ADDITIONAL RESOURCES

This book is designed as a comprehensive, low-cost resource, but if trainers are able to supplement the material, the following curricula and resources are highly recommended. Price and ordering instructions are provided for books and manuals (all prices in US dollars unless otherwise indicated). You will also find an annotated list of lesson plans that can be downloaded directly from the websites provided.

ADDITIONAL RESOURCES: BOOKS

General Sexuality Education

_F.L.A.S.H.: Family Life and Sexual Health Grades 5-6, 7-8, 9-10, and 11-12_, by Elizabeth Reis.
Seattle-King County Department of Public Health: Grades 5-6: 1985, $25; Grades 7-8: 1986, $40; Grades 9-10: 1988, $55; Grades 11-12: 1992, $40.
Order online: [www.metrokc.gov/health/famplan/flash](http://www.metrokc.gov/health/famplan/flash)

Order online: [www.uua.org/bookstore](http://www.uua.org/bookstore)

See UUA ordering information above.

Order by fax 1-973-539-3828
Order by sending a check to:
PPGNNJ Education Department
196 Speedwell Avenue
Morristown, NJ 07960-3889 USA
Order form available at [www.ppgnnj.org](http://www.ppgnnj.org)

Puberty

See PPGNNJ ordering information above.
**Relationships**


Order online: www.freespirit.com


**Harassment and Violence**


Order online: www.wcwonline.org/title229.html

**Contraception and Fertility**


**Sexual Behavior and Health**


Order by regular mail:
ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830, USA
Order online: www.etr.org
See ETR Associates ordering information above.

Abortion

See PPGNNJ ordering information above.

ADDITIONAL RESOURCES: ONLINE

Complete Kit


Individual Lessons


www.cedpa.org/publications/pdf/gender.html


www.unescobkk.org/ips/rechpec/pubs/poped_manuals/girl2/content.htm

“Who Can Do This?,” Ibid. Suitable for ages 9 to 12. Challenges assumptions that certain activities are meant for one gender and emphasizes that no chore or activity is inherently male or female.
www.advocatesforyouth.org/publications/lpe/index.htm

“STD Basketball,” Ibid. Suitable for ages 12 to 18. A review exercise scored like basketball; groups decide if statements are true or false and get an extra point if they can explain why.

www.ppct.org/education/curr/tackling/tackling.htm

“The Connection Between Homophobia and Other Forms of Oppression,” Ibid. Suitable for ages 15 to 18. For advanced participants; case studies are used to explore links between homophobia, sexism, and racism.

www.siecus.org/pubs/pubs0004.html

“A Lesson on Masturbation,” Ibid. Suitable for ages 12 to 18. A myth-fact exercise, including an activity in which participants evaluate the dismissal of a U.S. Surgeon General for a statement about masturbation.

“Reasons Why Teens Have or Do Not Have Sexual Intercourse,” Ibid. Suitable for ages 12 to 18. Discussion focuses on the differences in girls’ and boys’ perspectives in deciding whether or not to have intercourse.

“Setting Sexual Limits,” Ibid. Suitable for ages 12 to 15. Participants discuss challenges to setting limits of sexual contact, strategize for better communication, and role-play conversations.
“Assessing Physical Risk,” Ibid. Suitable for ages 15 to 18. Participants confront the assumption that you can tell by looking at someone whether or not they are disease-free.

“Is Barbie Drunk? Alcohol and Safer Sex,” Ibid. Suitable for ages 12 to 18. Three pairs try to dress a doll with more and more impediments (to simulate the effects of alcohol), then discuss how drinking can interfere with safe sex.

“HIV/AIDS: Influence of Alcohol and Other Drugs,” F.L.A.S.H.: Family Life and Sexual Health Grades 7-8, by Elizabeth Reis. Seattle-King County Department of Public Health, 1986, Seattle, WA. Suitable for ages 12 to 15. Participants advise characters in two situations: one that involves drugs and unsafe sex and one that involves intravenous drug use. 
www.metrokc.gov/health/famplan/flash/

“Description and Background of Female Genital Mutilation,” “Complications of FGM,” “Human Rights and FGM,” “Beliefs, Values and Attitudes,” “Traditional Beliefs, Values and Attitudes Towards FGM,” and “Strategies for Involving Individuals, Families and Communities in the Prevention of FGM,” Female Genital Mutilation: A Teacher’s Guide. World Health Organization, Department of Gender and Women’s Health, 2001, Geneva. The series explores female genital mutilation, its impact on women, and prevention strategies; it requires adaptation for young people. 
www.who.int/mipfiles/2288/00388-WHO-TeachersGuide.pdf