

Sunnamese). It is often asserted that youths of these cultural backgrounds (especially of the Islamic faith) will be reticent about discussing sexuality openly, but they proved this assumption may be wrong. No parental objections have arisen either; on the contrary, one proud father showed the paper to his co-workers.

The newspaper (4000 copies) has been distributed at all schools and youth centres in East Amsterdam. The municipal health education department is now encouraging them to use it to organize education projects on AIDS and sexuality.

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Brazil

Surveys in 1988-89 among youths in major Brazilian cities revealed a high level of misinformation about AIDS as well as distorted attitudes regarding physical contact, affection and sexual relations. An educational game, ZIG-ZAIDS, was therefore developed by the Oswaldo Cruz Foundation in order to create motivational material providing 10- to 14-year-olds with information in appropriate language and which can encourage group discussion.

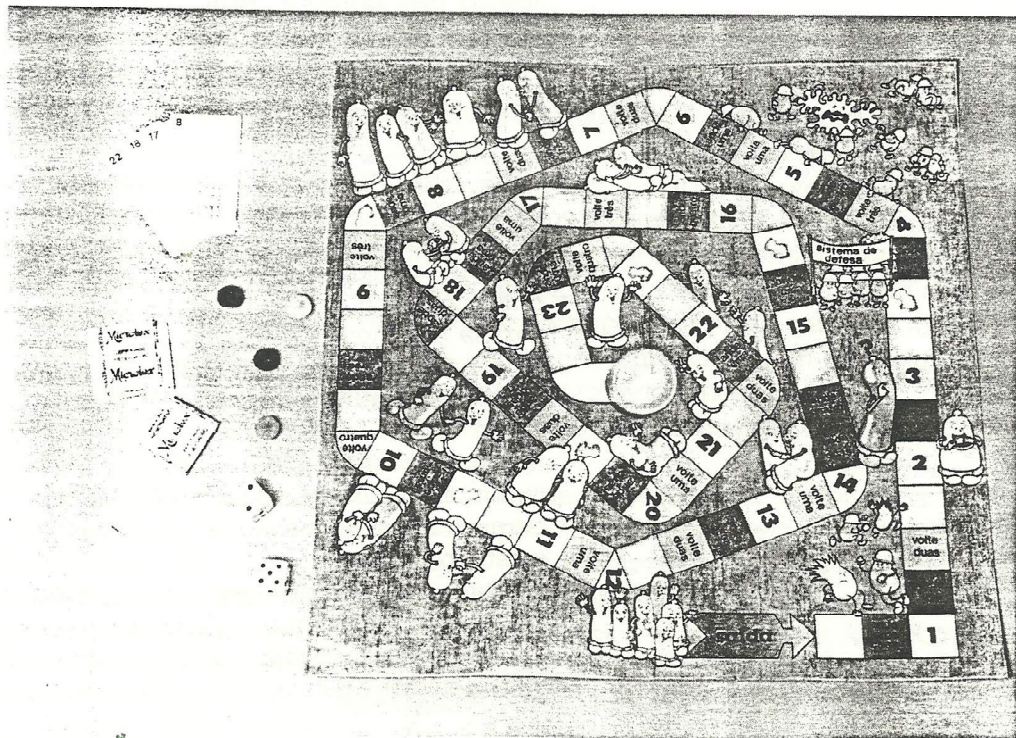
ZIG-ZAIDS consists of a board with 23 numbered spaces (some illustrated with "surprise cards" and others with directions such as "go forward", "go backward" and "wait"), two dice, six game pieces, 23 numbered question cards (with questions on one side and answers and directions for the next move on the other) and 18 surprise cards.

The question cards deal with subjects such as the immune system, transmission patterns, treatment and prevention. The need for solidarity and cooperation in human relationships is emphasized. Unlike other games, three questions request an opinion rather than a right-or-wrong answer. By asking about visits to AIDS patients, the importance of solidarity and the participation of infected children in school activities, an opportunity is created for players to reflect on the social and psychological consequences of AIDS.

Care is taken not to spread panic among the youths, who are discovering sexuality, by not associating sex with death. The surprise cards contain information on topics such as HIV, haemophilia, blood transfusions, drugs, working opportunities and other subjects relevant to HIV-infected persons.

ZIG-ZAIDS further contains a leaflet for parents and teachers which poses discussion questions on topics such as the difficulty and discomfort which adults feel

The ZIG-ZAIDS game incorporates the materials shown here.



when discussing sex, the belief that such discussions stimulate sexual practice and the importance of hearing what children feel and think about sex. Also included are a condom and a mini-dictionary with words referring to sexual organs, sexual relationships and STDs.

ZIG-ZAIDS was evaluated with a group of 34 children (9-14 years old) at four schools in Rio de Janeiro State. In answer to a question about the game itself, all 22 children who responded appeared highly motivated and characterized it as "very interesting", "very amusing" or "very good". Evaluation further showed changes in the children's ideas and attitudes regarding transmission, prevention and treatment. Only after they had played the game were embracing and eating or drinking with

persons with AIDS not referred to as risky behaviour. Before the game, 8.8% of the students expressed prejudice against persons with AIDS while afterwards none did so; rather, friendship, love and affection for people with AIDS were mentioned as being important. Evaluations in six other schools revealed that ZIG-ZAIDS was an important source of information which brought about discussions on the psychological and social aspects of the disease.

Departments of Health and Education in some Brazilian states are now implementing AIDS educational programmes with ZIG-ZAIDS as a learning tool.

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INTERVENTION PLANNING

Working with young people

Peter Aggleton

It is increasingly recognized that for HIV/AIDS education to be effective, it must begin with the everyday concerns of people as they live their daily lives. This is just as true when working with young people as it is when educating those who are older. The most successful programmes have undoubtedly begun with the questions young people themselves ask, which provide the information and resources needed to protect against infection and which lay to rest unreasonable fears and anxieties. Such an approach lays the foundations by which prejudice and discrimination against the most affected individuals and groups in a society can be challenged.

Adoption of the approach outlined above recognizes the value of educational approaches which promote participation, communication and interaction. It also places value on flexible and non-judgemental strategies, for without flexibility there can be no guarantee that a particular group's real needs will be met and unless you are non-judgemental, some people will remain silent for fear of being ridiculed or ostracised. But to work in this way needs careful preparation.

Here, some guidance will be given on the kinds of things which need to be done for programmes targeting youth in- and outside school. It derives from work carried

out over the last four years on the "AIDS: Working with Young People" project, which targets youths aged 14 years and older. The Project has produced a training resource for youth clubs, youth centres and training schemes and has now been used with over 200 groups in Europe, Africa, Australasia and the Americas (see Global Bulletin Board); the exercises suggested have been taken from it.

Preparing yourself, preparing others

It is important to lay a basis for HIV/AIDS work so that it does not come as a sur-