

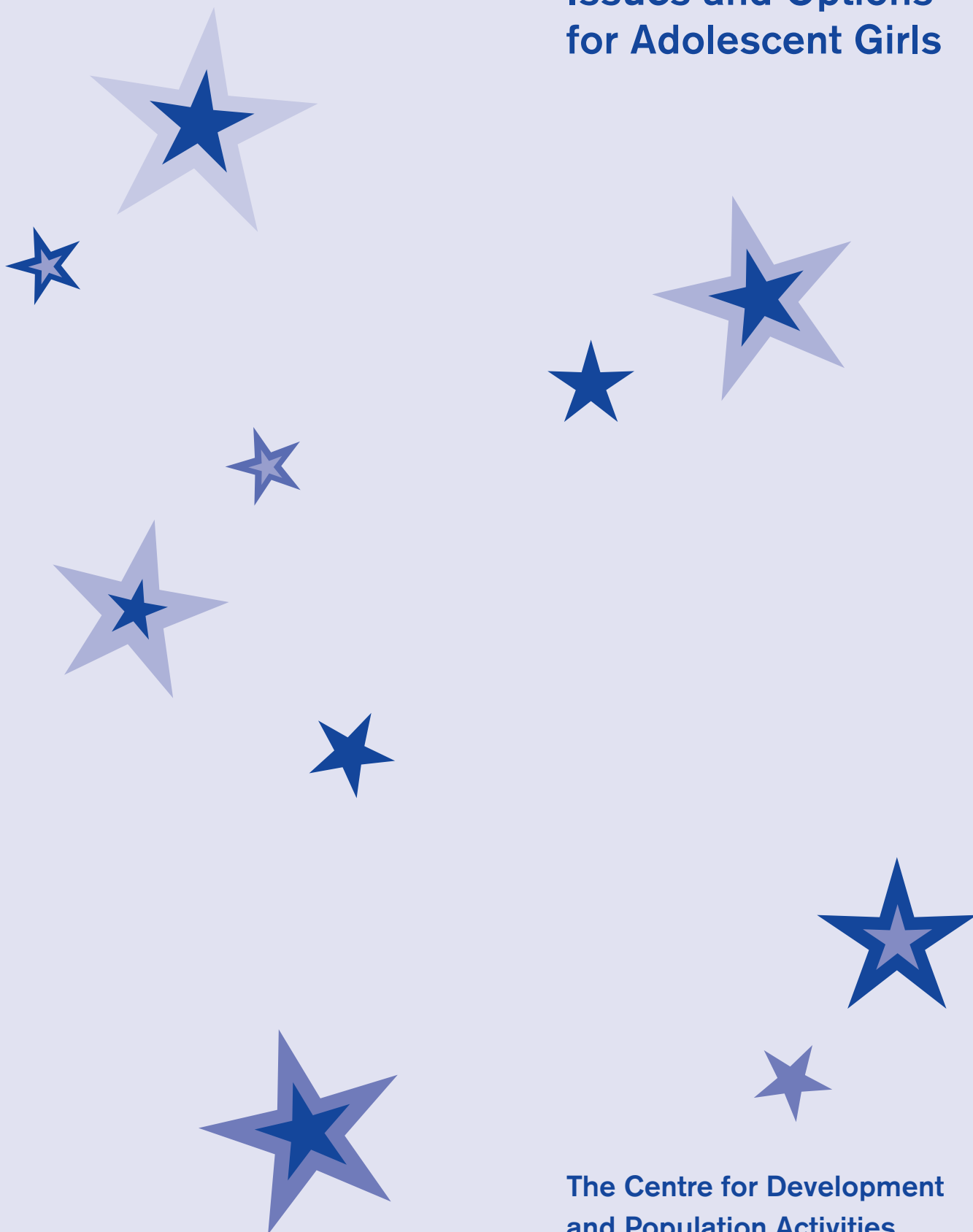
# Choose a Future!

Issues and Options for Adolescent  
Girls and Boys in Nigeria



# Choose a Future!

Issues and Options  
for Adolescent Girls



The Centre for Development  
and Population Activities

The Centre for Development and Population Activities (CEDPA) is an internationally recognized nonprofit organization that improves the lives of women and girls in developing countries. Through local partnerships and programmes, CEDPA's proven approach to development gives women and girls the tools they need to improve their lives, families and communities. CEDPA's programmes increase educational opportunities for girls and youth, ensure access to lifesaving reproductive health and HIV/AIDS information and services, and strengthen women's ability to become leaders in their communities and nations.

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It is the hope of everyone who has collaborated on *Choose a Future!* that it will enable many girls and boys to have choices and options for a healthy, productive and happy future.

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# Introduction

*Choose a Future!* brings together ideas and activities to help adolescent girls and boys shape their own lives and create their own options.

This manual is for facilitators working with girls and boys ages 10-19. Girls and boys are actively involved in creating their own solutions to situations they encounter at home, in school and at work with male and female peers. Everyone using this book is encouraged to be creative and imaginative.

## **Why Girls and Boys Need to ‘Choose a Future!’**

Many girls and boys lack choices and options. They are restricted by poverty, stereotypes, illiteracy, poor nutrition, and inadequate or nonexistent health care. For some, violence, fear and insecurity are a part of daily life. For others, motherhood comes early, before bodies are fully mature and able to bear children without harm. For some boys, lack of access to reproductive health education and services can often lead to early fatherhood. Still others, especially girls, are denied access to education and, even if they do attend school, have limited job opportunities. Boys are often limited in their understanding of why gender discrimination against girls and women can affect their lives and how gender roles and expectations can play a part. By accepting the lower social status given to their female counterparts, boys also accept the stereotypes that can make it difficult for them to fully express themselves. As a result, they can confine themselves to roles that stifle sensitivity and creativity.

Nevertheless, girls and boys have strong spirits as well as hopes and dreams. *Choose a Future!* can help them find a way to realize their dreams. It helps build self-confidence, increases knowledge and skills, and empowers girls and boys to begin shaping their own lives.

## **Girls and Boys Have the Right to Make Choices**

*Choose a Future!* is based on two principles:

1. Girls and boys have a right to make choices to determine their futures.
2. Girls and boys can develop the capabilities to make healthy choices.

## **Girls and Boys Can Learn to Make Choices by:**

- developing self-respect and self-esteem.
- creating supportive peer relationships.
- expanding their skills in analysis, decision-making, problem-solving and negotiating.
- having increased access to resources.



Girls and boys participating in this programme grow in these areas while examining real issues in their own lives and their options for dealing with these issues: relationships, marriage, motherhood/fatherhood, health, family relations, education, work, legal status and community involvement.

### **Your Guide to ‘Choose a Future!’**

#### **Learning for Change**

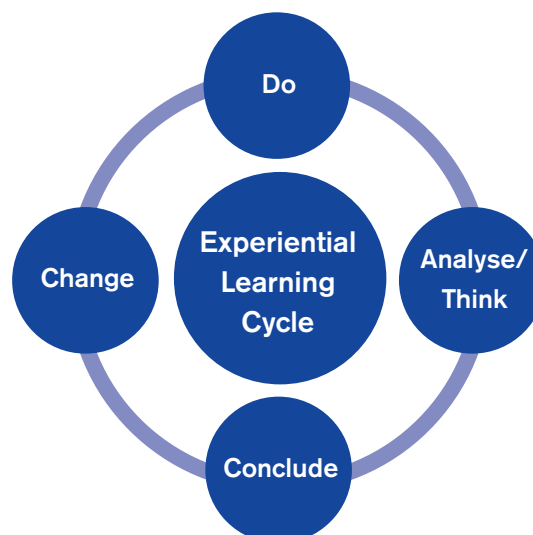
The approach used in *Choose a Future!* is called “experiential learning.” The facilitator helps the boys and girls participate in learning so that they learn from their own experiences.

Each session is based on the experiential learning model:

- Experiences are presented (situations, problems, role-plays, demonstrations, stories, etc.) to actively involve the audience.
- The participants in the next phase of the model look back at the “experience” and have a chance to discuss, analyze and reflect (called “processing”).
- Based on the information collected during the discussions of the experience and the “processing,” the boys and girls are then offered the opportunity to draw conclusions (talk about what they’ve learned).
- Finally, they are guided to think about what they will then change or do differently.

Problem-solving is encouraged along with open discussion and expression. The facilitator guides the participants through the steps of the model by asking questions and offering new information when deemed useful.

Experiential learning is different from many of the teaching methods used in schools where teachers define what students need to know and then transmit this information through lectures. In experiential learning, the facilitator guides the boys



and girls, who then express their own reactions, draw their own conclusions and determine what they will do with their newly acquired skills and knowledge.

### **In summary, the Experiential Learning Cycle:**

- involves the participants in activities that help them reflect on and analyze their experiences.
- motivates girls and boys to change old behaviours and adopt new ones.
- promotes participation (and thus ownership) of the learning process.
- reinforces the respectful relationship between the facilitator and the participants.

### **Be an Effective Facilitator**

A facilitator is a nurturer, an advocate for change, a role model. In this programme, the facilitator participates on an equal basis with the girls and boys. The facilitator contributes her/his experiences, perceptions and concerns on the issues when appropriate.

The facilitator always checks her/his own value systems and remembers that girls and boys may have different opinions on the subjects being discussed.

Following are some nonverbal facilitation skills to make the sessions lively and interesting:

- Make eye contact with everyone in the group.
- Focus your attention evenly on boys and girls and on both sides of the room.
- Move around the room, and be respectful of the participants' space.
- React by using "encouragers" – nodding, smiling – to show you are listening.

Following are some verbal facilitation skills:

- Formulate your questions to encourage candid responses and open discussion.
- Use open-ended questions that require more than a one-word answer.
- Solicit feedback from the group after a participant makes a statement.
- Encourage everyone to talk.
- Mind that the participants should talk more than you, the facilitator.
- Encourage them to answer their own questions.
- Ask the participants to paraphrase (repeat in their own words) what they've heard.
- Paraphrase yourself often to reinforce points.
- Summarize regularly.
- Acknowledge disagreements openly.

- Help the participants draw conclusions and think about how they'll change.
- Share personal experiences as additional information, not the “be-all and end-all.”

### Planning Your Programme

*Choose a Future!* currently includes 15 modules and 66 sessions. Each session takes 1 to 2½ hours to complete. Sessions can be completed in weekly meetings or more frequently. The sessions are sequential and build on previous sessions. However, they can be reorganized and adapted depending on the age, needs and interests of the participants.

Modules 1-3 (“Me, Myself,” “Values Identification” and “Goals and Plans”) should be completed first by all groups. They are important foundations for other sessions. Modules 10 and 11 (“Puberty” and “Reproduction”) should also always be included.

### How to Use This Manual

This manual was designed to be easy to use. First, look over the Table of Contents so you are familiar with all the subjects that are covered. Then, turn to a session. All of the sessions have the same format: session title, time needed for the session, materials, an activity or activities, discussion guidelines and ideas for action.

The **objective(s)** state(s) what the participants (the girls and boys) will be able to do and what they should know at the end of the session. Objectives are guides that help you stay on track and keep the discussion focused. They are shared with the participants at the beginning of the session.

The **time** for each session shows the estimated time to complete the session. The times are illustrative, as more or less time might be needed depending on a variety of factors such as participant interest, level of knowledge, etc.

The **materials** section tells you what you will need to gather to conduct the session. There are five kinds of materials:

1. Supplies such as paper, flipcharts, pens and pencils. You will need flipcharts and/or a chalkboard for most sessions.
2. Sample teaching materials included in the manual that can be used “as is,” such as stories, skits, role-plays. They can also be copied, if a copier is available, and given to the participants to take home.
3. Materials to be prepared before the session, such as posters and collages.
4. Activities that must be arranged in advance, such as a guest speaker.

Facilitator reference notes that give you background information, are integrated throughout the manual.

The sample materials in the manual may or may not be suitable for your group. Please feel free to create your own. They should be inexpensive and easy to find. Pictures from magazines, hand-drawn posters and simple crafts work well. As noted above, you may want to duplicate or copy some materials so all participants can take them home.

The **discussion guides** also consist of numbered steps. They show what points should be covered and offer sample questions to stimulate discussion. There are **ideas for action** listed at the end of each session. There are three kinds of activities in this section:

1. Questions to help the participants think over what they've learned and experienced.
2. Follow-up activities for the next session.
3. Preparation for the next session.

Be sure to prepare ahead of time for each session to give yourself enough time!

## Participants

Girls and boys ages 10-19 should find this programme interesting and useful. Facilitators should advertise the programme through newspapers, flyers, schools, community organizations, the Internet (including social networking sites) and by word of mouth. Let parents and other adults know as well as girls and boys.

Be sure they know where and how to get in touch with you, the facilitator.

Each group can have 15 girls and five boys. (The primary target is girls.)

The boys and girls do not need to know how to read and write to participate. Activities can be easily adapted to all education levels.

## Getting Started

Once your group is formed:

- Ask some girls and boys to be group coordinators. They can assist in organizing the sessions and leading the group. Try to give each participant a turn as group coordinator. Suggestions for how to do this are in the table below.
- Decide the place and time of meetings.
- Secure the support of parents. Please make sure that the parents understand and sign the consent form.

## Warm-Up Exercises (Ice Breakers)

The Facilitator's Guide has examples of warm-up exercises. These can be used at

### **Suggestions for Involving the Girls and Boys as “Group Coordinators”**

Involving the girls and boys in the actual “running” of the sessions can have tremendous benefits both for them and for you. It communicates that they can (and should) take some responsibility for what happens and can also free you, the facilitator, from many of the logistical (and other) tasks involved in putting on a workshop.

The amount and type of their involvement will vary, of course, and the following are some ways that you might want to involve them. There are plenty of other ways, so be creative.

- If the group is large, one way of involving the girls and boys is to form committees that have daily responsibilities. Randomly assign the participants to a “warm-up committee” (responsible for the daily icebreaker), a “social committee” (responsible for planning recreational events) and a “maintenance committee” (responsible for getting participants back from breaks and for maintaining the room). Let them sort out who does what.
- Another way to involve the participants is via the “job list.” Create a chart with the different jobs you’d like them to do. (For example: clear tables, distribute refreshments, call participants back from break, hand out documents, keep time, etc.) Randomly select names from a hat and post one next to each job. Change jobs daily.
- If the level of the participants is appropriate, you can give them tasks related to the actual facilitation of the session. For example: record observations during small group work, facilitate small groups during a task or report on and give feedback about how the whole group is doing.
- As the main facilitator, your job will be to correctly balance how much responsibility you give to the participants and how much you keep.

the beginning of each day or during the day as “energizers” when energy seems to flag.

### **Involving Other Organizations**

- The participants in your programme will benefit from the participation of community organizations, businesses and community members who are interested in young people.
- Ask organizations to contribute resources. Ask organization leaders to attend a session and talk with the participants.

## **Involving Parents**

Parents have a strong influence on the lives of boys and girls, particularly on decisions about marriage and pregnancy. It is important to involve parents in discussions about childbearing. Each facilitator should decide the best way to do this. Some suggestions are:

- Joint discussions with parents
- Separate discussions with parents
- Home visits
- Community meetings about some of the topics

Facilitators should work with community leaders and organizations serving young people to help set up these meetings. Detailed instructions and information for the facilitators can be found in the Facilitator's Guide.



# me, myself

**Facilitator Note:** An individual's view of choices and opportunities (options) in life depends on the opinion one has of oneself. Do individuals see themselves as having many possibilities and the capabilities to realize their dreams? Are they aware that society has different expectations, especially for a female, than it does for a male?

“Me, Myself” lays the foundation for *Choose a Future!* It includes three sessions on self-image, self-esteem and women's status and roles in society. Each individual is encouraged to appreciate one another's strengths and uniqueness. The idea that *options exist and choice is possible* is introduced.

## Module Overview

### sessionone

#### **I'd Like to Introduce Myself**

(1.5 hours)

Participants will meet each other and get to know each other's qualities. Group norms and expectations will surface.

### sessionthree

#### **Being a Girl or Boy**

(2 hours)

Participants will examine and discuss female and male images.

### sessiontwo

#### **Dreaming About the Future**

(2 hours)

Participants will imagine what they will be doing 10 years from now and share their stories with the group.



### objectives

**By the end of the session, participants will**

- become acquainted with one another,
- recognize and appreciate one another's special qualities, and
- establish expectations and group norms for the sessions.

### time



## “I’d Like to Introduce Myself”

### materials needed

- Chalkboard, chalk, flipchart, markers
- Coloured cards/fruit cards/leaves/flowers
- Reference

### activity

1. Welcome the participants and introduce yourself (or yourselves, if co-facilitating). Invite them to sit in a circle.
2. Pass out a fruit card/coloured card/leaf/flower to each participant. (The facilitator should use any of the materials that are available). Make sure that there are two of each kind of material/card before distributing to the group.
3. Ask the participants to move around the class and look for a partner with the same material or card. When each person has found his or her partner, the pair should move to a convenient place in the class and get to know each other. Tell them to ask for the person's name, what she/he does, a personal aspiration and special qualities that they have and are proud of. Allow 10-15 minutes of interaction. Inform them that they will introduce their partner to the group at the end of the discussion.
4. When all are finished, ask them to sit in a circle. Each pair will in turn introduce each other to the group, providing the person's name, what she/he does (for a living or at home) and the special qualities she/he is proud of.

### discussion guidelines

Use some or all of the questions below to discuss the exercise:

- Was it easy to think about a quality that you are proud of? Why?
- Was it difficult to think about a quality you are proud of? Why?
- Was it difficult to tell others about your goals and aspirations? Why?
- Do you often tell others what you would like to do in the future? Whom do you tell and why?
- Many of us are told that talking about our good qualities is boastful. What do you think? Do you agree? Why? Do you disagree? Why?
- Why is it important to identify your good qualities? How can it help us as a group to know each other's good qualities?

Affirm that within this group we will attempt to always see positive qualities in one another. We will also try to build on each other’s positive qualities and complement each other’s skills by using all the strengths and resources available within the group.

5. Outline the schedule and purpose of the training programme. Discuss and seek consensus with all participants regarding the time and venue of the programme meetings, taking into consideration work schedules both in and outside the home.
6. Brainstorm a list of what they hope to gain from the training programme. Read each item out aloud. Ask if anything was left out. Ask if anyone would like to add something. Ask participants what they would like to learn from the programme. Make sure you let them know if any expectation cannot be met and why.
7. List their expectations on a chart or chalkboard.
8. Brainstorm with the participants norms for group behaviour (ground rules). What are some norms that we wish to establish for ourselves in this group? How will we treat one another, including the facilitator? (Responses may include: one person speaks at a time, everyone has a right to pass, no side talking, keep what’s shared in the group confidential, show up on time at the start of the meeting and after breaks, listen attentively, respect others when they are talking, etc).

## **ideas for action**

To end the session, thank the participants for coming and talking about themselves. Remind them that everyone has strengths and possibilities. Reassure them that everything said during the sessions will remain confidential to the group. Ask all if they agree to this. *Choose a Future!* will enable them to find ways to use their strengths individually and as a group to improve their lives.

### **Reference Notes for Facilitator: *Better Life Options* Project in Akwa Ibom State, Nigeria.**

#### **Background**

The *Better Life Options* (BLO) project in Akwa Ibom State, Nigeria, is an initiative of the Centre for Development and Population Activities (CEDPA), Nigeria. The programme, funded by the ExxonMobil Foundation, is aimed at empowering young girls and boys (10-19 years) to envision and attain a better future.

### Goals and Objectives

The primary goal of the BLO project in Nigeria is to empower young girls and boys (10-19 years) for leadership in Akwa Ibom State.

The specific objectives are:

- to increase the reproductive health knowledge, basic life skills and gender awareness of youth beneficiaries,
- to enhance parent and extended familial support for youth beneficiaries' life opportunities, and
- to increase youth participation in community life and community support for youth development.

### Programme Target Sites

The programme focuses primarily on out-of-school girls and boys and is being implemented in four Local Government Areas (LGAs) – Eket, Esit Eket, Ibeno and Onna – through local nongovernmental organizations (NGOs) and community-based organizations (CBOs).

### Key Issues to Be Addressed

The BLO project objectives will be achieved through a non-formal education programme and youth development activities. To this end, CEDPA's *Choose a Future!* curriculum has been adapted to the context of Akwa Ibom State. The curriculum covers three primary areas, including sexual and reproductive health issues, life skills and gender awareness. Specific topics include self-image and self-esteem; values clarification; goals and plans; feelings and how to deal with them; communication skills; interpersonal relationships; gender roles and relationships; women's leadership in the community; world of work; puberty; reproduction; health issues; marriage and parenthood; legal rights; environment and personal life plan. These non-formal curricular topics and approaches will address the most significant youth challenges articulated by youth, parents and community stakeholders, based on the findings of the needs assessment conducted by the project.

### Expected Outcomes

At the end of the three-year project, it is expected that the following results would have been achieved:

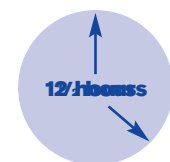
1. Acquisition of life skills and demonstration of high self-esteem and self-efficacy
2. Increased knowledge on sexual and reproductive health issues and improved attitudes/skills, including making informed decisions about health
3. Some girls and boys return to school.
4. Increased communication within families
5. Active participation in community development projects.

**objectives**

**By the end of the session, participants will be able to**

- identify their dreams and aspirations for the future, and
- list positive and negative factors that they think will influence their future.

**time**



# Dreaming About the Future

## materials needed

- Flipchart, chalkboard
- Markers and chalk
- “Three Fish” and “The Poor Man’s Dream” stories

## activity 1

1. Welcome the participants and conduct a short warm-up exercise.
2. Introduce the session by saying that today they will use their imaginations to “dream” about the future and what they hope their lives will become. They will also have the chance to discuss the positive and negative factors that might influence their futures.
3. Now ask participants to close their eyes and dream about what they would be 10 years from now. Ask them to share with the group how they see themselves at this time in the future. (Examples might include physical changes, ways of dressing, interests, careers, family life, achievements, change in residence, etc.)  
Ask:
  - What do you want to have happened and done by this time?
  - What would you like your happy memories to be at this time?

Give them some time to think about this. Encourage them to dream freely about the questions.
4. Now ask several volunteers to tell the story of their life as they think it would be after 10 years. Spend about 15-20 minutes on the story-telling.

## discussion guidelines

1. Ask the participants to talk about the stories and identify the main issues that have come from the stories. Ask them to help you group issues of the same kind. Give them these titles to start:
  - “Happy Memories”
  - “Things I Have Accomplished”

Write or draw with symbols their responses under the titles.
2. Create more titles as they tell their stories.
3. When the lists are complete, ask a volunteer to read aloud the items on the “Happy Memories” list. Then ask:

- Which of these are really likely to happen in your life?
  - Which are not?
  - What would make you really happy that is not on this list?
4. Ask another volunteer to read the items on the “Things I Have Accomplished” list. Ask:
- Name some of the things that you think you can change in your life?
  - Which ones can you not change?
5. On a separate flipchart or chalkboard, explore with the group the factors that influence the participants’ sense of the future. Ask:
- What factors influence what we want to do or become in life? What may prevent some of our dreams from happening?
  - Possible answers will be family, peers, school teachers, role models, money, television, newspapers, culture, marriage, work, class, education and religious institutions.
  - What can you do now, while you are young, so that your life will be similar to what you have dreamt about?
  - How would you feel if you are able to accomplish your dreams? Possible answers will be: happy, excited, fulfilled, satisfied, relieved, having a sense of self-worth, etc.
6. Participants should be asked to share stories about successful family members or friends.

## activity 2

Share with the participants the two stories below. The two stories given in the inserts are for use by the facilitators. They can be told to the group to generate interest and discussion among the participants on the activity at hand.

- “Three Fish” – This story is about three fish who are close friends and how they react differently to the same situation.
- “The Poor Man’s Dream” – This story is about a poor man who dreams about becoming rich but ends up breaking his only pot of gari.

## discussion guidelines

1. Ask the participants:
- What lesson can we learn from these stories?
  - Can you think of other stories that are similar?

- Name some things that you think you can change and what you cannot change in your life?

## **ideas for action**

Ask for volunteers to state what they learned from the session. Share your own thoughts. Point out that everyone can do something to improve her/his life. In order to be the person you want to be, you need to start young. We all face certain constraints from our cultures and families. But even small steps for change can make a difference!

Ask the participants to think about ideas they have for increasing their own influence in the future during the next week. Tell the participants that it is important to build a positive self-image and believe in it. Having a positive self-image and an inner strength and valuing themselves “now” will help them towards dreaming for the future.

Ask the participants to think of what they can do to help achieve their dreams and vision.

For the next session, ask participants to bring 10 or more magazine adverts, titles of movies (and movie flyers, if available), titles of television or radio dramas, newspaper articles, and titles and words of popular songs that depict females and males of any age. (Some should be of females only and males only, others may include both.) Discuss where they can find the materials and emphasize that the materials are important for the discussions they will have at the next meeting.

### **Story 1: “Three Fish”**

There lived three big fish in a river. They were close friends but quite unlike one another.

One of them was wise. Whatever he did was after careful thought. Another was intelligent and resourceful. Any problem he had, he would use his brains and find a solution. He was always cheerful.

The third fish believed in fate. Whatever was to happen would happen, and nobody could stop it.

One day, the wise fish was leaping about in the water. He heard one fisherman telling another, “What a fine one that is, and big, too. This river is full of good fish. Let us fish here tomorrow.”

On hearing this, the fish rushed to his friends. “Let’s leave this river. The canal here will take us to another river.”

“I don't think I will leave this place,” said the resourceful fish. “If the fishermen come, I shall find some way of saving myself.”

The third one said, “I have been here since I was born. Why should I leave the place of my birth? Whatever will be, will be.”

The wise fish did not want to take any risk. He left the river by the canal and went to another.

The fishermen came the next morning and cast their net. The two friends who had not left the river were caught in it, along with many other fish.

The resourceful one immediately thought of a way out. He pretended to be dead. The fishermen threw him out with the other dead fish. He managed to flop to the edge of the river and jump in.

The fish who believed in fate kept jumping up and down in the net. One of the fishermen struck him dead.

### **Story 2: “The Poor Man’s Dream”**

Long, long ago there lived a poor man who had to beg for a living. Sometimes he had to go without food for many days. Often he had barely a handful to eat. But, one day, he got a pot full of gari. He was very happy. He took the pot home and hung it up near his bed. Then he lay down on the bed and gazed lovingly at his pot of gari.

“I wish I were rich,” thought the poor man. “Then I need not beg from door to door.” And the man began to dream.

“There is a lot of gari in that pot,” he said to himself, “and it will last me for some days. But shall I keep it? Or shall I sell it? Suppose there was a famine in the land. I could sell it for a very good price. I would go to the market and call out, ‘Who will buy my gari?’”

“And many people will come forward.

“ ‘I will buy it for 200 naira,’ a man will say.

“ ‘Here is 350,’ another will shout.

“ ‘I will buy it for 500 naira,’ a third man will say, and I shall sell him the gari for 500 naira.

“Now, what shall I do with my 500 naira? Shall I buy a pair of shoes and a shirt?

“No, no. I shall not buy any of those.

“With my 500 naira, I shall buy a pair of she-goats.

“Then I shall feed the goats on green grass and leaves. Soon the goats will have little ones and, in a few years, I shall have at least 10 goats. Now, what shall I do with those 10 goats? I shall sell them in the market.

“ ‘Goats, goats, who will buy my plump goats?’ I shall shout in the market.

“ ‘Just the thing I was looking for,’ a rich chief from the village will say, and he shall buy my goats for 1,000 naira. Yes, for 1,000 naira!

“Now, what shall I do with the 1,000 naira? Shall I buy an expensive cloth? Or

shall I rent a big house in the city? No, no. I shall not waste my 1,000 naira like that. I shall buy two cows. The cows will have calves, and the calves will grow up and become cows, and then all the cows will have more calves. And there will be lots and lots of milk. And I will have a shop of my own, with sweets, biscuits, chewing gum, ground nuts, etc.

“ ‘Sweets, sweets, who will buy my sweets?’ I shall call out. ‘Who will buy my fresh sweets? Juicy sweets, sweets, sweets!’

“And along will come children with naira notes in their hands and their mouths watering. And there will be men and women too, waiting for their turn to buy my sweets. “And I shall do good business and I shall get richer and richer.

“Now, what shall I do with all the money I get? Shall I buy a car? Or shall I build a mansion? No, no. I know what I shall do. I shall trade in gold and diamonds. Yes, I shall buy gold, diamonds and many other precious stones.

“Then I shall put on lovely traditional attire and go to the King.

“ ‘Gold and diamonds all for your Majesty,’ I shall say. ‘Gold, diamonds, all the very best.’

“ ‘Aha!’ the King will say. ‘Just what I want for my queen.’

“And I shall do more and more trade in gold and diamonds and other precious stones. And I shall become a very rich man.

“Then I shall build a large house with a beautiful garden. And there will be rare roses in the garden and pools full of different kinds of flowers. And white swans will be swimming about.

“Then many rich men will come to me and ask me to marry their daughters. Shall I marry one of those girls? Oh, no. Along will come the King himself, and he will ask me to marry his daughter. Yes. Then the beautiful princess with her long hair and lovely eyes will be my bride.

“And soon we shall have a son, and another, and then a daughter. And I shall play with my children in the garden. When I feel tired, I shall ask my wife to play with the children while I go and take rest. But my wife will be busy doing other things, and the children will follow me. I shall not permit the children to disturb me when I am resting. I shall shout at them to go away. But children will be children. As they become more and more troublesome, I will get angry. I will pick up a stick and beat them, and beat them, and beat them!”

Imagining he was beating the children, the poor man began to beat the air with his hands. Suddenly, one hand struck against the pot of gari. Crash! The pot fell down and was smashed into a hundred pieces. The gari was scattered all over the floor.

“What was that noise?” said the poor man, jumping out of the bed.

He looked around him but could see no princess, no big house, no lovely garden and, of course, no children! Only the broken pot and the gari spilled all over the sandy floor.



# Being a Girl or a Boy

## objectives

**By the end of the session, participants will be able to**

- explain how females and males are depicted in popular culture (television programmes, songs/music, films/home videos and proverbs, etc.), and
- describe how these affect their ideas about themselves and their potential.

## time



## materials needed

- Ten or more magazine adverts, titles of movies (and movie flyers, if available), titles of television or radio dramas, newspaper articles, and titles and words of popular songs that depict females and males of any age. (Some should be of females only and males only; others may include both.)

**Facilitator Note:** *This session can be especially effective if the participants bring in these materials.*

## activity

1. Welcome the participants and start the session with a song, possibly one of the songs that depict female and male images. (Examples may be: “Sweet mother, I no go forget you, for the suffer wey you suffer for me eeh” or “My mother, who sat and washed my infant head” or “Esa-sat owo, ndien eda owo eda owo eda owo, ndien eda owo.”)
2. Collect materials the participants have brought in. Ask the participants to choose a partner. Give each pair one or more of the materials – advert, picture, title of movie, song, etc.
3. Tell the pairs to discuss their materials for 10 minutes using the questions below:
  - What do you think about the picture, title or song? What is the main message the image says about women or men?
  - What are the females and males doing?
  - What are some words to describe the characteristics of the females and the males?
  - Does the image portray women positively, negatively or in a neutral way?
  - Does the image portray men positively, negatively or in a neutral way?
  - Does the image reinforce or challenge gender-based stereotypes?
4. Bring everyone together in a circle. Have each pair tell about their materials and what they noticed about females and males. Encourage everyone to think about the roles that society expects males and females to play.

## discussion guidelines

1. Identify common images and stereotypes about females and males.
  - “Girls are followers; boys are leaders.”

- “Women are homemakers; men are heads of families and decision-makers.”
  - “Women are caring and nurturing; men are aggressive.”
2. Make a list of these perceptions. Then, guide the participants to think about whether these images are true and how these images affect their ideas about themselves.
3. Here are examples of questions to use:
- What are common traits of males?
  - What are common traits of females?
  - Which of these traits do you think are realistic and objective? Which are not realistic and subjective?
  - What do these images suggest girls and women can do? Can't do?
  - What do these images suggest boys and men can do? Can't do?
  - How can these stereotypes affect the aspirations of girls?
  - How can these stereotypes affect the aspirations of boys?
  - How are you similar to the images? How are you different?
- Continue the discussion until everyone has a chance to comment.
4. Remind the group that society creates stereotypes about females' and males' expectations for “being a girl or a boy.” Ask them if they want to change these stereotypes and expectations.

## **Ideas for action**

Ask each participant to state one new insight or new idea she/he discovered during today's session. Ask participants to name women and men they admire. They can be women and men from their community or at the national or international levels. You will use this in the next session.

### **Reference Notes for Facilitator: An Ibibio-Efik Song That Depicts Traditional Roles of Females and Males**

Esa-sat owo, ndien eda owo eda owo eda owo, ndien eda owo  
Esat mme eyie iso ndien eda owo eda owo eda owo, ndien eda owo  
Esat mme odiongo nwed ndien eda owo eda owo eda owo ndien eda owo  
Esat mme okpon afara ndien eda owo, eda owo eda owo ndien eda owo  
Esat mme eyene ido ndien eda owo, eda owo, eda owo, ndien eda owo  
Esat mme akama eyen ndien eda owo, eda owo, eda owo, ndien eda owo  
Esat mme obok efere ndien eda owo, eda owo, eda owo, ndien eda owo

(Ask participants to mention more attributes ascribed to females and males as they sing the song.)

“Esa-sat owo ndien eda owo” is an Ibibio-Efik song that depicts traditional roles and attributes of females and males in Akwa Ibom State. These roles are reinforced through folktales, songs, proverbs and the media. The song mentioned above involves both girls and boys dancing in a circle, and as they sing, people who are expected to act the mentioned role will move to the centre of the circle while others dance around them. The roles/qualities described in the song are translated below:

Eyeie iso	Beautiful people
Odiongo nwed	Brilliant people
Eyene ido	People with good behaviour
Akama eyen	People who care for babies
Obok efere	People who cook

### Reference Notes for Facilitators on Gender Stereotypes

Gender refers to the roles and relationships of women and men (girls and boys) in a given cultural context. It refers to socially constructed roles, responsibilities and behaviours that are cultural and learned. (For example, the expected roles of Yoruba men and women may be different from the roles of Hausa men and women.) Gender roles are activities assigned to individuals on the basis of socially determined characteristics and are established through the influence of family, community, schools, religious institutions, culture, tradition, folklore, history, media, policies, peer groups and the work place. However, gender roles change over time. (For instance, in the past, few women became doctors or engineers, but today it is common to find women in these professions.)

Sex, on the other hand, refers to the biological attributes of males and females (e.g., penis, vagina, ovaries, testes, uterus, etc.). Sex is universal (i.e., factors related to sex are the same around the world: men have penises and women have vaginas in every country), people are born with it, and it cuts across all races and cultures. The only roles related to sex are those associated with reproduction (for example, women give birth and breastfeed, and men make women pregnant).

Examples of situations in which gender differences are observed include:

1. Social roles – People have different perceptions of men’s and women’s social roles. For example, the man is seen as head of the household and breadwinner, while the woman is seen as nurturer and caregiver.
2. Political power and authority – Men are more involved in national and higher-level politics, while women are more involved at the local level and usually in activities linked to their domestic roles.

3. Educational opportunities – In some cases, family resources are directed to boys' rather than girls' education, and girls are encouraged to take on less challenging careers.
4. Access to financial and other productive resources – For example, there are differences in women's and men's access to lucrative careers and control over financial and other productive resources, such as credit, loans and land ownership.

Gender stereotypes emerge from confusion between sex roles and gender roles. Gender roles are usually based on gender stereotyping; for example, the belief that nursing is an occupation for women is based on the gender stereotype that women are caring and nurturing by nature. Some examples of common female gender stereotypes include being dependent, weak, incompetent, less important, housekeepers, supportive, fragile and fearful. Stereotypes for males, however, include being powerful, competent, more important, logical, decision-makers, breadwinners, leaders, protectors and brave.

Gender roles, relationships and stereotypes are constructed and reinforced by cultures, systems and institutions. Myths and other folklore perpetuate gender issues in society. They provide behavioural norms and the rationalization for them. Myths are passed down in the form of entertainment to children who subconsciously internalize the underlying messages. Gender roles and stereotypes are also reinforced by families, print and visual media, adverts, religion, government, law and the educational system.

Gender discrimination is the unequal or unfair treatment of men or women based solely on their sex rather than on their individual skills, talents and capabilities.

It is important to teach about gender issues such as discrimination, inequities and stereotypes because of their strong influence on people's attitude and behaviour toward one another. Sometimes people act in ways that put them at risk or may be violent against the other sex because of the way they have been socialized to regard and treat the opposite sex. This is why it is important to learn about the potentially damaging effects of living up to stereotypes. Participants also need to understand the media's role in perpetuating gender stereotypes and the fact that going along with the crowd can involve sacrificing one's own principles and infringing on the rights of others.

The facilitator needs to emphasize that stereotypes can be destructive because they can limit an individual's potential. This is because such beliefs limit personal choices in determining their own interests and skills. For instance, it discourages men

from participating in “women’s work” and restricts women from choosing roles that are traditionally “male.” It is important for individuals to make their own decisions about what they want to do. However, it takes conviction and self-assurance to accept one’s self and personal beliefs despite the judgments of others. For instance, both females and males experience a range of emotions, including happiness, sadness, love and anger, and it is okay to display such emotions, irrespective of one’s gender. It is okay not to act like a “man”/“woman,” as long as you are not hurting yourself or others. Boys and girls need to be assured that they do not have to accept these stereotypes and can begin to be change agents in their communities.

### **How to Be a Gender-Sensitive Facilitator**

Please take note of the following when facilitating:

- Encourage participation of all learners, not just those who always raise their hands.
- Give female and male participants equal attention in asking and answering questions. (You should, however, remember that you have more females in the class.)
- Encourage sharing of female and male experiences during discussions.
- Encourage females and males to perform activities.
- Ensure that both female and male participants take leadership roles such as acting as group secretary or presenter.
- Discourage remarks considered denigrating (belittling) of females and males, even when intended as humour.



# values identification

## Facilitator Note:

Values play an important role in shaping an individual's identity, family and society. They promote positive relationships, guide behaviour and help in decision-making. It is vital for people to understand values and the role they play in individual lives. The discussions and games presented in this session will assist participants to identify feelings and meanings that accompany values as well as examine the importance of choices in values and the consequences of those choices.

## Module Overview

### session**one**

#### What Are Values?

(2 hours)

Identify and discuss what values we learn and absorb from our family and society.

### session**three**

#### How My Values Affect My Behaviour

(2.5 hours)

Examine your behaviours and see if they match your values.

### session**two**

#### Understanding My Own Values

(2.5 hours)

Using a story, understand that we can choose our values and the implications of those choices.

### objectives

**By the end of the session, participants will be able to**

- explain the meaning of values,
- identify some basic human values,
- explain the sources of values,
- identify what are family values,
- identify what are societal/community values, and
- clarify their individual values.

### time



## What Are Values?

### materials needed

- “Exploring Values” worksheet
- Flipchart, markers, pens or pencils
- Chalkboard, chalk
- Values tree poster

### activity 1

1. Welcome participants and conduct warm-up exercise.
2. Brainstorm with participants the different behaviours, social norms and values promoted by the society in which we live. Explain that the society gives us several messages about what we should value. Ask participants to explain what they understand by the different terms, giving examples for each. With assistance from the group, categorize the examples into behaviours, social norms and values. Identify some basic human values from the list generated. Examples may include honesty, working hard, respect, self-control, responsibility, etc.
3. Brainstorm with participants the sources of values. Answers may include family, peers, society, media, school, religion, tradition, etc.
4. Divide participants into small groups. Give each group the “Exploring Values” worksheet. Ask each group to discuss how important the values listed are to our community and society. Each group should complete the ranking listed in the column for society/community. Ask each group to rank each value with a different number, even if they feel that some values are equally important.
5. After the groups have completed their individual rankings, go through each value with the whole group (add the numbers assigned from each group for each value), and ask the participants to determine values they perceive as being most valued and least valued in our society. Use guidelines provided for discussion.

### discussion guidelines

In the large group, discuss the following:

- Are there any values that everyone agrees are important?
- If yes, what are they, and why do you agree?



- Do you agree with all of our society's values?
- Did the group leave out any important societal value?
- Which values ranked highest within the self/family? List on flipchart or chalk board.
- Which values are ranked lowest within the family? List on flipchart or chalk board.
- Do you agree with all of your family values? Why or why not?
- Clarify that people have different values, even if they are from the same family.

Tell the group that we have identified different kinds of values in our society/community, family and ourselves as individuals. Ask them to try to collectively develop their own meaning of values.

A sample meaning of value: A value is what we believe in. It reflects what we are for and what we are against; it is a principle or an idea we can publicly affirm. Values portray our ideas about what is right or wrong or what is important in life. Values give us a direction to go when we make decisions, set goals and act out behaviours.

## activity 2

Show participants a poster of the “Values Tree” and describe it to them in detail. (Ensure that the activity is participatory.) Or, take participants outside to observe a real tree.

Compare the tree to values. Emphasize how values strengthen an individual just like the healthy roots and branches strengthen the tree. Without our own personal values, we can become hollow like an undernourished tree.

Like the roots of a tree, which are hidden under the earth, every society forms its own set of values that shape its norms and beliefs. These values, norms and beliefs govern how people should act/ behave. These norms and beliefs form the roots of social institutions. The same is the case for individuals.

The trunk denotes various social institutions that run the society, namely religion, family, politics, workplace and the media. People learn values and norms in these institutions. Their behaviour and relations are formed as a result of their experiences in these institutions, which are depicted by leaves and fruits in the tree. Finally, the fruit gives birth to a seed. That is a new generation. The seed either falls back into the same soil or moves away to another land.

Similarly, every generation leads to a transformation in the society. This transformation needs to be directed in order to improve existing relations. In order to ensure germination of the seed, we need to add fertilizer and take proper care. The fertilizer will be a new set of values, norms and beliefs that improve roles and relations in the society.

### **ideas for action**

Ask participants to think about what they value most as individuals. Ask them to share their values with their friends who are unable to come to these sessions.

## “exploring values” worksheet

Please rank each value according to how important it is to your society, your community, your family and yourself. Rank them from 1-10, with 1 being the least important.

VALUE	In My Society Community	In My Family	Individual
Being honest			
Finishing primary and secondary education			
Getting married			
Making money			
Getting a degree from a higher institution			
Having a good job			
Being healthy			
Respecting elders			
Having a child/being a parent			
Helping the needy			
Having good friends			
Respecting diversity (culture, religion, age,)			
Respecting each other			

**“exploring values” worksheet** (continued)

VALUE	In My Society Community	In My Family	Individual
Participating in community activities			
Assisting mother or father in the shop/market			
Working hard			
Assisting father in the shop			
Owning a car			
Being humble			
Extending moral support to friends or family members			
Being beautiful/handsome			
Respecting cultural norms of society			
Supporting parents when they are old			
Working as a team			
Marrying a rich husband or wife			
Owning fashionable clothes or jewelry			

## Reference Notes for Facilitator: Socialization, Norms and Values

### Socialization

The process by which individuals learn the culture of their society is known as socialization. Primary socialization, probably the most important aspect of the socialization process, takes place during infancy, usually within the family. By responding to the approval and disapproval of parents and grandparents and copying their example, the child learns the language and many of the basic behaviour patterns of its society. Besides this, there also exists the educational system, the occupational group and the peer group – groups whose members share similar circumstances and are often of a similar age. Within her or his peer group, the young child, by interacting with others and playing childhood games, learns to conform to the accepted ways of a social group and to appreciate the fact that social life is based on rules. Socialization, however, is not confined to childhood. It is a lifelong process.

### Norms

Every culture contains a large number of guidelines and customary rules that direct people's conduct in particular situations. Such guidelines are known as norms. A norm is a specific guide to action that defines acceptable and appropriate behaviour in particular situations. For example, in all societies there are norms governing dress. Norms of dress provide guidelines on what to wear on particular occasions. Norms of dress also vary from society to society. Norms are enforced by positive and negative sanctions – that is, rewards and punishments. To reiterate, norms define appropriate and acceptable behaviour in specific situations. They are enforced by positive (for example, a word of praise) and negative (embarrassed silence) sanctions, which may be formal, such as law prohibiting certain behaviour, or informal, such as reactions of family members or friends. The sanctions that enforce norms are a major part of the mechanisms of social control, which are concerned with maintaining order in society. Unless norms are shared, members of society would not be able to cooperate or even comprehend the behaviour of others. Sometimes norms are healthy, such as laws that prohibit stealing, while others are unhealthy, such as child marriage and other harmful cultural practices.

### Values

Unlike norms, which provide specific directives for conduct, values provide more general guidelines. A value can be the worth of something or can also be defined as a belief or principle that is held in high regard. It defines what is important, worthwhile and worth striving for. Like norms, values vary from society to society, and even within a society, different groups can hold different values. Many accepted norms can be seen as a reflection of a particular society's values and how they are expressed in

daily life. A variety of norms can be seen as expressions of a single value. For example, norms defining acceptable ways for settling an argument or dispute usually exclude physical violence. Thus, the variety of norms concerned with the health and safety of members of society can be seen as expressions of the value placed on human life. As is true for norms, without some shared values, members of society would be unlikely to cooperate and work together. With differing and conflicting values, they would often be pulling in different directions and pursuing incompatible goals. Thus, an ordered and stable society requires shared norms and values. While shared values are important, respecting differences in culture is a value in itself as well.

## the values tree



The Values Tree is a metaphor for society. The roots denote ideology, thinking, beliefs and values; the trunk represents social institutions (family, education, religion, politics, media, workplace, etc.); the branches stand for norms and values; the flowers and leaves denote reward systems; and finally, the fruits represent behaviour and actions..

### Roots denote:

- Ideology
- Values
- Religion

### Trunk denotes:

- Family
- Education (formal and non-formal)
- Religion
- Politics
- Media
- Workplace
- Peer groups (clubs/associations)

### Branches denote:

- Norms
- Values
- Behaviours and Socialization

### Leaves, flowers and fruits denote:

- Knowledge
- Skills
- Attitudes
- Relationships
- Behaviour

# Understanding My Own Values

## objectives

### By the end of the session, participants will be able to

- become acquainted with each other,
- recognized and appreciated each other's special qualities, and cultural background
- established expectations and group norms for the workshop

## time



## materials needed

- Small cards to stick on the wall
- Tape to stick cards to the wall
- Values voting sheet
- Play paper money for each participant
- Values auction cards
- Flipchart, chalkboard, chalk, markers
- Agree, unsure, disagree cards
- Story about Ima

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Values Auction Game: Cut out small cards that can be stuck on the wall. On each card, write something that people generally want out of life. Ask participants to call out examples. They should be both tangible and intangible. Examples might include: handsome husband/beautiful wife, close friends, healthy children, good education, riches and fame, honesty, good job, expensive clothes, etc.
3. Distribute the play money equally among the participants. Start an auction in which people bid against one another for each item. Name an item and then ask what the participants are willing to pay until you get the highest price that anyone is willing to pay. Once a person spends the given money, she/he must settle for what has been bought and cannot change it. Continue the auction until all items are sold or all the money is spent.

## discussion guidelines

1. Ask participants to discuss their purchases. Find out which items collected the most money (i.e., which were most valued).
2. Ask the group:
  - Who managed to buy what they wanted?
  - How did it feel?
  - Who did not manage to get what they wanted?
  - How did that feel?
  - Was anyone surprised by what they bought? Why?
  - Were there any cards that did not get bid on? Which ones?
  - What does it say about those values?



- If you played again, would you use your money differently? Why?
- What did the auction tell you about what you value? About what you do not value?
- If you were not in a group and others were not watching you bid, would any of you spend your money differently? How? Why?
- Would you like to be remembered for the items that you bought in this exercise? How would you feel?

## activity 2

1. Explain to the group that in this activity they will be asked to express their feelings about certain values. Create three places in the room and place one of the following signs at each place: “Agree,” “Unsure” and “Disagree.” Then, using the “Values Voting” sheet, choose approximately 10 value statements and read them aloud. After you read each statement, the participants should move to one of the designated areas that best describes how they feel about that value. The votes can be recorded.
2. Explain that you will then ask several volunteers to describe their feelings about the statements. Also explain that being able to share publicly one’s personal values is a key factor in being able to live them and that one should not be afraid or embarrassed to say what one believes. Make it clear that there are no wrong or right answers; there are only opinions.
3. Remind participants that they can “pass” if they do not wish to share with the group. Tell them that they can change their vote at any time and may decide to do so after hearing participants speak from a different perspective.

## discussion guidelines

- Did you know immediately how you felt about each statement or did you have to think long and hard about each one?
- If you changed your mind, what were some of the influencing factors in that change?
- Did any of your votes surprise you at all?
- Was there ever a divide between girls and boys on a particular issue? Why do you think this was the case?
- Did anyone else in the group influence your vote?
- Does your behaviour back up what you believe?
- Do you think that you will change your values over your lifetime? Why?
- How do you get your values?

### **activity 3** (Optional if you do not have enough time for all the activities.)

Ask the participants to sit in small groups. Read them the following story, telling them that afterwards they will discuss it.

#### **The Story of Ima**

This is the story of Ima, who was 19 years of age and very poor. She was engaged to be married to a young man named Udo. Being very poor, Ima used to help her family by working the whole day in Abia's timber shed.

One day, Ima heard that Udo, who lived in another village, was very ill and might even die. She became very worried. Ima loved Udo very much and wanted to be with him during his sickness.

The bus fare to Udo's village was N100.00. Ima did not have the money, and she knew that none of her family members could afford to give it to her. She went to her neighbor Okon and asked him to give her N100.00, which she would return later. Okon refused to give her any money whatsoever. Ima kept pleading with him.

Finally, Okon said he would give her the money if she came back to spend the night with him.

Ima was very upset about this. She went home, wondering what to do. On the way, she met her friend Eno and told her what Okon had said. "That's nothing to do with me," Eno replied. "It is your problem," she said as she walked away, leaving Ima feeling very unhappy.

Ima did not know what to do or whom to talk to. She hated the thought of Okon using her, but she loved Udo very much and thought she might never see him again. She felt that somehow she had to go and see Udo. She then decided to go to Okon's place at night.

She got the money she wanted but not before she fell prey to his wishes. The next day she took the bus to Udo's village and rushed to his house.

At Udo's house, Ima nursed him and looked after him. Soon, Udo felt much better. After some time, Udo asked Ima how she had come and from where she had got the money. Then she told him what had happened. Udo was furious. He shouted at her for allowing herself to be used by Okon, and he abused her. He told her he would never marry her now and that she should get out of his house forever.

Feeling very sad, Ima went back to her village. On reaching home, she found her younger brother, Obot, alone at home. She broke down and told him everything that had happened. Obot got very angry and said Udo was a fool and deserved to be beaten up.

## discussion guidelines

Ask each group to discuss the following questions:

- Do you think Ima was right in asking Okon for money?
- Could she have done something else?
- Should she have told Udo or kept quiet?
- Was Obot right in calling Udo a fool?

## ideas for action

Ask the participants to think about three most important values to them and try to identify where they learned these values or how they came to be their values. Who in their lives was important in adopting these values? If this person or these people are accessible, tell the participants to tell them about how they influenced their values.

## values voting

Here are some suggested statements to use in the Values Voting Activity. Remember that not all questions are appropriate for all age sets between 10-19, and so the facilitator can decide what questions are best for what age-sets. Choose as many as are appropriate for your group and for the time you have. Add others if they seem relevant to all groups.

With all age groups

- You can get a job without finishing secondary school.
- It is okay for a girl to remain a virgin before marriage.
- It is okay for a boy to remain a virgin before marriage.
- Making lots of money is the most important thing for a young man.
- Making lots of money is the most important thing for a young woman.
- Daughters and sons should be responsible for household chores.
- All girls should be educated.
- Women would make good doctors and engineers.
- In a family, women should also be responsible for financial support.
- Attending religious services is important for spiritual well-being.
- People should help care for those less fortunate in wealth or health.
- Adults should always be respected, particularly one's parents.
- Love is an integral part of a happy relationship.

- Honesty is more important than wealth.
- There's no point in planning since life is a game of chance.
- Young people should not have children unless they are able and willing to take care of them.
- Women should also have a choice in deciding when and how many children they have.
- You should have sex only with someone you are married to.
- It's not okay for a man to show emotions such as fear, tenderness or vulnerability.
- Getting pregnant proves that a woman is in love with a man.
- Men should not get jobs that are believed to be more suitable for women.
- Having a job that you like is more important than making a lot of money.

With participants 15-19 years old (to be used in addition to the value statements mentioned above)

- Using birth control is a woman's responsibility.
- Men who father children should share the responsibility of caring for them.
- A boy who has not had sex by the time he is 21 is weird.
- If a woman uses birth control, it means that she plans to have sexual intercourse with lots of men.
- Drinking/smoking can help to deal with life's stresses/troubles.

# My Values Affect My Behaviour

## materials needed

- Flipchart, markers
- Paper and pen or pencil for participants
- Chalkboard, chalk
- List of female and male role models

## activity 1

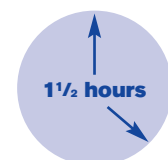
1. Welcome participants and conduct warm-up exercise.
2. Remind the group that values are things that we believe in, things we are either for or against.
3. Ask the group to name women or men they know personally, have read about or heard of in sports, in the media, at home, in school, in church, in politics, on television, films or books who have believed in something strongly and have acted because of their values.
4. Allow plenty of time for the participants to think of someone. If necessary, give an example to get the group going. (Examples may include Ken Saro-Wiwa, a Nigerian writer, environmentalist and political leader who fought for the rights of the Ogoni people, an ethnic minority group in Nigeria; Professor Dora Akunyili, the Director General of the National Agency for Food and Drug Administration and Control (NAFDAC), a renowned pharmacist and a visionary leader who has received so many awards for her commitment to the values of honesty and transparency and for the achievement of her agency in reducing the importation and use of fake drugs in Nigeria; Chief (Mrs.) Bola Kuforiji Olubi, Nigeria's first female graduate chartered accountant and the first female to sit in the council of the Institute of Chartered Accountants in Nigeria, for her hard work and determination in achieving success in her career and for reaching the peak of her predominantly male profession; Mrs. Funmilayo Ransome-Kuti, a Nigerian activist and politician, who fought for equal rights for women in Nigeria; Chief Obafemi Awolowo and Chief Nnamdi Azikwe, politicians and patriots who fought for the independence of Nigeria; Kano Nwakwo, a popular football star and philanthropist, who has saved the lives of young Nigerians suffering from heart conditions through his heart foundation; Mrs. Helen Esuene, a community leader, disciplinarian and former Minister of Tourism, who is well respected for her values of honesty and patriotism; Obongawan Eme Ufot Ekaete, a philanthropist, who is highly respected for promoting skills acquisition among young people in Akwa Ibom State.

## objectives

**By the end of the session, participants will be able to**

- become acquainted with each other,
- recognized and appreciated each other's special qualities, and cultural background
- established expectations and group norms for the workshop

## time



5. Ask the participants to provide answers; write the names of the women and men, their values (principles and beliefs) and their specific behaviour on a flipchart or chalkboard in three columns titled "Person," "Value" and "Behaviour."

### discussion guidelines

- Which woman or man on the list do you really admire for her/his values and behaviours? Why?
- What could such a woman or man be called for setting an example to others? (Answer: role model.)
- Did any of these women or men break traditional norms? If so, how, and what did it accomplish?
- Which of these women or men is a role model for you? How will you change your behaviour to show your values and to be more like your role model(s)?
- Are there reasons a person might show good behaviour but not have the values to inspire such behaviour? (Answer: ulterior motives.)

### activity 2

1. Ask the participants to write or mention at least two examples of values that have influenced their lives in some way. Give a couple of examples of a behaviour that has resulted from a value, such as:
  - giving money to someone in need because one believes in the value of sharing, or
  - resisting peer pressure to have sexual intercourse at an early age because one feels this is not a part of one's values.
2. Then ask the group to give at least two examples of when their behaviour in some way did not reflect their values. Examples could be:
  - believing that one should go to school every day but believing that it is all right to go swimming sometimes and skip classes,
  - believing or valuing that one should be married before having children but having unprotected sex before marriage,
  - knowing that the legal age at marriage for girls is 18 but not speaking up when your 16-year-old sister is being married off, or
  - believing that a girl should get as educated as her brother and yet not resisting the discrimination when a daughter is asked to stay home while the brother is sent to school.

(Facilitators are encouraged to think of similar examples under #2.).

3. Finally, ask the group to give at least two examples of when their behaviour and values may have been aligned but did not fit with their culture or society's norms. Examples could be:
- understanding that a woman's traditional role in the past has been to work in the home but aspiring, as a girl or young woman, to become a doctor,
  - seeing domestic abuse as common in households in your community but as a husband, never wanting to hit your wife for any reason, or
  - knowing that female genital cutting may be very common in your culture but , as a parent, never wanting to harm your daughter in any way. Even if it is against the culture, you prioritize her health first

## **discussion guidelines**

- What are some examples of your behaviour being in line with your values?
- What factors or influences led to your behaviours being consistent with your values?
- Give some examples of when your behaviour was not in line with your values?
- What were the factors that led to your behaviour not being consistent with your values?
- What about your behaviour and values being aligned but not fitting into social norms?

## **activity 3**

The facilitator will read the following statements and questions aloud, followed by a series of questions (or change them appropriately). The participants should write down or mention their answers, and when all the questions are finished, the group can discuss them.

1. Your health is important to you.
  - Do you exercise regularly?
  - Do you brush your teeth every day?
  - Do you eat healthy food?
  - Do you wear clean clothes all the time?
2. Men and women should have equal opportunities.
  - Would you encourage a female friend or your sister to complete her education?

- Would you encourage a friend to take a class offering sewing lessons?
- Would you feel okay if a woman were your boss or supervisor at your job?
- Would you feel okay to travel a long distance from your residence alone?

### 3. Making money is important.

- Do you want lots of money?
- Would you make money by tricking someone, cheating or stealing?
- Would you accept a gift as a bribe?
- Do you know any young women who accept gifts from older men in exchange for participating in an intimate relationship with them? Do you think this is necessary or appropriate in some cases?

## discussion guidelines

### 1. Ask the group to reflect on their answers for a few minutes and then complete the following sentence:

- “Sometimes girls or young women don’t behave according to their values because ... “
- “Sometimes boys or young men don’t behave according to their values because ... “

### 2. Discuss the group’s responses and the following ideas and questions:

- If your values and behaviour are different, which should you take another look at? Your values, your behaviour, both or something else?
- Discussion will probably explore the need to look at both. We need to evaluate whether the value is a good one. If it is, we need to look at the behaviour. If the value is one that we feel the need to re-evaluate, then the value needs to be looked at.
- How does it feel when our values and behaviour are consistent? Discussion will reveal that it feels good, one’s sense of integrity develops, one’s sense of worth increases, it is less confusing, and one can be a good role model.
- How does it feel when our values and behaviour are inconsistent? Discussion will explore that one feels guilty, angry, confused, conflicted or numb (trying to forget). Discussion will also make one realize that at times the circumstances in which we are living or working are beyond our control and that hasty decisions may result in inconsistency between values and behaviour.
- How does it feel when our values and behaviour are consistent but they do not conform to social norms? Discussion will make one realize at times that circumstances are within our control, and standing for one’s principles is



important, even if it is not an opinion or principle held onto by the majority of the community.

3. Finally ask the group:

- Do you think your values will change as you get older? Why? Discussion may revolve around both personally gaining experience, knowledge and understanding, as well as new cultural advances and changes in norms and expectations.

## **ideas for action**

To end this session, ask the participants to think about or make a list of some of their own personal values. Tell them to observe whether their behaviours back up what they value or believe in. Evaluate if they need to change any of their behaviours to support their values. Do they need to rethink any of their values? What are some of the problems they would face to abide by their values?



# goals and plans

## Facilitator Note:

The last module on “Values Identification” emphasizes the fact that individuals behave and make decisions based on their personal values. Even though their futures are partly defined by family and culture, they can still make choices about who they are, how they want to live, and what they want to become. The range of choices available, especially to females, varies widely from society to society, as well as from one individual to the other. But the act of exercising choice, even in what may seem to be a small way, can have a powerful effect. This provides an opportunity for individuals to begin to see themselves as self-determining. The three sessions in this module introduce tools such as goal-setting and action-planning to enable participants to work toward their aspirations.

## Module Overview

### session**one**

#### **Role Models: Women We Admire**

(1.5 hours)

Identify and discuss women you consider to be role models in the community or nation and interview some local women who are role models to find out the secret of their success.

### session**two**

#### **Setting a Goal**

(2 hours)

Learn about goals and identify a short-term goal you would like to achieve.

### session**three**

#### **Planning to Reach My Goal**

(1.5 hours)

Learn a process for action-planning to reach a goal.

# Role Models: Women We Admire

## objectives

**By the end of the session, participants will be able to**

- list the choices made by a role model/resource person about various topics (career, marriage, childbearing, etc.), and
- list and follow the steps for achieving a short-term goal.

## time



## materials needed

- Plain cards/sheet of paper
- Pen, pencil
- Chalkboard, chalk, flipchart, markers
- Pictures and names of 10 female role models identified by participants at the end of the previous session. (The women can be living or dead, local, national or international figures.)
- Guest speaker: a local woman who is a role model. (An example could be a female teacher who has or plans to have only two children or the female leader of a community organization. She will be a resource person for the discussion.)

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Explain that this meeting is about female role models. Remind them about the brief discussion concerning role models in the last session on values identification. Ask for volunteers to describe a role model. After several participants have given their ideas, emphasize that role models are women and men we admire and hope to be like. Tell them that although there are male role models in the community, the session will focus only on female role models because of the special role that women play in the family and community at large. Inform them that we will talk about why we look up to them and think about how we can become role models ourselves in the future.
3. Divide participants into two teams for the “Guess the Role Model” game. Pass out five pictures of female role models to each team. (Ask them not to show the cards to members of the other team.) Make sure that each team recognizes the pictures and is familiar with the role models. Ask them to select three out of the five pictures that they can answer questions about.
4. Play “Guess the Role Model” game where teams take turns asking questions about the other team’s role model; after 10 questions, the team must guess the identity of the role model (see rules below).

## **guess the role model**

### **Rules for the Game**

Ask Team A to select the first role model from the five pictures for their group. Ask a member of Team A to volunteer to represent the group by answering questions posed by members of Team B, who will attempt to guess the role model. Explain to them that other members of Team A can assist their volunteer in answering questions, if required.

When they are all set, Team B members will take turns to ask questions about the role model. After 10 questions, the team must guess the identity of the role model. If they are right, they get a point.

Then, the second team takes its turn. Continue alternating until everyone on both teams has been questioned about their three role models. Total the score for the two teams and announce the winner.

## **activity 2**

Assemble the group in a large circle and introduce the resource person. Ask participants to discuss why they chose certain women as role models and think about how these women accomplished what they did.

1. Use these questions to stimulate the discussion:

- What do you admire about the role models? (List the qualities on the chalkboard.)
- In what ways would you like to be similar to them?
- Think about some of the characteristics about yourself that you identified in the first session. Are any of these qualities similar to those that you admired in the role models?

## **discussion guidelines**

1. Ask the resource person to tell the participants about her life, particularly how she made choices about her role as a wife, mother, worker/career woman and/or community member. When the resource person has completed her presentation, open the floor for questions and answers.

2. Encourage the participants to ask the resource person about the choices she made in her life. If there are not many questions, divide the group into pairs and have pairs talk together to identify more questions.
3. Continue the discussion until all the questions have been asked. Ask additional questions if some points were missed, such as: "Did your parents support your decision?" or "What made you different from some of your friends?"
4. Ask the participants to think about the difficulties the resource person faced as she worked to achieve her goals. Did she encounter any special problems because she is a woman?

**Facilitator Note:** *It should be easy to get a female leader or teacher to act as resource person. However, in the absence of a physically present resource person, the facilitator can obtain information on the life of a resource person and, with the person's photo pasted on the wall, read the information to the class and ask questions.*

## ideas for action

To summarize the discussion, ask the participants what they would like to tell a friend about role models and their achievements. Encourage them to talk with friends and family members about the session and the programme.

# Setting Goals and Objectives

## materials needed

- Actual life stories of two women in the community, or if not available, fictionalized stories. (See the sample stories of Imaobong and Atim.)
- Paper
- Flipchart, markers, pencils, pen, crayons
- Chalkboard and chalk

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Ask the participants to think about the last meeting on role models. What do they remember? After several comments, point out that all the role models were successful and promote discussion about their success. Ask whether a reasonable explanation for their success was because they set a goal and worked toward it. In this meeting, the participants will set goals for themselves.
3. Introduce the two life stories of Imaobong and Atim. After these are told, ask:
  - How are the life stories the same? How are they different?
  - How did they change each woman’s situation?
  - What were the goals they set for themselves?
  - What objectives did they set to achieve their goals?
  - What potential constraints did they encounter?
  - What motivating factors helped them meet their goals?
  - What advice would you give a friend about setting a goal in his/her present situation?
4. Ask for suggestions about what makes a good objective to reach a goal. After several ideas have been shared, explain that we are more likely to achieve a goal if the objectives they set are SMART::
  - S** – Specific
  - M** – Measurable
  - A** – Achievable
  - R** – Realistic
  - T** – Time-bound

An example of a good goal would be: to complete studying six chapters of the biology textbook by the end of August. Advise participants to break down the goal into small, SMART objectives that they can follow on a daily or weekly basis, such as completing a chapter every week until the end of August. They must be able to state what they need

## objectives

**By the end of the session, participants will be able to**

- explain the SMART approach to objective-setting, and
- develop personal goals.

## time



to accomplish each day in order to complete the chapter at the end of the week. Ask if they will study two pages or one unit per day toward completing a chapter.

5. Put the following goals on flipchart and ask the participants to identify SMART objectives to reach these goals:

“I want my grandmother to be happy.”

(Example of a SMART objective: I will spend 20 minutes after school helping her every day.)

“I want to complete my senior secondary school education.”

(Example of a SMART objective: I will wake up early every day to complete my chores before school.)

“I want to have a degree from a higher institution.”

(Example of a SMART objective: I will study every night for at least 30 minutes to maintain high marks.)

“I want to become a doctor.”

(Example of a SMART objective: Tomorrow I will ask the local doctor if I can help in his or her office after school.)

“I want to catch more fish.”

(Example of a SMART objective: I will continue to fish until I catch two baskets full of fish each day.)

“I want to exercise more.”

(Example of a SMART objective: I will exercise for half an hour every morning.)

## discussion guidelines

1. Ask the participants to think of a goal they would like to achieve before the end of the programme. Have them meet in pairs to work on their goals.
2. Give each participant a piece of paper and ask her/him to draw a picture and/or write a statement of her/his goal. When all are finished, each participant can show her/his picture and state her/his goal.
3. After the presentations, discuss:
  - Have you ever set a goal before?
  - Is this goal different? If so, how? Are the objectives you came up with SMART (specific, measurable, achievable, realistic and time-bound)?
  - What are the benefits of setting goals?
  - What are some of the difficulties in achieving our goals?
  - What are some of the difficulties in achieving our goals as girls?
  - What are some of the difficulties in achieving our goals as boys?



## ideas for action

Point out that any goal that's worth achieving takes work and that it is normal to encounter some obstacles. Have each participant choose a partner. Give the partners time to meet to talk about how they will support each other in working toward their goals. Emphasize that goals are modified due to changes in the life cycle of females and males, i.e., childhood, adolescence, adulthood and old age.

Facilitator Note: Collect and keep participants' papers for a similar session at the end of the programme. You can compare and contrast the papers to see the changes that have taken place as a result of the programme.

In the next session, the goal pictures and statements will be used. Collect them at the end of this meeting or ask the participants to be sure to bring them the next time.

## why have a goal?

### THE STORY OF IMAOBONG

Imaobong lives in a village with her mother and six brothers and sisters. From the time she was little, Imaobong's parents told her she would be married when she was 14 or 15. So she helped her mother cook and care for the younger children and never thought of a different life. Now she is married, and at 16, she already has twins. Her husband is a fisherman but brings home barely enough money to feed Imaobong and their son and daughter. Imaobong doesn't want to continue living this way, but she doesn't know what else she can do.

### THE STORY OF ATIM

Imaobong's friend Atim lives in the same village with her parents and four brothers and sisters. Atim admired her school teacher and wanted to become a teacher herself when she grew up. Atim worked hard and did well in her studies despite many hardships. Her parents did not want her to continue her studies. They wanted her to help them in the farm. But she found ways to convince them to let her stay in school.

First, she talked to an aunt whose opinion was respected in the family. The aunt talked to her parents. Second, after returning home from school, she helped her parents in the farm and then studied later in the evening. Atim got married at age 24. She is a teacher in the same school she attended. She is much respected in the community.

# Planning to Reach My Goal

## objectives

**By the end of the session, participants will be able to**

- describe and use a simple planning process for achieving goals,
- explore the importance of creating and achieving personal goals, and
- identify potential barriers to achieving set goals and ways of overcoming the obstacles.

## time



## materials needed

- “Goal” drawings made by the participants during the previous session
- Pencils or pens
- Chalkboard and chalk
- Flipchart, markers

## activity 1

1. Welcome participants and introduce warm-up exercise.
2. Explain that to be successful in achieving a goal we need a good, specific goal statement and a clear plan of action. To illustrate, ask for examples of everyday things the participants have planned and done, such as making a dress, preparing for a family celebration or going on an outing with friends.
3. Tell the group that we will explore how to set clear plans to attain our goals. Introduce the “five friends” of a good plan. Hold up your hand and for each finger, list one of the friends:
  - WHY? The reasons for working toward a goal.
  - WHO? The person who will carry out the plan.
  - HOW? The step-by-step actions required.
  - WHEN? The time within which each step will be done and the goal achieved.
  - WHAT? The resources needed to achieve the goal.
4. Play a memory game to learn the “five friends.” Ask all the participants to stand and raise one hand in front of them. Go around the circle and have each participant name the “five friends” on her/his fingers. Those who name them correctly can sit down. Others try again. Keep going until everyone has listed the “five friends” correctly. (You can make a song out of it.)
5. Have each participant mark the following letters on her/his own fingers with a pen: “WWHWW.” Explain that “this should always be at your fingertips.”
6. Explain that each participant will make an individual plan of action using the “five friends.” The plans will be based on their personal goals. Explain how to make plans. Allow 30 minutes for the plans.
7. Ask the participants to present their plans in their groups. As they are presented, ask the participants to give feedback and suggestions to each other.
8. Brainstorm with the group possible obstacles that could hinder them from achieving their goals. Let them mention ways they can overcome the obstacles.

## **discussion guidelines**

Reassemble the full group and discuss:

- What difficulties did you have in making your plans?
- Do you have questions about the “five friends” and how to make a plan?
- How will the “five friends” help you achieve your goals?
- How can the “five friends” be useful in your life?

## **ideas for action**

To reinforce the action plans, ask the pairs from the previous session to meet again to talk about how they will support each other in meeting their goals.

To conclude, explain that the participants will report on their progress in future sessions. Compliment the participants on their good work.



# feelings: where are they and what do i do with them

Open expression of feelings and emotions by adolescents can be difficult because it requires some emotional vulnerability. This can be uncomfortable and awkward for young people, especially within their peer groups, in new relationships and in families, where they may also be experiencing new emotions and feelings for the first time. This may lead to confusion, anxiety and, sometimes, violent behaviour. This is why it is important that young people learn what feelings are and how to communicate them in a healthy manner. Using visualization, discussion and role-play, this module teaches respect for self and others in the vast and varied arena of emotions.

## Module Overview

### session**one**

#### What Feelings Do I Have?

(2 hours)

Explore a broad range of positive, negative and neutral feelings that young people experience..

### session**two**

#### Where Are My Feelings?

(2 hours)

Examine how gender identities limit the expression of feelings.

### session**three**

#### What Do I Do With These Feelings?

(2 hours)

Examine the relationship between feelings, perceptions and beliefs. Discuss healthy ways of expressing and managing anger.

### objectives

**By the end of the session, participants will be able to**

- describe the broad range of feelings that can be experienced in life, and
- identify which feelings they personally experience frequently.

### time



## What Feelings Do I Have?

### materials needed

- Flipchart, markers, chalkboard, chalk
- Paper, pen, pencils, crayons
- “Describing Feelings” handout

### activity 1

Welcome the participants and conduct warm-up exercise.

1. In a large group, ask participants to share stories about the happiest day of their lives. How did they feel? Ask for volunteers to tell stories about a day in their lives when everything went wrong. Ask them how they felt about themselves and that situation.
2. Brainstorm onto a chalkboard or flipchart a list of words that describe feelings. When the group has exhausted its list, read aloud the “feeling words” in the “Describing Feelings” handout.
3. Ask the participants to draw faces expressing the different feelings.
4. Divide the participants into groups of three and let each small group choose a feeling that they would like to develop into a small role-play. Ask each small group to try to identify a feeling that the three participants experience most often. The role-play must demonstrate clearly the expression of that feeling. Give them time to prepare.

### discussion guidelines

After all the groups have done their role-plays, clarify with the group what are positive, negative and neutral feelings. Ask the following questions:

- When do they have positive feelings? For example: When the school teacher, parent or anyone else praises them for work well done? When they have helped someone who is in need?
- Is it always possible to have positive feelings?
- Is it bad to have negative feelings? Why?

Explain that negative feelings are not bad but that they are an important way of expressing what may have hurt or still is hurting us. They are important to

acknowledge and honour too, rather than ignore or suppress, because ignoring feelings can create anxiety and depression later on.

After every group has shared their feelings, ask:

- What feelings were expressed most and why?

## **ideas for action**

Ask the participants to observe during the next few days their own feelings and how they respond to different persons and different situations.

## **describing feelings**

sad	anxious	embarrassed	shy
nervous	excited	insecure	cheerful
lucky	joyful	stunned	angry
devoted	loving	delighted	assertive
tender	courageous	fine	insecure
sympathetic	doting	weak	frustrated
vulnerable	friendly	caring	calm
inferior	cherished	affectionate	proud
powerless	fragile	desired	capable
irritated	defenceless	exhausted	feeble
confused	outraged	hateful	mad
disturbed	guilty	happy	doubtful
afraid	disappointed		

# Where Are My Feelings?

## objectives

**By the end of the session, participants will be able to**

- describe the way our upbringing, societal norms, family circumstances and gender identity limit our feelings and the way we express our feelings, and
- describe what happens to the feelings that get lost and what the consequences are.

## time



## materials needed

- Flipchart, chalkboard, markers, chalk
- Ship model poster
- Crayons, pens or pencils, paper

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Remind the group of last session's findings. Review the broad range of feelings available and the need to examine feelings – they provide meaning and depth. Explain to the group that it is good to express one's feelings and that they should never feel shy or afraid to express what they feel.
3. Ask the group if they know what a ship is. (You may describe it in the local language – "ubom" or "nsung ikang.") If no one in the group knows, show them the picture of a ship. Explain that only a small portion of this ship can be seen above the water and that most of the ship lies under the water so it is invisible. The same is true about some of our feelings. Another example of feelings that remain submerged is the existence of underwater currents in rivers that otherwise flow along quietly. These underwater currents are not visible to a swimmer and can be harmful and dangerous.
4. Explain that expressing feelings can be similar to the above two examples. We often feel or express one feeling while our other feelings are hidden below the surface. Just as the undercurrents can be harmful for the ship or swimmer, our hidden feelings can harm us mentally and physically. If we do not recognize or understand this, our relationships with family and friends also can be affected.
5. Divide the participants into groups. Ask them to list:
  - the main emotions or feelings that society encourages girls to have or express
  - the main emotions or feelings that girls are not allowed or supposed to have or express
  - the main emotions or feelings that society encourages boys to have or express
  - the main emotions or feelings that boys are not allowed or supposed to have or express

Have several groups report, but be aware of the time.



**Facilitator Note:** The answers will probably focus on “being tender, kind, hardworking, helpful, loving, etc.” Explain that we also have other feelings such as “anger, frustration, guilt, tiredness, insecurity, irritation, inferiority” that we are not expected to/allowed to express. Like the undercurrents, these lie below the surface. They are dangerous and can pull us down.

Then, in the large group, ask:

- What are the differences for girls and boys? Why?

**Facilitator Note:** Explain that girls and boys are born with the same type of feelings. Our society and family norms dictate what behaviour and feelings can be expressed by boys and what can be expressed by girls. For example, in our society, boys are not allowed/supposed to express sorrow or cry in public and girls are not allowed/supposed to express anger or disapproval of a behaviour from an adult. Facilitators should stress here that this is a myth and that both boys and girls should be allowed to express their true feelings.

6. Ask the group to draw a large model of a ship on a flipchart or on the chalkboard. They should then make a list of the main emotions that show themselves above the surface of the water, as well as a list of the hidden emotions that lie under the surface of the water. Encourage the participants to recall a situation when they reacted in a similar manner.

Use the following questions:

- What were some of the feelings hidden under the surface?
- What feelings were above the water?
- Why did this happen?
- How did they feel about it?

7. Instruct each participant to complete the ship worksheet with the main emotion showing on top and more hidden emotions showing under the surface. When they have finished, ask for two volunteers in the group to share what they have completed.

## discussion guidelines

- What happens if a person does not recognize what is under the surface?
- What happens to their relationships?
- What happens to their health?

- What makes it hard to show what is under the surface?
- What makes it safer to express other emotions besides anger?

Finish the discussion by affirming that expressing a range of emotions requires safety, support, bravery and practice. Explain that even when they are angry, they need to express their feelings in a calm and respectful manner.

### ideas for action

Ask the participants to think about some feelings they have that are usually under the surface but that they may want to share with other people in their lives.

- How can you begin to do this?
- How do you think sharing more feelings will affect your relationships with friends and family members?

Ask them to reflect on the session and to volunteer any new things they have learned.



## objectives

**By the end of the session, participants will be able to**

- list different ways of understanding feelings,
- list ways to manage feelings, and
- identify the relationship between feelings, perceptions and beliefs.

## time



# What Do I Do With These Feelings?

## materials needed

- Flipchart, chalk, chalkboard
- Marker pens

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Ask the group:
  - How does a person feel if someone slaps her/him on the cheek?
  - How does it feel when your mother gives fish only to your brother?
  - How do you feel if you do not eat for two days?
  - On the contrary, how do you feel if you had not eaten the entire day because it is Lent or you are fasting during Ramadan?

**Facilitator Note:** This point has been raised here to give the participants an opportunity to think and understand that feelings during these periods (Lent or Ramadan) may be totally different from the above questions about when a person does not eat primarily because she/he did not get any food. (It is an example of how people feel when under stress as against when they undertake activities voluntarily.) Generally, physical pain and pangs of hunger are reactions the body automatically has when it has been injured or deprived.

3. Ask the group to respond to the following statements:
  - If a person's sports team lost a game, she/he feels ...
  - If a person is given a gift, she/he feels ...
  - If a person is teased or called names, she/he feels ...

Encourage several responses for each statement and point out that people can have different feelings in reaction to the same situation. Unlike physical pain or deprivation, which have automatic physical responses, our responses to many events and circumstances in our lives can vary greatly according to our perceptions and beliefs about a situation.

4. Invite the participants to explore their feelings to the following scenarios:

### Scenario 1

1. You and your sister Ekaete were supposed to fetch water from the stream for the family guests to have their baths. Ekaete says that she has a headache, and your mother instructs you to fetch the water all by yourself.

2. Ask participants to list their feelings on a flipchart or chalkboard. Usually the group responds by naming feelings such as annoyance, anger, irritation, and frustration.

Now inform the group that:

3. You learn that your neighbour's mother has recently been involved in a serious accident and Ekaete has been spending all her time helping that family to take care of her. Now how do you feel about the situation?
4. Ask participants to name their feelings. Usually the group responds by naming feelings such as guilt, sympathy, empathy and embarrassment.

### Scenario 2

1. You walk down the street and see your sister talking to a boy you haven't seen before and smiling and laughing with him.

Write your feelings on a flipchart or chalkboard.

2. You discover that your sister was talking to a boy who had only recently enrolled in their vocational centre and that she was answering questions about the centre's activities. How do you feel now?

## discussion guidelines

- What has changed in each scenario?
- Why are your feelings different in the different examples?
- Would your feelings have been different from the start, if we changed the word "sister" to "brother"? If so how and why?
- Can you think of other situations where your feelings or reactions to a situation might have been different if you had had more information about the situation?

## activity 2: managing feelings

- Ask the large group: What are the different ways in which anger can be expressed?
- Ask the group to brainstorm how expressing anger can be both hurtful and helpful and list the participant responses. After creating these lists, tell the group that in all the earlier scenarios, a common feeling expressed is "anger."

Explain in detail how expressing anger can be both helpful and hurtful. In no way does this undermine the importance of the other feelings we have as humans. Expressing anger can be both:

Helpful because it:

- motivates us to reach goals, handle emergencies, and solve problems,
- protects our health by helping us express stress and tension, and
- communicates to others what we are feeling.

Hurtful because it:

- leads to physical and emotional violence, or crime,
- leads to social isolation and abuse, and
- impairs our health by dominating other emotions.

5. Clarify that anger can be hurtful when other emotions associated with it are not expressed (i.e., irritation, frustration, disappointment) and when anger is allowed to build up and becomes the only emotion expressed. Anger is especially hurtful – both mentally and physically – when it is expressed violently. Explain that the same is true for other emotions; for example, jealousy can help motivate us to reach our goals but can be harmful to our relationships, too.

## anger continuum

Designate one end of the room “At present, you feel anger very easily;” then designate the other end “At present, you never feel anger.” Invite all participants to stand somewhere on the continuum.

## discussion guidelines

While participants are still on the continuum, ask them to consider the following questions:

- Do you want to change anything about the way you feel?
- What are some of the different ways we can control/stop our anger from exploding?
- What are some of the ways that people can choose to express their feelings without hurting or abusing other people or themselves?

**Facilitator Note:** *If the following responses are not covered, go over them with participants:*

- Keep breathing in and out; this creates a feeling of calm and focus.
- Be aware and express other feelings masked by anger and frustration.
- Revisit the ship model.
- Talk about feelings – don't keep them to yourself.
- Have some time out; go for a walk and appreciate nature to clear your head and allow the surge of emotion to dissipate.
- Get enough sleep and relaxation so that anger does not build up with other stressors.
- Count from one to 100; this slows down your emotional reaction, creates focus and gives you time to refocus and gain control.
- Drink plenty of water.
- Play sports.
- Take a cold bath.
- Watch an interesting movie or television programme.
- Play a game or musical instrument.
- Listen to interesting music or sing one of your favourite songs.

Advise participants to recall a time when they were very angry but did not hurt anybody or violate their rights or dignity. Display the following questions on a flipchart:

- Where were you?
- Who was with you?
- How did your story begin?
- What happened next?
- How did you know you were angry?
- How was your body showing you that you were angry?
- What emotions were you feeling – was it just anger or a mixture of emotions? What was the “root” emotion? (For example, insecurity and fear can also create violent behaviour.)
- Did you have any urges to act violently?
- How were you able to resist those urges and manage your feelings?
- Did you feel proud about acting in a nonviolent way?
- What helped you feel proud?
- How did the situation end or resolve itself?

Using the questions above (and on the flipchart), ask someone to share an experience.

Ask the group to provide alternatives for managing the anger.

Emphasize that it takes practice, courage, anger management tools (such as the suggestions listed above) and understanding not to react violently with emotions such as anger.

## **ideas for action**

Tell the participants to try to notice their feelings and reactions to different situations and to think about what beliefs and perceptions they hold. How do these beliefs and perceptions influence feelings about a situation? Do their feelings change if their perceptions and beliefs change? What happens if we jump to conclusions about a particular situation that could make us mad? What are some things we can do to avoid this and to better understand the truth about a situation?

For the next week, suggest that participants observe how they and others around them express their emotions. What are some useful ways of expressing different feelings to others that you observe and that are not hurtful to others? What are the other things that you observed that are not so useful?





# communication skills

**Facilitator Note:** Communication plays a vital role in human relationships. Through communication, we can listen to what others have to say, express how we feel, ask for what we want, and say “no” when we do not want something or feel self-confident to say “yes” if we do. Communication is more effective if it is two-way rather than one-way. The issues of solving problems, resolving conflicts and maintaining positive relationships are vital to the lives of young men and women. If individuals learn the skills of negotiation and problem-solving they will have more success and comfort in their personal and professional lives. The exercises in this module include skills-building activities that will help participants improve their way of communicating with friends, co-workers and family members.

## Module Overview

### session **one**

#### **Listening Skills to Maintain Interpersonal Relationships**

(2 hours)

Practice listening skills.

### session **three**

#### **Assertiveness Skills**

(2 hours)

Use role-plays to practice assertiveness skills.

### session **two**

#### **Problem-Solving in Relationships**

(2 hours)

Understand how life problems affect us physically and emotionally. Use the “STAR” model to solve different scenarios presented as real-life situations or problems.

### session **four**

#### **Conflict Resolution and Negotiating Skills**

(2 hours)

Discuss the different ways of resolving conflict and practice “win/win” negotiation skills.

### objectives

**By the end of the session, participants will be able to**

- identify positive listening skills and negative listening behaviour, and
- practice listening skills.

### time



## Listening Skills to Maintain Interpersonal Relationships

### materials needed

- Flipchart, markers, chalkboard, pens, chalk
- Blindfolds (or scarves) for half the group
- Index cards for two-thirds of the group, prepared according to the activity below
- Listening skills handouts for the entire group

### warm-up activity

1. Ask the group to pair off. One person is the guide and the other shuts her/his eyes or is blindfolded. The guide must then say to the “blind” partner, “Trust me.” The guide then leads the blind partner. Care must be taken of the blind partners to ensure they do not bump into something or trip.
2. Swap roles after a few minutes. Ensure that all the pairs have a safe experience. Ask the group:
  - How did it feel to trust someone when you could not see?
  - How did you feel when the person said, “Trust me”?

### activity

1. Before the session, the facilitator should prepare index cards with instructions for the listeners. Write different negative listening behaviours on some of the index cards (two behaviours on each card) and different positive listening skills on the other index cards, two per card. Refer to handouts: “Negative Listening Behaviours” and “Positive Listening Skills.”
2. Form groups of three by having participants count off “ones,” “twos” and “threes.” All “ones” will be speakers, while “twos” and “threes” will be listeners.
3. Speakers are to talk for three minutes on any problem but one that is not too personal. It might be a conflict within the family, a fight with a friend, or a problem at school or work. It could also be a happy experience.
4. “Twos” will be the negative listeners, and “threes” will be the positive listeners, but do not tell the listeners or the speakers this. Simply give the “twos” one of the index cards with negative listening behaviours and the “threes” one of the cards with instructions for positive listening skills. Instruct the speakers to start

talking. Instruct listeners to start listening to the speaker and, after a little while, begin to do what it says on the card. Remind the “ones” that they have to speak for three minutes.

5. After a few minutes, bring the group together and ask the speakers how they felt about their friends’ listening skills. Ask the speakers which listeners made them feel most “listened to.” Have those listeners read the instructions on their index cards. List these positive listening behaviours on a flipchart and add other listening skills from the list below. This way the group will make their own list of positive listening behaviours.
6. Conduct a role-play with two of the group members and repeat the positive listening behaviour skills. Ask the group to identify which of the positive listening behaviours were demonstrated.
7. Ask speakers which listeners made them feel the least “listened to.” Be clear that the bad listeners were simply following instructions. List the negative listening behaviours on a flipchart or chalkboard. The group will have a list of negative listening skills.

## **discussion guidelines**

- What makes one a good listener?
- When have you used negative listening skills?
- What happened and what was the outcome?
- When have you used positive listening skills?
- What happened and what was the outcome?
- Which of these positive listening skills can be used practically in life?

## **ideas for action**

Ask the participants to practice using positive listening skills with their family members and friends. Does it seem to help in the communication?

### **NEGATIVE LISTENING BEHAVIOURS**

1. Give advice even if you aren't asked for it. Say something such as "You should .... " or "If I were you .... "
2. Interrupt the speaker while she/he is talking.
3. Try to top the speaker's story with a better one of your own.
4. Put down the speaker by criticizing her/his behaviour, saying things like "That's dumb" or "Why would you do that?"
5. Change the subject to something unrelated to what the speaker is talking about.
6. Lean over and start whispering to someone else while the speaker is talking.
7. Listen carefully at first and then begin to look bored: Gaze around the room, sigh, look at your watch and roll your eyes.
8. Disagree with the speaker. Each time she/he says something, challenge it and say what you think she/he should be doing.
9. Start writing, reading, drawing, checking your mobile phone or scribbling.

### **POSITIVE LISTENING SKILLS**

1. Give the speaker your full attention. Stop doing other things; remove distractions such as television and turn to face her/him.
2. Lean towards the speaker.
3. Make eye contact with the speaker, unless that would be rude in your culture.
4. Nod or shake your head in response to the speaker's comments.
5. Make verbal responses that let the speaker know you are listening, such as "uh-huh," "yes," or "go on."
6. Change your facial expression to reflect the appropriate emotion, such as concern, excitement, fear and so on.
7. Try to figure out what the speaker is feeling and check to see if you are correct.
8. Do not interrupt unless time is an issue and you have to be somewhere else or do something else. In that case, apologize and ask to finish the conversation at another time.
9. Ask questions to clarify what the speaker is saying. For example, "Are you saying ... ?" or "I'm not sure I understand. Could you tell me more about that?"
10. Compliment the speaker with statements like "I really liked the way you handled that." or "It sounds like you are really trying hard to deal with this."
11. Reflect the speaker's message back. Say something like "I think you are saying .... " or "It sounds like .... "

# Problem-Solving in Relationships

## materials needed

- Flipchart, chalkboard, chalk, pens
- Ship model poster from Module 4, Session Two
- Paper and pens or pencils for small groups
- STAR problem-solving model handout

## activity

1. Welcome participants and conduct warm-up exercise.
2. Ask participants to think about a problem they have now or have had recently. In the group, brainstorm:
  - How were you affected physically and emotionally by this problem?

Possible discussion will centre on the physical effects, i.e., more glucose/sugar and adrenaline pours into the bloodstream, heart pumps faster, blood pressure rises, temperature rises, stomach muscles tense, sleeplessness occurs and, after all of the energy is expended, exhaustion can also set in. These are signs that our body is preparing for a response and expressing its stress.

3. Put up the ship model poster from Module 4, Session 2. Ask the group:
  - Which emotions are being shown above the surface?
  - Which emotions are to be found below the surface?
  - Do these emotions ever warn us that we have a problem; in what way?

These questions direct us to the first step for conflict-resolution:

Refer to the STAR model handout and explain the four steps to problem-solving. (The STAR model stands for STOP, THINK, ACT, and REVIEW.)

**STEP ONE**  
STOP & RECOGNIZE

**STEP TWO**  
THINK & COMMUNICATE

Inform the participants that thinking means separating fact and belief. Ask the participants to express their understanding of the concepts by asking:

- What is a fact?
- What is a belief/opinion?

Clarify that to identify and think about a problem, we need to see clearly between facts and beliefs/opinions.

## objectives

**By the end of the session, participants will be able to**

- describe the importance of problem-solving skills,
- relate why understanding one's feelings is an important part of problem-solving, and
- practice problem-solving skills using the "STAR" model.

## time



### STEP THREE

is the most obvious one:  
TAKE ACTION

### STEP FOUR

What do you do after action?  
REFLECT & REVIEW

4. In small groups, choose two examples from the problem-solving scenarios below. Ask the groups to discuss the issues and how to solve the problems using the STAR handout. Have each group share its findings, using the discussion guidelines below.
5. Ask for volunteers from each group to act a role-play for one of the problems they chose to demonstrate how they would solve the problem. After each group does its role-play, let all the participants evaluate the role-play according to the following guidelines below. In order to give all group members a chance, repeat the exercise again on the same day.

## discussion guidelines

- What is the problem in the situation?
- What were the different solutions proposed to solve the problem?
- What were the consequences of these solutions?
- What solution was chosen?
- Do you think this is the best solution? Why or why not?
- What happens in life if problems do not get resolved?
- Do you think this problem-solving model will be useful to you? Why or why not?

## ideas for action

To conclude the session, tell the participants to practice using the STAR model for solving a problem. It is best to start with a problem that is not very serious or important so they get practice problem-solving with less emotionally charged, less complex situations.

### PROBLEM-SOLVING SCENARIOS

#### With Friends:

1. Your friends want you to come out with them late at night and say you will no longer be a friend if you won't join in.
2. Your mother/elder sister does not approve of all of your friends and wants you to stop seeing them.
3. A friend borrowed a book or money and does not return it, and you want it back.
4. You and your friends have been playing in an open field all year, and another group of kids has started to play on the same field at the same time.
5. An older boy is bothering your sister. She comes to you for help.

**With Family:**

1. Your father says you have to stop schooling because he can no longer afford to pay for your school fees. Only your brother will be allowed to go to school. You feel that you are being unfairly treated.
2. Your father owns a car but will not allow you to learn how to drive because you are too young to get a driver's license. Your cousin who is the same age as you has started driving his father's car, and your friends are calling you names for being treated like a child.

## **STAR Problem-Solving Model**

### **1. STOP & RECOGNIZE**

- Do I have a problem?
- What is my problem?
- How is my body affected?
- What feelings am I showing?
- What feelings am I keeping to myself?

### **2. THINK & COMMUNICATE**

- What do I want to happen?
- Who are the other people involved in the situation?
- What do they want to happen?
- What are the facts of the situation?
- What are my perceptions and values about the situation?
- Have I observed, gathered and remembered all the facts?
- Have I clearly expressed my feelings and thoughts?
- Have others clearly expressed their feelings and thoughts?
- What are some different solutions and their consequences?
- Are the consequences safe for and respectful to others?
- Have I consulted others affected about the range of solutions?
- What is the best solution?

### **3. ACT**

- Choose the best situation.
- Take action.
- Choose to go back and "STOP & RECOGNIZE" again if there is no best solution.

### **4. REVIEW**

- Observe the consequences.
- If there are no satisfying consequences, go back to step 1.

# Assertiveness Skills

## objectives

**By the end of the session, participants will be able to**

- identify assertive, aggressive and passive behaviours, and
- practice assertiveness skills.

## time



## materials needed

- Flipchart, chalkboard, chalk, markers
- Paper and pens or pencils
- “Situations for Practicing Assertiveness Skills” handout
- “Developing Assertiveness” handout

## activity

1. Welcome participants and conduct warm-up exercise.
2. Explain that one of the best ways to deal with anger in a constructive way is to learn the skills of being assertive.
3. Explain that one of the keys to developing good assertiveness skills is to express feelings assertively. In small groups of three or four people, talk about what makes an assertive person, a passive person and an aggressive person. Write down the ideas of the group on chart paper or chalkboard under the headings “Assertive,” “Aggressive,” and “Passive.” Have each group read aloud their lists and briefly discuss the similarities and differences.
4. Distribute the “Developing Assertiveness” information sheet and present descriptions.
5. Explain that assertively expressing your feelings involves “I” statements. These statements begin with a person expressing how she/he honestly feels, then stating when or under what circumstances she/he feels this way and why, and then what she/he needs or would like to change.

**I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_ and I would like/want \_\_\_\_\_**

Examples of ‘I’ messages are:

- I feel upset and angry when you call me stupid, and I would like you to stop calling me names.
  - I feel uncomfortable when you try to pressure me to lie to my parents because I have made the personal choice not to lie to them, and I would like you to respect my feelings and stop doing that.
6. Discuss any questions about this skill. Ask group members to develop their own “I” messages based on a real-life or imaginary situation. Share them aloud and discuss whether the statements are clear and assertive expressions of feelings.
  7. Present the “Situations for Practicing Assertiveness Skills” handout. Ask for six volunteers from the group and ask them to choose one of the situations on the



sheet to perform a role-play. Two people in the group should act out the situation in a passive way, two in an aggressive way and two in an assertive way.

Give participants a few minutes to prepare role-plays and then perform them.

## discussion guidelines

After each role-play, discuss the following questions:

- Was this a passive, assertive or aggressive response to the situation?
- Was the reaction effective? Why or why not?
- What were the beliefs behind each character's behaviour?
- What can we learn about real-life situations from the role-play?

For the people in the role-play:

- How did you feel doing this role-play?
- Would you adopt this character in real life? Why or why not?

After all the role-plays are completed, end the session with the following questions:

- How can assertiveness skills help you handle different situations in your life?
- How can it especially help deal with anger constructively?

Explain that our goal might be to develop assertive behaviours but that most of us find it very difficult, and we usually revert to submissive and aggressive behaviours. Developing successful assertive behaviour takes time, practice and patience.

## ideas for action

Ask the participants to practice using "I" statements during the following week when they want to express their thoughts or feelings about a situation. Were they more effective than in the past in getting their messages across?

## Situations for Practicing Assertiveness Skills

(Facilitators are encouraged to develop more examples and repeat practice sessions during the course of the programme to help participants understand and develop strong assertiveness skills in their formative years.)

1. A group of friends is teasing your cousin, who has just arrived from your village, about her appearance. They look to you to join in. They say, "Isn't this girl a real 'bush girl'?"  
You say:  
Aggressive response...  
Submissive response...  
Assertive response...
2. You are at a party. Everyone is being offered alcohol and some people agree to drink. . You choose to not take the alcohol. Some start to call you "a baby or mummy's boy/girl!"  
You say:  
Aggressive response ...  
Submissive response ...  
Assertive response ...
3. Your parents want you to marry the son of a rich friend. You know that the young man is an alcoholic and a gambler. Your parents do not know this.  
You say:  
Aggressive response ...  
Submissive response ...  
Assertive response ...
4. You are 14 years old. Your parents want you to leave school to get married soon. But you want to continue going to school. You dream of becoming a doctor like your Aunty Mary.  
You say:  
Aggressive response ...  
Submissive response ...  
Assertive response ...
5. You are in a shop with a friend. You see her calmly pick up a bottle of nail polish and slip it under her blouse. Your friend says casually, "Why don't you also take one? Are you scared?"  
You say:  
Aggressive response ...  
Submissive response ...  
Assertive response...
6. You bought a pair of shoes at a roadside shop two days ago, and they have already started to tear from the sides. On taking them back to the shop, you ask the sales person for a refund or to replace them with a different pair,

commenting that the shoes were poorly made. The sales person says, "You were careless while wearing them. And anyway, it is not our policy to give refunds or to replace used goods. I told you this the day you purchased them."

You say:

Aggressive response ...

Submissive response ...

Assertive response ...

## Developing Assertiveness

### People with submissive behaviour:

- deny their needs and put themselves down.
- do not express their real feelings.
- often feel hurt and anxious.
- allow others to choose and seldom get what they want.

**Their message is "I'm not okay. You're okay."**

### People with aggressive behaviour:

- achieve their ends at the expense of others.
- express their feelings but hurt others.
- make choices for others.

**Their message is "I'm okay. You're not okay."**

### People with assertive behaviour:

- honestly express their feelings.
- go for what they actually want.
- do not hurt others intentionally.
- allow others to achieve their goals.
- respect themselves and others.

**Their message is "I'm okay. You're okay."**

## How to express feelings assertively:

I feel ...

Say how you feel without generalizing.

**When you \_\_\_\_\_ because ...**

Describe the event without generalizing.

**And I would like/want ...**

State openly and exactly your need while considering others.

### objectives

**By the end of the session, participants will be able to**

- define the different options for conflict resolution, and
- practice negotiating skills.

### time



# Conflict Resolution and Negotiating Skills

## materials needed

- Flipchart, pens, chalkboard, chalk
- A pre-prepared poster of “Ways of Resolving Conflict”
- A pre-prepared poster of “Four Steps of Successful Win/Win Negotiation”

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Start this session with an outdoor game or any other local game involving two teams. Select two of the participants as observers and one as an umpire. The observers have to watch the game very keenly and observe any conflicting situations. They will note their observations and share their observations with the group at the end of the game. The umpire’s decision will be final.
3. After the game, ask the observers if there were any issues of conflict during the match and how they were resolved. Were both parties satisfied with all the decisions? What are the different ways in which they resolved a conflict? Ask some of them to narrate any other example of conflict and how they resolved it.

## activity 2

1. Display a poster “Ways of Resolving Conflict” that you have pre-prepared on a flipchart or other means of displaying to the group.

### WAYS OF RESOLVING CONFLICT

**Avoid conflict** . . . . . Simply withdraw from any conflict.

**Smooth it over** . . . . . Pretend there’s no conflict and everything is okay.

**Win at all costs** . . . . . Get what you want; the other person loses.

**Compromise** . . . . . Give up something you want to get something else that you want.

**Win/win negotiation** . . . Use creative problem-solving to give both people what they want or need.

2. Divide the group into small groups and ask each group to agree on one of the following conflict scenarios. Assign one option for resolving conflict to each group. Ask them to develop a role-play to illustrate their assigned method of resolving conflicts. Then ask:

- Which methods usually cause problems?
- Which options are better strategies? Why?

(The first three situations given above usually lead to problems, and the latter two are more successful.)

3. Give an example of a common situation in which two parties reach a compromise: Patricia lives in a village and has stopped going to school. She wants to go to the stream with her friends to do laundry, but her parents tell her that they are expecting some relatives to come over, and there is much cooking and other housework to do. Patricia suggests to them that she will finish a lot of the washing and cleaning before that. Also she will get up very early and help her mother with the cooking before leaving for the stream. Her parents agree to this compromise.

4. Ask:

What is the name of the process that leads to such a compromise agreement?

The answer that you are looking for is “negotiation.” Ask participants to think of other examples where negotiation and compromise might bring an agreement.

5. What are the advantages and disadvantages of compromising? List them under two columns headed “Advantage” and “Disadvantage.”

## **activity 3**

1. Display and have participants read the poster “Four Steps of Successful Win/Win Negotiation.”

### **FOUR STEPS OF SUCCESSFUL WIN/WIN NEGOTIATION**

1. State your position. Use “I” statements; say what you want or need.
2. Listen to the other person’s position. Find out what the other person needs or wants. Restate the other person’s position to be sure that you understand.
3. Brainstorm win/win solutions. Take into account both partners’ needs and wants. Be creative.
4. Agree on a solution. Try it out. If it does not work, start the process over again.

2. Ask for an example of how a win/win negotiation could work well. Read the example below.
3. Ask the group to try and discover a way of resolving a conflict using a win/win option. Ask volunteers to develop a role-play that show Nneka and Bisi working out a win/win solution to this problem.

Nneka and Bisi have been good friends for a while and really like each other. They spend a lot of time playing together. Nneka, however, still gets very jealous if Bisi pays attention to other friends.

Recently, Bisi and another friend, Eno, started meeting in the evenings. Bisi wants Eno to teach her how to make beads since she is very good at it. Nneka feels that Eno is trying to get close to Bisi. She wants Bisi to stop working with her. She says that Eno does not have a good reputation and it's not right for them to meet and spend hours together. Other friends have been making remarks about it. Besides, Nneka wants to spend more time with her.

Bisi likes Eno but only as a friend. She wants Nneka to trust her and to stop being jealous all the time. She says there is no way she will stop working with Eno.

How can Nneka and Bisi work out this situation so that each "wins"?

## discussion guidelines

- Why do people have so much trouble negotiating a solution to a conflict?
- How might people's feelings get in the way of a win/win solution?
- Could violence be an outcome in any of these situations we discussed? Which one? Why?
- What makes it easier to negotiate? What makes it harder?
- What are examples of situations in which you would be unwilling to compromise?
- Are there any current conflicts that you could resolve using negotiation?
- What solutions will you offer?

## ideas for action

Suggest that the participants practice negotiation with a friend or family member next time a conflict arises.



# interpersonal relationships

**Facilitator Note:** Developing and maintaining positive friendships is an important life skill for girls and boys. They need to be able to tell the difference between positive and negative friendships and beneficial and harmful peer pressure. There are emotions that come with dealing with male and female friends. It is also important to understand the difference between friendship, infatuation and love. The sessions in this module focus on peer relationships and romantic relationships. Participants examine how to be supportive of one another and explore their thoughts about relationships with the opposite sex.

## Module Overview

### session **one**

#### **Friendships**

(2 hours)

Use situation and scenario analysis to determine qualities of good friends and determine limits of friendship

### session **two**

#### **Relating with Our Peers**

(2 hours)

Realize the role of peer groups and society in shaping gender awareness and gender issues.

### session **three**

#### **Can Boys and Girls Be Friends**

(2 hours)

Explore relationships between adolescent females and males.

### session **three**

#### **Dating**

(2 hours)

Play a dating game to identify characteristics you would want in someone you would date.



### objectives

**By the end of the session, participants will be able to**

- determine the qualities of a good friend,
- develop friendship skills,
- practice friendship skills in problem situations, and
- determine the limits of friendship.

### time



## Friendships

### materials needed

- Flipchart, markers, chalkboard, chalk
- A card for each participant
- Paper, pens or pencils for small groups
- Discussion cards for Activity 2, prepared by facilitator ahead of time
- Slips of paper for Activity 3, prepared by facilitator ahead of time

### activity 1

1. Welcome participants and conduct warm-up exercise.
2. Read aloud the story “The Four Friends.” Conclude with a discussion of the story.
3. Ask everyone to think of a person whom they call a good friend, maybe even a best friend. Ask them to think of reasons for choosing that person as their friend or best friend.
4. Ask each participant to mention one quality that they like in their friend. Write the qualities on the chalkboard. Ask if there are other qualities that a friend should have and add it to the list.
5. Rank the qualities “1” for the most important and “5” for the least important.

### discussion guidelines

- Was it easy or difficult to decide which five qualities were most important? Why?
- How did you decide which quality was most important?
- Which qualities are especially difficult to find in a friend?
- What desirable qualities do you bring to a friendship?
- What qualities would you like to develop in the future?

### The Four Friends

By a river, near a forest, there once lived four friends. The first friend was a small brown Rat. He had big black eyes and a long tail. He lived in a hole near the edge of the river.

The second friend was a black Crow. He lived on a tree close by. The third was a Tortoise. He lived in the forest and was happy. And the fourth was an Antelope (called “oyod” in the local language). She had beautiful large eyes, and her golden

coat had many white spots. The four were very happy together. They lived peacefully and no one troubled them. One evening, the Rat, the Crow, and the Tortoise met beside the lake.

They were waiting for their friend, the Antelope. They waited for a long time, but the Antelope did not come.

“What could have happened?” asked the Rat, looking worried.

“Perhaps she has been caught in a hunter’s trap,” said the Crow. “He may even have killed her.”

“We must go and look for our friend,” said the Tortoise. “Dear Crow, why don’t you fly over the forest and see if you can find her?”

“Certainly,” agreed the Crow, “I shall go at once.”

So the Crow flew over the forest, looking here and there for the Antelope. As he flew, he called out, “Where are you, Antelope? Where are you?” At last he heard a faint voice in reply. It was the Antelope. “Help! I am here. Help me!”

“Oh, there you are, friend,” said the Crow. “I have been looking for you everywhere.”

The Crow flew down. He found the Antelope caught in a hunter’s net.

“You are trapped,” cried the Crow. “What can I do to help you? Shall I fly back to our friends for help?”

“Oh, please do,” answered the Antelope with tears in her eyes. “Please do something quickly.” So the Crow flew back to the forest. When the Tortoise and the Rat saw the Crow coming, they shouted, “Have you found our friend? Have you found the Antelope?”

“Yes, yes, my friends, I have,” replied the Crow. “But she is in great danger.”

The Crow then told them how he had found the Antelope trapped in a hunter’s net.

The Tortoise thought quickly. “The Rat can cut the net with his teeth and set our friend free,” he said. “Yes, yes, I can,” said the Rat. “But how shall I get there?” “I can easily carry you on my back,” said the Crow.

“Come on, then, let us go,” cried the Rat. And he jumped onto the Crow’s back. Away the Crow flew, with the Rat on his back. They soon reached the place where the Antelope was. The Rat got off the Crow’s back and began to cut the net with his sharp teeth.

Soon the Antelope was free. She stood up and shook herself. By then, the Tortoise had reached them, crawling all the way.

“Oh, how nice to see you, Tortoise!” cried his friends.

For a while the four friends were busy talking about the Antelope’s escape. Suddenly they heard the sound of someone coming through the forest. Was it the hunter? At once the Crow flew to the top of a tall tree. The Rat hid himself in a hole. The Antelope ran away.

The poor Tortoise, however, could not move quickly. Slowly he walked towards a big green bush. The hunter arrived and saw there was nothing under the net. “Oh,

the Antelope has escaped!” he shouted. Looking around, he saw the Tortoise crawling towards the bush. “Ha! A Tortoise!” cried the hunter. “This will be something at least for my dinner.” He quickly grabbed the Tortoise, put him in his bag, and carried him off. The Crow, who was still at the top of the tree, saw what the hunter did. “Oh, Rat! Oh, Antelope!” he called. “Come quickly! Our friend the Tortoise is now in danger.” At once the Rat and the Antelope came running to the Crow, and he told them how the hunter had carried away the Tortoise in his bag.

“What can we do to set our friend free?” asked the Crow. “We must do something quickly,” said the Rat, “before the hunter gets home.”

“I know what to do,” the Antelope said. “I shall go and stand in the path of the hunter, pretending to eat grass. As soon as he sees me, he will drop the bag and run after me. The Rat can then cut open the bag with his teeth, and the Tortoise will be free.” “But supposing the hunter catches you?” asked the Crow.

“Oh, don’t worry about that,” replied the Antelope. “I can run very fast.”

So the Antelope stood in the path of the hunter, nibbling at the grass. “An Antelope! An Antelope!” cried the hunter. He dropped the bag and ran after the Antelope. The Rat quickly cut open the bag, and the Tortoise got out as fast as he could and hid under the bush. The hunter could not catch the Antelope and soon stopped running after her. He came back to his bag. “This Tortoise is fairly fat,” he said. “It will be enough for my dinner tonight.”

When the hunter found his bag empty, he could not believe his eyes.

“What? No Tortoise?” he cried. “How could he escape? How unlucky I am! First the Antelope escaped from my net, and now even this slow Tortoise has got out of my bag. There will be no dinner for me tonight!” The Tortoise, the Rat, the Crow, and the Antelope quietly watched the hunter as he went away with the empty bag in his hand.

## activity 2

1. This activity deals with “friendship in action.” The participants will think of their own experiences. They will discuss how to apply the good qualities of friendship in action that they identified in specific problem situations.
2. There are examples of discussion cards below. Put the cards in a box or some other container. Ask a participant to then pick a card from the box and read it. For each situation card, ask questions such as:
  - What is the problem in this situation?
  - How would you help a friend in this situation?
  - What would you like your friend to do if you were in this situation?
  - What would not be helpful for a friend to do?

## Situation Cards

<b>Rekia and Emem</b>	<b>Nike and Simi</b>
<p>Rekia is from the northern part of Nigeria. Because her mother was sick, she was sent to live with her aunt's family. The young people in her new neighbourhood think that she talks strangely and wears funny clothes. One girl, Hannah, imitates Rekia and makes the other young people laugh.</p>	<p>Nike and Simi have been neighbours since they were 5 years old. Both are well behaved and have completed their secondary education. Their teachers liked them because they were excellent students. But lately, Simi has been looking worried and has not been as friendly as she used to be. Nike wonders if something is wrong and talks with Simi. But her answer is, "Why should I be happy when my brother is going to the university and I have to stop my education because my parents do not have enough money to support both of us in school? I'm not going to be able to get my dream job."</p>
<b>Patience and Rosemary</b>	<b>Create your own</b>
<p>Patience and Rosemary are close friends. Patience has started working in the nearby town. Rosemary meets Patience after a month and is surprised to see her wearing new, very expensive clothes. Later, Rosemary hears rumours of Patience getting into some bad groups.</p>	

### activity 3

1. Inform the group that this part of the session will explore the limits of friendships. Make it clear that after they have chosen and developed friendships, they need to consider how far they are willing to go to keep a friend.
2. Explain that there are brief scenarios listed on slips of paper in the container. (The scenarios numbered below the discussion guidelines should be prepared and put in a box or other container by the facilitator ahead of time.) Each slip of paper describes an imaginary situation in which someone upsets or concerns a close friend. Each participant is to draw a slip of paper from the container and read aloud the scenario to the group, and then the group can discuss their responses. Inform the group that they must imagine that they and the “imaginary friend” described in the scenario are very close friends.

### discussion guidelines

- Have you thought much about the limits of your friendships? What are the two things that you would not do with or for your friends, no matter what?
  - Are there things that you would rather not do but would do if a close friend asked? Why?
  - Would you do things for certain friends but not for others? How do you decide?
1. If my friend forgot her/his lunch, I would\_\_\_\_\_.
  2. If my friend needed to borrow \_\_\_\_\_ (put an amount of money), I would\_\_\_\_\_.
  3. If my friend talked about running away from home, I would\_\_\_\_\_.
  4. If my friend had broken an apparatus at the vocational centre and I was asked about it, I would\_\_\_\_\_.
  5. If my friend told me a boy forced her to have sex with him, I would\_\_\_\_\_.
  6. If my friend wanted me to help her/him steal from a local shop, I would\_\_\_\_\_.
  7. If my brother was planning to drive our father’s car without his permission, I would\_\_\_\_\_.
  8. If my friend told me to stop going to school because I would not get a job on time when I graduate, I would\_\_\_\_\_.

9. If my friend told me to stop having sex because of the risks, I would\_\_\_\_\_.

10. If my friend asked me to lie against another person to get her/him out of trouble, I would \_\_\_\_\_.

## ideas for action

Tell the participants to discuss with their friends what they value in a friend and propose some of the scenarios from the activities in this session. See how they would respond to different scenarios.

# Relating With Our Peers

## objectives

**By the end of the session, participants will be able to**

- describe positive and negative aspects of peer pressure.
- identify ways that peer pressure can be a positive motivating force in one's life, and
- practice skills to resist negative peer pressure.

## time



## materials needed

- Flipchart, chalkboard, chalk, markers

## activity 1

1. Welcome participants and conduct warm-up exercise.

Ask the participants to think about the following scenario:

Jumoke, Binta and Sola have been at the market all day when Jumoke says, “Hey, there’s a pair of shoes in that store that I really want and I think it’s on sale today.” She tugs Binta along until they get into the store and find the stack of shoes. Jumoke whispers to Sola and Binta, “Ask that sales clerk a question, and I’ll put the shoes in my bag.” Sola refuses to be a party to this, and she quietly turns away. Binta whispers back that she doesn’t want to, but Jumoke pleads with her. She says that the store is wealthy and it won’t make any difference if they lose a few shoes.

She promises she’ll even take an extra pair for Binta. Sola is listening to them, wondering what Binta will finally do.

2. Ask if anyone can describe what Binta is probably feeling in this situation. Write the feelings on a flipchart. They will probably include emotions such as “pressured,” “confused,” “frustrated.” Point out that it is normal to feel angry if a friend puts you on the spot by asking you to do something you do not want to do because you know it is not in your best interest and against your core values and beliefs.

3. Ask: What are Binta's options?

4. Point out that Binta and Sola have choices in this situation. Brainstorm options, including the behaviours/actions they have to use to be assertive. Write the responses on a flipchart.

Some examples can be:

- Say how she feels about the situation
- Say no using her own words
- Behave in her own interest
- Change her mind (even if she agreed to do what she was asked at first).
- Say no without feeling guilty
- Say no – use strong body language, make eye contact, stand back from Jumoke, who is pressuring her
- Keep repeating no without giving any excuse or reason
- Turn the conversation around and ask Jumoke how she feels about being pressured into doing something that is not in her own interest

Try to find a solution that does not require Binta and Sola to do something they do not want to do – for example, leave the situation: Refuse to discuss the matter anymore and walk away if necessary.

Ask for a volunteer to role-play Binta, while you, the facilitator, play Jumoke. Re-read the scenario. Tell the rest of the group to coach the volunteer/Binta so she can remain assertive in the face of your/Jumoke's pressure. Conduct the role-play, using lines like the following to put pressure on her/Binta:

“Come on, you're supposed to be my best friend. I really want these shoes, and I don't have any money.”

“This shop is so overpriced; they deserve to be cheated on.”

“What's the matter? Are you a coward? Affiong would do it if she was here.”

Keep it up for a minute or two, encouraging the group to coach the volunteer.

## **discussion guidelines**

After the role-play, ask the group to identify the behaviours/actions “Binta” used to be assertive.

- Why do peers often exert peer pressure like this?
- Have you experienced different types of pressure from your peers? If so, what kind of pressure? (Brainstorm a list onto a flipchart or chalkboard.) Examples may include abusing alcohol, going to parties without a parent's consent, smoking, engaging in sexual activity including unsafe sexual activity, dropping out of school, dressing in a particular kind of way, using slang and swear words, ganging up on or teasing someone, etc.
- How do you feel when you are the subject of such peer pressure?
- What other skills would you like to develop to help you deal with peer pressure?
- Sometimes peers are best at influencing others to take positive actions. Do you have an example of this in your own life?
- How can peer dynamics and pressure sometimes be a motivating force?
- Can you give any examples of positive peer pressure in your life?

Some examples of positive peer pressure might be:

- A group of six girls gather together to persuade their friend not to drop out of school.
- A group of friends encourage a discouraged friend to “reach for the stars” as she tries to achieve an important goal in life.
- A group of friends decide to study together to help each other with a difficult class.



- A group of friends persuade another group to join them in taking strong action against harassment and sexual abuse in the community.

### activity 2

1. Ask the group to brainstorm for a definition of “peer pressure” and record answers on a flipchart or chalkboard. Ask if peer pressure is positive or negative. (If not mentioned, discuss how it can be either and give examples.)
2. Form groups and ask each group to come up with a role-play, demonstrating how they, or someone they know, have been influenced by negative peer pressure. Instruct the person(s) exerting the peer pressure to be persistent and convincing.
3. After each group acts out their role-play, discuss the following issues.

### discussion guidelines

- Who was exerting peer pressure on whom in this role-play?
- How did they exert peer pressure?
- Did the person(s) resist the peer pressure? How?
- Was the person(s) successful in avoiding the peer pressure? Why? Why not?
- What else could the person have done to avoid being negatively influenced by peer pressure?
- From watching this role-play, did you learn anything about the person who was trying to exert peer pressure?

**Facilitator Note:** Write the responses on a flipchart or chalkboard. See additional options listed in Activities 2 and 3. Ask the person being influenced by peer pressure in the role-play:

- How did you feel when this person(s) tried to influence you? What was said that made it hardest to resist being influenced? Would you do anything differently if this were to happen again?

### ideas for action

Tell the participants to develop their own strategies to deal with negative peer pressure and to try them out when they need to. Think of ways that pressure from your peers can be helpful to both you and them in trying to achieve something. Suggest that they start an activity or accomplish something using positive peer pressure.

**objectives**

**By the end of the session, participants will be able to**

- list the advantages and disadvantages of teen boy/girl friendships and relationships.

**time**



# Can Girls and Boys Be Friends?

## materials needed

- “Letter from Ime”
- Flipchart or chalkboard
- Markers or chalk

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Explain that this meeting looks at relationships between girls and boys. Some people think that girls and boys can't be friends. What are their opinions about that? Give some time for comments to get the session started.
3. Ask the girls to give their own experiences of how, when they were younger, they were able to move freely with boys. However, as they have grown older, restrictions have been put on them, as well as on boys, not allowing them to interact anymore.
4. Ask the boys if the experience is the same as with girls. If not, why? Let them share their experiences and stories.
5. Read the “Letter from Ime.”

### “LETTER FROM IME”

Dear Utibe,

How are things with you? I am very confused about so many things these days. I feel like I know less about life now that I am 16 years old. I am confused and frustrated.

Do you remember I told you about Udoh, who is now 19 years old? Last week I talked with him several times. Since we live in the same neighbourhood, our families know each other. Udoh is a strong, good-looking boy, and I like him. He began writing letters to me, and I answered his letters. We became friends.

Last holiday, when I was visiting Uyo, I met Udoh over there. He was visiting some cousins. He said he really loved me and wanted to be alone with me to show his love. I said that I liked him also but did not feel ready to love him. I said my parents would be very angry if I had a boyfriend while I was still young. Udoh got very angry and upset. He said if I really cared, I would show it. He said I was acting like a child and that I should grow up!

Now Udoh won't even talk to me any more. I am really hurt by the things he has said. I feel foolish to have even thought that he could be my friend. Do boys only have one thing on their mind? Maybe he was right and I need to grow up. What do you think? When I was small, I used to play with boys and girls in the neighbourhood. We all used to play together, and no one said anything. Now my parents tell me that I have grown up and should not play with boys. I should play only with girls. If they see me talking to a boy, they scold me. They say people will spread rumours about me

if I mix around with boys. Tell me, is it bad? Can't girls and boys be friends? Please write to me or come, as I am very confused and want your advice.

Lots of love to all of you,  
Ime

## discussion guidelines

- Do you think it's possible for girls and boys to just be friends? Why or why not?
- How do you think girls and boys can start and maintain a healthy friendship?
- What discourages girls from meeting or spending time with boys, either as friends or in a romantic relationship?
- What discourages boys from meeting or spending time with girls, either as friends or in a romantic relationship?
- Do boys and girls reinforce social norms that do not allow their sisters, brothers or cousins, for example, to have friendships with the opposite sex?
- What makes you enjoy talking or being with boys?
- What makes you enjoy talking or being with girls?
- Do you think that girls and boys have different interpretations of the same events? How can this be overcome? Can good communication avoid misunderstandings in friendships?
- How? (Remember past sessions.)
- What qualities would you hope to find in a friend of the opposite sex?
- How do your parents/teachers/others/friends/relatives react when you are friendly with boys or girls? What can you do about their reactions?

## ideas for action

Tell the participants to discuss friendships with boys or girls with their other friends. Find out what they feel about friendship with boys or girls and encourage them to share what they have learned from today's session.

# Dating

## materials needed

- Chalkboard or flipchart
- Chalk or markers

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Generate discussions on ways young people celebrate Valentine’s Day, Christmas, Eid and other festive holidays, such as “Eket Day,” and introduce the concept of dating. Explain that dating means an appointment or time planned to be with one another socially, usually with a member of the opposite sex. It implies a meeting between two people to do something they enjoy together as a potential or new couple, such as going to an event or having a meal together. Make a list of things to do on the chalkboard or flipchart.
3. Explore other words used for dating and identify places where young people go on a date.
4. Brainstorm reasons young people date. Answers may include socializing, companionship, friendship, etc. Discuss what young people do on a date.
5. Divide participants into groups and ask them to discuss the characteristics they would want in a person they are dating. Examples may include being honest, respectful, able to communicate effectively, interesting personality, etc.
6. Brainstorm parental and other elders’ concerns about dating. Ask participants:
  - How would their father and mother react if she/he (the participant) informed them that she/he had a date?
  - Are there differences in reactions for girls and boys? From mothers and fathers?
  - What are the specific issues of concerns for parents when their children go out on a date? If you were a parent, what would you be worried about if your child went out on a date?
7. Ask participants to identify some risks involved in dating. Examples may include rape, pressure to take alcohol and drugs and pressure to have sexual intercourse, which may lead to unwanted pregnancy or sexually transmitted infections (STIs). Are there ways to avoid risky situations when going on a date?
8. Divide participants into groups and let them discuss what they would do if they found themselves in such a risky situation. They should role-play their reactions and discuss their roles with the group.

## objectives

**By the end of the session, participants will be able to**

- describe what dating means to them,
- identify reasons young people date,
- define and discern between infatuation and love,
- identify the characteristics they would want in a person they are dating, and
- list some appropriate dating behaviours.

## time



9. Brainstorm appropriate behaviours for dating. Example may include respecting set limits for intimate behaviour (such as touching, kissing, or sexual intercourse), communicating, and respecting the partner's values and decisions, going out on a couples date with friends you know and trust, going out on a date to a familiar place you know, leaving the dating venue if one party feels uncomfortable about the setting, making personal plans about how to get home if the need arises, being assertive if required, and avoiding the use of alcohol and drugs, etc.

## discussion guidelines

Ask participants:

- What factors should you consider before deciding with whom to go out on a date? List and discuss.
- What issues should you discuss with your partner before agreeing to go out on a date? Answers may include decisions about sexual behaviour, drug and alcohol use, agreeing on time limits, and venues of dating, etc.
- When and how should you end a date? Practice skills for ending a date, even in what may be regarded as embarrassing situations.

## activity 2

1. Conduct "dating game" role-play. Invite four volunteers to play the game. Ask three volunteers to sit in front of the group. They will represent the potential suitor for the real-life sisters and brothers of the other participants, who will be watching the dating game and voting for the best potential person to go on a date with their sibling. The fourth volunteer will be the host of the game and ask the questions from the list below. Inform the three participants answering the questions from the host that they do not have to give their personal opinions if they do not want to. At the end of the game, the whole group will vote on who they would want their sister or brother to go out with on a date.

### Dating Game Questions

- How would you define dating?
- What is the goal or reason for dating?
- Who should pay for dates? Why?
- Where would you go for the first date?
- If a boy pays for the date, is he entitled to physical or sexual intimacy, such as touching, kissing, or sexual intercourse?

- Describe the ideal boyfriend or girlfriend.
- How do you feel about a non-sexual relationship with the member of the opposite sex?
- What is the difference between love and infatuation?
- How do you know you are really in love?
- How long should a guy and a girl go together before getting married?
- How long should a guy or girl go together before engaging in sexual activity?

## discussion guidelines

- Why did you vote for \_\_\_\_\_?
- What did you like about her/his answers?
- Which questions were the most significant for you in terms of making the choice you made?
- What are some of the things that you would want to know before dating someone?
- What are boys looking for in relationships?
- What are girls looking for in relationships?

Remind participants about the reasons they stated for dating. Explain that we need to be clear about three different types of relationships: friendship, infatuation and love. Ask participants to state what they think each means. List them side by side on the chalkboard.

Explain that infatuation consists of initial feelings of being attracted to someone that may include strong sexual feelings for that person and thinking about the person all the time. Sometimes if a person is infatuated, she/he is also insecure in the relationship and exerts control or expresses jealousy. Explain that being in love means establishing common goals and values, helping each other with difficulties, having care, respect and trust for each other, etc. A loving relationship is usually more long-term than infatuation.

## ideas for action

Ask participants to share what they have learned with their friends and partners. Can a relationship include both infatuation and love?



# our families

Families have a profound influence on young people's self-image and opportunities. The five sessions in this module help participants look at their family setting and their relationships with parents, siblings, relatives, and family friends. The issues of communication, conflict resolution and physical abuse are highlighted. These sessions aim to expand young people's awareness of their place in their families and how to strengthen supportive relationships with family members. Special attention is given to the role and place of the girl or woman in the family and in the community.

## Module Overview

### session**one**

#### **Gender Roles and Relationships**

(2 hours)

Examine the way family members assign rights and responsibilities to males and females. .

### session**four**

#### **Bridging the Generation Gap**

(2 hours)

Try to understand one's parents/guardians better and see them as individuals with likes and dislikes.

### session**two**

#### **Communicating With Parents and Family Members**

(2 hours)

Identify ways to promote constructive communication and problem solving in your family.

### session**five**

#### **Exploring a World Without Women**

(2 hours)

Imagine a world where there were no women and how this would affect you, your family, community, country and the world.

### session**three**

#### **Sexual Abuse and Other Forms of Gender-Based Violence**

(2.5 hours)

Discuss the issue of sexual abuse and identify ways to deal with and prevent it.



# Gender Roles and Relationships

## objectives

**By the end of the session, participants will be able to**

- describe how “being born a girl” or “being born a boy” affects what one is expected to do in a family and community, and
- explain how these expectations enhance and/or limit one’s choices.

## time



*Facilitator Note: Throughout this module, be aware of the way you see the roles of females and males in your own culture, so that you will be aware of the differences expressed by others.*

## materials needed

- Poem “Nine Tears of Sorrow”
- Flipchart, markers, chalkboard, chalk
- Issue Questions

The panel should include people who have different backgrounds and are willing to speak in public. It should have an equal mix of women and men. For example, a diverse panel could include a male village elder, a leader of a women’s organization, a secondary school teacher, a young woman who has a job, and a vocational centre student. Include both girls and boys on the panel. When you invite a person to be a part of the panel, explain the purpose of the meeting and give her/him the “Issue Questions” (see below) so they can be prepared

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Explain that the next four meetings will be about families and what is expected of girls as daughters and sisters, and boys as sons and brothers. After some discussion, divide the participants into groups.
3. Give the groups these instructions:
  - Think about the first time that you became aware that boys and girls are treated differently. Spend a few minutes sharing these memories. Pick one person’s experience and develop a role-play. Allow about 15 minutes to develop the role-plays.

## discussion guidelines

1. Gather in a large circle and ask each group to present its role-play.
2. After all are presented, analyze the ideas. Ask issue questions such as these:
  - What were the women and girls like in the role-plays? What were the men and boys like?

- Why were the females and males presented differently? What differences do you think we are born with? What differences do we learn?
  - How do females and males learn to be different? Are females and males treated differently in the family? In what situation?
  - How does age play a part, especially for young adults and older adults?
  - In what cases are females and males treated similarly?
  - What does your family expect of you? How does that influence your aspirations and expectations of yourself?
  - In what ways do these expectations limit you? What can you do about these limitations?
3. Talk about gender stereotyping (attaching a fixed role to females and males).
  4. Discuss why this can limit opportunities for females and males.
  5. Read the poem “Nine Tears of Sorrow” or have a volunteer read it. Ask the participants to discuss how the thoughts and events in the poem are similar to situations in their own lives.

### **NINE TEARS OF SORROW**

When my mother gave birth to me, nine tears of sorrow were shed.

1. When my brother was born, drums of joy were beaten.
2. My brother goes to play while I sweep and wash dishes.
3. My brother eats the best portion of the food, while I eat what is left over.
4. My brother goes to school while I help at the market.
5. My brother goes to college to get a higher degree while I am given away in marriage.
6. When I turned 15, I was married off.
7. I had four children, and my health deteriorated.
8. My mother-in-law and sister-in-law want an additional hand for work, therefore my husband will marry again.
9. I appeal to all my sisters not to have their child/children marry early but to educate their daughters well.

### **ideas for action**

Ask the participants to imagine a world in which there are no differences in the ways girls and boys are treated in the family. Give them a few minutes to think about this. Ask a few volunteers to describe what they imagined. Ask everyone to reflect on the influence of gender roles on every aspect of life. Ask for volunteers to share “a new idea I am taking home with me.”

# Communicating With Parents

## objectives

**By the end of the session, participants will be able to**

- define gender and sex
- explore examples of how girls and boys are treated differently from birth through adulthood, and how that difference in treatment influences behaviour of both girls/women and boys/men
- demonstrate the division of tasks between men and women by gender roles and the value assigned to these tasks

## time



## materials needed

- Skit (use the sample or create your own) or scenarios for role-plays
- Large piece of paper
- Flipchart, markers
- Chalkboard, chalk
- Relationship with Your Parents worksheet as a handout

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Ask for three volunteers to present the skit or role-plays. Allow them a few minutes to prepare. Have them present the skit or role-plays.
3. Use questions such as these to analyze the skit or role-plays.
  - What happened in the skit or role-play? What did you feel?
  - For the actresses/actors: How did you feel? Why do you think your character behaved as she/he did?
  - What do you think will happen to Jane? How else could she have handled the situation?
  - Is this situation similar in any way to a family you know? How?
4. Divide the participants into groups. Ask them to develop a role-play that shows what Jane could do next to communicate her wishes to her parents effectively. Give the groups 10-15 minutes to prepare their role-plays and then have each group present its role-play.

## discussion guidelines

1. Sit in a circle and congratulate the participants on their good acting. Then, ask about the role-plays:
  - What are the advantages of girls listening to their parents? Of parents listening to their daughters?
  - What are the advantages of boys listening to their parents? Of parents listening to their sons?
  - How can we promote better communication about issues or problems in our own families?
  - What role did/could their friends play?

2. Write the ideas and strategies used in the role-plays on a large piece of paper or chalkboard that everyone can see. Here are some ideas to add:

## **Ways We Can Improve Communication in Our Families**

- Hold family meetings.
- Ask a respected relative to talk with our mother or father about the importance of talking with children.
- Find a quiet time to talk to a parent.
- Show that you are willing to listen and try to understand your parent's perspective.
- Explain your own ideas in a non-confrontational way. Use "I" statements.
- Seek out a brother or sister and identify ways you will support each other in talking with parents.

## **activity 2** (Optional)

1. Inform participants that in order for them to determine whether they are communicating well or not with their parent(s), they will be required to complete and discuss the "Relationship With Your Parents Worksheet." Divide participants into groups. (Make sure to include literate, low-literate and non-literate participants in the same group.) Encourage group members to discuss the questions and assist each other in completing the worksheet.
2. When they are finished, ask each group to discuss similarities and differences in their relationships with their parents.

## **discussion guidelines**

Ask participants:

- Do girls think their parents understand them? Why, why not?
- Do boys think their parents understand them? Why, why not?
- Do girls discuss sexuality freely with their parent(s)? Why, why not?
- Do boys discuss sexuality freely with their parent(s)? Why, why not?
- What kinds of issues are girls unable to discuss with their parent(s)?
- What kinds of issues are boys unable to discuss with their parent(s)?
- What factors hinder parent-child communication?
- What can girls and boys do to overcome these hindrances?

### ideas for action

Ask a volunteer to read the list aloud or read it yourself. Ask the participants if anyone will try one of the ideas on the list in her/his family. If so, which idea? How will she/he use it?

#### SAMPLE SKIT

##### Communicating With Your Parents

There is a family of seven – two parents, three girls, and two boys. The eldest is a daughter, Jane, 15 years old.

Mother: "Jane will soon be 16. We must get her married now."

Father: "Yes. Tomorrow I will talk to Edem. His family is rich. His son is only slightly older than Jane. Besides, Edem is an old friend of mine."

Jane, who was listening to this conversation while sweeping the floor, approaches her parents hesitantly.

Jane: "Mama, Papa, I do not want to get married. I want to study further. Besides, I would not like to be married to the person you are talking about."

Mother (shocked): "This girl has no shame!"

Father: "Shut up and go inside! We will decide, not you, when you are to be married and to whom."

Jane, sobbing, goes inside.

## **Relationship with Your Parents Worksheet**

1. Do your parent(s) understand you? Yes \_\_\_\_\_ No \_\_\_\_\_

2. If yes, why do you think they understand you?

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3. If no, why not?

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4. List reasons why adolescents should communicate with their parents.

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5. Are you able to speak freely with your parent about sexuality issues?

Yes \_\_\_\_\_ No \_\_\_\_\_

6. If yes, what specific issues do you talk about?

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7. If no, why not?

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8. What kind of issues are boys unable to discuss with their mothers/fathers.  
Why?

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**Relationship with Your Parents Worksheet** (continued)

9. What kind of issues are girls unable to discuss with their mothers/fathers. Why?

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10. What type of sexuality issues are you willing to discuss with your parent(s)?

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11. Mention the factors that hinder effective communication between you and your parent(s).

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12. How can you overcome these hindrances?

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# Sexual Abuse and Other Forms of Gender-Based Violence

## materials needed

- A newspaper or magazine article about a case of sexual abuse (or the sample included here)
- Chalkboard, chalk, flipchart, markers

## activity

1. Welcome participants and conduct warm-up exercise.
2. Explain that you will read a story about a young girl who lives in a community like theirs.
3. Read the story. Ask the participants what they think of the story and how they feel about it.

**Facilitator Note:** *This topic is very sensitive and needs to be facilitated with great care. It is possible that one or more of the participants may have experienced gender-based violence. Facilitators should be aware if someone is greatly affected by the story and be ready to discreetly offer to let them sit out or talk to someone (i.e., refer for counselling, if available) or otherwise be supportive. Guidelines for responding are in the Facilitator’s Guide.*

## discussion guidelines

1. Divide the participants into male/female groups. Ask them to discuss:
  - Does this type of problem happen in your community? When and where?
  - How was it dealt with?
  - Why does this problem happen?
  - What can we do about it?
2. Bring the groups back together and ask each group to share some of its ideas. Explain that young girls often blame themselves if they are abused, and this makes them afraid to tell anyone. But a trusted adult can sometimes help them. Encourage participants to talk with their mothers or other relatives. Ask them:
  - Who else can a girl or boy who is abused turn to for help? Are there resources in the community such as churches, teachers, village leaders or social servicers available?
  - What could this person do to help her?

## objectives

**By the end of the session, participants will be able to**

- promote awareness about the widespread, but often hidden, problem of sexual abuse of young girls, and
- identify ways to address sexual abuse.

## time





3. Add these ideas if they do not come up in the discussion:

- A family member or friend can watch over a child and make sure she is never alone with the person who has been abusing her.
- Sometimes a trusted adult can talk directly to the abuser to ask or warn him to stop. However, this is difficult, because the person may just deny the abuse. So it is very important to avoid being alone with the abuser, even if he is one's father or brother.
- If there are means legally to deal with the abuser, then family members should follow up to ensure that the abuser is prosecuted and that the law is followed and used to protect the abused.
- A group of young people and leaders in the community can develop a public awareness campaign that sensitizes the community to the consequences of sexual abuse on children.

## activity 2

Ask participants to identify and discuss other types of violence experienced by females, including physical and psychological violence. Ask the participants what cases come to mind. Examples may include: husbands verbally abusing and beating up their wives, widows being made to undergo harmful traditional practices by in-laws, female (and sometimes male) children who are beaten up and injured in the process, female (and sometimes male) children who are constantly abused verbally, etc.

## ideas for action

Ask the participants to imagine that a friend tells them that she has been sexually abused by a close relative. What advice would they give to her? For the next session, invite people from the community to be part of a panel that looks at issues from the perspectives of both adults and youth.

### The Terrible Experience of a Small Girl

Binta is a small girl of nine. She is thin and afraid. This is what she said about an experience last year.

On Saturday, my aunt came to see my mother because my mother was not feeling well. I went to stay with my aunt that night at her house, not far from my mother. On Sunday morning, my aunt woke up early. She said, "Binta, you are still sleepy. I am going to your mother now. You can stay sleeping. Your uncle will make you some tea later and then you must come home." As soon as she went, my uncle woke up. He pulled the blanket off me and tried to take off my clothes. I said, "No, my uncle,

please do not do that.” He told me to keep quiet. He pulled my clothes roughly and spoke horrible words. I was so afraid I could not talk. My body feels sick.

It is very hard for me to talk about what happened because my body feels sick. I did not know what my uncle was doing. He took his trousers down. He pulled my legs, and he lay on top of me so I could not breathe.

I cried for him to stop because he was hurting me very much. I could not believe my uncle could be so rude and harsh. He kept saying, “Keep quiet or I will beat you.” Another lady who lives in the house came to the door. She asked if there was something wrong. My uncle said, “There is nothing wrong. This child is naughty. Sometimes she just cries for nothing.” The lady went away, and my uncle just kept hurting me and hurting me and hurting me in my vagina. Then he turned me on my stomach in the bed. I did not have breath to cry. He hurt me very much at the back. He said he would cut off my head.

When he stopped, he said to me, “You go and wash.” When I washed, there was some blood, and I was feeling sick. He said, “Stop crying or I will beat you. You must not tell anyone about this. I am telling you, I will cut your head and I will cut your body into little pieces if you tell anybody.”

Then he said “Now go home. Here is 20 naira to buy sweets.”

When I reached home, I lay next to my mother. She said, “What is wrong, Binta? Why are you crying?” I could not tell her because I felt too sick. I was afraid my uncle would cut off my head and that mother would beat me for what happened. So I said I had a headache.

I did not go to school for a whole week. Then my mother got angry and beat me so I told her what happened.

## **Reference Notes for Facilitators: Gender-Based Violence\***

### **What Is “Gender-Based” Violence?**

*Gender-based violence is violence involving men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women. Violence is directed specifically against a woman because she is a woman, or affects women disproportionately. It includes, but is not limited to, physical, sexual, and psychological harm... It includes that violence which is perpetuated or condoned by the state. (United National Population Fund [UNFPA] Gender Theme Group)*

\* IGWG of USAID. 2006. Addressing Gender-based Violence through USAID’s Health Programs: A Guide for Health Sector Program Officers. Washington, D.C.

Forms of gender-based violence include: physical, sexual, and psychological/emotional violence within the family; child sexual abuse; dowry-related violence; rape and sexual abuse; marital rape; sexual harassment in the workplace and religious and educational institutions; forced prostitution; trafficking of girls and women; and female genital cutting/mutilation.

### **Why “Gender-Based” Violence?**

Violence against women cannot be understood in isolation from the norms, social structures and gender norms that influence women's vulnerability to violence. For example, women are more likely than men to be sexually or physically assaulted or killed by someone they know – often by their own husband/partner. Women's subordinate social, economic and legal status in different settings often makes it difficult for them to get help once violence occurs. Because violence against women is rooted in gender inequality (Jewkes, 2002), “gender-based violence” has become an internationally accepted way to refer to physical, sexual, and psychological violence against women.

### **How Is Sexual Violence Defined?**

Sexual violence is defined as: any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.

Coercion can cover a whole spectrum of degrees of force. Apart from physical force, it may involve psychological intimidation, blackmail or other threats – for instance, the threat of physical harm, being dismissed from a job or not obtaining a job that is sought or failing an examination or course at school. It may also occur when the person aggressed is unable to give consent – for instance, while drunk, drugged, asleep or mentally incapable of understanding the situation.

Sexual violence includes rape, defined as physically forced or otherwise coerced penetration, even if slight, of the vulva or anus, using a penis, other body parts or an object. The attempt to do so is known as attempted rape. Rape of a person by two or more perpetrators is known as gang rape. Sexual violence can include other forms of assault involving a sexual organ, including coerced contact between the mouth and penis, vulva, or anus.

### **Forms and Contexts of Sexual Violence**

A wide range of sexually violent acts can take place in different circumstances and settings. These include, for example:

- rape within marriage or dating relationships.
- rape by strangers.

- systematic rape during armed conflict.
- unwanted sexual advances or sexual harassment, including demanding sex in return for favours.
- sexual abuse of mentally or physically disabled people.
- sexual abuse of children.
- forced marriage or cohabitation, including the marriage of children.
- denial of the right to use contraception or to adopt other measures to protect against sexually transmitted diseases.
- forced abortion.
- violent acts against the sexual integrity of women, including female genital mutilation and obligatory inspections for virginity.
- forced prostitution and trafficking of people for the purpose of sexual exploitation

There is no universally accepted definition of trafficking for sexual exploitation. The term encompasses the organized movement of people, usually girls, boys and women, between countries and within countries for sex work. Such trafficking also includes coercing a migrant into a sexual act as a condition of allowing or arranging the migration. Sexual trafficking uses physical coercion, deception, enslavement and bondage incurred through forced debt. Trafficked women and children, for instance, are often promised work in the domestic or service industry but instead are usually taken to brothels where their passports and other identification papers are confiscated. They may be beaten or locked up and promised their freedom only after earning, through prostitution, their purchase price, as well as their travel and visa costs, which often increase over time.

# Bridging the Generation Gap

## objectives

**By the end of the session, participants will be able to**

- list the different habits, likes, and dislikes of their parents,
- explain how adults and adolescents see certain issues, and
- explain why adults and children have similar or differing points of view.

## time



## materials needed

- Flipchart, markers, paper, pens or pencils, chalkboard, chalk
- A panel of three adults and three adolescents. (If adolescents would not feel free to speak in your setting, then invite three young people in their early 20s. Alternatively, an adolescent may feel free to speak with one or two young adults also on the panel.)

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Distribute paper and pen to each participant and read aloud the statements below. Ask participants to write or note their responses.

- What is your father's name/ mother's name?
- What is the favourite colour of your father/mother?
- What is the favourite food of your father/mother?
- Where was your father/mother born?
- What work does your father/mother do?
- Who is your father/ mother's best friend?
- How much has your father/mother studied?
- What is the most valuable possession of your father/mother?
- What did your father/mother dream of becoming in life when they were your age?
- What is one of your mother's greatest talents? Your fathers?
- What is your father/mother's ambition for you?

## activity 2

1. Ask the participants who, within the family, they feel most comfortable with to share various issues.

- If you have a problem, who would you go to? Why?
- When you have achieved something, with whom do you share the good news? Why?

2. Divide the group into smaller groups and assign the following tasks to each group:

Group 1: List all the issues you feel comfortable discussing with your father.

Group 2: List all the issues you feel comfortable discussing with your mother.

Group 3: List all the issues you don't feel comfortable discussing with your father.

Group 4: List all the issues you don't feel comfortable discussing with your mother.

Group 5: List all the issues you feel comfortable discussing with your older sibling.

Group 6: List all the issues you don't feel comfortable discussing with your older sibling.

Paste all the responses on the wall and take one list at a time. Ask the group why they feel comfortable or uncomfortable discussing the issues listed by them.

## **activity 3 (panel discussion)**

1. Have a list of at least seven "Issue Questions" to begin discussion, each written on a small piece of paper.

Examples are:

- What were the most important issues you have dealt with as adolescents?
- What is the ideal age of marriage for males and females?
- How important is school for girls?
- Is it okay to have a boyfriend (for girls) or girlfriend (for boys)? Why? At what age?
- How many children should a family have? Why?
- What kinds of jobs are appropriate for women? Why? Clarify that both females and males can do the same job if they want to.
- What do you think about bride price?
- At what age should females marry? What about males?
- Should parents listen to their children? How can families involve teens in family discussions and decision-making?

2. Welcome the panel and explain why they were asked to speak to the class. Ask the panel members and the participants to introduce themselves.

3. Explain that the panel will look at some issues that are important for both female and male adolescents. The aim is to gain greater understanding of how adults and youth look at those issues.

4. Ask one of the adults on the panel to choose a piece of paper with an "issue question," to give her/his opinions on the issue and to explain reasons for the opinions.

5. After an adult speaks, ask one of the young people to address the same question. Then, ask the audience if there are comments or questions.

### **discussion guidelines**

1. After the prepared “Issue Questions” have been discussed, hold an open forum for further discussion among the audience and panellists. Encourage the participants to ask the panellists other questions. Invite the panellists to ask questions of the participants.
2. Continue discussion until there are no more questions or it is time to conclude.

***Note:** During this interchange, you should act as moderator to keep the discussion going and intervene if there are strong differences of opinion. Point out differences as they relate to gender roles and/or expectations. Analyze the different ways gender roles affect the options of males and females. Follow this process until all the “Issue Questions” have been discussed. Make sure that the panel members take turns so they all discuss some of the questions and, further, that males and females in the audience are balanced in their taking the floor to ask questions and discuss issues as well.*

### **ideas for action**

Thank the panellists for coming and summarize key points of the interchange. Give examples of how participants exercised choice and changed their lives.

# Exploring a World Without Women

## materials needed

- Flipchart, markers, chalkboard and chalk
- Paper and pens or pencils for small groups

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Divide the participants into groups and give each group a sheet of paper. Ask each group to make a list of 10 famous people.

## discussion guidelines

Ask each group to read out its list. Count the number of men and women each group has listed.

Based on the ratio of men and women on the list, ask:

- Were there more men or women? Why?
- Why did they choose these men and women?

## activity 2

1. Ask the participants to think of a woman who has achieved something in the following spheres of life:
  - the local community
  - the government
  - the nation
  - sports
  - science and medicine
  - entertainment and culture
  - family
  - politics
  - literature/author
  - any other sphere of life that you see as important
2. List these women on a flipchart or chalkboard. Discuss what you know of their lives, making sure that by the end of the discussion all the participants know who the women are.

## objectives

**By the end of the session, participants will be able to**

- list and define the strengths, achievements and roles of women, and
- describe the importance of women's participation in society.

## time





### discussion guidelines

- What would the world be like without these women?
- What are their strengths?
- In what ways are their roles different from the ones we often think women play?
- In what ways are the strengths demonstrated by these women different from the ones we often think women have?
- What have these women achieved that I would like to achieve?
- What strengths have these women developed that I would like to develop?
- Why do some men feel threatened in the presence of strong, independent or successful women?

Emphasize that people should be respected for their achievements and strengths of character, not by their gender or sex.

### activity 3

1. Divide the participants into groups. In small groups, list the tasks that women do around:
  - your household
  - your community
2. Ask the group to imagine what would happen if none of these tasks were done.

### discussion guidelines

If none of these tasks were done:

- What would the house be like?
- What would the community be like?
- How essential are these tasks?
- What strengths are required by women to fulfil these roles and to do these tasks?
- Which of these tasks would I like to do more of? What strengths that these women demonstrate would I like to develop in myself?

## ideas for action

Tell the participants to interview a successful woman in their community. Ask her some of the following questions or make up your own questions; afterwards, interview a successful man and compare the different responses.

- What has contributed to your success or achievement? Who supported you and who didn't?
- Have you faced barriers to your work because you are a woman? If so, what were the barriers? How did you overcome them?
- Do you think women and men should be assigned specific roles in society? Why or why not?
- What advice would you give to a young person trying to achieve her/his goals and dreams?



# community

Beyond the family, an individual's community strongly influences the choices and opportunities available to young people. Communities have norms about what girls and boys are expected to do and not do. Community resources can be tapped to improve education, health, employability/marketable skills, and quality of life.

At the community level, men and especially women play a significant role. Although not always recognized, women have roles essential to the full functioning of the community: as community organizers, service providers, decision-makers. To fulfill these roles, women need community support and access to resources. Women who have leadership skills can make an even greater contribution to their community. The four sessions in the module help participants become more aware of their community and the special roles of women in their community.

## Module Overview

### session **one**

#### Exploring the Community

(2.5 hours)

Identify resources within the community.

### session **three**

#### My Role in the Community

(2 hours)

Strategic ways to solve problems in the community.

### session **two**

#### How the Community Sees Us

(1.5 hours)

How you as young people are perceived in the community, how you would change any aspect of that perception, and how to gain community support.

### session **four**

#### Women's Leadership in the Community

(1.5 hours)

Identify individuals and groups with which you can affiliate. Discuss leadership styles of women and men and ways to promote women's political participation..

# Exploring the Community

## objectives

**By the end of the session, participants will be able to**

- identify different resources within the community that can assist people in many ways,
- create a community map of resources that can be used in daily life, and
- describe different ways to use community resources to help solve problems.

## time



## materials needed

- Flipchart, markers, chalkboard, chalk
- Community resource survey forms (blank) and pens or pencils for participants
- A large piece of cardboard (or newsprint)
- Problem cards. (You can create new problem cards or use the sample problem cards provided.)

Prior to this session, the facilitator and participants will need to do enough research about the community to be able to fill out the Community Resources Map.

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Tell the participants that we are trying to explore our community.

Brainstorm with the participants and ask them to explain in their own words the meaning of the term community. The likely answers are: a group of people living in the same geographical area, people of the same ethnic group, people doing the same kind of work, people speaking the same language, etc. A community can also be described as a group of people (young and old) who live in a particular place together with shared property and agree to cooperate, respect the law of the community and live peacefully.

3. List the answers on a flipchart or chalkboard and coin a definition for “community.”

## activity 2

Divide the participants into groups. Ask each group to identify and make a list of the resources available in the Community Resources Survey Form on the next page.

## Community Resources Form

### PEOPLE OR PLACES

<b>HOUSEHOLD</b>	Land, family members, shelter, food, furniture (bed, etc.), items inside the household that serve different functions; house-to-house resources within your neighbourhood – for example, if one household has a phone and another has a garden, etc.
<b>EDUCATION</b>	Primary school, junior secondary, school, senior secondary school, adult literacy centre, non-formal education centre, computer lab or centre, University, Polytechnique, College of Education, vocational institutions
<b>VOCATIONAL SKILLS</b>	Training centres, apprenticeships, trainers
<b>HEALTH</b>	Primary Health Care Centres, doctors, Traditional Birth Attendant (TBA), nurses, pharmacies, home-based care, mobile clinics, General Hospital
<b>CHILD CARE</b>	Crèches/day care centre, nursery school, primary health care centre
<b>FAMILY PLANNING/L CONTRACEPTIVE CENTRES</b>	Chemist, family planning clinic, NGO or UN offices, Primary Health Care centres, hospital
<b>WATER</b>	Hand pump, well, tap, river, pond, stream
<b>SANITATION</b>	Safe open area, toilets, pits
<b>ELECTRICITY</b>	Electric lines, solar panels and batteries
<b>FUEL</b>	Kerosene, wood, charcoal, gas, diesel
<b>LEGAL AID</b>	Local courts, lawyers/advocates
<b>FINANCIAL INSTITUTION</b>	Money lender, bank, micro-lending institutions, co-operative societies
<b>LAND, AGRICULTURE</b>	Farmland, crops, seeds, soil
<b>SECURITY</b>	Police, army, navy, air force etc.
<b>RELIGIOUS</b>	Churches, mosques, pastor, Imams, women elders and prayer leaders, prayer groups and meetings
<b>OTHER</b>	

### activity 3

1. In a large group, show the participants a large piece of cardboard (or newsprint) and explain that they will create a Community Resources Map that will show all the people and places they know in the community and also identify the places on the map as generated in Activity 2 above. Ask them to indicate the linkages (if any) between these people and places. Participants can refer to the survey form if necessary.
2. Ask the participants to draw a general map of the community on the piece of cardboard. Ask them to draw the community boundaries, major roads, rivers, major places, landmarks etc., by using different symbols. Let the participants organize themselves into teams of four people.
3. Ask the participants to draw symbols on the map for all the people and places they wrote in the survey and for the linkages of people and places. A good way to do this is to give each team a turn to put one resource on the map and rotate teams until everything is on the map. Encourage participants to be creative with the symbols.

### discussion guidelines

Have the participants look at the completed map and ask:

- Which are the most used resources, by whom and why?
- Do you have access to those resources? If yes, how? If not, why not?
- What can be done to have more access?
- What needs exist in the community for which resources are currently not available?
- In what ways might available resources be used to meet these needs?

### activity 4

1. Tell the participants that they will now have a chance to think about how to use these resources to solve problems they or their families might encounter. Divide them into groups with four or fewer members. Give each group one problem card from the samples provided or create your own problem cards. Have them read the cards or read the cards to them. Ask them to think about the problem. Then say:

- Identify the resource or resources on the map you will use to solve the problem and how you will use the resource.
  - Identify other problems in your community and how you will use the available resources to solve these problems.
2. Have the groups take turns presenting their ideas. Encourage everyone to add her/his ideas. Continue until all the problems have been discussed.

## **ideas for action**

Ask the participants to speak with family and friends about community resources. Ask them which ones they have used. Share other resources they may not know about with them.



### SAMPLE PROBLEM CARDS

<p>You dropped out of school to help your father take care of his painting business. He can now employ someone else so you are free to continue your schooling.</p>	<p>Your friends and family have always said you have a natural gift for fixing things around the house. You wonder if this is a skill that you could develop to make money.</p>
<p>Your neighbour sells vegetables in the local market. Her sales have been going up, but she does not know how to calculate numbers to keep track of what she earns.</p>	<p>Your uncle has just died. His eldest brother has informed his wife and four children to leave the house that they (your uncle and his wife) built together. She has no money to rent a new apartment.</p>
<p>Your 3-year-old brother doesn't seem to be gaining weight.</p>	<p>Your mother must walk several kilometres to get water for your household.</p>
<p>Your aunt's husband died, and she needs to work more to support her children. But she has no one to watch them while she is away from home.</p>	<p>Your community has no regular bus service to the markets and shops in the nearby town.</p>
<p>The nurse told your cousin that her/his children get sick because they don't eat enough vegetables and fruits. But she/he can't find a greater variety of these foods in the local market.</p>	<p>Your elder sister is pregnant and needs to be taken to the hospital immediately.</p>
<p>Your sister is 20 years old and unemployed. She has three children. She wants to stop having children so that she can work and earn an income of her own.</p>	<p>Your brother has been out of a job since he graduated from the university three years ago. He studied agricultural science and has decided to start a poultry farm but does not have any money.</p>
<p>Your close friend has had unprotected sex and feels she wants to take an HIV test. But she does not know where to go and is afraid that someone may find out if she is HIV+.</p>	<p>Make up your own</p>

# How the Community Sees Us

## materials needed

- A case study or video that demonstrates how communities view adolescent girls and boys; their roles and their potential within the community. (Create your own from the sample provided or find a locally produced story or film.)

## activity

1. Begin with a song about young girls. Have a discussion about the message or meaning of the song or discuss a newspaper article on youth. You can also search the Internet for a recent article if you have access to a computer. (A song example may include, “You are my African Queen” by 2 Face Idibia, or “Esa-sat owo, ndien eda owo eda owo eda owo, ndien eda owo ...”)
2. Read the case study (Mercy's Story below/page 125) or show the video. Though viewing the video will be a more empowering and enriching experience, availability of a video player may be a problem in certain settings. In that case, instead of showing a video, you could encourage the participants to read the script and enact it themselves.
3. After the case study, video or enactment, ask participants: What are the differences in the views held about girls and boys? Do you agree with these views? Why?

## Sample Case Studies

### MERCY'S STORY

Mercy was sent to work as a maid in the home of another family. While she was there, the lady of the house arranged and paid for her to attend commercial school in the afternoons when her housework was done. But, after Mercy completed three of the required four years of commercial school, her mother died. Mercy's six siblings were left with no one to care for them.

As the eldest, Mercy was called back to her family. Since then, her main source of income has been selling gari. Sometimes, she works as a maid.

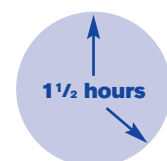
The other day, Mercy was talking to Madam Effiong, the elderly woman in the next stall at the market. She told her she wanted to refrain from marriage until she was older in order to complete training in nursing. Greatly alarmed, Madam Effiong suddenly replied, "Who will marry a 25-year-old nurse? You know what our men think of women who stay for those many years before getting married. You are a beautiful girl, and you should find yourself a rich man to marry. He will certainly help you to look after your siblings. And, as for being a nurse, forget about it. Do you know

## objectives

**By the end of the session, participants will be able to**

- identify common views of adolescent girls held by the community,
- identify how these views enhance or constrain a girl's options,
- identify common views of adolescent boys held by the community, and
- identify how these views enhance or constrain a boy's options.

## time



how much they earn for all that work they do? That world is evil and exposes them to temptation." That night, she wept. "Maybe Madam Effiong is right," Mercy thought. "I'm just trying to be something I'm not. I'm a girl, and a girl is expected to do certain things." Yet deep inside, a part of Mercy still believes she can reach her dream. But there are so many obstacles and so few supports.

"Which voice should I listen to?" Mercy ponders. "My own voice or everyone else's?"

### Uwem's Story

Uwem enjoys playing football and snooker in the afternoons while his sister is usually busy in the kitchen with his mother. After a busy day at work and engaging in recreational activities, Uwem retires in the evenings to listen to the news, after which he discusses the activities of the day and current events in the community with his father and his father's friends. Women were never a part of these discussions because the culture does not permit them to express their views in the presence of men, especially elders. It is regarded as an insult, and the violation of the cultural norm will attract a penalty ranging from presenting a cock to the offended person to observing other punishment(s) pronounced by the council of elders. Uwem, however, does not like the way his mother and sister are treated but does not know what to do about it. Should he bring up the issue for discussion with his father and the elders?

## discussion guidelines

1. Divide the participants into groups. Ask each group to talk about the story or video and how it depicts girls, as well as boys.
2. After about 10 minutes of discussion, bring the whole group back into a circle to share their ideas by answering some of the following discussion questions:
  - How does society view the girl (or girls) in the story?
  - How does society view the boy (or boys) in the story?
  - How do you view yourself?
  - How do these views differ?
  - How do the views that others have of us affect our options and opportunities?
  - How do the views that others have of us affect the way we feel about ourselves?
  - How does this affect our present situation?
  - Do you agree with the way society views girls differently from boys? Why or why not?

3. The last part of the discussion should focus on how the participants can change constraining or negative views about girls (and boys) held by the community.

Ask:

- What views that others have of adolescent girls (and boys) would we like to change as a new generation?
- What can we do to change them?

4. Participants have promoted a more accurate and positive view of themselves by educating their communities. Below are some examples to discuss.

5. Ask the participants to act a role-play that depicts different aspects of how society views young girls. Ask each participant to enact different issues. Ask the participants to do a role-play that depicts different aspects of how society views young boys. Ask each participant to enact different issues.

## **Area Groups**

### **Girls' Club**

Some girls in Calabar, Nigeria, established a girls' club aimed at addressing challenges confronting girls in their community. One problem was low school enrolment of girls. With the support of a local women's organization based in Calabar (Women in Nigeria), they were able to organize a public enlightenment campaign aimed at sensitizing the community about the importance of girls' education.

### **Agents of Change**

The United Progressive Youth Association (UPYA) of Lagos started off as a carnival dance troupe. The goals and objectives of the group were reviewed after evaluating the appalling status of their community's infrastructure and services, especially related to the environment, clean water and sanitation. Realizing the harmful impact of unclean drainage channels, the UPYA members embarked on regular drainage-cleaning exercises. This greatly reduced the breeding of mosquitoes in the community and promoted a healthy environment. The group also organized awareness-raising programmes aimed at promoting adolescent reproductive health and development, including sensitization programmes on HIV and AIDS, drug abuse, etc. The group, with membership strength of more than 70 youths including graduates and undergraduates from the community, also organized a vocational skills-training programme for interested, out-of-school youths in the community.

### **Promoting Youth Development Through the Arts**

The Black Image Theatre Troupe (BITT) was formed in Lagos in 1987 with the goal of preserving cultural values of Africa through dances, choreography, poetry, music and other forms of art. Rising from a small, unrecognized group to a renowned

cultural troupe, the BITT has successfully passed on messages about youth concerns to policymakers through its performances at important national and international events, including the Black Entertainment Awards and the Economic Community Of West African States (ECOWAS) concert (source: AHI's Growing Up Newsletter. March 2002, Vol. 10 No. 5).

### **ideas for action**

Review the suggestions on changing community views of girls and boys. Then, ask the participants if they would like to work together on any of these or other community activities. If so, take some time to plan the next steps. This may include having a member of the particular association or project of interest join the group and provide an informational presentation with a volunteer sign-up sheet or a field trip to the association or project.

**objectives**

**By the end of the session, participants will be able to**

- identify some Ideas for Action in the community, and
- be aware of and able to describe responsibilities within the community.

**time**



# My Role in the Community

## materials needed

- Flipchart, markers, chalkboard, chalk

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Divide the participants into small groups. Tell them to imagine they are the local government chairman. They have the power to make any changes they want in their community. Ask the groups to brainstorm what changes they would like to make; list them on newsprint or chalkboard and report back to the large group.
3. Ask the group to identify the changes that are realistic – those that could be made if both young people and adults put effort into them. Circle the realistic changes or give examples. Point out that some changes are unrealistic in the immediate future. Although they cannot be made now, no matter how much someone wants the changes, they may occur in the future if relevant steps are taken now.
4. Give each small group a flipchart and a marker. Have each group choose one realistic problem to work on that can be addressed from the list of changes. Instruct the participants to suggest strategies about making changes to eliminate the problem. If they are stumped, help them by saying they could do:
  - something mentally, such as coming up with a new approach or idea.
  - something physically, such a cleaning, repairing, or building.
  - something financially, such as organizing a savings scheme.
  - something socially to help people, such as visiting the sick or elders.
  - something cooperatively, such as partnering with a group or organization where resources can be leveraged together to address a certain issue.
  - something politically to change rules or laws, such as writing letters to the governor or local government chairman, social, and political leaders.
5. If necessary, choose one of the problems identified by a group and give strategies for change as an example.
6. Allow 10-15 minutes for this and then have each group report its strategies.

## discussion guidelines

- Has someone tried to solve these problems before? If so, what did they do and what was the result?

- Can you think of any community problems that have been resolved by young people such as you? Give examples.
- How much time would you commit to solving one of these problems?
- What community development project have you been involved in?
- What community development project would you like to be involved in? (It can be something that is ongoing or something that is not in place now.)
- If you have not become involved in a community development project, why not?
- What can you gain from participating in community development? (Some ideas could be: something interesting to do during leisure hours, new relationships with people who are interesting or helpful, a feeling of accomplishment and learning new skills.)

## activity 2

1. In the large group, brainstorm the meaning of responsibility. You can explain to the group that responsibilities are like dues that you pay to belong to a group, society or club.
2. Ask participants to think about their communities, both those they live in and those made up of people they feel connected to. Ask them to think of a responsibility they have in either of these communities.
3. Have volunteers give examples of people's responsibilities in their communities. List them on a flipchart and then add any from the list below that are not mentioned:
  - To help and look after others who are younger, poorer, or weaker than we are
  - To stay in good health to contribute to the family or community
  - To take care of the environment so future generations will live in a healthy planet
  - To identify wrongs and try to make them right without causing any more harm

Explain that responsibilities are things we must do as part of our membership in a community.

## discussion guidelines

- Who has been an example of modelling this kind of responsibility? What have these role-models done that impressed you?
- Do you feel that you have been a responsible member of your community? Why or why not?

- What forces/influences are at work in the community that helps you to be responsible?
- What can you do to strengthen these influences?
- What forces/influences are at work in the community that can make youth irresponsible?
- How can you weaken or ignore such influences?

## ideas for action

Ask the participants, with a group of friends or classmates, to select a community change project they would like to work on and decide on a strategy for addressing the change and act on it. They may also conduct a field trip to a community service project and spend some time volunteering there.



### objectives

**By the end of the session, participants will be able to**

- identify women leaders or leadership groups in the community, particularly groups working on behalf of girls and women, and
- identify different ways in which women can participate in the decision-making process in the community.

### time



# Women's Leadership in the Community

## materials needed

- Large piece of paper or chalkboard, chalk
- Coloured markers
- "Women's Leadership in the Community" story. (Use sample provided or create your own.)

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Ask the participants to think about the problems they discussed in the previous meeting.

- How are leaders important for solving some of these problems?

3. Explain that this meeting will look at how women can be leaders in their communities.

On a chalkboard or large piece of paper, write the words, "Female Leader." Drawing exercises can be done to understand the participants' perception/image of a leader.

4. Ask the participants to name the qualities of a good woman leader and write them under the heading. Now, write the words "Male Leader," and ask the participants to name qualities of a good male leader. Write these down.

## discussion guidelines

1. Cross out "female leader" and replace it with "male leader." Cross out "male leader" and write "female leader." Ask them what they think of the lists now.
  - Does the first list of qualities apply to men as well as women? Why or why not?
  - Does the second list apply to women as well as men? Why or why not?
  - Is it necessary to be a great speaker or public motivator to be a leader? Do you know of any "quiet" women leaders in your community?
  - What prevents women from being leaders? (Responses may include: perception of the society that women should be seen and not heard; men feel threatened and think they should always lead the women; women's deep commitment to their family roles and responsibilities.)

*Note: These questions will spark lively discussion about gender-specific attributes. Relate the discussion to the process of gender-stereotyping. Emphasize the learned nature of gender roles.*

## **activity 2**

1. Read the story “Women’s Leadership in the Community” below.
2. Ask the participants to divide into small groups and discuss:
  - What did Eniola do in the story?
  - What were some of her leadership characteristics? How do these characteristics compare with your own?
  - Why was Eniola an effective leader?

### **Women’s Leadership in the Community**

Eniola lives in a village with her husband, Akpan, and three children, two boys and a girl. All three were attending the village school, but Akpan did not want his daughter, Nkechi, to study further. So, Nkechi dropped out of school.

Eniola was very upset and tried to convince Akpan to send Nkechi back to school. Akpan would not hear of this. He believed that educating a girl was a waste of time and money. Besides, it might spoil her.

Eniola was very disappointed. She wanted her daughter to be educated. Now that Eniola was attending the newly formed education centre in the village, she understood the importance of educating a girl. She talked to the other women in her community. After meeting several times, they all decided that their daughters must go to school. They included the village leader and school teacher in their discussions.

The women’s group then went to each household and convinced the men that the girls must go to school. The men had to agree. They started sending their girls to school.

### **discussion guidelines**

1. After the small groups have met for about 10 minutes, bring all the participants together. Ask a member of each group to share some key ideas from the discussion.
2. Ask the participants to think about their own communities:
  - Who are some good women leaders or leadership groups?
  - Why did you choose these women or groups?
  - How can these leaders be a source of support in areas of concern to girls and young women, as well as boys and young men?

### **ideas for action**

Help the participants identify specific individuals and groups in the community who can support them and the kind of support they might seek from them.



# the world of work

Women in large numbers have entered into paid employment. However, their family responsibilities do not cease. For most women, employment outside the house adds to the work they must do for their family and community. In more and more families, women are single heads of households with sole economic responsibility for their children's welfare. Girls in poor rural and urban families toil from before dawn until night to help their families, doing household chores, caring for younger siblings, working in the farms, traveling long distances to gather water and hawking wares along busy streets. Their work is not paid or valued by themselves or by society. The five sessions in this module provide an opportunity for participants to appreciate women's economic role and explore ways to increase their earnings.

## Module Overview

### session**one**

#### **Women Can Do That Work Too!**

(2.5 hours)

Explore traditional and non-traditional wage and self-employment for women and analyze the advantages and disadvantages of different jobs

### session**two**

#### **Exploring Different Kinds of Work**

(2.5 hours)

Share personal dreams about work and identify local resources.

### session**three**

#### **Saving and Borrowing Money**

(2 hours)

Discuss money management, savings and credit.

### session**four**

#### **Choosing the Work for Me**

(2.5 hours)

Understand and examine the characteristics of making individual or team plans for pursuing specific options.

### session**five**

#### **Harassment at the Workplace**

(2.5 hours)

Understand different types of harassment and its impact on the lives of young girls and women.

# Women Can Do That Work Too!

## objectives

**By the end of the session, participants will be able to**

- list the kinds of work women traditionally have done and have not done,
- list the kinds of work men traditionally have done and have not done,
- identify reasons for these distinctions, and
- identify the advantages and disadvantages of different kinds of work.

## time



## materials needed

- Large piece of paper or chalkboard, chalk, markers
- Small pieces of paper, each with a different occupation (appropriate in your setting) written or drawn with a symbol on it. The occupations should include jobs traditionally done by men as well as those traditionally done by women. Here are some examples:

Farmer	Scientist	Tailor	Watch Repairer
Vegetable Seller	Cook/Caterer	Maid	Construction Worker
Engineer	Brick Maker	Plumber	Food Stall Vendor
Auto Mechanic	Typist/Clerk	Dress Designer	Nurse
Business Person	Bicycle Repairer	Architect	Teacher
Shoemaker	Accountant	Gardener	Welder
Painter	Driver	Banker	Retailer/Shopkeeper
Cart/Truck Pusher	Lawyer	Beautician/Hairdresser	
Fisher Man/Woman	Sports Person	Bike (okada) Rider	

## activity

1. Welcome the participants and conduct warm-up exercise.
2. Explain that the next five sessions will be about women and work. The sessions will help the participants think about how they can earn and save money to improve life for themselves and their families.
3. Ask for volunteers to tell about work that they already do (including domestic chores).
4. Ask the participants to describe their mothers' typical day and then to describe their fathers' typical day. Generate a list of activities: one column for mothers' activities and the other for fathers'. At the end, ask whose activity they would choose, if they had a choice.
5. Now tell them that they're going to play a game about work they might like to do in the future. Put the pieces of paper mentioned above in a container. Ask one participant to pick a piece of paper and read the occupation that is shown. Then, ask her/him to answer, "Can women do this work? Yes or no?" After she/he answers, ask group members who agree with the answer to explain why. Then, have group members who do not agree with the answer, explain why. When ideas have been stated on both sides, ask group members to raise their hands to show they agree with one of these statements: "Yes, women can do this work," or "No, women cannot do this work." Record the votes like this:

	YES	NO
Farmer .....	8	12

Continue until all the pieces of paper have been used and all the votes are recorded.

## discussion guidelines

1. The discussion questions should help the participants identify characteristics of the work women traditionally do and do not do and consider the possible advantages of non-traditional work:

- What reasons were given why certain jobs can be done by women? What reasons were given why certain jobs cannot be done by women?
- Are these reasons valid? How has society prevented women from learning to do certain types of jobs?
- Are there certain situations that prevent women and men from doing certain kinds of work? If “yes,” what are those situations?
- On the chart, what do the kinds of work with more “Yes” responses have in common? (Responses might include: location in the home or close to home; low pay; require little education.)
- What do the kinds of work with a “No” have in common? (Some answers might be: respected by the community; use modern technology; training available to improve skills.)
- Should these characteristics determine whether a job is for a woman or for a man? Why or why not?
- If women earned money for the work they do in the family (household chores, fetching water), how much would they earn? Why doesn’t this kind of work have monetary value?

2. Discuss how society is changing: men and women are entering new areas of work and the resulting pressures.

- Can you think of things women are doing today that they didn’t do in the past? Or are doing in greater numbers today than before? (For example: driving cars, working outside the home, going to university, etc.)
- Do these changes cause new pressures for men? For women? For families? For society?
- What are the several ways that such pressures could be dealt with?
- What would be ways that relieve pressure on both women and men and lead to equality?
- How can schools enhance girls’ opportunities to enter careers that traditionally were considered men’s?

- How can schools enhance girls' chances to explore new kinds of work alongside traditional forms of work?

### **ideas for action**

Wrap up the discussion by asking:

- Is there a job that interests you that you hadn't considered before?
- Is it done by both men and women, or is it traditionally a female or male job?

For the next session, ask them to try to find someone doing a job that interests them and talk to that person about what she/he does and what education or training is required to do this job.



# Exploring Different Kinds of Work

## materials needed

- Arrangements for a field trip to at least two different work settings

**Facilitator Note:** To identify the people and places to visit, think about the kinds of work that participants showed an interest in during the last session. Try to choose one kind of work that women commonly do, such as operating a small sewing shop or a vegetable stand, and one kind of work that is less common for women to do, such as small appliance repair. The people to be visited can be men or women. Contact them in advance to determine a convenient time. Explain to them that the participants want to learn about what they do and will have many questions. If the time for the visit is different than your usual meeting time, make sure to contact the participants about the change. If the group cannot visit sites due to money or transportation problems, then bring women and men with different jobs to the meeting.

## activity 1

1. Welcome participants and, before going on the visit, talk about the people and places you will visit.
2. Ask the participants to brainstorm questions they wish to ask the people during the visit.

Questions they might ask are:

- How did you start doing this kind of work? How did you get the job?
- What type and amount of education do you need?
- What skills do you need? How do you learn these skills?
- What is your daily routine like?
- What do you like about your work? What don't you like?
- What problems have you encountered at work? Within your family?
- If you have children, what arrangements have you made for them and how has your family supported/not supported your efforts?
- If you did not do this type of work, what would you have done?
- Do you make enough money/profits?
- Why do you like being employed/self-employed versus the opposite?
- What about the benefits such as pension, maternity, unemployment, holidays, etc.?
- What skills and qualities does your boss look for in a good employee? (For employed woman/man.)
- Is your boss a man or a woman?

## objectives

**By the end of the session, participants will be able to**

- describe the different kinds of work women and men can do.

## time



- What qualities do you need to start your own business? (For self-employed woman/man.). Answers might include: self-discipline, ability to take risks, level-headedness, hard work, independence. (Emphasize that both females and males can display these qualities.)
3. When the participants have brainstormed all their questions, divide the group into two and make your visits to two pre-arranged destinations. During the visits, encourage the persons you are visiting to tell about their work and encourage the participants to ask all their questions.

## discussion guidelines

1. After the visit, find a quiet place (or return to your training venue if it is a convenient option) for the participants to share what they learned.

Ask questions such as:

- What did you learn in the first visit? The second visit?
- What do you think about the kinds of work you saw and heard about?
- Would you like to pursue this kind of work? Why or why not?
- Was the job anything like you expected or imagined it to be?
- Was this visit helpful in better understanding what a job is really like? Why or why not?

## ideas for action

Ask the participants whether they are interested in exploring any other kinds of career choices. If so, set up additional field visits before the next meeting. Remember that most people enjoy talking to other people about their work, so it shouldn't be very difficult to arrange these visits. Remind the participants to be polite and express their thanks to the person for spending time with them.

Identify mothers of participants and other women working in non-traditional occupations and invite them to share their experiences with the group.

## objectives

**By the end of the session, participants will be able to**

- identify ways to gain access to capital or credit for work or home improvements.

## time



# Saving and Borrowing Money

## materials needed

- Savings Activity: 20 small stones or other small objects
- Borrowing Activity: Arrange a field trip to a local bank that offers small loans or invite a bank official to the meeting as a resource person. Make arrangements before the meeting and brief the people who will participate about the purpose of the programme and this particular session. You may want other adults to accompany the group.
- Community Resources Map

## activity 1

### Savings:

1. Welcome participants and conduct warm-up exercise.
2. Ask if any of the participants or their families ever needed money for a fairly large purchase, such as new farm equipment, repairing the roof of the house or paying children's school fees. What did they do? How did they obtain the money needed?
3. Explain that you'd like them to help someone who has a money problem.

### Read This Story:

Ekpo produces gari and sells it in the local market. At a nearby trade fair, she saw a machine that automatically grinds and sifts the cassava during the gari processing. She thought this could increase her production. Suppose the machine costs 20,000 naira and she earns 5,000 naira a week. From the 5,000 naira, she spends 4,000 naira on expenses and saves 1,000 naira. At this rate, it will take her 20 weeks to save enough money for the machine. She is afraid someone else will buy it before then. She calls together four of her friends and asks their advice. Is there some way to save the 20,000 naira?

1. Divide participants into groups. Ask them to talk about ways to solve Ekpo's problem for about 10 minutes.
2. Bring the groups back together and ask each to present its solution. Encourage the groups to use the stones to illustrate their ideas.
3. If the idea of group savings has not been presented, explain it to the group, using the stones and the following story: Each of the five friends saves 1,000 naira a week; if they combine their money that makes 5,000 naira a week; in two weeks, 10,000 naira; in three weeks, 15,000 naira; and in four weeks, 20,000 naira. Ekpo can get the 20,000 naira in just four weeks rather than 20 weeks. Give each member of the group a turn at taking the entire pot.

Ask the group:

- Are there informal savings schemes like this in our community?
- How do they work?
- Have you or your families used them?

If there is a resource person, ask about savings/credit schemes at the bank or other sources.

### **Borrowing:**

1. Tell the group that borrowing is the other way to get a fairly large sum of money. Ask for examples of ways to borrow. Ask them to identify advantages and disadvantages of these schemes. For example, local money lenders have very high interest rates.

2. Take a field trip to a local lending institution, usually a bank, or have a resource person discuss how to get a loan. (They can refer to the Community Resources Map.) You may also visit one or two organizations that provide micro credit to individuals and groups such as:

- Our Ladies Development Centre (OLADEC)  
96B Aka Itiam Road, Off Oron Road, Uyo.
- UFORO Small Business Owners Association  
No. 26 Iboko Street, Uyo.
- Growing Business Foundation  
23B Uqua Road, Eket.
- Women Economic Linkages Organization of Nigeria  
82 Ikot Ekpene Road, 2nd floor, Uyo.
- Women's Health & Economic Development Association  
44A Etuk Street, Uyo.
- Grassroots Empowerment Network  
49 Ibong Road, Ikot Ekpene.

### **discussion guidelines**

1. After the visit or discussion, ask the participants:

- Imagine you need capital to improve your business or your house. What mechanism would you use to obtain the money?
- What are the advantages and disadvantages of this mechanism?

## **ideas for action**

For the next meeting, ask the participants to think about a kind of work they each would like to pursue or how they would like to improve their present work.

### objectives

**By the end of the session, participants will be able to**

- identify the different types of work that interest them, and
- make plans to pursue a particular trade or job.

### time



## Choosing the Work for Me

### materials needed

- Invite two women from the community – one who has been successful as an employee and one who has been successful in running her own business – and one man who is successful either as self-employed or in paid employment. Ask the resource persons to talk about the advantages and disadvantages of being self-employed and being a wage earner and why they chose their occupation.
- Community Resources Map

### activity

1. Welcome participants and conduct warm-up exercise.
2. Invite each resource person to talk about her/his work. Encourage the participants to ask about the advantages and disadvantages of working for oneself or for someone else.
3. Put out the Community Resources Map. Ask for examples of where and to whom to go to learn a skill or find a job. For example, a participant might contact a tailor to learn how to design or make people's clothes.
4. Explain to the participants that they will now have the opportunity to make plans to pursue a particular trade or job in the future. To do this, they will be divided into small groups according to their interests. Ask the participants who are interested in having their own business in the future to raise their hands. Ask the participants who want to find a job working for someone else to raise their hands. Divide the participants into two groups.

Note: If all the participants choose only one of the options, it is not necessary to divide into groups yet. Subdivide these groups according to particular kinds of trade or work. Some examples of self-employment might be vegetable farming, food processing or tailoring. Ask all groups to explain their choices.

5. Ask each group to make a plan for how they will prepare themselves to do the kind of work they identified. Ask them to be specific about how they will learn needed skills and whom they will contact for assistance.
6. Remind the participants about the "five friends": Why? Who? How? When? What? Use the Community Resources Map as a reference. The guest speakers can also provide assistance.

## **discussion guidelines**

1. Allow the groups enough time to work on their plans. Help each group with its planning.
2. When the groups are ready, ask each to present its plan.

After each presentation, ask the other participants:

- What questions do you have about the plan?
- What suggestions do you have to make the plan even better?
- Where can you learn more about the skills you need, about being self-employed or about working in your area of interest?

## **ideas for action**

Congratulate the participants on their plans. Explain that time will be reserved in future meetings for them to report on their progress. Offer your own support and assistance.

# Harassment at the Workplace

## objectives

**By the end of the session, participants will be able to**

- identify the different types of harassment at workplace,
- describe the impact of harassment on our lives, and
- list measures to deal with harassment.

## time



## materials needed

- Case study on one of the most common kinds of harassment at the workplace, sexual harassment. (You can even pick up real stories from newspapers.)
- Flipchart, markers, chalkboard, chalk, pencils/pens

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Read the sample case study or take stories from newspaper cuttings. Ask participants to listen carefully.
3. Ask the participants to list on a flipchart the different types of harassment. During the discussion, hint at different types of harassment that are prevalent in the society. Examples include teasing, verbal abuse, an unwanted touch or hug, constantly staring at a person in a way that makes the person feel uncomfortable, passing sexual remarks such as “your breasts look inviting ... “; touching someone in a sexually suggestive way that is not welcome (especially the arm, breast, buttocks or other areas that make one feel uncomfortable); whistling or offensive name-calling; cornering; blocking; standing too close or following someone; pressure for sexual activity (sometimes including threats to physical harm); massaging the neck, shoulder, or other sensitive body parts without consent; facial expressions such as winking; sexual notes or letters; pulling at someone’s clothes; derogatory or vulgar comments about someone’s gender, physical anatomy or characteristics; threats of firing; slow promotion; and making sexist jokes, etc.)
4. After listing their replies, ask the participants to come up with the meaning of harassment. Share the following definition with them.

“Harassment at the workplace is any kind of annoying and violating act -- physical, mental, verbal or sexual -- committed by the employer and/or fellow employee that causes unease for the person being harassed.”

## discussion guidelines

Ask the participants:

- Do any of these kinds of incidents happen in your community?
- Would you like to add some more types of harassment to this list?



- Do you know anyone who has been faced with this kind of situation? If yes, what did the person do?

## **activity 2**

Divide the whole group into three small groups. Ask each group to prepare a role-play on harassment at the workplace and how it affects our lives. Each team should present a different situation. Help them by suggesting different situations. Tell the participants that they can get help from the case studies. Give them 15 minutes to prepare.

## **discussion guidelines**

1. After all three groups have presented their role-plays, ask them to join the larger group.
2. Ask the larger group
  - What did you see in the different role-plays?
  - Are these situations real and can they happen to you or your friend?
  - Ask the participants who were playing the role of the victim (harassed person) and those who were harassing about how they felt at that time? (Write their responses on a flipchart or chalkboard.)
  - What is the present/future impact of the incident on the girl and her family?
3. List all the replies on flipcharts. The facilitator can suggest replies such as “girls may stop working, their families might face problems from the employer, they might face depression and lack of self esteem, etc.”
4. How can boys handle harassment? Encourage boys to role-play how they would react if they are being harassed by a female or fellow male. What is the present/future impact of the incident on the boy and his family?
5. What did you learn from the role-plays and the discussion?

## **activity 3**

Divide the larger group into three small groups. Give each the written case study and ask each to list solutions to deal with the problem.

### discussion guidelines

Ask the group

- If this happened to you, what would you do?
- What are the options available to a girl (or boy) who has faced any kind of harassment? (She/he can speak up and let the offender know that her/his behaviour is offensive; talk about it to a trusted adult or senior colleague; keep records of every incident, including dates, times, places, what was said or done, names of witnesses, etc. to provide evidence to show that the person is an harasser; report the offender to appropriate authorities, such as senior boss or police, etc.) While discussing each option, they should always consider its impact on the girl, i.e., she might lose her job, etc.) Refer to the Community Resources Map for other sources of help.
- Who can be more supportive to the victim at that time?
- Why do most of these incidents go unreported? (Answers may include: fear of employer or job loss, fear of being blamed, don't know how to report the harassment, may feel too embarrassed to talk about it, may believe that reporting the incident might not make a difference, etc.)
- What can you, as a group, do to prevent these incidents? Make a list of their suggestions on a flipchart.
- Ask them what they would do if one of their friends was being harassed at the workplace.
- Make a list of those solutions and ask them to select the most applicable solution.

### ideas for action

Ask the participants to prepare a plan on how they would face these kinds of incidents.

## **Case Study**

I have always enjoyed my work at the restaurant until my boss started making comments about my looks. Initially, I took his comments as a compliment, even though his constant stares made me uncomfortable. Then he started inviting me to his office, and he would put his hands around my shoulders and whisper some dirty words into my ears. Sometimes, he would slap me on my buttocks. This made me feel terrible, confused and insecure. Next, he invited me to go to his house. I refused, and he threatened to sack me, telling me that my female colleagues have been cooperating with him and there was no big deal about it.



# puberty

Adolescent girls and boys who are well informed about changes during puberty can learn to exercise responsible, healthy behaviour. It is important for young people to understand that most of the changes they experience at puberty are normal and that there are differences in sexual development of females and males. Decisions regarding sexual intercourse must be well thought out and responsible. There are feelings associated with sexuality, and it is sometimes necessary to find a trusted adult with whom to share those feelings.

## Module Overview

### session **one**

#### **How Is My Body Changing?**

(2.5 hours)

Discuss the physical changes that take place as girls and boys mature.

### session **three**

#### **Sexual Decision-Making**

(2.5 hours)

Assess the risks and consequences of choosing to engage in risky sexual behaviour.

### session **two**

#### **Emotional Changes and Social Pressures at Puberty**

(2.5 hours)

Foster awareness of emotional and social changes related to puberty and sexuality.

# How My Body Is Changing

## objectives

**By the end of the session, participants will be able to**

- describe physical changes for girls and boys at puberty,
- describe the process of menstruation and personal hygiene related to it, and
- describe how wet dreams, erection and ejaculation occur.

## time



## materials needed

- Flipchart, marker, chalkboard, chalk
- Handouts or enlarged drawing or illustration of “Physical Changes in Boys at Puberty” and “Physical Change in Girls at Puberty”
- Relevant charts and drawings depicting changes at puberty
- Questions and Answers About Menstruation
- Menstrual Cycle poster

## activity 1

1. Welcome participants and conduct warm-up exercise. For the warm-up exercise, post 10 sheets of newsprint around the room and write one of the following words on each sheet:

man	sexual intercourse	woman	masturbation
breasts	penis	menstruation	testicles
vagina	buttocks		

Instruct each participant to move around the room and add slang words or phrases for each of the words on the list. Encourage them to use any words/phrases they know. Once everyone has finished, come together and read through the list carefully and slowly. (Participants who cannot read or write should mention the slang or phrase, and the facilitator should add it to the list.)

## discussion guidelines

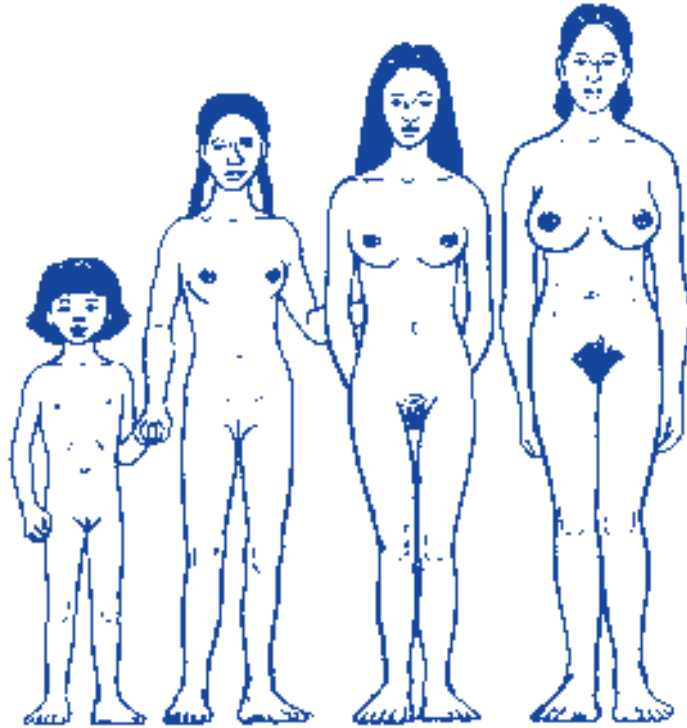
- Were you embarrassed to see, write or hear any of the slang words?
- Why or why not?
- When do we use “slang” words, and when do we use correct words? Why?
- Do some of the words seem “vulgar” or insulting?
- What does it mean when people use them?
- Did people forget phrases with positive connotations, such as “making love” for intercourse? Why?

Explain that this exercise is to get us more relaxed while talking about such topics.

## **activity 2**

1. Tell the participants that the topic of this meeting is puberty. Inform them that you will discuss the changes that occur to boys and girls at puberty. Start by discussing the meaning of puberty. Puberty is the time when a girl develops into a woman and a boy develops into a man and they become physically capable of having children. These changes usually start at 9 to 12 years of age and continue until about 16 or 17 years of age. (Girls usually begin puberty a year or two before boys.) Some of the changes are externally visible, and some are internal. These changes happen to all girls and boys; they are normal and natural and are due to a sudden spurt in sex hormones in both girls and boys.
2. Ask the participants to describe the changes that occur in adolescent girls. The points to include are below the drawing on the next page.
3. Explain that one of the biggest changes that happens to girls during puberty is the start of menstruation. Ask the participants to share what they know about menstruation. Show the Menstrual Cycle poster and explain the process of menstruation. Read the questions about menstruation given later and, after each question, ask the participants for their answers. Explain the answers thoroughly if they do not know or if they miss some important points.

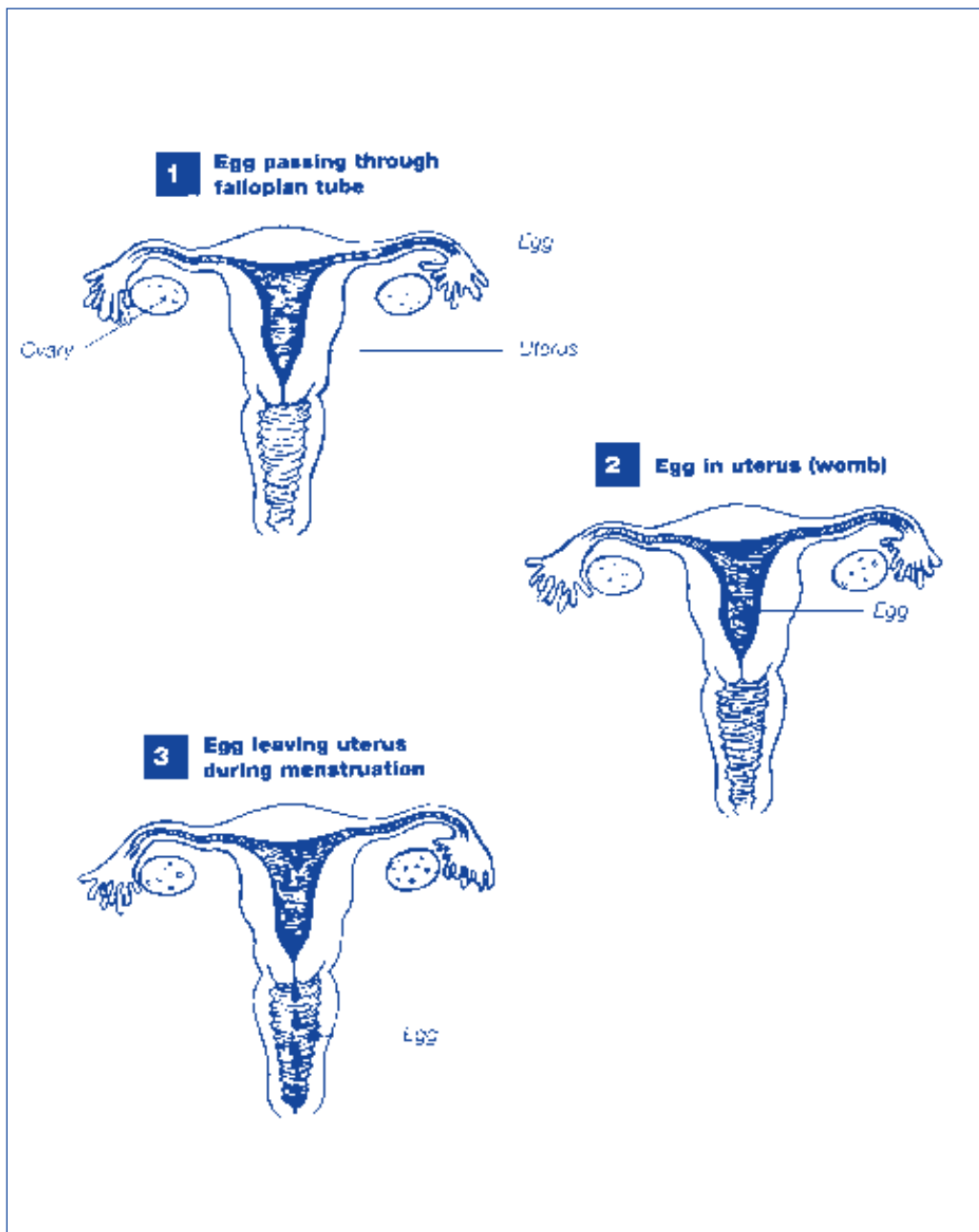
### PHYSICAL DEVELOPMENT IN THE BODY OF A FEMALE



- Growth spurt occurs
- All permanent teeth are in
- Skin becomes oily
- Breasts develop
- Hips widen
- Waistline narrows
- Underarm hair appears
- Perspiration increases
- Pubic hair appears
- External genitals enlarge
- Uterus and ovaries enlarge
- Ovulation occurs
- Menstruation begins
- Long-bone growth stops



## THE MENSTRUAL CYCLE



### Menstrual Cycle

Menstruation (also called periods because they usually occur every month) marks the onset of sexual maturity in girls. Menstruation is the periodic shedding of blood and tissue from the uterus or womb. The uterus is located in the lower part of a female's abdomen. Beginning to menstruate means a girl is capable of becoming pregnant and having a baby.

### **Explanation of Menstrual Cycle (or use the Questions and Answers About Menstruation handout.)**

1. When a girl is born, she has thousands of egg cells or ova in her two ovaries. Each egg is the size of one grain of sand. The tiny dots in the two balls are the eggs. The two balls are the ovaries. Each month, one egg ripens and leaves the ovaries. This is called ovulation.  
The egg is picked up at the end of the fallopian tube and starts moving towards the uterus. At the same time, the uterus starts getting ready for the egg by thickening its inner lining.
2. An egg can grow into a baby only if it meets a sperm cell from a male. If sperm and egg meet, the fertilized egg attaches to the thick lining of the uterus, and a woman becomes pregnant. This lining nourishes and supports the baby until birth.
3. If the egg is not fertilized by a sperm, the lining is not needed, and it breaks down. The lining, tissue and the egg flow out of the uterus through the vagina and leave the body. This is called menstruation. Menstruation occurs approximately 14 days after ovulation, if the egg is not fertilized. Menstrual periods may last two to eight days; the average menstrual period lasts four to six days. The menstrual cycle occurs about every month until a woman goes through menopause at about age 50. It also stops during pregnancy and starts again about a month after the baby is born.

### **discussion guidelines**

1. Encourage the participants to ask questions and to share worries or fears about menstruation. If they are not responding, conduct a quiz using the Questions and Answers About Menstruation handout. (Use the handout below as a guide.)
2. Discuss healthy personal care. Ask:
  - What special ways do you need to take care of your body when you are menstruating?

Add ideas from the information given below. If there is disagreement on a point, discuss and help the group to come to a consensus about the correct answer. Emphasize that the points listed below are all healthy behaviours.

### Personal Care during Menstruation

- Bathe daily.
- Eat healthy foods.
- Use clean cloths, pads, napkins, tampons or other clean or replaceable materials and change them frequently so that menstrual blood does not appear on clothing.  
Cleanliness is important to prevent infections. Wash cloths with soap and dry them in the sunshine to discourage bacteria.
- Get adequate rest.
- Continue normal activities.
- If you have cramps or pain in your lower abdomen or back, do one or more of these activities to feel more comfortable: take a warm bath, drink a hot beverage, take a walk, rub or massage the abdomen, lie on your back with knees up and move the knees in small circles.
- Get exercise. Exercise speeds up circulation and helps ease tension or headache.
- Cut down on salty foods to prevent water retention, which can cause some discomfort.

3. About a week or so before menstruating, girls may experience some of the following: tenderness in breasts, mood changes, food cravings. Ask the participants to name other changes. These changes are normal.

4. Families and societies have traditional ways of dealing with menstruation. Ask the participants what are the common myths and practices in their community. Some responses may be: Women are not allowed in some places of worship when menstruating; women are not allowed to sit on some old tree trunks believed to be sacred when menstruating or fetch water from certain streams/rivers, etc. Ask the participants what they think about these.

### activity 3

1. Show the picture “Physical Changes in Boys at Puberty.” Ask the participants to describe the changes that occur in adolescent boys. Some points to include are written below.

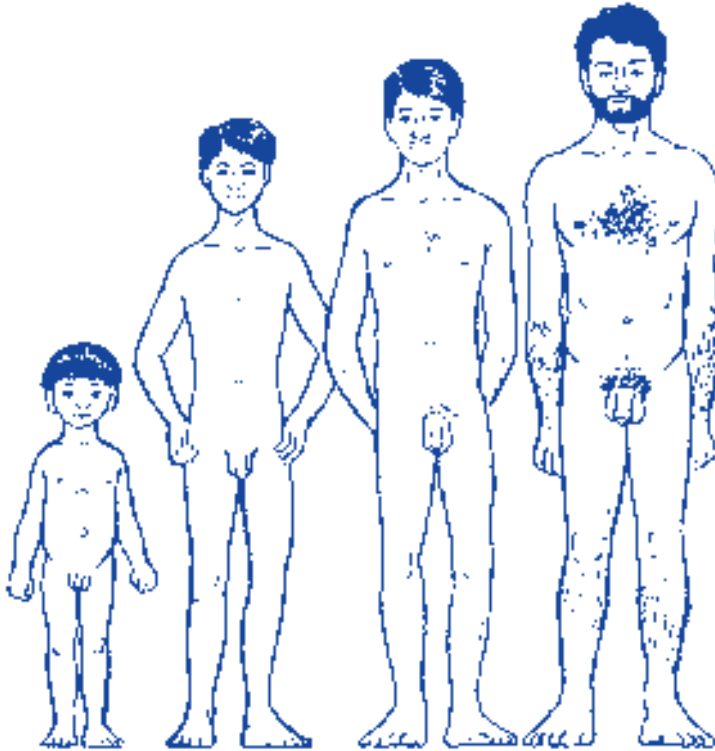
- **The size of the penis:** Boys have different sizes of penises. As a boy grows older, the size of the penis increases from a small and soft penis to a longer and wider penis. The size and shape varies from one man to another. When a man experiences an erection, the penis may vary in shape. It may stand upright, downwards, or bend to the left or to the right. A small penis may also in-

crease as much as, or more than, a larger-size penis during erection. It is important to note that the size or shape of a penis does not matter because it has no influence on a man's sexual ability or power. Therefore, every young man should feel proud of his body, including the penis, no matter the size or shape.

- **Erection:** An erection occurs when the penis hardens as a result of the flow of blood into the spongy tissues of the penis. An erection may happen when a man is sexually aroused, when the penis is stimulated and at any time of the day, including at night or early in the morning. Sometimes a man may have an erection even if he is not having sexual thoughts or feelings. An erection is a normal experience for young men and is nothing to be ashamed of.
- **Ejaculation:** Ejaculation occurs when blood flows into the penis that becomes erect and then semen is released. This can happen as a result of sexual activity, including masturbation. Semen and urine cannot be passed out at the same time. Before a man ejaculates, milky, clear liquid is released. This is called pre-ejaculatory fluid. This fluid also contains sperm and can cause a girl/woman to get pregnant. Some males believe that they must ejaculate each time they have an erection. Some even use this as an excuse for raping a girl/woman. This belief is false. You may decide to ignore an erection by getting busy with other activities, such as sporting activities, exercises, taking a shower, etc. The penis will not burst nor would any harm happen to you.
- **Nocturnal emissions/wet dreams:** "Nocturnal emissions" are also commonly known as "wet dreams." A wet dream is an involuntary ejaculation of semen while a man or male adolescent is asleep. Wet dreams are usually triggered by sexual dreams and fantasies and are common. However, it is also quite normal not to experience them. Some people hold on to myths such as "boys will get sick if they have wet dreams" or "boys will get sick if they do not have them." Others believe that boys who experience wet dreams require spiritual deliverance. There are no scientific proofs to these claims. Wet dreams are a normal experience.

Explain that we will explore emotional changes in the next session.

## PHYSICAL DEVELOPMENT IN THE BODY OF A MALE



- Growth spurts occur
- Long-bone growth stops
- All permanent teeth are in
- Skin becomes oily
- Shoulders broaden
- Muscles develop
- Larynx (voice box) enlarges, voice deepens
- Facial hair appears
- Underarm and chest hair appears
- Pubic hair appears
- Penis and testicles enlarge
- Sperm production begins
- Ejaculation occurs
- More perspiration occurs

2. Explain to participants that boys need to take special care of their bodies. Encourage them to brainstorm ways they should take care of their bodies. Examples may include:
- examining their bodies to see if there is any unusual growth or swelling, especially around the testicles. The testicles should be checked after a warm bath or shower. Roll each testicle between thumb and finger and feel for hard lumps or bumps. If there is any such lump, it should be reported to the doctor immediately.
  - pulling back the foreskin (for boys who have uncircumcised penis) and washing it well to prevent infections.
  - ensuring the right temperature for the testicles by avoiding tight clothing and nylon pants. Cotton pants and boxer shorts are more appropriate. The testicles require an appropriate temperature in order to produce healthy sperm.
  - regular bathing or showering and the use of anti-perspirant, if you can afford one, to prevent body odour.

## discussion guidelines

Encourage the group to ask questions they may have about anything that has been discussed in the session. Some people may be shy about asking questions, especially regarding this personal topic. If this is the case, you can ask everyone to write a question on a piece of paper, collect the questions in a box or basket and read them aloud. Ask them not to write their names. If they cannot write, ask them to invite you to listen to their question quietly or get a friend from the group to write it for them. They can also write their questions in the local language.

Additional questions for discussion can be:

- Which physical changes of puberty are the most difficult to deal with?
- What significance does menstruation have in your culture?
- How can you cope with the various changes going on in your body?
- Where can you get help if you need to talk to someone outside the classroom situation?

## ideas for action

Ask the participants to talk with any elder in the family about:

- When and how did she/he learn about puberty?
- What physical changes of puberty were the most difficult to deal with?

## **FREQUENTLY ASKED QUESTIONS ABOUT MENSTRUATION**

### **Q. When does a girl start menstruating?**

A. Usually, menstruation begins between the ages of 9 and 14. However, some girls may start later. Menstruation is not shameful and is a normal part of development.

### **Q. How long do periods last?**

A. Usually the menstrual period lasts two to five days. However, two to six days is normal. Menstruation usually occurs every 28 days, but this can vary and it can occur between every 22 to every 36 days.

### **Q. I am 12 years old. I started having my period four months ago, but it does not occur regularly. Is something wrong with me?**

A. The first few periods are often very irregular. It is common to skip several periods or to have periods very close together. A regular menstrual pattern will gradually be established.

### **Q. I am 18 years and have not started menstruation. Should I be concerned?**

A. Yes, you should consult the doctor to find the cause of delay.

### **Q. Why is the menstrual flow heavy at times and light at other times?**

A. For each girl, the duration and amount of menstrual flow become fairly constant. It is normal for menstrual flow to be heavy during the first few days and then become lighter. If one has a sudden change in the menstrual pattern, one should consult a doctor.

### **Q. What does it mean if I miss my period?**

A. Missing a period may mean one is pregnant. However, many factors may also cause missed or irregular periods, including stress (Examples include: approaching exams, loss of a close relative, weight loss, sickness, change of environment, etc.).

### **Q. What causes pain during menstruation?**

A. During periods, many women have discomfort or pain. This pain is due to contraction (spasms) of muscles of the uterus. It can be relieved by using an analgesic, such as aspirin or acetaminophen. If it becomes intolerable and keeps one away from normal work, one should consult a doctor.

### **Q. Do men get menstrual pains?**

A. No, men do not menstruate because their bodies function differently than women's and they do not have a uterus.

# Emotional Changes and Social Pressures at Puberty

## objectives

**By the end of the session, participants will be able to**

- describe changes in our emotions and feelings at puberty,
- describe the social pressures that influence their lives at puberty, and
- identify ways of coping with changes at puberty.

## time



## materials needed

- Flipchart, markers, chalkboard, chalk
- Five labels marked A through E (see Activity 2 below)
- Masturbation Quiz
- Identifying Feelings sheet
- Sample letters for advice for girls and boys
- Akpan's story

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Remind the girls and boys about the last session on puberty. Explain that, as our bodies change during adolescence, we also experience changes in our feelings. Ask the girls and boys what kinds of changes they experience at this time. Write the answers on a flipchart.

Answers can include the following:

- We feel confused and anxious about changes in our bodies and mind.
  - Our emotions change rapidly – we feel moody.
  - We are interested in different things than we used to be.
  - We want to spend more time with friends than with family members.
  - We have an increasing desire to be independent.
  - We feel that no one understands us.
  - We feel sexual attraction.
  - We think more about the future.
3. Affirm that it is normal to experience these feelings, including anxiety and confusion, about all the changes going on in our bodies and our minds. Emphasize that it is important to talk about these feelings with a trusted adult (e.g., a relative, counsellor or doctor).

## activity 2

1. Explain that now you want the group to spend some time talking with one another about the different feelings they are experiencing. Put the labels A, B, C, D and E on different walls and in different corners of the room. Explain that



you are going to read out a statement and then five different feelings (A through E) about it. Read the first statement in the “Identifying Your Feelings” sheet. Once the feelings (A through E) are read, ask participants to choose a wall or corner that is closest to how they feel about the statement and stand there. When everyone has chosen a place, ask them to find a partner to share feelings on this topic. Both partners should share their feelings on the topic.

2. Once people have shared their feelings with one another, bring participants back to the centre. Read all the comments on the sheet and repeat the above instructions for each statement. Affirm that not everyone has the same experience.

## **discussion guidelines**

### 1. Exploring feelings

- What pleasant feelings have you experienced as a teenager?
- What difficult feelings have you experienced?
- What have you done with these feelings? Did you talk to anyone about them? If yes, what did she/he say?
- What are some of the reasons why these changes in emotions occur? (Answers will include hormones, new pressures, sexual maturity and changes in responsibility.)
- Would you like to be several years younger again? Why or why not?
- Would you like to be several years older? Why or why not?
- Are a person’s feelings ever wrong or bad? (Remember the module on Feelings. The answer is “No.” It is what we do with our feelings that is important.)

### 2. Exploring Pressures

Explain that many feelings we experience at this stage of life are due to new pressures. Brainstorm the extra pressures that are experienced during this period of life. Some may be:

- Pressure to have a boyfriend or not to have a boyfriend
- Pressure to follow peers or to conform to peer norms
- Pressure to be attractive and fashionable
- Pressure to drop out of school
- Pressure to get married
- Pressure to control our behaviour
- Pressure to do chores
- Pressure to stay indoors
- Pressure to engage in sexual activity
- Pressure to smoke, do drugs or drink alcohol

Discuss what we can do about such pressures. Add more. Ask them to think of what causes these pressures. (Examples include: the mass media, family, community and school.)

Ask participants if they have ever read or heard about letters young people write to newspapers or magazines for advice. Explain that you have some letters you would like to read to them. Read the sample letters for advice.

### discussion guidelines

1. Have the participants share their reactions or answers to the letters. Have they known friends or relatives who feel this way? What do they think of such feelings?
2. Explain that during puberty, both girls and boys develop sexual desire. This means we want to be close physically to another person. We may experience physical responses such as rapid heartbeat and warmth in the sex organs. It is normal to experience these sexual feelings and to have the desire to be loved and to be touched by someone. Again, the issue is, "What decisions will we make about these feelings." We are responsible for the decisions and actions we make. Explain that we will explore the issue of sexual decision-making in Session Three of this module.
3. Tell the participants that our sexuality is a natural part of life. It is a way to share pleasure and closeness. Explain that there are many ways to be close physically. Ask the participants if they can think of any of these. (Examples include: holding hands, kissing, hugging and sexual intercourse.) Point out that having sexual intercourse can result in pregnancy, which can prove very harmful for the girl's health, education and future plans. (They will learn about this in the next session.) The boy who makes a girl pregnant may also have to leave school and get a job in order to take care of the girl and baby. Indicate that boys and girls have the right to information and services to achieve good sexual health.
4. Explain that our sexual feelings can be regulated. Both girls and boys can decide when to act on their sexual feelings and when not to. Explain that it is possible to be close to someone without having sexual intercourse. Discuss how to handle sexual or romantic feelings without engaging in sex. Discuss alternative expressions for sexual energies, such as sports, clubs, etc.
5. Explain that girls and boys may find themselves physically attracted to the same sex. Tell them that this is part of the process of achieving sexual identity.
6. Encourage the participants to ask questions. Allow them to write anonymous questions if they do not feel comfortable asking them in front of the others.

## **activity 3**

Ask participants if they have ever done something they didn't really want to do because "everyone else was doing it." Encourage them to share stories if they feel comfortable doing so, or ask them to share stories about other people they know. Explain that young people usually feel pressured to act and think in certain ways by friends, family, the media, religious leaders, etc. Affirm that the decision to engage in any behaviour or activity should be based on individual beliefs, respect and value of personal feelings, morals and values. Read Akpan's story and encourage discussion based on the guidelines.

## **discussion guidelines**

1. What will you do if you find yourself in a situation where most males at your place of work or vocational centre harass girls and encourage you to join them, but you don't want to because you feel it is wrong?
2. Remind them about assertiveness skills and encourage them to act role-plays demonstrating how they would react to pressure to harass girls. Encourage both boys and girls to take turns in harassing and in being the victim. Ask the actors how they felt.

## **activity 4**

1. End the session by discussing masturbation.
2. Ask participants to explain, in their own words, the meaning of masturbation. Explain that masturbation is touching, fondling and playing with your own genitals to get sexual pleasure. Explain that it is common for boys/men and girls/women and that it is not physically or emotionally harmful, unless people feel particularly guilty due to religious or cultural taboos or people get infected due to dirty hands or objects. Talk about taboos against it.
3. If the group is relatively comfortable with the topic, ask them:
  - Why do people masturbate?
4. List the reasons and discuss. (Some answers might be satisfaction or to relieve tension.) Reinforce the idea that it is a normal part of our sexuality.
5. Conclude by conducting the masturbation quiz. Divide participants into two groups. Ensure that there is equal representation of boys and girls in each

group. Read aloud a statement about masturbation and let each group answer whether the statement is true or false and then discuss the responses of each group.

### **ideas for action**

Ask the participants to talk with one elder in their family about:

- What emotional changes did she/he experience during puberty?
- Was it easy or difficult to handle these emotional changes? Why?

To end the session, ask the participants, “What do you know now that you didn't know when you came here today? What will you do with this new information?”

## **IDENTIFYING FEELINGS WORKSHEET**

1. When I think about how things are between my parent or parents and me, I feel:

- a. real good – things are fine.
- b. just OK – things are not great, but not too bad either.
- c. pretty bad.
- d. miserable – it couldn't get worse.
- e. (any other feeling).

2. Now that I am older, I seem to feel a lot more \_\_\_\_\_ than I used to.

- a. nervous
- b. angry
- c. depressed
- d. happy
- e. (any other)

3. When I think about my best friend or friends, I feel:

- a. anxious about our relationship.
- b. really good – things are good between us.
- c. jealous of other people they relate with.
- d. angry that things between us have changed.
- e. (any other).

4. When I think about going out with or dating someone I really like, I feel:

- a. excited.
- b. nervous.
- c. turned on.
- d. scared.
- e. (any other).

5. One of the most powerful feelings I have ever experienced is:

- a. fear.
- b. anger.
- c. love.
- d. joy.
- e. (any other).

**SAMPLE LETTERS FOR ADVICE**  
**(Written by Girls)**

*Dear Aunty*

*I have tried to get rid of the pimples on my face, but nothing seems to work. I am only 15, and I look awful. What can I do?*

*Rosaline*  
*(not my real name)*

*Dear Aunty*

*My breasts have begun to develop but one is larger than the other one. What can I do?*

*Patricia*  
*(not my real name)*

*Dear Friend,*

*I am 13 years old. I love to see films with my friends. I especially like romantic stories. I imagine I am right up there on the screen. Lately, I seem to be getting feelings inside I never had before. I think of kissing like in the movie, and I feel strange. I am worried that something is wrong with me. What should I do?*

*Jane*  
*(not my real name)*

**SAMPLE LETTERS FOR ADVICE  
(Written by Boys)**

Dear Friend

I heard that if a boy gets sexually excited and does not have sex, the sperm will keep accumulating and he may have headache or backache or become impotent.

Is this true?

John

(not his real name)

Dear Friend

Sometimes I dream about a girl, and when I wake up, my bed gets wet. A friend told me that I need to go for special prayers (deliverance) because the girl I dream about is my "spiritual wife." Am I normal? Do I need to go for special prayers? Please respond urgently.

Udoh

(not his real name)

Dear Friend

I have a small penis, and this makes me feel sad. Is there something I can do about it?

James

(not his real name))

### MASTURBATION QUIZ

#### True or False Answers

At one time, there was a great deal of concern about masturbation. Many people thought it caused serious health and sexual problems, and it was regarded as sinful. While some of these attitudes and beliefs have changed today, there is still a lot of misinformation and misunderstanding about masturbation. The questions below are intended to find out how much you know about masturbation and give you a chance to express some of your own feelings about it. Mark each of the following statements true or false:

- T/F 1. Most boys masturbate, but very few girls masturbate.
- T/F 2. If you masturbate too much, your adult sex life will be affected.
- T/F 3. Most people stop masturbating after they get married.
- T/F 4. People who masturbate too much are tired and irritable most of the time.
- T/F 5. Masturbation is considered more acceptable today than it used to be. Still, it is common for people who masturbate to feel guilty about it.
- T/F 6. Masturbation can cause pimples, acne and other skin problems in teens.
- T/F 7. People who masturbate too much when they are young may, as a result, have mental problems when they get older.
- T/F 8. People always masturbate alone.
- T/F 9. When they are masturbating, some people imagine themselves participating in sexual acts they would consider strange at other times. Such fantasies are normal and do not mean that the people are going crazy or will ever try such acts in real life.
- T/F 10. If a penis is touched a lot, it will become permanently longer.

(See Answer Sheet, next page)



## **MASTURBATION QUIZ: ANSWER SHEET**

1. Most boys masturbate, but very few girls masturbate. FALSE
2. If you masturbate too much, your adult sex life will be affected. FALSE
3. Most people stop masturbating after they get married. FALSE
4. People who masturbate too much are tired and irritable most of the time. FALSE
5. Masturbation is considered more acceptable today than it used to be. Still, it is common for people who masturbate to feel guilty about it. TRUE
6. Masturbation can cause pimples, acne and other skin problems in teens. FALSE
7. People who masturbate too much when they are young may, as a result, have mental problems when they get older. FALSE
8. People always masturbate alone. FALSE
9. When they are masturbating, some people imagine themselves participating in sexual acts they would consider strange at other times. Such fantasies are normal and do not mean that the people are going crazy or will ever try such acts in real life. TRUE
10. If a penis is touched a lot, it will become permanently longer. FALSE

### **Akpan's Story**

One of my colleagues at work looked at me one day during lunch break and said, "You're not still a virgin are you?" I looked at him, too shocked and embarrassed to respond. "Why did you say that? I finally asked." "Because, you are the only man in this office who doesn't seem to be interested in girls. You have five beautiful girls working under you in your department, yet you haven't made a pass at any of them. You need to behave like a man," he said. And just at that point, another male colleague who was listening, said, "I'll tell you what to do. Girls like to play 'hard to get;' therefore, you need to play along with them. First, you start with the 'pleasure touch,' playfully slap her on the buttocks and give her a friendly hug each time you see her. Next, share jokes about her looks. Do not be discouraged if the girl feigns anger. It's all part of the playing hard-to-get game. She enjoys every bit of the attention." At that point, one of the girls in my department walked in. My friend whistled suggestively and nudged me to make a move. "Come on, do something; act like a man," he said.

# Sexual Decision-Making

## materials needed

- Flipchart, markers, coloured pencils/crayons, pens or pencils, chalkboard, chalk
- “Facts and Myths About Sexuality” handout
- “Tips for Sexual Decision-Making” handout
- “Reasons Why Teens Do or Do not Have Sex” handout. (See next page, Activity 2)
- “Joseph and Rosemary” scenario

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Inform participants that the topic will focus on issues around decisions we make that affect our sexuality. Ask participants to explain the meaning of sexuality. Explain that sexuality refers to every aspect of our lives as males and females. This includes our relationships, affection and intimacy, how we feel about our bodies and ourselves, touch, caring, personality, emotions, feelings, etc. Explain that the narrow definition of sexuality is usually limited to sexual relationships, namely kissing, intercourse, sexy clothing, etc.
3. Ask the participants to talk about popular beliefs and norms about sexuality; probe “shoulds and should-nots” surrounding sexuality. Are there differences for girls and for boys?
4. Conduct the Fact or Myth Quiz. Inform them that in this activity we will explore a broader understanding of sexuality.
5. Ask participants to explain the difference between sexual intercourse (sometimes referred to as sex) and sexuality. Tell them that sexual intercourse is the insertion of the penis of the male into the vagina of the female.

When a man and woman have sexual intercourse, millions of sperms are ejaculated from his penis into the vagina. Clarify that sex means male or female.

- What are other ways to express our sexuality with those to whom we are attracted?
- What are the advantages and disadvantages of these expressions of sexuality?

## objectives

**By the end of the session, participants will be able to**

- describe sexuality in broad terms,
- distinguish between myths and facts regarding sexual intercourse, and
- identify reasons why adolescents choose to have sex and why they choose to abstain from sex.

## time



### discussion guidelines

Did everyone agree on each statement?

Go through the answer sheet and discuss:

- Are there any myths you believed were truths?
- Are there any truths you believed were myths?

Clarify the correct position on each statement, using the Facts and Myths About Sexuality Answer Sheet as a guide.

### activity 2

1. Explain that one of the hardest decisions that adolescents have to make is whether to have sexual intercourse. Ask the group to brainstorm all the reasons for having intercourse as a teenager and all the reasons for waiting or deciding not to have intercourse. List the reasons on a flipchart in two columns. Use the sheet, “Reasons Why Teens Do or Do Not Have Sex,” if necessary.
2. Go through the lists and evaluate how strong or weak each reason is. Use a rating of one to three, one for not a very good reason, two for a fairly good one and three for a very good reason.

### discussion guidelines

- What are the best reasons for having sexual intercourse?
- What are the best reasons for waiting or deciding not to have sexual intercourse?
- Can someone who has decided to wait change her/his mind? Why? What about the reverse? Can someone who has previously had sexual intercourse decide to stop for now?
- What would happen to someone who says, “I want to wait”?
- What does someone need to know if she/he is going to say “no” to sexual intercourse? (Answers would focus on: feeling good about themselves, being assertive, possibly not being so popular and combating peer pressure.)

## activity 3

### SAMPLE SCENARIO

Read the brief scenario:

John, James and Dickson are talking about John's girlfriend, Janet. James and Dickson feel that it is time that John proves his masculinity and that tonight he should have sexual intercourse with Janet. John thinks about it for awhile and finally agrees that tonight should be the night.

James: Hey, John, how far have you gone with Janet?

John: Not very far.

Dickson: What? You haven't done "it" yet?

James: Are you afraid? Aren't you man enough to have sex with her?

Dickson: Maybe he doesn't have the guts to do "it."

John: Tonight I shall prove my manliness by having sex with Janet.

## discussion guidelines

- What has influenced John's decision? What beliefs? (Masculinity.) What pressures? (Peers)
- Has a decision been made?
- Who has made it? (The two boys pressured John into the decision.)
- Who is left out of the decision? (Janet.) Use these questions to explore the issue of "decision-making" and how often boys/men make their own decisions without any consideration of the partner/girl involved.
- What could John's response have been if he felt he did not want to have sex?
- What would have been a response that was more respectful of Janet even if John did want to have sex?

Explain the difference between unilateral decision-making (when one party makes a decision and tries to impose it on the other party) and consensus (when both parties to the decision are involved in the process together without violence or manipulation).

## activity 4

In a large group, read the scenario "Decisions for Joseph and Rosemary." Draw the chart on a flipchart, discuss the following questions and fill out the chart together. (The group may identify more than three options.)

## discussion guidelines

- What are some of the options available to Joseph and Rosemary?
- What are some of the consequences of each action?
- What factors should they consider? How should these factors influence your decision-making?

## ideas for action

Suggest that the participants take time to sit alone and think about many ways that feelings of love and affection can be expressed without even having sex; e.g., by caring deeply for someone special, by feeling warm and happy with a special person, and by having all ones senses alive and awake. Hand out the “Tips for Sexual Decision-Making” and have participants share them with friends and others they love and trust.

## Reference Notes for Facilitator: Sexuality

According to the World Health Organization, sexuality is a central aspect of being human throughout life and encompasses sex; gender identities and roles; sexual orientation, including same-sex and opposite-sex relationships; eroticism; pleasure; intimacy; and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.

Sexuality is understood to be part of the totality of being a person. This includes all aspects of human beings that relate specifically to being a man or woman. Sexuality is a life-long experience from conception to death; therefore, sexuality is essential to human health and well-being.

In simple terms, sexuality is a broad term that addresses the totality of our being as male or female. It includes our physical or biological make-up, what we feel and do, our relationships and rights, social rules and norms existing for the spectrum of gender, our capacity to enjoy life without risks, knowing about the benefits of family planning and contraception, knowing how to prevent infections and diseases, knowing how to prevent or deal with harassment or abuse, etc. It encompasses every aspect of our lives as females and males.

Learning about sexuality helps us to acquire factual information about ourselves as females and males. It helps us to form positive attitudes, beliefs and values. It helps us to develop skills for taking care of our health and coping with the challenges of growing up.

### Tips for Sexual Decision-Making

1. Spend some time alone thinking about your values and ask yourself, “Does my sexual behaviour reflect my values?” Whenever you are with peers or friends who try to influence you to make a sexual decision that goes against your values or what you feel comfortable with, stay true to yourself and don’t go against your own values – trust yourself!
2. Remember the potential consequences of your sexual decisions! It is too late to think about pregnancy, STIs and HIV/AIDS after you have put yourself and another person at risk for these.
3. Anticipate situations in which you may have to make a sexual decision. You already know what times and places you may find yourself needing to make a sexual decision. Do not wait until that time to decide! Go into a potentially sexual situation with your thoughts and values in mind.
4. You are not the only one making the decisions about your sexual activity; one-half of the decision belongs to the person you are thinking of being sexual with! So talk with that person, and listen to the other person’s thoughts and feelings. You are not weak if you say “No” to a boy/man/girl/woman; you are actually much stronger.
5. Do not be afraid to question others who try to change your mind about your sexual decisions. Talk to your friends and peers about what you feel. You can be a positive influence on your friends by getting them to question their own values and sexual decisions.

### FACT OR MYTH QUIZFACTS AND MYTHS ABOUT SEXUALITY

Respond to each of the following statements with the word “fact” or “myth.”

1. It is possible to have a sexually transmitted infection (STI) and not even know it.
2. Both men and women have a right to say “no” to sex any time.
3. Big penises mean better sexual performance.
4. Males need to have sex to keep good health.
5. Once a boy gets really excited and gets an erection, he has to go all the way and have intercourse or it will be harmful.
6. Alcohol and other addicting drugs make it easier to get sexually aroused.
7. Sexual intercourse is really the best way to express your love for someone.
8. Women do not have orgasms, so when the male reaches orgasm, the sex is finished.
9. All men can be sexually aroused by a woman, and all women can be sexually aroused by a man.
10. Sexual activity is only for the purpose of having a baby.
11. If a man does not ejaculate, sperm will collect, and his penis or testes will burst.
12. Wet dreams happen because men are not having sex when they should.

### Additional Information About Orgasm

Both males and females feel sexual desire and need, but the ways they achieve sexual satisfaction can be different. When the penis and the clitoris are sufficiently stimulated, orgasm will occur. An orgasm consists of a series of muscular contractions in the sex organs. These are felt as a throbbing sensation, which spreads through the whole body, causing a feeling of intense pleasure followed by one of relaxation. At the moment of the man’s peak of sexual excitement, semen will come out of his penis. Nearly every woman can reach orgasm through stimulation of the clitoris alone. Women also have orgasms through vaginal stimulation. One partner may reach orgasm before the other, and orgasm may not occur every time.



**FACT OR MYTH QUIZ: ANSWER SHEET**

1. It is possible to have a sexually transmitted infection (STI) and not even know it.  
**FACT.** Some STIs have easily recognizable symptoms; others may have no symptoms at all.
2. Both men and women have a right to say “no” to sexual activity any time.  
**FACT.** The decision needs to be made each time a person is thinking of having sex with someone. A person has the right to say “no” if she/he does not want to be sexual with a person. This is true even if they have already been sexual with that person.
3. Big penises mean better sexual performance.  
**MYTH.** Penis size has nothing to do with a boy’s/man’s masculinity or his sexual ability.
4. Males need to have sex to keep good health.  
**MYTH.** It is normal and healthy for both males and females to have sexual feelings and desire to express them, but neither males nor females need to have sex to be healthy.
5. Once a boy gets really excited and gets an erection, he has to go all the way and have intercourse or it will be harmful.  
**MYTH.** An erection does not have to end in sexual intercourse. Occasionally, a boy might feel some discomfort if he is sexually excited for an extended period of time. This will disappear when he is able to relax by bathing, exercising, playing games, engaging in sports or learning to play a musical instrument or if he masturbates.
6. Alcohol and other addicting drugs make it easier to get sexually aroused.  
**MYTH.** They have exactly the opposite effect. Alcohol and other drugs may increase desire and reduce inhibitions (make you feel freer but worsen judgment), but they decrease the flow of blood to the genital area and make it more difficult for males to have an erection and more difficult for males and females to experience orgasm. More importantly, they can make people feel that it is okay to do things they would not ordinarily do sexually, such as have sexual intercourse or not protect themselves against pregnancy, STIs and HIV infection.
7. Sexual intercourse is really the best way to express your love for someone.  
**MYTH.** There are hundreds of ways to show you care about or love someone without physical intimacy. In addition, sexual activity includes a range of physical intimacy, including holding hands, hugging, kissing, touching, etc. Sexual intercourse is only one type of sexual activity and only one way to express love.

8. Women do not have orgasms, so when the male reaches orgasm, the sex is finished.

**MYTH.** Women do have orgasms. It may take some sensitivity and patience on the male's part to learn how to be sure that the female experiences orgasm, especially if he is extremely excited. Males generally achieve orgasm faster than females, so it is important that the male knows how to arouse the female and wait until she reaches orgasm. Communicating likes and dislikes is important to ensure that sexual relations are satisfying for both the male and the female.

9. All men can be sexually aroused by a woman, and all women can be sexually aroused by a man.

**MYTH.** Each person's sexuality and sense of sexual attraction is different. People are sexually excited by a variety of different types of people. Though a man can be aroused by a woman he finds attractive, other men are not aroused by the same woman or by women at all. Conversely, most women can be excited by a man whom they find appealing, but some women may not find that same man, or any man, sexually attractive.

10. Sexual activity is only for the purpose of having a baby.

**MYTH.** Sexual activity consists of a wide range of sexual expression. There are many kinds of sexual activity that do not result in pregnancy. It is a very personal decision that the couple must make about when, how and why they will be sexual. If there is open communication and mutual respect, sexual expression can lead to greater trust, caring and intimacy between two people. Sexual intercourse may result in pregnancy, but it doesn't have to if contraceptive devices such as the condom are used. A condom, if used properly, can also protect against STIs, including HIV.

11. If a man does not ejaculate, sperm will collect and his penis or testes will burst.

**MYTH.** This is not true. The body takes care of sperm automatically since they die after a certain period of time. This does not cause bursting of the penis or testes.

12. Wet dreams happen because men are not having sex when they should.

**MYTH.** Wet dreams are usually triggered by sexual dreams and fantasies and occur due to involuntary ejaculation of semen during sleep. They are normal and are not related to how sexually active a person is.

### REASONS WHY TEENS HAVE SEX

- To stop pressure from friends/partner
- To communicate loving feelings in a relationship
- To avoid loneliness
- To get affection/to feel loved
- To receive and get pleasure
- Believe that everyone is doing it
- To show independence from parents and other adults
- To hold onto a partner
- Do not know how to say “no”
- Feel sex is all they have to offer
- To prove one is an adult
- To become a parent
- To satisfy curiosity and experiment
- Nothing better to do
- Media messages make it seem glamorous
- Have not consciously decided not to have sex
- Are married

### REASONS WHY TEENS DO NOT HAVE SEX

- To follow religious beliefs or personal or family or societal values
- Understand that a pregnancy would interfere with life goals, hopes and dreams
- To avoid STIs and HIV infection and pregnancy
- To avoid hurting parents
- To avoid hurting reputation
- To avoid feeling guilty
- To look for the right partner
- Not ready
- To wait for marriage
- Have considered the consequences and decided not to take the risk

**Scenario and Worksheet**

**DECISIONS FOR JOSEPH AND ROSEMARY**

Joseph and Rosemary have been dating for about six months and have been talking about having sex for the first time. They are each 17 years old and really care for each other.

What are some of the options that they might pursue?

Options	Possible Outcome		Factors to Consider
	Positive	Negative	



# reproduction

This module discusses the male and female reproductive systems and processes, including how pregnancy occurs. Participants will also learn about male and female fertility. They will discuss and learn how early childbearing affects their health and future lives and how unwanted pregnancies can be avoided by use of various contraceptive methods. The meaning of Safe Motherhood and details of essential and emergency care during pregnancy and after delivery are discussed in detail through various activities. The participants also learn how to take care of the newborn and what are the optimal breastfeeding practices.

## Module Overview

### sessionone

#### How a Baby Is Created

(2 hours)

Use big charts to present male and female reproductive organs and their functions, including how pregnancy occurs and what is male and female fertility..

### sessiontwo

#### Having a Baby Before Age 20

(2 hours)

Discuss and assess the risks and consequences of early childbearing.

### sessionthree

#### Having Children by Choice, not by Chance

(2.5 hours)

Present various family planning methods, including demonstration of correct use of condoms.

### sessionfour

#### Safe Motherhood

(2 hours)

Discuss what Safe Motherhood is and explain special needs of a woman before and during pregnancy and after childbirth. Explain how obstetric emergencies can be recognized by warning signs and the importance of taking the woman to a hospital immediately..

### sessionfive

#### Care of the Newborn and Breastfeeding

(2 hours)

Describe essential care of the newborn and explain optimal breastfeeding practices.

# How a Baby Is Created

## objectives

**By the end of the session, participants will be able to**

- describe how male and female reproductive systems function, and
- distinguish common myths from truths among adolescents about preventing pregnancy.

## time



## materials needed

- Posters of female and male reproductive systems
- Poster of “How Pregnancy Happens”
- An egg and an empty bowl
- Chalkboard and chalk
- Male and Female Fertility answer sheet
- True/false game on pregnancy

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Remind the participants about the last two sessions on physical and emotional changes during puberty. Recall that puberty is the time when a girl develops into a woman and a boy develops into a man, and they become physically capable of having children.
3. Ask the participants what they have been told or heard about how pregnancy occurs or how babies are made. Listen to their answers carefully.
4. Tell the participants that it is important to know and understand how female and male reproductive organs work. Show the poster of the female reproductive system. Talk about the internal reproductive organs and explain the purpose of each. Then talk about the external organs and explain the purpose of each. Explain the release of an ovum. Encourage questions.
5. Show the poster of the male reproductive system and talk about the purpose of each organ. Encourage questions.
6. Show the poster on how pregnancy occurs and talk about sexual intercourse and fertilization of the egg. Explain that it is the male sperm that determines whether the fertilized egg will develop into a male or female baby.
7. Discuss the following questions with the participants with the help of the answer sheet on Male and Female Fertility.
  - What does “fertility” mean?
  - When does a woman become fertile, and what is the pattern of her fertility?
  - When does a man become fertile, and what is the pattern of his fertility?

## discussion guidelines

1. Encourage the participants to ask questions. They can write down questions that they don't feel comfortable asking out loud. These questions can be put in

a “Question Box,” and you can pull them out and answer them one by one. You may not know answers to some questions. Tell the participants you will ask a nurse or doctor and answer these questions the next time you meet. It’s important that the participants have accurate information.

## **activity 2**

### **Signs of Fertility in Females**

1. Tell the group that sometimes girls can see a whitish or clear fluid on their underpants or experience a feeling of wetness around their vagina. This fluid or wetness is called a “secretion.” Secretions happen every day but are more noticeable on some days of the menstrual cycle. Tell the group that having secretions does not mean that a woman’s vagina is dirty. Explain that women are most aware of their secretions during ovulation – when women are most fertile – because the secretions have more water in them at this time. This helps sperm travel through the uterus to meet the egg. Women may have thicker secretions during the rest of their cycle with less water. Some women have more secretions than others.
2. Crack an egg into a bowl. Take the egg white in the bowl and drip it from your fingers to show them what a secretion looks like when a girl’s/woman’s egg has been released and she is fertile.
3. Tell the participants that if they pay attention to their vaginal secretions, they can learn to recognize the days when they are fertile and what is normal for them. If they see anything different from the normal, they should consult a doctor/health provider. For example, yellow or strong smelling discharges from the vagina are often a sign of infection. If a girl or woman falls pregnant, she will not return to fertility until about a month after giving birth. If she exclusively breastfeeds her baby, fertility may not return until 4 to 6 months after birth. After menopause, when menstruation stops at about age 50, fertility no longer remains. She cannot get pregnant.

### **discussion guidelines**

Participants, especially girls, may be hesitant in asking more questions. Encourage them to do so. Then answer their questions in a simple manner or ask the participants to answer them.



### activity 3

Explain that we learn about sexuality and reproduction from our friends, media, older sisters and brothers or other relatives. Some of what we learn is true, and some is not. It is important to be able to tell the difference.

1. Ask the participants to think about things they've heard and to complete this sentence: "A girl cannot get pregnant if..." Take four or five responses. Have the group discuss whether they agree or disagree with each one.
2. Tell the group that you have a game about avoiding pregnancy. Divide into teams of five or six. Tell the teams that you will read a number of statements. Each team will say "true" or "false" for each statement. The team with the most points at the end wins.
3. Read the first statement. Ask each team to say "true" or "false." Give the correct answer and explanation. Give one point to each team that answered correctly. Continue through the list of statements.
4. Announce the team or teams that have the most points.

### discussion guidelines

1. Point out that ALL the statements about avoiding pregnancy were false, except the last two statements.
2. Check if there are questions about the statements or about becoming pregnant. Emphasize that it is natural to have sexual or romantic feelings. However, when deciding to have sexual intercourse, one must be aware of the risk of pregnancy. This decision is very serious.
3. Explain that the next two meetings will be about the risks of getting pregnant and how to prevent pregnancy with modern contraceptive methods.

To end the session, ask the participants, "What do you know now that you didn't know when you came here today?"

**Note:** *The facilitator may want to invite a local doctor for this session as the participants may have questions that the facilitator is either unsure of or not comfortable answering.*

## **ideas for action**

Ask the participants to try to explain what they learned today to a friend, sibling, parent or other relative. Trying to describe their new learning to others will also help them to better understand and remember what they have learned.

### Female Reproductive System

The parts of the female body that are involved in sexual intercourse, pregnancy and childbearing are called the reproductive organs. They include:

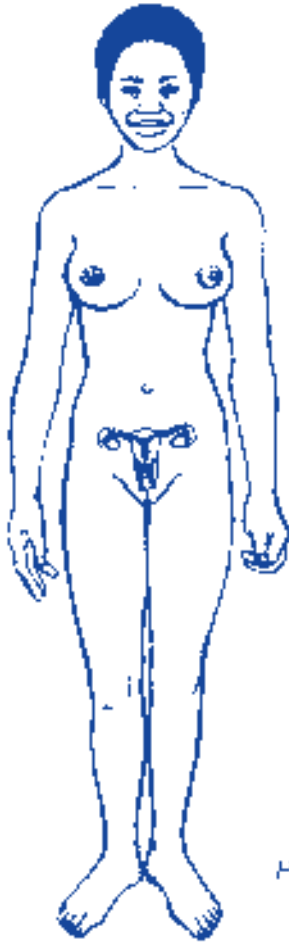
#### INTERNAL ORGANS

- The **ovaries** are oval-shaped structures in the pelvic region; contain 300,000 to 500,000 egg cells at birth; produce female sex hormones, oestrogen and progesterone; begin release of eggs at time of puberty. An **ovum** or egg is about the size of a pinhead; if not fertilized, it dissolves and is absorbed. Usually one is released monthly; if more than one egg is released, fraternal (non-identical) twin or multiple births may occur.
- The **fallopian tubes** are the passageway for the egg from the ovary to the uterus; this is where the man's sperm meets and fertilizes the egg.
- The **uterus** (or womb) is where a baby grows when a woman becomes pregnant. If a woman does not become pregnant, the uterus lining breaks and passes out of her body as blood through the vagina during the monthly menstrual cycle.
- The **cervix** is sometimes called the neck of the womb. It connects the womb to the vagina and normally has a small opening. Before a baby is born, the cervix opens up or dilates so the baby can pass through it and the vagina.
- The **vagina** is the channel between the womb and the outside of the body; canal through which a baby passes during childbirth (sometimes called the birth canal); passageway for the menstrual flow to the outside; place where man inserts his penis during sexual intercourse.

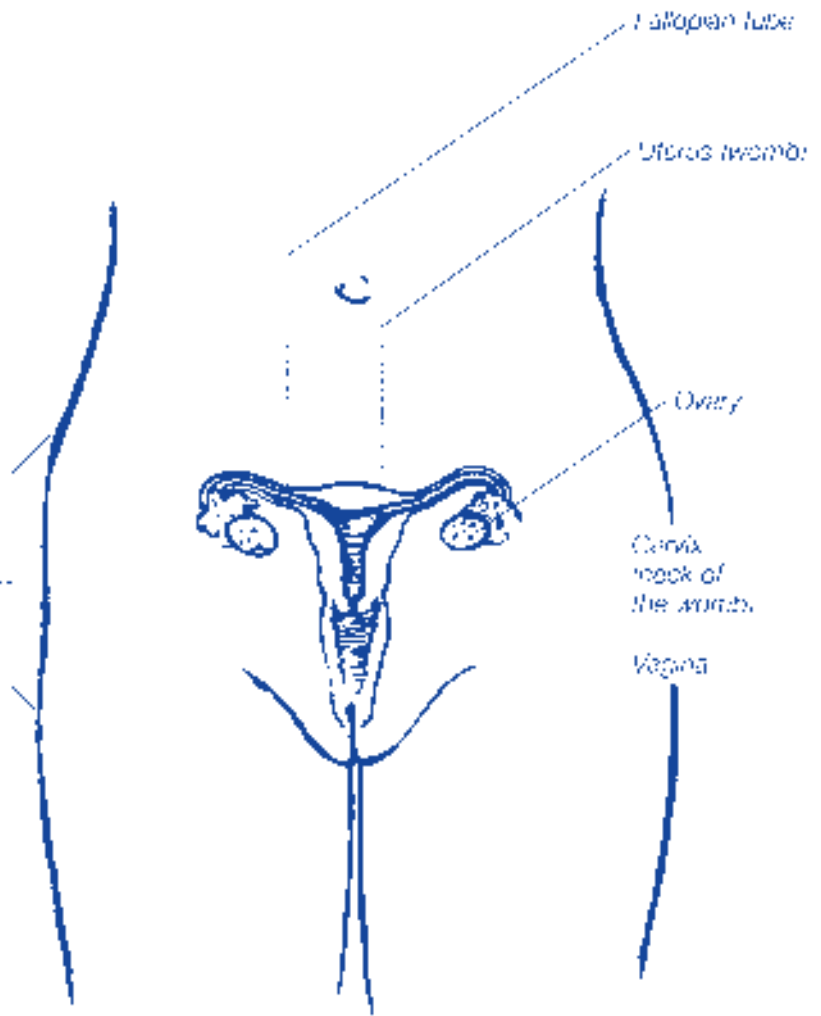
#### EXTERNAL ORGANS

- There are three openings in the genital area: the **urethra**, the **vagina** and the **anus**. The urethral opening is a small opening above the vagina for the passage of urine. The vaginal opening, which lies between the urethral opening and the anus, is the outlet for the menstrual flow. The anus (not part of the reproductive system) is the outlet for the expulsion of faeces.
- The **labia majora** and **labia minora** are two sets of folds on either side of the vaginal opening. They protect the clitoris and the urethral and vaginal openings.
- The **clitoris** is the small structure located above the urethral opening at the point where the labia meet; focal point of stimulation; brings pleasurable feelings when stimulated.

## THE FEMALE REPRODUCTIVE SYSTEM



Female



### Male Reproductive System

The parts of the male body that are involved in reproduction are called the reproductive organs. They include:

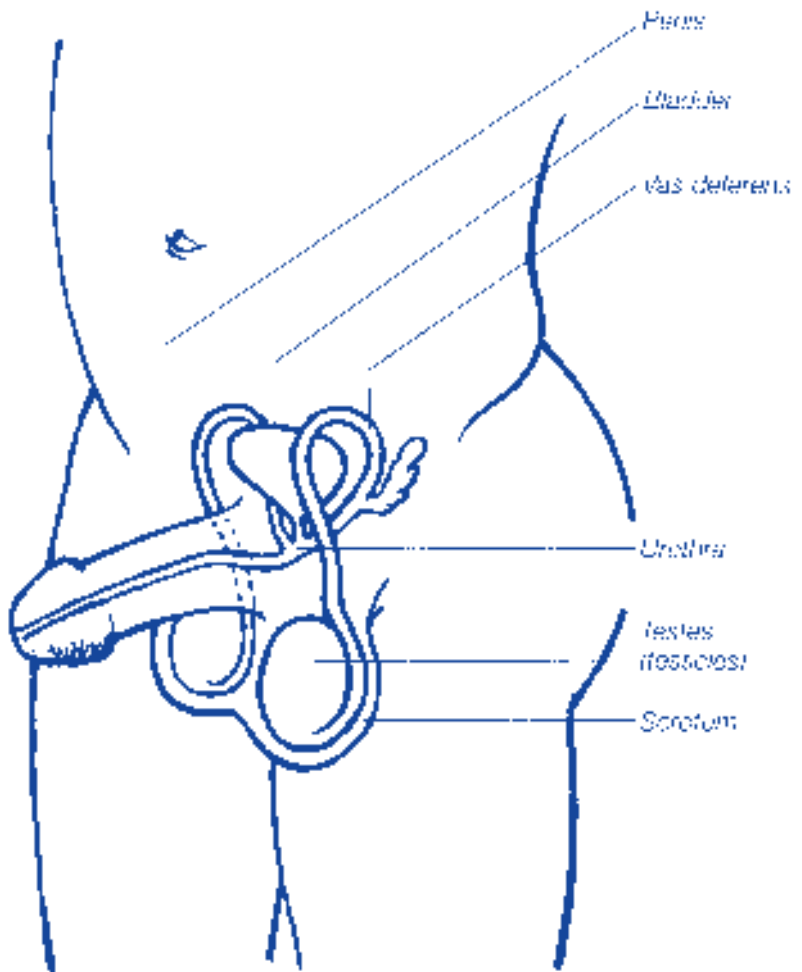
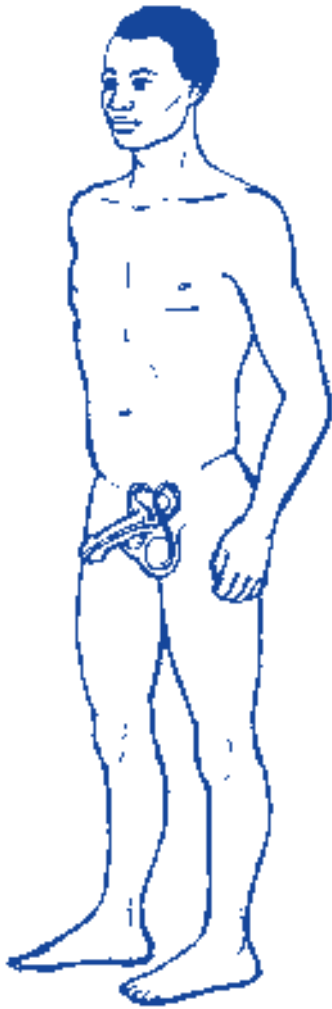
#### INTERNAL ORGANS

- The **vas deferens** (sperm tube) is the passageway for sperm, leading from the testicles and joining with the urethra. Sperm are the male sex cells; too small to be seen without a microscope; shaped like tadpoles (young frog or toad in its first stage of development); movement aided by lashing their tails. Production usually begins between ages 12 to 24. Total number per ejaculation is 200 million to 500 million, but only one can fertilize an egg. Semen, which is the fluid that contains sperm, passes out of the penis at the time of ejaculation.
- The **urethra** is the tube through which urine passes from the bladder to the outside of the body; it is closed to urine during ejaculation.

#### EXTERNAL ORGANS

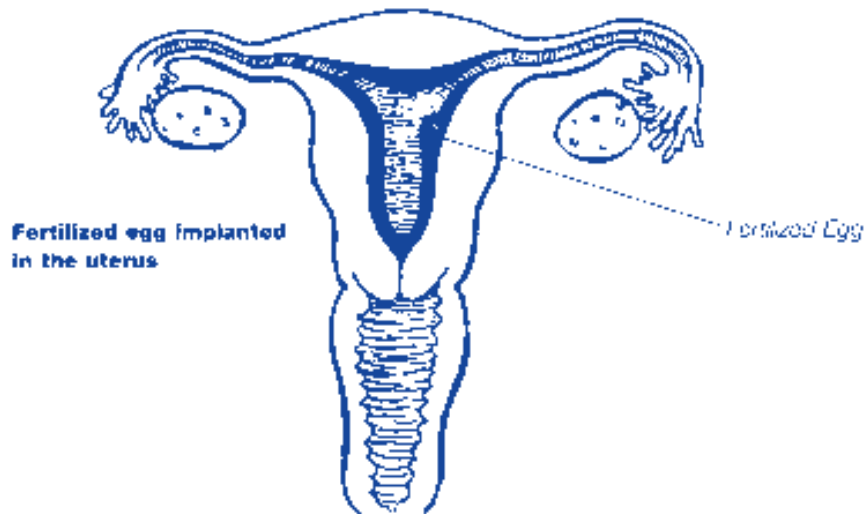
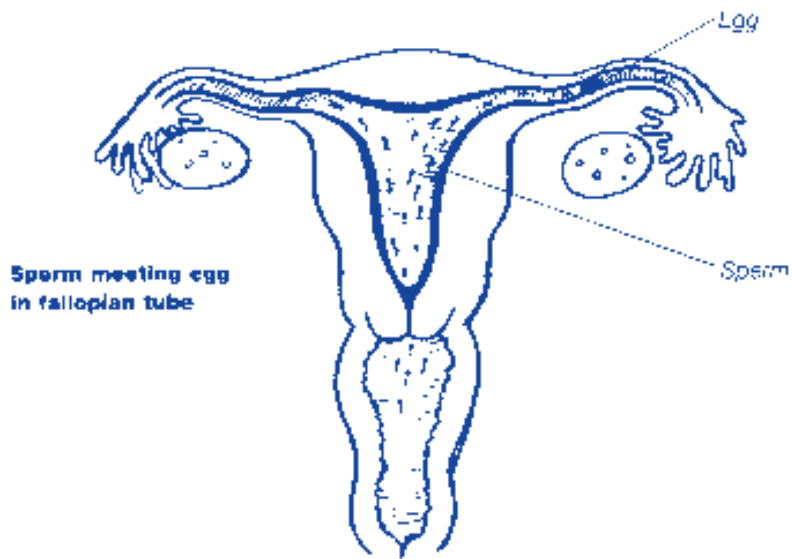
- The **penis** is the male organ for sexual intercourse; it places sperm in the woman's vagina during sexual intercourse. When a man is sexually aroused or his penis is stimulated, his penis becomes enlarged (an erection) and ejection or ejaculation of semen can occur. If a sperm meets an egg in the woman's body, she becomes pregnant.
- The **scrotum** is the pouch located behind the penis that contains the testicles or testes; protects the testicles; controls temperature necessary for sperm production and survival.
- The **testes** are two round glands that descend into the scrotum following birth; produce and store sperm starting in puberty; produce male sex hormone, testosterone.

## THE MALE REPRODUCTIVE SYSTEM



Sexual intercourse is the insertion of the penis of the male into the vagina of the female. When a male and female have intercourse, millions of sperm are ejaculated from the penis into the vagina. The ejaculated sperm swim up through the vagina into the uterus and through the fallopian tubes seeking an egg. If a mature egg is present, fertilization can take place. Although millions of sperm may be present, only one sperm can fertilize the mature egg. The fertilized egg moves through the fallopian tube and implants itself in the uterus, where the foetus will grow. If the egg is not fertilized, menstruation will occur. Women can become pregnant from the onset of menstrual periods until their periods stop at the age of menopause (around age 50). Keep in mind that you can become pregnant even the first time you have sexual intercourse if not using an effective family-planning method.

## HOW PREGNANCY HAPPENS





### True / False Game

You can't get pregnant if ...

1. you have not begun menstruating.

**FALSE.** Eggs may be released into the uterus before menstruation starts.

2. you are having menstrual bleeding.

**FALSE.** When girls start menstruating, their cycles are irregular, and eggs can be released into the uterus at different times.

3. you have sexual intercourse standing up.

**FALSE.** You can get pregnant in any position.

4. you urinate right after sexual intercourse.

**FALSE.** Urine passes through the urethra, so it does not remove any sperm in the vagina.

5. you cleanse your vagina (douche) after sexual intercourse.

**FALSE.** Sperm reach the uterus very quickly and will not be removed by vaginal cleansing.

6. you are under 12 years old and too young to get pregnant.

**FALSE.** Eggs can be released as early as 9 years old.

7. a male pulls his penis out of the vagina before ejaculating.

**FALSE.** Some sperm can be released even prior to ejaculation.

8. you are having sexual intercourse for the first time.

**FALSE.** Any time you have intercourse, you can become pregnant.

9. you have sexual intercourse with a man who assures you that you will not get pregnant.

**FALSE.** If a man releases sperm into your vagina, he cannot control whether it will cause you to become pregnant or not.

10. you have sex only during your periods.

**FALSE.** It is possible for a girl/woman to get pregnant at any time during her menstrual cycle. Females are able to get pregnant when they are ovulating, usually about 14 days before their period. So it seems like a woman would be unable to get pregnant during her period. However, ovulation can occur at any time during the menstrual cycle. Stress, illness and other factors can bring on ovulation at various times throughout the cycle. This is especially true for adolescents.

11. you use a modern method to regulate your fertility.

**TRUE.** In most cases, if a modern method of contraceptive choice is used properly, it can prevent pregnancy.

12. you don't have sexual intercourse

**TRUE.** A girl/woman will not become pregnant if she does not have sexual intercourse. However, sperm ejaculated on or near the vagina may enter the vaginal canal and possibly result in pregnancy.

## **Male and Female Fertility**

Fertility means the ability to become a parent. Men and women have different patterns of fertility.

### **MALE FERTILITY**

Once an adolescent boy's testes start producing sperm, he becomes fertile, i.e., he can father a child. His fertility remains throughout his life as sperm are produced continuously in his body, and he can make a girl/woman pregnant whenever he has sexual intercourse.

### **FEMALE FERTILITY**

Unlike boys/men, adolescent girls/women are not fertile every day and throughout their lives. Once the ovaries of an adolescent girl mature, one egg or ovum ripens and is released (from either one of the ovaries) once in a month. This means she is fertile and can become pregnant only on the days when she has a ripe ovum in her body. These are her fertile days.

A woman can recognize her fertile days if she carefully examines her vaginal secretions, which become thin and slippery with the release of an egg in her body.

This process continues in her body every month for many years. When she reaches age 45 to 50, her ovaries stop ripening and releasing an egg every month. Subsequently, her menstrual periods stop forever. This is called menopause. After menopause, a woman's fertility no longer remains. Now she cannot become pregnant and bear a child.

# Having a Baby Before Age 20

## objectives

**By the end of the session, participants will be able to**

- identify the risks and consequences of having a baby during adolescence, and
- identify the options available regarding pregnancy.

## time



## materials needed

- Flipchart, markers, chalkboard, chalk
- Flipchart paper and pens or pencils for small groups
- Leader resource sheet, “Effect on Males: Effect on Females”
- The legal context of adoption and abortion in Nigeria, including the prevalence of adoption and abortion (both legal and illegal) in Nigeria
- Two “Letters to a Friend.” (Use sample or create your own.)

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Ask the participants to think about the age when they would like to have their first child.
  - Have girls answer and explain why.
  - Have boys answer and explain why.
3. If there are girls who are already mothers, ask them if they are willing to share their experiences and perceptions or let them share stories of people they know. If there are boys who are already fathers, ask them if they are willing to share their experiences and perceptions or let them share stories of people they know. Be sensitive and attentive to what they have to say.

Ask the participants:

- Whom does pregnancy impact most: the girl or the boy?
  - Is it important for us to know the impact of motherhood and fatherhood on girls and boys? Why or why not?
4. Explain that you'd like to read two letters, one from a girl who had her first child when she was 15 and the other from a girl who had her first child at age 22.
  5. Read the letters aloud or have participants read them.

## discussion guidelines

1. Ask the participants what they think of the two letters.
2. Encourage more analysis with questions such as:
  - What problems did Anu face that Helen didn't?

- How is Helen's life different than Anu's?
- What other problems may a young girl face if she had a baby at an early age?
- Whose situation is more common in your community, Anu's or Helen's?
- Why do girls in your community have babies at a young age?
- What can girls do to delay having children until they are at least 20 or older?
- What can boys do to delay having children until they are at least 20 or older?

Participants may talk about facing pressure from their family to have children early. Guide them in exploring how they can get support from respected women in their community, such as teachers or health workers, to help them make the case for having children later.

3. Divide the participants into groups. Give each group a piece of flipchart paper and a pen. Each group is given one of the following topics (see Leader Resource Sheet) and is asked to make a list of effects of parenthood under the two headings: Effects on Males, Effects on Females.
4. Ask each group to report back and discuss the answers given. Then discuss the following questions:
  - From the discussion so far, how much does your life change when you become a parent?
  - Do you think most teenagers realize how pregnancy and parenthood changes your life?
  - Are you willing to risk these changes to your life? Why or why not?

## **activity 2**

One of the consequences of adolescent pregnancy is that we have to make a choice as to what to do. This brief activity helps to explore what those options are:

1. To begin this activity, ask the participants to respond to the following incomplete sentences,

List the various answers under each heading on a flipchart. Do not allow discussion or debate to take place at this stage. Participants should feel safe to give any answer.

Adoption is ...

Abortion is ...

Bearing a child and keeping the baby is ...

2. Take three separate pieces of flipchart paper and title them, “Adoption,” “Abortion” and “Keep the Baby.” Have the participants brainstorm on why someone might choose each of the pregnancy options.
3. Inform the participants of the legal implications of adoption and abortion in Nigeria.

### discussion guidelines

- What are some of the most important reasons why people may choose each option?
- What are some of the consequences of adoption? (Responses may include: can be emotionally traumatic, may experience guilt feelings and fear, etc.)
- What are some of the consequences of abortion? (Responses may include: may experience guilt feelings, damage to her reproductive organ(s), pelvic pain, emotional stress, anxiety or depression, etc.)
- What are some of the consequences of “keeping the baby”? (Responses may include: early marriage or single parenting, giving up education and social life, etc.)
- Who should actually be involved in the decision? (Remember which partner usually ends up living with the consequences.)
- What responsibility lies with being involved in the decision?

### ideas for action

To end the meeting, ask how their ideas about when to have children were affected by the discussion. What can young women and men do to reduce the number of unplanned pregnancies among teenagers? Develop a list and ask them to talk to other young people about their ideas.

Dear Friend,

It has been a long time since you heard from me. The village letter writer is putting down my words so I can send them to you.

I remember our happy days in school. Oh, we had dreams and hopes for the future! Now my hopes are for my children. You know that my daughter is already 5 years old. It seems so long ago that I was 15 and became a mother for the first time. I also have a son. He is 2. And, there is another one on the way.

I worry about this next child. We hardly have enough for the four of us. My husband, do you remember, is 20 years my senior. His first wife died. He works on new buildings being constructed in town. Sometimes he doesn't come home for days. He gives me some money for food, but I need more. It is a problem when the children are sick too. My son had a bad pain in his ear, but we could not go to the clinic. It seems now that he can't hear me very well.

I have tried to bring some extra money to our house. But I am so busy, my health is not good, and there is not much I know how to do. My daughter began school this year, but next year she may have to work in the farm. I miss you and our times together.

Send me a letter soon.

Love, Anu

Dear Friend,

I am sorry I have not written to you in several months. I have been so busy!

Do you remember how good I was in math in our school? Well, I am working now as a bookkeeper for a small business in the town nearby. You may wonder how I can do this with two children! My husband and I decided not to have a child very early so the twins were born when I was 22, and they are now 4 years old. The other mothers in the neighbourhood and I rotate watching each other's children. This has worked well. Next year, they start school, and I want both my son and my daughter to continue through the university. We are saving a little bit of money each week for their education.

My husband now has his own bicycle repair shop. He spends too much, I think, on buying clothes and toys for the children. But, with my income, we have enough to live day to day, with a little extra for emergencies. We've made our house bigger.

Please come and visit!

Love, Helen

## LETTERS TO A FRIEND

### Leader Resource Sheet

#### Newsprint/Paper for Group 1: Education

Effects on Females

Effects on Males

#### Newsprint/Paper for Group 2: Career/Employment

Effects on Females

Effects on Males

#### Newsprint/Paper for Group 3: Social Life/Free Time

Effects on Females

Effects on Males

#### Newsprint/Paper for Group 4: Family

Effects on Males

Effects on Females

#### Newsprint/Paper for Group 5: Money

Effects on Males

Effects on Females

#### Newsprint/Paper for Group 6: Health

Effects on Males

Effects on Females

## **Reference Note for Facilitator: Adoption in Nigeria**

Adoption is an option that allows a girl (and boy) to be responsible to the unborn baby without accepting the burden of parenthood. Adoption in Nigeria must be initiated from the Ministry of Social Services, not directly with the court by the adoptive parents. Any adoption not done under the auspices of the Ministry of Social Services is not valid.

Requirements for adoptive parents vary from state to state. In Akwa-Ibom State, adoptive parents must be at least 25 years old and 21 years older than the child. (For married couples, at least one parent must meet these age requirements.) In most states, married couples must adopt jointly. Single parents may adopt; however, a single person will not be allowed to adopt a child of the opposite sex, except in extraordinary circumstances.

Adoption procedures can take from a few months to over a year, depending on the state of origin of the child. No standard fee is charged, apart from small filing fees to the court. It is illegal for anyone to make or receive payment or any other award for the adoption of a child.

In most Nigerian states, the adoption process begins when an application for an adoption order is made in accordance with local requirements and submitted to the registrar of the competent court. On application for adoption, the court will appoint a guardian ad litem for the child (under the age of 17) to represent her/him in the adoption proceedings. The guardian ad litem is usually the social welfare officer in charge of the area where the child resides. The social welfare officer represents the child's interests until the magistrate questions the adoptive parents and grants the adoption order, at which time legal custody is given to the adoptive parents.

The social welfare officer investigates the circumstances relevant to the proposed adoption and reports in writing to the court. Prospective adoptive parents must inform the social welfare officer of their intention to adopt at least three months before the court order is made. For at least three consecutive months immediately preceding an adoption order, the child must have been in the physical care and legal custody of the applicant parents in Nigeria. An applicant cannot have the child reside with another family member in lieu of living with the applicant, even if a Power of Attorney is in effect. The social welfare officer visits the home of the adoptive parents. During her/his visit, she/he obtains photographs of the adoptive parents and their home, a letter from their lawyer (legal representative) and evidence of their financial capability. The magistrate will meet the adoptive parents in court to confirm their suitability and will issue or deny the adoption order. The social welfare officer visits the home of the adoptive parents every month for a period of six months until the offi-



cer is satisfied that the child is settled and the prospective adoptive parents are capable of looking after her/him. In such a case, the social welfare officer reports in writing a positive recommendation to the court and a discharge note will be signed.

After the adoption order has been issued, adoptive parents should obtain a new birth certificate for the child, listing them as the child's parents. In some states, after the adoption has been granted, the adoptive parents must obtain the court's permission to remove the child from Nigerian jurisdiction, either temporarily or permanently. In addition, the social welfare officer might be required to submit a letter to the Nigerian immigration office stating that the adoptive parents are now the legal parents of the child. This letter then permits the adopting parents to apply for a passport to take the child out of Nigeria.

The paperwork involved in Nigerian adoptions is extensive and time-consuming to obtain. Documents required include birth certificates, marriage certificates, divorce decrees (where applicable), medical examination for each adoptive parent and police clearance forms stating that each adoptive parent has no criminal record. All documents presented must be the original copies. Prospective adoptive parents are advised to consult with a Nigerian attorney about the document requirements for the state where they are adopting.

## **Reference Notes for Facilitator: Abortion in Nigeria**

Abortion refers to the expulsion or removal of the foetus from the uterus. It may be spontaneous (when a miscarriage occurs without a direct intervention) or induced (when there is direct physical intervention to terminate the pregnancy).

Abortion performed at all stages of foetal development is illegal in Nigeria except when done in good faith to preserve the life of the expectant mother (Section 297 of the criminal code, Sections 235 and 232 of the penal code). In these laws, attempting to procure an abortion by means of a drug or other instruments constitutes the act of a felony, which is punishable.

In spite of the restrictive law that makes abortion illegal, the rates of abortion in Nigeria are increasing. As far back as 1998, an estimated 610,000 abortions were reported to be performed annually in Nigeria. Sadly, because of the restrictive law, many of the abortions are performed under unsafe conditions by untrained personnel such as traditional practitioners. Others were self-induced through drugs, drinking of concoctions or herbs, hard and prolonged massage on the abdomen, jumping for a long time, sustaining vigorous sexual intercourse over long periods, engaging in hard labour or strenuous activities or inserting dangerous objects into the vagina.

A hospital-based study conducted in Nigeria in 1990 revealed that adolescents make up a high percentage of women (between 61 and 75 percent) treated for abortion complications. Another report in 1999 revealed that adolescents accounted for 80 percent of Nigeria's unsafe abortions.

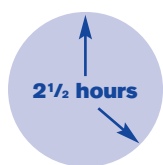
Abortion is regarded as one of the major factors contributing to high maternal mortality rates in Nigeria. This is why some pressure groups are advocating for women's access to safe abortion, contraception, free medical care, etc. through a draft bill that is currently being processed by the legislature. Such a bill, if signed into law, will ensure women's access to safe abortions conducted legally in the hospital by trained personnel. It is believed that this will, to a large extent, reduce pregnancy complications and maternal deaths.

### objectives

**By the end of the session, participants will be able to**

- identify that abstinence is the only 100 percent effective way of preventing pregnancy,
- list and describe various methods of contraception, and
- describe how to use a condom.

### time



# Having Children By Choice, Not By Chance

## materials needed

- Flipchart, chalkboard, chalk
- One copy of “Contraceptive Facts” handout for each participant
- Samples of oral contraceptive pills, intra-uterine contraceptive device (IUCD) and condoms or, if not available, pictures of the contraceptives. (Samples can be obtained from the Ministry of Health.)
- Resource Person – doctor or nurse

## activity 1

1. Welcome participants and conduct warm-up exercise.

Ask participants to recall what they talked about in the previous meetings about the risks of unprotected sexual behaviour (unintended pregnancy and disease)

2. Have a facilitator read the sheet on “Teaching About Contraception” before the session and review the following points if they were not mentioned:

- Sexual intimacy may be part of a close relationship between a woman and man.
- Boys and girls (women and men) can be friends without engaging in sexual activity.
- Women and men can make informed decisions when choosing to have a sexual relationship.
- A person can have sexual intimacy without having sexual intercourse.
- If adolescents choose to have sexual intercourse, they have a responsibility to themselves, their partner(s) and future children to keep themselves safe from unintended pregnancy and disease. Unprotected intercourse is neither safe nor smart.
- The fact that we are discussing contraception does not mean that we are assuming that anyone or everyone in this group has had vaginal sexual intercourse. It is important to learn about contraception early enough in order to be equipped for situations that may occur now or in the future.
- It is important to minimize risks when you have sexual intercourse. The best way to do that is to use contraception.
- Individual values about having sex and using contraceptives differ, and that is okay.
- Women and men have the right to make informed decisions on the number and healthy spacing of their children.

3. Ask the participants to name as many methods of contraception as they can, including methods used by boys/men and girls/women. List their responses on a flipchart or chalkboard and add any that are omitted. As the participants are developing this list, they may name methods or activities that are believed to prevent pregnancy but do not. Write these responses on a second list of “Myths About Preventing Pregnancy.”
4. After all the actual methods of contraceptives have been listed, ask the participants to continue to develop the list of “Myths About Preventing Pregnancy.” Answers may include: drinking palm oil, bitter lemon, lime juice mixed with herbs; taking paracetamol tablets immediately after sexual intercourse; wearing waistbands; withdrawal; washing genitals immediately after intercourse; having intercourse standing up; having intercourse with the underpants on, etc. Encourage the participants to list all the ways they have heard to prevent pregnancy and confirm whether they are myths or not. (Ask for clarification from the doctor or the nurse.)
5. Introduce the resource person, a doctor or a nurse, to explain different methods of contraception and how they are used and explain the advantages and disadvantages of each method. Make sure she/he includes an explanation of which methods are available to adolescents and how and where to get them. During the discussions, samples of available oral contraceptive pills, IUCDs (or the loop) and male/female condoms may be distributed to the groups for them to see, and pictures of the ones that are not available should be shown to the group. Encourage questions from the group.
6. Encourage participants to act role-plays on how to purchase contraceptives. They must ensure that the contraceptives are purchased from a reliable source such as a chemist or pharmacist. Distribute the handout “Contraceptive Facts” to the participants before they leave.

ART TO COME

### discussion guidelines

- Tell the participants that you would like them to think about the advantages of deciding when to have children and how many to have. Ask them to brainstorm answers to the following questions:
- What are the advantages of using effective family planning methods when engaging in sexual intercourse? What are the advantages for girls, and what are the advantages for boys? Write responses on a flipchart or chalkboard. (They can include: preventing HIV infection and other STIs [remind participants that only the male/female condoms can protect from transmission of STIs/HIV], preventing early unwanted pregnancy, showing respect and concern for your partners' wishes and health, having a more relaxed sexual relationship with less worry of pregnancy or disease, having more time for social activities and community development projects, having more time to work outside the home and increase family income, etc.)
- Which one is 100 percent effective? (The answer is abstinence, which is defined as not engaging in any penetrative sexual activity.)
- When can even this be ineffective?

(Note that even abstinence can be ineffective if ejaculation takes place near the vagina and semen enters the vagina.)

- Which partner is responsible for using most of these contraceptives?
- Which ones can boys/men be responsible for using?

Inform participants' that sexually active people should consider adopting the dual protection strategy – a combination of any method of contraception, in addition to the male or female condom. (Never use a male and female condom together or more than one male condom for any sexual act.) The dual protection strategy has been used as an effective method by young people who are out of school in places such as Ibadan, Oyo State, Nigeria. This is to ensure protection against STIs/HIV and unwanted pregnancy.

### activity 2

1. Introduce the activity by stating that millions of couples have used condoms successfully for more than a century, since the invention of latex rubber. Write the following heading on the board: "Reasons Why People Choose Condoms." Brainstorm a list of ideas. Be sure to include: widespread availability, control over one's fertility, no hazardous side-effects (though they may cause irritation if allergic to latex), protection against STIs, including the HIV infection.

2. Describe the condom as a sheath worn over the penis to prevent pregnancy and the spread of STIs. Explain to the participants that some boys/men and girls/women practice using condoms before they actually have intercourse so that they are prepared in case they need a reliable method of birth control. Just as a person needs time to become accustomed to wearing a hat or gloves if they have never done so before, using a condom requires getting used to new sensations. Participants should also know its correct use.
3. Conduct the condom line-up game. Explain that the activity will help them remember how to use a condom correctly and emphasize that condoms do not work well if the procedures for using them are not properly followed. Tell participants that the group will demonstrate condom use by lining up in correct order all the steps involved in condom use. Write each of the words/phrases below on a separate piece of cardboard in bold letters. Shuffle the cards and ask each participant to pick a card. Explain that the cards represent the steps in condom use. Their task is to put them in correct order by lining up and facing the class. The cards in their hands should represent the correct order of condom use. Give them 10 minutes for this.
  - DISCUSS AND AGREE TO SAFER SEXUAL PRACTICE.
  - GET CONDOMS FROM RELIABLE SOURCE. (CHECK THE EXPIRATION DATE.)
  - SEXUAL AROUSAL
  - ERECTION
  - OPEN CONDOM PACKAGE CAREFULLY, NOT USING TEETH, NAILS OR SHARP INSTRUMENTS – THIS MAY PUNCTURE THE CONDOM.
  - SQUEEZE OUT ANY AIR AT THE TIP.
  - LEAVE ROOM AT THE TIP.
  - STILL HOLDING TIP, ROLL CONDOM ON ALL THE WAY TO THE BASE OF THE PENIS.
  - INTERCOURSE
  - ORGASM (EJACULATION)
  - WITHDRAW THE PENIS, HOLDING ONTO THE RIM, BEFORE LOSS OF ERECTION.
  - TURN AWAY FROM PARTNER'S BODY BEFORE REMOVING CONDOM TO AVOID SPILLING ANY SEMEN NEAR THE VAGINA.
  - DISPOSE OF CONDOM.

4. Explain the following steps for using a female condom with the aid of a diagram/illustration.

### ART TO COME

- Check the expiration date.
- At arrow, tear downwards.
- Remove and spread lubrication from the pack.
- While holding the sheath at the closed end, grasp the flexible inner ring and squeeze it with the thumb and second or middle finger so it becomes long and narrow. Form a figure of eight with the inner ring or squeeze the sides of the inner ring together and grasp it firmly.
- Decide on a comfortable position to insert female condom (FC). This can be done in four positions: squat, raise one leg, sit or lie down.
- Locate the opening of the vagina and separate the outer lips.

### ART TO COME

- Now gently push the inner ring up into the vagina as far as possible. The inner ring of the condom should be pushed up and anchored behind the pubic bone; this will keep it in place.
- Insert index or middle finger into FC. Be sure the sheath is not twisted. This will become easier with practice.
- About one inch of the sheath, including the outer ring, will remain outside your body. Once the penis enters the vagina, this slack will decrease. However, the outer ring should remain outside the vagina, protecting the external genitalia.
- The FC lines the inside of the vagina covering the cervix. The cervix is a closed space so FC cannot disappear inside the body.

- When you are ready, gently guide your partner's penis into the sheath's opening with your hand to make sure that it enters properly. Be sure that the penis is not entering on the side, between the sheath and the vaginal wall. There is a possibility that on entering the vagina, the penis will push the outer ring into the vagina or the penis will enter to the side between the sheath and the vaginal wall. If either of the above happens, STOP! Remove the penis. Adjust the outer ring until it is once more outside the vagina. Only then continue to guide the penis into FC.
- To take out FC, grasp the outer ring, twist FC to seal in the fluid and gently remove.
- Place the female condom in a tissue or in the empty package and throw it into the rubbish.
- Do not put it into the toilet.

**Facilitator Note:** *The female condom is a new method and requires practice and patience. Practice putting it in and removing it prior to using it for the first time during sexual intercourse. Insertion becomes easier with time. Try it at least three times before making any decisions. The FC may be unfamiliar at first. It is lubricated and may be slippery to insert. Practice a few times prior to using it during intercourse. Be patient – with time, using FC becomes easier and easier. You will become more and more comfortable with it each time you use it, and so will your partner.*

5. Ask a volunteer to describe each step in condom use. Condom use can be demonstrated by rolling the male condom down over the index and middle fingers. Use a real condom to demonstrate the use. You may use a model of an erect penis for the purpose or other available substitutes such as a banana or cucumber. (Make sure it is understood that condoms are to be put on the penis.) Ask the participants to take turns to feel the condom and demonstrate its use.
6. Note that condoms come in many varieties (flavoured, coloured, lubricated, etc.), but there is only one standard size. Stress the importance of purchasing the latex condom. Although people need accurate information to use condoms effectively, condoms are often sold without directions. It is important to remember not to use oil-based lubricants such as Vaseline, palm oil or hand lotion with latex condoms. You can use any type of lubricant with female condoms because they are made from a different material called polyurethane. Encourage the participants to ask any questions they have about using a condom and clarify the questions.
7. Emphasize the need for a couple to agree to safer sexual practices to prevent unwanted pregnancy and STIs. In some cases, females (and sometimes males) have sexual intercourse with a much older adult for financial support. Ask participants to demonstrate in role-plays how they would negotiate for the use



of a condom with a partner, if they both agree to have sexual intercourse and are not ready to have a baby. Girls and boys should take turns in negotiating safer sex.

- Ask participants if the role-plays were realistic. If not, let them suggest more realistic situations and act the role-plays.
- Ask participants to comment on the actor's ability to convince her/his partner to use the condom and contraceptive. What could she/he have said or done to convince the partner?
- What would you do if your partner refused to use a condom/contraceptive?
- Ask actors to explain their views and feelings about their roles.

### discussion guidelines

- If a couple decides to have sexual intercourse, what are the advantages and disadvantages of using a condom? Be sure to note that using male condoms requires a rational decision that can interrupt the spontaneity of love-making. (FC can be inserted up to eight hours prior to engaging in sex.) Stress that sexual activity can be more enjoyable when worries about unwanted pregnancy or sexually transmitted infections are removed. Emphasize also that condoms should be used correctly and consistently, even with a faithful partner.
- What can be difficult about discussing condom use with a partner/husband/wife? What are the ways to overcome these possible difficulties?
- Ask the participants to list possible resources for information and services for condoms. (Refer to the Community Resources Map.)

### ideas for action

Summarize the session by explaining that the correct use of a condom is an effective way to prevent pregnancy and the only way for couples who are sexually active to prevent the transmission of STIs and HIV infection. Emphasize that not engaging in any sexual activities that include penetration of any orifice or exchange of bodily fluids is the only way to have 100% protection from pregnancy and STIs, including HIV infection.

## **Teaching about Contraception**

Keep the following suggestions and guidelines in mind when discussing contraception.

1. The subject of contraception is a sensitive one to many. Teaching contraceptive information to adolescents can be controversial. Some adults believe teens should not have sexual intercourse and they fear that giving them information about contraception encourages teens to experiment sexually. There is no evidence to suggest that teaching this material causes young people to engage in sexual activity.
2. Do not have any preconceived notions about the group members' sexual activity. Make it clear that since most people have or will eventually have sexual intercourse, it is equally important to know about contraception.
3. Always present abstinence (defined as not engaging in any penetrative sexual activity) as the most effective and most appropriate method of contraception for young teens. Stress that when teens do choose to have sexual intercourse, they have a responsibility to themselves, their partner(s), and future children to keep themselves safe from unintended pregnancy and disease. Make it clear that unprotected intercourse is neither safe nor smart.
4. Always keep the diversity of religious and cultural values in your mind. As you talk about making decisions about contraceptives, remind participants that couples must always consider personal, family, and religious values. Do not impose your own religious views but remain neutral and present from a public health and educational view point.
5. Use the third person. For example, say things like, "If a couple goes to a family planning clinic..." or "When two people decide to have intercourse..." Refrain from saying "If you decide..." or "When you go to a family planning clinic..."
6. Keep your personal values regarding contraception out of the discussion. Provide factual information about all the different methods and continue to reinforce the concept that people who choose to have sexual intercourse should act responsibly and use contraception.
7. Do not share your own personal experience with contraceptive use. You can say things like "Many women (couples, men) who use that method find..." or "One of the problems I've heard about it is..." Sharing personal sexual experience with the group is inappropriate.
8. Do not assume that everyone in your group is heterosexual. To be inclusive of lesbian, gay, and bisexual youth, avoid using heterosexist language. Say things like, "When two people want to prevent STIs or HIV infection, they can..." instead of "When a man and a women want to prevent..." Use a term like "partner" in place of "boyfriend" or "girlfriend."

METHOD	DESCRIPTION	EFFECTIVENESS
<b>Condoms</b> <b>1. Male Condoms*</b>	<ul style="list-style-type: none"> <li>The male condom is also known as a rubber.</li> <li>Fits over erect penis and prevents sperm from entering vagina.</li> </ul>	<ul style="list-style-type: none"> <li>If one is very careful each time, 97 percent.</li> <li>If one is not very careful each time, 88 percent.</li> </ul>
<p>* There is an increased risk of HIV transmission with the use of spermicides, especially Non-oxynol-9. Spermicides using N-9 are not recommended for high-risk populations or high HIV prevalence areas.</p>		
<b>2. Female Condoms</b>	<ul style="list-style-type: none"> <li>The female condom is a soft, thin plastic pouch (like a small bag). One end is closed, and there is a flexible ring on both ends.</li> <li>The inner ring is used for insertion and to help hold the sheath in place inside the vagina. The open end covers the area around the opening of the vagina</li> </ul>	<ul style="list-style-type: none"> <li>If one is careful, 79–95 percent.</li> </ul>
<b>Diaphragm, Cervical Cap</b>	<ul style="list-style-type: none"> <li>A diaphragm is shallow, dome-shaped cup with a flexible rim. It fits securely in the vagina to cover the cervix.</li> <li>A cervical cap is smaller and fits only over the cervix.</li> <li>Both keep sperm from reaching the egg.</li> <li>Both must be used with spermicides.</li> </ul>	<ul style="list-style-type: none"> <li>If used consistently and correctly every time, 94 percent.</li> <li>If not used carefully every time, 84 percent.</li> </ul>
<b>Injectables</b> <b>1. Depo-Provera</b>	<ul style="list-style-type: none"> <li>Artificial hormones injected by a doctor once every three months.</li> <li>Stops ovaries from releasing egg each month.</li> <li>Thickens mucus in the cervix so it's difficult for sperm to enter the womb.</li> </ul>	<ul style="list-style-type: none"> <li>More than 99 percent.</li> </ul>

**CONTRACEPTIVE FACTS**

<b>METHOD</b>	<b>DESCRIPTION</b>	<b>EFFECTIVENESS</b>
<b>Injectables</b> 2. Noristerat	<ul style="list-style-type: none"> <li>• Artificial hormones injected by a doctor once every two months.</li> <li>• Stops ovaries from releasing egg each month.</li> <li>• Thickens mucus in the cervix so it's difficult for sperm to enter the womb.</li> </ul>	<ul style="list-style-type: none"> <li>• More than 99 percent</li> </ul>
<b>Hormonal Implants</b> Norplant, Jadelle, Sino- Implant (II) (Zarin), Implanon	<ul style="list-style-type: none"> <li>• The implant is a set of one or two small, flexible rods containing hormones that prevent pregnancy.</li> <li>• The implant stops the body from releasing an egg every month and makes the cervical mucus thick and sticky, which makes it difficult for sperm to meet the egg.</li> </ul>	<ul style="list-style-type: none"> <li>• More than 99 percent.</li> </ul>
<b>Spermicides*</b> 1. Creams 2. Jellies 3. Foaming Tablets 4. Aerosol Foams 5. Sponge	<ul style="list-style-type: none"> <li>• Made of chemicals that kill sperm.</li> <li>• The foaming tablet or suppositories are inserted into the vagina and left in there for 15 minutes before having sex.</li> </ul>	<ul style="list-style-type: none"> <li>• If one is very careful each time, 80-94 percent.</li> <li>• If one is not very careful each time, 64-82 percent.</li> <li>• If used with condoms, more than 99 percent</li> </ul>
<p>* There is an increased risk of HIV transmission with the use of spermicides, especially Non-oxynol-9. Spermicides using N-9 are not recommended for high-risk populations or high HIV prevalence areas.</p>		
<b>IUCD</b> (Intrauterine Contraceptive Device)	<ul style="list-style-type: none"> <li>• Small device put inside uterus by a doctor or nurse.</li> <li>• Stops sperm from joining egg and fertilizing it or stops fertilized egg from implanting and growing in the womb.</li> </ul>	<ul style="list-style-type: none"> <li>• 97-99 percent.</li> </ul>

METHOD	DESCRIPTION	EFFECTIVENESS
<b>Oral Contraceptive Pills</b> (OCPs).	<ul style="list-style-type: none"> <li>• Pills made of artificial hormones.</li> <li>• Stops ovaries from releasing an egg each month.</li> <li>• Can be given by a clinician, nurse, or health worker, and are available in health centres and from chemists.</li> </ul>	<ul style="list-style-type: none"> <li>• If one is very careful in taking them regularly, more than 99 percent.</li> <li>• If one is not very careful in taking them regularly 97 percent.</li> </ul>
<b>Emergency Contraceptives</b>	<ul style="list-style-type: none"> <li>• The anti-progestogen drug blocks the action of progesterone, thereby rendering the uterus unsuitable for the implantation of fertilized egg.</li> <li>• It is usually used for emergencies such as when a woman forgets to take her pills, a condom breaks or if a woman is raped.</li> </ul>	<ul style="list-style-type: none"> <li>• 98 percent if used within 48 hours. The first tablet should be taken immediately after unprotected sexual intercourse and the second tablet taken 12 hours after that.</li> </ul>
<b>Sterilization*</b> 1. Male Sterilization or Vasectomy	<ul style="list-style-type: none"> <li>• Operation that makes a male permanently unable to impregnate a woman.</li> <li>• For male sterilization, the doctor closes off the tube that carries sperm (vas deferens). The man will be able to have erections and ejaculate semen, but the semen will no longer contain sperm that can make a woman pregnant.</li> </ul>	<ul style="list-style-type: none"> <li>• 99.6 percent.</li> </ul>
<b>IUCD</b> (Intrauterine Contraceptive Device)	<ul style="list-style-type: none"> <li>• Small device put inside uterus by a doctor or nurse.</li> <li>• Stops sperm from joining egg and fertilizing it or stops fertilized egg from implanting and growing in the womb.</li> </ul>	<ul style="list-style-type: none"> <li>• 97-99 percent.</li> </ul>

**CONTRACEPTIVE FACTS**

<b>METHOD</b>	<b>DESCRIPTION</b>	<b>EFFECTIVENESS</b>
<b>2. Female Sterilization or Tubectomy</b>	<ul style="list-style-type: none"> <li>• For female sterilization, the doctor closes off the fallopian tubes. The blocked fallopian tubes prevent egg from meeting the man's sperm, and the woman can no longer become pregnant.</li> <li>• This is a permanent method for women who do not want any more children.</li> </ul>	<ul style="list-style-type: none"> <li>• 99.6 percent.</li> </ul>
<b>Traditional Methods Natural Family Planning (NFP)</b> 1. Lactational Amenorrhea Method (LAM) or Breastfeeding.	<ul style="list-style-type: none"> <li>• This is a temporary method for about six months following childbirth, for women who are not menstruating and exclusively breastfeeding.</li> </ul>	<ul style="list-style-type: none"> <li>• 98 percent up to six months after childbirth, if used correctly.</li> </ul>
<b>2. Fertility Awareness Methods</b>	<ul style="list-style-type: none"> <li>• These are methods to determine when a woman can and cannot get pregnant. Includes charting body temperature, vaginal mucus, standard days; can abstain from sex or use contraceptives like condoms during fertile time.</li> </ul>	<ul style="list-style-type: none"> <li>• 91-97 percent if one is very careful each time.</li> <li>• 80 percent if not very careful each time.</li> </ul>
<b>3. Withdrawal or Coitus Interruptus.</b>	<ul style="list-style-type: none"> <li>• Man interrupts intercourse and withdraws his penis from his partner's vagina before he ejaculates.</li> </ul>	<ul style="list-style-type: none"> <li>• 81 percent.</li> </ul>

Inform participants that it is always safer to practice “dual protection” in order to be able to prevent STIs and unplanned pregnancies. This is because most of the methods listed above are meant for preventing unwanted pregnancies but may not prevent infections.

Dual protection can be achieved in which one of the following ways?

1. Having sex with an uninfected, faithful partner. (This may be difficult to determine. So it might be safer to insist on the use of a male or female condom with every sexual act.)
2. Consistent and correct use of a male or female condom with every act of sexual intercourse
3. Consistent and correct use of a male or female condom plus another family planning method with every act of sexual intercourse. (Never use a male and female condom together or two male condoms at the same time. As mentioned above, remember that there is an increased risk of HIV transmission with the use of spermicides, especially Non-oxynol-9. Spermicides using N-9 are not recommended for high-risk populations or high HIV prevalence areas.)

**CONTRACEPTIVE FACTS**

<b>METHOD</b>	<b>HEALTH CONCERNS</b>	<b>ADVANTAGES</b>	<b>WEAK POINTS</b>
<b>Male Condoms</b>	<ul style="list-style-type: none"> <li>• None.</li> <li>• A very few people are allergic to latex.</li> </ul>	<ul style="list-style-type: none"> <li>• Easy to buy.</li> <li>• Easy to use, easy to carry.</li> <li>• Latex condoms are best protection against STIs and HIV.</li> </ul>	<ul style="list-style-type: none"> <li>• Must be put on during sex.</li> <li>• Some men say it reduces sexual pleasure.</li> <li>• Condoms with spermicide may irritate vagina and penis and can increase the risk of HIV transmission.</li> <li>• Can be used only with non-petroleum-based lubricants.</li> </ul>
<b>Female Condoms (FC2)</b>	<ul style="list-style-type: none"> <li>• None.</li> </ul>	<ul style="list-style-type: none"> <li>• Made of nitrile, stronger than latex, and conduct heat better.</li> <li>• Some men find them more comfortable than male condoms, as they do not constrict penis.</li> <li>• Can be used with any kind of lubricant,</li> <li>• Can be inserted up to eight hours before sex.</li> <li>• Female condoms are very effective against STIs/HIV.</li> </ul>	<ul style="list-style-type: none"> <li>• More expensive and less available than male condoms.</li> <li>• Difficult to insert at first, must practice.</li> <li>• FC2 has less noise than the original FC, but any noise can be overcome by using more lubricant and early insertion.</li> <li>• Outer ring highly visible.</li> </ul>



### CONTRACEPTIVE FACTS

METHOD	HEALTH CONCERNS	ADVANTAGES	WEAK POINTS
<b>Diaphragm/ Cervical Cap</b>	<ul style="list-style-type: none"> <li>• None.</li> </ul>	<ul style="list-style-type: none"> <li>• Can be inserted before sex.</li> <li>• This is a private method, meaning that often the decision to use this method is a private decision by the woman only.</li> </ul>	<ul style="list-style-type: none"> <li>• Must practice insertion to learn to do it correctly.</li> <li>• Some diaphragms need to be fitted by a doctor or nurse.</li> <li>• No protection against STIs/HIV (though some argue that there is less chance of HIV infection if cervix is not exposed).</li> </ul>
<b>Injectables</b>	<ul style="list-style-type: none"> <li>• Some believe that Depo-Provera may increase risk of breast cancer, but there is no evidence.</li> <li>• Not recommended for women with breast cancer.</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't interfere with sex.</li> <li>• Lasts two to three months.</li> <li>• Can be used while breastfeeding.</li> <li>• Is a private method.</li> </ul>	<ul style="list-style-type: none"> <li>• May cause absence of periods, irregular bleeding, weight gain and headaches.</li> <li>• There may be short delay in getting pregnant after stopping use.</li> <li>• No protection against HIV/ STIs.</li> <li>• Should not be used by women with liver disease, heart disease, breast cancer or blood clots.</li> </ul>

**CONTRACEPTIVE FACTS**

<b>METHOD</b>	<b>HEALTH CONCERNS</b>	<b>ADVANTAGES</b>	<b>WEAK POINTS</b>
<b>Implants</b>	<ul style="list-style-type: none"> <li>• Feeling sick, weight gain, headaches, nervousness, and slight hair loss.</li> </ul>	<ul style="list-style-type: none"> <li>• It works for three to five years.</li> <li>• Does not require taking action before sexual intercourse.</li> <li>• Fertility returns soon after removal.</li> </ul>	<ul style="list-style-type: none"> <li>• A trained health-care provider must insert and remove it.</li> <li>• Does not protect against STIs.</li> <li>• Woman may feel some discomfort when the implant is fixed and removed.</li> </ul>
<b>Spermicides</b>	<ul style="list-style-type: none"> <li>• Not recommended for women at high risk for HIV (especially sex workers).</li> </ul>	<ul style="list-style-type: none"> <li>• Easy to buy.</li> <li>• Easy to use, easy to carry.</li> <li>• May help protect against some STIs.</li> </ul>	<ul style="list-style-type: none"> <li>• Must be put in shortly before sex, can be messy.</li> <li>• May irritate vagina and penis; no protection against HIV/ STIs.</li> </ul>
<p>* There is an increased risk of HIV transmission with the use of spermicides, especially Non-oxynol-9. Spermicides using N-9 are not recommended for high-risk populations or high HIV prevalence areas.</p>			
<b>ICUD</b> (Intrauterine Contraceptive Device)	<ul style="list-style-type: none"> <li>• Increased chance of tubal infection (which may lead to sterility) for women with more than one partner or whose partner has other partners due to increased risk of reproductive tract infections.</li> </ul>	<ul style="list-style-type: none"> <li>• Always in place.</li> <li>• Doesn't interfere with sex.</li> <li>• Is effective for long duration.</li> </ul>	<ul style="list-style-type: none"> <li>• May cause more bleeding and cramping during period or spotting between periods.</li> <li>• No protection against HIV/ STIs.</li> </ul>

### CONTRACEPTIVE FACTS

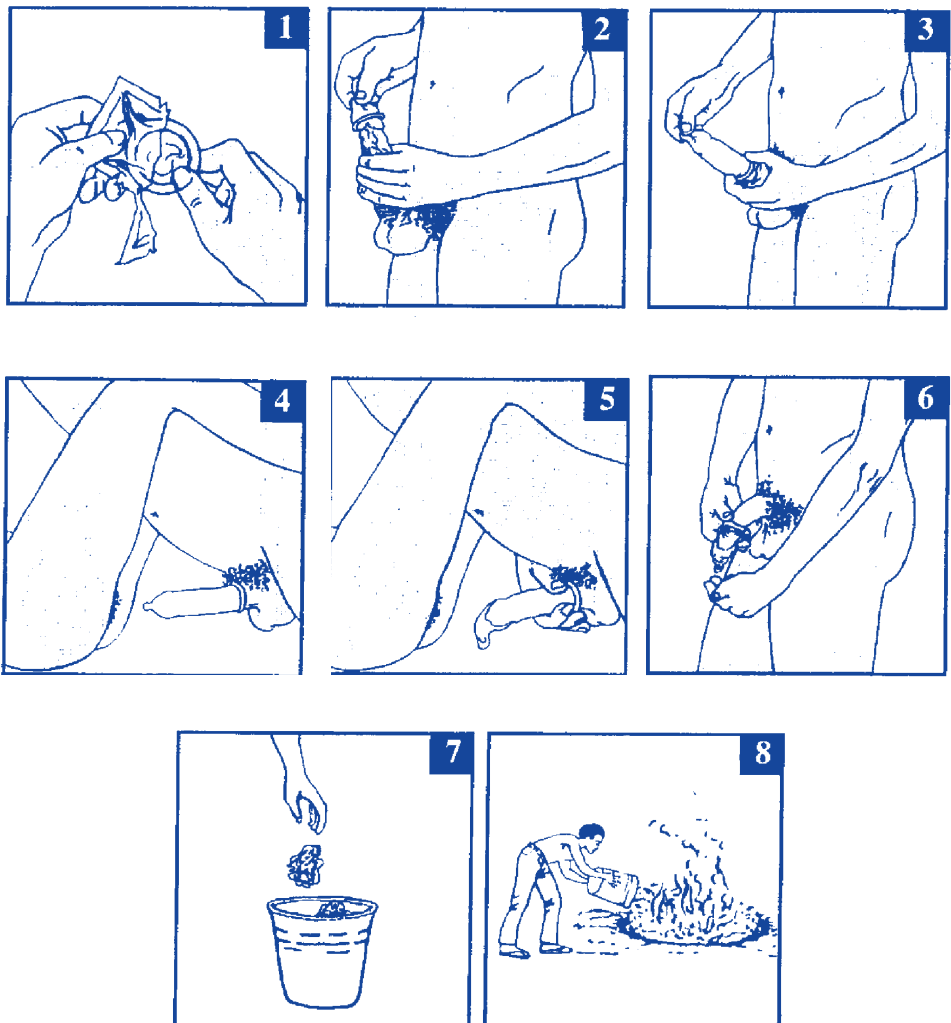
METHOD	HEALTH CONCERNS	ADVANTAGES	WEAK POINTS
<b>Oral Contraceptives</b>	<ul style="list-style-type: none"> <li>• Few serious problems for young women.</li> <li>• Small chance of blood clots, heart attacks, and strokes, especially in smokers.</li> <li>• May cause high blood pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and easy to use.</li> <li>• Doesn't interfere with sex.</li> <li>• Less bleeding and cramping during period.</li> <li>• Protects against Pelvic Inflammatory Disease, ovarian and endometrial cancers.</li> </ul>	<ul style="list-style-type: none"> <li>• May cause weight changes, moodiness, spotting, more vaginal infections.</li> <li>• Woman must remember to take every day.</li> <li>• Not recommended for women over age 35 who smoke.</li> <li>• No protection against HIV/STIs.</li> </ul>
<b>Emergency Contraceptives</b>	<ul style="list-style-type: none"> <li>• Minimal medical risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Easy to buy.</li> <li>• Easy to use,</li> <li>• Easy to carry.</li> </ul>	<ul style="list-style-type: none"> <li>• May cause nausea and vomiting.</li> <li>• May cause early or longer period.</li> <li>• No protection against STIs.</li> </ul>
<b>Sterilization</b>	<ul style="list-style-type: none"> <li>• Small chance of infection or bleeding after surgery.</li> <li>• Tubal pregnancy could occur.</li> </ul>	<ul style="list-style-type: none"> <li>• No other method will ever be needed to protect against pregnancies.</li> <li>• No physical effect on sexual desire or ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent. One cannot change mind later.</li> <li>• No protection against HIV/STIs.</li> </ul>

**CONTRACEPTIVE FACTS**

<b>METHOD</b>	<b>HEALTH CONCERNS</b>	<b>ADVANTAGES</b>	<b>WEAK POINTS</b>
<p><b>Traditional Methods Natural Family Planning</b></p>	<ul style="list-style-type: none"> <li>• None.</li> <li>• Possible pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>• Fertility awareness methods or withdrawal may be only options for some adolescents .</li> <li>• No chemicals required, but must use beads, charts and basal thermometers, except using the two-day method in which one monitors their own secretions.</li> <li>• Withdrawal is a back-up contraceptive that is always available, though risky.</li> </ul>	<ul style="list-style-type: none"> <li>• Fertility awareness methods and withdrawal much less effective than other methods and not recommended for adolescents.</li> <li>• No protection against HIV/STIs.</li> <li>• Cannot use with irregular periods or temperature patterns as calculating the fertile days is difficult.</li> </ul>

### How to Use A Male Condom

- Check expiration date and discard if expired.
- Carefully open the package so the condom does not tear. Do not use teeth, nails, or sharp objects. Do not unroll condom before putting it on.
- If not circumcised, pull foreskin back. Squeeze tip of condom and put it on end of hard penis.
- Continue squeezing tip while unrolling condom until it covers all of penis.
- Always put on a condom before entering partner.
- After ejaculation (coming), hold rim of condom and pull penis out before penis gets soft.
- Turn away from partner before sliding condom off without spilling liquid (semen) on or near the vagina.
- Tie and wrap the condom (in paper, if available) then throw in dust bin, or burn or bury the condom with other trash. Wash hands.



# Safe Motherhood

## materials needed

- Flipchart, chalkboard
- Fact Sheets 1-8 (enough copies to hand out)
- Prepared flipcharts for Fact Sheets 1,2,3,5,6 and 7
- Bullet point information from Activity 1 (number 2) on flipchart
- Slips of paper for activity 2 (numbers 2 and 3)
- Case study: Uduak's story (to be read aloud or used as a group task)
- Myths and facts written on separate sheets of flipchart paper

## activity 1

1. Welcome the participants and conduct warm-up exercise by asking the participants to brainstorm (as you write) what they understand the term "Safe Motherhood" to mean.

*Facilitator Note: If necessary, add the following:*

- A woman remains healthy and safe throughout pregnancy and gives birth to a normal, healthy baby.
- A woman is protected from complications during pregnancy and childbirth and after childbirth.
- A woman receives the care she needs to be safe and healthy throughout pregnancy and childbirth.

2. Introduce by lecturette with the following points (summarized) on flipchart:

- Some women die as a result of being pregnant.
- Almost all of these deaths could be prevented through health and nutrition interventions and counselling to pregnant women and nursing mothers at relevant health institutions, such as the primary health care centres.
- Many women die in pregnancy or childbirth as a result of medical factors (severe bleeding, hypertensive disorders of pregnancy, prolonged or obstructed labour, complications from unsafe abortion, lack of or poor health infrastructure and services, etc.), cultural factors (such as female genital cutting/mutilation, child marriage, superstitious beliefs leading to rejection of surgical intervention in difficult labour, etc.), poverty and inability to pay for medical services, unskilled attendant at delivery, etc.
- Many newborn babies are put at risk through lack of appropriate care during pregnancy and delivery.
- It is important to learn about safe motherhood to ensure women have access to comprehensive health care services that protect them and their babies from unnecessary deaths and disabilities.

## objectives

**By the end of the session, participants will be able to**

- list basic facts about pregnancy and safe motherhood,
- explain special needs of a pregnant woman,
- dispel any myths about pregnancy and childbirth, and
- describe why postnatal care is important.

## time



- Safe Motherhood includes antenatal care, delivery care (including skilled assistance for delivery with appropriate referral for women with obstetric complications) and postnatal care, including care of the baby and breastfeeding support and postpartum family planning.
3. Divide a flipchart page into three columns. At the top of the first column, put Early Stage or First Trimester (0-13 weeks). At the top of the second column, put Mid-Term Stage or Second Trimester (14-27 weeks) and at the top of the third column, Late Stage or Third Trimester (28 weeks to birth). In a brainstorming session, ask the participants to list the signs and symptoms during the various stages of pregnancy. Allow about 15 minutes (five minutes per column) for this. Congratulate the participants on their effort and show the prepared flipchart related to Fact Sheet 1. If appropriate, pass out Fact Sheet 1 so the participants don't feel they have to copy the information on the flipchart.
  4. Using Fact Sheet 2 and the prepared flipchart page related to Fact Sheet 2, review some of the discomforts of pregnancy. Distribute copies of Fact Sheet 2 if appropriate.
  5. Large Group Discussion:
    - Encourage the participants to discuss how their mothers or other women they know have dealt with their pregnancies and the sort of help or support they got from family members.
    - Do they follow any particular local customs?
    - Discuss what has been done in their families or community with regard to Safe Motherhood. Do they know anyone who has experienced complications with pregnancy or childbirth? What was done? What could be done? Emphasize that family planning can save mothers and babies by preventing unwanted pregnancy and unsafe abortion.

**Facilitator Note:** Responses from the above discussion may be written on a flipchart and displayed.

## activity 2

Explain to the group that in this activity, they are going to focus on the special needs of a pregnant woman, some myths and some “do” and “do not” behaviours and how to counsel her about them.

Introduce the activities by explaining that in every society, there are various myths and misconceptions about needs during pregnancy. They need to be properly understood. Tell the participants that it is important to recognize serious complications during pregnancy and counsel a pregnant woman about them.

Explain that pregnancy is a natural phenomenon and not an illness. Because of the growing foetus in her womb, it is a very special time in a woman's life when she has some special needs. In order to have a successful outcome of the pregnancy, these needs should be taken care of. The dictum is, "healthy mother, healthy baby," so the health of the mother should be looked after well throughout pregnancy.

1. Do a lecturette on the special needs of a pregnant woman. Use the prepared flipchart. Go into as much detail as appropriate. Hand out Fact Sheet 3 so the participants have a record.
2. Pair off the participants. On slips of paper, write down the myths regarding the needs during pregnancy from Fact Sheet 4. Distribute one slip to each pair. Ask each pair to discuss what is written on the slip and decide whether it is a fact or a myth. Allow five minutes for them to discuss. Ask the whole group to get together; then ask one person from each pair to read aloud the statement written on the slip and say whether the pair agrees or disagrees with the statement and why. Ask the larger group to respond.
3. Take slips of paper. From Fact Sheet 5, write down one "Do" or "Do Not" on each slip. Mix up all the slips. Distribute one slip to each participant. Ask the participants to read their slip in the large group and have the group decide if it is a "Do" or a "Do Not."

## discussion guidelines

Encourage the participants to discuss:

Many myths are prevalent in the community that cause harm to the pregnant women as they dissuade her from taking proper care and fulfilling her special needs.

Ask:

- What can be done to dispel myths and misconceptions about needs during pregnancies?
- What are the common myths and practices existing in your community? What can you do about them?
- Why is antenatal care important?

Record responses as necessary.

## activity 3

1. Tell the participants that we now need to know more details about a woman's needs after delivery, or postnatal care. In this period of six weeks or 40 days, the woman's body returns to its normal state as well as becomes adjusted to



the new way of life with the newborn. This is the period of rest and recovery after pregnancy and childbirth. Using the prepared flipchart sheet from Fact Sheet 6, discuss each need. Hand out copies of Fact Sheet 6.

2. Introduce the case study by asking the participants to recollect incidences in which something seriously went wrong after a woman delivered. This may be especially sensitive if there is someone in the group who has a personal experience related to this.

Depending on time, either have the participants read aloud the case study in small groups or read it to them. In either case, they should answer the questions at the end of the case.

### Case Study: Uduak's Story

Uduak had remained "healthy" throughout her pregnancy. She attended all antenatal clinics scheduled by her doctor and ate nutritious food to keep healthy. One fine morning, she went into labour. She knew she had to go to the hospital because the doctor had advised her to come to the hospital as soon as she had labour pains. Uduak was taken to the hospital and safely delivered of a baby boy. On arrival from the hospital, Uduak's mother-in-law came from the village to assist with the care of the mother and baby. She insisted that breast milk was not enough for the baby and gave the baby water to drink from the water pot. She also gave Uduak and the baby some concoction to keep them healthy. She said her mother gave her the same concoction when she had a baby. After two weeks, the baby became ill. Uduak and her husband took him to the hospital but the baby died before they could see the doctor. Uduak also became ill a few days after. She died on the way to the hospital.

### discussion guidelines

- What are the local traditions and customs that you know of that are followed in the postpartum period?
- Are they helpful or harmful to the mother and the baby?
- What roles can boys/men play during pregnancy at birth and after birth?

**Facilitator Note:** Responses may include being involved in the preparation and planning for the baby's arrival, participating in antenatal activities, rendering domestic assistance at home, avoiding making unnecessary demands, providing support during breastfeeding, especially at night, etc.)

## ideas for action

To summarize the session discussion, ask the participants what they would like to tell a friend about what they have learned. Encourage them to share their information with family members and friends. Ask each participant to state one new insight or new idea she/he discovered during this session. What can the participants do to influence and change some commonly accepted myths prevalent in their community about what a pregnant woman should do/not do? Emphasize the importance of family planning as an important way of preventing unwanted pregnancy and unnecessary infant and maternal deaths.

### **Fact Sheet 1: LIST OF SIGNS AND SYMPTOMS DURING VARIOUS STAGES OF PREGNANCY**

#### **Early Stage or First Trimester, 0-13 weeks:**

- Menstruation stops.
- Nausea (a feeling of wanting to throw up) or vomiting commonly experienced on rising in the morning or in the evening.
- Increased sleepiness
- Frequent urination
- Enlargement of the breasts with darkening of the nipples.

#### **Mid-Term Stage or Second Trimester, 14-27 weeks:**

- Enlargement of the abdomen and palpable uterus (can feel the uterus)
- Women begin to feel the foetal movements.
- Women generally feel better during this period.

#### **Late Stage or Third Trimester: 28 weeks until birth:**

- Uterus becomes very big in size, and foetal parts and movements are felt.
- Foetus becomes viable, that is, capable of an independent existence.
- Breast changes are more pronounced, and there may be some milk secretion.
- Frequent urination
- Difficulty in sleeping, walking

## Fact Sheet 2: COMMON DISCOMFORTS DURING PREGNANCY

### 1. Morning Sickness, Heartburn, Constipation

Pregnant women commonly suffer morning sickness, or nausea/vomiting, in the early months of pregnancy. This may occur in the morning when the woman's stomach is empty. Advise the woman suffering from morning sickness to:

- avoid oily or spicy foods
- eat frequent small meals
- eat a light snack before rising in the morning and before going to sleep at night
- go to the hospital if she develops severe nausea with frequent vomiting

Pressure on the abdomen frequently causes heartburn in the last months of pregnancy. For relief of heartburn symptoms, advise frequent light meals and a chewable antacid tablet. Avoid spicy foods and do not lie down immediately after a meal. Wearing loose clothing also helps.

Proper diet can usually relieve constipation. Advise women to eat plenty of fruits, vegetables and whole grains and drink plenty of water, e.g., six to eight glasses per day. Iron supplements may cause stools to look black; this is normal.

### 2. Frequent Urination

A woman may have frequent urination, especially during early pregnancy. She should drink plenty of water. However, frequent urination accompanied by burning of urination may be a symptom of urinary tract infection, which is more common during pregnancy. A woman should consult her doctor if this is the case.

### 3. Backache

Women sometimes suffer from backache towards the end of pregnancy. Increased pressure and the weight of the growing foetus cause backaches. The woman leans back to counter the weight of her protruding abdomen. This places a strain on the muscles of her lower back. Recommend daily exercise, such as walking to prevent and ease backaches during pregnancy. Avoid lifting heavy loads if possible. Good posture, body mechanics and massage of lower back are particularly helpful.

### 4. Shortness of Breath

The foetus fills the entire abdomen and pushes on the diaphragm during the last two to three weeks of pregnancy. This pressure may cause shortness of breath. In such a case, advise the woman to walk slowly, rest frequently and rest and/or sleep with her head slightly raised on the pillow or on her side. Be aware, however, that shortness of breath may also be a sign of heart disease.

### Fact Sheet 3: NEEDS OF A PREGNANT WOMAN

A pregnant woman needs:

- nutritious food
- enough rest, sleep, and relaxation
- good personal hygiene
- comfortable clothing and footwear
- emotional support
- regular visits (at least three) to an antenatal clinic for check-ups, iron and folic acid tablets (dosage as recommended by her doctor) and two doses of tetanus toxoid injection.

#### 1. Nutritious Food

A pregnant woman needs to eat enough food for herself and for the growing baby. She should eat approximately 1½ times the quantity of food she ate when not pregnant.

- She should eat whatever local food is available and should eat small quantities at short intervals for good digestion.
- She should avoid spicy and oily foods and should eat her dinner at least one hour before retiring to bed.
- A walk after dinner helps her to digest her food and avoid heartburn and uneasiness at night.
- She should not fast or abstain from food throughout pregnancy. She should not stop eating any healthy food that she ate when not pregnant and should not be the last one in the family to eat.
- She should be encouraged to eat when she wants and avoid what she does not want.
- Good nutrition during pregnancy helps to initiate good lactation after the birth of the baby. Her daily diet should consist of:
  - body-building food such as milk, cottage cheese, green peas, lentils, red beans, peanuts, soya-beans, egg, meat, and fish.
  - energy-giving food such as rice, potatoes, bread, cereals and carrots.
  - some fats, oil, butter or margarine.
  - body-protecting food such as green leafy vegetables, beans, tomatoes and cabbage and a variety of local fruits such as pawpaw, mangoes and guavas.

#### 2. Exercise

Exercise during pregnancy helps to stimulate circulation, maintain good posture, strengthen the muscles and increase the ability to relax. Most women get a certain amount of exercise while doing housework or by doing some manual labour, e.g., working in the fields. The kind and amount of exercise a mother needs depends on the type of work she does. Female manual labourers, who do heavy work, should ac-

tually lighten their load of work as pregnancy advances. Housewives may need moderate exercise, particularly in the open air. Walking or gardening is beneficial. Sedentary women, who have very little work, should exercise daily.

### **3. Rest, Relaxation and Sleep**

Extra rest is necessary, and relaxation needs practice. Relaxation is a way of conditioning the muscles to loosen up and help to release tension. The mother should take every opportunity to rest and learn to relax. She could do this by lying on a mat or a firm mattress, closing her eyes tightly, then letting them go and taking a few deep, calm breaths. With her eyes relaxed and closed, she can also visualize something calming or scan her body mentally from head to toe, relaxing any muscles that are held tight and breathing calmly and slowly. The expectant mother should aim for eight hours of sleep at night and at least an hour of rest during the day.

### **4. Emotional Support**

Certain emotional changes may occur in pregnancy that need to be understood by the expectant mother and her family. The individual personality will influence, to a marked degree, the exact pattern of emotional change in pregnancy. The husband should understand her moods and give her the support and assurance that this is a natural happening. When there are social and economic pressures, especially if the pregnancy was not planned, the mother may experience feelings of rejection and depression. Loving kindness by the family may help to overcome this stressful period. Each family member could contribute in one way or another towards the well-being of the mother and the new family member. Planning and sharing the experience of pregnancy often draw the family close together. She should go to the clinic as soon as she suspects or knows that she is pregnant. Families should be aware of the three delays (delay in recognizing complications, delay in reaching care and delay in receiving appropriate care at the health facility) and make plans for how to avoid them. They should make transportation plans in case she needs to be taken to hospital, have money in case they need to pay for blood transfusions, etc. This will help the mother feel safe and the family to be calm and prepared in case of emergencies.

### **5. Personal Hygiene**

It is very important for a pregnant woman to keep her body clean. A daily bath reduces the chances of getting an infection or illness. It is especially important to take care of breasts and the genital area by washing with clean water and a gentle soap. Regular cleaning of the teeth and mouth prevents spread of infections. The hair should be washed and combed regularly.

### **6. Clothing**

A pregnant woman should wear clean, loose, comfortable clothes made of breathable fabric and low-heeled shoes or slippers that support the feet.

### 7. Regular Attendance at Antenatal Clinic

It is important that mothers attend the prenatal clinic services on a regular basis so as to receive quality care and maintain optimum health for herself and her unborn baby. The normal pregnant mother should visit the clinic at least three times during the current pregnancy so as to have continuous health care and medical supervision.

## Fact Sheet 4: MYTHS AND FACTS ABOUT PREGNANCY

**MYTH:** It is bad to talk about pregnancy because it may attract witches or evil people who will harm the baby.

**FACT:** Pregnancy does not attract witches or evil people. A woman should talk about her pregnancy as soon as she suspects it and seek early antenatal care in order to fulfil her special needs during pregnancy.

**MYTH:** A pregnant woman should not eat certain “heat-producing” foods as they will harm the baby.

**FACT:** A pregnant woman needs to eat nutritious food for healthy growth of the baby. Coloured vegetables, fruits, eggs, meat and nuts are excellent sources of nutrients needed by the baby, and they do not cause any harm to it.

**MYTH:** A pregnant woman should continue performing heavy physical labour.

**FACT:** Too much heavy work, such as working in the fields or picking up heavy loads, can cause problems such as miscarriage, premature delivery or underweight babies. Therefore, pregnant women should avoid heavy physical labour.

**MYTH:** A pregnant woman should not do any work at all.

**FACT:** A pregnant woman should do normal household work that is not too strenuous unless advised by the doctor not to do any at all, as it is a form of daily exercise that keeps her healthy and her muscles toned.

**MYTH:** A pregnant woman need not go for antenatal check-ups if she does not have any complaints.

**FACT:** Even if she has no complaints, it is very important and beneficial for her to go for antenatal check-ups as soon as she suspects or knows she is pregnant so she can receive quality care and remain healthy.

**MYTH:** A pregnant woman should remain indoors and should not step out of the house.

**FACT:** Pregnancy is not an illness. Like other people, she can also go out from time to time. In fact, remaining indoors may deprive her from getting fresh air, exercise, recreation, essential antenatal check-ups, etc. However, if travelling by a vehicle, she should avoid jerks in movement, bumps and heavy strain. Walking for some distance that is not strenuous is good exercise for her.

**MYTH:** A man and his family members can do nothing to help a pregnant woman.

**FACT:** They can give her a lot of emotional support and ensure essential care to her by providing her with nutritious food, sharing her workload, taking her for regular health check-ups, etc.



### **Fact Sheet 5: LIST OF DO'S AND DON'TS FOR A PREGNANT WOMAN**

#### **Do:**

- get registered with the Auxiliary Nurse Midwife (ANM).
- go for antenatal check-ups as soon as you know you are pregnant and at least three times during pregnancy.
- take two tetanus toxoid injections (one at first contact and then four weeks later) and iron and folic acid tablets as recommended by your doctor.
- sleep for eight hours each night.
- rest or sleep for two hours during the day.
- keep clean.
- get regular exercise, for example, by walking for half an hour every day.
- wear loose, comfortable clothing and low-heeled shoes that support the feet.
- drink plenty of fluids and eat enough food, especially the right kinds of food, i.e. energy-giving, body-building and protective foods.

#### **Don't:**

- lift or carry heavy loads.
- drink alcohol – it can cause serious problems for the baby.
- smoke – smoking can harm the baby.
- take medicines, drugs or herbs unless a doctor or nurse who knows about the pregnancy says it is all right.
- be exposed to chemicals such as hair dyes, pesticides to kill insects or herbicides to destroy weeds.

## **Fact Sheet 6: NEEDS OF A WOMAN AFTER DELIVERY**

### **1. REST**

After childbirth, which is a great physical effort, the woman needs to rest so that she can become strong and healthy again.

### **2. EMOTIONAL SUPPORT**

This is an emotionally demanding period for her, and she needs a lot of family support and understanding from her husband.

### **3. CLEANLINESS**

During this period, she is very prone to infections and needs to be safeguarded against them. A clean room with fresh air and sunshine, clean bed and bedding, and clean clothes are required. Use of clean cloths or sanitary napkins is essential. Daily baths instead of ritual baths are needed to keep her body, especially the external genitalia and breasts, clean.

### **4. RESUMPTION OF INTERCOURSE**

Abstinence from sex or use of condoms helps in protecting her from infection during this period. Once a woman's lochia has ceased to flow and once she is comfortable doing so (e.g., any lacerations she may have sustained have healed), she may resume intercourse as desired. If she does not meet the criteria for the lactational amenorrhea method (LAM), she should be sure to use an appropriate contraceptive method as a woman can return to fertility before her menses return.

### **5. BETTER DIET**

A new mother needs the same healthful foods she needed when she was pregnant. If she is breastfeeding her baby, she should eat more body-building foods such as beans, pulses, milk, eggs and meat. She should also eat more protective foods such as green vegetables and fruits. She should drink plenty of fluids. She should drink at least one glass of milk per day, if possible. She should drink a glass of fluid every time she breastfeeds her baby (six to eight glasses per day).

### **6. EXTRA IRON AND FOLIC ACID**

A lactating woman needs more iron and folic acid than most diets can provide.

Therefore, every lactating woman may receive 1 mg of folic acid daily and 300 mg of iron sulphate three times a day. The iron and folic acid prevent anaemia. A woman taking supplemental iron will have black stools. This causes no harm. Tell her to expect dark stools. A health check-up is highly recommended within six weeks of delivery. Ideally, the woman should visit a health centre or be visited by a health worker at home within seven to 10 days of delivery.

### 7. POSTPARTUM FOLLOW-UP VISIT WITH HEALTH PROFESSIONAL

Both mother and baby should have a follow up visit with a health professional (nurse, midwife, doctor) within the first 10 days after birth, or at least at four to six weeks postpartum, to ensure optimal breastfeeding, health, growth and healing of mother and baby and to be counselled on family planning. A woman should be counselled on the different birth control methods that are available to which she can transition, once she is no longer following the LAM criteria. Fertility can return even before menses resume, so it is important that if a woman is not using LAM, she has access to family planning within three weeks of birth.

## Fact Sheet 7: SERIOUS COMPLICATIONS AFTER DELIVERY

Serious complications can still develop after a woman has given birth. She should be taken to a health centre immediately if she has any of these complications. Otherwise, she might die.

### 1. Eclampsia

This may occur within the first two days after delivery. The woman may develop fits or convulsions or may faint.

### 2. Haemorrhage or Heavy Bleeding

If the uterus does not contract properly after delivery because of becoming lax due to repeated childbirths or due to some retained pieces of placenta, the woman will continue to bleed heavily and may die. Therefore, bleeding after delivery should be monitored and if it increases rather than decreases day by day or the woman passes many big pieces of clots, it is a danger sign, and no time should be wasted in taking her to a health centre.

Women who are already anaemic are at greater risk of dying after heavy bleeding. Early initiation of breastfeeding helps in proper contraction of the uterus, and the woman should be told about this.

### 3. Infection

After childbirth, the birth canal is very prone to infections and if the FIVE CLEANS (clean delivery surface, clean hands of birth attendant, clean cutting of the cord, clean cord tie and blade, and clean cord stump without anything applied to it) are not followed, there are chances of infection. The signs of severe infection are:

- High fever
- Severe pain in lower abdomen
- Bleeding or fluid from vagina with a bad smell
- Vomiting or diarrhoea

These are dangerous signs, and the woman should be taken to a health centre immediately. Otherwise, she might die of severe infection.

### objectives

**By the end of the session, participants will be able to**

- describe the essential care of the newborn,
- promote optimal breastfeeding practices,
- list the advantages of breastfeeding, and
- dispel myths about breastfeeding.

### time



# Care of the Newborn and Breastfeeding

## materials needed

- Flipchart, chalkboard, markers, chalk
- Fact sheets 1-5
- Relevant pictures and illustrations (cut-outs from old newspapers and magazines or pictures from books, calendars, etc.)

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Tell the participants that this session is going to be about the care of the newborn. Explain why newborn babies need a lot of care.

Explain the essential newborn care from Fact Sheet 1. Newborn babies need a lot of care and help. Throughout the foetal stage, the baby lies inside the mother's womb, which is warm and secure and performs all important functions such as circulation, assimilation of nutrients and passage of waste products through the mother's body.

Immediately after birth, the newborn baby has to perform all these functions independently. It breathes for the first time and gives a loud cry. Some babies may have difficulty in breathing. The newborn baby's body does not have the power to regulate its body temperature or fight infections. Most infant mortality occurs within the first 28 days of life due to difficulty in breathing, hypothermia (lowered body temperature) and infections. Low-birth-weight babies – those weighing less than 2.5 kg. at birth – are at a higher risk of dying due to these three causes and need special care.

3. Brainstorm with the participants the serious complications in the newborn. List their answers on the flipchart. Complete the list from Fact Sheet 2 and explain it to them.
4. Ask:
  - How would you help a mother to breastfeed her baby?
  - What would you tell her?

At the end of the discussion, the facilitator should make sure that all the points have been covered from Fact Sheet 3.

## discussion guidelines

- What are the common practices within your families?
- How does the new mother get any information or help?

## activity 2

1. Ask the participants to call out what they know about the advantages of breastfeeding. On a flipchart, list the advantages of breastfeeding for baby and mother from Fact Sheet 4.
2. Divide participants into small groups. Give them slips of paper with a myth written on each slip from Fact Sheet 5. Ask them to discuss each myth and fact.

## discussion guidelines

- Are there any myths that are not stated above?
- What is the normal practice in your homes?

## activity 3

1. Ask the participants what they understand by the term “weaning.” What word do they use for it in their own language?
2. A generic definition of weaning can be to accustom a child to food other than its mother’s milk, which will cause the baby to lose the need to suckle or turn to the mother for breast milk as food.
3. Discuss the following principles related to weaning the baby. Ask them to give examples of different kinds of food. Some of the answers are:
  - Give semi-solid foods.
  - Continue breastfeeding and give semi-solids after breastfeeding.
  - Introduce one food at a time.
  - Start with one to two teaspoons and increase the quantity of food gradually.
  - Feed frequently.
  - Mash all foods.
  - Do not pre-chew the baby’s food as this has recently been identified as a route of transmission for HIV.

### discussion guidelines

- What are the normal practices followed in your homes for weaning?
- Are they different from those suggested here? If so, how and why?

### ideas for action

- To close, ask each participant to complete this sentence: “The most important thing I learned today is .... “
- How can you use this information at home?
- What factors contribute to the baby's poor health? What practices can be adopted to keep a baby healthy? How can all family members help in caring for the baby?

Make a list. Check to make sure your list includes all the points made in the above sessions.

## Fact Sheet 1: CARE OF THE NEWBORN

As soon as the baby is born, there are a few steps that must be taken right away.

### 1. Baby Care

Keep the baby warm. The delivery room should be made comfortably warm during winters. The newborn should be received at birth in a dry, clean, warm cloth. Do not bathe the baby after birth for seven days but wipe its body with a clean moist cloth, beginning with the head. Wrap the baby well and give it to the mother. Close physical contact with mother keeps the baby warm and prevents hypothermia. The baby should be made to lie on its side with the head slightly lower than the body. This will help to drain mucous and fluids from the baby's nose and mouth.

### 2. Care of Cord

A few minutes after the birth of the baby, the umbilical cord stops pulsating and providing oxygen to baby. It should then be tied with a clean thread 2½ inches away from the baby and cut with a new blade. Do not apply any dressing or medicine on the cord but leave it exposed to air. Instruct the mother that the area around the cord stump should be kept clean and dry (e.g., diaper folded so that it is below the stump). It will dry and fall off by itself within seven to 10 days. Do not apply herbs or other substances on it as they will cause severe infection such as tetanus and kill the baby. In case there is redness around the cord or a bad smell or discharge from it, she should take the baby to the health centre. A few minutes after the cord is tied and cut, it should be checked for bleeding, which may occur due to thinning of the cord and loosening of the tie. If bleeding continues, tie another clean thread.

### 3. Eye Care

Clean each eye with a separate clean, soft, moist cloth or cotton swab, beginning from near the nose. Do not put any drops in the eyes.

### 4. Checking the Newborn and Its Weight

The birth attendant should check that the baby is breathing well (and is not blue in colour) and that the body is normal. If there are any birth defects, they should be noted, and the baby should be referred to a health centre if they are serious, e.g., a big head or an open spine. The weight of the baby should be recorded soon after birth. If the baby is less than 2.5 kg, it needs special care. It should be referred to an institution that has facilities for newborn care if it does not suckle or breathe well. The mother should take it to the hospital, keeping it close to her body.



### 5. Putting the Baby to Breast

All newborns that cry soon after birth and do not show any signs of illness must be kept with their mothers and put to breast soon after birth. Exclusive breastfeeding for six months will save lives of many babies by preventing malnutrition and infections such as diarrhoea and pneumonia. Do not give any other liquids such as water, pap, etc., as they may make the child seriously ill if the water is not clean or if the bowl or cooking material is unclean. Breast milk provides all of the nutrients a baby needs; it is the best food one can provide.

## Fact Sheet 2: SERIOUS COMPLICATIONS IN THE NEWBORN

Below are some important SIGNS that can help you recognize serious complications in the newborn. The baby should be taken to a hospital immediately if any of these SIGNS are present:

### 1. Poor Condition of Baby at Birth

This can be recognized if the newborn has trouble in breathing, i.e., breathes faster than 60 breaths per minute, is limp and weak, does not have normal colour in one hour after birth or is cold to the touch.

### 2. Jaundice

Normally, babies can have physiological jaundice during the first two weeks of life when their eyes and skin become yellowish, but this resolves by itself without any medicines. However, if the jaundice does not resolve soon and the baby looks ill and does not feed properly, it could be a serious complication.

### 3. Sepsis

If the cord stump is infected, the baby may develop sepsis. If the baby does not feed as well as usual, sleeps most of the time, vomits or spits up a lot, has green watery stools, has hot or cold skin and breathes too fast or too slow, one should immediately take the baby to the hospital.

### **Fact Sheet 3: KEY MESSAGES ABOUT BREASTFEEDING**

- Breastfeeding is the best nutrition for a newborn. Breastfeeding should begin within half an hour after the delivery. A woman's breasts will begin to feel slightly full and tight the first day after delivery.
- A thick, yellow fluid will come from her breasts for the first two to three days as the newborn sucks. After the second or third day, white milk will come. The first milk should not be discarded, as it is very good for the baby. It is called colostrum.
- A mother should breastfeed her newborn frequently during the first few months after its birth. It is normal for a newborn baby to feed about every two to three hours.
- How to breastfeed the baby?
- She should use both her breasts, feeding the baby from one until it is empty and then giving it the other.
- A newborn will take about 20 minutes to empty one breast. However, after sucking all the milk from one breast, a newborn may not empty the second.
- For this reason, she should always alternate the breast with which she starts breastfeeding.

#### **How to Help Mother in Breastfeeding**

Give the newborn to the mother to nurse in the first hour after birth. The newborn will suckle. Some newborns have trouble taking the breast. Show the mother how to put the areola into the baby's mouth.

The newborn's nostrils must be open while suckling or it will not be able to breathe. Sometimes the mother's nipples and breasts are so large that they press against the newborn's nose. Show the mother how to keep her breast from covering the newborn's nose so it can breathe freely.

Newborns need to be suckled more frequently than older babies. Newborns tire quickly. They need frequent, short feedings. Exclusive breastfeeding helps in LAM.

Even if the mother is hospitalized, the newborn should be taken along with her and be given to her to breastfeed regularly. Without breast milk, the newborn may not live. A newborn should not feed on milk, water or foods other than breast milk. Other liquids and foods can cause diarrhoea and alter the newborn's appetite for breast milk. Also a good supply of breast milk depends on regular suckling, so decreased suckling may reduce the amount of breast milk the mother produces. A mother will know if the baby is getting enough milk if the baby passes urine about six to eight times a day.

It is important for a mother to take good care of her breasts to keep them healthy during breastfeeding.

### **Maintaining Breast Health**

Is it normal for breastfeeding to hurt?

Breastfeeding is not supposed to hurt. A woman may experience some soreness at first, but it should gradually go away. Correcting a poor latch-on is the first step to ensuring comfortable breastfeeding. Also, breasts can become tender and painful when a milk duct is plugged and milk is blocked from flowing. Breasts may or may not turn red. If a woman has these symptoms of a plugged milk duct, advise her to continue breastfeeding often, vary her position when breastfeeding, get more rest, apply heat or warm compresses to the breast and massage the breasts. Once the milk is flowing, the soreness will decrease.

A sore breast can also be due to mastitis. Mastitis is inflammation of a breast that may or may not be infected. If a woman has mastitis, her breast is sore, red, swollen and hard, and she feels achy, tired and feverish. Mastitis develops when milk is not effectively removed from the breast and accumulates over time. The first step in treating mastitis is removing the milk by expressing breast milk and continuing to breast-feed. Continuing breastfeeding is important for a woman's own recovery and for her baby. If the symptoms of mastitis are severe, if the woman has visible cracks in her nipple or if the symptoms do not improve after 24 hours of effective milk removal, antibiotic treatment is recommended.

### **Can breast engorgement be prevented?**

Breast engorgement can occur when mature breast milk comes in and breasts become full, hard and tender. Engorgement is less likely to occur if a woman feeds her baby often and lets the baby nurse as long as possible. If a woman suffers from engorged breasts, she can try using warm compresses for a few minutes before a feeding session and expressing some milk by hand or pump or applying ice or cold compresses between feedings. Green cabbage leaves (washed) can be used as a compress, instead of ice. A woman should see a health care professional if engorgement prevents good latch-on, the pain is severe or does not go away in 48 hours or if the woman develops any of the following symptoms indicating a breast infection: fever, chills, body aches, localized pain or other flu-like symptoms.

### **How can a woman prevent cracked nipples?**

Positioning the baby properly and helping the baby to latch on correctly can help to prevent sore and cracked nipples. If the latch-on is uncomfortable, the mother should gently release the baby's mouth and start again. Avoiding the cleaning of nipples with alcohol-based products and harsh soaps can also help prevent cracked nipples. Cleaning the nipples with plain water is best, and since breast milk contains antibodies, allowing the nipples to air dry with breast milk on them may help treat the problem and prevent further cracking.

### **Fact Sheet 4: ADVANTAGES OF BREASTFEEDING**

#### **For Baby**

- Breast milk is the most natural and nutritious food for a baby.
- Breast milk is easy to digest.
- Breastfeeding reduces risk of infections and childhood obesity.
- Breast milk contains substances called antibodies that protect the baby from any types of infections, especially diarrhoea and respiratory infections.
- Suckling helps the jaws and tooth development of the baby.
- During breastfeeding, the baby feels warm and secure, and a bond of love is formed with the mother.

#### **For Mother**

- Suckling of the nipples by the baby helps the mother's uterus to contract and come to its normal shape and size after delivery.
- Breastfeeding reduces the bleeding after delivery due to proper uterine contraction.
- Breastfeeding helps the mother to shed the extra weight put on during pregnancy.
- Breastfeeding protects mothers from breast cancers and ovarian cancers.
- Breastfeeding makes the mother feel emotionally satisfied, and her self-image is enhanced. A bond of love is formed with the baby.
- It is convenient to breastfeed the baby as breast milk is immediately available at the right temperature and is free of cost.
- It protects the mother from becoming pregnant soon if she applies the LAM criteria appropriately.
- Breastfeeding for at least three months reduces a woman's risk of breast cancer.

## Fact Sheet 5: MYTHS ABOUT BREASTFEEDING

**MYTH:** “You have to drink a lot of milk to produce more milk.”

**FACT:** It is not true. Any type of food and fluids taken by the mother in adequate quantity is sufficient to produce enough milk. The production of breast milk is not dependent on the milk intake by the mother. Baby’s suckling on the breast is important. “More Suckling = More Milk.”

**MYTH:** “Small breasts will not produce enough.”

**FACT:** Being able to breastfeed successfully does not depend on the size of your breasts. Breast size depends upon the fatty tissue layer under the skin. Special glands in the breast that are present in all women produce breast milk.

**MYTH:** “You have to stop eating certain foods during breastfeeding.”

**FACT:** You can continue eating most of your favourite foods during breastfeeding. Though some people report some problems with different foods, many others don’t have any problem with the same kinds of food. If you are worried about a particular food, eat a small amount each time and see whether it causes any problem to your baby. If it really bothers your baby every time you eat it, you may quit this food. You should not drink alcohol.

**MYTH:** “Working in cold water will affect the milk supply.”

**FACT:** This is not true. Some people believe that it may cause cold to the baby, but it does not.

**MYTH:** “If you were not able to breastfeed the earlier baby, you won’t be able to breastfeed successfully this time.”

**FACT:** You can be successful in breastfeeding your baby even if you were not able to breastfeed the earlier baby, so be confident.

**MYTH:** “Mother’s milk ‘comes in’ after three days.”

**FACT:** You may say that it actually starts flowing freely by the third day, but the yellowish milk (colostrum) starts coming out as early as baby starts suckling, and it is sufficient for the baby’s demands for the first three days.



# health

Girls and boys must be in good health to be able to make choices about their life options. If a girl or boy is weak because of chronic disease, poor diet and compromised physical health or if she/ he lives in fear of physical abuse, she/ he is unlikely to pursue an education, expand her/ his skills or assert her/his rights. Young people need to understand the value of physical and mental health. This module will help the girls and boys understand the following critical health concerns so they can prevent or improve them: traditional practices, poor household and personal hygiene, drug abuse and sexually transmitted infections (STIs).

## Module Overview

### session**one**

#### **Health and the Consequences of Unhealthy Behaviours and Practices**

(1.5 hours)

Understand the difference between a healthy and unhealthy lifestyle, including ill effects of unhealthy behaviour and practices.

### session**two**

#### **Traditional Practices and Girls' Health**

(1.5 hours)

Examine the effect of common traditional practices on young people's health and well-being, especially girls.

### session**three**

#### **Stress and Mental Health**

(2 hours)

Identify factors that contribute to stress and practice stress management techniques for mental health.

### session**four**

#### **Sport and Recreation for Better Health**

(2 hours)

Discuss with the group the importance of sports, recreation and leisure activities.

### session**five**

#### **Good Health Practices for Ourselves and Our Families**

(2 hours)

Learn about common STIs, HIV/AIDS and how to protect oneself from them.

### session**six**

#### **Sexually Transmitted Infections and HIV/AIDS**

(3 hours)

Learn about common health-related problems and healthy practices.

### session**seven**

#### **Drug/Substance Abuse**

(2 hours)

Discuss different types of drugs that are commonly used/abused by young people in the community and discuss the effects and consequences, as well as where and how to get help.



### objectives

**By the end of the session, participants will be able to**

- define health in broad terms,
- describe healthy and unhealthy behaviours, and
- identify factors influencing healthy and unhealthy behaviours.

### time



# Health and the Consequences of Unhealthy Behaviours and Practices

## materials needed

- Flipchart, chalkboard, chalk
- Paper and pens or pencils for participants

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Write the word “health” on a flipchart and ask for a definition. Help the group to work towards a definition.
3. Ask the question: What influences a person’s health? Explain to the group that instead of using a general definition of health, it is more useful to define health in terms of specific behaviours people engage in that contribute to good or bad health. To clarify what this means, ask someone to give an example of a healthy behaviour and an example of an unhealthy behaviour. (Healthy behaviours can include getting enough rest every night, eating a balanced diet, using a clean pad/cloth during menstruation consistently and wearing clean cotton underwear. Unhealthy behaviours can include not taking baths regularly, not getting enough rest, taking drugs without a prescription and taking hard drugs, etc.)
4. Explain that we will do a small exercise that explores healthy and unhealthy behaviours. Split the group into two smaller groups.
5. Give Group One a sheet of paper with the heading, “The healthy behaviours that people in my community engage in are ....” Inform the group that each person must contribute a sentence. All group members should try to add a different healthy behaviour when thinking about their community’s behaviours. Participants should think about all members of the community, including men, women, adolescents and children.
6. Do the same for Group Two, but its sheet of paper should read, “The unhealthy behaviours that people in my community engage in are .... “ Follow the same instructions as above.
7. Bring the two groups together and ask each group to present its list. Ask the groups whether they would like to add anything more to the lists.

## **discussion guidelines**

- Do you agree with all the items on the two lists? Why or why not?
- If healthy people are those who do certain things and do not do other things, what proportion of the population do you think is truly healthy?
- Why do people sometimes behave in ways that are harmful to their health?
- If you had the power to pass a law making it illegal to do two of the things on the “unhealthy behaviours” list, which two would you choose? Why?
- If you had children of your own and could teach only three of the “healthy behaviours,” which three would you choose? Why?

## **activity 2**

1. Ask the group to identify healthy and unhealthy behaviours under the three headings listed below.
2. Put three headings on a flipchart: “In Families,” “In Friendships/Peer Relationships,” “In Communities.” Under each heading, list the healthy and unhealthy behaviours.
  - Do we have more healthy than unhealthy behaviours?
  - What factors encourage healthy/unhealthy behaviours?

## **ideas for action**

Ask the participants to identify one unhealthy behaviour that they would like to change in themselves. Ask them what change they would like to make within their family, a relationship with a friend or within their community to engage in a healthy behaviour

# Traditional Practices and Girls' Health

## objectives

**By the end of the session, participants will be able to**

- describe common traditions that have harmful physical and psychological effects on young people, and
- identify ways to combat them.

## time



## materials needed

- Chalkboard, chalk
- Relevant pictures from newspapers, books, magazines, calendars, etc.
- Relevant video on harmful traditional practices (if available)

**Facilitator Note:** For this session, focus on a practice that is relevant to the young people in your group. Discuss all other taboos from your culture.

## activity 1

1. Start with a game or song.
2. Explain that this meeting is about traditions that influence young people's lives. Emphasize that the session will address some practices that are harmful, especially to girls. Ask the participants to share what tradition means to them and to name some traditions they are expected to follow.
3. Some of these traditions can affect women's health and general well-being. Ask them to identify traditions related to life cycles of women. (Girls may be exposed to different practices than older women.)

Ideas could be:

- Early marriage
  - Female genital cutting
  - Tribal marks on face, hands, stomach
  - Menstrual taboos
  - Food taboos
  - Mention some traditions in your culture/community.
4. Point out that traditions can change over time. Ask for examples of traditions that their grandparents followed that are not followed today or ask for examples of traditions from other places.
  5. Divide participants into two groups and ask each group to conduct a short play revealing some traditions that are harmful to girls and boys in their community.

## discussion guidelines

1. Begin the discussion with questions such as:
  - Why are traditional practices carried out?
  - How does this tradition affect a girl's or boy's health?

- In what ways is the tradition harmful?
- Are there benefits from this tradition for women? For men? Why?

2. Now, ask the participants to think about their own lives:

- Is this tradition practiced in your community?
- What happens to a girl or boy who does not want to follow the tradition?
- What would you do in this situation?

## **Ideas for action**

In many cultures, the force of tradition is strong. It is difficult for girls and also boys not to follow a certain practice. Before ending, ask the participants if they would like to have another meeting on traditions (if possible, with a resource person, such as a nurse who is trying to encourage people to stop the practice). If they are interested, organize another meeting.

### **Reference Notes for Facilitator: Some Traditional Practices That Affect Girls' Health**

Some traditional practices are harmful to a girl's/woman's health and well-being. They are regarded as forms of violence against women because they usually have physical and psychological consequences that affect the woman's health and well-being. Some have physical or health consequences such as infections, including HIV; reproductive tract infections; excessive bleeding; vesico-vaginal fistula (VVF) or recto-vaginal fistula (RVF) ; and sometimes death. Others have psychological effects such as humiliation, torture, loss of self-esteem and feeling devalued.

Some examples of traditional practices that affect girls'/women's health in Nigeria are discussed below.

#### **1. Female Circumcision**

##### **What Is Female Circumcision?**

Female circumcision can also be called female genital cutting (FGC), and some refer to it as female genital mutilation (FGM) because of the severity and health dangers of the practice. Female circumcision is the collective name given to traditional practices that involve the cutting of female genitals. The World Health Organization describes female circumcision as comprising all procedures involving partial or total removal of the external genitals or other injury to female organs for cultural or any other non-therapeutic reasons. It is a traditional practice that should be stopped because of its harmful effects on women's health. It is not the same practice as male circumcision and should not be equated with male circumcision.

### Types of Female Circumcision

The World Health Organization has identified four types of female circumcision. These include:

1. Type I, also called clitoridectomy (or suna), is the excision or removal of the head of the clitoris (prepuce), sometimes along with part or all of the clitoris. (That is, the clitoris is partially or entirely removed.)
2. Type II, also called excision, refers to the excision or the cutting out of both the clitoris and part, or all, of the labia minora (i.e., partial or total removal of the clitoris and labia minora without stitching).
3. Type III, also called infibulation, is the removal of part or all of the external genitalia with or without stitching the raw surfaces together. When they are stitched together, a small opening (sometimes the size of a pen head or the tip of a small finger) is left to allow for the flow of urine and menstrual blood..
4. Type IV is unclassified and sometimes called angurya (or gishiri cuts). It involves cutting from the vaginal opening, anterior or posterior, into surrounding tissues, which can damage the urinary bladder/urethral opening or rectum and anus.

Female circumcision is widespread in Nigeria. It is done in all states of Nigeria, even though it is not as widespread in some states as in other states.

### Reasons for Female Circumcision

Female circumcision is done for several reasons. Some reasons people give include:

1. As a rite of passage into womanhood
2. It is a religious injunction.
3. To preserve a girl's virginity until marriage
4. To prevent a girl from being promiscuous
5. As an important part of a culturally defined gender identity and to enhance social acceptability
6. To increase chances of getting married
7. To make the vagina look beautiful
8. For cleanliness of the female genitalia
9. To enhance fertility and child delivery
10. To improve male sexual performance and enhance sexual pleasure of men

11. To prevent stillbirths, etc.

So far, there is no scientific proof to justify female circumcision. Rather, the practice has been proven to be very harmful to girls/women.

### **When Is Female Circumcision Conducted?**

Female circumcision is conducted at different ages in different cultures, either from birth, during childhood, at puberty, shortly before marriage, during pregnancy, during labour or during delivery.

### **Who Performs Female Circumcision?**

Female circumcision is usually performed by elders of both genders in the family or community and, in some cultures, male traditional healers, traditional birth attendants, local barbers (wanzamis) and other traditional practitioners. Sometimes, it is done by nurses, midwives or doctors.

### **How Is Female Circumcision Carried Out?**

People who perform female circumcision usually use unsterilized special knives, sharp stones, glass or blades. The females are usually held down by boys or hefty men or women while the circumcision is performed. However, a few females get circumcised in the hospital.

### **Implications and Effects of Female Circumcision**

Female circumcision has not been scientifically proven to achieve the traditional reasons stated above for implementing the practice. Rather, it has been proven to have harmful effects on girls' and women's health in several ways. It has very serious immediate and long-term implications for a woman's physical, emotional and reproductive health. Some of these include:

1. Excessive bleeding (haemorrhage) leading to shock and death
2. Excruciating pain, not only during and after the initial cutting practice, but for the long term
3. Infections, including pelvic infection, tetanus, HIV, etc.
4. Painful sexual intercourse
5. Prolonged and obstructed labour leading to complications such as vesico-vaginal fistula (VVF) or recto-vaginal fistula (RVF)
6. Stillbirths and brain damage.
7. Sexual problems such as frigidity and lack of orgasm, etc.
8. Difficulty with urination (burning, retention, etc.)

9. Psychological trauma, including feeling of inadequacy and lack of self-confidence
10. Keloid formation
11. Infertility resulting from chronic infections

Female circumcision is also regarded as discrimination against women and the girl child and a violation of the rights of women to health and freedom of choice.

It is important to end this discussion with a message of hope to girls who are already circumcised – a message that they can lead a normal life with adequate treatment and counseling.

## 2. Early Marriage

Early marriage is the marriage of a girl who is below age 18 without her consent and sometimes without her knowledge. The marital arrangement is usually made by older members of the family. Early marriage is a harmful traditional practice because of its negative effects and because it is a violation of the rights of a girl to choose whom to marry and when to marry.

### Reasons for Early Marriage

- Cultural reasons: to ensure that the child is married to someone who the family believes will take care of her
- Economic reasons: Some parents give away their daughters in marriage to collect the bride price, which may be in terms of money and material items. Others marry off their daughters to settle financial debts that they cannot afford to pay. The child, therefore, represents the financial value of the money owed. Some also give their daughters in marriage as a gift to demonstrate their high regard for the individual, such as a King.
- To preserve the chastity of the girl and avoid the consequences of teen-crisis pregnancy

### Consequences of Early Marriage

**1. Obstructed labour.** Early marriage leads to early sexual intercourse that usually results in pregnancy. Once a girl is married, she is expected to conceive and have a baby, regardless of her age. Sadly, early childbearing comes with a lot of risk for both the mother and the baby. One such problem associated with early conception is obstructed labour during delivery, leading to VVF or RVF. This is because the mother's body is still too immature to have a baby, resulting in complications during pregnancy and delivery. This occurs as a result of complications arising from obstructed labour, especially in young girls, because of

the immature state/condition of the birth canal. At this age, the birth canal of the girl is small and not physically strong enough; therefore, when she goes into labour, the pelvic bones are not fully developed to allow for the passage of the baby's head. This leads to obstructed labour. As a result, the head of the baby becomes stuck in the pelvis, and the head presses the vagina. The prolonged and unrelieved pressure on the girl's pelvic wall causes the inability to hold urine, as well as pressure necrosis, oedema, tissue sloughing and scarring. This results in the continuous leaking of urine from the bladder through the vagina. This condition is called VVF. In some cases, the rectum is affected, and the woman becomes unable to control the leaking of faeces (RVF). In addition to this condition, these women also lose their babies (they die), and they have to have a surgical repair to rectify the damage. Subsequent births would have to be through caesarean sections. The women are usually sent away from their husband's house, and their family and friends reject them. They are socially stigmatized, humiliated and discriminated against for as long as they remain in this condition. It is important, however, to emphasize that this damage can be repaired through surgery if the woman goes to seek medical help in time at teaching or specialist hospitals across the country. In Akwa Ibom State, it can be repaired at the St. Luke's Hospital Anua, Uyo.

**2. Termination of education.** Most girls who are given away in marriage have to leave school in order to be able to perform their marital roles effectively. This has a lot of implications for the girl, including inability to continue with her education, inability to get a good job or secure adequate income for herself and family, inability to seek medical care if the husband does not take responsibility for her care, etc. She may end up living in poverty all her life.

**3. Social isolation.** Young brides are usually socially isolated from their peers, most of whom are in school. They cannot attend social outings with their friends and become obligated to perform bridal traditional responsibilities. A lot of them become miserable and unhappy, while others resign themselves to their fate.

### **3. Nutritional Taboos**

Across various cultures in Nigeria, as in other African societies, women are forbidden to eat certain foods that are rich in vitamins and protein because of the erroneous belief about the effects of such food on women, especially in regard to their fertility, conception and nurturing roles. Unfortunately, none of these taboos has any scientific basis.

Babies are also prevented from taking colostrum right after birth and, in its place, are given fluids brewed from tree barks and leaves with unknown chemical composition. Women and girls are not allowed to eat certain foods such as the head



of any animal, including goat or chicken, as well as gizzard, liver and snail because they are meant for males. Most elderly women claim that their mothers and grandmothers did the same and raised healthy children. This has resulted in malnutrition, stunted growth of children, retarded mental development, low resistance to diseases, and infection, etc. The child's survival and development may also be in jeopardy due to maternal malnutrition.

#### **4. Traditional Oath-Taking**

This involves the exchange of blood between individuals as a sign of allegiance/commitment to love or as an oath of secrecy to a cult. This greatly increases the spread of infections such as HIV because of the sharing of unsterilized piercing objects used by those involved.

#### **Conclusion**

It is important to emphasize to young people that culture and tradition are not static. Therefore traditional practices that are harmful to individuals should be stopped. There needs to be a distinction between acceptable cultural practices and what constitutes human rights abuse. It is also essential for individuals and groups to advocate for the introduction and implementation of policies/laws that would support the eradication of all forms of violence against women, as advocated by international instruments such as CEDAW (Convention on the Elimination of All Forms of Discrimination against Women). Nigeria is one of the countries that have acceded to the convention and is bound to put its provisions into practice.

## objectives

**By the end of the session, participants will be able to**

- identify factors that contribute to stress, and
- identify ways to deal with stress and the importance of maintaining good mental health.

## time



# Stress and Mental Health

## materials needed

- Flipchart, markers, chalkboard, chalk
- The Aggression Volcano drawn on a flipchart or chalkboard

## activity

1. Welcome the participants and conduct warm-up exercise.
2. Explain that this session will be used to explore “stresses” and how they impact on mental health. Ask five volunteers to make faces or poses that portray different expressions of stress. Ask others in the group to express what these different poses convey to them and what different situations of stress they portray. Ask the group what they think stress is. After this discussion, clarify that it is anything that happens in life that causes tension. Ask for a show of hands of people who have felt stressed recently.
3. Explain that there are usually three primary types of stress: frustration, conflict and pressure. Place these three titles on the wall.
4. Clarify that stress and tension may be caused by internal or external factors. For example, persons may feel frustrated because they realize they have not done enough preparation for an exam (internal factor) or because a parent was drunk, yelling and starting a fight (external factor). Clarify and emphasize that what may have been an internal factor originally could become an external factor later on and vice-versa, so that they cannot be segregated. Discuss how mental stress can show manifestation in terms of physical health (e.g., migraine, body ache).
5. Display the “Aggression Volcano” on a piece of flipchart or chalkboard. Explain that this picture reveals how stress and tension build up and eventually impact on health. Ask for examples of each level. If people are unsure of the meaning of each level, provide the following input:

**Stress:** A single factor in a person's life causing tension (may be internal or external)

**Multiple Stresses:** Several things that are causing tension all at one time (for example: a parent dies, lack of funds for paying school fees or inability to pay tuition fees for vocational skills training, inability to get a job, etc.)

**Physical Stress:** Health problems that add to stress (headache, cold)

**Overload:** Enough cumulative stress to cause a person to behave irrationally (out of the ordinary) and do unhealthy things to cope with the stress (such as use drugs, fight with others)

**Aggression Peak:** The point when all the stresses have built up to an explosion point

### discussion guidelines

- What happens when people reach their aggression peak?
- What signals appear that stresses are starting to build up?
- How can you reduce stress when it begins to build up?

**Facilitator Note:** Explain that the two initial options that one feels when stressed are “fight” (fight the problem) or “flight” (run away from the actual situation).

- We often want to run away or fight the problem. These two options are not often the best ones.
- What are other options?

**Facilitator Note:** Other options could be communication, reflection, interaction with peer group and involvement in hobbies such as listening to music, painting or anything else they enjoy doing. If possible, talk and share the problem with a friend or family member. Exercise, physical activity, sports, etc. are also good stress relievers because the energy that can become anxiety and anger from stress is instead channelled into a healthy activity that also releases natural chemicals and reactions in our bodies that create a sense of well-being.

- How can you tell if a friend is starting to head up the “volcano ladder”? What do you do?
- Ask the participants to talk about practical techniques that they use themselves or they are aware of that can be used to reduce or deal with stress. Write them on a flipchart. (Some ideas will have been suggested from the previous questions.) Clarify inappropriate techniques such as use of drugs.

### activity 2

Divide the participants into smaller groups. Ask each group to do a role-play depicting how they would deal with a stressful situation. Give them 10 minutes to prepare and five to seven minutes each to present the role-play.

## **discussion guidelines**

- What do you think caused the stress in the role-plays depicted here?
- Who was under stress?
- How did stress affect the person?
- What was the key strategy used to deal with stress? Is it realistic?
- What else could have been done to deal with stress?

## **ideas for action**

Ask the participants to choose one of the practical techniques they learned today and use it the next time they are in a stressful situation. Suggest that they try the relaxation technique for a few minutes each day. Does it help you feel less stressed?

ART TO COME

# Sport and Recreation for Better Health

## objectives

**By the end of the session, participants will be able to**

- describe the difference between sport and recreation,
- describe the physiological and psychological impact of sport and recreation, and
- plan some positive steps forward in improving their participation in healthy sport and recreation.

## time



## materials needed

- Flipchart, markers, chalkboard, chalk
- Plenty of seeds, beads, leaves, small sticks or slips of paper

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Explain that there are clear differences between sport and recreation. Explain that today we are going to concern ourselves with understanding them.
3. Start the session by placing two sheets of flipchart on the wall titled “Sport” and “Recreation” and ask the group to brainstorm what they think each one is.
4. After they have tried brainstorming, help them with some of the following information:

### SPORT

- involves physical skill.
- is competitive, either against others, or oneself .
- is organized.
- has rules.
- usually results in positive outcome (either physical or mental).

### RECREATION

- implies physical activity (but not necessarily).
- is non-competitive.
- is relatively unstructured.
- results in a positive outcome.

5. Ask the participants if they play any kind of sport. Encourage them to share their three favourite sporting activities.
6. Ask the same from the group regarding recreational activities.
7. In small groups, ask the participants to discuss:
  - What are the greatest obstacles to such activities in your personal lives?
  - What are the greatest obstacles to such activities in your communities?

Each small group reports back to the large group.

## **activity 2**

### **Seed technique**

1. Explain to the group that we will now see how we spend 24 hours a day doing various activities and the time we spend on each activity.
2. Brainstorm with them the different activities that they do in a day, e.g., cooking, washing, fetching water, spending time at school, sleeping, eating, playing, etc.
3. Divide the girls into pairs and give each pair 24 seeds. (You can use beads, leaves or other items that are available.) Explain to them that these 24 pieces represent the (24) hours of the day.
4. They now have to count the number of activities they do and how many hours they spend on each activity. They should make separate piles for each activity and see how many seeds they put in each. Give them 15 minutes to do this.
5. Then get the whole group together and, on a chart, note the average time spent on each activity.

### **discussion guidelines**

1. Ask the participants:
  - How many hours do you think we should participate in sport/recreation each week to improve our health? Inform the group that we call this “increasing our fitness!”
2. Explain that, according to the international standard, to benefit from sport or physical recreation, we must participate at least three times per week in 20-minute activities to the point where we are slightly out of breath. We apply what is called the “talk test.” If you cannot talk while exercising, you are working too hard. Exercising at this level three times a week for 20 minutes is simply a minimum for fitness. The amount of time you spend exercising depends on what you want to achieve. If you want to become a great runner like Mary Onyali-Omagbemi, then obviously you need to do a lot more. The key questions are:
  - Do you want to be fit? Why or why not?
  - According to the table you filled in above, are you doing enough for fitness?
  - What would you like to do during this time?
3. Inform the participants that to maintain good health we need to exercise regularly. To improve fitness, it is important to progressively work harder over time. This means that you must run a little faster or farther each week or increase the amount of whatever activity you do.

- In what ways do the sporting and recreational activities that we listed above improve physiological health? (Answers can include exercising the heart so it stays healthy and strong, reducing body fat, maintaining a healthy weight and keeping all organs healthy and strong.)
  - In what ways do these sporting and recreational activities improve psychological health? (Exercise releases a natural chemical in our body that relaxes us and reduces stress. Exercise through sports and recreation can be very enjoyable, increasing happiness in our lives; can build and improve our relationships with others; and can increase our confidence and abilities.)
  - Are girls excluded or limited from participating in any of these sporting or recreational activities? Why or why not?
  - Does this have any impact on girls' health?
  - What can we do to increase girls' involvement in these activities?
4. Inform the group that the key to developing a healthy sporting and recreational schedule is:
- to find the time to develop a realistic schedule.
  - that it is doable.
  - that you enjoy it.
  - maybe doing it with someone (a friend or a relative).
  - mixing up the activities and creating variety.

## ideas for action

Ask the participants to think about the following questions for the next meeting:

- What changes can you bring to your personal life to improve health-enhancing sport and recreational activities?
- How can you involve and increase the participation of girls in your family and community in sports and recreational activities? Choose one idea and make a commitment to doing it.

## objectives

**By the end of the session, participants will be able to**

- describe the personal and household hygiene.
- diarrhoea control,
- good nutrition, and
- dealing with common ailments and emergencies.

## time



# Good Health Practices for Ourselves and Our Families

## materials needed

- Health cards with drawings on the back that illustrate: Sanitation and Clean Water, Diarrhoea, Good Nutrition. (See attached notes.)
- Supplies for drawing and writing: felt tip pens, pencils, large paper and tape
- Supplies to make Sugar-Salt Solution: 1-litre bottle of drinking water, salt, sugar and teaspoon measure, only if this demonstration is to be carried out
- Common ailment/emergency cards
- Handouts on common ailments and emergencies as deemed appropriate for the participants
- Invite a doctor, nurse or health worker as a resource person.

## activity 1

1. Welcome the participants and explain that this session is about what each of us can do in our own homes to promote good health. To introduce the topic, ask the participants to quickly give some examples of how they are promoting good health at home already (for instance: covering food to prevent contamination from flies). Record some of these.

**Facilitator Note:** *In order not to discourage participation, make no value judgment about the responses. Say that at the end of the session, you will revisit their ideas to check and see if they promote health.*

2. Divide the participants into three groups. Give each group as many of the health cards as you feel they can discuss and report on. Explain that each group should study the drawings carefully and then describe what is happening and how the activity affects our health. They may also prepare a role-play for the activities.

**Facilitator Note (1):** *Using the information found at the end of this module, the facilitator should draw (or have drawn) pictures on the cards that illustrate good practices. Drawings should reflect the culture – in other words, be culturally appropriate for the audience. It's a good idea to have someone look at the cards once they are drawn to check to make sure the illustrations convey the right intent. Here are some examples for the cards:*

1. A person about to enter a latrine
2. A mother bathing her child



3. Someone washing his/her hands
4. A person wearing shoes
5. A person taking a ladle of water out of a covered bucket
6. A loaf of bread covered with a net
7. A person sweeping in front of the house
8. A child sitting in front of a plate with a balanced meal

**Facilitator Note:** *Preparing for and carrying out role-plays takes a lot of time. If you opt for role-plays as a way for the groups to report out, make sure you have calculated how you will deal with the rest of the module.*

3. Let the groups work for about 20 minutes, depending on the number of cards they are studying.
4. When groups have completed their work, ask each group to report (or role-play). Make sure you allow each group to report on only one card so every group gets a chance. Get to as many of the cards as time permits.

## discussion guidelines

1. After each group's presentation, add information from the facts given in the manual. If a group presents incorrect information, present the correct information without telling members directly that they were wrong. For example, instead of saying, "That's not right," say, "Many people think this, but it is actually more effective to..."
2. Then ask the large group:
  - What other ideas would you like to add?
  - How can you use this information at home?

## activity 2

1. Explain that this session will focus on common ailments and emergencies. Ask the participants to brainstorm some examples of common ailments and emergencies they have witnessed or heard about. Write these down one side of a flipchart sheet. Examples might be: colds, scraped skin, burns, insect bites.
2. Then ask, what one should do for each of the items. Write down their responses while adding your own information and/or gently correcting theirs (see above).
3. Divide the larger group into three or four working groups, depending on time.

Distribute a common ailment/emergency card to each group. Ask participants to develop a role-play about how they would deal with the situation on the card. (Give them about 15 minutes to prepare. They should not over-prepare.)

**Facilitator Note:** *Select some common ailments/emergencies from the documents at the end of the module. Make sure they are prevalent and appropriate. For example, in an urban environment, there may not be snakes. In a rural environment, meals may be prepared over fires leading to burns. Some suggested topics:*

- High fever
- Breathing stopped
- Profuse bleeding
- Wasp stings
- Burns

4. Let the groups take turns to role-play how they would respond to any of the listed ailments and emergencies. Discuss and add information as appropriate.

## **discussion guidelines**

1. Clarify any misconceptions. An excellent topic for discussion is, “What have you seen people do in these cases that might not be the best response?” Bring up some locally appropriate examples.

## **ideas for action**

Before they leave, ask each participant to name one good health practice she/he will adopt at home.

Revisit the initial brainstorming and ask the participants if they see anything they listed that they might change or do differently.

Thank the participants.

### Health Cards

#### A. Personal and Household Hygiene

Many sicknesses such as diarrhoea, worms, malaria, skin rashes, eye infections, typhoid fever, dysentery, hepatitis, tuberculosis and cholera spread easily if personal or family hygiene is poor. Good hygiene helps prevent disease for the whole family.

##### 1. Good Personal Hygiene

**Always Use a Latrine (or Toilet):** People's faeces contain harmful germs. Using latrines (or toilets) keeps faeces out of the living environment. If a baby or small child defecates outside of the latrine (or toilet), the faeces should be put in the latrine (or toilet) and hands washed immediately.

The child should also be washed. The slab in the latrine should be washed often.

Keeping the latrine (or toilet) clean will reduce odour and encourage family members to use it. Latrines can be built easily and inexpensively. Families can work together to build them. People in the community who have latrines can give advice.

**Bathe Often:** Keeping clean helps people stay healthy and helps prevent skin and eye infections, rashes, itching and pimples. Bathe twice daily; after waking up in the morning and before going to sleep at night. The face and eyes should be washed and teeth cleaned. Hair should be washed regularly and combed daily. Nails should be short and clean. To prevent diarrhoea, babies should be washed every day and after they defecate.

**Wash Hands:** The spread of disease can be reduced by hand-washing. Hands should be washed for 20 seconds (sing a short song to keep time, such as the ABC Song) with soap after going to the latrine (or toilet), after cleaning a baby or child who has defecated, after handling soil, before preparing food and before eating.

**Wear Shoes:** Walking outside with bare feet can lead to hookworm infection, cuts, scrapes and puncture wounds. Shoes should always be worn outside by adults and, if possible, children.

##### 2. Good Household Hygiene

**Use Clean Water:** Unclean water causes many sicknesses. Water from rivers, streams and unprotected wells is usually contaminated with human faeces and is not safe to drink unless it is first boiled. If possible, water should come from a protected well, borehole or spring. Contaminated water should be boiled for 10 minutes before using. It should also be filtered through a clean white cloth. Water for drinking and washing cooking utensils should be stored in a clean, covered container such as a gourd or a clay pot and kept in a cool place. Family members should all be taught how to keep this drinking water clean.

**Keep Food Clean and Covered:** Flies and other insects or household animals can contaminate food that is uncovered. Uncovered, unclean food should not be purchased. At home, food should be kept covered. Old food or food that smells bad

should be thrown away. Fruits or vegetables should be washed in clean water before they are eaten. Keep animals away from food.

**Wash Cooking Utensils and Dishes:** Clean drinking water should be used.

**Wash Clothes and Bedding Frequently:** Mats and mattresses should also be aired regularly to discourage germs and insects.

**Do Not Allow Stagnant Water to Accumulate:** Water can collect in old tins or in other trash and breed mosquitoes and flies. Flies spread many diseases. Mosquitoes spread malaria.

**Dispose of Garbage and Waste Properly:** Garbage and waste contain germs that cause many diseases. Garbage can be disposed of by burning, burying in a special pit or composting. An entire community can get involved in keeping the common surroundings clean. One day every month can be set aside to clean and beautify the shared environment.

## **B. Diarrhoea**

1. Diarrhoea can result from germs spread by poor hygiene and sanitation.

Diarrhoea can make babies very weak and sick and make them lose water from their bodies (become dehydrated). If the diarrhoea persists, they can die from dehydration.

2. Look at the picture on the other side of the card. Read this story:

The new baby in the family has just begun weaning. Her mother uses the latrine (or toilet), then begins to prepare the baby's porridge of maize flour and water. She uses water from the stream. While she is preparing the food, her 5-year-old twins get into an argument. When she goes to settle the dispute, she leaves the food uncovered, and some flies sit on the food. She then feeds the porridge to the baby.

3. What poor health practices can you find in the picture and story? What good health practices can be adopted to prevent diarrhoea? Make a list. Be sure it includes these health practices:

- Wash your hands after using the latrine (or toilet) and before preparing food.
- Use clean water.
- Cover food to prevent contamination by flies.
- Keep surroundings clean to prevent flies.
- Bathe the baby every day and wash her after she defecates.
- Continue breastfeeding as long as possible.

4. How can you help your family follow these practices?

5. Think about a baby you have seen with diarrhoea. Was the baby dehydrated? How could you tell?

6. A baby with diarrhoea needs plenty of fluid to drink. If the baby is still breastfeeding, he/she should feed at will.

Show how to make Sugar-Salt Solution:

- Wash your hands.
- Measure 1 litre clean water into clean container.
- Add 1 teaspoon salt and 8 teaspoons sugar then mix.
- Taste: It should not be saltier than tears.

Give baby sips every few minutes. Baby should drink about 1 cup for every stool passed. Continue feeding the baby food such as bananas, rice, maize, beans, yams, potatoes and eggs.

7. Where can you take a child who is dehydrated for health care in your community?

Babies and young children often get diarrhoea and become dehydrated (lose water). A baby or young child can die quickly if it loses too much water. Diarrhoea makes babies and young children weak. They are likely to get diarrhoea again and get even weaker.

### 1. Preventing Diarrhoea

**Practice Good Hygiene:** Germs, especially from faeces, spread diarrhoea. Babies can get it from poor hygiene or sanitation practices in the household. Good hygiene is very important to prevent diarrhoea.

**Breastfeed as Long as Possible:** Breast milk has exactly what the baby needs; it has antibodies to prevent diarrhoea, and it has no germs. Breast milk goes directly from the breast to the baby and does not become contaminated. Bottle milk is easily contaminated in preparations by the water added to it, the water used to wash bottles, nipples, unwashed hands and unsanitary conditions. Feed older babies a variety of foods to keep them healthy.

### 2. Taking Care of a Baby with Diarrhoea

**Give Baby Water:** The most important thing to do for a baby with diarrhoea is to put water back into its body. A baby with diarrhoea needs plenty of fluid. Sugar-Salt Solution is easy to prepare and can restore water to a dehydrated baby.

Give baby sips every few minutes. Baby should drink about one cup for every stool passed. Continue feeding the baby food such as bananas, rice, porridge, maize, beans, yams, potatoes, eggs, chicken and cassava.

**Other Fluids:** If sugar and salt aren't available, the baby should be given other fluids that are readily available at home; for example, water that has been used to cook rice or vegetables, herbal tea, coconut water, watery porridge, breast milk and buttermilk.

**Watch for Dehydration:** Signs of dehydration are: dry mouth, crying with no tears, little or no urine or dark yellow urine, sagging soft spot on top of the head, vomiting or inability to drink.

A baby with diarrhoea should be taken to a health clinic or hospital immediately if:

- diarrhoea lasts for more than two days.
- dehydration doesn't improve.
- baby is listless and cannot or will not drink.
- baby vomits.
- baby does not urinate for six hours.

### **C. Good Nutrition**

1. Our bodies need a variety of foods to help us grow, give us energy and prevent sickness.
2. Look at the lists of food Girl #1 and Girl #2 eats. What do you think about the foods Girl #1 eats? What do you think about the foods Girl #2 eats? Which girl do you think is healthier and why?

#### **Girl #1**

Rice  
Pap (ogi)  
Fruits  
Tea  
Fried plantain  
Milk

#### **Girl #2**

Rice  
A little meat  
Green vegetables  
Nuts  
Eggs

### SOME NUTRITIOUS FOODS

Milk Group	Meat/ Seafood/ Poultry Group	Vegetable Group	Grain/Tuber Group	Fruit Group	Other
Milk Yoghurt Soya beans milk Cheese Coconut Milk	Snails Fish Crab Egg Chicken Turkey Liver Stock fish Kidney Shrimp Pork Cray Fish Bush Meat	Vegetable Salad Carrots Onions Okro Melon Ikong Ubong (Telfaria occi- dentalis) Afang Water Leaf Ogbono Spinach Banga Ewedu	White Rice Jollof Rice Fried Rice Yam Gari Amala Semolina Fufu Potato Beans Corn Meal Bread Fried Plantain Pounded Yam Yam Porridge	Banana Orange Grape Mango Pineapple Pear Apple Pawpaw Water- melon	Akara (Bean Balls) Moinmoin Pap Corn Flakes Oats

3. Read this story about some of the reasons women do not get enough food or a variety of food:

Amina is the mother of four girls and three boys. Her family is typical in many ways. Amina works in the garden, gathers firewood and water, cooks, takes care of the house and cares for her children and husband. Her husband works, but his employment is not steady. Their diet consists mostly of rice, beans and plantains from their farm, occasionally meat or chicken, and tea. At mealtime, Amina's husband is served first, followed by the boys, then the girls. Finally, after her family has finished, Amina takes her turn to eat. There is usually not a lot of food remaining, and Amina often feels hungry even after she has taken all the food. But she has gotten used to this feeling. Amina has noticed that she is not as strong as she used to be. She gets tired very easily, has to rest more often when working in the garden, gets minor sicknesses frequently and just feels weak much of the time. Most of her friends say they feel the same way, so she just assumes that this is what happens to women after years of caring for their families. Like the hunger, she figures she will get used to this feeling.

4. What are some reasons Amina doesn't get enough and/or a variety of food?

- Can you list some ideas for ways Amina might get more/better food?
- List some of the healthy foods available in your community.

## **Common Ailments and Emergencies**

The subsequent pages have correct and technical information about hygiene, common ailments, emergencies and first aid.

- Handouts related to important topics may be prepared and distributed to the participants.

## **Ways of Dealing with Common Ailments and Emergencies**

### **A. Fever**

When a person's body temperature is too hot, we say he has a fever. Fever itself is not a sickness but a sign of many different sicknesses. However, high fever can be dangerous, especially in a small child.

When a person has a fever:

- Uncover her/him completely. Small children should be undressed completely and left naked until the fever goes down.
- Never wrap the child in clothing or blankets.
- Fresh air or a breeze will not harm a person with fever. On the contrary, a fresh breeze helps lower the fever.
- Anyone who has a fever should drink lots of water, juices or other liquids. For small children, especially babies, breastfeed or give boiled and then cooled drinking water.

### **Very High Fever**

A very high fever can be dangerous if it is not brought down quickly. It can cause fits (convulsions) or even permanent brain damage (paralysis, mental slowness, epilepsy, etc.). High fever is most dangerous for small children.

When a fever goes very high (over 40 degrees Centigrade), it must be lowered at once.

1. Strip the person naked.
2. Fan the person.
3. Cover the person's chest with a sheet. Soak some pieces of cloth in cool water. Place these wet cloths on the forehead, arms and legs. Fan the cloths and change them often to keep them cool. Continue to do this until the fever goes down below 38 degrees Centigrade. Be sure not to use ice-cold water as this may cause shivering, and the fever may go up.



If a fever does not go down soon or if fits (convulsions) begin, continue cooling with water and seek medical help at once.

### **B. What to Do When Breathing Stops:**

Common causes for breathing to stop are:

- Something stuck in the throat
- The tongue or thick mucus blocking the throat of an unconscious person
- Drowning, choking on smoke, or poisoning
- A strong blow to the head or chest
- A heart attack

A person will die within four minutes if she/he does not breathe.

If a person stops breathing, begin mouth-to-mouth breathing immediately.

Do all the following as quickly as you can:

**Step 1:** Quickly remove anything stuck in the mouth or throat. Pull the tongue forward. If there is mucus in the throat, quickly try to clear it out.

**Step 2:** Quickly lay the person face up, tilt her/his head way back and pull her/his jaw forward.

**Step 3:** Pinch the person's nostrils closed with your fingers, open her/his mouth wide, cover her/his mouth with yours and blow strongly into her/his lungs so that the person's chest rises.

Pause to let the air come back out and blow again. Repeat about 15 times per minute. With newborn babies, breathe very gently about 25 times per minute.

Continue mouth-to-mouth breathing till the person can breathe without help or until there is no doubt that the person is dead. Sometimes you must keep it up for an hour or more.

### **C. How to Control Bleeding From a Wound**

1. Raise the injured part.
2. With a clean cloth (or your hand if there is no cloth), press directly on the wound. Keep pressing until the bleeding stops. This may take 15 minutes or sometimes an hour or more.
3. If the bleeding cannot be controlled by pressing on the wound and if the person is losing a lot of blood, do the following:
  - Keep pressing on the wound.
  - Keep the wounded part as high as possible above the heart.

- Tie the arm or leg as close to the wound as possible, between the wound and body. Tighten enough to control the bleeding.
- Do not make it so tight that the arm or leg becomes blue.
- For the tie, use a folded cloth or a wide belt; never use thin rope, string or wire.

**Precautions:**

- Tie the limb only if bleeding is severe and cannot be controlled by pressing directly on the wound.
- Loosen the tie for a moment every half hour to see if it is still needed and to let the blood circulate.
- Leaving the tie too long may damage the arm or leg so much it must be cut off.
- Never use dirt, kerosene, lime or coffee to stop bleeding.
- If bleeding or injury is severe, take the following precautions to prevent or reduce shock: Place the casualty on her/his back, with her/his legs elevated six to twelve inches. If you suspect head or neck injuries or are unsure of the casualty's condition, keep her/him lying flat and wait for professional medical assistance. If the patient shows signs of chills or skin is cold and clammy, keep her/him covered with a blanket or cloth.

**D. Snakebite**

Not all snakes are poisonous nor can they outrun a person as commonly believed. Below are three common types of poisonous snakes in Nigeria.

1. Cobra
2. Python
3. Viper

When a person has been bitten by a snake, try to find out if the snake was poisonous or not. Their bite marks are different.

Most often the bite marks are not so clear. There may be just one fang mark, a row of teeth marks or a ragged tear at the site of the wound. When in doubt, always look for the local and general signs of poisoning and keep the person under observation for at least one day.

The poison from cobras affects the nervous system. The viper venom affects the blood and prevents it from clotting.

People often believe that certain harmless snakes are poisonous. Do not kill nonpoisonous snakes, because they do no harm. On the contrary, they kill mice and other pests that do lots of damage. Some even kill poisonous snakes.

### Signs of Poisonous Snakebite:

At the site of the snakebite: Local signs (These signs appear within 15 to 30 minutes of the bite.)

- Pain – may be quite severe and may last for many days.
- Swelling – depends on the amount of poison that has entered the blood. In case of viper bites, pain and swelling at the site of the bite is more severe.
- Bleeding from the bite – This is more common in case of viper bites.
- Discoloration of the skin around the area of the bite
- Infection may also develop.

General signs: These develop from 15 minutes to one hour after the bite.

Cobras: affect the nervous system.

- Drowsiness
- Weakness of the muscles, especially the muscles around the eyes. The person may start seeing double (double vision) and may develop a squint.
- Paralysis of muscles
- Respiratory failure may lead to death.

Vipers: affect the clotting of blood.

- Headache, giddiness
- Nausea, vomiting
- Cough with blood-stained phlegm
- Bleeding under the skin
- Signs of shock if there is too much bleeding

### Treatment for poisonous snakebite:

1. Get away from the snake. Do not try to kill it!
2. Keep victim calm; do not move the part of the body that has been bitten. The more it is moved, the more rapidly the poison will spread through the body. A person who has been bitten on the foot should not walk; even a step should be avoided. Carry the person on a stretcher.
3. Immobilize the limb without compression.
4. Keep the limb lower than the heart.
5. Get the victim to the hospital as soon as possible.

### DO NOTs:

- Do not wash the bite (wound).
- Do not use a tourniquet.

Do not cut the bite (wound).

Do not suck the bite (wound) with the mouth.

6. Give tetanus toxoid injection to prevent tetanus.

A poisonous snakebite is dangerous. Take the person to the hospital at once, but always take the steps explained above at once.

Never drink alcohol after snakebite. It makes things worse!

## **E. Scorpion Sting**

Some scorpions are far more poisonous than others. To children under 5 years old, scorpion stings can be dangerous, especially if the sting is on the head or body.

In adults, the first time is rarely dangerous. But if it is for the second time, the person may die if not treated soon. The body becomes allergic to the sting with the first sting. So it is important to find out if the person had an earlier scorpion sting. The person usually develops signs of shock or heart failure and coughs out blood.

### **Treatment:**

If it is for the first time in an adult, do the following:

- Get medical help fast.
- If breathing has stopped, do mouth-to-mouth breathing.
- If the person is in shock, treat the shock.

If the child who was stung is very young or has been stung on the main part of the body, or if the sting is for the second time, seek medical help fast.

## **F. Bee and Wasp Stings:**

In most cases, these stings are not dangerous, but they are extremely painful. In some persons, they may cause allergic shock. The area of the sting becomes red, hot, swollen and painful.

### **Treatment:**

- Apply hot compresses on the area of the sting.
- If signs of shock develop, treat as for allergic shock.

Allergic shock can occur when there is a widespread and very serious allergic reaction. Symptoms include dizziness, loss of consciousness, laboured breathing, swelling of the tongue and breathing tubes, blueness of the skin, low blood pressure, heart failure and death. Immediate emergency treatment is required for this type of shock, including administration of antivenin in the case of bee or wasp stings.

### objectives

**By the end of the session, participants will be able to**

- explain how HIV is transmitted,
- explain the terms STIs, HIV and AIDS,
- describe common sexually transmitted infections (STIs) and their relationship with HIV/AIDS, and
- explain how to protect oneself from STIs/HIV/AIDS.

### time



# Sexually Transmitted Infections and HIV/AIDS

## materials needed

- A “Guide to Common Sexually Transmitted Infections” chart for each participant
- Read STIs fact sheets and prepare a short talk. You may want to contact other sources for additional information.
- Three Lolli-Puppets. (Lolli-Puppets are drawings of heads that are attached to a stick so they can be used as puppets. Create your own from the sample provided.)
- Lolli-Puppet Skit Script
- Invite a Person Living With HIV (PLHIV), nurse, or health worker familiar with STIs as a resource person.
- A film or documentary on HIV/AIDS, if available
- A list of community resources for STIs

## activity 1

- Welcome the participants. Choose three girls to perform the “Lolli-Puppet” skit (below) and give them a few minutes to practice. Sing a song or play a quick game with the other participants.

### LOLLI-PUPPET SKIT SCRIPT

Three school friends are talking about what happened to a friend’s sister.

Friend 1 Uduak, did Offiong invite you to her house this Saturday?

Friend 2 Yes, but you know that her sister came home?

Friend 3 So, what’s the problem with that?

Friend 1 Didn’t you hear? She’s very sick. I’m afraid that I’ll catch her disease if I go visit Offiong.

Friend 2 Me, too. They say she has AIDS. What if she sneezes on me or if I drink out of a glass she’s used?

Friend 3 AIDS? What’s AIDS?

Friend 2 Haven’t you heard of it? It’s a disease that prostitutes get. I don’t know how Offiong’s sister got it.

Friend 1 I heard that she’s been working in a tourist hotel and that she caught it from a toilet seat.

Friend 2 Someone told me that she has a boyfriend and that she caught AIDS from kissing.

Friend 3 Wait a minute! Who told you these things? How do you know they are true? We shouldn't be afraid of something or someone until we have all the facts. Let's find out more about HIV and AIDS. I certainly don't want to get it, but I'm not sure what causes it and how to protect myself against it.

- Perform the skit or role-play.

## **discussion guidelines**

1. Ask the participants:

- What did you think of the skit about HIV/AIDS?
- What have you heard about HIV/AIDS from radio or newspapers or from people in your community?
- How is HIV/AIDS transmitted?

2. Present or have the resource person present a short talk about HIV/AIDS or show a film. Make sure to emphasize the "Important Points on HIV/AIDS" mentioned in Fact Sheet 1.

3. Ask the participants for their questions about HIV/AIDS and continue discussion until the questions are answered.

4. Raise this question if it has not come up:

- What factors can make it difficult for a woman to avoid getting HIV, even if she knows how to prevent it? (For example, a man does not want to use a condom.)
- What factors can make it difficult for a man to avoid getting HIV, even if he knows how to prevent it? (For example, a woman does not want to use a condom.)
- How can we deal with these factors?

5. Explain that there are other STIs besides HIV. HIV can be life-threatening and, without treatment, can eventually cause death, as can untreated syphilis and other infections. However if a person has access to free, life-prolonging medication and treatment, HIV can be managed. Further, other infections that are not life-threatening are serious as well. Ask the participants if they can name some of these infections.

### activity 2

1. Have the participants brainstorm questions they have about these diseases. Distribute the Fact Sheet 2 on “Sexually Transmitted Infections” to each participant.
2. Indicate that there are educational and sexual health services in the community for men and women.
3. Share the list of community resources.
4. With the resource person, answer the questions raised. Present additional information.

### ideas for action

To close, ask each participant to complete this sentence: “The most important thing I learned today is .... “

## **Fact Sheet 1 HIV/AIDS**

Acquired immune deficiency syndrome (AIDS) is caused by the human immunodeficiency virus (HIV). HIV destroys the body's immune system, which makes it impossible for the body to fight off disease or even minor illnesses. AIDS occurs when the body is no longer able to fight infections due to the progression of HIV.

A person is said to be HIV-positive if antibodies to the virus are detected in her/his blood. There are simple blood tests to determine whether a person is infected, but it can take up to six months after initial infection for HIV antibodies to appear. Someone who is HIV-positive may appear to be healthy for 10 years or longer before the symptoms of AIDS develop.

Researchers believe that all people who are HIV-positive and do not have access to life-prolonging treatment will eventually develop AIDS.

HIV is spread only when semen, vaginal secretions, blood, or breast milk from an infected person enters someone else's body. HIV can enter the body in the following ways:

1. Having unprotected sexual intercourse (vaginal, anal or oral) without using a condom with someone who is HIV-positive
2. Getting a transfusion of infected blood
3. Sharing with someone who is HIV-positive, the same syringes and needles for drugs and tattoos or other skin-piercing tools, such as razor blades and surgical instruments for circumcision or scarification
4. Mother-to-child transmission (MTCT) via unsafe pregnancy, delivery and breastfeeding. Most babies born to HIV-positive mothers will not get HIV, but some will. A baby can get HIV from its mother:
  - during pregnancy (before birth),
  - during delivery (the most common way babies get infected), and
  - through breast-feeding.

If the mother attends an antenatal clinic and is treated, she can reduce the likelihood of her child becoming HIV-positive through pregnancy and delivery. After birth, the longer a child is breastfed by an HIV-positive mother, the higher the risk of HIV infection. Breastfeeding for six months has about one-third of the risk of breastfeeding for two years. However, some immunological studies are finding that there are factors in human milk, especially the milk of the HIV-infected mother, which will directly combat the cells that contribute to the transmission of the HIV infection. A study done in Durban, South Africa, showed that exclusive breastfeeding during



the first three months of life resulted in a lower risk of MTCT than mixed feeding (breastfeeding combined with other foods, juices or water). Mastitis and cracked nipples and other causes of breast inflammation are associated with an increased risk of HIV transmission. Sores in the infant's mouth make it easier for the virus to enter the infant's body. The risk of HIV infection has to be compared with the risk of morbidity and mortality due to not breastfeeding. Breastfeeding is protective against death from diarrhoea and respiratory and other infections, particularly in the first months of life. Breastfeeding also provides the necessary nutritional and related ingredients, as well as the stimulation necessary for good psychosocial and neurological development, and contributes to birth spacing.

5. When an HIV-positive parent chews food and then gives this to her/his baby, this is especially risky if the positive parent has bleeding gums.

You may have heard that HIV is a disease that only men who have sex with men get. The fact is HIV does not discriminate; a man who has safe sex with a man has less of a chance of HIV infection than a woman who has unsafe sex with an HIV-positive man. HIV is more about risky behaviour than certain kinds of people. Women and children, babies, injecting drug users, heterosexuals and many teenagers are living with HIV.

What can people do to make sure they don't get HIV?

- Think carefully about whether you want to have sex (vaginal, oral or anal) with someone. Abstinence, i.e. not engaging any form of penetrative sex or sexual activities where bodily fluids are exchanged, is 100 percent effective in preventing the sexual transmission of HIV. Stick to safer sexual activities, which include kissing, hugging, massage, and other pleasurable touching. If you do decide to have sex, don't take any body fluids directly into your body during any kind of sexual intercourse; use a barrier method such as a male or female condom.
- Use condoms correctly and consistently.
- Never share needles, syringes or other personal items that could be contaminated with blood.

## Fact Sheet 2

### Sexually Transmitted Infections

Sexually Transmitted Infections (STIs) are infections passed from person to person through sexual intercourse or genital contact. These serious and painful diseases infect the sexual and reproductive organs and can cause infertility, miscarriage and stillbirths. If STIs are not managed after infection, the risk of these outcomes can be greater. However, if you are a teenager living with an STI, remember that it can be managed if you get appropriate care right away.

STIs create increased risk for HIV infection. The most common STIs are HIV, gonorrhoea, syphilis, genital herpes, genital warts and Chlamydia.

Most STIs can be cured with treatment. There is no cure for HIV at this time or for other viral infections such as herpes and hepatitis C. Many times, especially for women, one can have an STI with no signs or symptoms. This is problematic because if a woman is living with an STI, the best way to manage the infection is to seek early treatment. This is why testing for HIV and other STIs is so important. In some cases, STI symptoms may seem to go away on their own; however, you still have the STI until you get treated.

If you notice any unusual discharges, sores, redness or growths on the genitals or if you suspect that you have been exposed to an STI, go to a health professional. She/he can provide you with confidential care in a supportive setting.

Government health clinics and private doctors treat STIs. If you don't know where to get help, call your local family planning clinic for information. Your sexual partner(s) must also be treated, even if she/he has no symptoms. She/he may re-infect you or develop serious complications.

### PREVENTION OF STIs

- Sexual abstinence completely eliminates the risk. Mutual monogamy (meaning that both partners in a relationship are faithful to each other and do not have other intimate relationships with other people) between uninfected partners reduces risk.
- Be careful about your partner(s). Sit down and discuss safer sexual practices and sexual history with each other and why this is important. Get tested together so that you can manage your sexual life in a healthy, informed and protective way. Before you have sex, look closely at your partner. Look for any signs of STI: a rash, a sore, redness or discharge. If you see anything you are

worried about, then refrain from having sex until a doctor can confirm the sexual health of both you and your partner through testing and consultation.

- Ask your partner about past sexual partners and about needle drug use.
- Use a condom, even for anal and oral sex. If you are a woman, you can also carry your own condoms.
- Birth control foam, creams, jellies and even condoms that do not contain Non-oxynol 9 can be effective methods for avoiding pregnancy, but will not reduce the risk of contracting STIs and HIV. Those that contain Non-oxynol 9 (N-9), have been shown to irritate the vaginal and anal tissue and make one more susceptible to HIV. Use of products containing N-9 is not recommended in areas where there is high prevalence of HIV in the general population or by sex workers or men who have sex with men.
- Get checked for STIs every time you have a health exam. This is very important for women, who often have no signs of an STI. If you have more than one partner, you may need a regular STI check-up every six months. If you have an STI, don't have sex until your doctor recommends a safer method for having sex. This may require undergoing treatment and accessing methods that promote safer sex. Your partner must also be treated.

Remember, HIV cannot be transmitted by:

- talking/playing with a person living with HIV.
- sneezing or coughing.
- sharing meals with a person living with HIV.
- shaking hands with a person living with HIV.
- sharing toilet facilities with a person living with HIV.
- cooking, drinking water, or eating food with a person living with HIV.
- insect bites.

**FACT SHEET 3: Guide to Common STIs**

INFECTION	SYMPTOMS	CONSEQUENCES
<b>HIV/AIDS</b>	<p>Symptoms begin several months to years after infection and may include:</p> <ul style="list-style-type: none"> <li>• Persistent tiredness</li> <li>• Loss of over 10 percent of body weight</li> <li>• Persistent diarrhoea</li> <li>Persistent fever</li> </ul>	<p>HIV has no cure once you are infected and living with the virus. If you do not have access to life-prolonging treatment, HIV can progress to AIDS, which can be fatal.</p> <p>You can give HIV to your sexual partner or someone with whom you share a needle or blood. HIV can be passed from a woman to her child during pregnancy, birth delivery or breastfeeding.</p>
<b>GONORRHEA</b>	<p>Symptoms begin two to 21 days after infection:</p> <ul style="list-style-type: none"> <li>• Discharge from penis or vagina</li> <li>• Pain/burning sensation during urination or bowel movement</li> <li>• Difficulty urinating</li> <li>• Lower abdominal pain (pelvic area)</li> <li>• Heart trouble</li> <li>• Blindness</li> <li>• Skin disease</li> <li>• Arthritis</li> </ul>	<ul style="list-style-type: none"> <li>• Damage to reproductive organs</li> <li>• Sterility</li> <li>• Blindness in babies of infected mothers</li> <li>• Transmission to your sexual partner.</li> <li>• Increased risk of ectopic (tubal) pregnancy</li> </ul>
<b>SYPHILIS FIRST STAGE</b>	<p>Symptoms begin one to 12 weeks after infection:</p> <ul style="list-style-type: none"> <li>• Painless, open sore on the mouth or sex organ</li> <li>• Sore goes away after one to five weeks.</li> </ul>	<p>You can give syphilis to your sexual partner.</p>

**FACT SHEET 3: Guide to Common STIs**

INFECTION	SYMPTOMS	CONSEQUENCES
<p><b>SYPHILIS SECOND STAGE</b></p>	<p>Symptoms begin one to six months after sore appears:</p> <ul style="list-style-type: none"> <li>• Non-itchy rash on the body</li> <li>• Flu-like symptoms</li> </ul>	<p>A pregnant woman can pass it to her unborn child. Heart disease, brain damage, blindness, death.</p>
<p><b>HERPES</b></p>	<p>Symptoms begin two to 30 days after infection:</p> <ul style="list-style-type: none"> <li>• Painful blister-like lesions on or around the genitals or in anus or mouth</li> <li>• Flu-like feelings</li> <li>• Itching and burning around the sex organs before the blisters appear</li> <li>• Blisters may recur.</li> <li>• Blisters last one to three weeks</li> <li>• Blisters disappear, but the individual still carries the virus.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no cure for herpes.</li> <li>• Recurring outbreaks of blisters occur in 50 percent of those who contract herpes.</li> <li>• May be transmitted to sexual partner, even when no signs or symptoms are present.</li> <li>• May be transmitted to a baby during childbirth.</li> <li>• May increase the risk of cervical cancer in women.</li> </ul>
<p><b>CHLAMYDIA</b></p>	<p>Symptoms begin seven to 21 days after infection:</p> <ul style="list-style-type: none"> <li>• Discharge from the sex organs</li> <li>• Burning or pain while urinating</li> <li>• Unusual bleeding from the vagina</li> <li>• Pain in the pelvic area</li> </ul>	<ul style="list-style-type: none"> <li>• May be transmitted to your sexual partner.</li> <li>• Damage to reproductive organs</li> <li>• Sterility</li> <li>• Passed from mother to child during childbirth</li> <li>• Most women and some men experience no symptoms. This is why Chlamydia is called the “silent disease.”</li> </ul>

INFECTION	SYMPTOMS	CONSEQUENCES
<p><b>GENITAL WARTS/ HUMAN PAPILLOMAVIRUS (HPV).</b></p>	<p>Warts caused by the human papillomavirus (HPV).</p> <ul style="list-style-type: none"> <li>• Small, painless, fleshy bumps on and inside the genitals and throat</li> <li>• Often no visible symptoms</li> </ul>	<ul style="list-style-type: none"> <li>• May be transmitted to sexual partner, even when no signs or symptoms are present.</li> <li>• Some strains of HPV are associated with cervical cancer and other genital cancers; these strains may not produce visible warts.</li> <li>• Can be detected by Pap smear.</li> <li>• Can be removed by physical or chemical means, but virus cannot be cured and warts often reappear.</li> </ul>
<p><b>HEPATITIS B</b></p>	<p>Spread by sex or exposure to infected blood and can be passed to child during pregnancy or delivery:</p> <ul style="list-style-type: none"> <li>• Mild initial symptoms: headache and fatigue</li> <li>• Later symptoms: dark urine, jaundice, abdominal pain and death</li> </ul>	<ul style="list-style-type: none"> <li>• Can lead to chronic liver disease.</li> <li>• Causes inflammation of liver and sometimes leads to liver failure.</li> <li>• No cure.</li> <li>• Often no visible symptoms.</li> </ul>

# Drug/Substance Abuse

## objectives

**By the end of the session, participants will be able to**

- list different types of drugs commonly used by young people in the community,
- explain why people participate in harmful drug/substance abuse, and
- describe the risks associated with different drug-related practices.

## time



## materials needed

- Flipchart, markers, chalkboard, chalk, newsprint or cardboard
- Small cards with pictures and names of different drugs written on them
- Additional small cards
- Resource person (a medical doctor, psychiatrist or staff of the National Drug Law Enforcement Agency.)
- Myth and Fact statements on drug/substance abuse

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Explain that in this session we will focus on the harmful drug or substance abuse behaviour of using drugs, alcohol and cigarettes. Start the session by placing five pieces of newsprint or cardboard on the wall. Label each sheet:
  - Socially acceptable drugs
  - Prescription drugs
  - Over-the-counter drugs
  - Illegal drugs
  - Solvents
3. Brainstorm with participants a brief verbal definition of each one. Examples are:
  - Socially acceptable drugs are legal and used in a way that support rather than hurt one's health.
  - Prescription drugs are drugs prescribed by a doctor.
  - Over-the-counter drugs are ones that can be purchased from chemists and the pharmacy.
  - Illegal drugs are drugs that are prohibited by law.
  - Solvents (chemicals) are commonly available substances not usually defined as a drug at all.
4. Mix up the cards with drug pictures and names and place them in the centre of the room. Ask the participants to add other names of local drugs and write/draw them on additional cards. Ask the participants to try to match each card to one of the five titles on the newsprint or cardboard. After the participants have tried, go through each list and make any changes necessary, explaining the nature of the drug, and add any other slang names of the drugs onto the cards. The final lists should look like this:

## **SOCIALLY ACCEPTABLE DRUGS**

Caffeine  
Alcohol  
Nicotine

## **PRESCRIPTION DRUGS**

Tranquilizers  
Barbiturates  
Narcotic Analgesics (e.g., morphine)

## **OVER-THE-COUNTER DRUGS**

Appetite Suppressants	Paracetamol
Cough Mixtures	Codeine
Aspirin	

## **ILLEGAL DRUGS**

Dagga/marijuana	Ecstasy (MDMA)
Mantras	Methamphetamines
LSD	Psilocybin mushrooms
Heroin	Anabolic steroids
Cocaine	PCP (Phencyclidine)
Crack	Opium

## **SOLVENTS**

Glue  
Petrol  
Benzene

## **activity 2**

1. Once each drug is understood, brainstorm the following questions with the group:
2. Why do young people take hard drugs? The answers will vary but will probably include the following: peer pressure, boredom, curiosity, desire to try something new as an experiment, loneliness, to temporarily feel better, to avoid facing problems, self-hatred, etc.
3. Read a list of statements about drug abuse and let participants decide whether each statement is a myth or a fact. Ask them to list other myths associated with hard drugs. Clarify misconceptions and provide additional information where necessary.



### Myth and Fact Statements

1. Both licit and illicit drugs can be abused. (T)
2. Drugs make you attractive to the opposite sex. (F)
3. Using drugs is a sign of maturity. (F)
4. You can stop or quit using drugs any time you want to. (F)

Let participants brainstorm signs of drug abuse. Clarify misconceptions and provide additional information.

4. Invite the resource person to talk about the effects of drugs and where and how to get help for drug addicts and answer participants' questions.

### discussion guidelines

1. Ask the group:

- What are the risks of hard drugs? Note that there are general answers and specific answers (for particular drugs).
- What reasons can I give for not abusing drugs? (List on flipchart or chalkboard.) Answers may include: wanting to avoid the harmful effects on my body, finding other more interesting ways of enjoyment (hobbies, sports, etc.), not needing drugs to feel that I belong to a group, wanting to be in control of what I say or do, etc.

2. What will I do if my friends ask me to take or inject drugs? (Let them conduct role-plays, in turn, to show how they would resist peer pressure.)

- What do I do if I am concerned about a friend's drug abuse?

If you believe your friend is just experimenting with drugs but is not dependent on them, be clear with your friend that although you like her/him as a friend, you are not impressed with her/his drug use. Do not tolerate your friend using drugs in your presence. Always leave the scene if this happens. If your friend has become dependent on drugs, discuss this with her/him and encourage your friend to talk to a professional (doctor or psychiatrist) about the drug addiction. She/he can also find support through a local AA meeting, such as the one that meets in Lagos, which may also refer him or her to a Narcotics Anonymous meeting, if one has been established, or other forms of peer support.

## **ideas for action**

Organize a visit to the National Drug Law Enforcement Agency (NDLEA) or a drug rehabilitation centre if available within the community. Encourage participants to ask questions and share experiences. Encourage them to share what they have learned with their friends.

## **Reference Notes for Facilitator on Drug/Substance Abuse**

### **DEFINITION OF TERMS**

#### **Drug**

A drug is any medicine or substance that causes physical and or mental changes in the body. Generally, drugs are used for the treatment or prevention of disease. Usually, drugs are prescribed by doctors to be taken in dosages that would give the required result.

Some drugs can cause only physical changes in the body. Such drugs are analgesics such as paracetamol; others are vitamins and laxatives. Vitamins may also cause physical changes in the body and are often taken to supplement normal food intake.

There are other drugs that cause changes in behaviour. These drugs are called psychoactive substances. Examples are alcohol, tobacco, Indian hemp, heroin, etc.

#### **Licit Drugs**

Some drugs are sold and used legally. Examples are medicines used for treatment or prevention of disease. Such drugs are called licit drugs. However, some licit drugs can cause harm to the individual when taken in excess or without prescription. Examples are alcohol, tobacco and common medications sold or taken without prescription.

#### **Illicit Drugs**

Some other drugs are sold illegally. Such “hard” drugs alter the mind and an individual’s state of consciousness. They affect the functions and chemistry of the body, causing changes in behaviour. A person who uses these drugs can be arrested because the law forbids the use of such drugs. Examples of these drugs include cocaine, marijuana, heroine, etc.

### Drug Addiction

- When a drug user becomes preoccupied with seeking out the drug, uses it compulsively and is not able to stop or reduce its use, she/he can be said to be addicted to the drug. According to the World Health Organization, characteristics of drug addiction include:
- An overpowering desire or need (compulsion) to continue taking the drug and to obtain it by any means
- A tendency to increase the dose
- A psychic (psychological) and, sometimes, a physical dependence on the effects of the drugs

### Drug/Substance Abuse

Drug abuse is the improper or inappropriate use of drugs. When drugs are used excessively or without a doctor's prescription, it can become harmful to the body. The use of illicit drugs or substances is also an act of abuse. People who use drugs without a doctor's authorization and people who use drugs for a purpose different from what it is prescribed for are involved in drug abuse. Drug or substance abuse can affect the brain and mind by stimulating, depressing or disorganizing it.

### Signs of Drug Abuse

1. Possession of drugs
2. Odor of drugs and strong smell of perfumes, scents, or sweets to cover up
3. Signs of physical deterioration
4. Memory lapses, short attention span, difficulty in concentration
5. Poor physical coordination, incoherent or slurred speech, unhealthy appearance, etc.
6. Bloodshot eyes, dilated pupils
7. Isolation from family and friends and being secretive about new friends and movement
8. Increased absenteeism from work, unexplained long absences, dishonesty, stealing, etc.
9. Constant and wild mood swings, short temper
10. Engaging in risky behaviour such as unprotected sexual activity, sharing of sharp objects, etc.
11. Stealing at home, workplace, etc.
12. Changes in appearance

### Reasons for Drug/Substance Abuse

The use of hard drugs or substances is common among young people for several

reasons. According to the World Health Organization, there are five basic reasons why young people might take drugs. These are:

1. They want to feel grown up and make their own decisions.
2. They want to fit in.
3. They want to relax and feel good.
4. They want to take risks and rebel.
5. They want to satisfy their curiosity.

Other reasons include:

1. They think it will help them “cope” with or escape from frustration, fear, anxiety and distress, failure and disappointment.
2. Peer pressure or social influence sometimes makes young people take drugs in order to appear mature and have a sense of belonging among her/his peers.
3. Some young people use drugs because they believe that it will help them to improve their creativity and performance at work, etc.
4. Others use drugs to help them reduce shyness, pain, and make them feel high.
5. Some young people experiment with drugs because of the thrill it promises, especially based on some movies they have watched that depict drug addicts as heroes and heroines, giving the false message that drugs enhance performance and activities leading to success.

### Consequences/Effects of Drug Abuse

- Drug addiction: A lot of people who take drugs become addicted or hooked to its use and often require professional help to quit.
- Mental Illness: Most hard drugs cause severe mental illness after prolonged use, as a result of the effects of the drugs on the cell structure of the brain.
- Loss of control, violence and crime
- Health problems: Hard drugs have long-term medical effects such as permanent memory loss, liver and brain damage, cancer, heart failure and sudden death, etc.
- Social problems: Use of drugs can lead to failure and poverty, and the individual can become a social outcast. The family also experiences shame and disappointment because of the individual's behaviour.
- Personality disorders that may result in suicide or crime

### Treatment

It is important to refer someone who abuses drugs to the hospital or a drug rehabilitation centre.

### EXAMPLES OF DRUGS OF ABUSE

CLASSIFICATION	EXAMPLES	STREET NAMES	DESCRIPTION	EFFECTS	DURATION OF EFFECTS	SYMPTOMS OF ABUSE
<b>Narcotics (opiates)</b>	Opium Heroin Morphine Codeine	Ghana, smack, horse	White, grey, brown, black, tar-like substances smoked, sniffed, injected	Euphoria, drowsiness, respiratory depression, apathy, reduced sexual urge, nausea, constricted pupils	3-6 hours	Watery eyes, running nose, irritability, tremors, panic, chills, cramps, premature death
<b>Stimulants</b>	Cocaine Amphetamine Crack cocaine	Coke, coco, cocktail, crack, chunk rock, blow	Fluffy, white crystalline powder, tablet or capsule, smoked, sniffed	Increased alertness, excitation, euphoria, increased pulse rate, insomnia, loss of appetite	Cocaine: 1-2 hours Amphetamine 2-4 hours	Disorientation, apathy, irritability, depression
<b>Depressants (Sedative Hypnotics)</b>	Barbiturates Benzodiazepines Valium Alcohol (beer, wine, gin, etc.)	Sleeping pills/tablets Booze Ogogoro Emu Giwa Nmanyanya	Tablets or capsules taken orally or injected, liquid taken orally, capsule, tablet	Disorientation, memory impairment, slurred speech, lack of motor coordination	Barbiturates: 1-16 hours Others: 4-8 hours	Anxiety, insomnia, tremors, delirium, convulsions, liver cirrhosis (alcohol), possible death
<b>Hallucinogens</b>	LSD (Lysergic acid Diethylamide), PCP (phenylcyclidine), Mescaline)	PCP Elephant tranquilizer,	Powder, liquid taken orally or injected. Green (Fresh)	Disorganized thinking, delusion and hallucination, poor perception of time and distance	8-12 hours	Flashbacks, panic violence, psychosis, bad trips

CLASSIFICATION	EXAMPLES	STREET NAMES	DESCRIPTION	EFFECTS	DURATION OF EFFECTS	SYMPTOMS OF ABUSE
<b>Cannabis</b>	Marijuana Hashish	Igbo, stone, salad, Indian hemp, ganja, kaya, gofo, pot	Hash comes in a brownish (Oily) small brick or cube, marijuana usually comes in green buds and is a plant	Euphoria, distorted perception, impaired concentration, relaxed inhibitions		Insomnia, hyperactivity, lung disease, affects sexual behaviour
<b>Inhalants</b>	Aerosols Gasoline Glues Solvents Butyhitrate (room odorizer)		Liquid form, gas form, usually inhaled or sniffed	Short-term effects similar to anesthetics, which act to slow down the body's functions, can cause intoxication	Several minutes	Vision disturbance, impaired judgment, reduced muscle and reflex control, heart failure, sudden death

\* Source: National Drug Law Enforcement Agency



# marriage: partnership and parenthood

A woman's relationship with her husband is a very important part of her life. Decision-making in the family has normally been a male role even though decisions affect women. Many women want to be equal participants in the marriage and family. What are the healthy options for men and women in marriage? What are the rights of wives and children? These questions and many more will be discussed. The sessions in this module involve thinking about how gender-related expectations affect marriage, family and community and how traditions may sometimes be changed.

## Module Overview

### sessionone

#### Choosing a Marriage Partner

(2 hours)

Express the qualities and characteristics of a good and supportive husband/wife/partner.

### sessiontwo

#### Husband and Wife Roles

(2 hours)

Understand the stereotypes and identify one's own ideas about roles and relationships between a husband and a wife.

### sessionthree

#### Becoming a Parent

(2 hours)

Discuss the outcome of marrying and bearing children at an early age.

### sessionfour

#### Communication and Mutual Respect Between Husband and Wife

(2 hours)

Discuss the importance of effective communication, mutual respect, consideration and appreciation between husbands and wives.

### sessionfive

#### The Problem of Wife Abuse

(2 hours)

Examine the growing but little-discussed problem of wife abuse.

### sessionsix

#### The Value of a Son, the Value of a Daughter

(2 hours)

Discuss the consequences of providing better opportunities to a son than to a daughter and the importance of valuing both sons and daughters.



# Choosing a Marriage Partner

## objectives

**By the end of the session, participants will be able to**

- describe the context and implications of marriage,
- identify the key elements of a good marriage,
- list the characteristics of a good husband/wife, and
- describe and evaluate ways of choosing a marriage partner.

## time



## materials needed

- Flipchart, board, markers, chalkboard, chalk
- Paper and pens or pencils
- Picture of newly married couple
- Values Clarification statements
- “Agree,” “Disagree” and “Not Sure” cards

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Display the picture of a newly married couple and generate discussion on what marriage is and why people marry.
3. Conduct Values Clarification game. Write “Agree,” “Disagree” and “Not Sure” separately on three cards or sheets of paper and stick each card/paper on different corners of the classroom. Inform participants that you will read out some statements and that participants should move to the corner of the classroom that has the paper/card that best describes their response to the statement.
4. Discuss their reasons for choosing a particular view and clarify or provide additional information if necessary.

## Statements for Values Clarification Game

1. If one doesn't get married, she/he is abnormal.
2. It is a woman's responsibility to make the marriage happy.
3. The husband should be superior to his wife in all aspects, and the wife should be submissive.
4. Extended family members should be invited to settle a misunderstanding between a husband and his wife.
5. A man should not apologize to his wife even if he is at fault.
6. Physical appearance of girls and boys is important in choosing a marriage partner.
7. Marriage is a risk.
8. A boy/man who makes a girl/woman pregnant should marry her.
9. Both wife and husband should be honest with each other about any problems they may have.
10. A couple should agree to marry only when they are financially able to do so.

## **discussion guidelines**

Ask:

- Why do people marry?
- Are there social pressures to get married?
- Do some girls/women choose not to marry? Why?
- Do some boys/men choose not to marry? Why?
- Is marriage important for people's happiness? Explain.

## **activity 2**

1. In small groups, ask participants to make a list of qualities of a good friend. Remind the participants of some of the qualities they developed from the previous session on friendship. Report back and list on a flipchart or chalkboard. Put the heading "Friend" above the list.
2. In small groups, ask participants to list the qualities of a good husband and the qualities of a good wife. Report back and make two lists on a flipchart and put headings "Husband" and "Wife" above.
3. Interchange the headings and ask the group to evaluate if this is possible or not.
  - What are the similarities and differences between the two lists?
  - Why are there differences and similarities?

This activity can also be alternatively done with matrimonial advertisements. Create matrimonial ads from a boy's perspective and from a girl's perspective or get some matrimonial ads from the local newspapers. See whether they are in tune with what the girls feel.

## **discussion guidelines**

- Do you want your husband or wife to be your best friend or not? Why?
- What do you think are the most important elements of a good marriage?

## **activity 3**

1. In a large group, list all the steps that occur in progressing young people toward getting married within their tradition/community, from the time of meeting to marriage. (Write these steps on a flipchart or chalkboard. Be sure to include all the steps, when they occur, who is involved and how decisions are made.)

2. Discuss the traditional community expectations in planning toward marriage, using the discussion guidelines below.

### discussion guidelines

- Who determines who gets married? (There may be a major contributor or many contributors.)
- Who should ideally be involved in the decision? (The discussion should involve debate around parents, grandparents, the potential husband and the potential wife.)
- Who lives with the main consequences of the decision? (Obviously, it is the potential husband and wife, and the implication is that both of them should be involved in the decision.) Discuss other elements of the process (bride price/dowry, tribal preference, community/traditional expectations, religion, class/status, etc.).
- What impact do such traditions have on either the young woman's or the young man's capacity to determine whom she/he should marry?
- How do we feel about such traditions?
- What does love have to do with it? What is true love? How does it work in a healthy marriage?
- How can we respect these traditions and yet respect the need for our potential life partner (husband or wife) and ourselves to be involved in choosing?

### activity 4

1. Divide participants into two or three groups. Ask each group to prepare a scenario (either as a story or a role-play) that demonstrates when the "steps go wrong," – i.e., when a young couple gets married for other reasons or following other steps. Give the groups 10 minutes to prepare. Each scenario should take about five minutes to present.
2. Each group presents the story or role-play scenario.
3. After each role-play, ask:
  - What went wrong in each scenario? Why?
  - What choices were or were not exercised?

**Note:** Some of the topics for role-play could be educational dissimilarities, economic conditions, social status, family norms, etc.

## **discussion guidelines**

- What could be done to prevent these scenarios?
- How can we increase our personal strength to be active in choosing a wife or husband rather than simply being passive and waiting?

## **ideas for action**

Tell the participants to talk to three married people within their family or community and ask them the following questions:

- Do they consider their spouse their friend? Why or why not?
- What do they think about the marriage customs in their family/community?
- Should parts of marriage customs be changed? Why or why not?
- Should young women and men be involved in the decision about whom they will marry? Why or why not?
- What is true love? How does it work in a marriage?
- Do all the people you talk to agree? Who do you agree with?

# Husband and Wife Roles

## objectives

**By the end of the session, participants will be able to**

- describe expectations of the roles and relationships among couples.

## time



## materials needed

- Ten small slips of paper with roles and traits that could be used to describe a wife and a husband, such as:
 

Cook	Educator	Housekeeper
Decision-maker	Caretaker of Children	Finance Manager
Listener	Active Community Member	Coordinator

## activity 1

- Welcome the participants and conduct warm-up exercise.
- Tell the participants you have a game about wives and husbands. Put the 10 slips of paper in a bag. Have one of the participants pick one slip, read it and enact the role. The group guesses what the role is. Ask: Does this describe a wife? A husband? Or both? Discuss.
- Do this for each piece of paper.

## discussion guidelines

Discuss the expectations that society has of women and men. Ask for reflection on how these expectations affect the kinds of relationships men and women have as couples.

- What roles and responsibilities are husbands expected to have?
- What responsibilities do wives have?
- What impact do those expectations have on how husbands and wives relate as a couple?
- What kind of opportunities and resources do wives have? Is this the same for husbands?
- Who makes the decisions in the family about how resources are shared, including food, money, children's education, etc? Why?
- Who should make these decisions? Why?
- In what ways are wives and husbands today changing societal expectations?
- What makes it difficult to change these expectations?
- What do you think the roles and expectations will be like in your marriage?

## activity 2

1. Divide participants into two groups and show the small slip of paper with the words “Caretaker of Children” written on it. Ask one group to prepare a role-play of five minutes’ duration on how a couple can equally share the responsibility of rearing children. Ask the other group to prepare a role-play showing unequal sharing of responsibilities. Give the groups 15 minutes to prepare for their role-plays.
2. Ask the groups to enact their role-plays one by one.

## discussion guidelines

- Help the participants to understand the role-plays by asking these questions:
- How are the role-plays similar? How are they different?
- What points do they make? How do men and women share responsibilities in the first role-play? In the second one?
- What advantages are there for sharing responsibility of rearing the children? (Advantages for the women? For the men? For the children?)
- What are the disadvantages about sharing this responsibility?
- What lessons can we learn from the role-play?
- What lessons can boys and girls together learn?
- How can men and women share equally the responsibilities?
- Ask the participants to think about the reality women and men experience with regard to the roles in the family.
- What would boys want to change?
- What would girls want to change?
- In reality, how can men and women rear children together?
- If you decide to share equal responsibility for child-rearing with your future husband/wife:
- What resistance would you encounter?
- What are some ways of overcoming such resistance?

## ideas for action

Ask the participants to think about the possible ways to encourage boys and men to participate in child-rearing.

# Marriage, Partnership and Parenting

## objectives

**By the end of the session, participants will be able to**

- identify the qualities and resources needed for parenting, and
- list pros and cons for whether the teenage years are the best time to become a parent.

## time



## materials needed

- Flipchart, board, markers, chalkboard, chalk
- Paper, newsprint, pens/pencils, markers
- Employment advertisement

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Distribute employment ads from the newspaper. Ask if anyone has read or heard about ads like this before. What information do the ads give? List the participants' responses on a flipchart or chalkboard and supplement with the list below:
  - Description of job
  - Education and skills required
  - Experience needed
  - Familiarity with operating equipment or machinery
  - Other resources (e.g., driver's license)
  - Work hours
  - Salary and benefits
3. Ask the participants what are the usual basic requirements for first-level jobs (for example, senior secondary school certificate, a certain age, skills and experience.) After the participants respond, give examples from several of the ads to help the group develop more understanding of what employers often require.
4. Inform the group that they are going to do an activity.
  - Imagine that you work in an employment office and have an opening for the job of a parent.
  - In small groups, write an advertisement for the position. Include all the qualities and characteristics a job applicant should have. Also include benefits of the job.
  - Give the groups 15-20 minutes to work. Each group should then list the essential qualities of a parent and then present the list to the larger group.

**Note:** Use flash cards with illustrations of the locally prevalent jobs when dealing with out-of-school youth/illiterate groups.

## **discussion guidelines**

- Do you know anyone who qualifies for the job of parenting as you have advertised it? Can/should a parent get “sacked” as a parent? (Discuss the fact that in some countries, children can be taken away from neglectful or abusive parents.) What skills and resources does a parent need to be able to operate?
- How does parenting change as children grow older?
- Does work experience as parents help you get any jobs? If so, which ones? If not, should it?

## **activity 2**

***Facilitator Note:** The stories need to be different for different settings, and you may need to develop the scenarios and develop related questions and issues.*

1. Read aloud Scenario 1 to the participants.

### **Scenario 1**

Regina, aged 23, and Henry aged 26, are a couple who have been married for a little over two years. They live in a small town in Obio Usiere. The couple has now decided to have a second child, five years after their first child/daughter (who was born before they were married).

## **discussion guidelines**

- Why did the couple decide not to have a second child earlier?
- Why is the couple contemplating having a second child now?
- What pressures do you think the couple must have faced for not having a second child earlier?
- What pressures do you think the husband faced and what pressures did the wife face and from whom?
- What pressures would a couple face for not having a child early in marriage and from who? Why?

2. Read aloud Scenario 2 to the participants.

### **Scenario 2**

Esther was married off to Godwin at the age of 16. Godwin was 19 then. It was an arranged marriage. Esther delivered a baby girl within the first year of marriage.



They have now been married for a little over two years, and Esther is pregnant again. Godwin has just started working in a small motor garage near the village and earns N 4,000.00 per month.

### discussion guidelines

- Was their age at marriage appropriate?
- What emotional and psychological stresses do you think Godwin and Esther must have experienced?
- Do you think having the children was a planned decision? If yes, why? If not, why not?
- What do you think can be the consequences of early parenthood?
- How did early parenthood impact Godwin and Esther's life?
- Could Godwin have altered the given scenario? How?

### ideas for action

Ask:

- What age do you think it is best for people to become parents?
- Is it different for men and women? Discuss these ideas with your friends. Do you all agree? Why?

**objectives**

**By the end of the session, participants will be able to**

- list the consequences of non-communication and lack of respect within marriage, and
- practice skills of communication and develop an attitude of mutual respect.

**time**



# Communication and Mutual Respect Between a Husband and Wife

## materials needed

- Flipchart, board, markers, chalkboard, chalk

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Read the following scenario to the group:

At 5.00 p.m., Chinwe comes home tired from work and starts preparing food for her husband, Amadi. He usually comes home at 6.30 p.m. and wants to eat at 7.00 p.m. On this day, Amadi comes home early with two of his work friends and leaves again without saying anything to Chinwe.

Chinwe finishes cooking and waits for Amadi. Eventually at 9.00 p.m., she goes to bed tired. At 10.30 p.m. Amadi comes home, turns the lights on and demands some food. Chinwe rolls over, half asleep, and groans. Amadi shakes her and demands food again. She mumbles that the food is kept in the kitchen and he can get it himself; she is very tired and doesn't have the strength to get up; she needs to sleep; she must start work early tomorrow. Amadi keeps the lights on and shouts at Chinwe to get up and serve him dinner.

## discussion guidelines

- What are some of the problems within this scenario?
- What are some of the communication problems? With Amadi? With Chinwe?
- What is respect?(Respect is the willingness to show consideration or appreciation for another person.)
- In what ways does Amadi show a lack of respect for Chinwe?
- What are some of the consequences of this scenario? For Amadi? For Chinwe?
- What can both Amadi and Chinwe do to improve communication?
- What are some of the alternatives to the scenario?

## activity 2

1. In small groups, ask participants to develop short role-plays that show some alternative processes and outcomes to the above scenario.

2. After each role-play ask the following questions:

- What happened in the role-play?
- What made the scenario different from the story of Chinwe and Amadi?

### discussion guidelines

- What are some of the attitudes required to develop positive outcomes?  
(In the discussion, focus on the idea of mutual respect. List on flipchart or chalkboard.)
- What is mutuality?  
(Mutuality occurs when a relationship is the same between two people or things: when something, such as respect, is given and received in equal amounts.)
- What are some of the skills required to develop positive outcomes?  
(Focus on the skill of communication. List on flipchart or chalkboard.)

***Facilitator Note:** The facilitator should clarify the fine distinctions among mutuality, communication and respect and the links among them in the discussion.*

### ideas for action

Ask the participants to observe communication within their families or friendships.  
Ask:

- What aspects of the communication help maintain mutual respect and honest, open communication? What aspects do not?
- Are there things you would like to change about the way you communicate or treat people?

## objectives

**By the end of the session, participants will be able to**

- recognize the growing incidence of wife abuse and identify what to do when it occurs,
- describe the myths and realities surrounding wife abuse,
- identify why wife-beating is a learned behaviour, and
- identify the cycles of violence.

## time



# The Problem of Wife Abuse

***Facilitator Note:** This is a very sensitive topic and may result in some emotional reactions among participants. Facilitators should be prepared if participant(s) needs referral for community resources such as a safe house for battered women, counselling or legal services. Investigate what resources are available in your community.*

## materials needed

- Newspaper articles or story about a case of wife-beating or maiming
- “Some Reasons Why Women Do Not Take Legal Action,” written on a large piece of paper or blackboard
- A collage of pictures depicting domestic violence

## activity 1

1. Start with a warm-up exercise such as a song or simple game.
2. Tell the participants you want to share a recent newspaper article about a situation of great concern.
3. Read the article or have a volunteer read it. Show the collage depicting incidents of domestic violence.
4. Ask the participants if they have ever heard of such cases and to give examples.
5. Divide into groups of four or five. Ask each group to answer these questions:
  - Why was the woman beaten, maimed, killed?
  - Do women sometimes feel they are to blame or deserve what happens to them? Why? What do you think?
  - Why do you think men beat women?
  - Should husbands ever beat their wives?
  - How could this incident have been prevented?

## discussion guidelines

1. Ask each of the groups to summarize its discussion.
2. Ask:
  - What kinds of domestic violence do women suffer?
  - Why do women stay with an abusive man?

- Why do men physically abuse their wives?
- Can you think of situations that lead men to physically abuse women?
- Often people blame women for getting beaten. What do you think of this?
- Do men abuse their wives in other ways besides physical abuse (for example, emotional abuse)?
- What is emotional abuse? Can jealousy or being controlling lead to or be a form of emotional abuse?
- What would you do if you were abused by your husband in any form?
- What are good examples of healthy behaviour depicting how men can express their frustration, anger and fear?

### **Important Points About Wife Abuse**

- Women are not to blame for being abused. In many societies, boys and girls are raised to believe that if a man gets angry or upset, it is his wife's fault and, therefore, she deserves to be beaten.
- In some cultures, men believe they have a right to beat their wives. This is because some cultures equate physical strength with "maleness or manhood."
- From childhood, women and men have been taught that men are superior to women. Women are made to believe that they have to accept whatever men want them to do. In childhood, girls are taught that they should obey their husbands and that it is their responsibility to make their husbands happy.
- A few societies have customary laws that allow men to beat their wives. Customary law and modern law are different. In some societies, laws against abuse protect women.
- Each woman has a different way of coping with an abusive situation. Most, however, are fearful of the consequences of leaving the relationship or initially do not believe they can improve the situation.
- A woman should definitely consider seeking help from a social worker, medical professional, religious leader or other skilled person, taking legal action or leaving the home when the risk of physical or emotional harm seems to be increasing.
- Men are encouraged to express their fear, frustration and sense of inadequacy by displaying anger (hitting and yelling).
- It is not acceptable for a husband or a wife to hit his/her spouse. Each person is responsible for his/her behaviour.
- There are situations in which women beat their husbands, but they are not very common.
- There are also situations in which women are emotionally abusive.
- There is a cyclical pattern to the behaviour of wife-beating. In most cases, it starts with tension building up between a couple, then it erupts into violence (physical, sexual or emotional) and is followed by a period of affectionate,

remorseful and calm behaviour. (See the section on additional information to the facilitator.)

3. Emphasize that wife-beating is a learned behaviour:

- learned through observation.
- learned through experience and reinforcement.
- learned in culture.
- learned in families.
- learned in communities, such as schools, peer groups, workplaces.

4. Show the chart of why women don't report abuse. Read each comment and ask what the participants think. Be sure all the points listed above are mentioned.

5. Ask if there are questions or additional comments.

## **ideas for action**

Suggest that the participants think about how they could support or help one of the group members if she were abused. Ask participants to share their thoughts. Foster discussion about the ways boys and girls are raised and how this reinforces the belief in the superiority of men. Ask the participants to think about the community resources that can be used to obtain legal, emotional and physical help. As homework, ask them to inquire about the laws that protect women against abuse in their community/country or any protective customs/traditions.

**SOME REASONS WHY WOMEN DO NOT TAKE LEGAL ACTION**

<p>It must be my fault that he beats me. I try to be a good wife, but everyone says if a woman is beaten, she must have deserved it.</p>	<p>I'm scared of what he will do to me if he finds out I've told anyone.</p>	<p>He says he'll take my children away from me if I go to the police.</p>	<p>Every time it happens, he says he's sorry; he'll never do it again. I know he wants to change. I must give him one more chance.</p>
<p>His family wouldn't help me. His parents would never believe me because they think he's too wonderful to do such a thing.</p>	<p>And his brothers would say I must have asked for it. Even his sisters would say I should put up with the beatings – I'm lucky to have such a good home.</p>	<p>If he goes to prison, we won't even have enough money for food! And when he comes out, he probably won't get his job back.</p>	<p>I'm sure I can get him to give up drinking. It's the drink that does it.</p>
<p>It's not only the money. My husband is a doctor. What will happen to his career if he gets a criminal record?</p>	<p>In our community, people look down on a woman whose husband beats her. It's hard enough to keep my self-respect without the whole world knowing.</p>	<p>I love my husband. I don't want him to go to prison or lose his job. I just want him to stop beating me.</p>	<p>I hate living with him. But I don't think anyone else would ever want me. And I'm scared of living alone. I am afraid of what people will say about me. I don't believe that I can make it on my own without his financial support.</p>

**PHASES OF THE CYCLE OF VIOLENCE**

	<b>Husband may:</b>	<b>Wife may:</b>
<b>Phase 1: Tension-Building Phase</b>	<ul style="list-style-type: none"> <li>• Pick fights</li> <li>• Act jealous and possessive</li> <li>• Criticize, threaten</li> <li>• Drink, use drugs</li> <li>• Be moody, unpredictable</li> <li>• Be crazy-making</li> </ul>	<ul style="list-style-type: none"> <li>• Feel like she's walking on eggshells</li> <li>• Try to reason with the batterer</li> <li>• Try to calm the batterer</li> <li>• Try to appease the batterer</li> <li>• Keep silent, try to keep children quiet</li> <li>• Feel afraid or anxious</li> </ul>
<b>Phase 2: Crisis Phase</b>	<ul style="list-style-type: none"> <li>• Verbal abuse</li> <li>• Sexual assault</li> <li>• Physical abuse</li> <li>• Increase control over money</li> <li>• Restrain partner</li> <li>• Destroy property</li> <li>• Emotionally assault</li> </ul>	<ul style="list-style-type: none"> <li>• Experience fear, shock</li> <li>• Protect self and children</li> <li>• Use self-defence</li> <li>• Call for help</li> <li>• Try to flee, leave</li> <li>• Pray for it to stop</li> <li>• Do what is necessary to survive</li> </ul>
<b>Phase 3: Calmer Phase</b>	<ul style="list-style-type: none"> <li>• Ask for forgiveness</li> <li>• Promise it won't happen again</li> <li>• Stop drinking, using drugs</li> <li>• Go to counselling</li> <li>• Be affectionate</li> <li>• Initiate intimacy</li> <li>• Minimize or deny abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Forgive</li> <li>• Return home</li> <li>• Arrange for counselling</li> <li>• Feel hopeful</li> <li>• Feel manipulated</li> <li>• Blame self</li> <li>• Minimize or deny abuse</li> </ul>

***Facilitator Note:** Here is additional information on the cycle of violence that consists of three phases. The first column describes the phases of the cycle; the second column looks at the abusive behaviour the perpetrator (usually the husband) exhibits; and the third column lists the reactions of the wife. It is important to note that this is a cycle that keeps being repeated. For more information, go to: <http://www.duluth-model.org/>.*



### objectives

**By the end of the session, participants will be able to**

- explain the situation of preferences for sons and its effects on a family,
- describe the value of both sons and daughters within a family, and
- list the benefits of providing the same educational opportunities for daughters as for sons.

### time



# The Value of a Son, the Value of a Daughter

## materials needed

- Flipchart, board, chalkboard, chalk
- Cards with the following activities/roles on them:
  - Gets a job and earn an income
  - Earns income for family by marrying
  - Builds and furnishes house for parents
  - Ensures that the family name continues
  - Is more helpful to parents around the home
  - Costs the family by marrying
  - Makes the most of their educational opportunity
  - Performs the last rites
- Six posters of boys and girls
- Fatima's story

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. To begin, ask the participants to think of common sayings about girls or women. For example: "A woman's place is in the home."
3. Ask the group whether they agree or disagree with these sayings and why.
4. Explain that you are going to read a story about a girl named Fatima and some problems that she faces.
5. Read "Fatima's Story."

*Note: Watch a film on a related topic, if available.*

## discussion guidelines

Ask the participants for their ideas about how Fatima can solve her problems, with questions such as:

- What are Fatima's problems? What are her concerns?
- What are the concerns of Fatima's mother-in-law? Why is it important to her to have grandsons? Is she concerned about the effect on her

granddaughters of another baby in the family? What does this say about how she values her granddaughters?

- Did Fatima and Jude make a good decision to start practicing family planning? Why?
- How will it benefit Fatima and her family if she has no more children?
- What should Fatima do about her mother-in-law and her wish to have more grandsons?
- How could Jude help her?
- What about Fatima's concern that her daughter, Queen, should be allowed to continue her studies?
- What might happen to Queen if she is not able to continue school?
- What advice would you give to Fatima?

## **activity 2**

1. Put all the cards with the activity/role written on them into a box. Ask a volunteer to pull one card out of the box and read to the group. The group then explores the following questions for each card:

- Who fulfils the activity/role – a son or a daughter?
- If the participants say “both,” ask them whether it has always been both.
- In the past, who usually did? Is it changing?
- Are there societies where it is different?

## **discussion guidelines**

After all the cards have been read and discussed, ask the following general questions.

- Are these roles determined by society (religion/culture/tradition) or by a person's sex?
- Do we value sons and daughters differently according to whether they fulfil a valued activity?
- Can daughters fill roles traditionally done by sons? Can sons fill roles usually done by daughters? Why or why not?
- If roles and activities change, will we value daughters and sons differently?
- Is it possible for daughters to be equally valued? Why or why not?

### activity 3

1. Post or pass around the first four posters of the role of a girl and a boy in a family.

Ask:

- What do you see on these posters?
- How do you think the girl and boy feel in each situation?

2. Now post or pass around the two “ideal” posters (five and six). Ask the same questions as in #1.

3. Have the participants describe how the two pictures differ. Ask the participants to think about themselves as wives:

- What responsibilities do wives have? What kind of opportunities do they have? What sort of resources do wives have available to them? Is this the same for the husbands?
- Who makes the decisions in the family about how resources are shared, including food, money, etc.? Why?
- Who should make these decisions? Why?

4. Conduct above activity with boys.

### ideas for action

Point out that the participants have identified an important and widespread problem. You would like them to talk about what can be done about it:

- What can you do to help your own daughters have the same opportunities and resources as your sons?
- When you become a wife, what can you do to share decisions with your husband about how resources and opportunities are to be shared among your children, both sons and daughters?
- Ask the participants to tell the ideal number of children they would like to have and explain why.
- Would you support your husband in practicing family planning if you had the number of children you wanted but didn't have any sons?
- What can boys do to ensure that their sisters have the same opportunities that they have?

## **FATIMA'S STORY**

Fatima is a mother with five children – a son, Okon, and four daughters. Her husband, Jude, is a reliable man and a good father. He works hard as a farmer, and Fatima helps him in the farm.

They all live together with Jude's mother, who is a widow. She is a good woman, but she is always critical and nags at Fatima. In fact, she talks from early morning until she goes to bed.

"When are you going to light the fire? It is broad daylight already!" And, "Wives should obey their husbands." Sometimes she criticizes Fatima for work not done; sometimes for spending too much money. And she always complains that Fatima has produced only one son and burdened her Jude with one daughter after another!

Fatima has learned to live with her mother-in-law and to keep her mouth shut. In this way, she is a very dutiful daughter-in-law. But she did do something in secret last month (well, it was a secret between her and Jude), which they didn't tell Jude's mother. Fatima started practicing family planning. The big reason she made this decision was that she wasn't feeling very well. As you know, having five children in nine years can make a woman feel unwell. She has a backache, and she is tired most of the time. But she has so much work to do. When can she rest?

But there was another reason Fatima started using family planning. It was because of her eldest daughter, Queen. She is the first child and a lovely little girl, a joy to everyone. Queen goes to school, along with Okon. Every afternoon, she brings her exercise book home and proudly reads to her mother what she has written. She is so happy in school! But Fatima knows that if she has another baby, Queen must leave school to care for the new baby while Fatima works in the farm.

There is simply no other way all the work can be managed. In a way, Queen knows this too, because she has seen this happen to her little friends. Almost all of them no longer go to school but instead care for younger brothers and sisters.

Today, there is a terrible scene in the house when the family gathers to eat. The old woman is wailing and pulling her hair. The family is alarmed and gathers around her where she sits on the floor. Between sobs, she finally tells them. At the village well this morning, she talked to an old friend who told her someone had seen Fatima at the family planning clinic.

"You are very bad," she shouts at Fatima. "And you will pay! You will pay for such wickedness. Now you will have no more sons. And who will care for you in your old age? Okon is a good boy, but he is the only one. A family needs many sons. Think of our name. Who will help Jude in the farms? Who will take care of me if, God forbid, something happens to Jude"?

Jude sits next to his mother and comforts her. And he looks at Fatima as if he doesn't know what to do. Queen is also looking at Fatima. She knows what this is all about; at least, she knows what it will mean to her. There are also tears in her eyes. Fatima really has a problem. What would you do if you were Fatima?



# legal rights

It is pivotal for adolescents to know about the Constitution of their country, the laws of the land, and their rights and responsibilities. However, in most cases, they are unaware that these rights exist. Throughout the world, a lot of people, especially women and girls, are not aware of their rights, and their rights are not upheld in formal and customary law. Promoting women's equality calls for reform and enforcement of the law, whether customary or formal. As women (and men) become more able to exercise their rights, their lives may change in many ways: the number of children they have; their economic and social status; their access to credit, property ownership and education; and their ability to take maternity leave without fear of dismissal.

This module has six sessions that will introduce adolescents to their legal rights, as well as educate them about women having equal rights with men. This module also addresses other important legal-rights issues: sexual harassment and rape.

## Module Overview

### sessionone

#### **We the People of Nigeria**

(2 hours)

Describe the Constitution of Nigeria and the fundamentals of the presidential system of government.

### sessiontwo

#### **Our Rights and Responsibilities**

(2 hours)

Explain responsibilities in the backdrop of the Convention on Rights of the Child (CRC).

### sessionthree

#### **Legal Rights in Nigeria**

(2 hours)

Describe some legal rights that we have. Identify that rights are for both men and women. Understand the major civil laws.

### sessionfour

#### **Equal Rights – Why or Why Not?**

(2 hours)

Explain why equal legal rights are the best option for men and women. Identify actual common legal discriminations against women. Determine ways to support women to overcome those discriminations.

### sessionfive

#### **What Are Sexual Assault and Rape?**

(3 hours)

Learn the difference between sexual harassment and rape and identify ways to reduce violence against women.

### sessionsix

#### **Using the Law**

(2 hours)

Learn about using the law.

# We the People of Nigeria

## objectives

**By the end of the session, participants will be able to**

- describe the importance of participating in sports
- explore inexpensive sporting activities for young people.

## time



## materials needed

- Old pieces of cardboard, cloth, glue
- Flipchart, chalkboard, chalk
- Markers, blank paper, crayons
- Nigerian Constitution

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Brainstorm with the group the meaning of “Development.” Write the responses on a flipchart or chalkboard. Ask the participants to reflect on the following questions:
  - How do you rate your community/village/neighbourhood in terms of development?
  - Do you think your local government/state/country is developed?
  - What are the indicators of development?

(Discourage them from looking at development from a very narrow perspective, i.e., infrastructure development, better roads, houses, etc. In addition, encourage participants to locate larger issues of development in terms of health, education level, literacy, human rights, etc. Focus on all forms of development, including social, economic, political and cultural development.)

## activity 2

1. Ask the participants to tell you what they know about the Nigerian Constitution. (Some of them may have learned about the Constitution in their primary school.) Tell participants about the Constitution of Nigeria and the system of governance. Read aloud the Preamble to the Constitution. Organize a quiz and ask the participants questions about the Nigerian flag, the coat of arms, the national anthem and the national pledge.
2. Brainstorm the system of governance at the federal, state and local government levels. What are their similarities, differences and relationships? Give examples of how the various systems interact.

## **discussion guidelines**

Ask:

- Who are the main players in the different structures?
- What are their roles and responsibilities?
- How are they elected to these structures?
- What sort of decisions do they influence?
- What role does the community play to influence these structures?
- Why should you know about this system?

## **ideas for action**

Ask the participants to share what they have learned today with their other friends and siblings at home. Ask them to think about how they could make themselves more responsible citizens.

### **Reference Notes for Facilitator: We the People of Nigeria**

The Federal Republic of Nigeria gained independence from the British government on October 1, 1960. Nigeria is made up of 36 states, including Abia, Adamawa, Akwa Ibom, Anambra, Bauchi, Bayelsa, Benue, Borno, Cross River, Delta, Ebonyi, Edo, Ekiti, Enugu, Gombe, Imo, Jigawa, Kaduna, Kano, Katsina, Kebbi, Kogi, Kwara, Lagos, Nassarawa, Niger, Ogun, Ondo, Osun, Oyo, Plateau, Rivers, Sokoto, Taraba, Yobe and Zamfara and the Federal Capital Territory (FCT) Abuja. The 36 states are sub-divided into 774 Local Government Areas (LGAs).

Nigeria is a multi-ethnic country with more than 250 ethnic groups, including the Yoruba, Hausa, Fulani, Igbo, Ijaw, Ibibio, Tiv, Efik, Kanuri, etc.

There are four systems of law in Nigeria:

1. English Law, which is derived from Britain
2. Common law
3. Customary law, which is derived from indigenous traditional norms and practices
4. Sharia law, which is used in the northern states of Nigeria

### **The Nigerian System of Government.**

Nigeria is governed through Democracy. This is based on the idea that everyone in a country should have a say about how the country is run. Ideally, it should also include a free press and media. Because it is impossible for everyone to run the government directly, individuals choose other people to represent them in the legislature and to make decisions for them.



Both the government and the Nigerian citizens have their duties and obligations. The government is expected to protect all its citizens (including foreigners living in the country); maintain law and order; and provide basic amenities for the comfort of the citizens, such as health, education and infrastructure. On the other hand, the citizens must respect the laws of the land, must pay their taxes when due, should vote during elections and have the right to run for public office. Every citizen of Nigeria who has attained the age of 18 has the right to vote.

The legislature is the arm of government that makes laws for the country. In addition, the legislature is responsible for the approval of the amount of money to be spent by government, approval of the appointment of people to important government offices, approval of government programmes and involvement in the amendment of the Constitution if the need arises. The legislative house is made up of two bodies: the Senate and the House of Representatives. At the state level, there is the House of Assembly and at the local government level, the local government council.

At the local government level, the elected councillors constitute a legislative house. Their duties include passing local government laws, approving money for running the council, approving appointment of supervisors and the other key officers of the council and overseeing the work of the council through the committees of the legislative house.

Nigeria operates a three-tier system of government. They are the federal, state and local government. There are also levels of governance:

**1. The legislative power** is vested in the National Assembly. Legislation is the act of making or enacting laws. The National Assembly has the power to make laws. The president's power is checked by a Senate and a House of Representatives, which are combined in a bicameral (meaning composed of two legislative bodies) body called the National Assembly. The Senate is a 109-seat body with three members from each state and one from the capital region of Abuja; members of the Senate are elected by popular vote (meaning the majority of votes from the people of Nigeria) to four-year terms. The House contains 360 seats, and the number of seats per state is determined by population (the larger the population, the more representatives a state has). The legislative power of a state is vested in the House of Assembly of the state. The House of Assembly of the state has the power to make laws for the state.

The exercise of legislative powers by the National Assembly or by a House of Assembly is subject to the jurisdiction of courts of law and judicial tribunals established by the law. The National Assembly shall not enact any law that ousts the jurisdiction of a court of law or a judicial tribunal established by the law.

**2. The Executive branch** of government has the right to implement government decisions and laws. The Executive branch is responsible for the formulation of policies, getting laws passed by the legislatures to support the policies, getting money approved for the running of government and seeing to the implementation of decisions of government. The Executive branch comprises the President, Vice

President, Ministers and the civil service at the federal level. At the local government level, the Chairman, Vice Chairman, Supervisors and local government service make up the Executive.

The executive power is exercised by the president. The current president of Nigeria is Alhaji Musa Shehu Yar'Adua, who was elected in 2007. The president acts as both Chief of Staff and Head of Government and is elected by popular vote to a maximum of two four-year terms.

3. The executive powers of the state are vested in the governor of the state.

**4. The Judiciary** is the third arm of government. The primary duty of the Judiciary is the interpretation and application of the law. Other functions of the Judiciary include settlement of disputes and the protection of individual rights, by acting as a check on the use of power by government. At the federal level, the Chief Justice, Justices of the Supreme Court, Justice of the Appeal Court, Judges of the State Court of Appeal, Judges of the Customary Court of Appeal, Judges of the State High Court, Magistrates, Customary Court Judges, Alkali Court Judges and Justices of Peace constitute the Judiciary personnel. Other officers who help in administering the law include the State Council, Prosecuting Counsel, Defence Council, Police Service, Prison Service, Court Registrars, etc.

## **The National Symbols**

ART TO COME

### **Nigeria's National Flag**

The Nigerian flag is divided vertically into three equal parts. The central part is white and the other two parts are green. The green represents agriculture, and the white represents unity and peace. The Nigerian flag puts Nigeria up as a nation worthy of recognition.

ART TO COME

### **Nigerian Coat of Arms**

The black shield represents the good earth of Nigeria. This is the fertile soil for agriculture. The silver/white wavy bands on the shield represent the rivers Niger and Benue, their junction and confluence. The two horses or stallions, which are the supporters of the shield, are white and represent dignity. The ground on which the bearings stand is *Coctus Spectabilis*, which is a common wild yellow flower found throughout Nigeria. The wreath is represented in Nigeria's national colours of green and white. The red eagle stands for strength. The motto, "Unity and Faith, Peace and Progress," is a maxim for all Nigerians.

### **The Nigerian Pledge**

I pledge to Nigeria my country,  
To be faithful, loyal and honest,  
To serve Nigeria with all my strength,  
To defend her unity,  
And uphold her honour and glory,  
So help me God.

### **The Nigerian National Anthem**

Arise O' Compatriots, Nigeria's call obey  
To serve our fatherland  
With love and strength and faith  
The labours of our heroes past  
Shall never be in vain  
To serve with heart and might  
One nation bound in freedom, peace and unity  
O God of Creation, direct our noble cause,  
Guide our leaders right,  
Help our youth the truth to know  
In love and honesty to grow  
And living just and true  
Great lofty heights attain  
To build a nation where peace and justice shall reign

### **The Constitution of Nigeria**

#### **Preamble**

WE, the people of the Federal Republic of Nigeria having firmly and solemnly resolved:

to live in unity and harmony as one individual and indissoluble Sovereign Nation under God dedicated to the promotion of Inter-African solidarity, world peace, international co-operation, and understanding.

And to provide for a constitution for the purpose of promoting the good government and welfare of all persons in our country on the principles of Freedom,

Equality, and Justice, and for the purpose of consolidating the Unity of our people do HEREBY MAKE, ENACT, AND GIVE TO OURSELVES THE FOLLOWING CONSTITUTION:

(1) This Constitution is supreme and its provisions shall have binding force on the authorities and persons throughout the Federal Republic of Nigeria ...

The Constitution is a body of laws set up for the purpose of promoting the good government of the people of a country. The Constitution contains the rights and obligations of the citizens as well as that of government and its agencies. It states what the structure of government is and what powers they have and checks that government does not abuse the rights of the people. The Constitution is the highest law of Nigeria, and all other laws must follow the Constitution. All citizens, including the president, must respect the Constitution.

The federal republic of Nigeria operates a federal system. This means it is made up of two main parts, the federal government and the state government. The Nigerian federation operates a three-tier system – the federal, state and local governments. Each tier of government has its powers clearly stated in the Constitution.

### **Fundamental Rights of Nigerian Citizens**

Chapter IV of the Nigerian Constitution addresses Fundamental Human Rights issues, including:

- The right to life. (Section 33)
- The right to dignity of human person. (Section 34)
- The right to personal liberty. (Section 35)
- The right to fair hearing. (Section 36)
- The right to private and family life. (Section 37)
- The right to freedom of thought, conscience and religion. (Section 38)
- The right to freedom of expression and the press. (Section 39)
- The right to peaceful assembly and association. (Section 40)
- The right to freedom of movement. (Section 41)
- The right to freedom from discrimination (Section 42)
- The right to acquire and own immovable property anywhere in Nigeria. (Section 43)

### **The Courts Recognized by the Constitution**

#### **Supreme Court**

This is the highest court. It has power over the whole country. It is an appeal court headed by a Justice of Appeal.

#### **Sharia Court of Appeal**

This is the appeal court for Islamic courts in the federation. It is headed by the Grand Khadi.

### **High Courts (Federal and State)**

The Federal government has high courts, and the states have their own high courts. Each high court is headed by a Chief Judge. In the northern states, the High Court is headed by a Khadi.

### **Magistrate Courts**

These courts exist in all states of the federation. They are usually regarded as junior courts, but they are very important because most cases start from them. Each state can establish as many of these courts as it needs.

### **Customary Courts**

These courts deal only with customary laws.

### **Security Services in Nigeria**

The security services of Nigeria are the police service, the army, the navy, the intelligence services and the air force. These security services, except the intelligence services, constitute the defense forces.

**objectives**

**By the end of the session, participants will be able to**

- explain what are rights and responsibilities.

**time**



# Our Rights and Responsibilities

## materials needed

- Flipchart, crayons, blank paper, markers
- Chalkboard, chalk
- “Agree”, “Disagree” and “Not Sure” cards
- List of statements for Values Clarification exercise

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Ask the participants what they understand by the words “rights” and “responsibilities.” (Responses may include: “Rights” are entitlements, claims, what belongs to you, lawful privileges; “responsibilities” are the things that we should do, obligations, duties and our roles.)

Make two lists on the board and then group by categories. Categories may include responsibilities towards family, society, friends and nation.

## discussion guidelines

- What are your responsibilities?
- Do girls and boys have same or different responsibilities?
- What are the responsibilities of girls?
- What are the responsibilities of boys? (Give examples of responsibilities we have towards our communities in our country.)
- How can girls be supported to become more responsible to their communities’ development?

Reiterate that it is important to know your responsibilities. Affirm that rights and responsibilities go hand in hand. We need to know both our rights and responsibilities.

## activity 2

1. Explain to the participants that it is important to discuss more about responsibilities. To make the discussion lively and creative, ask them to draw a scene that depicts adolescents taking responsibilities. You can also ask for a role-play. Give examples. After everyone is through with their drawing, put up a

drawing exhibition in the room. Once participants have gone through each other's drawings, discuss:

- What responsibilities are described in the drawings?
- How does it feel to know your responsibilities?
- Can adolescents take on more responsibilities? If yes, what are they?
- How can we share our responsibilities with others?

### activity 3

1. Do a Values Clarification exercise with the participants on rights and responsibilities. Write "Agree," "Disagree" and "Not Sure" on separate sheets of paper and paste them in three corners of the room. Read aloud the following sentences and ask participants to move to any of the three corners, depending on whether they agree, disagree or are not sure. Discuss why they have chosen "agree," "disagree" or "not sure." At the end of the exercise, be sure to discuss the correlation between rights and responsibilities with the large group.

#### LIST OF STATEMENTS

- Adolescents have the right to be taken seriously, and everyone (adolescents and adults) has the responsibility to listen to others.
- Adolescents have the right to good health care, and everyone has the responsibility to help them get basic health care, clean water and good nutrition.
- Adolescents have a right to good education, and everyone has the responsibility to encourage all adolescents to go to school.
- Adolescents have the right to be loved and protected from harm and abuse, and everyone has the responsibility to love and care for them.
- Adolescents have the right to be included no matter what abilities or disabilities they have, and everyone has the responsibility to respect others for their differences.
- Adolescents have a right to a safe and comfortable home, and everyone has the responsibility to make sure all have homes.

### discussion guidelines

1. Do you think that it is important and necessary to share what you have learned on the rights of adolescents with your other friends?

## **ideas for action**

Ask the participants to:

- think about and observe the responsibilities of their father, mother and self towards other family members.
- share what they have learned among other adolescent girls and boys in the community.



# Legal Rights in Nigeria

## objectives

**By the end of the session, participants will be able to**

- describe some legal rights they have,
- identify that there are rights for both men and women, and
- compare the major civil and personal laws as they pertain to different communities.

## time



## materials needed

- Flipchart, crayons, blank paper, markers, chalkboard, chalk
- Invite a resource person who is familiar with the law and human rights.

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Ask the participants:
  - What do you understand by law? (Answers may include: Laws are a body of rules and norms promulgated, generally accepted, enforceable for governance, and administrations of justice and order in a given society. They must emanate from the appropriate body [legitimacy] having the power to make such laws. The laws are framed in general terms and not directed at one person.)
  - Why do you think we have laws?
  - How are they framed?
3. Introduce the resource person to the group. This person should facilitate the following.
 

As a large group, brainstorm:

  - What are rights? (Refer to earlier session. Laws have been developed to ensure that people are guaranteed certain rights.) In small groups, have participants discuss:
  - What legal rights are already established in Nigeria?
  - Who has these rights? Men? Women? Youth? Children – boys and girls? (Explain that currently even though women, youth and children [including boys and girls] may have rights by law, for social, cultural, economic, religious, or political reasons, they are sometimes prevented from obtaining or accessing these rights. Explain that we will explore this more in the next session.)
  - What legal rights should we have in our country?
4. Instruct the participants to write down some questions that they have about their legal rights in any of the following areas. Each group should report back to the large group. The kinds of legal rights the groups can discuss include the following:

Freedom and Security	Freedom of Religion
Education	Freedom to Assemble

Demonstrate	Employment
Health Care	Language and Culture Housing
To Live	Access to Courts
Clean Water	Movement
Government Services	Freedom of Expression
Access to Information	Food
Voting/Political Rights	Requirement for Bail

## discussion guidelines

1. Facilitate the reporting from the small groups, correct any mistakes or confusion and answer the questions posed by the groups.
  - Do you think all people, (men, women, youth, children – boys and girls) should have the same legal rights? Why or why not?
  - What rights would you be willing to give up? Why?
2. Explain that because of the lack of rights for women and girls, the United Nations passed two very important agreements that support women's and girls' legal rights. The agreements are called the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the United Nations Convention on the Rights of the Child (CRC). The conventions have been ratified by most countries in the world, including Nigeria. The first convention sets standards for treating women and girls as equals to men and boys in all areas of life. The latter convention sets minimum legal and moral standards for children in the areas of civil rights, family, environment, basic health and education. It is mandatory for countries who are signatories, including Nigeria, to follow these laws.
  - How do you feel about the fact that our country has signed these conventions?
  - What could you do to increase the quality of women's/girls' lives as a result of these conventions?

## activity 2

Introduce some of the most important rights mentioned under the Convention on the Rights of the Child:

- The right to express yourself and participate in decisions
- Freedom of thought, conscience and religion
- The right to education

- The best interest of young people always counts.
- All young people have the same value.
- Young people have rights.
- The right to privacy
- The right to protection. This includes protection from abuse within the family, workplace, school or anywhere in society.
- The right to freedom of association and peaceful assembly
- The right to information
- The right to health and well-being
- The right to dignity
- The right to leisure and play
- All young people have the right to be informed of their rights.

## discussion guidelines

1. Encourage participants to reflect on the above statements. For instance, “How can you ensure that adolescents express and participate in the decision-making process?” or “What do you understand by privacy?” and so on.

### Notes for Facilitator: CEDAW

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

The Convention defines discrimination against women as “...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.”

By accepting the Convention, States commit themselves to undertake a series of measures to end discrimination against women in all forms, including:

- to incorporate the principle of equality of men and women in their legal system, abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women;
- to establish tribunals and other public institutions to ensure the effective protection of women against discrimination; and

- to ensure elimination of all acts of discrimination against women by persons, organizations or enterprises.

The Convention provides the basis for realizing equality between women and men through ensuring women's equal access to, and equal opportunities in, political and public life – including the right to vote and to stand for election – as well as education, health and employment. State parties agree to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms.

The Convention is the only human rights treaty that affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations. It affirms women's rights to acquire, change or retain their nationality and the nationality of their children. State parties also agree to take appropriate measures against all forms of traffic in women and exploitation of women.

Countries that have ratified or acceded to the Convention are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their treaty obligations.

(For more information and actual text: <http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>)

## **ideas for action**

Ask the participants:

- What were the three most important things you learned about legal rights today?
- Suggest that they tell their friends and family about their rights.

# Equal Rights – Why or Why Not?

## objectives

**By the end of the session, participants will be able to**

- explain why equal rights is the best option for men and women,
- identify common legal discriminations against women, and
- determine ways to support women to overcome those discriminations.

## time



## materials needed

- Flipchart, markers, chalkboard, chalk
- Large piece of paper, markers, video
- Brochures or booklets on legal rights of girls and women. (National women's organizations or associations of women lawyers often have materials on legal rights).
- Story on "The Girls of Eket Village"
- Invite a female lawyer or professional knowledgeable about women's rights.

## activity 1

1. Each participant should try to think of an event in her/his life that made her/him feel discriminated against. It might have been within the family, in a sports team, at school, etc. It should be an event where she/he felt that she/he were treated unfairly. Now share the experience in small groups and develop a small skit/play that tells one of the stories.
2. Each group should present its skit and then ask:
  - What was the unfair discrimination? Why?
  - Who was being discriminated against?
  - How does it feel to be discriminated against?
  - What are the possible consequences of discrimination?
  - What rights were being infringed?

(Affirm that to be treated equally, rather than be discriminated against, makes a big difference to people.)

3. Read "The Girls of Eket Village" story.

## discussion guidelines

1. Promote discussion with questions such as:
  - What is the practice of discrimination the girls face in the story?
  - Have you ever faced a similar situation?
  - Why do you think this discrimination exists?
  - What will probably happen if the girls never get the training that they want?
  - What could happen if they do get the training?
  - How would either of these outcomes impact on the men/husbands/ brothers of the community? (Stress the positive gains for men.)

- From what we have discussed in previous sessions, is there any way that both the husband and wife (man and woman), would benefit?
  - What are some things the girls could do to overcome this form of discrimination? (Answers may include: vote themselves into pressure groups, use legal services, consult people in authority or advocate for their rights, etc.)
  - What actions could boys and young men take to support Ifeoma and her friends?
  - Who could they seek help and support from?
  - Do you think the girls should be able to take the training courses they want? Why or why not?
  - Have you ever seen a situation like this or similar to this in your family? In your community?
  - Do you think girls who get pregnant should be allowed to return to school after delivery? Why?
2. Divide the participants into small groups. Ask each group to develop a skit about what the girls in the story could do to get vocational training. Allow about 10 minutes for planning.

**Note:** Visit each group to help the participants identify specific actions they can take together to change a discriminatory practice. Ask the groups to present their skits. After all have been presented, ask the participants:

- What did you learn from these skits? How can these ideas be useful to your own situation?
3. Thinking about the previous sessions, identify some of the actual legal discriminations against women. Use the list of legal rights and explore which ones women do not have, e.g., property rights, inheritance rights, access to loans, etc. Ask :
- How will you deal with discrimination?
  - When women are denied their rights, how does it adversely affect their brothers, fathers or spouses?
  - Do you want to support women in their struggle against discriminatory actions and laws?
  - How can you do this?

Note: Legal rights are those that can be enforced in case of violation, e.g., rights under Chapter IV, 1999 Constitution of Nigeria.

- Marriage, traditional or statutory – Traditional marriage permits polygamy while statutory is monogamous.
- Child custody – The welfare of the child is paramount in deciding custody questions.

- Inheritance – Property is inherited upon death of owner according to will or laws of intestacy.
- Adoption – A child, once adopted, has equal status with one born in lawful wedlock.
- Abandonment/Divorce – Divorce is affected according to nature of marriage. A statutory marriage is dissolved by court only. Traditional marriage has no specific form of dissolution; marriage relationship can be abandoned by either party, though not dissolved. But if the abandonment amounts to desertion under Section 15 of the Matrimonial Causes Act (MCA), then it could be grounds for divorce in statutory marriage. Thus, abandonment of traditional marriage can amount to divorce, but in statutory marriage, it could amount only to grounds for divorce in court.
- Ownership of property – By Section 43 of the 1999 Constitution of Nigeria, every citizen has the right to acquire and own property.

## activity 2

1. Begin by explaining that the purpose of this activity is to specifically learn more about the legal rights of girls and women. Introduce the resource person.
2. Then, ask participants what they know about the legal rights of girls and of women. What does “legal rights” mean? What are some specific rights they are aware of?
3. Ask the participants to form groups of four or five. Tell the groups to write down the questions that they have about their legal rights in any areas. Give the groups about 15 minutes to meet. (Read “What Are Our Legal Rights?” for ideas of the kinds of questions to include.)

Explain to the participants that, while legal rights on many subjects are common to all, all communities, e.g., Christians, Muslims, etc. have their own personal laws on:

- Marriage
- Child Custody
- Inheritance
- Adoption
- Abandonment and Divorce
- Child Support (Maintenance)
- Ownership of Property

## discussion guidelines

- Ask the resource person to go through the list of legal rights categories and add any important information that did not come up during questions and answers.

- Invite the participants to ask any other questions they may have.

## Ideas for action

Tell the participants to talk to their siblings and friends in their school, workplace or community about equal rights for women and girls. What do they think are the biggest forms of discrimination against them? What would they like to see change? What will they do together?

Story: The Girls of Eked Village

Eno and her friends are sitting under a tree. The day is hot, and they are tired from working in the farms. Stella looks at the group and says: "I don't want to take care of the farms all my life. It's such hard work, and we earn so little. I am going to learn a useful skill so I can provide for myself and my children when I'm grown."

"Ha!" says a friend. "And just how do you think you can learn these skills?" Stella looks at her and replies, "There is the government vocational centre in the next town. I will go there and learn about electrical equipment and repairs. I'm good with my hands; I know I can do it."

Eno, the senior member of the group, speaks. "That's a good idea, Stella. But, I visited the centre when my brother was enrolled. There are certain courses for boys and certain courses for girls. The girls learn cooking and sewing. We need to know these things. That's just the way it is."

Two other friends chorus together, "I don't agree! Why can't we learn new skills? We're expected to earn more income for our families. How can we do that if we don't learn new skills?"

Eno looks thoughtful. "I see your point. But what can we do if these training opportunities are not available to girls?"

The friends look at one another. They are determined to do something, but what?

## What Are Our Legal Rights?

1. At what age does a woman reach legal maturity? A man? What rights does she gain?
2. At what age can a woman marry? A man? What are other laws about marriage?
3. Under what circumstances can a husband divorce his wife? A wife her husband?
4. If a couple divorces, how is it decided whether the mother or father takes custody of the children?
5. Can a married woman own her own property? Can a single or divorced woman?
6. If a woman's father and/or mother die(s), who inherits the possessions and property?



7. If a woman earns wages:
  - Does the employer have to pay a minimum daily or hourly salary? If so, how much?
  - How many hours a week should the woman work? When is she entitled to overtime?
  - What benefits must be provided by the employer?
  - Does she get paid maternity leave? How long? Who pays?
  - Can she be fired if she gets pregnant?
8. What are the laws pertaining to voting for local and national officials? What does a person have to do to be eligible to vote? Does she have to register? How?
9. What services are the government required to provide to you (education, health, child care, public works, and so on)? How can you obtain these services?
10. Does a married woman have the right to spend the money she earns or inherits?
11. Does a woman have to pay taxes? Who determines how much one has to pay? How is it determined?
12. Can a mother bail her son from police custody?
13. Can a woman obtain a loan from the bank without the consent of her husband?
14. Can a police woman marry without the approval of relevant authorities?
15. Can a woman travel without the consent of her husband or male relatives? Even outside of her own country?
16. What are the rights of a father of a child if not married to the mother? What are also his responsibilities? Is he required to pay maintenance allowance for the support of the child?

## objectives

**By the end of the session, participants will be able to**

- explain what sexual assault and rape are,
- describe men's role in acts of sexual assault and rape, and
- identify ways to reduce violence against women.

## time



# What Are Sexual Assault and Rape?

## materials needed

- Flipchart, markers, tape, chalkboard, chalk
- Newspaper/magazine stories of violence against women
- Legal definitions of rape in Nigeria and penalties for rape crimes

**Facilitator Note:** *This is another very sensitive session. Facilitators should be ready to deal with participants who may have been raped or assaulted and should have resources/referrals on hand to give them.*

## activity 1

1. Welcome participants and conduct warm-up exercise.
2. Use large sheets of newsprint to complete the following sentence stubs:
  - Sexual assault is ...
  - Rape is ...

Post four large sheets of paper around the walls. Write each sentence stub on two pieces of paper. Invite participants to anonymously write their feelings, thoughts and beliefs about each one. Ask volunteers in the group to read each of the sheets.

3. Brainstorm with the group the meaning of sexual assault and rape. Write their responses on the chalkboard.
4. Read the story from the newspaper or magazine about violence against women.

## discussion guidelines

1. Divide the participants into groups of four or five. Ask all the groups to discuss the following four questions based on the article:
  - Why did the sexual assault or rape occur?
  - Who initiated the sexual assault or rape?
  - How could it have been avoided in the story?
  - Whose fault was it? (Remember, it is never the fault of the person who has been raped, regardless of dress, behaviour, occupation, relationship with the rapist or any other potential excuses that may be put forward. When a person is raped, she/he is the victim in all cases.)
  - What were the physical and psychological effects on the girls, women (or boys) who were raped?
2. Allow 15 minutes for the groups to discuss and then report back.

Important note: In the discussion, it is important to keep in mind that girls (and sometimes boys) are often blamed by society, or even blame themselves, for causing men to sexually assault or rape them. Emphasize that men choose to commit these acts of violence. Men are not forced to sexually assault or rape by physical urges or by anything else. Girls and boys are not to be blamed when men commit these acts.

3. Ask:

- What was similar about the ideas from the groups? Different?
- Was the girl blamed for what happened in any of the answers? If so, do you agree? Why or why not?
- Could something like this happen to your sister/brother/friend?
- How would you feel if this happened to her/him?
- What would you do if you knew your sister/brother/friend experienced sexual assault?

## activity 2

1. Return to the list and define rape. Use the following definition as an example, if desired. "Rape is legally defined as sexual intercourse with another person without that person's consent. This behaviour will constitute rape, even though the survivor/victim offers no physical resistance to the assailant. In some places, sexual intercourse includes sexual connection with the vagina, penis, or the anus by any part of another person's body or by any object."
2. Under this definition, the term "rape" can, therefore, include the rape of males as well as females, anal and oral rape, rape with an instrument or rape in marriage.
3. After discussing the questions given in the next section, read about the case studies included at the end of this session.

## discussion guidelines

Ask the participants:

- When someone is raped by someone they know, what is this called? (Answer: "Acquaintance rape." Many cases of rape happen between people who know each other, as in the cases of date rape and acquaintance rape.)
- Discuss the idea that all types of rape (by an acquaintance or by a stranger) are acts of power, abuse and violence over another person rather than really a sexual act. Reinforce the fact that men do not have sexual needs or urges

that permit or excuse them to commit these acts of power, abuse and violence toward another person.

- Explain Nigerian laws and penalties for rape.
- Do you think these laws deter men and boys from committing rape? Why or why not? (Answers could be: The laws are not enforced, people [including the police or judges] do not believe the victim, people blame the victim, etc.)

## ideas for action

Introduce the “Women’s Pledge to End Rape” and invite participants to consider signing the pledge or writing their own similar type of pledge to sign.

### What to Do if You Are Raped

If you have been raped, you will probably want to take a bath and not tell anyone. Though this is understandable, it won't help you and won't help find the rapist. If you are raped:

1. Tell someone as soon as you can. Tell the first person you meet. Tell your mother, relative, trusted friend or community worker. It is not your fault if you are raped. Do not be embarrassed.
2. You may change, but wrap your clothes in a paper, not plastic, bag.
3. Ask the person to examine you and write down what they see.
4. It may take two years before you get to court. So it is a good idea to write down what happened and get your witnesses to write down what happened.
5. Do not bathe before seeking medical help: You must keep the “evidence,” which could be washing away in the bath.
6. Go to a medical provider (doctor, nurse, health worker).
7. Go to the police or local government administration to report the incident. Take an older person with you, if you can. The police must take a report. It is the law. Do not leave until they write down your story of what happened. Take the name, number and rank of the policeman you see. Take the docket number of the case. This will help you find out what is happening with the case. If the police refuse, contact your local counselling centre or legal aid office.

### Reference Note for Facilitator: Sexual Assault and Rape in Nigeria

Rape causes severe physical and psychological pain and suffering. It can have serious physical, psychological and reproductive consequences for the victims,

including death, unwanted pregnancies, complications in childbirth and sexually transmitted infections, including HIV/AIDS.

According to reports by Amnesty International, women and girls in Nigeria continue to be discriminated against in law and practice. This is due to several factors: The social stigma attached to being a victim of rape discourages women from reporting the crime, and very few cases of rape are brought to court. Definitions of rape in national legislation continue to be inadequate, and there are considerable differences among the different definitions (federal, state, Sharia and customary law), leading to arbitrary decisions concerning the seriousness of this crime. Current legislation may penalize the woman or girl who has been raped rather than the perpetrator. Police investigations are hindered by corruption and incompetence, and convictions are rare. This is why other support networks are so important. This may include NGOs, shelters and/or support groups that help women, girls and boys who are victims of rape.

The government's response has been, and continues to be, inadequate. Rape is a crime under Nigerian national law and is an internationally recognized human rights violation. Despite this, the government is failing in both its national and international obligations to prevent, investigate, and prosecute rape, whether committed by state actors or non-state actors, and to provide any reparations to the victims.

Rape is a form of gender-based violence against women. The Committee on the Elimination of Discrimination against Women stated in its General Recommendation No. 19 that gender-based violence is a form of discrimination that the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) requires its State parties to eliminate in all its forms. Nigeria ratified the Convention on June 13, 1985. The Declaration on the Elimination of Violence against Women (DEVAW) states that the term "violence against women" means "any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life." DEVAW specifies that rape, marital rape and sexual abuse are forms of violence against women. Article 2(c) makes clear that "Physical, sexual and psychological acts of violence perpetrated or condoned by the State wherever they occur" also fall within the definition of violence against women. In order to take all measures to eliminate violence against women, States must "refrain from engaging in violence against women" (Article 4(b)) and "exercise due diligence to prevent, investigate, and, in accordance with national legislation, punish acts of violence against women, whether those acts are perpetrated by the State or by private persons" (Article 4c).

Rape in the family, in the community and by the police and security forces occurs on an alarming scale. Lack of comprehensive official statistics makes it difficult to establish accurately its true scale. Rape carries a heavy social stigma, sometimes resulting in rejection by families and communities; the police are sometimes unwilling to make official reports; victims fear reporting rape when the police themselves are

the perpetrators; some women are unable to obtain a medical examination to substantiate their reports; or they simply do not know how to report rape and obtain help. Further, rape can occur within marriage, especially when a girl is significantly younger or not as strong as her husband. Early marriage is especially problematic in these cases, and although the law may not protect girls over the age of 14 in the same way it does for girls under this age, support needs to be provided to all girls and women, to ensure they do not have to live in a situation that “allows” for rape. Again, this is why other support networks are so important. This may include NGOs, shelters and/or support groups that help women, girls and boys who are victims of rape.

### **The Laws on Rape in Nigeria**

#### **The Constitution of the Federal Republic of Nigeria, 1999**

Although the Constitution does not specifically prohibit rape, it clearly prohibits torture and other inhuman or degrading treatment. Section 34(1) states that: “Every individual is entitled to respect for the dignity of his person, and accordingly, (a) no person shall be subjected to torture, or to inhuman or degrading treatment.” Article 17(2)(b) adds that “[...] human dignity shall be maintained and enhanced.”

#### **The Penal Code**

The Penal Code (Nigerian Laws Cap 89), applicable in the north of Nigeria, criminalizes both rape and “defilement” (rape of a girl under the age of 13). Section 282(1) of the Penal Code defines rape as:

“A man is said to commit rape who, save in the case referred to in subsection (2), has sexual intercourse with a woman in any of the following circumstances – (a) against her will; (b) without her consent; (c) with her consent, when her consent has been obtained by putting her in fear of death or hurt; (d) with her consent, when the man knows that he is not her husband and that her consent is given because she believes that he is another man to whom she is or believes herself to be lawfully married; (e) with or without her consent, when she is under fourteen years of age or of unsound mind.”

The note of explanation to Section 282(1) states that “mere penetration is sufficient to constitute the sexual intercourse necessary to the offence of rape.”

A definition that presumes only penetration of a vagina by a penis discriminates against women and girls who may have been raped by use of a foreign object or who have been penetrated orally or anally by the penis. (In addition, the definition in Section 282 is not gender-neutral and is based on the concept that only a woman can be raped.)

The criminal offence of rape is punishable by imprisonment of up to fourteen years, which can be combined with a fine.<sup>(41)</sup> The Penal Code also makes specific provision in relation to children under the age of 16 who are sexually assaulted by

those in positions of authority. Section 285 on acts of gross indecency provides a punishment of imprisonment for up to seven years and a fine: “Provided that a consent given by a person below the age of sixteen years to such an act when done by his teacher, guardian or any person entrusted with his care or education shall not be deemed to be a consent within the meaning of this section.”

### The Criminal Code

Section 357 of the Criminal Code Act (Nigerian Laws Cap 38), applicable in the south of Nigeria, defines rape as:

“Any person who has unlawful carnal knowledge of a woman or girl, without her consent, or with her consent, if the consent is obtained by force or by means of threats or intimidation of any kind, or by fear of harm, or by means of false and fraudulent representation as to the nature of the act, or in the case of a married woman, by impersonating her husband, is guilty of an offence which is called rape.”(42)

“Carnal knowledge,” as explained in Chapter 1 of the Criminal Code, implies penetration. This could be interpreted as including penetration by a foreign object and, therefore, the Criminal Code provides a broader definition of rape than the Penal Code, which uses “sexual intercourse” rather than “carnal knowledge.”

Under Section 358, rape is punishable by life imprisonment, with the possible addition of caning. (43)

Rape of a girl under 13 is commonly referred to as “defilement” and is categorized as an offence against morality in the Criminal Code. Section 218 provides: “Any person who has unlawful carnal knowledge of a girl under the age of thirteen years is guilty of a felony, and is liable to imprisonment for life, with or without caning.” The law sets a limit of two months within which charges must be brought in a case of “defilement.” According to many human rights defenders, prosecutors and others whom Amnesty International interviewed, this restricts the number of prosecutions of “defilement.” Young girls who are raped are therefore discriminated against in the law by the limitations imposed on bringing a case before the courts and by the definition of the crime. The crime of rape is considered a crime against morality rather than a form of child abuse or assault.

While violence against women is not a specific criminal offence within the Criminal Code, it does include other relevant offences such as common assault or indecent assault. Provisions for these offences, however, discriminate against women and girls, including those who have been raped. For example, Section 360 of the Criminal Code defines indecent assault against a woman as a misdemeanor punishable by up to two years’ imprisonment, whereas if the victim is a man, a sentence of up to three years’ imprisonment applies. Under Section 222, a person who “unlawfully or indecently deals with a girl under sixteen years of age is guilty of a misdemeanor and is liable to

imprisonment for two years, with or without caning.” If the victim is a boy under fourteen years of age, however, the sentence is seven years’ imprisonment.(44)

### Sharia Penal Codes

Rape is criminalized in the Sharia penal laws that were introduced from 1999 and are now in force in 12 states in the north.(45) The definitions of rape, however, do not conform to the principles underlying the Rome Statute definition, do not provide sufficient protection or redress for women and girls who have been raped and also discriminate against married women and girls.

For example, the Kano State Sharia Penal Code Law 2000 provides in Section 126 that:

(1) A man is said to commit rape if [he] has sexual intercourse with a woman in any of the following circumstances:

- a. against her will; or
- b. without her consent;
- c. with her consent, when her consent has been obtained by putting her in fear of death or of hurt;
- d. with her consent, when the man knows that he is not her husband and that her consent is given because she believes that he is another man to whom she is married or believes herself to be lawfully married; or
- e. with or without her consent, when she is under fifteen years of age or of unsound mind.

(2) Sexual intercourse by a man with his own wife is not rape.”

As found in the penal code, an explanation to Section 126 specifies that: “Mere penetration is sufficient to constitute the sexual intercourse necessary to the offence of rape.”

Under the Kano Sharia Penal Code Law, the criminal offence of rape carries different penalties according to the marital status of the perpetrator. Rape is punishable by death by stoning if the perpetrator is married, and caning (100 lashes) and up to life imprisonment if the perpetrator is unmarried.

A discrepancy in sentencing is therefore introduced: If a Muslim married man, in one of the 12 northern states where Sharia law applies, is convicted of rape of someone other than his wife, he faces a sentence of death by stoning, a particularly cruel, inhuman and degrading punishment, whereas a man, whether married or not, who is convicted of rape under the Penal Code or the Criminal Code may be sentenced to up to 14 years or life imprisonment.

Culled from: Nigeria: Rape – the silent weapon, Amnesty International [web.amnesty.org/library/index/ENGAFR440202006](http://web.amnesty.org/library/index/ENGAFR440202006)



# Using the Law

## objectives

**By the end of the session, participants will be able to**

- explain how to use the law and legal procedures to secure one's rights in a particular area.

## time



## materials needed

- Problem cards. (Use three samples and create three of your own.)
- Arrange a visit to the office of a woman lawyer or to a legal aid centre or invite a woman lawyer to the centre.

## activity

1. Welcome participants and conduct warm-up exercise.
2. Start the meeting by asking for volunteers to recall some of the important things they learned in the previous session.
3. Explain that knowing our rights is only part of ensuring that our rights are respected and upheld. The other vital part is knowing how to use legal procedures. If we know our rights, we can seek help from a lawyer or an organization that provides legal services if our rights are violated.
4. Divide the participants into six groups. Pass out a problem card to each group. Ask each group to discuss:
  - What are your legal rights in this situation?
  - What could you do to secure these rights? Allow about 10-15 minutes for discussion.
5. Come back together as a large group. Ask each small group to show its card and summarize its discussion.

## discussion guidelines

1. Ask the participants to give any example of women in their community who have used legal services because their rights are being violated. (For instance: a woman who is being denied ownership of property of her deceased husband or a girl who was expelled from school because she is pregnant or HIV-positive.)
2. List places providing legal services in the community. Tell the participants they will have an opportunity to find out more about legal services and procedures in a visit to (add details about the place you are going).
3. Have the participants brainstorm queries regarding laws before the visit. For example, what is the legal procedure involved when filing a complaint?

## Ideas for action

The visit to the lawyer or legal services centre will give the participants valuable knowledge when they are confronted with an infringement of their rights or a legal problem. Make sure to talk with them after the visit about what they have learned.

### SAMPLE PROBLEM CARDS

<p>Your husband dies. You are seeking inheritance for your two female children.</p>	<p>You have been married for four years and have three children. Your husband has gone to a nearby city to work. Your uncle visited the city and saw your husband. He is living with another woman and told your uncle he is not coming back. You have not heard from him or received any money from him in over a year.</p>
<p>You and your family have moved to a new community. Your younger sister is 8 years old. Your parents take her to register at the local school. They are told that the school has no place for her.</p>	<p>Create your own problems based on typical situations in your community.</p>
<p>Create your own problems based on typical situations in your community.</p>	<p>Create your own problems based on typical situations in your community.</p>



# the environment

Environmental degradation (of water, land and air) has a direct impact on all of us. We must deal with shortages of water and fuel, poor disposal of garbage and the harmful effects of air pollution and unsafe water. The future prospects of youth are very much connected to the conditions of the world around them. Without a healthy environment, coping with shortages of local resources will drain their energies and environmental- related health problems. Young people can be active participants in improving their local environment. The four sessions in this module will enable participants to assess local conditions and plan to deal with problems..

## Module Overview

### session**one**

#### **Our Environment Over the Years**

(2.5 hours)

Discuss how the local environment has changed and how this affects everyone's lives.

### session**two**

#### **Appreciating Mother Nature**

(3 hours)

Understand the various components of environment and why conservation of resources is important.

### session**three**

#### **Working Together to Improve the Environment**

(2 hours)

Develop action plans for community environmental problems.

### session**four**

#### **Women's Leadership In Solving Environmental Problems**

(1.5 hours)

Discuss the activities of women in various parts of the world and Nigeria who have taken initiative on environmental issues.

# The Environment

## objectives

**By the end of the session, participants will be able to**

- define the meaning of environment,
- identify the local environmental issues and how they affect us, and
- identify changes in the local environment over the past five years, the causes of the changes and their impacts on the community.

## time



## materials needed

- Flipchart, markers, chalkboard, chalk
- Four cards with one of the following words on each of them: water, land, air, noise
- Paper, pens, pencils.
- Scenario for Activity 2

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Ask the participants to explain what they think of when they hear the word "environment." Write the responses on a flipchart or chalkboard.
3. Tell the participants that this meeting will give them an opportunity to find out more about their local environment and how it influences their lives.
4. Divide the participants into four teams. Give each team one of the cards: WATER, LAND, AIR or NOISE. Ask the teams to develop a skit or role-play that shows how an environmental problem related to the word on their card affects people. Give the groups about 10 to 15 minutes to create the skits or role-plays. If the groups have difficulty thinking of ideas, share some examples with them (e.g., forest fires, deforestation, erosion, water pollution, water scarcity, noise pollution from traffic, etc.). Participants may identify health problems including tuberculosis that are related to air pollution from cars and local factories.
5. Have each group present its skit or role-play. After each skit or role-play, discuss:
  - What was the problem in this skit or role-play?
  - What similar problems do we have in our own community?
  - Are you aware of any programmes by any nongovernmental organization (NGO) or your community to solve these problems?

## activity 2

This activity will assess the participants' level of awareness about their environment. Describe any hypothetical or factual situation. Inform them that the following activity is a role-play that would give them a greater insight into their environment.

**SCENARIO:**

People in a particular village want permission to set up an industry near a church. Some of the villagers feel that this would provide them with an alternate source of income. Others feel that this would only lead to an influx of people from elsewhere, which would reduce their already overburdened resource base. They feel that this would also affect social values. The other players in the scene are the forest officials who would have to grant permission for starting the industrial complex. The last group is an Environment Youth Club.

1. The facilitator explains the scenario to the participants and gives them specific roles. The participants are given some time to think about their strategy. Then they can enact it.
2. Divide the participants into the following groups:
  - The villagers.
  - Pro-industry group that wants to promote industry and business at all costs.
  - Anti-industry groups/environmental activists: those who resist, advocate against and try to stop industrial establishments/activities that have a negative impact on the people (indigenous and others) and the environment.
  - The traditional ruler, who has a major decision-making role.
  - The Youth Environment Group: The group attempts to have a rational and balanced approach to conservation. The group stresses the importance of preserving natural ecosystems to provide goods and services for the local people. A more sustainable use of land is envisaged.
  - The Government Officials: The governor, local government chairman and her/his officials are decided on a rational land-use-planning pattern, e.g., conversion of land from agriculture to non-agriculture
  - The Forest Officials: This group wants to conserve the natural resources and wants to protect forests at all costs, with little concern for local people.
3. The whole debate becomes a major conflict among different groups. For a while, it is left to the different groups to take their own stands. Later, the facilitator may decide to mediate.

**discussion guidelines**

- Will the village be polluted by the industry? If so how?
- What are the various types of pollution?
- What is their effect on human health?

## Planning My Life

### activity 3

1. Explain that the participants will be making visits in their community to find out more about environmental issues. (Visits could include town council, environmental groups, local industries, riverside, bush, farmers, etc).
2. Divide the participants into teams of twos or threes. Hand out the questionnaire “Our Environment.” Explain that the questionnaire will help them interview members of the community about changes in the environment over the past five years and what they think will be the situation five years later if the same conditions prevail.
3. Read the questions on the left side of the questionnaire or ask a volunteer to read them. Ask the participants what questions they have about the questionnaire and demonstrate how to use it.
4. During the visits, the participants can make notes on the questionnaire, draw pictures or just remember what they heard in the interviews.
5. Make the community visits.

### discussion guidelines

1. When the teams come back together, ask each team to present what they learned during the interviews.
2. After the presentations, ask:
  - What changes in the environment were mentioned in more than one interview?
  - Which of these changes are positive? Why?
  - Which of these are negative? Why?
  - What is the cause of these changes?
  - Which of these problems concern you the most and why do you think so?
  - Is there anything you can do to prevent these problems at the community level?
3. List the most important problems identified on a piece of paper for use at a future meeting.
4. End the session by summarizing the major environmental changes over the last five years as identified by the community members and the changes that they think will happen in the next five years if action is not taken. Explain that there are positive actions that can be taken to address environmental problems and that the next session will be spent looking at some of these actions.

## activity 4

### WATER CONSERVATION GAME

1. Participants are asked to stand in a line. A bucket of water, which represents all the water on earth, is kept at one end of the line. A mug of water is taken out of it. This represents the world's fresh water. A spoonful of water is then taken out of the mug and handed over to the first participant. Each participant is asked to quickly pass it on to the participant standing next to her until the spoon reaches the end of the line. All the water from the spoon is usually spilled and wasted. The last few participants thus get no water.

### discussion guidelines

- Is there a need to conserve water?
- How can we conserve water?
- What are the various methods you are familiar with?

The activity demonstrates the need to conserve water by careful use. Repeat the game with a new understanding. With the new awareness, some water is likely to remain in the spoon at the end of the line. They should be acquainted with the fact that it is this spoonful of water that the hydrosphere makes available for our entire requirement. If it is misused, none will be available for future generations.

### ideas for action

Ask the participants if, in their communities or in neighbouring communities or elsewhere, they have seen or heard of any community action being taken to address environmental concerns such as soil degradation; rapid deforestation; urban air and water pollution; desertification; oil pollution (water, air, and soil has suffered serious damage from oil spills); loss of arable land; rapid urbanization, etc.



### OUR ENVIRONMENT OVER THE YEARS: QUESTIONNAIRE

Questions	Five Years Ago	Today
<p><b>WATER</b></p> <ul style="list-style-type: none"> <li>• What is the condition of local streams, lakes and rivers?</li> <li>• What are the sources of water for the home?</li> <li>• How is irrigation used for farming?</li> <li>• How have national water projects, such as dams, affected the community?</li> <li>• Do you have rainwater harvesting in your village?</li> <li>• Has fishing or have fish or marine life been effected?</li> <li>• Is your community water secure?</li> </ul>		
<p><b>LAND</b></p> <ul style="list-style-type: none"> <li>• Where can you see soil erosion/ landslides?</li> <li>• Where can you see desertification?</li> <li>• What is happening to the farmland and food sources?</li> <li>• Is your community food secure?</li> <li>• Where are trees and plants being destroyed?</li> <li>• What are the sources of home fuel and how do you get it?</li> <li>• How is garbage disposed of?</li> <li>• How is human waste disposed of?</li> <li>• Where and how are pesticides and chemicals used?</li> </ul>		

Questions	Five Years Ago	Today
<p><b>AIR/NOISE</b></p> <ul style="list-style-type: none"> <li>• How clean and clear is the air?</li> <li>• What kinds of pollution are factories or cars causing?</li> <li>• How common are respiratory problems?</li> <li>• How quiet or noisy is the environment?</li> </ul>		

# Appreciating Mother Nature

## objectives

**By the end of the session, participants will be able to**

- describe the inter-linkages between various resources, and
- describe the need for conservation of resources.

## time



## materials needed

- Flipchart, markers, crayons, chalkboard, chalk
- Cards with names of various objects written on it, such as butterflies, insects, tigers, sun, stars, water, air, sheep, human beings, etc.
- Stones or sweets
- Paper, pens/pencils for small groups

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Brainstorm with the participants how they would feel if the following happened:
  - What would happen if all birds disappeared?
  - What would happen if all forests were cut?
  - What would happen if all insects died?
  - What would happen if all water became dirty?
3. Tell participants that they will conduct an outdoor activity called forest game. Inform them that everyone will go to a nearby forest or garden. (Where there is no mini- forest, you can use a flower bed.) (The facilitator should identify a forest or garden located near the training venue and obtain permission from the owner before the session.)
4. Ask participants to pick anything their eyes can see: dead leaves, papers, dead sticks, sweet wraps, flowers, insects, etc.
5. Tell participants to return to the training hall and display all their items on the table.
6. Ask participants how they felt about the exercise and invite a volunteer to mention the names of the items displayed.
7. Let participants discuss how all of the items are related to each other. (Responses may include: grasshoppers need grass to survive, frogs feed on grasshoppers, snakes feed on frogs, butterflies need petals of flowers to reproduce, human beings need animals, vegetables, etc. to survive.)
8. Probe to find out what would have happened if all those items were absent.
9. Ask participants what they have learned from the exercise.
10. Emphasize that almost all aspects of nature depend on one another for survival. The trees need the sun to grow, birds need insects to survive, human beings need water, etc. Therefore, everyone has the responsibility of ensuring that nature is protected from harm and damage.

11. Seat the participants in two concentric circles, one inside the other. Place some stones or sweets in the centre of each circle. Ask each participant to pick up a stone or a sweet but not more than one at a time. Keep adding stones or sweets to the centre of the circle.
12. Participants in the inner circle will be able to pick up more stones or sweets than the ones in the outer circle, as they are closer to the centre. So some participants will have fewer stones than the rest. At this point, ask those who have fewer sweets or stones to grab from others who have more than their share. The inter-linkages between resources are shown. The inequitable distribution can lead to conflict.

## discussion guidelines

- How can we reduce this inequality?
- What can you do to reduce inequitable distribution of resources in your neighbourhood?
- Who has more access to resources in your community, your country? Who has less? What can we do to make the situation more equitable?

## activity 2

1. Divide the participants into three groups. The first group should consist of eight members, the second group four to five members and the third group one to two participants. Give the first group a sheet of paper and a box of crayons. Allowing “unlimited” time (about 5-10 min), ask them to draw whatever they want.
2. After they have finished their drawings, give the same paper to the second group and ask them to draw anything they want on it but give them only those colours that were not used by the first group. Give them a time limit of three minutes.
3. Pass the same paper to the third group and ask them to draw on it. Give them the crayons that were not used by the other two groups. If the other groups have used up all the crayons, then the third group has none. This group has only one minute to draw or work on the picture in whatever way they want. (They cannot use personal pens or pencils to draw.)
4. At the end of the exercise, ask each group what they felt while drawing. The last group will complain of the lack of time and crayons. They might tear the paper or use their nails to draw on it in an attempt to do something with it.

5. Ask them to think of the paper on which they drew, as representing the “earth” or “land” and the crayons representing the “resources” available. The first group used up major part of the “land” and “resources” without thinking about its conservation for future use. As a result, the second group, which represented the second generation, was left with very few resources, while the third was left with almost nothing. This is how the resources are being used at present, without thinking about the future generations. This demonstrates the importance of conservation.

### discussion guidelines

- Why do we need to conserve resources?
- Who will benefit from conservation?
- How can we start conserving our resources?

### ideas for action

Invite an expert on environment from a relevant government agency or an environmental NGO representative to talk about conservation and equitable distribution of resources.

Ask the participants to interview their parents and grandparents to find out what resources were available then and how much more /how much less are available now. Examples include: firewood, forest, grassland, water, etc. or comments about less crowding and less noise and air pollution.

**objectives**

**By the end of the session, participants will be able to**

- identify a priority environmental problem,
- develop options for environmental action, and
- develop a collective plan for action.

**time**



# Working Together to Improve the Environment

## materials needed

- Flipchart, markers, chalkboard, chalk
- List of environmental problems identified in Session Two
- Index cards or pieces of paper (about 60 pieces)
- Paper and pens or pencils for small groups

## activity 1

1. Tell the participants that the purpose of this session is to make a plan for solving a local environmental problem that concerns them.
2. Remind them about the interviews they did and the list of issues they identified in Session Two. Show the list of issues and ask one of the participants to read it.
3. Ask if anyone would like to add other issues to the list. Then ask:
  - Are they aware of any actions that have been taken in the community on any of these problems?
  - Who took these actions? What were the outcomes? (If necessary and appropriate, discuss that often it is the women in the community who take action on environmental issues.)
  - Which of these problems would you like to solve together?
4. Lead a discussion to guide the participants in selecting a specific problem to work on. Make sure that they consider reasons “for” and reasons “against” each option. A vote may be necessary to choose a problem to tackle.

## discussion guidelines

1. Explain that it is now time to make a plan for solving the environmental problem.
2. Ask for volunteers to tell about other experiences they have had in making plans.
3. Emphasize that a plan includes a series of steps for getting something accomplished. Then, ask the participants to think about something they normally do in their lives, such as getting dressed in the morning, cleaning their rooms or going to school or work. Divide them into four groups. Ask each group to identify all the steps for getting dressed in the morning or any other activity selected.

4. Give each group writing materials. Allow about 10 minutes for the groups to meet.
5. Have each group share the issues listed. Then, ask:
  - What did you learn about making a plan from forming this list?
6. Now, ask the same small groups to meet and list all the steps involved in working on the environmental problem. They should put each step on a separate card or small paper and then put the cards in order on the wall or floor.
7. The groups may require 20-30 minutes for this task. Spend time with each group to assist as needed.
8. When the groups are ready, have each present its steps. Ask:
  - How are the lists similar?
  - How are the lists different?
  - How could all the lists be combined into one plan? (Encourage the participants to move the cards around to create one series of steps.)
  - How much money or other resources do you need to carry out this plan? What is your plan for obtaining these resources?
  - What are some difficulties that you might face in carrying out the plan?
  - How could these be overcome? (Think about the resource mapping conducted earlier.)
  - Are the group members willing and able to work together on the plan?
  - If yes, how can we get started?
  - If no, can we get another group involved?

## ideas for action

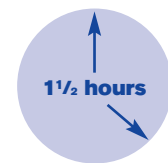
- The meeting should end with a clear decision by the participants on whether the group intends to work together or whether they will get others involved. In either case, specific “next steps” should be agreed on before everyone goes home.

**objectives**

**By the end of the session, participants will be able to**

- Identify women's capabilities and examine women's contributions as leaders of environmental initiatives.

**time**



# Women's Leadership in Solving Environmental Problems

## materials needed

- "Women and the Environment: Success Stories." (Choose the most appropriate stories from those provided.)

## activity 1

1. Welcome the participants and conduct warm-up exercise.
2. Ask the participants to think about the last meeting. What are some ideas they remember?
3. Explain that the purpose of the previous meeting was to identify a number of local environmental problems. The purpose of this meeting is to examine women's leadership for solving such problems.
4. Emphasize that in most countries in the world, women are being recognized as leaders in improving the environment of their communities.
5. Ask the participants if they can think of any women leaders in their country or community who are concerned with environmental issues. Then, explain that you will read a "success story" that was selected by the United Nations as a good example of women's leadership.
6. Read the story.

## discussion guidelines

1. To analyze the story, ask questions such as:
  - What happened in the story?
  - What did the women do?
  - How did the situation change for the community?
  - What problems do you think the women had in carrying out the initiative?
  - Why do you think they were successful?
  - How are women leaders in our own country or community similar to this leader?



2. Ask each participant to imagine that she is 50 years old and that she has been a leader in solving environmental problems. What would her “success story” be? Divide the participants into pairs and have them talk together about their stories.
3. Come back together as a full group and have volunteers share their stories.

## ideas for action

To end the session, ask:

- What could our group do together to solve an environmental problem?

## Women and the Environment Success Stories

### Reviving Degraded Land Through Traditional Farming

From year to year, village women in southern India watched their land degraded by what they call the silent process of desertification. The government had provided free water, hybrid seeds and subsidies for modern market-oriented crops. But the arid areas where the women farmed were neglected. The land became harder to farm, so less food was available for their families. The loss of productive land also led to erosion of top soil, increased unemployment in the villages and choked drainage systems.

The village-level women's organizations met to discuss these problems and came up with the idea of collectively leasing degraded land and reviving it through traditional farming. No bank would give them a loan. However, a local organization, the Deccan Development Society, supported their idea and lent them the capital. The women worked hard to use traditional methods to cultivate the land together and to share resources. Over 400 women in 20 villages got involved. Through their efforts, over 700 acres of land have been brought back to productive use. Every year, more land is improved. With their own ideas and resources, plus the support of the local organization, the women brought their land back to life!

### Involving Youth in Protecting the Environment

In 1987, a woman in Ghana (Africa) became concerned about the loss of trees around the capital city of Accra. She started a small tree-planting club for school children. Today, this effort has grown into the Evergreen Club of Ghana. The club has 400 members, and more than half are young people.

In one area, youth planted trees, but irresponsible community members removed fences built around the trees for protection. The youth organized other ways to protect the trees. Some young people created a children's variety show for national television on river pollution, sanitation in the schools and other environmental problems. Young people are working together to prevent and solve environmental problems so that when they grow up, they will have clean water, clean air and usable land.

### **Managing Waste and Avoiding Pollution**

The people in Merida, a town in southeast Mexico, were drowning in garbage. The town's half-million residents, the local factories and over 80 clinics and hospitals produced 325 tons of solid waste a day. Some of the garbage was picked up by city collectors, but most was stored outside homes or left along the roadways. Local water supplies were becoming contaminated. Infectious diseases were spreading. A concerned woman from the community called a meeting with other residents to discuss what to do. They began by offering workshops to hospital workers and others producing hazardous waste on appropriate methods of waste disposal.

Eventually, the group was able to convince politicians that the town needed a waste disposal plan. The politicians and residents worked together to develop a plan for a recycling and composting plant and for a communal incinerator for hazardous wastes. The new facilities are reducing contamination and disease. They are also creating new industries using recycled material and are giving peasants new hope for reviving depleted soils. The residents of Merida are proud to be the first city in Mexico to have a waste disposal management plan!

### **Making Water Clean and Easily Available**

The women of Rwanyanga community in rural Kenya (Africa) were tired of walking three hours each day to fetch water from springs that were often contaminated. They were worried about their children, who were frequently sick. So, they met to discuss what they could do.

They organized into a self-help group and sought help from the World YWCA. Together, they decided that they wanted a convenient, clean source of water. They started by digging an open channel for the intake of water, but this was soon destroyed by migrating elephant herds. Next, they thought about piped water. The community raised almost \$12,000 for the project. One member of each family donated labour for digging and construction. The community also got financial support from the World YWCA and from the Canadian International Development Association. The entire water project cost \$100,000.

The women's group also talked about the problem of contamination from poorly constructed pit latrines. The community obtained a line of credit to construct two VIP latrines as "demonstrations" in the local primary school. A health educator also guided the community members in learning about other ways to promote good sanitation and good health, such as boiling water.

Today, Rwanyanga is a different place than it was five years ago. The women save time and energy because they now have a safe, local source of water. The children are healthier. And the community respects its women for their leadership.