 4 GIRLS: TALKING WITH YOUNG PEOPLE ABOUT SEX AND RELATIONSHIPS £14.99

Using a variety of drama, art and test - your –knowledge/attitude quizzes, the exercises invite young people to explore issues around puberty and body changes, sex and relationships, contraception, abortion and sexually transmitted infections.

fpa 2001

CONTRACEPTIVE DISPLAY KIT

£45.00

This best-selling 'hands-on' **fpa** resource has been completely updated. The new kit contains samples of contraceptives in a lift-out tray which can be passed around a group, along with a training manual, **fpa** leaflets on contraception, selected **fpa** factsheets and, for the first time, a condom demonstrator. Ideal for use by teachers and group leaders to stimulate interest and discussion about different methods of contraception, this unique resource is presented in sturdy briefcase-style holder *Contents may vary.*

fpa 2001

MOVING GOALPOSTS:

SETTING A TRAINING AGENDA FOR SEXUAL HEALTH WORK WITH BOYS AND YOUNG MEN

Max Biddulph and Simon Blake **£14.99**

Written by two experts in sex education, this ground breaking new resource is for professionals training those who work with boys and young men. It contains everything needed to plan and run a training programme.

- a detailed rationale for working with boys and young men
- guidance on planning, delivering and reviewing training
- exercises focussing on skills, emotions, attitudes and values
- photocopiable handouts
- useful addresses and resource list

fpa 2001

STRIDES: A PRACTICAL GUIDE TO SEX AND RELATIONSHIPS EDUCATION WITH YOUNG MEN

Simon Blake and Joanna Laxton **£15.99**

Clear advice and practical tips for those working with 14 to 25 year old men in youth and community settings and schools:

- advice on preparing and supporting your work
- practical tips on setting up a group and keeping it going
- over 30 participatory activities suitable for a variety of settings
- back-up notes and photocopiable handouts
- lists of useful resources and organisations

fpa 1998

THE WEIRD AND WONDERFUL WORLD OF BILLY BALLGREEDY

VHS Video 20 minutes and training manual **£29.95**

This exciting video resource from **fpa** Northern Ireland aims to help young men explore issues around sexual health and sexuality.

The weird and wonderful life of Billy Ballgreedy follows Billy as he visits a family planning clinic, learns how to use a condom and goes to a party with his mates. Billy talks straight to camera throughout about how he feels about puberty, girls and sex. The video also includes interviews with 'real' young people.

Designed for use by teachers and youth workers in group settings, the video comes with a comprehensive training manual containing exercises on puberty, reproduction, contraceptive methods and sexually transmitted infections.

fpa 2000

THE FATHERHOOD GAME

£28.00

From the same group that produced *Man's World*, this board game enables young men to develop their views and attitudes about the role of fathers, increase their knowledge of the needs of children, reflect on gender roles and consider their own experience of being fathered. May be played up to eight individuals, pairs or small teams.

Working with Men 1999

GIRL POWER

Jo Adams **£15.00**

Offers clear, practical guidance on building self-esteem in girls and young women. Includes exercises and piloted activities which can be adapted for use in a wide range of group work or classroom settings.

Sheffield Centre for HIV Sexual Health 1997

GLASGOW'S HEALTH

Glasgow City Council Education Services in association with Greater Glasgow Health Board

Health education framework for pupils in Glasgow schools.

INFECTION PROTECTION:

TEACHING ABOUT SEXUALLY TRANSMITTED INFECTIONS

£24.95

This pack provides activities about the STIs that most affect young people. The five-lesson plans aim to challenge myths and prejudices, provide factual information, develop skills and awareness around safer sex, raise awareness about the risk of infection and provide information about diagnosis and treatment.

Brook Advisory Centres 1997

LET'S TALK ABOUT SEX

Robbie H Harris **£8.99**

Attractively illustrated with colour drawings, this book is easy to read and provides answers to the questions pre-teens and teenagers ask about conception, puberty, the body, families, contraception and sexual health. Companion volume to *Let's talk about where babies come from*.

Walker Books 1995

MAN'S WORLD: A GAME FOR YOUNG MEN

Mark Price **£ 15.00**

Popular game board designed to stimulate discussion with young men aged 14 + about their feelings and attitudes to a variety of areas including sex, sexuality, fatherhood, friendship and health.

Working with Men 1992

THE MORE THAN A GAME PACK

Greater Glasgow Health Board's Health Promotion Department

Games and exercises about risk-taking for inner-city teens.

SEX EDUCATION IN SECONDARY SCHOOLS

Jennifer K Harrison **£15.99**

This practical book for student and practising teachers draws together the latest research and thinking on sex education, encompassing equal opportunities, school policy and practice and moral and social frameworks. It provides strategies for introducing, developing and re-visiting key areas of sex education, such as abortion and HIV/AIDS, and includes individual and group activities designed to stimulate teachers' independent learning.

Open University Press 2000

