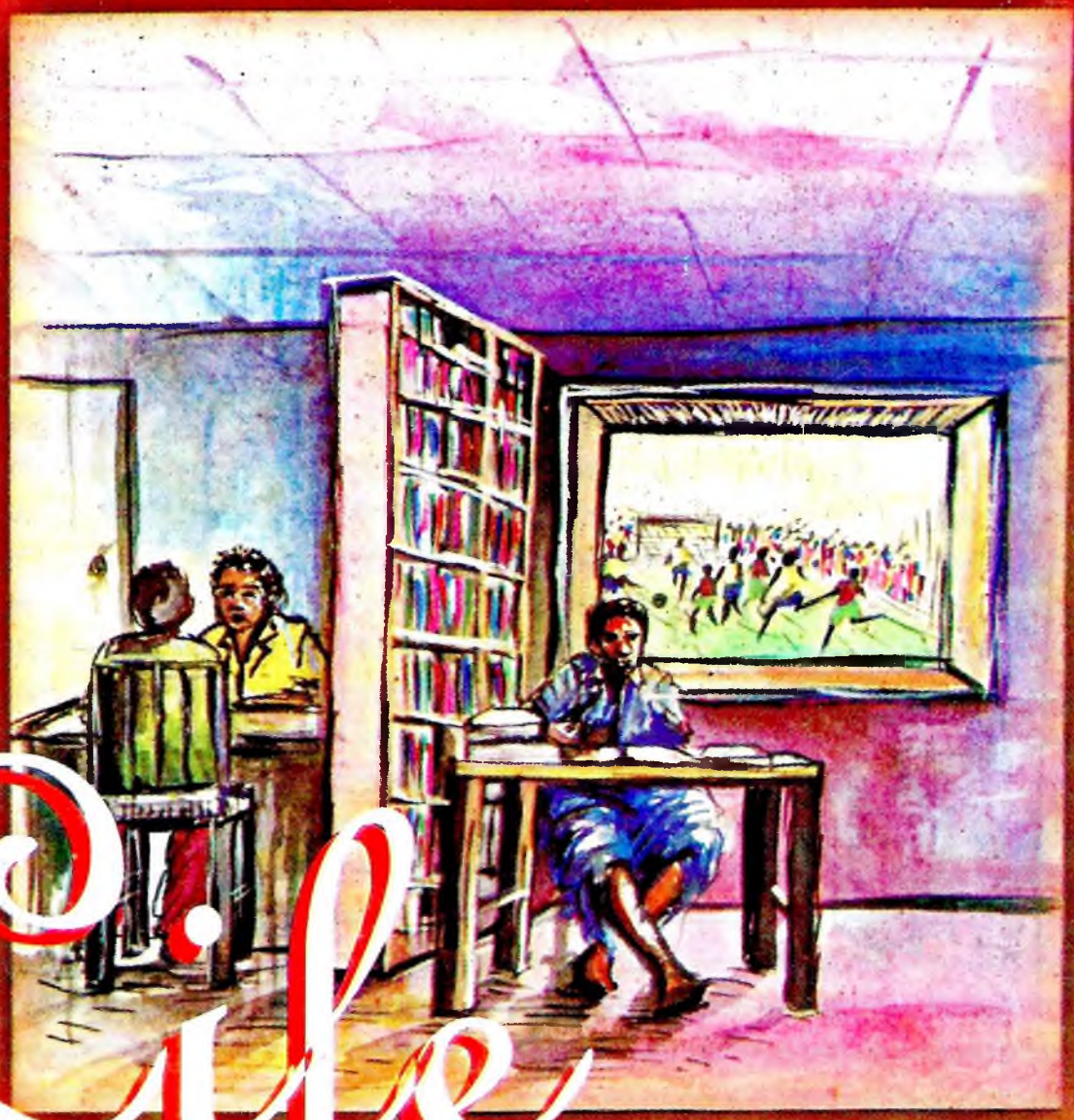

Life Management for Adolescents

GIRLS' POWER INITIATIVE
(GPI) NIGERIA
'towards an empowered womanhood'

GIRLS' POWER INITIATIVE
(GPI) Nigeria

LIFE MANAGEMENT FOR ADOLESCENTS

By

Calabar NIGERIA
DECEMBER 2000

Edited and Introduced by
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LIFE MANAGEMENT FOR ADOLESCENTS

INTRODUCTION

As a result of social prejudices, sexist stereotypes and gender discrimination, girls are raised to become good wives and good mothers. As a result, much of the training they receive are concentrated on cooking, household chores and practicing motherhood through being made to care for siblings. Even with the changing situation with much progress in terms of number of girls now being sent to school, not much has changed over the kinds of life management education that girls receive. School curricula do not accommodate such topics. The content of girls' education at home also has not changed much. The lessons we have learned through working with adolescent girls at different settings and girls of different age groups show that not much is taught to girls to empower them to assert their rights equally with males in the society. Empowerment is not just creation of micro-credit facilities, which fizzle out in the face of inflation and the cycle of poverty and dependency takes over. Human beings have the right to information, education and exposure to what it takes to build personal empowerment through self-esteem, self-identity, assertiveness among others. Girls are not taught how to set goals and work to achieve such goals.

They do not know that whatever any human being is taught, she or he can learn to do it. Hence girls still carry the sexist stereotype careers as the only opportunities for women. Girls are still "protected" from exploring the environment around them to be interested in scientific and technologically based professions. Most of them spend their time after school in house chores, hawking, running errands and caring for siblings. They have no idea of how to manage their time to allocate time for studies. Many do not know what subject combinations are necessary for certain careers and even how to seek for appropriate and high profile jobs that their talents deserve. Basic knowledge on job application, interviews for jobs, starting and managing a business etc. are not taught at home or in most schools. Girls do not know that it is their right to decide with the support of their parents or guardians, on what affect their lives and future. No one can live the life of another. Girls face various forms of gender-based violence, but do not get information on how to reduce such risks. This publication is addressing these basic needs for information and education to encourage girls to assume responsibilities for their lives and to accept the fact of their rights to humanity and equality. This is a contribution to the practical implementation of the slogan of gender equality.

Bene E. Madunagu.

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Bene E. Madunagu.

CHAPTER ONE

VISION AND GOAL-SETTING

When you were a little child, what did you use to think you would be in future when you grow up? Have you reached those goals? Or are you still working towards the same goal? What about redefining your goals as the years roll by? Are you sure you are satisfied with where you are today? If not perhaps it is time for another look at why you are not sure or cannot achieve your dreams and how you might get going.

What is holding you back in your effort to achieve your goal in life?

Where did you get stuck?

How are you trying to make changes?

How committed are you to making changes?

Remember, nothing will happen unless you think of how and actually make it happen. To make things happen the way you want, you need to have a VISION back it up with ACTION then you begin to achieve your goals. Let us try to understand what vision and goals are. It is important to note that everyone must have a vision and a goal for herself/himself. It is everyone's right to choose once vision and goal in life.

VISION - simply means imagining how the future should be, it means looking ahead, an ability to think about or plan the future with great imagination or wisdom. A dream of the future.

GOAL - this is a proposed achievement or accomplishment towards which we direct our efforts, setting a target for achievement.

Successful people define what they want (vision) and where they are going by setting goals and then listing ways (strategies) to achieve these goals. Their plans for reaching their set goals are called objectives. In order words objectives are the specific measurable achievable, realisable steps one will take to reach a goal within a specific period of time.

GOAL SETTING

You may now wonder - how can I set my goal? Simple, Goal-setting is like setting a destination for a journey. As long as you know where you are going, you will not have problems with which route you should take to arrive safely at your destination. For instance, what is your ambition in life? Are you dreaming about becoming a lawyer, an engineer, an accountant, or a medical doctor? Whatever your goal in life, the following steps will be of help in assisting you set and achieve your goal(s).

STEPS INVOLVED IN GOAL-SETTING

* Be specific about what you want to achieve
* Know when you want to achieve your goal i.e. set time limit
* Make sure you are qualified for the goal you want to

achieve. If it is getting into higher institution to study a particular course, then know the admission requirements.

* Make sure you have the correct subjects combination that suites your chosen career.
* Always try to achieve not to avoid i.e. be positive and courageous even in the face of difficulties, do not give in.
* Put in more time and be committed. Assert your right to be given the opportunity to choose what you believe will be good for you.
* Go in for what you know you have the potentials for, don't copy somebody and don't let anyone dissuade you.

ALRIGHT. Having known the steps involved in goal-setting, you will want to start something by setting a short-term goal, before going into a long-term one. To reach where you plan to be in five years, you need to take actions to lead you there. Such will include immediate steps of days, weeks and months, in the short run, then 2-3years in the medium term and in the long term of 5years, you would have achieved your goal, or at least you would almost reach your goal.

Start by planning to get something within a day, a week or few months period. Check back and see if you were able to achieve your set goals' for the particular period; e.g. "within this week, I will complete my application forms". "by next week, I will post the forms out" etc.

Understand that the choice you make will certainly affect

where/what you will be in the future. The goals you were able to achieve within a short period is your short-term goal, while those that are meant to be achieved in years to come are your long-term goals.
Now you may ask "when is the appropriate time for me to think about goal-setting"?. Youths should be assisted to start goal-setting as soon as they are able to identify clearly those things that are important to them, depending on skills possessed, talents as well as interests.

TAKE CONTROL OF YOUR DREAM

1. **DEVELOP YOUR VISION:** What type of goal do you want to achieve? When? Where do you want to be in five years time? What type of environment are you happiest in? What kind of tasks are you happy doing? Be a dreamer, but be realistic at the same time. Understand your strengths and weaknesses. Understand the competitors, who are they? What are they like? What type of skills will you need to succeed in the field or profession you have chosen? What level of performance will you need to achieve to be successful?

2. **PREPARE YOUR ACTION PLAN:** Prepare your action step by step plans. Consider short and long-term goals and have a chart as a guide. Include continuing education plans as well as self improvement plans such as reading, writing, public speaking etc. You need to have the right skills and the

right information to meet your planned goals.

3. **MAKE A COMMITMENT TO YOUR SUCCESS**: Always keep your vision in mind. Remember, you are the most important person who can make your job or career work.

4. **SEEK OPPORTUNITIES AND CHALLENGES:** Take the initiative. Ask for what you want. Don't keep your creativity to yourself. Make suggestions. Offer to take the lead in implementing your own suggestions. Demonstrate your commitments to your skills. Take advantage of opportunities to expand your own skills.

5. **BECOME INVOLVED IN MORE THAN ONE SKILL**: Outside activities help you balance your life, expand your horizons, and provide opportunities to further your leadership and organisational skills.

6. **NETWORK:** Share ideas with others and learn from them. Make and keep friends who respect your vision. Be your own public relations manager. Blow your own horn. Let others know about your capabilities, accomplishments and dreams.

IMPORTANCE OF GOAL-SETTING

When you achieve your goal, how do you feel? Are you happy with yourself? Is goal-setting useful to you at all? Goal-setting is very important because;

* It provides a guide for decision making

* It gives meaning and direction for whatever activity one engages in
* Achievement of one's goals increases self-esteem
* Achieving a goal enhances one's belief in her/his capabilities as a human being.

CONCLUSION

Wherever you are now, whatever your situation, use the techniques you have read about in this chapter. At every turn on your career track, develop awareness of your present situation, acceptance to bear responsibility for your choice. Decide to make alternative vision. It is your right to choose what satisfies you. Learn about new choices, gather your data, and come out of your "stuck spot". Take action and move forward.

With these you will certainly begin to say goodbye to failure and being told you are a girl and cannot aspire to the highest level of profession of your choice. Feeling of inadequacy, the frustration of needs unmet, unrealised goals, and unfulfilled dreams would be a culture of the past. Now know what you want for your life and go for it. Remember, you have to have a vision and goal in life then you make a choice about marriage and child bearing. But your career comes before to enable you make the right choices.

EXERCISE ON GOAL-SETTING

What do you want to be in life?

What are you doing now to achieve this?
Go through this goal setting exercise and see if you are on the part to achieving it.

HERE ARE YOUR CHOICES

1. **EDUCATION** - List down the subjects you require to achieve your educational career.

2. CAREERS -Medical Doctor
   Mechanical Engineer
   Architect
   Business Administrator
   Film Maker
   Actress/Actor
   Fashion Designer
   Banker
   Accountant
   Lawyer
   Politician
   Pilot
   Educationist

Add your choice of career if it is not here.

- What courses do you need to study to achieve chosen career?
- Write down where you are now and indicate when you will finish secondary school, University or get your

professional qualification.

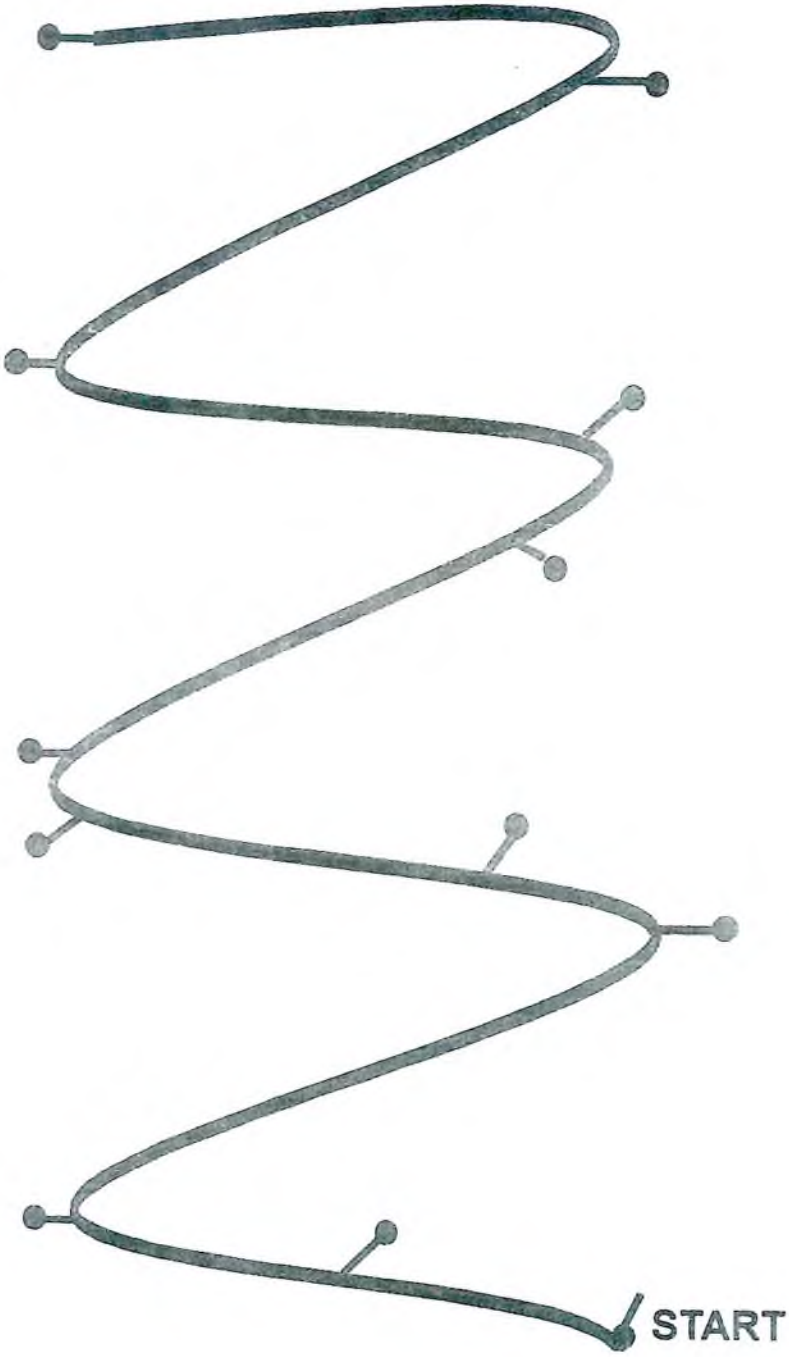
3. **FAMILY LIFE** - What do you want your family life to look like? Write them down, including the time. Is family alone really your choice of goal? Can you be a good wife, mother and professional?

Note: Achieving the highest level in whatever you choose in your life career will ensure not only high status in society but economic empowerment/independence, and the highest state of health. This will enable you make the right choices

References:

1. Empower yourself - Every woman's guide to self Esteem by ADAP. KAHN, M.P.H & SHEKA KIMMEL, MA
2. GPI training manual - Vol. 1.

MY GOAL IS...



WHERE AM I NOW?

CHAPTER TWO

CAREER CHOICES

Until recently, a concern for engaging in productive well paid ventures/careers was considered " unlady-like". Even today, women seem inclined to underestimate the importance of economic independence. The socialisation of dependence still bugs down many women. However having a decent home to live in and adequate and balanced diet certainly makes life more pleasant and should be a right for every human being. Thus the need to plan early for your future career is very necessary. This section is designed to identify some available careers and clear misconceptions about career choices for females.

During a brain storming session on the meaning of career choices, a group of GPI girls said, a career is —

* a type of job/work to earn a living
* an occupation
* a profession

Choice refers to —

* what we like
* how we make a living
* what one decides to do

To these girls, the terminology "career choices" means —

* what you choose to be/do in future
* an occupation chosen by a person to help him/her earn a living in future

Simply put, "career choices" is selecting or choosing a profession. This is true for every human being equally - female or male.

The output of a group activity (match and stick exercise) of GPI girls on professions suitable for females and males were as follows;

Females	Males
Doctor	Carpenter
Lawyer	Painter
Ambassador	Engineer
Politician	Minister
Nurse	Teacher
Dressmaker	Contractor
Hair dresser	Architecture
Banker	Police
Teacher	Doctor
Contractor	Business man
Typist	Footballer
	Pilot
	Lawyer
	Banker
	Soothsayer
	President
	Governor

As a young girl, you may share the same ideas with these girls. You may probably have learnt the traditional belief that it is unlady-like for a female to be a pilot or a footballer, etc. since you are female, anything you do or are capable of doing, may be considered "feminine". For instance, the roles of wife and mother are traditionally feminine. But do you know that being a pilot, mechanic, bus driver, footballer, doctor or physician can also be feminine? This is because what it takes to be any of these are brain, eyes, hands etc. which both male and female possess. Women are increasingly proving that they are capable of doing such work. All they require is equal opportunities to learn and develop. Acquiring adequate information about available career is also very important. Whatever any human being is trained to do she/he can do it. So how much do you know about available careers?
The best way to find out something about yourself is to ask yourself. If you ask yourself the questions on this page, you can find out about what your job or career interests are. This will enable you make suitable subject combinations or choose the right apprenticeship to meet your dreams.

ASK YOURSELF YOUR CAREER

Instruction: After reading the descriptions below think of the right names or words for each of them. Choose three of the descriptions you like best and try to convince yourself why you have chosen them.

CAREER DESCRIPTIONS

WORDS	MEANING
1. Agriculture	Cultivation of the soil to grow crops and rearing of animals. Science of cultivating the land and rearing animals for food.
2. Accounting	professional keeper and verifier of accounts and books of accounts. Checking financial matters.
3. Architecture	Design and construction of buildings
4. Biological Science	Study of living organisms
5. Education	Development of character, mental powers and intellectual talents. Learning of skills.
6. Geology	Science of the earth crust, strata, rocks.
7. Medicine	Practice of diagnosis, treatment and prevention of diseases especially as distinct from surgery.
8. Archaeology	study of ancient cultures especially by the excavation/analysis of physical remains.
9. Chemistry	Branch of science dealing with elements and the compounds they form and reactions they undergo.
10. Engineering	Application of science to the design, building and use of machines.

11.	Law	Rule enacted or customary in a community and recognised or forbidding certain actions.
12.	Auditing	Official Scrutiny of accounts.
13.	Secretary	Employee who assists with correspondence,records,making appointments.
14.	Library studies	The study of collections of books, journals - all forms of publications
15.	Economics	The study connected with trade and industry.
16.	Actuary	One calculating insurance risks and premiums.
17.	Banking/finance	Establishment for depositing, withdrawing and borrowing/managing money.
18.	Journalism	The profession of writing/editing newspapers and all forms of publicity materials.
19.	Printing	Production of printed publications.
20.	Computer analyst	Skills in operating electronic device for storing & processing data
21.	Mass communication	Transmission of information.
22.	Aeronautics	Science/practice of building machinery of motion as with aeroplanes.

23. Petroleum Engineering — Manipulation of Hydro-carbon oil found in the upper strata of the earth, refined for use as fuel, and science to design, build and use machines.

There are many more careers not listed here that are more commonly known - tailoring, carpentry, plumbing, electrical works etc.

KEY TO CAREER DESCRIPTION

After identifying those careers that are of interest to you, your next problem might be to determine if these careers are science related or arts related. This will enable you make the right subject combination. Here is an example of subject combination for both arts and science related careers.

Science Courses: Including Medical and Engineering courses

* Mathematics
* English
* Biology
* Physics
* Chemistry
* Further Mathematics
* Geography
* Agricultural Science

Arts Courses and other courses like Social sciences, Sociology, Geography, History, Accounting, Management,

Business Administration, English, Government, Marketing/ Finance:

* English
* Literature
* Government
* Economics
* History
* Mathematics
* Biology
* Vernacular (any of the major Nigerian languages)

Now that you have pre-knowledge about the right subject combination, there is need for you to select the right school and develop an effective study habit if you must succeed in your career choice. For an effective study habit, it is important that you pay attention to the following:

TIPS OR STEPS TO FOLLOW

* Set a goal for yourself, and work towards achieving it, by being hardworking.
* Counselling: you should meet a councillor for guidance and proper counselling to avoid making irreversible mistakes
* Make a study time table: make a successful time table that will guide and keep you busy. Remember that an idle mind is the devil's workshop.
* Be courageous: always try to be hardworking and think

positively about your future profession

* Always find a quiet place for reading, avoid noisy environment
* Read more novels, newspapers articles to develop your reading habit and expand your vocabulary.
* Always have a brilliant reading partner
* Note taking and note making: notes are important documents so try and use them wisely. Try to put down anything that you wish to remember. Make your quick notes of significant points immediately after the lesson in your book. Note taking is an important way of studying. It helps you to keep your mind in your work. But it is important that you pay attention to your teacher first before you take notes.

It is important that you learn to write down mere outline or heading. For instance, if the teacher or lecturer cracks a joke which illustrates a point, then note down the joke in your jotter and use it to remember the subject topics. If a particular sentence which a teacher uses appeals to you and helps you to understand the subject, note that also. Always take note of things you wish to remember.

* Use of library: in order to use the library effectively, you have to learn the following:

(a) types of books
(b) how to locate a book
(c) how books are borrowed and renewed

* Study time: set yourself a time table, do not commence your study without a well prepared time table. Ensure that you settle down to the routine that the timetable involves so

that it becomes a habit. Avoid distractions and also avoid study gaps of a few days or week, you will find it extremely difficult to catch up. Make your desire to succeed on incentive to regular study. Never keep school work till examination time. Read daily to avoid failure resulting from "exam fever".

* Don't ever think of cheating in your exams.
* Study and understand past examination techniques. Source/Search for past question papers to assist you.
* Develop good reading skills. In order to achieve this, you have to forget all the worries and stay focused. Concentrate and work hard. Work when you should and play when you should. Jot down and summarise your points. Remember that before you, lies your future success, so approach it with a strong will and determination. Have confidence in yourself and reason positively always because no one knows what the future holds. Expectations do not always materialise. If your expectations of a bright secure future are to be fulfilled, it is important for you to be aware of your options for achieving them. Your expectations for the future should include several possible paths to security and happiness. If you are good with numbers, why shouldn't you consider being an accountant instead of a book keeper. If you are interested in medicine, why immediately presume that you are to be a nurse? This is the time for you to explore and to dream. What will you want to be if you were a man? As a woman is there any real reason why you shouldn't be the same thing? Why should your sex stand in the way of becoming anything you

want to be. It is important to have a plan for financially supporting yourself at a level that will make you happy if you have children and other dependants, you need to be able to support them as well. Your ideal lifestyle does not have to include big houses and fancy cars. Job satisfaction and fulfilment of your dreams are first. Some people enjoy a modest lifestyle while others think of more expensive fantasies. It's your life so try to think of what will please you. Remember whatever any human being is trained to do as of choice, she/he can do it and derive satisfaction and comfort rather than wasteful living. Comfortable living brings joy but extravagant living and falsehood/ expensive fantasies bring stress.

CHAPTER THREE

APPLYING FOR A JOB

Background:

What is your vision in life?. Have you just graduated from school or college?. Do you plan to take up a job, or are you planning to be self employed?. Whatever your vision in life, one day you may need to apply either for a full time job or a part time job. Therefore, you may be required to write an application before you can secure any kind of job you need.

This chapter will be of immense help to you as you may be pondering on where to start from. Before we get started, let us briefly look at what application is all about. The advanced learners' dictionary, defines an application as an act of "making a request". To this end, we are going to discuss the act of "making a request in writing for a vacant position in an organisation".

FIRST CONSIDERATION - QUALIFICATION

First and most important of all, you need to know and to have the required qualification(s), before going ahead to apply for a job. The best application letter you are able to write will **NOT** secure you a job, if you don't have the skills/ qualifications and/or potentials and interest in the job you want to apply for. When you are convinced that you are

qualified to competently handle the job, then go ahead and apply.

STEPS ON HOW TO APPLY FOR A JOB:

You may make your application in either of two ways:

* You may write a letter and enclose a resume (a curriculum vitae) of your experience and background.
* You may write a comprehensive letter containing all the information you need to give.

The first arrangement has two merits to commend it. First, the letter you write gives your attitude to work, the resume provides a ready means of referring to factual details. Your prospective employer will appreciate both.

FORMAT: Bear in mind that your application letter is after all, the first important business letter you will write, and it is advisable to spend time and be careful on it. Remember it is in fact a letter in which you are trying to sell your expertise, in much the same way as a sales representative sells the product of her or his firm. You must not neglect the opportunity it affords to show your ability to write a good business letter, and to stress those aspects of your qualifications most likely to be of special interest. You must therefore:

* Express yourself concisely, yet comprehensively to create the required impression. Your letter must be correctly addressed, sensibly punctuated, properly organised, to the point and neatly presented.

* It must be business like in appearance. That is it must be well arranged, typed or written in a good quality white paper of international A4 size with matching envelope.
* Make your letter brief and straight to the point. Remember that yours is probably only one of several applications to be attended to. Make it stand out from the rest, and bear evidence of what you can offer that is different. It is advisable to type your letter unless you are asked to apply in your own hand writing (not only is a typed application business -like, but it also makes for easy reading, and an employer handling so many applications will naturally go for the typed ones). Moreover, a well typed application attracts attention and creates a favourable first impression.

WHAT TO INCLUDE

* If you are asked to write to a box number, address your letter to " The advertiser, Box No....".
* Start your letter with the salutation, "Dear madam/sir". Then write down the title of your letter, "APPLICATION FOR THE POST OF ...".
* Confine yourself to information to which the advertiser is likely to be interested and do not include particulars of minor examination successes in subjects that have no bearing on the post applied for, but on the other hand, give details of your training and of your highest success in relevant subjects to the position applied for.
* Include photocopies of your credentials as originals may

not be returned to you. Originals of credentials are better presented personally, and taken back to reduce risk of loss.

* Give the names and addresses of people who are willing to speak for you as your referees, having of course first obtained their consent. Mention also the capacities in which they have known you.

* Provide a typed photocopy of your resume. It is from here that an employer will be able to assess what you can do. But she or he may be more interested in the kind of person you are or in how you are likely to develop in the next five to ten years or more.

If you think it will help, enclose a passport photograph, but let it be business like.

Note:

Your letter will be half judged by your prospective employer by it's appearance before it is even read, and the slightest failure in any of the above may be enough to disqualify you. However, a carefully prepared application may put you in the lead even before the interview takes place.

Below is an example of a resume and an application. They are intended only as a guide and not for imitation. Never copy someone else's letter, but be original and write your own.

SAMPLE OF A RESUME

CURRICULUM VITAE

Surname:	- Bassey
Other names:	- Nkese Okon
Address:	- Okoro Agbor street Calabar.
Date of Birth:	- 23rd August 1984
Place of birth:	- Ikot- Ansa
Local Govt. of origin:	- Calabar
Nationality:	- Nigerian
Marital status:	- Single

Schools Attended	Certificates Obtained	Date

REFEREES:

SAMPLE OF AN APPLICATION

Girls' Power Initiative,
44, Ekpo Abasi Street,
P.O.Box 3663, Unical PO
Calabar, Cross River State,
Nigeria.
13th September, 2000.

The Manager,
First Bank (Nigeria) Ltd.
Calabar.

Dear Madam/sir,

APPLICATION FOR EMPLOYMENT AS AN ACCOUNTANT

When I read your advertisement in..., for the post of an accountant, I was convinced that it was just the kind of post for which I have the qualifications. Since I obtained my professional certificate a few months ago, I had been looking for this kind of opportunity. I hereby submit my application for the above position and I look forward to being short-listed for interview where I will have the opportunity to demonstrate my skills.

Attached herewith are a copy of my resume, copies of my credentials and a passport photograph as requested.

Yours Faithfully,
Nkese Okon Bassey.

WHERE AND HOW DO YOU GET INFORMATION ABOU' EXISTING VACANCIES?

* Mass media: Radio announcements, Newspapers, Bill boards, Television etc.
* Applicant blank forms: produced by various organisations.
* Personal contact: where you visit the organisation to make enquiries about existing vacancies.

Reference

1. Modern business correspondence
   4th Edition by L. Gartside.

CHAPTER FOUR

INTERVIEW

BACKGROUND: Can you imagine receiving a letter like this whose contents are as below?

Congratulations! Your letter of application has been given due consideration and your name has been short-listed among the names of those whose applications have met the conditions stated in the advertisement. In order to avoid the problem of selecting the wrong candidates, most organisations follow a series of steps to select the most suitable candidates or applicants. These include preliminary screening - where unqualified candidates or applicants are screened out. This is usually followed by an interview for qualified applicants who scaled through the preliminary screening. This is the stage that eventually leads to a successful applicant being selected for the job.

WHAT THEN IS AN INTERVIEW?

Interview may take different forms depending on the organisation or institution. It can take the form of oral or written test as in pattern interview.

Here applicants are asked certain questions at the end of

which they are scored on the basis of their answers, and other criteria set for the purpose.

Interview may also take the form of practical test in order to test either technical skills or writing skills depending on the type of job applied for. This varies from organisation to organisation. For technical jobs, it may involve practical test as in computer, typing, and driving etc.. However interview may also be in form of stress interview - provocative in nature, specifically designed to test the applicant(s) level of tolerance. It is to test how much calmness and dignity an applicant can maintain at the face of deliberate provocation. This is usually required where the job involves meeting the public or dealing with the public on behalf of the organisation, e.g. receptionist, sales agent etc.

THE PANELLISTS: These are qualified persons knowledgeable in the areas of the skills required, who have been set up by the institution to conduct the interview.

You may ask who and who will conduct the interview? Will they be people I know?.

The answer is NO. you don't need to know the panellists. Normally, the panellists should be made up of few top managerial personnel of the organisation. Sometimes many organisations prefer to contract out interviews for their organisations. This means they may invite people from outside to conduct the interview for the organisation. Therefore it is advisable for you to be fully prepared as you

may be faced with different people with different skills.

QUALITIES THAT WILL ENHANCE YOUR CHANCES OF BEING SUCCESSFUL AT THE INTERVIEW

Normally during any interview, panellists will look out for the following qualities in an applicant;

* **Physical Qualities**: You need to appear physically fit and healthy.
* **Attainment**: You need to show evidence of your general educational training, by being prepared with original copies of the credentials you claimed to have, in your application.
* **Special Aptitude**: You need to demonstrate some measure of natural talents and should be able to show some initiative, creativity and general knowledge.
* **Moral Disposition**: This has to do with honesty, reliability, and transparency.
* **Self Confidence**: You have to be composed and not get scared
* **Interest**: You have to show that you are really interested and you believe in the job and not just the attraction of earning a salary.

PREPARATION FOR INTERVIEW

TIPS:

* Punctuality - Get to the venue in reasonable good time before the time specified.

* Personal Appearance - Be formal in your appearance, dress to suite the organisation you are going to work with, but it must be something you feel comfortable in.
* Knowledgeable - Know the kind of work the organisation is involved in and the kind of job involved in the post applied for.

* Etiquette (mannerism) - This has to do with your behaviour with the panellists. Endeavour to maintain good eye contact and smile where necessary. Greet as you go in.
* Credentials - Make sure you go to the interview with the originals and photocopies of your credentials to show, if asked.

CHAPTER FIVE

TIME MANAGEMENT SKILLS

Do you find yourself rushing to do things? Is the phrase, 'oh, if I had the time,' a popular one with you? Do you wait until the week of the examinations before you start reading? Why do you think people find themselves in such situations? The key to this is time management.

Everyone has regular duties and responsibilities. When people are unable to manage their time and therefore leave things undone or wait till the last minute they suffer from stress. Brilliant people have experienced failures because they were ill-prepared or not planning and managing their time well. One needs to identify one's duties and responsibilities by drawing up a daily work plan, a time-table, diary or calendar of events. A sample is provided here that you can adapt to meet your needs. In this way you are reminded of your periods for your daily routine such as domestic work, studying, relaxation etc. These can be broken down to daily, weekly, or monthly time-table or work plan.

Share your time-table with your parents and other family members. Stick it in an open place to be reminded. Daily reading will enable you learn and ask questions on areas you do not understand and make you always prepared. This ensures consistent reading periods and enables you to cope

with your exams, tests, class-work and other activities.

If you are in school, this will ensure that you seek help for difficult subjects on time. A time-table will also assist you make correct choices regarding your relaxation and free periods. This enables you to have a hold on your life by not being pushed around by your friends.

Managing your time assists you to do those things that are important and necessary when you should do them as well as avoid risky behavior. This leads to less stress and greater academic achievement. It is a good tonic for your health and self confidence. So don't be busy doing nothing, and don't allow yourself to be pushed out of time by your friends. Note that you must always have a time schedule for relaxation during which you can have all the recreational activities based on your knowledge of risk reduction and healthy behavior.

MY DAILY PLAN

Time	Activity	Urgent, Imperative	Important	Rest
5.am				
6.am				
7.am				
8.am				
9.am				
10.am				
11.am				
12.am				
1.pm				
2.pm				
3.pm				
4.pm				
5.pm				
6.pm				
7.pm				
8.pm				
9.pm				
10.pm				
11.pm				
12.pm				

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LIFE MANAGEMENT FOR ADOLESCENTS

INTRODUCTION

As a result of social prejudices, sexist stereotypes and gender discrimination, girls are raised to become good wives and good mothers. As a result, much of the training they receive are concentrated on cooking, household chores and practicing motherhood through being made to care for siblings. Even with the changing situation with much progress in terms of number of girls now being sent to school, not much has changed over the kinds of life management education that girls receive. School curricula do not accommodate such topics. The content of girls' education at home also has not changed much. The lessons we have learned through working with adolescent girls at different settings and girls of different age groups show that not much is taught to girls to empower them to assert their rights equally with males in the society. Empowerment is not just creation of micro-credit facilities, which fizzle out in the face of inflation and the cycle of poverty and dependency takes over. Human beings have the right to information, education and exposure to what it takes to build personal empowerment through self-esteem, self-identity, assertiveness among others. Girls are not taught how to set goals and work to achieve such goals.

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Bene E. Madunagu.

which they are scored on the basis of their answers, and other criteria set for the purpose.

Interview may also take the form of practical test in order to test either technical skills or writing skills depending on the type of job applied for. This varies from organisation to organisation. For technical jobs, it may involve practical test as in computer, typing, and driving etc.. However interview may also be in form of stress interview - provocative in nature, specifically designed to test the applicant(s) level of tolerance. It is to test how much calmness and dignity an applicant can maintain at the face of deliberate provocation. This is usually required where the job involves meeting the public or dealing with the public on behalf of the organisation, e.g. receptionist, sales agent etc.

THE PANELLISTS: These are qualified persons knowledgeable in the areas of the skills required, who have been set up by the institution to conduct the interview.

You may ask who and who will conduct the interview? Will they be people I know?.

The answer is NO. you don't need to know the panellists. Normally, the panellists should be made up of few top managerial personnel of the organisation. Sometimes many organisations prefer to contract out interviews for their organisations. This means they may invite people from outside to conduct the interview for the organisation. Therefore it is advisable for you to be fully prepared as you

want to be. It is important to have a plan for financially supporting yourself at a level that will make you happy if you have children and other dependants, you need to be able to support them as well. Your ideal lifestyle does not have to include big houses and fancy cars. Job satisfaction and fulfilment of your dreams are first. Some people enjoy a modest lifestyle while others think of more expensive fantasies. It's your life so try to think of what will please you. Remember whatever any human being is trained to do as of choice, she/he can do it and derive satisfaction and comfort rather than wasteful living. Comfortable living brings joy but extravagant living and falsehood/ expensive fantasies bring stress.

CHAPTER SIX

ECONOMIC MANAGEMENT - BUSINESS SKILLS

Did I hear you say, "oh, what can I do, I don't have money, my parents can't give me the money I asked for, I can't do any thing because I don't have the skill, I'll have to drop out of school?. Should I ask John for money?, but for how long will I continue this?. Have you considered starting an income generating activity?. Well, if you have not, don't worry, this section is just what you need.

Now think about this, imagine yourself at home making attractive, fast selling jewellery, or knitting a cardigan after school and selling them afterwards. Do you know that with such skill you are probably on your way to becoming an entrepreneur. With such enterprise, you can take care of some of your needs from the savings you make over the months. Why would a young girl take on such a responsibility?. The truth is that we are all potential entrepreneurs. The problem may be that because we have never had the opportunity to discover ourselves as being so talented. We may even think this is impossible. Besides earning some money for yourself, you will learn to:

* Refuse being lured into risky behaviour in exchange for

money or other material things.
Believe in yourself
Act independently
Be a decision maker
Set goals and reach them

'ou will also:

build your self confidence and even earn respect
learn new skills
earn the respect and trust of your family, customers and peers
develop high self esteem, self confidence and status
become economically independent, to avoid exploitation and humiliation
achieve the satisfaction of doing something you believe in, and that makes you feel good

So, you don't have to be an adult to manage a business. Many young girls across the country are starting businesses very day. Aha, this will give you the right to make informed hoices on what affects your life.

TEPS TO TAKE:

. **GET THE IDEA:** If starting a business sounds like what you really want to do, several factors will help you get ideas. These factors include; your interest, talent,

resources, ability to learn quickly and determination to succeed. There is always so much you can get involved in and to generate your own income. Look around you and within you. Go to a library to find business magazines, books and newspaper articles about local business people who have achieved success. This will assist you come up with lots of ideas. Your ideas may fall into two general groups - a product business or a service business. Do you have a product to sell or a service to offer? It may even be a combination of both. You can use the following questions as a guide when reflecting on these issues. Respond to the questions yourself, then ask your friends and family members to respond to them, to assist you to clarify your thoughts.

* What kinds of things do people dislike doing for themselves?
* What kinds of things are people too busy to do for themselves?
* What [illegible]
* What products will I have to see improved, upon to meet the needs of women and girls.
* How can I contribute to efforts to make girls and women [illegible] time for public decision making.
* [illegible]
* How [illegible] kinds of [illegible] participa[illegible]

resources, ability to learn quickly and determination to succeed. There is always so much you can get involved in and to generate your own income. Look around you and within you. Go to a library to find business magazines, books and newspaper articles about local business people who have achieved success. This will assist you come up with lots of ideas. Your ideas may fall into two general groups - a product business or a service business. Do you have a product to sell or a service to offer? It may even be a combination of both. You can use the following questions as a guide when reflecting on these issues. Respond to the questions yourself, then ask your friends and family members to respond to them, to assist you to clarify your thoughts.

* What kinds of things do people dislike doing for themselves?
* What kinds of things are people too busy to do for themselves?
* What products will I like to see improved, upon to meet the needs of women and girls.
* How can I contribute to efforts to make girls and women to save time for public/decision making.
* How can I contribute to girls and women saving, resources for economic independence.
* How do girls and women like to spend their time?
* What kinds of services might be needed by certain groups of people in particular, girls and women, children,

teenagers, adults, the elderly?

* What kinds of product might appeal to certain groups of people particularly girls, women, elderly, adults, teenagers, children?
* What services could help marginalised people like girls, women, the elderly and children in my community, state or nation?

Remember to record every idea in a notebook. The more ideas you have to start with, the more likely you will be to find at least one idea that works.

2. **MATCHING BUSINESS IDEAS WITH YOU:** Once you have collected lots of ideas, narrow down your list and consider which ideas are best for you. It is very important to match your personal interests and talents with your business ideas. This will offer you the greatest potential for satisfaction and success. Ask yourself the following questions:

What are my passions in life?

* animals?
* children?
* sports?
* nature?
* music?
* computers?
* environment?

* art?
* pottery?
* jewellery?
* movies?

How do I like to spend my time?

* exercising?
* playing music?
* cooking?
* making crafts?
* organising and cleaning things?
* painting?
* working on computers?
* being with other people?
* being outdoors?
* taking photographs?
* reading?
* sewing?
* entertaining others planning events or parties?
* repairing things?
* gardening?

Now that you know which activities best suit you, fir
how you can turn your passion into a business idea
example, if you love reading and writing, and you have a
to a computer, you could consider starting a desk
publishing business. If you are good at drawing, you

make greeting/post cards, book markers, if you enjoy nature and being outdoors, you could garden for people in your neighbourhood. The possibilities are endless. Focus on a business that will allow you use your strengths and make the most of your talents.

3. **DETERMINE THE FEASIBILITY OF THE IDEAS:** It is important to analyse the feasibility of your idea. Will the idea work?. Use the following questions to determine the feasibility of your ideas;

* is it legal?
* is it practical?
* is there a demand for the product or services in my community?
* do I have the knowledge, skills and equipment needed to implement the ideas? If I don't have the knowledge and I am thrilled by it, how can I learn the skill?.
* do I have enough capital or can I raise enough to get me started? Or if I tell my parents my interest and show them what I have saved from my pocket money, will they add to it?.
* how much of my time will it take?
* can I effectively combine`it with my studies?
* who are my competitors?

The answers to these questions will help you in preparing a well researched business plan.

4. NAME YOUR BUSINESS

a. When choosing a name, consider what is appropriate the type of business you have and the kind of custom you want to attract (be creative, T-shirts, gardening the hour, choice fruit drink). Write down names that ap to you. Ask friends and family members for their opin

b. Does the name sound interesting and appealing?

c. Does it help others understand the product/services?

d. Has anyone used that name?, if yes, decide on anot

5. WRITE A BUSINESS PLAN

In your business plan you will need the following informat

* the feasibility of the idea
* your skills and talents
* amount of capital needed
* detailed picture of every aspect of business a projections over a time span.

To make sure that your business plan reads and lo professional, find someone who can help you develo Perhaps a friend with some business experience or a me you could ask your parents, friends or teachers to hone critique the plan and offer any helpful comments suggestions.

6. DO A FINANCIAL PLAN

* How much capital do I need and how can I raise it?

* What resources or equipment do I need?
* If necessary, obtain a loan, you may not be eligible for loans from the banks because of your age, so your sources of loan may be from your family or friends. It is important however to present a good business plan to convince your source(s). also make a plan for how you will pay back the money.

7 TRAIN YOUR SELF

* if you have the opportunity, attend seminars and workshops or training. It is important to build your knowledge base especially during your holiday period.
* Alternatively you may borrow books and magazines from the library or get copies for yourself if you can afford them.
* Ask questions from successful entrepreneurs.
* Maintain a healthy balance of activities in your life, i.e, set up a time schedule and stick to it.
* Learn from your mistakes.
* Set realistic goals for your business. No idea is too small. Don't take on too much, too soon , and stay focused on your goals. Don't let temporary set backs get you down.
* Don't depend on family members and friends alone to be your customers. Find customers in your community.
* Treat your customers honestly and fairly all the time.
* Re-invest some of your profits back into the business. Long term planning is a good way to ensure the continual success of your business.

* Learn from your mistakes.

8. **EVALUATE**

* Get a notebook and record the thoughts and information you have gathered.
* Keep records of inventory expenses and business activities.
* Evaluate your performance at the end of the year, or as regularly as you have the time set for it.

CHAPTER SEVEN

DECISION MAKING

Can girls in particular and young people in general take decisions about their lives? Are they entitled as of right to do so?

Did I hear you say you are confused about what decision to take? You have a range of alternatives but you are sceptical about the consequences of your choice. Perhaps your confusion arises from messages you get about decision making as a girl child. Take for example: you will be out of school very soon, what is the best thing for you to do after that? Get a job? Start up a small scale business to manage? Go visit your relatives? Or just stay at home and help out your parent where possible? That is just one side of the coin. Or are you planning for further studies, but your parents cannot cope so you need to get a job?

Take another example: are you being pressured into sex when you are not ready for it? He said if you love him then you should have sexual intercourse with him, but you are afraid of the consequences, and yet you love him? You know that love is not the same thing as sex. You know that sex is no proof of love. What do you do? These and many other questions are possibly going through your mind. If you find

yourself in this position, this section might be just what you need to come out of your confused state.

Decision making is an everyday affair and it continues throughout life. It is a skill that everyone needs to acquire. A lot of people make decisions without considering the aftermath. While some decisions are very important and have a great impact in one's life, others might be less significant. The kinds of decision one makes in life informs the well being as well as the future of that person.

People often approach decision making from an emotional level, that is operating on a hunch. This is a procedure where without thinking much about a problem, one jumps from an idea to a decision which feels right. While acknowledging the value of intuition, it is also important to recognise that human life is full of uncertainty and confusion, and so decisions should be reached after a careful identification and study of a problem, the situation surrounding it, and a consideration of other options or alternatives.

Decision making should be approached from a rational point of view. That is exploring the choices, examining the consequences of such choices and deciding based on a well informed position. Making choices or decisions which are personally satisfying (that is most useful to ourselves) is a skill which can be learned. In addition, like any other skill, it must be practised so that one can get better at it, and like other ways of reasoning, it must be understood so that one can apply it in different situations. At this point let us examine what decision making is all about.

WHAT IS DECISION MAKING?

Decision making has to do with reaching a conclusion about a problem at a particular time. There exist some basic approaches to good decision making. Reaching a positive decision involves following these series of steps.

1. **DECISION PLAN:** This is a basic introduction to decision making. Here it is important to break issues down to their components, that is thinking about the issue or problem until it can be visualised (identification of the problem).

2. **CONSIDER ALL OPTIONS:** This involves looking at the various available alternatives to solving the problem. Consulting others who are more experienced than you, can bring about visualising more options.

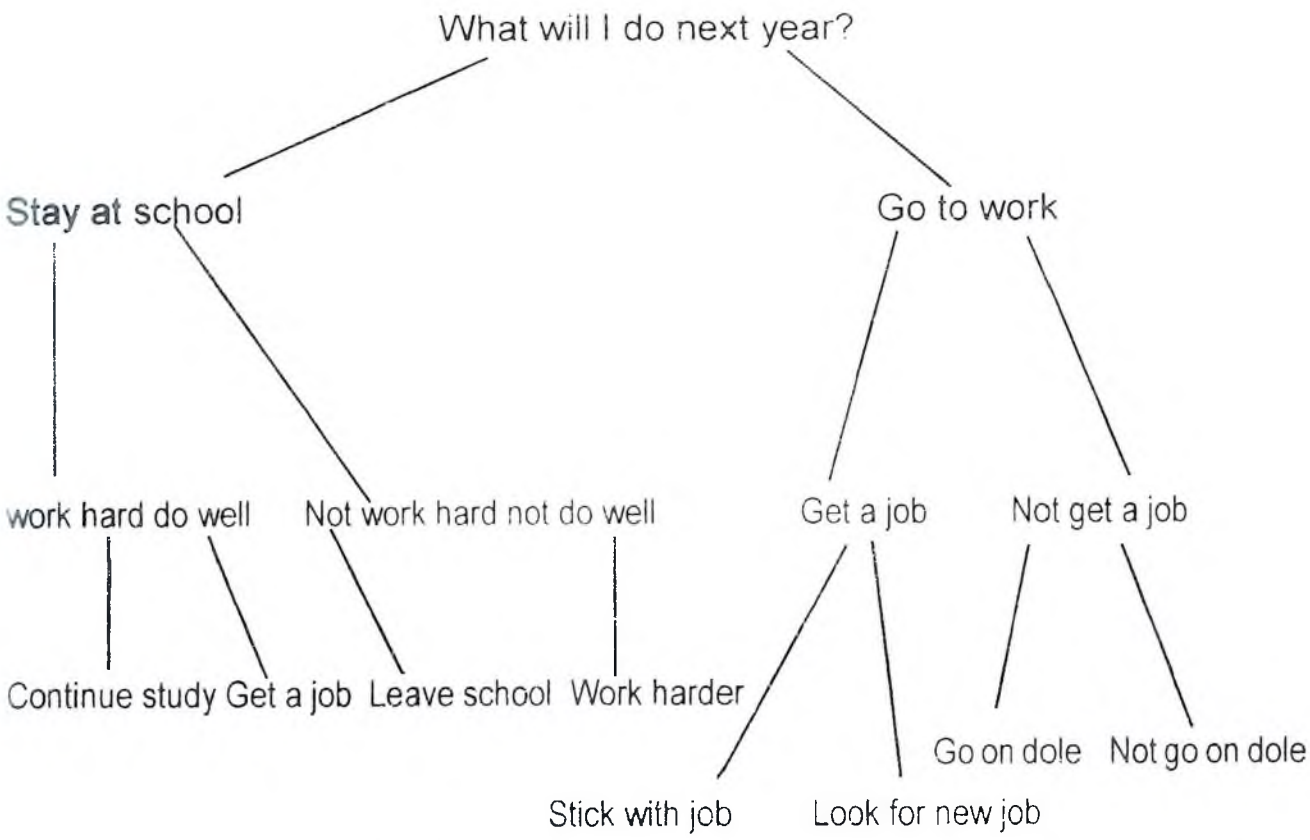
3. **LOOK AT THE CONSEQUENCES OF ALL THE OPTIONS:** Taking a critical analysis of each available alternative to solving the problem, to weigh the pros and cons i.e. the advantages and disadvantages of each option to be able to pick the best in each circumstance.

4. **CONSIDER PERSONAL/FAMILY VALUES:** Values here has to do with the belief about how one should act or conduct her/his self. This is important because such values will affect the extent to which the decision outcome will be felt. You need the support of your parents to execute the action, hence a consideration of family values is important.

5. **IMPACT OF DECISION ON PEOPLE AROUND US:** This is important because any decision made will directly or indirectly affect those around us, be they parents, love ones, friends, sisters/brothers.

6. **SELECT THE MOST APPROPRIATE ALTERNATIVE:** After a careful analysis of the various alternatives, with the above considerations included, the one that is likely to be most productive should be selected. This becomes what you have decided (the decision made). All these are important steps and skills to apply in decision making process.
7. **IMPLEMENT THE DECISION:** Here it involves putting the decision into practice in a way that is most favourable to achieve the best outcome.

Now let's see how we can illustrate this. We will create a decision plan based on the question: "Will I stay in school or get a job next year?". The decision to be made is about what I will do next year.



At each level it is better to ask yourself: what are the alternatives here. If I do this what will happen? What will I not do? What are the decisions possible? How would my parents react? How will my family take this?

In every step of your decision making, it is most helpful to concentrate on action (what can I do, either this, or that), on feelings (how might I react, either this way or that way), on circumstances (how much money will I need), or outside pressures (what will people say or think).

DECISION MAKING PATTERNS

Every human being at one point or the other consciously

or unconsciously exhibits a particular decision making pattern when faced with a problem. Lets see which of them describes our decision making pattern, be honest enough. This will help you learn the most appropriate pattern.

1. **PLANNING PATTERN:** This involves making decisions carefully, based on a rational approach earlier described, - exploring available alternatives, examining the consequences, before arriving at the decision. This pattern often gives very positive outcomes.

2. **INTUITIVE PATTERN:** This involves making decisions based on what is felt or what is perceived e.g. accepting to go out on a date with someone just because she/he asked you to, and not finding out the reasons for her/his asking you out, or even considering whether you have other important things in your work plan as at that time.
3. **ESCAPE PATTERN:** This involves choosing an alternative in order to avoid worst possible result e.g. refusing to go to a party because you are afraid no one will dance with you.

4. **WISH PATTERN:** This has to do with choosing an alternative that is most desirable, without considering the risks e.g. choosing to marry someone hoping to change his bad habits.

5. **AGONISING PATTERN:** Here you are faced with so many alternatives to solving the problem that you find yourself confused about which alternative to choose, e.g. you have many acquaintances, but you find yourself undecided about who to be serious with.

6. **COMPLAINT PATTERN:** Conforming to pressures, and letting others decide for you e.g. deciding to have sexual intercourse because your friends are doing it.

7. **IMPULSIVE PATTERN:** This has to do with choosing the first alternative that comes to you without searching for other possible alternatives that might exist and may be a lot better, e.g. you have a problem with your parents and you decide to run away from home.

8. **DELAYING PATTERN:** Postponing action or delaying to take any decision, e.g. your boy friend wants to have sexual intercourse with you, you need to communicate your feelings to him because you are not interested, but you feel he will feel bad about it, so, you postpone talking until you are forced into having sexual intercourse, that is, facing the violence of rape.

9. **SAFE PATTERN:** Choosing the alternative that seems most likely to give you success, e.g. you take an arts subject because you are a good artist rather than take

the one you do not know well, but which is your preference except that you need to work harder.

10. **FATALISTIC PATTERN:** This has to do with leaving your problem to fate or the environment to decide for you, e.g. you do not consider the advantages and disadvantages of going into sexual intercourse before you oblige your boyfriend with sex, because he asked.

So, which of the above best describes your pattern of decision making?
Wherever you find yourself it is wise you begin now to look at decision-making from the rational point of view, to take the most useful and effective decision.

Try and see how you can test yourself using the decision making approaches above as a guide

CASE STUDY:

I am not yet sexually active, someone who I see often and who I like a lot wants to have sex with me, and has been pressuring me quite a bit recently. What should I do?.

STEP 1. State or identify the problem

STEP 2. Name the choices or alternatives involved in your decision

(a)_____
(b)_____
(c)_____

STEP 3. Gather information about the decision (put into consideration your personal values, goals and facts you need to know)

STEP 4. List the advantages and disadvantages of each choice

(a) Alternative 1.
Advantages:_____
Disadvantages: _____
(b)Alternative 2.
Advantages: _____
Disadvantages: _____
(c)Alternative 3.
Advantages;_____
Disadvantages: _____

STEP 5. Choose a solution with the best outcome

STEP 6. Implement the choice you have made.

Good decision making involves evaluating different aspects of a problem, considering various alternatives, and then making a decision based on that information along with

consideration of personal values.

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CHAPTER EIGHT

MAKING FRIENDS AND KEEPING THEM

Do you have a friend?
Who is a friend?

A friend is someone you value. A friend can be either male or female. People have many and different types of friends. Friends are necessary for many people to feel good about themselves. People need friends to be fulfilled humans. You could share many things with a friend. You can learn many things from a friend. She/he could be someone who gives you good advise. She/he could be someone you play tennis or the game of your interest with. No definition of friendship includes sexual activity.

Some of the things you could do with a friend are as follows;

* you could have fun sharing stories and jokes, listening to music etc. with a friend/s
* you could share snacks/food
* watch movies/cinema
* take a walk together
* picnic, play, dance
* talk and listen to each other about clothes, food, likes and dislikes

* you could gossip together (positive gossip) about happenings in town
* you could go fetch water
* walk to school
* walk to church
* attend birthday parties together
* read together
* discuss school work together
* attend lessons together

Some friendship can sometimes evolve into romantic relationship, from mutual respect, knowledge and understanding. Add the list of things you do with your friend(s).

HOW ARE FRIENDS MADE?

One of the best ways of having friends, is to be a good, honest and trustworthy friend to others. We all need to accept and be accepted by others. We need desirable skills for interacting and relating with others. We need tolerance and we need to be flexible when interacting with people, but never pleasing others to displease ourselves.

Most of us have several friends and/or the ones we call "best" friend(s). Some of the things we like about them, could be; they treat us well, they arouse our interest and we derive pleasure being with such people, we feel safe and secure wherever we are with them; they could simply be funny or assist us in maths or physics. Think about the many special

things you like about your friend(s) and list them down, adding to the list above. At the end of this activity, you would have arrived at the many different ways to assist you make friends. And you could start by saying hello, a handshake, calling the person's name, a conversation or chats, holding small talks and a hug.

Affirming words like the following may be used; " it's been fun getting to know you"; "it's a pleasure talking to you", "I really appreciate knowing you", " I hope you have had a good day "; " I enjoyed our being together".

WHAT STRATEGIES DO WE USE TO KEEP FRIENDS AFTER MAKING THEM?

People have old and new friends. Some of them we have not been in touch for sometime, but we still appreciate them as friends. People benefit from having friends of both sexes and they prefer to keep them both. What are the things we do to keep our friends for a long time? And what are the things your friends do that enable you to keep to each other for sometime?

Do you exchange gifts? Do you visit her/him irrespective of whether she/he visited you last; do you celebrate achievements together e.g. passing examinations, birthdays; do you wear/buy same clothes? Do you share feelings and console each other when upset? Do you help each other with chores or homework? Do you actively listen to each other when you (each) have important things to discuss or say?

Do you check on each other when time passes and you have not been in contact?

What are those things you personally do to keep your friends and what are things your friends say you do that keep you as their friend? Add those to the list above and you would have arrived at the various strategies in keeping friends.

SMART TIPS THAT PROMOTE HEALTHY FRIENDSHIP

1. Remember that it takes two to make and keep friends - what you expect from friendship; give same in friendship and encourage same to be done to others. Maintain mutual respect and care.

2. It is hard to have intense friendship with someone without having disagreements. Such have to be skilfully handled to manage the conflict and rise above it with lessons.

3. It is healthy to express anger without being vicious and without destroying one's friendship with someone.

4. Being betrayed by a friend can be painful, but it is an important learning experience. People are not always what they appear to be, some people can be quite deceitful when it suits their purpose.

5. A close friend shares your feelings, gives you mutual

confidence and appreciates the best in one another. These must be reciprocal.

6. Friendship depends on honesty. Trust is an important element in making and keeping friendship.

7. Friends must support each other as they struggle, stumble and giggle in friendship.

Evaluation Activity: " my many friends "

Make a list of your friends and write one or more of the following words against them.

* caring
* fun
* supportive
* helpful
* dependable
* reliable
* considerate
* playful
* protective
* co-operative
* kind
* trustworthy
* honest
* knowledgeable

* good sports person
* good reader
* hardworking
* corporate in dressing.

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CHAPTER NINE

SKILLS FOR PARTICIPATING IN PUBLIC EVENTS

The general belief is that girls and women should be heard not seen. Have you ever wondered what the saying means?

In your opinion, should girls and women attend social events? Do they deserve to be harassed for attending or even talking at a social event? Social events and public places are for everyone, just as the kitchen is for everyone who eats.

This pamphlet will assist you learn and practice important skills for experiencing social ease and comfort at events. It will also help build your confidence to discuss freely and comfortably at social events.

How do you feel when you attend public or social events? Are you able to cope? What common public events do you know of?

The following can be classified as social or public events -

* Weddings.
* Being in seminars, conferences, workshops.
* The kitchen should be seen as a public/social place were everyone shares in cooking and cleaning up.
* Dances

* Visiting another school or church
* Visiting a patient in the hospital
* Staying overnight at a friends place/house
* Funerals
* Attending a rally
  Parties - birthdays, anniversaries etc.
  Interviews e.g. club membership or for a job
* Being introduced to a friend's parents or parents' of friends.
* Being invited to a friend's school, church or club
* Receiving a gift
* Being in a position to thank a host family for an overnight visit or after a meal
* Eating in a restaurant
* Having a meal with a friends family

What kinds of feelings or attitude do you have and show when faced with some of these situations?
Here are some of the feelings people have and attitudes exhibited when faced with this situations:

* One may be anxious.
* Questions like these may arise - " whom am I going to see? Will they be friendly?
* One may also be fearful e.g. can I handle any situation I find myself.
* Another person may start crying, unable to think at all.
* Yet another can start being defensive or blame others

for his/her inability to cope.

* Oh my God! I was not properly briefed. What am I going to do? Where do I start? Should I go back?
* A mere imagination of the situation can let one stop attending the occasion completely.

Social and public places are places of knowledge and limiting girls and women from such places deny them the chances of benefiting from such forum.

Here are things that can be useful for you to break the ice of not benefiting from the rich experiences that social and public gathering can present.

* give someone a firm handshake with a smile
* introduce yourself, a friend, teachers and parents etc.
* sit beside a stranger, not someone you already know
* start a conversation with a stranger on something of common interest e.g. 'the organisers of this programme really keep to time, you know', " it's a bright day", "oh it's been raining since last night". What kind of music do you like? Is this your first time here?
* ask someone if it is all right to eat lunch with her/him
* start up a conversation with a seat partner in a bus, plane, at a bus stop, swimming pool, recreation centre, in and out of school, class, or church and at the library
* ask someone out for a date and be the one to start discussions of common interest
* asking questions of someone is a way of getting information. These are examples of questions that could be asked,

be asked, " are you new here?", what do you think of this lesson?", " do you often attend this church?"

* follow the idea of asking questions with interesting comments to expand the conversation
* kind expressions of appreciation are good ways of parting in social events e.g. " I really appreciate getting to know you", "I hope you had a good time", "it was really a wonderful and educating session/lecture", " the chairperson of the occasion was really wonderful", etc.

PRACTICE EXERCISE FOR PARTICIPATING IN SOCIAL AND PUBLIC EVENTS

1. Your friend has invited you to a birthday party and you are to give a toast, how do you feel and what do you do?
2. Your classmates think you are the best person to chair the club and you are requested to address your club members on what you intend to do if elected.
3. How would you initiate a discussion with someone you have met for the first time?
4. You have been chosen to give a speech on your children's day celebration, what do you do?

REMEMBER:

It is the right of everyone, male or female to benefit from participating in public events. You can start by requesting your parents to go with them to a wedding they have been invited. You can learn about new careers or job opportunities. You can get a mentor who would help you identify your life goal and how to get there. Public/social events may be the space to expose you to your choice of profession. Such events could provide the clue to your future in a positive way. Start by requesting your parents to go with them to a wedding. Attend a friends birthday. Watch what happens in your church harvest event. It is your right to benefit from social/public events.

CHAPTER TEN

BEING INTERESTING

Does being interesting bother you ?
Does being interesting appeal to you ?
Would you want to be interesting ?
To feel comfortable ?
To encourage yourself ?
To affirm yourself ?
To have fun?

Adolescents sometimes are concerned that they are not interesting. They believe that they have seen this happen in their lives and perhaps to other people in their families and this makes them to dread the thoughts of them loosing a relationship because they are no longer interesting. To be interesting adolescents work hard to become good at something, to increase their appeal, they learn to buy or wear the right clothes, make efforts to talk about the right things, develop strong likes or dislikes and learn to share in conversations. But inspite of these, they may not still be sure they are interesting. Some may not have to work at being interesting, they just are in the eyes of their peers. Usually, some comments like this are said about our peers "she is a

very interesting girl, every one likes being with her.

WHAT DOES BEING INTERESTING MEAN?

For some adolescents, being interesting might mean being popular, for others, it might mean being dramatic, mysterious or complex. It may even mean that many people especially the peers do not understand the person. Sometimes, adolescents think that they can't get friends or peers. Some might have heard so many times " oh you are boring or you are not interesting at all".

Activity 1.

Do you have a friend that you feel is interesting?

What are the characteristics?

Some of the characteristics may be that she/he smiles easily at someone, she/he invites conversation easily...

Add unto the list.

Activity 2.

Think of more friends of yours (two or three) that you really like being with?

What makes you really like being with them?

Some of those things may be; she/he makes you laugh, assist you take decisions for yourself easily...

Add your list.

Activity 3.

Do you consider yourself an interesting person?.

Why do you think so?.

List five interesting things about yourself that your friends know about?.

Activity 4.

Answer Yes or No to the following questions. This will help you know whether you are interesting or not.

* Are you eager to learn and share new ideas with others?.
* Do you sometimes put up smiles to the people you meet?.
* Do you get concerned about peoples well-being and do the little you can to care for them?.
* Do you generally warm up to situations you find yourself?.
* Do you easily show respect to people and assist others to also do same?.

If your answers to the above questions are yes, or at least three responses are yes, then you are a very interesting person.

Conclusion

Everyone is interesting in unique ways. Every one has different ways of being interesting .Being interesting is part of normal everyday life. Most people could be generally more interesting than they think they are. If you generally make efforts to respond to your environment or any situation you

find yourself, people will see you interesting than you may think.

References:

1. " The Best self -Esteem Activities" for the elementary grades, by Terri Akin, David Cowan, Gerry Dune, Susanna Palomares, Diane Schilling, Sandy Schuster.

2." Talk with Teens about self and stress, by Jean Sunde Peterson

3. GPI lesson plans/output.

CHAPTER ELEVEN

CONFORMITY

Do you know what conformity means?.

Have you ever considered possible pressures to conform or not to conform?.

Have you ever bothered to consider the price of both conformity and non conformity?.

If your answers to the above questions are yes, then read on.

To conform means:

* To follow a pattern just because another person is doing it .
* Following others to do something without knowing why.
* It's "okay" because it has always been done that way.
* Following what's in fashion "doing the "in thing".
* Conformity is the act of conforming.

Conformity is very common among youths and adults and some reasons usually given for conforming are that, because others are doing it, I must feel among. Some people want to be accepted by peers while others simply want to please

others. Others want to follow the tradition, feel comfortable because one will be loved and admired. Some feel that it will improve ones social interaction with people around.

In the community, conformity aids/assist group decisions making, makes society and parents proud of you, maintains uniformity and peace in the society, makes the community organised to stand out among others, promotes love and understanding and makes members trust one another.

But conformity does have it's own disadvantages and these include; inability to take decisions for yourself, you seem to be disobedient, your social interaction with people may reach zero, you become passive and your self esteem is at zero mark, you are notorious and easily labelled, you are unable to tackle your problems and you would have lost your sense of personal choice to do things and expression of your real self. Your self confidence has been completely eroded.

What encourages you to conform or not to conform?

Conformity	Non - conformity
* Friends/Peers.	- Parents
* Ones views and ideas on what people do.	- Financial status
* Parents and families	- Friends/ Peers
* Societal behaviours/beliefs	Religious beliefs
* Ones feelings of what is good or bad	- Mass media
* Economic power	

* Mass media

Your level of conformity might differ depending on your context and one might generally conform in many unique ways including the following:

Clothing style, behavioural patterns; ways of walking, social activity involvement, attitudes to things like smoking, drinking, choice of taste of food, types of music or life styles as well as choice of careers. But the bottom line is ones ability to know when to conform or not to conform.

TIPS:

1. Recognise your self-work and sense of mastery for the future.
2. Be well informed with facts about things and situations.
3. Always analyse ideas and situations before accepting them.
4. Be creative and innovative in adapting to changes including, new ideas.
5. Have some form of control over your daily events and be accountable for your own actions and the consequences on others.
6. You are unique but intimately attached to extended families, cultural groups, communities and principles.

References:

1. GPI lesson plans/ Training Manual.
2. Advocacy youth Development Curriculum, by the Academy for Educational development/Centre for youth Development and policy research in collaboration with the national network for youth, Inc.

CHAPTER TWELVE

CONFLICT RESOLUTION & PROBLEM SOLVING

What is your idea of a conflict? Whenever people are in contact with each other, there is a potential for a conflict. Think about a recent situation where you were made to feel mad, frustrated, anxious, angry or resentful. Did you become aggressive, withdrawn, violent or abusive? A serious disagreement, an argument, serious differences in opinion or wishes constitute conflicts.

Conflicts are disagreements or problems that people have with one another that usually lead to negative reactions and feelings. Differences in values, opinions or aims may lead to conflict. It is a reality in every one's life. Conflict is not necessarily destructive. While many people may wish to avoid it as something unpleasant, which it can be if handled inappropriately, it is necessary for people to face conflicts and learn how to deal with it in productive non-violent ways. This is not to say that one should go about encouraging conflict, but when it occurs naturally, it can be used as an opportunity for learning, personal growth and social change.

Destructive conflict frequently indicates lack of creativity

or lack of ideas. This section offers ideas on how to work out inter-personal conflicts and other problems that surround you non-violently. Learning to get along without violence is a skill that we must all learn and practice throughout life. The more you practice, the better you get at resolving conflicts. Conflicts help to surface problems. Conflict is an in-built mechanism to solve problems. Conflict can be managed to produce positive results and good lessons. Conflict provides learning and challenges and if properly and creatively managed, it can be positive. Badly managed conflicts usually turn negative. Conflicts bring out new ideas and strategies for moving forward.

WHY DO CONFLICTS ARISE?

A difference in intellectual level, opinion perception or ideology can lead to a conflict situation. Sometimes conflict arises as individuals try to protect their self interest at the expense of the others. When people pursue different goals and objectives, a conflict can arise in such working conditions. Cultural, religious differences as well as gender discrimination can cause conflicts. Listening and hearing impairment can cause conflicts. Rumour mongering is a strong reason for conflict. Lack of respect as well as exploitation, abuse and all forms of violence against women are strong elements that can cause conflicts. Ethnic oppression and marginalisation

of people and groups such as ethnic minorities, women and children are potential conflict issues.

WHAT CAN I DO?

Here is a six-step process that you will find handy in resolving conflicts.

STEPS:

1. **Stop and Think** - Defuse Anger

Assess whether you need a chance to cool off first before addressing the problem. Anger is such an intense feeling that must be defused before any reasonable judgement or negotiation can happen.

2. **Listen to your Feelings**

This helps you to become aware of your own feelings as well as those of others, by listening to and reflecting on the feelings expressed. Once anger is defused and feelings respected, then you can settle down to problem solving.

3. **Define/State the problem**

An important step in working through a conflict is defining the problem or conflict as a shared one, e.g. reflection on whether there were competing points of view. Ask if you insisted on being right without considering elements of the

other persons point of view. Such reflections will help in seeking meaningful resolution of the conflict. This involves defining or stating the problem in terms of concrete visible actions ("you hit me" or " your language was abusive") instead of underlying, less visible reasons. It means that all issues must be honestly brought out. Conflict resolutions call for openness and sincerity. Poor communication or inadequate communication can cause conflict.

4. **Think of possible Solutions**
   (a) list down a range of possible solutions to the problem;
   (b) choose one that takes into account all the views expressed and is mutually agreeable to everyone involved as well as restores a sense of understanding and acceptance.
   (c) look at the possible consequences of the solution.

   (d) plan the solution and implement as needed. This involves finding out what each of you needs to do to transform the problem or conflict into the solution agreed upon by both parties involved.

5. **Evaluate the Outcome/Result**

After the solution has been tried out, create time to reflect on how well your plan has worked, whether you will like to

change anything about it or try out something new instead, and draw lessons together.

6. Build on It

It is usually important to share what you have learnt with others. This step not only helps you to consolidate and expand on what you have learnt and feel good about your accomplishment, but it also promotes non-violent behaviour and peace.

WHEN YOUR EFFORTS SEEM NOT TO WORK !

These six guidelines are not offered as a recipe but as a guideline to keep in mind. Still , even the most skilful efforts to resolve some conflicts non-violently may sometimes prove difficult. In this respect, restating the problem to see if you both see it in the same way will help you focus on your needs and also help you become more creative in your imagination for solutions. Sometimes you will find that the problem is that each person in the conflict needs more information about what each person wants.

It would be useful to agree to giving yourselves time to think over and try new ideas towards resolution.

Ultimately, respect for human rights in particular the rights of women and girls will reduce conflict situations arising from abuse and violence against women. Respecting to rights of

marginalised persons and vulnerable individuals and ethnic minorities can help reduce conflicts. Level playing ground, equality and equity between men and women and among persons can reduce conflicts.

References

1. Levin, E. Dianne - Teaching young children in violent times
2. Macbeth, Fiona & Fine Nic - Creative conflict Resolution for young Adults.

CHAPTER THIRTEEN

SEXUAL HARASSMENT

You may be wondering, why a discussion on sexual harassment ? or even the meaning of sexual harassment. A lot of people may be asking the same question too. To address this concern, let us begin to think about the last time you walked through the market stalls and someone grabbed you by the arm; or the last time your classmate brushed you by the breast, buttocks or refer to your shape as "improper fraction". How did you feel? What did you do?

You may have felt embarrassed. It's possible you just got angry or ignored the situation. But ignoring these situations will not help to solve the problem at all.

1. Ignoring the situation may mean that you have not consciously given a thought to it, or it may be interpreted by the culprit or aggressor to mean you enjoy to be so disrespected. Don't blame yourself if these actions never struck you as odd and insulting. You may be one of the victims of social upbringing that made you to accept that girls are to be so disrespected for just being females.
2. Have you bordered to ask who gets touched? Do boys and men get such touches? Your answer may be no. This

shows discrimination against girls and women and disrespect for their human rights. sexual harassment is an example of gender violence. Females are the greater number of victims

Without education, unhealthy sexual attitudes and behaviours may go unchallenged and unchanged for a life time.

Sometimes people feel good when touched or held even in the open, by friends. So it is important to differentiate between mutually acceptable friendly touches and sexual harassment. It would be nice if you can try to explain in your own words what sexual harassment means. How is it different from a friendly touch?

Now consider the definition below;

Sexual harassment is ——

" any unwelcome implicit or implied **sexual advances**, request for **sexual favours** and other **verbal** or **physical conduct** of implied sexual nature". It could be from a stranger, or an acquaintance trying to play smart to get you into an unwanted and often times resentful relationship.

It is important to take note of the above underlined terms like;

(a) Sexual Advances - trying to get someone to do something sexual e.g. a male boss tells a female subordinate that she will be promoted only if she sleeps with him.

(b) Sexual Favours - sexual actions performed for some rewards e.g. Ivy tells a boy she will do his physics homework for a kiss.

(c) Verbal Conduct of a sexual nature - unwanted comments about a person's cloths, gender or body e.g. Helen opens to her locker and finds the word "ASHAWO" (prostitute) written in big red letters.

(d) Physical Conduct of a sexual nature - unwanted touching or gesture e.g. John attempts to hug Theresa every time he sees her though Theresa has asked him many times to stop.

Make a list of other examples you can think of.

However, if these actions or behaviours do not make you feel uncomfortable (i.e. you feel it is fun) , then those involved may just try to go beyond sexual harassment into more serious sexual violence like rape.

Now let us consider the difference between friendly touch and sexual harassment. When touched by a friend, positive feelings (happy, flattered, in control, attractive, important, etc.) are expressed and exchanged. It feels like you are giving something to someone and that person feels as good as a result. It leads to higher self esteem from a feeling of mutual care. Sexual harassment creates confusion, discomfort or fear. It is provocative and insulting. Unwanted sexual attention may make a person embarrassed, ashamed, angry, sad,

powerless, ugly and unimportant. Often, sexual harassment lowers a persons self esteem from a feeling of being belittled. Although the concept of sexual harassment may vary from person to person, there are at least two types:

1. Quid Pro Quo

forcing sexual behaviour in exchange for not telling a secret.

1. **Hostile Environment**, this occurs when the behaviour of anyone at home, school or at work creates Hostile Environment

Quid Pro Quo , or " trading this for that"; harassment usually involves using blackmail or bribery to force a person into sexual behaviour in exchange for a pressured degrading "positive" result such as a better grade or work promotion. It can be used to keep something negative from happening, such as a hostile, intimidating or offensive environment and interferes with another person's ability to be effective or comfortable at home, in the school or workplace.

The following situations are common for sexual harassment to occur: The language, actions, behaviour or displays are unwelcome (make someone feel dreadful, fearful, awful, anxious, concerned or sad), pervasive (constant), related to gender (whether the person is male or female), interferes with a person's ability to function at work or in school, or in the environment where the perpetrator is.

FACT OR MYTH

Directions: There are many false beliefs, or myths, about sexual harassment. See how much you already know about this important subject. Write fact in the blank space if the statement is true, and myth in the blank space if the statement if false.

STATEMENTS

1._____ Sexual harassment is a problem in school.
2._____ If a girl dresses in a way she chooses, she is asking to be harassed.
3._____ Men and boys can be victims of sexual harassment.
4._____ Most girls enjoy getting sexual attention at school, work anywhere.
5._____ Teasing makes life more fun.
6._____ The only people who can harass people at school are those in position of power, such as teachers and administrators.
7._____ The best way to deal with sexual harassment is to ignore it.

8. _____ Saying "no" is usually enough to stop sexual harassment.
9. _____ Sexual harassment is no big deal

KEY TO MYTH AND FACT

1. **FACT:** In one study, 50% of teenage girls reported they had been sexually harassed at school. There is need to carry out more research on this issue.
2. **MYTH:** This is blaming the victim . It is like saying that if you park your new car by the side of the road, you are asking someone to steal it. What appears "sexy" to one person may not be "sexy" to the other. Describing a girls dress as "sexy" is a measure of sexual prejudice against females.

Dressing in a "sexy" way does not cause sexual harassment, nor does dressing in a conservative way prevent sexual harassment. However in our society boys are often taught that how a girl dresses sends a message about her sexuality. This is a cover to hide their indiscipline and lust.

3. **FACT:** This is true although no data exists about boys who have been sexually harassed at school. But the balance of sexual harassment tilts more against the

females - gender based.

4. **MYTH:** Most girls are embarrassed and annoyed abou sexual attention at school or at work. They say they fee humiliated when their sexuality is noticed instead of wh they are as a person.
5. **MYTH:** Teasing and flirting with unknown persons ar forms of sexual harassment. Sexual harassment is rea It is disrespectful and a violation of the rights of the victim
6. **MYTH:** Classmates and friends can also be harassers.
7. **MYTH:** When sexual harassment is ignored, it only get worse. People must report sexual harassment and tak steps to stop it.
8. **MYTH:** A "no" may have no effect since the motivation fo harassment is power. In some cases, saying no withou taking action may cause the sexual harassment t increase or persist, and even go beyond just harassmen to sexual abuse and rape.
9. **MYTH:** Too often we excuse harassing behaviour as boys will be boys" or "it's just the way things are" and w fail to realise the effects sexual harassment can have o victims. Some of the long term serious effects include dru addiction, eating disorders, depression, guilt, humiliatio isolation, lowered self-esteem and hopelessness. It ca affect school performance through absenteeism, damage reputation, lack of concentration, lowered grades, loss

friends, boycotting classes and dropping out of school. Worse still, if it leads to rape, the victim may contact STDs, HIV/AIDS; end up with unwanted pregnancy; unsafe abortion and death. Hence sexual harassment is serious gender based violence that must stop.

STOPPING SEXUAL HARASSMENT

TIPS OR STEPS TO FOLLOW

- Trust your inner feelings. Take assertive action
- Keep a record of the incidence including the date, time, name of harasser, or at least description and address.
- Tell the harasser to stop. Firmly and politely tell the harasser how you feel. Look at the aggressor straight in the eyes and politely say.. it is wrong to touch any part of my body without any permission ... or ...this is not correct and you must not try it on anyone else. Let the harraser know that the touch, comment or gesture makes you feel uncomfortable, embarrassed, or say it makes me feel like a mere object and not as a human being as the aggressor. Women's Rights are human Rights and must be

respected.

WHAT TO DO IF YOU ARE SEXUALLY HARASSED

* Don't ignore it. Tell the harasser to stop so that the harasser understands that such behaviour bothers you and violates your rights.
* Report the incidence. Tell your parents, friends, siblings, boss, the police, etc.
* Don't blame yourself. It is never the fault of the victim, no matter how somebody looks, dresses, nobody asks for sexual harassment. It is your right to choose what you are comfortable in and what you feel good about.
  If you are sexually harassing someone, this is your chance to leave and pass on the message.
* Think about how victims of sexual harassment feel. This could be happening to someone you care about - your parents, sisters, girlfriends etc.
* Don't buy into sex role stereotypes, sexual harassment does not prove your "manhood". It only shows lack of respect for people.
* Attend a sexual harassment training seminar or workshop. Learn more about sexual harassment so that you can understand what it is and how to change your behaviour.
* You may be in violation of school or employment policies. Many schools and most companies now have sexual harassment policies that detail when harassment may lead

to disciplinary punishment.

CONCLUSION

Note that when you undermine young women's confidence, it is a threat to personal security and this has serious implications for their education. This is because the minds and bodies are inseparable. When young women fear for their safety in school, their minds are also in great danger. So being sexually harassed can also have a great impact on girls performance in school.

Sexual harassment has actually posed a very big problem to adolescent girls and women in general. It is on this grounds that many schools and voluntary organisations like Girls' Power Initiative, have offered for students, especially for girls study skills, assertiveness training and many such skills that could help them build up their own self-esteem and take actions to protect themselves from the hideous crime of sexual harassment.

References:

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2. Hubbard, Betty M. (1996) : Sexual Harassment pick and choose activities. ETR Associates, Santa Cruz, California.
3. Strauss, Susan and Espeland, Pamela (1992): Sexual Harassment and Teens.
4. Girls' Power Initiative (GPI) lesson output.

CHAPTER FOURTEEN

DATING

I hope you still remember the story of Atim and Dada?. Yes we learnt that they were out on a date. Do you understand what it means to go out on a date?. Well, let's try an explanation.

Meaning of Dating:

Simply put, dating is a way of getting to know someone better. When you decide to go out on a date with someone, it does not mean that you have handed over your body to the person. No, you still deserve full rights to your bodily integrity. It might interest you to learn that there are different types of dates. They include;

- Single date - a couple
- Double date - two couples
- Group date - more than two pairs of couple
- Blind date - partners have never met themselves before the date.

Can you now describe your ideal date?.

What are those factors you would consider when choosing a

date?.

Responses gathered from some members of GPI include;

* age
* physical appearance
* honesty
* sense of humour
* financial and material resources.

Add unto the list if the factors you consider are not listed above.

However, it is important to look beyond a persons physical appearance. For instance it is important for you to find out more about each other e.g., the other persons likes and dislikes, hobbies, job interest, family background, lifestyle among others.

Parents/Guardians, teachers and social groups are key agents of socialisation. What advice or warnings do you receive from them about going out?. How much do you think about what they say? (be truthful - s/he smiles). Whatever your response is, it is important to give it a thought. It is also important to let your parents or guardian have an idea of who you are dating. This can earn you some level of moral and financial support as well as respect from your partner.

Why do you think young people go on a date?. Make a list of your own responses. Here are some responses from a

group of GPI girls:

Advantages of Dating

Dating enables one to:

- Learn social skills, like appreciating other people's opinions.
- Understanding the types of personality that fits or matches one's needs e.g. respect - cares about partners feelings; humour - makes one laugh, time conscious - does not keep one waiting, caring - shows concern over problems and remembers birthdays.
- Understanding ones self and behaviours
- Developing skills in interpersonal relationship.

Disadvantages of Dating

- Some people see dating as an opportunity to indulge in excessive alcohol and drugs. This makes it difficult to take good decisions and act responsibly.
- Dating can also make sexual relationships to become difficult to handle.
- A common form of sexual abuse against teenage girls is date rape. This as was explained earlier is a situation where, someone you have gone out with forces you to have intercourse with him when you don't want to. This is rape. It is rape even if he did not mean to hurt you or felt like he could not stop himself, it is wrong for him to have

intercourse with you when you did not want it - when you were saying "no", acting "no', or even thinking "no". he should have stopped when he saw that you did not really want to have sex but, he took control of your body for himself. This situation happens often during dating.

TIPS ON HOW TO REDUCE DATING RISKS

* Girls need to understand what expectation the male has when in charge of a date, (spends his money and thinks that this is a trade off for your body). How much money can buy life?
* Communicate your expectations verbally and non-verbally. Make sure that your non-verbal and verbal messages agree and that they agree with your intentions (be clear about your feelings and limits).

* Communicate and express your feelings honestly and assertively to achieve equality with the male (speak clearly and be firm and direct, use "I" messages, maintain eye contact, and move away).
  You could say: Tony I feel upset when you act that way, or I feel upset when you pressure me into doing what I do not feel ready to do with you.

* Think about the limits you want to set on sexual behaviour

before going out. Know your sexual desires and limits. If you plan to go sexual, remember that only barrier methods like condom, correctly and consistently used can protect you against STDs, HIV/AIDS and unintended pregnancy but it is not 100% safe (talk with your date about your sexual limits and protection before you begin to get into the bedroom or car or taxi on the date, let it be before the date.)

Remain in control. Always carry enough money for your taxi or bus fare home.

Dress appropriately while on a date. Wear a suitable dress depending on the date e.g. picnic, cinema, party, pool side, marriage, or wedding ceremony etc.

Avoid excessive alcohol and drugs (if you are drunk or high on a date, it makes it very hard to make good and healthy choices for yourself). Note that drinks poured into glasses may not be safe. Offer to open your drink by yourself. Experience has shown that drinks in glasses could be drugged. If you are in doubt about anything offered to chew or drink, avoid taking such. Don't leave your drink unattended to by you. Stay with the crowd at parties. Don't stay alone in a room with a date partner and don't accept an offer for à walk in the dark. Say no to " oh darling, it is too hot in here can we take a walk outside for some fresh air ". Before, during and after parties, always

trust your instincts and act fast.

* Do not displease yourself in an attempt to please your date, don't give in to pressure to have sexual intercourse to give in return of a favour.
* Remember that dating someone does not necessarily mean getting sexual with him/her, it is just a way of getting to know him/her better, so know your sexual rights.
* THINK "NO", SAY "NO", ACT "NO" WHEN YOU MEAN "NO".

How to prepare for a date

1. Discuss and agree on where you both can go to for a date. It is important to explore ahead of time for neutral places e.g. stadium, pool side, bars, beach, ceremonies like marriage or wedding etc.
2. Settle how expenses are going to be met. If you handle some of the expenses, you will have a greater say of what is going on.
3. Plan activities in order to occupy time and prevent abuse during dating. If you agree with your parents/guardian that you will be back at a particular time, it is important that you respect and ensure to be back home same time. This way you gain their confidence and support. Getting parents/ guardian know about your date helps to reduce the risk.

4. Wear a suitable dress depending on the nature of date.

REMEMBER

* Dating is a way of getting to know someone better. It does not mean that you have handed your body over to the person.
* In dating as in all other relationships, clear communication and respect is important.
* In order to know someone better, it is important to convey feelings and thoughts in words.
* Talking allows people to share their thoughts and feelings and makes your date not to rely on assumptions.
* All relationships eventually have some degree of assumptions and conflicts. Talking can clear doubts and ease tension. Talking can lead to healthy negotiations and compromise on issues of dating.

NOTE

DATING IS NEVER EQUAL TO SEXUAL INTERCOURSE. DATING IS NEVER AN EXCHANGE FOR YOUR RIGHT TO YOUR BODILY INTERGRITY.

You see some guys still aren't reading it right. Sex without consent is **Rape**, and it's a **crime**.
Sometimes people have a difficult time being able to communicate their feelings effectively that they don't want to engage in sexual intercourse. "**No**" always means "**No**", but sometimes people may say or do things that convey the opposite of their intentions and feelings. This can be exploited by the other person, although this does not justify a crime being committed.

Boys often pretend not to understand that when a girl says " I don't feel like it", that means No. When there is the slightest doubt about whether a person is comfortable with your sexual advances, you must ask them what they are feeling and then respect their feelings and their limits. Otherwise, you are pressuring them to do something against their will, and running the risk of committing rape and thus violating the sexual rights of that person.

MEANING OF RAPE.

Rape is forced or manipulated sexual intercourse. Rape is not sex it is an act of violence, aggression and power. Rape is therefore any sexual act without consent.

HOW RAPE HAPPENS

Rape occurs when someone is forced or manipulated into

having sexual intercourse against her/his will. Rape can happen to any one at any time and anywhere. A person may be forced to have sexual intercourse through verbal threats, physical restraints, sweet talk, intimidation or violence promise of good things, false claims, wrong information (e.g. oh! Don't worry about pregnancy, I have some drugs I take which kills sperms) among other forms of coercion.

TYPES OF RAPE

* If intercourse is forced by an unknown person, a stranger, it is called **stranger** rape.
* If intercourse occurs between an adult and someone under the age of 17, regardless of consent, it is called **statutory** rape. An under-17, is still a child and con not take such decisions and so it is rape.
* If intercourse is forced by a husband on his wife or vice versa it is called **marital** rape.
* If intercourse is forced by an acquaintance, or someone the person has met before, e.g. colleague or boss in the office, school mate, brother's friend etc. it is **acquaintance** rape.
* If intercourse is forced during a date or by someone the victim is dating, it is **date** rape.
* If intercourse is forced by two or more males on one female it is called **gang** rape.

CHAPTER FIFTEEN

RAPE

Atim and Dada had been dating for a while. This fateful evening, both of them went out and had a drink. Atim agreed to go to Dada's place although she was obviously nervous. They kissed passionately but that was all she wanted to do. He began to unbutton her blouse but she tried to push him away. She really wanted him to stop, you could see it in her eyes, but her tears went ignored.

Now, lets consider the above situation. What do you think may have happened?

Did I hear you say Date/Acquaintance Rape?.
Yes this is what actually happened.
But why do you think this happened?.
Do you think it could have been prevented?. How?.
Try to put down your thoughts on these questions.

If you were in Atim's position, what would you have done?.
What do you think about Dada's action?.
Do you think he was being sincere to his partner?.
Why do you think so?.

Some people believe it is okay for a man to force someone into sexual intercourse if;

* He spent a lot of money on her.
* She has had sex with him or many others before.
* He is so turned on he can't stop.
* She wears seductive or sexy clothing.
* She has been dating him for a long time.
* She says no but he thinks she really means yes.
* She says yes but then changes her mind.
* She has been drinking or asleep.
* She goes up to his room or anywhere to be alone with him.
* She is out late at night by herself.
* She led him on.

These are all false and misleading misconceptions/ ideas. Regardless of the situation, if a person forces another into sexual intercourse, it is rape. The victim is never to blame. Only the rapist causes rape. Only the rapist is a criminal. Rape is a crime and should not be hidden under any cloak of excesses.

Although most people think of a rapist as, a stranger who jumps from behind the bushes, majority of rape cases (80%) fall under the category of acquaintances or date rape - that is between people who know each other. Does it not bother you why this is so?. If so, how can young people overcome the problems of rape?. Make a list of suggestions and add to

the following, to form tips to reduce the risk of being a victim of rape.

TIPS TO FOLLOW FOR PREVENTING RAPE

FOR FEMALES:

* Knowing your sexual desires and limits: Don't wait until the heat of the moment to start thinking about how physical you will want to get with someone. Think about your sexual limits in advance and communicate them before you become physical.
* Communicate your limits clearly. Use verbal language that is specific and clear cut. When you say "no" let your voice and body language show that you mean "no". Do not worry about being polite where you face a risk of being raped. If a man ignores your wishes, make a scene, yell and call attention to your predicament. You can hurt him in self defence to release your self to escape. Remember that as long as you say no, and he persists, he can hurt you so don't think twice about hurting him.
* Avoid excessive use of alcohol and drugs. Too many acquaintance rape happen to girls who are drunk or have taken drugs. Alcohol and drugs can cloud your sense of judgement and prevent you from realising what is happening around you.
* Pay attention to what is happening around you. Watch for clues that might make you suspicious of a situation. Are

you behind locked doors?. Can someone hear you if you call for help?. Are they other people around in the compound?.

* Trust your self. If you feel something is wrong, it probably is. Get away as soon as possible.
  Remain in control. Always carry enough money to take a bus or taxi home.
* Remember a rapist may transmit sexually transmitted diseases including HIV/AIDS. Be alert.
* Avoid walking along dark paths alone.
* No amount of gifts of any kind can buy your life. Do not be lured and exploited because he gives you money.
* Do not open the doors of your house to strangers.
* Do not accept lifts in a car by strangers.
* You have a right to your bodily integrity

FOR MALES

* know your Sexual Desires and limits: Men also have the right to set sexual limits and communicate them clearly with their partners so that they can be no misunderstanding
* Do not mount pressure : Never force or pressure a girl to have sex. You are not less of a man for not having intercourse.
* Being turned down for sex is not a personal rejection: Being turned down does not mean your partner does not like you, it just means that she is not ready for intercourse.

Sex is only one part of a relationship.

* Every one has the right to be friendly. Friendship is not the same as sex.
* Accept the woman's decision: Learn to understand that when a woman says 'no' she means 'no'. Speak up if you feel you are getting a double message.
* Try to respect yourself, so that you can respect another.

Do not assume that a woman want to have sexual intercourse just because she walks, talks or dresses in a particular manner. A woman is never asking for violence and disrespect just because of the way she looks. A victim is never at fault. Only the rapist is the criminal.

* Avoid excessive use of alcohol and drugs: Alcohol and drugs cloud your judgement. This can never be used as an excuse for your actions.

These tips can be applied any time you make decisions about sexual activity.

- You are only a real man if you are disciplined.
- You are disciplined if you respect the right of the female to her bodily integrity.

WHAT TO DO IF YOU ARE A VICTIM OF RAPE

If you have been raped, you may feel frightened, ashamed, shocked, violated or angered. You may try to forget that it

ever happened. The first thing to remember is **never blame yourself.** Even if you think you have done something wrong, always remember that it is the rapist who rapes.

Immediately after a rape you can...

* go to a safe place
* talk with someone you trust like a friend, parent, teacher or counselor
* get someone to go with you to report the rape to the police, but do not shower or bath after the attack, keep all physical evidence including clothing.
* get immediate care at a hospital or see a doctor, who would examine and record the evidence as well as advise you on when to return for other necessary tests.

CHAPTER SIXTEEN

HIV/AIDS

Do you know?

* that AIDS has become a problem in the world.
* that as at January, 1996, about 30.6 million people were estimated to have been infected globally.
* that of these, 19.2 million cases were reported in Sub-Saharan Africa.
* that in Nigeria, about 2.2 million Nigerian cases were reported within the last 10 years, in a population of about 120 million people.
* that the pattern of infection is no longer in the urban areas alone, but rural areas are equally infected.
* that the infection is increasingly common among youths of ages 12 - 19 for girls and 20 - 25 for males.
* that above all, girls and women are most at risk.

Now let us see how much you know about HIV/AIDS.

HIV/AIDS Brain Teasers

Go through the exercise below circle T for (true) and F for (false) by each statement.

1. Everyone knows the meaning of HIV/AIDS, because it is now an epidemic (T) or (F)
2. HIV virus can only be transmitted through sexual intercourse (T) or (F)
3. Some HIV positive persons get infected through certain weird processes (T) or (F)
4. As a result of AIDS education, over 80% of unmarried couples now use condoms (T) or (F)
5. People increase their risk of HIV infection ten times if they do not use a condom when having intercourse with a person whose HIV status they do not know (T) or (F)
6. In heterosexual intercourse with an HIV infected partner, women are at greater risk of becoming infected than men (T) or (F)
7. A major reason why condoms break is that they have been used incorrectly, with an oil based lubricant (T) or (F)
8. Nonoxinol-9, an ingredient in most spermicides, is highly effective in destroying many sexually transmitted diseases. (T) or (F)
9. People without any symptom of illness may carry and transmit HIV to a sex partner (T) or (F)
10. People who have one sexually transmitted disease are at a higher risk of contracting a second STD, including AIDS than those who do not have (T) or (F)
11. Anal intercourse puts a person at risk of HIV infection only when it occurs between males (T) or (F)
12. Condoms enables many men to maintain an erection or

'last longer" before they ejaculate (cum) during intercourse (T) or (F)

13. Many men who have sexual experience with other men do not describe themselves as "gay" (T) or (F)
14. As a result of the AIDS epidemic, the number of people having intercourse has decreased significantly in the last six years (T) or (F)
15. For the majority of women, outercourse that includes stimulation of the clitoris leads to orgasm more frequently than intercourse (T) or (F)
16. Sexual Abstinence is the only 100% sure way to prevent pregnancy and sexually transmitted diseases (T) or (F)
17. The only positive outcome of the AIDS epidemic may be to reduce the outcome of peoples sex lives (T) or (F)
18. When a woman suggests the use of condoms, her partner may feel accused of being diseased or dishonest (T) or (F)
19. The best way to keep away from HIV/AIDS is to educate yourself (T) or (F)[1]
20. Only commercial sex workers transmit HIV/AIDS (T) or (F).
21. It is not possible for a virgin to be infected with HIV/AIDS (T) or (F)

Adopted from Teaching safer sex by Peggy Brick with Catherine Charlton, Hilary Kunnins & Steve Brown

HIV/AIDS BRAIN TEASERS - ANSWER GUIDE

Check through the answers below and score yourself.

1. **FALSE**. - Although HIV/AIDS is a disease that can affect anyone around the world irrespective of race, age, and sex, profession, relationship, most people still do not know it's meaning. The AIDS virus is known as HIV. HIV is the short form of :

   H - Human
   I - Immune deficiency
   V - Virus

It is a virus that weakens the body defence system allowing other diseases (opportunistic diseases) to enter the body, and the victim becomes susceptible to other diseases and can no longer resist other infections.

AIDS - Acquired Immune Deficiency Syndrome

A - Become Infected
Acquired
I - The body defence system is weakened by the virus
Immune
D - Lacking
Deficiency
S - The illness has a variety of symptoms
Syndrome

AIDS has no cure. Some of the signs/symptoms of AIDS are:

* night sweat
* persistent fever
* persistent diarrhoea
* persistent cough
* persistent weakness or fatigue
* loss of weight
* rashes
* boils
* loss of appetite
* oral thrush
* loss of hair
* sores, etc.

Note: Remember that these signs can also occur for other diseases.

2. FALSE. - Sexual intercourse is just one of the most common ways of transmitting HIV/AIDS. The virus lives in body fluids like blood, seminal fluid, vaginal fluid, etc. It is only through the exchange of body fluids that HIV can be passed from one infected person to a healthy person. Body fluids can be exchanged through the following ways:

1. Sexual intercourse, like vaginal, anal intercourse and oral intercourse.
2. Infected blood transfusion- when infected blood is given to a person.

3. Using or re-using contaminated syringes, needles or other skin piercing instruments e.g. during drug shooting, Female Genital Mutilation (FGM), ear piercing.
4. An infected mother to an unborn or new born child.

However, HIV cannot be spread by:

* eating together with a person with HIV/AIDS
* sharing toilets and bathrooms
* non-sexual physical contacts like, shaking hands with a person with HIV/AIDS.
* insect bites e.g. mosquito, bedbugs, lice etc.

3. **FALSE**.- It is actually our sexual actions/sexual behaviours like multiple sexual partners; casual sex/unprotected sex, sharing body piercing instruments, that puts people at risk of HIV infection. It is scientifically proven that three conditions must be met for HIV to pass from one person to the another:

I. the virus must be present. This means that the person must be HIV+, then engaging in the above mentioned activities becomes risky as HIV/AIDS could be transmitted.
II. the virus must be present in sufficient quantity. Blood semen and vaginal/cervical secretion carry the highest concentration of the virus, although the virus can be present in the saliva, tears urine and feaces.
III. the virus penetrates through the opening on the skin and into the body through tiny cuts, sores, mucus membrane in the mouth, vagina, rectum, and cuts on the skin or

directly into the blood via a needle.

4. **FALSE**.-During the past five years, the number of unmarried sexually active couples using condoms increased from 12% to 16%.
5. **TRUE**. - Assuming that condoms are 90% effective, medical researchers calculate that people reduce their chance of becoming infected with HIV ten times with the use of condoms. However condoms may be more or less effective than this estimate.
6. **TRUE**. - Studies show that the concentration of HIV is higher in semen than in vaginal secretions, and that abrasions or cuts occur more often inside the vagina than the penis. In addition, semen remains inside the vagina without exposure to the air which kills the virus. Therefore transmission of HIV is more efficient from man to woman than from woman to man.
7. **TRUE**. - Commonly used oil-based lubricants, such as vaseline, break down the latex of condoms and make breakage more likely. Only water based lubricants such as KY-jelly or contraceptive cream should be used with condoms.
8. **TRUE**. - Spermicides present in contraceptives such as jelly, foam, film, suppositories and the contraceptive sponge contain an ingredient called nonoxynol-9 which provides some protection against sexually transmitted diseases including HIV. Condoms often come with lubricants containing nonoxynol-9.

9. **TRUE**. - The average incubation time for HIV, from infection to diagnosis of full blown AIDS is now 8 years. During much of this time a person may have no symptoms. Yet very soon after infection, a person can infect others. In fact in the weeks and even the months following infection, a test for HIV may not detect the presence of the virus because antibodies, which are what the test detects, have not yet been formed.
10. **TRUE**. - There is increasing evidence that people who have STDS are at higher than average risk for a second infection. This may be related to (1) life style, (2) open sores in the genital area, common symptoms of many STDS including genital warts, herpes, and syphilis, provide an easy access route for other infections; and (3) decreased effectiveness of the person's immune system.
11. **FALSE**. - It is a mistake to assume that anal intercourse occurs only among gay men. Some heterosexual couples also have anal intercourse and since the membrane of the rectum are thin, they are particularly vulnerable to injury whether the receiving partner is female or male. In addition, blood vessels close to the surface provide easy access of infection to the blood stream. Many experts believe anal intercourse is too dangerous and should be avoided completely. Others recommend especially, knowledgeable use of condoms.

12. **TRUE**.- The fact that a condom may delay ejaculation

is an important advantage for young men who are bothered by very quick ejaculation following penetration.

13. **TRUE**. - Both the man himself and a potential partner need to evaluate his risk of being infected in terms of whether he has had sex with another man, not in terms of whether he identifies himself as homosexual. Since HIV infection is so widespread in the gay community, any male who have had or will have sex with another man must consider himself at risk and act accordingly.

14. **FALSE**. - The percentage of unmarried women who have had intercourse rose from 68% in1982 to 76% in 1988.

15. **TRUE**. - Many women need direct stimulation of the clitoris to have an orgasm. Many who do not experience orgasm during intercourse do so during masturbation.

16. **TRUE**. - Studies of couples using condoms to prevent pregnancy produce failure rate from less than 1% to 22%. There are no long-term, large-scale studies demonstrating the effectiveness of condoms in preventing AIDS and other STD. Although proper use greatly reduces the risk of condoms failure, condoms are not 100% effective. Of course a monogamous relationship with a non infected partner provides a high level of safety, but it is difficult to be certain of monogamy and absence of disease.

17. **TRUE**. - The risks associated with AIDS have led many couples to develop a longer, possibly deeper, relationship before initiating sexual activity. Safer sex also requires care in the selection of a partner and communication between the partners, both of which have the potential for enhancing sex.

18. **TRUE**. - Some men complain that condom ruins sex. They may feel accused of sleeping around. Most men are used to being in charge, sexually, so they may resent a woman initiating safer sex. Culturally, sexuality is one area over which our men still feel that they have control in their lives. A man can take out the frustration, anger difficulties of everything he does (harsh economic conditions, unemployment, poverty etc.) this supposed superiority also gets played out in sex, when talking to your partner about safer sex, do so in a way that does not make him feel accused of being diseased, disturbed or distrusted. Let him know that it is not a matter of trust but it is a matter of creating healthy sexual relationship, so that both of you can continue to live healthy and stop the spread of HIV and other STDS.

19. **TRUE**. - The best way to keep away from getting AIDS is to educate yourself - learn what you can about AIDS, how to prevent it and use your information for yourself. Tell your friends and relatives about what you have learnt

(teachable moments)

20. **FALSE**. - Anyone is a potential victim. Even a new born baby can get infected if the mother is HIV positive. Exchange of blood infected with HIV through transfusion, scalarification, among other forms of body fluid exchange. Any person that has casual sex/unprotected sex with an infected person can get infected and not just commercial sex workers.

21. **FALSE**. - It is not only sexual intercourse that is a medium of HIV/AIDS infection. Other methods of transmission have been enumerated above.

Follow these precautions if and when you decide to have sex:

* know your sex partner(s) well and make sure you talk to them, include their health this talk can be very crucial to your survival. Tell him/her your choices and decisions, if your partner becomes physically or verbally abusive because of your choice to safer sex, you know that is not a healthy relationship between people who care about each other.
* Limit your partners. Have a mutually monogamous relationship with someone who does not have AIDS - one characteristic of the adolescent period is serial monogamy - frequent partner changes.

* Condoms should be used with all partners not just casual ones. Remember that HIV can live without creating symptoms for at least 10 years in the blooo. When we are in a monogamous long term relationship, our lovers may be bisexual or using drugs and not telling us or may have been infected by something they did long before they met us, so the only way one is to act is as though one or both of us are HIV+ and use protection. These barriers are known to stop HIV transmission.
* Do not have sex with a commercial sex worker or any one you hardly know.
* Avoid kissing someone with cuts or sores on his/her mouth/lips
* Practising oral sex may be unsafe because semen/vaginal secretions will carry the virus if the person is infected
* For oral sex with a man (fellatio) use condoms (try unlubricated and flavoured ones)

For oral sex with a woman (cunnilingus) use a dental dam. A dental dam is a 5*5 inches square of latex or rubber used for oral surgery. It can be gotten in medical equipment shops or cut open an unlubricated condom on one side, use a new barrier each time. By following the lessons learned in this chapter, a person can gain increased knowledge on the issue of HIV/AIDS, remove the worry of getting HIV infection, and a lot of other diseases from their sexual lives.

References:

1. Peggy Brick with Catherine Charlton, Hillary Kunnins and Steve Brown: (1998) Teaching Safer Sex. The Centre for Family Life Education Planned Parenthood of Bergen county, Inc. New Jersey.
2. GPI lesson notes on HIV/AIDS

INTRODUCING GIRLS' POWER INITIATIVE (GPI) NIGERIA

Girls' Power Initiative (GPI), is a non governmental, non-profit making, non-sectarian and non religious organisation. (GPI) focuses on the education, leadership and other non sexist life management skills as well as information on sexual and reproductive health and rights of adolescent girls aged 10-18 years, in Nigeria. GPI is co-ordinated from two centres in the country, namely, Benin-City in Edo state constituting the South West Zone and Calabar in Cross River State constituting the South East Zone. The national secretariat is housed in the South East centre, Calabar. GPI was founded in 1993 by Bene Madunagu and Grace Osakue who now coordinate the South East and South West GPI centres, respectively. GPI commenced regular weekly educational classess for girls in July 1994. It is a three-year programme for each participant. Hence, there has so far been four sets of GPI graduands. GPI has completed all the requirements for consultative status with the United Nations Economic and Social Council (ECOSOC).

BACKGROUND

Going by the 1991 Nigerian Census, the Nigerian population is presently over 120 million people. Adolescents aged between 10 and 19 years constitute approximately 22 million, that is, about 20 percent of the Nigerian population. Ignorance about sexuality issues in the largely conservative communities in Nigeria continue to expose girls to exploitation. Increasing poverty and attendant sexual harassment, abuse and exploitation continue to pose health risks for girls. Media influences and poverty are strong factors that influence increased sexual activity among teenagers. Teenage pregnancy is a problem - with more than 150 out of every 1,000 girls giving birth before 19 years of age. Teenage pregnancy rates have been reported to have trippled from the period of Nigerian independence in 1960 to 1990 with about 40% of girls getting pregnant before they are 20. There are high mortality and morbidity rates from unsafe abortions with over 60% of patients presenting abortion complications in Nigerian hospitals being adolescent girls. Many do not have the chance or the means to get to hospitals. In addition it is estimated that 72% of all deaths among young girls under 19 years and 50% of Nigeria's high maternal mortality rate are adolescent girls who procure abortion. With increasing

sexual activity coupled with ignorance about sexuality issues plus gender power relations placing girls in a disadvantaged situation, there are increasing cases of sexually transmitted diseases, STDs, including HIV/AIDS, with most of the HIV positive persons presently being in the age range of 15-25 years. School drop-outs from poverty and unwanted pregnancy continue to be on the increase among adolescent girls. Thus women who constitute about 49.7% of the total Nigerian population, according to the 1991 census, continue to be subjected to stereotype low status careers and a continuous cycle of low self-esteem for daughters and mothers.

There are still strong biases exhibited in words, actions and cultural norms and practices against the girl child. The girl-child spends her time taking care of her siblings including older brothers. Thus the attendance at school of the girl is compromised as she spends most of her time doing the household chores.

Female genital mutilation still continues as a message to the girl child of her inferior position as a mere commodity to be made "beautiful" for her future husband. Girls are still being raised to aspire to be wives and mothers rather than

first achieving a good career. This background with serious implications for population, human development, reproductive health and rights and sustainable livelihoods form the basis for the activities of Girls' Power Initiative (GPI) in Nigeria.

MISSION STATEMENT

GPI seeks to empower girls, especially those between the ages of 10 and 18 years. It seeks to promote their sexual and reproductive health and rights, to impart leadership skills, through gender sensitive education and analysis, counselling and referral services and social intervention actions. Our activities started in Cross River and Edo States of Nigeria. Our activities are still concentrated there.

VISION: Our vision in GPI is to create a strong gender sensitive and social policy institution to inculcate critical consciousness and develop capacity for analysis on social and gender prejudices. GPI is committed to managing and educating girls into healthy, self-reliant, productive and confident women for the achievement of positive changes and feminist transformation of patriarchal values in Nigeria to achieve greater gender equality in this society.

GUIDING PRINCIPLES

Adolescent girls should be able to remain free of diseases, disability or death associated with sexuality, or sexual and reproductive health and rights. Adolescent girls have the right of access to education and correct age-specific information and reproductive health, rights and responsibilities which must be gender-sensitive, free from stereotypes and presented in an objective, non-judgemental, constructively critical and pluralistic manner. All adolescent girls have the right to sufficient education and information to ensure that any decisions they make relating to their sexual and reproductive life career and future status, marriage and child bearing are made with full, free and informed consent. All adolescent girls have the right to be provided with full information about STDS including HIV/AIDS and Pelvic Inflammatory Disease (PIDS). All adolescent girls have the right to information about all methods of birth control and contraceptives. Sexually active teenagers should be provided with non-judgemental information, services, and counselling on contraceptives, reproductive tract infections and complications from unsafe abortion. Girls have the right to live their lives free from violence. Every adolescent girl,

irrespective of ethnicity origin or tribe, religion or class has a right to information and services offered by GPI. The organisation must therefore remain a secular institution, that is, non-religious. All adolescent girls have the right to protection from rape, sexual assault, sexual abuse and sexual harassment. All adolescent girls have the right to be fully involved in all aspects of the development of their lives and that of their communities as leaders and as equal participants. True freedom and the exercise of these rights can only be achieved in a just society with gender justice, equality and equity.

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