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

GIRLS' POWER INITIATIVE
(GPI) Nigeria

TRAINING MANUAL
LEVEL 1

Adolescent Sexuality, Sexual And Reproductive Health And Rights

Second Edition
2003

Edited by:
BENE E. MADUNAGU

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ADOLESCENT SEXUALITY, SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS

GENDER-BASED APPROACH ON HUMAN SEXUALITY TOWARDS AN EMPOWERED WOMANHOOD

Edited by
BENE MADUNAGU

Second Edition
2003.

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CONTENTS

LEVEL 1

ACKNOWLEDGMENTS		iv
FOREWORD		vi
PREFACE		ix
GIRLS' POWER INITIATIVE (GPI) NIGERIA		x
BACKGROUND AND GUIDING CONCEPTS		xi
GUIDING PRINCIPLES		xii
KEY STRATEGIES IN GPI PROGRAMMES		xiii
GPI INFORMATION, EDUCATION AND SERVICES		xv
INTRODUCTION		xvi
1.	KNOWING ABOUT GPI	1
2.	HUMAN SEXUALITY	10
3.	SELF-ESTEEM	14
4.	VISION AND GOAL-SETTING	22
5.	VIOLENCE AGAINST GIRLS	29
6.	ADOLESCENCE	32
7.	VALUES CLARIFICATION	35
8.	FRIENDSHIP AND LOVE	41
9.	KNOWING ME-KNOWING-YOU	47
10.	FEELINGS	56
11.	GENDER AND LEADERSHIP ROLES	59
12.	RIGHTS AND RESPONSIBILITIES	64

ACKNOWLEDGEMENTS

In 1998, we produced our first volume of the GPI Training Manual in our enthusiasm to share our experiences in sexuality education for adolescent girls in southern Nigeria. Since then, we have again learned so much in our interaction and experience -sharing with adolescent girls that we have amassed so much information that we wish again to document and present our experiences which may help people engaged in assisting adolescents to develop their talents and experience their sexuality positively.

It is not always possible to thank everyone who has made contributions to an achievement even though no contribution is too small to be acknowledged. Yet to do so here would take a volume of its own. I would, therefore, be compelled to mention those with direct involvement in the production of this volume, if indeed that is even possible.

My special thanks go to Ms Nanette Ecker of the Global Institute For Training (GIFT), USA who with the support of Andrea Irvin of the International Women's Health Coalition (IWHC), trained three of the authors of this manual namely, Bene Madunagu, Eka Bassey and Imoh Bernard in human sexuality education course in August 1996. I am certain that both of them will be thrilled by this product in the sense that the seed of sexuality education they sowed six years ago has grown perhaps beyond expectations.

Girls' Power Initiative runs a three-year programme for each set of in-take. This means that there are three levels of curriculum. The present manual was put together by a team of facilitators in GPI South -South zone, Calabar. These women worked tirelessly at their own time, individually, in groups, and plenary sessions to put this volume together. I commend their maturity, patience and commitment for having to write and re-write to include comments and to respond to constructive criticisms that often followed their presentation of chapters assigned to them. Those women who constituted the Training Manual Review Committee (TMRC) were initially Bene E. Madunagu, Chairperson, with Eka Bassey, Assumpta Ekpenyong, Imoh Bernard, Ofonasaha Ekpoudom, Ndodeye Bassey and Enobong James as members. Victoria Edet was later invited to join the committee. From November 2002 after Ofonasaha was involved in a motor accident, Helen Kanu

was invited to join the committee. I sincerely thank all of these women for their hard work. I need to single out Ndodeye Bassey for her sense of duty as the secretary of the committee. She produced the minutes of all the committee meetings to guide the proceedings of this documentation. She also typed more than 80% of the manuscript. My appreciation also goes to Inyene Regan Emah and Violet Nwaneri for assisting Ndodeye in completing the typing of the manuscript. Other staff of the GPI South-South, Calabar Centre willingly assisted in seeking for literature in the library, files of lesson plans, providing snacks at our meetings and in photocopying documents required by the committee members.

My very special thanks go to Professor Joann Stemmermann of Harvard Graduate School of Education, and Executive Director, The Centre for Ventures in Girls' Education, Bolton, who reviewed the Girls' Power Initiative (GPI) Training Manual. The comments, suggestions and sharing of experiences I received from her, gave us the insight into how best we should package this volume. She also offered the resources that enhanced our focus to improve upon the first volume of the GPI manual. Joann further offered her time to read and make comments on this text. She also arranged other contacts in Harvard who were also very helpful in making suggestions and providing resources and contact-information. I hereby extend my thanks to them - Sue Grant Lewis, Harvard Graduate School of Education; Lisa Sjostrom, Harvard Eating Disorder Centre, Janie Ward, Harvard Alliance on Gender, Culture and School Practice. These contacts were made possible by Cece Camacho, with the support of Corinne Whitaker and Frederica Stines of the International Women's Health Coalition (IWHC).

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BENE E. MADUNAGU
AUGUST 2003.

FOREWORD

What if girls were to keep their psychological strength, courage and voice? What would the world be like if women said what they knew and said it with authority?

- E. Debold, M. Wilson & I. Malave, ***Mother-Daughter Revolution***

In many cultures, the passage from girlhood to womanhood is often diffi cult. Girls are expected to conform to stereotypical images of woman hood - being dependent, soft-spoken and submissive. These limited expectations of girls and young women are often passed on from one generation to the next without questions. Research in gender bias and developmental psychology reveals inequalities in educational practices towards boys and girls, as well as harmful behaviours such as under-achievement, depression and early parenting among adolescent girls. Researchers have also learned that girls and women have different needs, learning styles and cultural experiences than boys and men.

Knowing the challenges facing girls and understanding that girls are fundamentally different from boys raises many questions. What are girls' most pressing needs and how can we address them? What do girls need for healthy development? How can we create learning environments that support girls' needs? What strategies are effective in working with girls?

While the challenges facing girls in USA, Nigeria and around the world are great, I have equally great hope that these challenges can and will be met. I believe this because I had the great pleasure to learn about Girls' Power Initiative (GPI) and meet its founders, Bene Madunagu and Grace Osakue. Through my study of the GPI Training Manual and the many hours we spent together, I can see that GPI is filling a great need and making an obvious impact on the daily lives of girls in Nigeria. The GPI programme actively addresses the deeper structural needs and services. I believe, as others do, that GPI is poised to have an impact on the lives of many girls through adaptation of the programme to new sites and developing similar types of programmes using GPI principles.

The GPI Training Manual volume 2 reflects the courage, energy, wisdom

and hope of the founders, staff, girls and community partners who have been involved in the development of the GPI programme over the past eight years. It reveals the passion, commitment and dream of building a culture that can respect and celebrate the strengths and contributions of girls and women. The designers of GPI have developed a programme that combines teaching human sexuality, sexual and reproductive rights and health with personal empowerment skills to create a balanced and powerful model for addressing gender inequalities. Pairing the educational lessons with character-building skills gives girls the necessary judgement and decision-making tools to transfer what they learned to their own lives.

GPI gives girls opportunity to learn about their most pressing needs and then put those lessons into practice immediately. With GPI supporting them, girls in Nigeria have a chance to change their own lives and change the world around them.

As a practitioner in the USA, I also work to address the challenges facing girls by designing and implementing new programmes for girls. Over the past ten years, I have worked to find and implement strategies that create supportive learning environments where girls are taken seriously and can speak about what they know and build their natural talents. I was inspired by an 11th century definition of the word courage - *to speak one's mind by telling all one's heart* - used by a colleague, Dr Annie Rogers of the Harvard Graduate School of Education. When I think of modern definitions of courage, what comes to mind is an image of physical bravery or daring. The 11th century definition of courage says more about the courage it takes to speak of personal truths. A key component in the work I do with girls and women is to help them develop their courage - the ability to take risk to speak about what they know, regardless of the consequences. Speaking about our personal truth has been a powerful tool in developing our individual and collective voices for change.

As a faculty member of the Harvard Graduate School of Education, I guide teachers in designing girl-friendly classrooms and programmes. To meet the needs of girls in a classroom or programme, we start by identifying

the psychologically healthy girl. She is purposeful, adventurous, independent, self-directed, has the ability to think critically and take initiative. She might ride a bike, play football, read a book, or go to school. Most cultures have examples of girls in stories, books or the media that have these qualities. Some examples from the United States' culture are: Laura Ingles Wilder, a pioneer girl who wrote about her life in the book, *Little House on the Prairie;* Annie, from the Broadway play, "Little Orphan Annie", a story about an orphan who is unafraid despite the hardship in her life; and Pippi Longstocking, a character from a book of the same name, is a girl who is awkward in her body but smart and able to solve difficult problems. What stories are passed down about strong women and girls in Nigerian culture? What qualities do psychologically healthy girls in Nigerian culture have? Once you know their traits then you can support those qualities in the girls you teach.

In the ten years I have worked with girls, the most important lesson I have learned is that girls are not the problem. The problem is the oppressive culture in which girls live. If we can remember this we can avoid blaming girls for the challenges they face, and we can better support each other in our pursuit of equality. I invite you to use this manual, support the vision of GPI, and work to change the lives of girls all over Nigeria.

Courageously Yours,

JOAN STEMMERMANN
Founder and Executive Director,
The Centre for Ventures in Girls' Education
Faculty Member, Harvard Graduate School of Education

PREFACE

The programme on sexuality education has been identified by the Nigerian government as being crucial for the healthy development of Nigerian children. In 1998 for instance, 60% of all reported cases of HIV/AIDS came from the age group 15-24 years, who constitute more than 50% of the national population. Hence, the concept of Sexuality Education (SE) was accepted as critical to helping young people with the acquisition of adequate knowledge, skills and responsible attitudes in order to prevent and reduce sexually transmitted infections (STIs), including HIV/AIDS. Consequently, at the 46th session of the National Council on Education (NCE) in March 1999, approval was given for the incorporation of SE into the national school curriculum. - (National Sexuality Education Curriculum for upper primary school, junior secondary school, senior secondary school and tertiary institutions in Nigeria.

- Nigerian Educational Research and Development Council (NERDC), 2001.

Girls' Power Initiative (GPI) NIGERIA

Girls' Power Initiative (GPI) is a Nigerian non-governmental, not-for-profit, and non-sectarian organisation. The organisation was founded in 1993 by Bene E. Madunagu and Grace Osakue, to address the rise of HIV/AIDS in Nigeria and to address the issue of the growing need for a programme on sexuality education. At the heart of GPI are regular weekly lessons for adolescent girls, which started in July 1994. Girls' Power Initiative has since inception been involved in educating girls, aged 10-18 years about human sexuality, sexual and reproductive health and rights and responsibilities. GPI also operates many other activities designed to inform, educate and provide support services for girls, parents and community partners.

GOALS OF GPI

1. Assist the girls to achieve personal empowerment and to reject gender inequality;
2. Educate the girls to take actions to overcome risks to their health arising from gender violence and discrimination;
3. Build their leadership skills to overcome subservient roles and take on active engagement on equal basis with their male peers;
4. Sensitise them to take social actions and educate their peers on risky behaviours that are harmful to their health;
5. To provide information in order to assist them to struggle against harmful traditional practices so that they can claim their rights as human beings;
6. To provide information through participatory learning approach in order to impart life management skills and help them overcome gender stereotypes.

BACKGROUND AND GUIDING CONCEPTS

GPI acknowledges that:

- Adolescent girls carry extra burden of risks and gender violence with very few opportunities due to gender discrimination and the traditional practice of son-preference in the patriarchal society we live in.
- All adolescent girls, irrespective of their age, educational status (in or out of school), married or unmarried, with different ethnic and social background and class (poor or rich) with or without a child (children), etc, are vulnerable to gender-based violence.
- Most adolescent girls lack basic information about their sexuality, sexual and reproductive health and rights.
- Many adolescent girls are sexually exploited, a situation compounded by ignorance, poverty and socialization of servitude.
- Adolescent girls' development goes beyond basic health problems of malaria, cough, alimentary canal infection or poor water and sanitation-based ailments, into needs arising from their anatomy and physiology, particularly those related to secondary sex characteristics of pubertal changes.
- Sexuality, sexual and reproductive health problems of adolescent girls have common roots and are inter-related.
- Socio-economic, environment and religious injunctions have strong influence on behaviour of adolescents, particularly girls.
- Gender prejudices, discrimination, gender roles and gender inequality are fundamental to the issues of female enjoyment of their sexuality, sexual and reproductive health and rights of adolescent girls.

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.
- Have the right of access to comprehensive education and correct age-specific information on reproductive health, rights and responsibilities. This must be gender-sensitive, free from stereotypes and presented in an objective, non-judgemental, constructively critical and pluralistic manner. It must be secular in character with no religious underpinnings.
- Have the right to sufficient education and information to ensure that any decision 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.
- Have the right to be provided with full information about STDs, including HIV/AIDS and Pelvic Inflammatory Diseases (PIDs).
- Have the right to information about all methods of birth control and contraceptives.
- Sexually active teenagers should be provided with non-judgmental 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 ethnic origin or tribe, religion or class has a right to information and services offered by GPI. The organisation must therefore of necessity and ideologically, remain a secular institution that is non-religious. This is a factor that cannot be compromised.

However, we hasten to add that GPI respects the rights of individuals to their personal religious values. 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 popular democratic and just society with gender justice, equality and equity.

KEY STRATEGIES IN GPI PROGRAMMES

- **Personal empowerment** - to build self-esteem, assertiveness, self-identity, positive body image and self-assurance in girls.

- **Life management skills** - to assist girls to build risk reduction skills, economic empowerment skills through information and education to develop communication and negotiation skills to encourage career choices, values clarification and goal-setting and for positive development.

- **Healthy interpersonal development** - to inform and educate girls on friendship, love, caring, gift-giving/taking, dating, fantasies, infatuation, intimate relationships, marriage, divorce and parenting.

- **Leadership skills** - to develop leadership skills in girls through information and education and goal-setting and vision, chairing of meetings and rapporteuring skills, public speaking skills, reading and writing skills, creative thinking and problem-solving as well as decision-making skills and personal responsibilities.

- **Sexual/reproductive health promotion** - *preventing related* problems of sexuality, sexual and reproductive health and rights through information and education on pubertal changes, human anatomy and physiology, sexual health, including early, unprotected and unwanted sexual activity, contraception, abortion, sexually transmitted diseases, including HIV/AIDS, infertility and cancers.

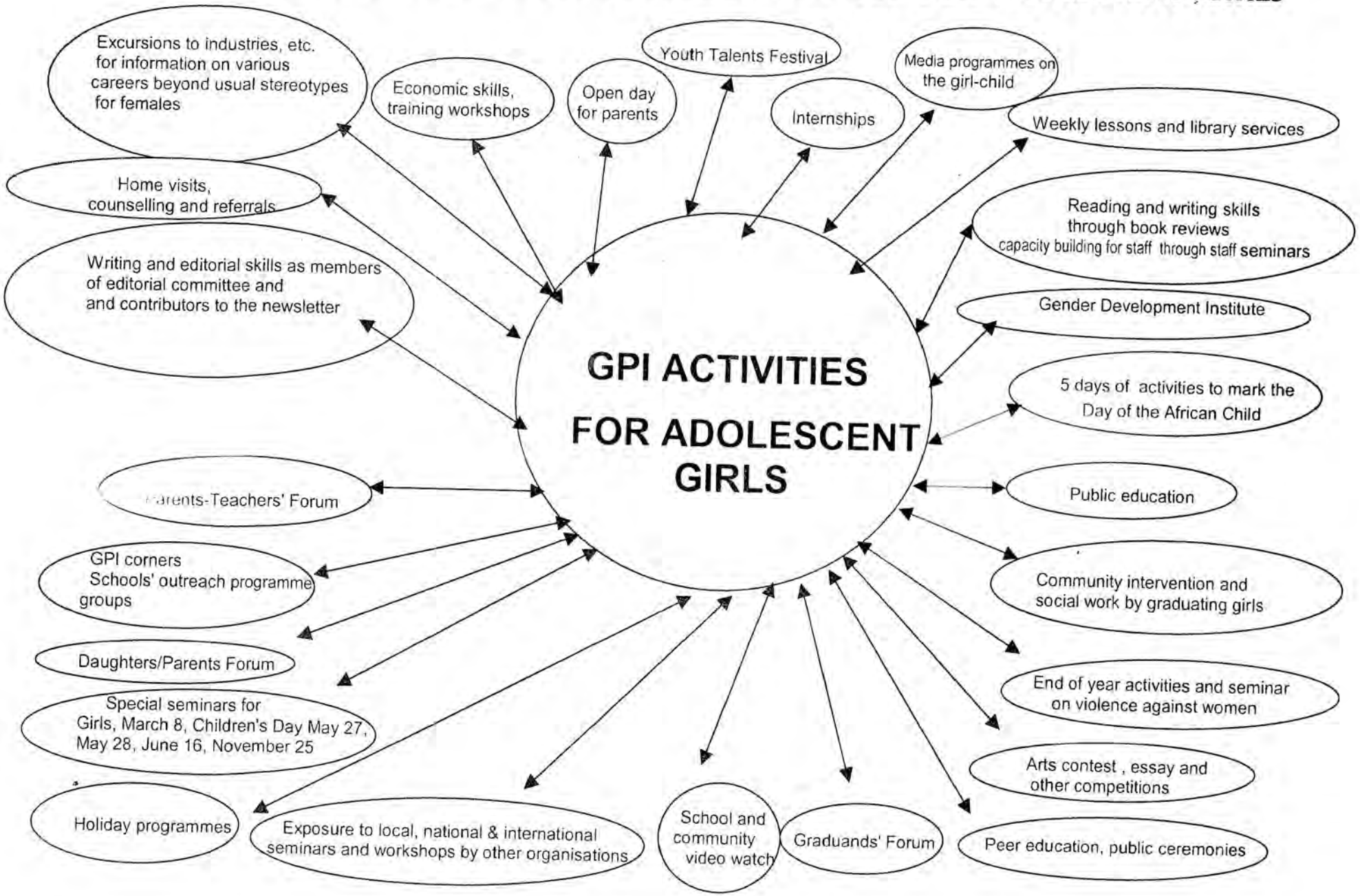
- **Support services** - assisting girls to solve personal health problems through counselling and referrals.

- **Sustainability, advocacy, networking** - responding to issues of sustainability through parents, teachers, health workers and service

providers and building political commitment through public education with the media and direct advocacy and interaction with policy makers and also networking and undertaking collaborative efforts with other youth- serving NGOs.

- **Safe space and supportive environment** - providing a safe space for recreation and learning through provision of video watch, educational games and library services for girls.

GPI INFORMATION, EDUCATION AND SERVICES FOR ADOLESCENT GIRLS



INTRODUCTION

Gender prejudices are embedded in language, expressions, culture, social values, songs and all aspects of life. Children are socialized into such sexist cultures. Therefore, GPI programmes are designed to break the sexist prejudices and assist girls to develop critical consciousness, overcome gender prejudices and to stand up for their rights.

GPI facilitators go through intensive training to acquire skills to be non-judgmental, good listeners, respectful. They learn to use non-sexist languages, e.g. humankind/people for mankind, spokesperson in place of spokesman, human resources in place of man power, etc.

They also learn to avoid such stereotypes which would see men as being superior to women. Examples are well chosen to avoid the culture of treating girls and women as dependent or subordinate beings by nature. Efforts are equally made to motivate and encourage girls' education and social participation. The girls are in turn, made to appreciate that there is no scientific basis for the differences in the daily tasks that males and females perform in the family and to appreciate how such gender discriminatory practices negatively affect activities like education, employment and hence social status of men and women, and how they place women as subjects to men.

GPI curriculum is thus, designed to empower girls to reclaim their courage to take actions to protect their rights through discussions about self-esteem, assertiveness, body-image and self-identity. Instead of telling adolescents only about the health risks and potential negative consequences associated with sex, adults need to provide young people with more balanced messages. Adolescents certainly need to receive clear, protective messages about sexual decision-making, because they need to hear affirming messages about healthy relationships and healthy sexuality. "Sexuality is more than sex. It

touches on many aspects of life, including biology; gender roles, body-image and interpersonal relationships; thought; beliefs, values, attitudes and feelings; and sexual behaviours". (National Sexuality Education Curriculum for upper primary school, junior secondary school, senior secondary school and tertiary institutions in Nigeria - **(Nigerian Educational Research and Development Council, 2001).**

In their relationships, girls should learn to demand respect and be firm in protecting their bodily integrity. For this reason, they are made to appreciate why they should assert their rights as equal partners in a relationship to break the chain of male power in relationship. Emphasis is placed on male responsibility for their sexual behaviour, and mutual respect between partners.

Each lesson begins with the exploration of social concepts to bring out myths, misconceptions and gender prejudices. Discussions and sharing of personal experiences help to debrief participants by providing accurate and technical information to add value to the lesson learned. They are given opportunity for public speaking to break the gender prejudice that a female should be seen and not heard. Lessons and practices in leadership roles assist girls to overcome subservient tendencies and shyness and embolden them to assert their rights. The slogan here is: "What anyone is taught to do, the person can do it."

In each lesson, questions are raised to identify gender biases and how to deal with them. With respect to sexual health, emphasis is placed on rights to enable participants to realize that they have choices to make to protect their health. Discussions on the male and female reproductive systems - structure and functions as well as pregnancy and childbirth are presented to assist participants to understand why it is important to make the right choice about one's sexuality issues.

We utilize age-specific curriculum for each of the 3 levels in GPI, representing the 3 years in the programme. Girls are encouraged to share experiences and to debate; questions and discussions that follow are framed from a gender perspective. Video watch is also used as a tool to

generate discussions and draw lessons from a gender perspective. Activities such as youths talents festival, excursions, boys/girls forum, etc, are built in to break the gender prejudices inherent in careers, jobs and capabilities of female and male in society. Issues of violence against women are treated at all levels to assist girls' struggle against such gender-based pressures.

ROLE OF FACILITATORS

Since classroom-type of teaching or lecturing would not achieve the goals of the education, sexuality education, therefore, has to be provided through participatory methodologies. Participants are encouraged to learn from each other. Sexuality educators, or facilitators, therefore, require a variety of strategies, methodologies and resources to assist participants to acquire accurate knowledge and skills on sexuality, gender, health (sexual and reproductive) rights. Whatever strategy adopted must be sensitive to cultural norms.

The sexuality educator/ facilitator must first be comfortable with her/his sexuality and be fairly well educated in sexuality issues. A facilitator must be aware that her/ his values and attitudes may not always be the same as those of the participants and therefore should not force his/her views on participants, but provide accurate information and listen to their own views.

Some facilitating tools for comprehensive sexuality education include books, video films, posters, pamphlets, photographs, flipcharts, worksheets, markers, cardboards and colour printing papers.

TIPS ON FACILITATING SKILLS

In order to utilize this manual effectively, facilitators require the understanding of the basics of facilitating as different from teaching and need to be knowledgeable and comfortable with topics of adolescent sexuality, sexual and reproductive health and rights. Facilitators need to be aware that learning takes place by seeing, doing, experiencing and active participation and not just by listening.

Active participation involves: The use of effective questioning

techniques; acknowledging that every participant is a valuable resource and enabling participants to learn from and share with each other.

Facilitators also need to be aware that a conducive environment for learning should include:

- fun, laughter
- encouraging participants in the learning process
- mutual respect
- questions and answers
- warm, inviting and open environment
- though facilitator is in control, she/he should be willing to learn from participants
- exercises and games
- group cohesion.

TEACHING VERSUS FACILITATING

Teaching implies:

- Making participants accept what you present as a fact or principle without questioning
- Passing judgmental comments in response to incorrect answers
- Showing people how to do things, believing that they do not know how to do them
- Giving information on a subject without getting any from participants
- Making others learn from you only
- Giving knowledge without receiving in return.

Facilitating implies:

- Setting goals and objectives for the topic and allowing participants to show what they expect to learn.
- Assisting participants individually and collectively in their own learning experiences rather than teaching, lecturing or dictating out information.
- Being knowledgeable and familiar with the local situation and using relevant resource materials to effect learning.
- Being responsible for ensuring that the objectives of the lesson or training are achieved.
- Creating a relaxed, warm and comfortable atmosphere with free-flowing discussions.
- Avoiding judgements or comments during discussions.
- Avoiding ready prescriptions of ideas that will make all other ideas "wrong".
- Encouraging participants to explore alternative solutions that suit their experiences.

- Having ready for each topic, relevant up-to-date information.
- Giving individual participants, opportunity to be involved.
- Being sensitive to feelings, values and attitudes of participants.
- Being able to present lessons in a logical fashion.
- Using open-ended questions to encourage participants to freely communicate.
- Being able to accept participants' ideas, opinions and feelings without putting off or making value judgement.
- Allowing participants to do the talking.
- Using "I" messages (personal experiences) to encourage participants to share theirs.
- Being aware of non-verbal messages.
- Making sure that your body language shows that you are listening.
- Using various methods and exercises to sustain the interests of participants.
- Measuring that learning has taken place - i.e. evaluation.

BASIC STEPS IN FACILITATING

- Choose a topic, read about it. Prepare accurate/technical information from current scientific findings to add value to the lesson.
- Set simple, measurable, achievable, realistic and time-bound (SMART) objectives for the lesson.
- Know some social beliefs about the topic and get participants to supply other beliefs.
- Plan the activities to enable you to achieve the objectives.
- Use several techniques/methods to impart and obtain information on the topic.
- Engage the interest of the participants.
- Plan to finish within allocated time.
- Remember to check at the end if learning had taken place; i.e. evaluate the lesson.

NOTE:

Get the participants to set ground rules to create environment for learning, ensure mutual support and participation. Let the participants set their expectations before starting the lesson. In summary:

- Clear objectives

- Good planning
- Well presented with different techniques
- Well-timed and organised agenda
- Evaluation.

PROFILE OF A FACILITATOR

F - Flexible, Firm, Fascinating
A- Assertive, Alert, Accurate, Able
C- Confident, Communication skills, Clear thinking, Candid
I- Imaginative
L- Leader, Listener
I- Informed, Interested
T- Tactful, Talented
A- Active, Able to involve everyone
T- Thorough, Trusting
O- Organised, Objective, Observant, Open
R- Resourceful, Receptive, Respectful.

In addition, the facilitator has to be neutral, non-judgmental, knowledgeable, patient, sharp and professional.

METHODS

GPI methodologies for imparting sexuality education are varied. In the chapters that follow, methods are listed for each topic.

GPI facilitators use different methods to ensure students' participation, interest and learning.

- **Ice-breaker:** This is a warm-up exercise to establish group rapport. In GPI it starts with empowerment songs that girls have composed over the years. Ice-breakers or warm-up exercises, take different forms; from innovative and creative games to use of feeling-good cards with simple messages or questions that participant would read out, respond and comment on or react to.

Similar to ice-breaker is the use of "**Energizers.**" These are exercises used during lessons at any time when energy or attention is low.

Other activities include:

- **Role-play** to simulate situations and experiences familiar to the girls to generate discussions and draw lessons.
- **Use of cards** to check level of knowledge, review previous lessons and reinforce information.
- **Brainstorming** to generate *ideas from the group.*
- **Small group discussions** on

specific issues concerning the topic of the lesson. This is meant to create room for individual participation. The output would then enrich the lesson, build leadership and rapporteuring skills thereby raising the girls' self-esteem to see how much they know.

- **Visual aids:** Posters, diagrams and video watch are some of the visual aids used to assist the girls to think creatively and acquire analytical skills through discussions, based on what they perceive in the visual aids.
- **Assignment:** Different kinds of assignments are given for girls to learn to seek information and take responsibility of performing the task and reporting back.
- Individual work is given for each participant to write down her views on, and to demonstrate understanding of a subject so that the facilitator can assess the level of knowledge.
- **Matching exercise:** This could take different forms:
    - Two columns on a flipchart; one side contains explanations or definitions, the other contains words or phrases and participants are made to match the numbers that go together.
    - Two or three columns can be drawn on a flipchart and participants are given cards with words or phrases or sentences to read and stick under the column each fits.
- **Reading:** Volunteers read out sections from a text book to give technical information or the facilitator could ask for volunteers to read from the flipchart or a text may be presented with missing words for a volunteer to read and fill in.
- **Writing:** On-the-spot tests can be given for participants to provide answers and exchange their work with their peers to grade each other. Participants can also present answers to questions and pin them up (stick-up) on the flipchart. This acts as an energiser as well.
- **Story lines or case studies:** To simulate problems for

comments and discussions.

- **Variations:** Designing working groups of twos, threes, etc, to enable all participants to be actively involved in the lesson.
- **Fish bowl:** This involves the actor-volunteers to stage a role-play or a skit and the others to observe the "actors." This is followed by comments and discussions.
- **Fish bones:** Fish skeleton is drawn on a flipchart and bones put on one side. On top of the side with bones is written, "HINDERS" and on top of the other side is written "HELPERS". One group writes on the bones, the things that hinder the solution of a problem and the other group writes on the plain side, what helps as well as the strengths to address the weaknesses in an action plan.
- **Myths and facts:** Statements are given and participants identify which is a myth and which is a fact and give reasons for their choices. This can take the form of "True or False"; "Agree, Disagree, Not sure" and physical movement to where the captions are pasted to indicate their choice. Volunteers in each group then state reasons for their choices.
- **Evaluation:** Each lesson is evaluated using different techniques to assess if learning has occurred.

Others do not have to use these particular methods but should feel free to choose the ones that would work best for her/his audience and culture.

IMPLEMENTING THE PROGRAMME

GPI conducts 3-hour sessions once a week throughout the year; beginning in September and ending in June. Girls progress through a 3-year curriculum, including Level 1, Level 2 and Level 3. Training sessions do not hold on Easter and during the two-week Christmas and New Year holiday period. Ideally, thirty girls in a group is recommended to enable the facilitator to effectively engage all participants. This also makes it easier for all participants to be involved. From our experience, it is more useful to have girls of about the same age in a group. Thus, 10 and 11-year-olds can be in one group, 12 and 13 in another group

and yet, 14 and 15 in a separate group, while 17 -19 can also be in one group. It is difficult to get girls of 10 years and above 15 years in a group to benefit maximally, given the difference in experiences and needs.

It is more useful to use practical and comical methods as well as story-telling and role-plays in presenting lessons to the younger girls of 10-14; and better to use personal experiences for older girls and to give appropriate responses to problems aired by them to generate interest for girls above 15 years. Their interest and needs differ and so should the methods of training. For both groups - younger and older adolescents, the use of "small group work" to enable them to participate and think of the contents of each lesson together, not only reassures them of their resourcefulness, but helps to build group solidarity. It is also empowering for them to know that they can collectively find solutions to problems they face, thereby giving them a sense of independence; an important element in growing up, empowered. The younger girls of 10-13 years would also need a break of about 20 minutes for games and outdoor exercises of their choice, during the 3-hour per week sessions. This helps to sustain their interest and concentration.

For both groups, relevant songs and energizers would help to maintain their interest, enthusiasm and concentration. For example, after a lesson on body-image, the song that they find useful is "***I feel just right in the skin I wear, there's no one like me anywhere.***" This would make them to visualise and reinforce the lesson that they are each unique; a notion that helps to make them accept who they are, while also encouraging them to take actions to defend their rights and raise their self-esteem. When time constraints require fewer lessons, we suggest the following adaptations: 1-year programme - use the Level I manual; 1-week programme-use lessons #2, #3, #4, #5 and #6 in the Level 1 manual.

TIPS ON USING THE MANUAL

It is important to understand that beneficiaries must first go through the lessons on Knowing About GPI, Human Sexuality, Self-Esteem, Vision and Goal-Setting,

Violence Against Girls and Women, Adolescence, Values Clarification, Friendship and Love, Knowing-Me-Knowing-You, Feelings, Gender and Leadership Roles, Rights and Responsibilities. This means that lessons in Level 1 need to be covered as a pre-requisite and basis for treating the topics in Levels 2 or 3.

The Level 1 lessons are for all beginners; whatever the age at registration. There should not be assumptions that girls above age 14 do already have information regarding the Level 1 topics. It would be more productive to use the manual from Levels 1 through 2 to 3 for effective and sustained outcome. Each volume is however valuable as reference in organizing workshops and training for facilitators. In such cases, the facilitators must first go through facilitating skill training sessions. The elements for facilitator's training are presented in the text.

It is also important for young people in the programme to be encouraged to use the GPI lessons in their daily lives wherever they are; at home, in the school and in the society at large. This will help them internalize the lessons and to bring about the intended behavioural changes. This is why there is also need to build in a forum to learn and get the support of parents and teachers for the programme.

In whatever situation users of this text may find themselves, there would always be an environment of adultism, intolerance for social changes, confusion and skepticism arising from people's culture, norms and even religious values. It is therefore, important to understand that what GPI is offering here is an attempt to create an environment that would present a fundamental shift from silence about sexuality to openness and honesty in assisting young people to learn about their growing-up. Young people need to learn from adults about their physical, emotional and anatomical development. They also need to know that they will face resistance and conflicts in their relationships with family members, friends, teachers and others in their lives. However, these things have to happen in the short-run to create the environment for lasting healthy development and mutual respect towards gender and social justice.

In the final year, participants are required to carry out social work project, designed and implemented by them. They are also given opportunity to plan and conduct lessons to build their skills to share and expand the knowledge they have gained from the programme. The creation of the Alumnae Association is similarly directed at sustaining GPI experience in the lives of girls after graduating from the programme.

CONDUCTING A GPI LESSON

Each lesson needs to be conducted in a room, spacious enough to accommodate thirty participants comfortably with space for participants to have about 5-6 small group work involving everyone equally. Participants are also encouraged to create and act short drama on each topic as this helps to strengthen lessons learnt.

During the year, the evaluation of each participant is conducted and at the end of the year, there is assessment to enable the organisation to decide on who moves to the next level. Thus, participants get promoted yearly from Levels 1 to 2; 2 to 3, where they then graduate. For participants who do not meet the criterion for promotion, it is important not to lower their self-esteem. Thus, such participants are moved to the next group, but of the same level where they still repeat the lessons of that level to empower them to meet the requirements for promotion to the next level.

TYPICAL LESSON PLAN

Each lesson begins with empowering songs and energizers selected and conducted by the girls and led by a girl who would volunteer to chair the session. For each lesson, there is a volunteer chairperson and a volunteer rapporteur. The roles rotate at each lesson. The chairperson prepares the lesson plan and presents to the class for amendment and adoption. A typical lesson plan looks like this:

Date:

Group name:

Chairperson for the day:

Rapporteur for the day:

Facilitator(s):

Introductory session: Led by the chairperson for the day:

- Opening: songs
- Report of the last lesson: by previous rapporteur

- Corrections and comments on the report by participants
- Checking-in: This involves girls sharing experiences of how they applied previous lessons in their lives. This usually generates debates, discussions and comments.

Review of previous lesson (method depends on level and age of participants).

Lesson for the day by facilitator: Involving different methods, including energizers. The lesson plan consists of:

- **Goals** - This describes the intended learning that will occur during the specific lesson
- **Objectives** - This describes the specific skills to be gained through the lesson
- **Concepts/common beliefs** - They describe what the society holds to be true but which is not actually true. It may involve the facilitator asking participants to come up with what they have heard people say about a particular issue; which is believed or held to be true but which in actual fact is not true. Facilitator will also need to add to the output. This will serve as part of the wrong notions to be demystified during the session.
- **Methods** to be used for imparting the lesson - This describes the various activities to be used during the lesson
- **Opening** - This session is led by the chairperson of the day and it includes: opening songs; a report of the last lesson by the previous rapporteur; corrections and comments on the report by participants; checking-in: which involves girls recounting their experiences of how they used previous lessons. There will also be debates, discussions, lesson clues and goal-setting.
- **Announcements and assignments** - This time involves giving notice of activity to be held within the week, selecting group representatives for such activities or giving information on any pressing issue.

Lesson evaluation and self-reflections - This is when to give

other girls of the same age who would lose their focus from lack of proper guidance.

4. **Silvers: (Level 2)** - These are 11-12-year-old girls. They see themselves as clear, level-headed, convinced and persuasive assets for women empowerment and gender equality.

5. **Pearls:** (Level 2) - Girls aged 13 and 14 years who see themselves as rare gems exhibiting clearly superior and diverse but quality knowledge and information and therefore of immense value for women empowerment.

6. **Alphas:** (Level 2) - Girls aged 15 and above literally the first among equals; the pivot of women empowerment; bold, assertive and knowledgeable about human sexuality, adolescent rights and responsibilities.

7. **Bosoms: (Level 3)** - Girls aged 12-15. They perceive themselves as distinct and cherished advocates and therefore the heart (bosoms) of gender equality.

8. **Seeders:** (Level 3) - Girls aged 16 and above. They see themselves as feminists in the making and therefore as the seeds for feminism and gender justice, activisim because they are already taking courageous actions to claim their rights.

CHAPTER ONE

KNOWING ABOUT GPI

GOAL:

To acquaint the girls with the aims, objectives, strategies and structure of the GPI programme.

OBJECTIVES:

By the end of the session, participants should be able to:

- State the meaning of GPI
- Explain why the programme is for girls only
- Identify specific activities and strategies of GPI
- Clarify some misconceptions about GPI.

CONCEPTS/COMMON BELIEFS:

⇒ GPI teaches girls to be insolent
⇒ GPI teaches girls to commit abortion
⇒ GPI makes girls to be rude, wayward and corrupt
⇒ GPI is a cult
⇒ GPI trains girls to challenge men.

MATERIALS: Flipchart paper and markers, blackboard and chalk, facililator's resource on human sexuality.

ACTIVITY/TIME:

- Songs (5 minutes)
- Exercises(20 minutes)
- Writing (15 minutes)
- Reading and spotting-error exercises (20 minutes)
- Brainstorming and discussions. (40 minutes)

LESSON SEQUENCE

Opening

Led by the chairperson of the day, this includes opening songs; a report of the last lesson by the previous rapporteur; corrections and comments on the report by participants; checking-in; which involves girls recounting their experiences of how they utilised previous lessons in their lives. There are also debates, discussions and lesson clues; making of announcements and goal-setting.

Song: GPI has given us authority and empowerment/To trample on gender stereotypes/And to overcome/All the powers of harmful tradition/Won't you overcome...

Energizers/Ice-Breakers

Dictate the exercise below to participants. Then present the same exercise on a flipchart. Get participants to cross-check with their copies for spelling and punctuation errors.

Dictation Exercise

Women are believed to be the weaker sex, yet women are still burdened with work. Compelling women to do all domestic work and to undertake childcare has made it difficult for most women to work in offices, get a good education and to vote and be voted for. Even their freedom of movement is restricted. Yet, women who go to work outside their homes and get a good education are still expected to carry out all domestic chores. This is a great burden.

Lesson topic

Introduce the topic and present objectives as given above.

Activity 1:

Brainstorming/discussions

Ask participants the following questions to generate discussions:

* What does GPI stand for?
* What do you understand by power?
* Who is a girl?

List responses from participants and add value as follows;

G ———— Girls
P ———— Power
I ———— Initiative

◊ A **Girl** is a female child

Power as contained in the organization's name means strength. It stands for inner strength and capability to make things happen. Power is knowledge.

Initiative as contained in the organization's name carries its literal meaning which is;

- The act of taking the first step to do something that must be done without waiting to be told.
- GPI aims at being at the forefront of the struggle to raise womanhood from its age-long powerlessness in the family and society.

Activity 2:

Write, read and stick up exercise

- Distribute small square-sized pieces of paper to the girls
- Instructions: Write in one sentence, what the word, "EMPOWERMENT" means to you.
- Put up a flipchart labelled, "empowerment means..."
- Ask girls to read out and stick up their responses on the flipchart
- Add value using technical information on what empowerment means.

Activity 3:

Brainstorming exercise

What type or kind of organisation is GPI?

- List responses
- Add value by giving technical information as follows:

⇒ Non-governmental
⇒ Not-for-profit
⇒ Non-religious
⇒ Open organisation, not secret
⇒ For adolescent girls only

Activity 4:

Stick and match exercise

- Why is GPI for girls only?
- Process participants' output and add value as follows:

Female: Girls & Women	Male: Boys & Men
■ Stay home to help mother instead	- No housework, plays football
■ Movement is restricted	- Comes and goes out as pleases
■ Usually a vice or assistant to the executive	- Head of the family, even when he is not important
■ Cannot continue schooling because of insufficient funds	- Feels superior and is encouraged to lead always
■ Her work is largely unpaid	- Can keep many partners/friends
■ Sent out to hawk things on the streets unpaid	- Taught to be bold, strong and domineering.
■ Not allowed to keep friends	
■ Set out as maids to raise money for the family	
■ Sexual abuse	
■ Violence against women	
■ Teenage pregnancy	
■ Unsafe abortion	
■ Harassment	
■ Harmful traditional practices	
■ Made to entertain visitors at home with songs	
■ Trained to baby-sit	
■ Encouraged to cry to get favours	

Activity 4:

Stem sentences exercise

a. An empowered person is .....

b. Empowerment of women means.....

- Process participants' output and add value using technical information.

Activity 5:

Discussion

- Ask participants to come up with ways the discriminations and inequality that women/girls experience daily in their lives can be eliminated (removed)

⇒ List responses

⇒ Provide technical information on ways to reduce discrimination, after processing output.

Activity 6:

Agree/disagree exercise

- Facilitator to prepare a list of activities and ask participants to select from the list those activities they feel GPI uses to pass on information and why.

True/Yes	False/No
⇒ Weekly meetings	- Teach girls to be corrupt
⇒ Outreach in schools	- Expose girls to the various ways to have sex.
⇒ Workshops, seminars	- Make girls wayward
⇒ Skills training	- Train girls to commit abortion
⇒ Excursions	- Show girls how to prevent pregnancy
⇒ Media programmes (Radio & TV)	- Train girls on how to oppose men.
⇒ Drama	- Teaches girls how to over throw men and boys
⇒ Book review competition	- Makes girls proud.
⇒ Essay competition	
⇒ Public enlightenment talk	
⇒ Counselling and referrals	
⇒ Library services	
⇒ Newsletter	

True/Yes	False/No
⇒ Special publications ⇒ Research and documentation ⇒ Social action by GPI graduands and members ⇒ Joint campaigns with other NGOs	

Activity 7:

Discussing the structure of GPI:

- Ask questions through discussions to bring out the following issues:
  - GPI operates at 4 centres

a) Calabar (Headquarters/South South Zone)
44 Ekpo Abasi street, Calabar.

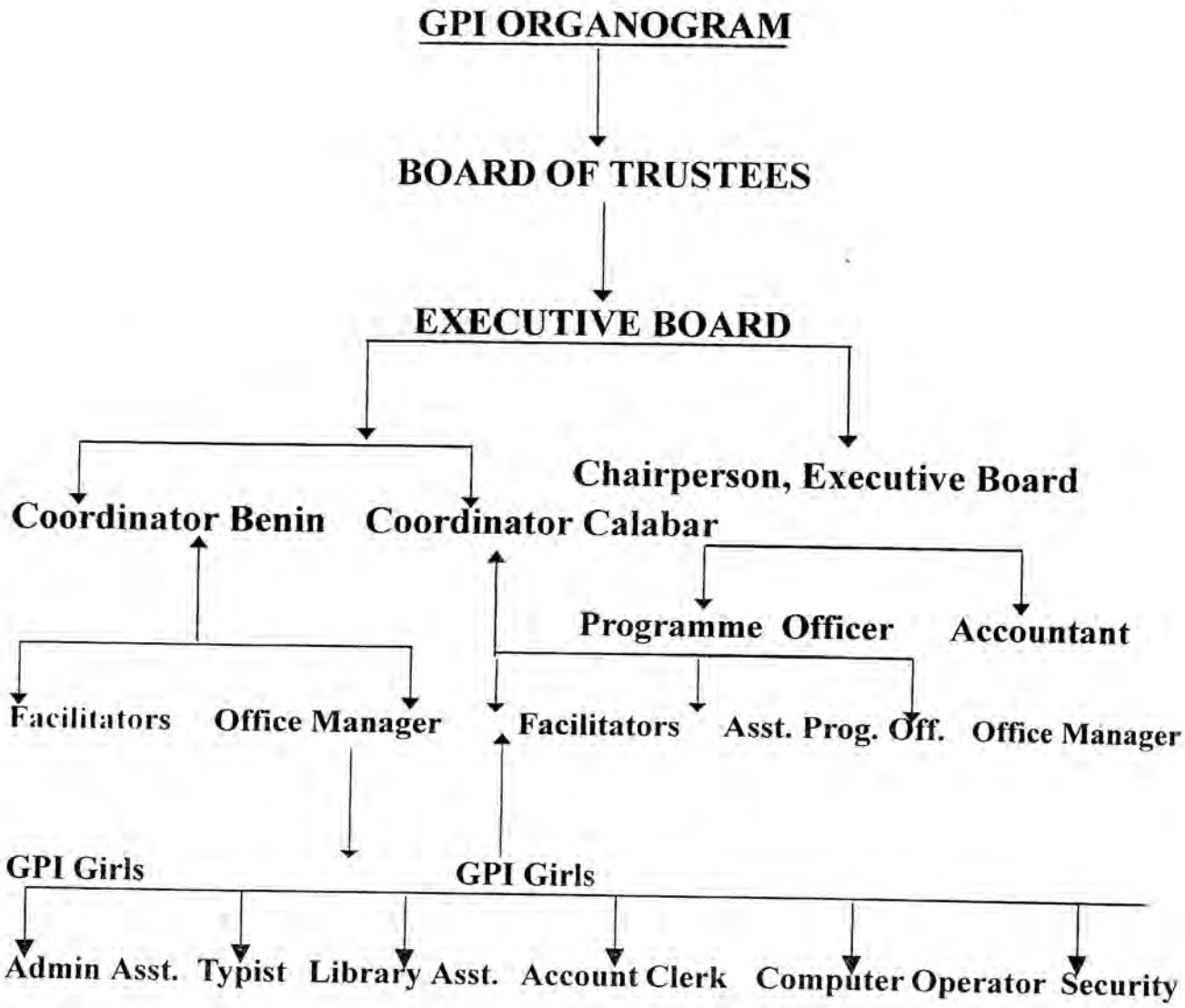
b) Benin City (South South Zone)
2 Hudson Lane, off 95 Akpakpava street by Dawson Junction, Benin City.

c) 205 Aka Road, Uyo, Akwa Ibom State.

d) 10 Anwai Road, Asaba, Delta State.

- Personnel - 2 Co-ordinators; Calabar/Benin
  * Bene Madunagu (SS) Calabar Centre
  * Grace Osakue (SS) Benin Centre

- Programme staff: Programme officer, facilitators (guide the meetings)
- Support staff: (administrative duties)
- Board of Trustees (Advisory).



Self-Reflection/Evaluation:

Take questions from participants, then ask:

- What new lessons have you learnt?
- Did the session change your behaviour/attitude in any way?
- How will or does the lesson change your perception of GPI?

Closing

Song: GPI you are my only choice/
For since you came to existence/
All has changed.

Action assignment:

In the next week, find out what people think about the GPI programme. Write them down and report during checking-in. Or discuss with at least two people something you have learnt today and note their comments/reactions.

CHAPTER TWO

HUMAN SEXUALITY

GOAL:

Assist the girls to feel good about themselves and their bodies so that they can develop the attitude to remain healthy and build equal loving relationships.

OBJECTIVES:

By the end of the session, the group will:

- Learn the meaning of the concept of human sexuality;
- Identify some sources of sexual learning;
- Explore some messages about sexuality.

CONCEPTS/COMMON BELIEFS:

It is generally believed that:

⇒ Sexuality refers to sexual preferences

⇒ Talking about sexuality is sinful, bad and immoral.

MATERIALS: Flipchart paper and markers, blackboard and chalk facilitator's resource on human sexuality.

ACTIVITY/TIME:

- Brainstorming and discussions (30 minutes)
- Small group work/discussion (30 minutes)

NOTE:

Young people are often not used to discussing sexuality in a group setting. They may be inhibited, uncomfortable or embarrassed at times.

LESSON SEQUENCE

Opening

This is led by the chairperson of the day to cover the opening songs; a report of the last lesson by the previous rapporteur; corrections and comments on the report by participants; checking-in, debates, discussions and lesson clues; announcements and goal-setting.

Energisers/Ice-Breakers

Energisers are quick activities that can be used to introduce a topic, manage the energy and attention of the group and to have fun.

Lesson topic

Activity 1:

Brainstorming exercise

- Ask the group to read out the lesson title for the session on the flipchart or blackboard.
- Introduce the topic by noting that the concept of human sexuality is a very broad one. In our society, we see and hear images and words about sexuality through television, videos, music, magazines and books. Most people cannot handle serious discussion about sexuality or talk about it openly. This often leads to many misconceptions and misinformation about sexuality.

- Display a flipchart with the following stem sentence:

  Sexuality is...

- Brainstorm with the group ideas about what sexuality means to them.
- Write their responses on the flipchart.

- Review their contributions and note if many of them did refer to genitals, sexual behaviour, conception or sexual relationship. Explain to the group that when many people see or hear the word, sexuality, they would often think of the genitals or sexual activities.

Activity 2:

Small group work/discussions

- Form small groups in 5 different areas of the room. Assign each group with one of the following words:
- parents
- friends

- media
- school
- church

- Have each group list what is often said or communicated from the source given. Give examples:

Parents - "Wait until marriage before you have sex."

Friend - "Everyone is having sex, what are you waiting for?"

Media - "If you use this product you will look sexy."

- Tell the groups they have ten minutes to brainstorm. Move around them and give suggestions.
- After 10 minutes, ask the groups to display their flipcharts and read out their list of messages.

Reflection questions

Have participants discuss their responses to the following questions:

a) How are the messages from parents, friends, media, church and school similar? Different?

b) Which of the messages makes you feel uncomfortable talking or learning about sexuality?

c) What other sexuality messages have you heard from other sources?

d) Were the messages you received about sexuality positive or negative?

e) How did the messages affect your present ability to talk about issues relating to sexuality?

Self-Reflection/Evaluation

Have participants complete the following open-ended questions:

a) One thing I have learnt about sexuality is .....

b) One thing I didn't like was .....

c) One thing I still want to know about sexuality is .....

Closing

This is a time to undertake self-reflections, make announcements, assess group appreciation, give an action assignment, sing a song or read a poem.

Action assignment

Write down 5 things you like about your sexuality and 5 things you don't like about it.

Or

Discuss with a close friend something you have just learnt.

TECHNICAL INFORMATION

What is sexuality?

Point out that sexuality is more than our sexual preference and that everything we do would reflect our sexuality; not just sexual intercourse: how we express ourselves as females and males, as well as how we walk, talk, dress, sit, and express love, hate and sadness.

Sexuality is a broad term and deals with all aspects of human life and its relationship to pleasure and tension-reduction. Sexuality is therefore, natural and positive. It begins at birth and ends only at death.

REFERENCE

Peer Health Educators' Manual - By the Youth Action Project (YAP) Ijebu Ode.

CHAPTER THREE

SELF-ESTEEM

GOAL:

To assist young girls to overcome gender-based and socially imposed low value of themselves and seek to prevent such violation of their rights as human beings.

OBJECTIVES:

At the end of the session, participants would have:

- Explored the meaning of self-esteem
- Listed the two types of self-esteem
- Thought positively about themselves
- Discussed the differences between high and low self-esteem
- Explored the tips to improve self-esteem.

COMMON BELIEFS/CONCEPTS:

⇒ The society believes that good girls should be humble
⇒ Girls must take permission before doing anything
⇒ Good girls should not jump around and spill drinks on their clothes at parties.

MATERIALS:

Flipchart, paper and markers, blackboard and chalk, facilitator's resource on self-esteem and stick tape.

ACTIVITY/TIME:

- Writing exercise (45 minutes)
- Brainstorming exercise (20 minutes)
- Individual work (30 minutes)
- Technical information (1 hour)

PREPARATION:

Note: There is the general notion that girls do not have confidence and good perception of themselves. They are rather passive, arising from the negative image of their bodies.

LESSON SEQUENCE

Opening

Led by the chairperson of the day to include opening songs; a report of the last lesson by the previous rapporteur; corrections and comments on the report by participants and checking-in; debates, discussions and lesson clues; announcements and goal-setting.

Energizers/Ice-Breakers

⇒ Energizers are - activities that can be used to introduce a topic, manage the energy and attention of the group and to have fun. Select an energizer from the appendix or use your own. Start the lesson with a suitable energizer like the head and shoulder, knees and toes exercise to get the participants comfortable with their body parts.

Lesson topic

- Ask the group to read out the lesson title on the flipchart or blackboard.
- Participants' expectations - Ask participants what they would want to achieve at the end of the session (list responses on the flipchart)
- Present objectives
- Read out and explain the lesson objectives as well as concepts
- Encourage participants' to list out concepts by asking them about those things that people say to them that make them feel bad.

Activity 1:

Writing exercise

This exercise is to enable the facilitator to identify participants' strengths and weaknesses as human beings and how they can learn to appreciate their strengths and to develop high self esteem.

- Ask participants to make a list of:

- 5 things they like about themselves
- 3 things they do well
- 3 things they do not do well.

Activity 2:

Brainstorming exercise

- Instruct the participants to think about the last time their mum said something nice/bad to them

and how did they feel? Ask the following questions:

- How does this affect the way you do things?
- How does this affect the way you relate with people?

Activity 3:

Individual work

- This exercise is to assist participants to communicate positive perception of themselves.

Make a list of words or questions on the flipchart and ask participants to check through the qualities and circle the words that best describe them.

The list of qualities:

Honest	Patient	Careful	Smart	Stupid
Fat	Lazy	Shy	Attractive	Helpful
Selfish	Leader	Neat	Thin	Planner
Athletic	Ugly	Serving	Loving	Too tall
Stubborn	Graceful	Pretty	Rough	Determined
Kind	Sluggish	Mannered	Curious	Musical
Failure	Forceful	Reliable	Critical	Un-loving
Artistic	Helpless	Dishonest	Talkative	Too short
Fashionable	Beautiful	Talented	Level-headed	Gentle
Important	Too fat	Basket mouth	Dullard	Brilliant
Intelligent	Dirty			

- Facilitator to check through the list of qualities they have circled, then ask them to say something about the circled qualities.
- If a participant circled a positive or negative quality e.g. smart/ dull -ask why she did that and ask whether someone has told her that she is smart/dull.
- The facilitator will have to find out those qualities that were not picked and ask why they were not picked or circled.

Activity 4:

Group work

- Divide participants into 3 groups A, B and C and give the following:

GROUP A - To identify and explain factors that contribute to high self-esteem

GROUP B - To identify and explain factors that contribute to low self-esteem

GROUP C - List down the ways they could help a friend to develop a high self-esteem

- Each group to elect one person as a rapporteur to report back what they have come up with.

- The facilitator will commend their effort and reinforce information by providing technical details on factors that contribute to high and low self-esteem and how to improve upon one's low self-esteem.

Reflection questions

- Ask participants what new lessons they have learnt (list responses on flipchart)
- Use the following stem sentences/questions to review the lesson:

1. .....is when one feels inferior or worthless
2. .....is the way we feel about ourselves
3. Two things I do well are .....
and .....
4. Five things I like about myself are:(a).....
(b).....(c).....
(d)..... (e).....
5. Two things I do not do well are .....
and .....
6. The good or bad feeling we experience about ourselves is .....
7. .....is when one feels she is important
8. Three factors that contribute to high self-esteem are.....
and .....

9. Two ways you can help a friend to improve his /her self-esteem
(a)..... (b).....
10. Three factors that contribute to low self-esteem are: .....
.....and .....
11. Your self-esteem is low when you feel .....
about yourself.....
12. When you feel good about yourself, your self-esteem is.....
.....

Closing

This is a time to undertake self-reflections, make announcements, or give an action assignment.

TECHNICAL INFORMATION

What is self-esteem?

Self-esteem is the way we feel about ourselves and the way we handle our world. It influences everything we think, say or do. Self-esteem is the good feeling or bad feeling we experience about ourselves. When you feel good about yourself, it is easier to make decisions that are good for you, but when you feel bad about yourself, you make bad decisions, like dropping out of school, smoking and even using drugs or alcohol. You can also become an easy victim of violence.

Note that even with good self-esteem, you might still dislike certain things about yourself, or regret things you have done. But if you accept your weakness, as part of growing up, then you will feel good about yourself and feel more comfortable with other people. So, feel good about your differences, other people will feel good about them too.

Parents and teachers have the greatest influence on children's self-esteem. According to Harris Clemes and Reynold Bean, the following four conditions must be fulfilled for a high sense of self-esteem to be developed and maintained:

- **Correctiveness**: This results when a child gains satisfaction from associations that are significant to her/him and that the importance of such associations have been affirmed by others.
- **Uniqueness**: This occurs

when a child can acknowledge and respect the qualities or attributes that make him/her special and different and receives respect and approval from others for the qualities.

- **Power**: This comes about through having the resource, opportunity and capability to influence the circumstances of his/her own life in important ways.
- **Models**: This reflects a child's ability to refer to adequate human, philosophical and operational examples that serve to make her/him establish meaningful values, goals, ideas and personal standards.

These four conditions of self-esteem constitute the names given to the four feelings that everyone experiences. When people say they feel 'great' or 'good or 'satisfied', they are experiencing one of the four feelings. People with low self-esteem have difficulty feeling one or more of the four feelings. Self-esteem may vary from day to day in different situations. It may be influenced by things happening inside and around us.

There are basically two types of self-esteem namely high self-esteem and low self-esteem.

- **HIGH SELF-ESTEEM:** This is when somebody feels she/he is important and she/he accepts her/his weakness, criticisms and also sees her/his strengths as achievements and still regards others' feelings.

Qualities of a person with high self-esteem:

- One who does not give up easily even after failure, but persists to learn from mistakes
- One who is willing to take risks
- A person who knows who she/he is and feels valued for her/his unique self, feels encouraged to have what she/he wants and pursues it despite obstacles
- Accepts criticisms
- Be proud of herself/himself
- Tolerates frustration
- Always honest and happy about her/his feelings
- Always happy for other people's feelings.

LOW SELF-ESTEEM: This is when one feels inferior or worthless or not valuable or when one feels one is not brilliant enough to contribute anything to the society.

Low self-esteem is re-inforced by negative social messages. Low self-esteem is seen in girls who grow up in poverty with constant criticisms and without love. Such girls would grow up being fearful and may want to hide in their shells forever, so as avoid being hurt in life. Frequent negative comments would also produce damaging effects. Living in poverty and feeling dejected, not being in school, but watching their peers go to school are also conditions that contribute to low self-esteem. Some of the effects of low self-esteem are:

- Lack of self-confidence
- Poor performance in school or in other aspects of life
- Unhappy personal life/feeling disliked and unwanted
- Lack of self-satisfaction/distorted views of self and tendency to look down on oneself
- Inability to tackle new challenges/and avoiding new experiences.

If you are always:

- Finding excuses for refusing to change
- Blame others for your failure
- Easily influenced
- Always glad when others fail
- Continually wish you could change your physical appearance
- Avoid new experiences

Then you are showing signs of low self-esteem

Factors that contribute to low self-esteem

- when people criticize you
- when you are rejected
- when people look down on you
- poverty
- discouragement from poor performance at school
- being constantly reminded of being a girl and incapable of learning and knowing something
- giving up easily
- being afraid of making mistakes
- thinking negatively about yourself.

Factors that contribute to high self- esteem

- Always having positive thoughts about yourself
- Accepting your body as it is
- Looking for and tackling new challenges with excitement
- Accepting and appreciating con-

structive criticisms

- Not giving up easily even after failing but persisting to learn from mistakes
- Giving self credit when it is due and being happy for others' success
- Encouraging self to have what you want and pursue it despite obstacles.

How to help a friend develop her self-esteem

- encourage her and take her for counselling
- give her positive compliments about those parts of her body she does not like
- don't put her down by condemning her when she makes mistakes
- encourage her to develop a new talent
- do not impress your opinion on her
- encourage her not to hide her feelings from others
- teach her how to be bold and assertive
- do not laugh at her
- assist when necessary
- be patient with her faults and weakness, remember no body is perfect.

REFERENCES

1. GPI Training Manual
2. *The Four Conditions of Self-Esteem* by Reynold Bean
3. Culture and Adolescent Concerns on Sexuality Volume 4 - Self-Esteem.

CHAPTER FOUR

VISION AND GOAL-SETTING

GOAL:

To assist adolescent girls to make informed decisions in order to achieve the highest level in whatever they choose in their life career which will ensure not only high status in society but also economic empowerment and independence.

OBJECTIVES:

By the end of the session, participants would have:

- Explored the meaning of vision, goal and goal-setting
- Discussed the difference between long-term and short-term goals
- Made informed decisions and be able to inform their parents about their goals
- Developed their visions, set career goals and identify the appropriate time for youths to start setting goals

COMMON BELIEFS/CONCEPTS:

There is a notion that:

⇒ Girls need not think about what they want to be in future, because their parents and relatives are there to care for them

⇒ Girls should not bother about going to school after all, they are supposed to be housewives.

Ask for more beliefs from participants.

MATERIALS: Flipchart, paper and markers, blackboard and chalk, facilitator's resource on vision and goal-setting.

ACTIVITY/TIME:

1. Brainstorming (20 minutes)
2. Video watch/3 small group discussion (1 hour)
3. Visualizing exercise (30 minutes)
4. Case study (30 minutes)
5. Individual writing exercise (20 minutes)
6. Group work/discussion (30 minutes)
7. Evaluation (30 minutes).

PREPARATION:

⇒ Until recently, a concern for engaging in productive, well-paid job and careers was considered "unlady like." Even today, women seem inclined to underestimate the importance of economic independence. The socialisation of dependence still holds down many women. However, having a decent home to live in and adequate and balanced diet would certainly make life more pleasant and this should be a right for every human being. Thus, the need to plan early for your future career is very necessary.

LESSON SEQUENCE

Opening

Led by the chairperson of the day to start with opening songs; a report of the last lesson by the rapporteur, checking-in, etc.

Lesson topic

- Present the topic - Ask the group to read out the title of the session on the flipchart or blackboard.
- Ask participants for their expectations
- Present and explain the objectives of the lesson.

Activity 1:

Brainstorming

Introduce the topic by asking the participants the following questions to enable them to know that one has to be specific in starting a goal and the steps for reaching such a goal:

1. What would make you happy in life?
2. Have you ever wondered what makes some people successful?
3. Would you consider yourself successful if you were a medical doctor?

4. What steps would you follow to achieve this?

List participants' responses on flipchart and reinforce the information.

Activity 2:

Video watch

Film title, "**Stepping out.**" (module 2)

The module is sub-titled, "what do *you want to be?"*

Decision-making skills with focus on self-awareness and goal-setting.

Part 1 - is titled, "**Shattered dreams.**"

This is about a young girl whose ambition in life was to become a successful journalist, but she became pregnant while in school and was rejected by her parents. Having put to birth, the only option she had was to sell vegetable by the roadside to enable her to care for her baby.

Part 2 -"**Fulfilled dreams.**"

This is about a girl whose future ambition was to become a pilot. She went to pilot training school, studied hard and deferred all advice from friends to have a boyfriend while in school. She was content with what she had and finally became a lady pilot and achieved her goal.

After the video watch, divide the girls into 3 groups A, B and C to deliberate on issues concerning different characters in the video clips.

Questions for part one

1. What was the girl's vision in life?
2. Did she accomplish what she wanted?
3. If you were in her position what would you have done?
4. If you had made the mistake of getting pregnant, what would you have done?

Questions for part two

1. What was the girl's vision in life?
2. Did she accomplish her goal?
3. What steps did she take?
4. What things helped or discouraged her?

Questions for part three

1. What have you learnt from the

video clips?

2. In the video clips what factors inhibit vision and goal-setting?

After each group presentation, commend their efforts and process their output.

Activity 3:

Visualizing exercise

How to have a vision about one's future. Ask the girls to close their eyes for 5 minutes and dream about their future in ten years time.

Then ask the following questions:

- What did you see?
- How do you intend to handle what you saw?

List responses on flipchart.

Commend their efforts and process the output.

Activity 4:

Case Study- **Akon's story**

Akon had always been dreaming of becoming an accountant. Her father lost his job immediately she had admission into school and he could no longer fund her education. Her mum was the one feeding the family and could not afford to pay her fees. None of her other relations could assist, but because of her vision for the future, she did not give up. She took a job which none of us could have considered, to work in a restaurant. Every morning, between 8.00am to 12.00 noon, she would do her morning shift and attend a weekend part-time programme in school. She was not paid much but it enabled her to finish her schooling and thereafter, got a well-paid job as an accountant in a bank.

Discussion questions:

- What was Akon's goal?
- Did she accomplish it?
- What did Akon do to enable her to pay for her school fees after her father had lost his job?
- If you were Akon what would you have done to enable you to pay for your school fees?
- If you were Akon would you have considered working in a restaurant to pay for your school fees?

Write participants' responses on flipchart and process the output.

Activity 5:

Individual writing exercise

- The facilitator will distribute pieces of paper to all participants and ask them to write what

they understand by the words, goal, vision and goal-setting

- Each participant is to read out what she has written and stick it on the flipchart. The facilitator will commend their efforts and process the output.

Activity 6:
Group work
Divide the girls into two groups:
Group 1: To identify short-term goals with examples
Group 2: To identify long-term goals with examples

After the presentation by each group, the facilitator will provide additional information to their output and add value, using technical information.

Reflection questions:
- Find out if participants have learnt any new lesson from the session
- If yes, what new lessons have they learnt?
- Find out if the participants think their goals will change now that they can overcome their weaknesses.

Closing
This serves to provide time for self-reflections and making announcements, group appreciation and for an action assignment, or reading a poem.

TECHNICAL INFORMATION

What is vision and goal-setting?
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. They will also list ways (strategies) to achieve such goals. Their plans for reaching their set goals are called objectives. In other words, objectives are specific measurable achievable, realisable steps one will take to reach a goal within a specific period of time.

You may 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 in life. Are you dreaming about becoming a lawyer, an engineer, an accountant, or a medical doctor? Whatever your goals in life, the following steps will help 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 on to higher institution to study a particular course, then know the admission requirements
- Make sure you have the correct subjects combination that suits your chosen career
- Always try to choose, not to avoid i.e. be positive and courageous, even in the face of difficulties, do not give up
- Put on more time and be committed. Assert your right to be given the opportunity to choose what you believe will be good for you
- Go on for what you know you have the potentials for, don't copy somebody and don't let any one dissuade you.

What are short-term and long-term goals?

Short-term goals: Goals that are to be achieved very soon e.g. within days or months, for example, the goal of getting enough money to buy a new dress; where and how to spend the next holiday, etc.

Long-term goals: Goals that are meant to be achieved in years to come. For example, one might set a goal to become a businesswoman, etc.

Importance of goal-setting

- Goal-setting provides a guide or framework for decision-making
- Goal-setting helps in under-

standing self better.

- Goal-setting gives meaning and direction for our activities
- Achievement of our goals increases self-esteem

REFERENCES

GPI Training Manual

Life Management for Adolescents, a GPI publication: ELCROF Publicity, Calabar.

Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning; Mindy Bingham, Judy Edmondson, and Sandy Stryker (1993).

CHAPTER FIVE

VIOLENCE AGAINST GIRLS

GOAL:

Assist the girls to overcome acts that constitute violence against girls and women in the society.

OBJECTIVES:

By the end of the lesson, participants will be able to:

- Explain the meaning of violence against girls
- Recognize the different forms of violence that girls do experience
- Discuss the factors that perpetuate violence against girls
- Learn how to reduce their risk of violence.

CONCEPT/COMMON BELIEF:

⇒ Females are inferior to males.

MATERIALS: Flipchart, paper and markers, blackboard and chalk, facilitator's resource on the subject.

ACTIVITY/TIME:

- Reading (30 minutes)
- Discussions (1 hour)

LESSON SEQUENCE

Opening

The chairperson of the day will lead in the opening songs; a report of the last lesson to be presented by the previous rapporteur; corrections and comments are noted. Checking-in which is about experiences of how the girls applied previous lessons in their lives will be undertaken as well as debates, discussions and lesson clues, announcements and goal-setting.

Energizers

⇒ Energizers are used to introduce the topic, manage the energy and attention of the group and to have fun. Start the lesson with a suitable energizer of your choice.

Lesson topic

Activity 1:

Reading exercise and discussion

- Put up a flipchart, labelled " vio-words" with the following words listed below:

  Abuse, force, kick, cut, hiss, slap, injure, shout, withhold, harass, break, beat, scream, prevent, deny, refuse, prefer, forbid, restrict, discriminate, leer, refuse, hit, mutilate, punish, humiliate, embarrass, intimidate, jeer, whistle, threaten, kill, batter.
- Ask the participants to read each of the words in turns.

Discussion questions

a. What type(s) of behaviour or action do these words show?
b. What are the results of such behaviours or actions?
c. Mention any of the behaviours or actions you have experienced before. Narrate what happened. How did you react?

Facilitator to process information and then add value using technical information.

Activity 2:

Small group work

- Divide participants into small groups and distribute some pictures or drawings showing the various forms of violence against girls, such as child - labour, teenage pregnancy, female genital mutilation, rape, etc.
- Ask the participants to discuss the following questions in their groups:

Discussion questions

- What is happening in the picture?
- Give a caption to the picture.
- Is it something that you see happen to girls around you?
- What about boys? Does it happen equally to boys and girls?
- Why does it happen mostly to girls?
- Give suggestions on how to pre-

vent or stop violence from happening to you and other girls in your community.

Ask the participants to reconvene and take the feedback from the group for discussions.

- Commend the participants for their inputs and add value on the various forms of violence that girls face as well as factors that perpetuate violence against girls; where they can occur and tips on how to stop or prevent violence against girls and where to get help.

Self-Reflection/Evaluation

a) Mention 4 kinds of violence that girls face

b) Violence against girls means — _____

c) Mention 4 actions you can take to stop violence against girls

d) Explain the meaning of the following types of violence: sexual harassment, rape, early marriage, female genital mutilation, son-preference, and child-labour.

TECHNICAL INFORMATION

In any society, both females and males suffer from one form of violence or the other. However, although females suffer from the same kinds of violence as the males the females (girls and women) suffer additional forms of violence that happen only or mostly to them just because they are females. Violence against girls is any harmful act committed against girls simply because they are born female. Violence against girls includes physical assault, verbal and sexual abuse such as sexual harassment and rape, harmful traditional practices like female genital mutilation, early marriage, and other acts that deny girls their rights to education, health, career, profession or engagement in economic activities and regulation of their sexuality and fertility, among others.

CHAPTER SIX

ADOLESCENCE

GOAL:

To assist the participants to feel comfortable with themselves as they undergo the process of adolescence and to experience the changes that occur during this period in healthy and responsible ways.

OBJECTIVES:

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

- Explain the meaning of adolescence and puberty;
- Examine the age range which adolescence occurs in the life cycle;
- List at least 3 physical changes and 2 emotional changes that occur during adolescence
- Discuss some concerns that adolescents have.

COMMON BELIEFS/CONCEPT:

⇒ Adolescents are stubborn and inexperienced or immature.

MATERIALS: Flipchart, paper and markers, blackboard and chalk, facilitator's resource.

ACTIVITY/TIME:

- Discussions (30 minutes)
- Brainstorming (20 minutes)
- Small group work (40 minutes)
- Identification exercise (30 minutes)

LESSON SEQUENCE

Opening

Led by the chairperson of the day to include opening songs; a report of the last lesson, corrections and comments on the report by participants and checking-in.

Energizers

⇒ Energizers are quick activities used to introduce the topic, manage the energy and attention of the group. Start the lesson with a suitable energizer of your choice.

Lesson topic

Activity 1:

Discussion

Explain to participants that:

- There are over one billion adolescents, world-wide
- In Nigeria, adolescents make up about 46% of the total population
- The attitudes and behaviours of people during the adolescent period would directly impact on their health and well-being. Therefore, adolescents need to clearly understand the changes that occur during this period of their life and the choices before them in relation to sexual behaviour as well as the consequences of those choices.

Discussion questions

(a) Mention changes you have noticed in yourself since you were born.

(b) What is the period between childhood and adulthood called?

(c) What kinds of change can occur at this time on a young person?

- List their responses and ideas on a flipchart or blackboard and process.
- Add value on the meaning of adolescence and puberty and the age range that it occurs in the life cycle.

Activity 2:

Brainstorming exercise

- Ask the participants to brainstorm on the different changes that occur in males and females
- List responses on flipchart and process.
- Add value on the pubertal changes that occur in females and males and how the changes influence their reproductive

health and behaviour.

Activity 3:

Small group work/discussion

- Arrange the participants into small groups and ask each group to list the common concerns and problems that adolescents face in Nigeria.
- Let each group make its presentation after 10 minutes.
- Process output and add value on the common problems that adolescents experience during this period and some strategies to remedy such problems.

Self-Reflection/Evaluation

Ask participants to answer the following questions:

(a) What are adolescence, puberty, and pubertal changes?

(b) What are the physical and emotional changes that occur during puberty?

(c) Mention some common problems that adolescents have in Nigeria? How can these problems be addressed?

(d) List the age range that puberty occurs in females and males.

Action assignment

Keep a diary of the pubertal changes you notice in yourself for a duration of six months. Write down your feelings and reactions as they appear.

Closing

Close the session with appropriate songs and exercises of your choice or ask a volunteer to lead.

CHAPTER SEVEN

VALUES CLARIFICATION

GOAL:

To assist adolescent girls to have clear sense of what is important to them and to enable them to make informed decisions in life.

OBJECTIVES:

At the end of the session participants would have:

- Explored the meaning of values and values clarification
- Learnt how to clarify values
- Identified where we get our values and attitudes
- Identified some cultural factors that are involved in values clarification.

COMMON BELIEFS/CONCEPTS:

⇒ Most females do not recognize that they have the freedom to make choices based on their values

⇒ Everyone male or female has individual creative abilities but most girls and women do not have the opportunity or encouragement to explore and use such capabilities to their advantage to shape their lives.

MATERIALS: Flipcharts, markers, etc.

ACTIVITY/TIME:

1. Group work (30 minutes)
2. Writing exercise (30 minutes)
3. Case study (1 hour)
4. Brainstorming (30 minutes)
5. Technical information (1 hour)

PREPARATION:

Before you can achieve any goal in life, you have to set them, and before you can carefully set them, you need to decide what is most important to you.

LESSON SEQUENCE

Opening

The chairperson of the day will lead in the opening songs, presentation of the report of the last lesson and corrections and comments on the report by participants are taken, followed by checking-in.

Energizers/Ice-Breakers

- Energizers can be used to introduce topic, manage the attention of the group and to have fun. Select an energizer from the appendix or you can devise one.

Lesson topic

- Ask the group to read out the topic on the flipchart or blackboard.
- Ask for participants' expectations
- Present the objectives of the lesson and ask a volunteer to read out, then explain.

Activity 1:

Group work

Break participants into groups of 5s. Ask them to read and reflect on the following:

If there is a sudden fire outbreak in your house where your baby sister is sleeping, your school bag, with all your books inside, your box of clothes and the only money (#500) you have, that your uncle gave you, what will you immediately take out from the house?

Facilitator to use participants' responses to talk on interest and build information on what is considered as values.

Activity 2:

Individual writing exercise

- Ask participants to list 5 things that they are good at and 5 things they are not good at.
- The facilitator should expect a list of differences in their values. She/he should inform participants that their values differ from one person to another because of their orientation, skills and aptitude.

Activity 3:

Case study - Mfon's Story

Mfon always assumed she would become a nurse because her mother was a nurse. She grew up with great admiration of the nursing profession. She was good in mathematics and sciences and had no trouble getting into nursing school. Working in a hospital made her unhappy because she enjoyed working alone, and the hospital was always crowded and noisy, with so many activities going on everywhere.

Mfon loved being outdoors and hated the way her job kept her indoors all day. At the end of her shift, she would be too tired to do anything else. Mfon decided to make a change. The fact that she was good at her job did not mean that she was happy and satisfied with it. She had to consider her values as well as her skills. What could she do that would make use of her mathematics and science skills, while allowing her to be on her own and be outdoors much of the time? After a careful consideration, she had an answer. She decided to combine her mathematics and science skills with her love for outdoor activities by becoming a surveyor for the country. She has been happier ever since.

Discussion questions

1. Had Mfon taken time to consider her values before she made her initial career choice?
2. Why did she not consider her values before she made the first career choice?
3. Was Mfon happy with the nursing profession?
4. What makes you think she was not happy with the nursing profession?
5. What did she do to live a happy life?

Process participants' output and add value. Had Mfon taken time to consider her values before she made her initial career choice, she might easily have seen that nursing was not the best career for her. It's important for one to examine one's values before making a career choice.

Activity 4:

Brainstorming exercise

- Ask participants to think if they have ever heard of the word, value (list responses on flipchart)
- Facilitator to use the girls' responses to explain the meaning

of values relating it to goal-setting.

Remember, before you can achieve any goal, you have to set them, and before you can set them, you need to decide what is important to you. Some of your possessions are more important than others. Some of your activities are more enjoyable or more meaningful than others. If you were to state your goals for the future, some things would be at the top of the list and others far below. The term, value is used to refer to the arrangement in the order of importance. Your personal values may place extra importance on possessions, education, religion, friendship and so on. Until you have a clear sense of what is important to you (your values) it will be difficult to make informed decisions.

Self-Reflection/Evaluation:

Ranking exercise

List 10 activities on the flipchart for girls to choose five and rank them in order of importance to them.

The activities could be:

1) Chairing of meetings
2) Cooking
3) Reading
4) Writing of stories
5) Rapporteuring at meetings
6) Attending church
7) Selling
8) Taking care of siblings
9) Rearing children
10) Love for parents

The facilitator will use participants' output to talk on interest and build more information on values. Then ask participants the following questions:

- What did you learn from the lesson?
- What did you like most about the session?
- What did you not like about the session?

Closing

This allows time for a recap or announcements, give participants action assignment, a song, a poem reading or do a group cheer.

TECHNICAL INFORMATION

Values are beliefs, principles and standards that we assign importance to. They are things we prize and give a degree of importance to. Attitudes are mental views, opinions, dispositions or behaviours or postures. When are attitudes and

values formed? In childhood - the formative years and they can change throughout the lifetime.

From where do we get our values and attitudes?

From parents, society/culture, tradition, religion, peer groups, media, school, cinema, climate, environment, technology, politics, friends, family, experiences, etc.

Some of these models give you good examples of values but note that some can give you examples which are not appreciated in your family or society, etc.

It is good to question your own values, but never judge other people's values. Values differ from place to place. Factors that affect values are language, religion, lifestyle, moral or belief system, race, country, education, gender, family role models, ethnicity, family, heritage, socio-economic status, etc.

Values clarification means sorting out your own values from the values of the outside world. Separating one's personal beliefs from the beliefs of others. It means saying what we really mean. Too often we say things we don't really mean.

Values clarification is an educational approach to help individuals recognize and to manifest their true values and attitudes.

People need a good value system to enable them to make good and informed decisions. If young people do not understand their values very well, they could get confused when it is time to make a choice.

Steps:

The process of valuing consists of sub-processes which include:

- prizing one's beliefs and behaviours
- Acting on one's beliefs

Everything we do involves a skill i.e. our ability to do very well at the end. For most people, what we do by ourselves depends on what we are experts in doing and also what we like to do. Before we really know what we can do, we have to be honest to ourselves that we can really do it. No one person is good at everything, nor is there any person who cannot do something. Everybody has her/his own weak points. Some jobs are right for us some are not.

If we do not do something very well, e.g. solving mathemati-

cal problems, it is our place to find out why we have difficulty with that task, is it lack of experience or ignorance or is it simply not one of our strengths i.e. what we can do very well? If we are not good at something, we must not feel that we should give up entirely. It is good to avoid trying to manage or taking on a job that requires skills we do not have. We have to ensure that we place a degree of importance on those things we can actually do very well.

REFERENCES

1. GPI Training Manual
2. The Youth Action Project (YAP): Peer Health Educators' Manual.
3 *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning;* Mindy Bingham, Judy Edmondson, and Sandy Stryker (1993).

CHAPTER EIGHT

FRIENDSHIP AND LOVE

GOAL:

To assist adolescent girls to make informed decisions that will enable them to develop healthy relationships.

Part 1 - FRIENDSHIP

OBJECTIVES:

At the end of the session participants will be able to:

- Explain in simple terms, the meaning of friend and friendship
- Identify some qualities of true friendship
- Explore some tips about friendship
- Learn how to develop and maintain a healthy relationship.

COMMON BELIEFS/CONCEPTS:

⇒ A boyfriend is considered a girl's sexual partner

⇒ It is often believed that friendships between adolescents of the opposite sex are sexual in character and such friendships should be discouraged.

MATERIALS: Flipchart, paper and markers, blackboard and chalk, facilitator's resource.

ACTIVITY/TIME:

1. Brainstorming (30 minutes)
2. Individual writing exercise (30 minutes)
3. Small group discussion (30 minutes)

PREPARATION:

It is believed that friendship between adolescents of the opposite sex means the same thing as love.

LESSON SEQUENCE

Opening

The chairperson of the day will ask for the opening songs and the report of the last lesson; corrections and comments on the report by participants are noted and checking-in, done along with goal-setting.

Energizers/Ice-Breakers

Energizers are used to introduce the topic and manage the energy and attention of the group. Select an energizer from the appendix or use your own.

Lesson topic

Activity 1:

- Introduce the topic
- Ask the group to read out the title of the lesson on the flipchart or blackboard
- Ask for participants' expectations
- Present the lesson objectives and ask a volunteer to read, then explain.

Opening exercise: Ask participants to write a composition on "my best friend."

Activity 2:

Ask participants the following question: "What comes into your mind when you see a group of children playing together, going to school, going to fetch water and also reading and studying together? (List participants' responses on a flipchart).

Activity 3:

Brainstorming exercise

Participants to brainstorm on the following questions:

1. Do you have a friend?
2. What happens when you do not see your friend for sometime?

Use participants' responses to introduce the lesson on friendship.

Activity 4:

Individual writing exercise-using stem sentences:

Participants to complete the following stem sentences

- A friend is? .....
- Friendship is? .....

Ask volunteers to read out what they have written. Process output and add value using technical information.

Activity 5:

Brainstorming exercise

- Ask participants to mention some of the qualities that make a relationship work.
- List all responses on flipchart and process, then add value by providing technical information on qualities of a good friend.

Activity 6:

Large group work/discussion

Divide participants into groups A and B

Group A: To find out those things that can help one to know that something is going wrong with a relationship.

Group B: To find out why some people find it difficult to make and keep friends.

- Each group should have a rapporteur to record and report back for the group. Commend participants' efforts, process output and reinforce information.
- Facilitator to inform participants that:
- It is hard to have a relationship with someone without having disagreements
- It is healthy to express anger without destroying relationships
- That this teaches one that not everyone can be trustworthy and that people are not always what they appear to be
- *Some people can be quite* deceitful when it suits their purposes
- From such experiences one learns to be more selective of friends and should realize that it is just not wise to disclose secrets or important information to people who have not proved their loyalty
- For a healthy relationship, learn to communicate clearly and politely to your partner on how you expect to be treated. Let your partner know you will not tolerate any kind of abuse
- You should be selective, think twice about going out with someone who:
  - (a) uses alcohol or other drugs
  - (b) enjoys pornography
  - (c) wants to be in control of where you go and what you do

(d) drives recklessly, especially with you in the car.

TECHNICAL INFORMATION

Who is a friend?

A friend is someone you know and like. Someone you play with and study together and someone you can share your feelings with .

What is friendship?

Friendship is the feeling or relationship that exists between two or more persons who know and like one another.

Note the following that:

- People can have many friends
- There are different types of friends
- Friends spend time together and get to know each other better
- Friendship depends on honesty
- Friends can feel angry with one another
- Friends sometimes hurt each other's feelings
- Friends forgive one another
- Friends share feelings with each other
- Friends can be either male or female
- Friends are necessary for many people to feel good about themselves
- Many skills are needed to begin, continue or end friendship
- Young people benefit from interacting with many friends of both sexes
- Group activities allow teenagers to learn about others without the awkwardness or embarrassment of dating
- Friendship can sometimes evolve into romantic relationship.

Qualities of a friend

Some qualities that make a relationship work are:

- Understanding, respect, good communication between partners, honesty trust, faithfulness, kindness, etc.

Tips about friendship

- A relationship can be between people of same or different sexes and is different from sexual relationship
- To have a successful friendship you should be clear about what you want in a friend
- Establish and maintain

friendship with people who respect you and your feelings

- Learn how to resolve disagreement without destroying friendships
- Know what you like, want and need and be willing to ask for it
- Learn to establish boundaries and set limits
- Be able and willing to recognize your shortcomings, accept and take criticism without it impacting on your self-worth
- Friendship should be based on honesty, tolerance, mutual respect and confidence.

Part 2 - Love

OBJECTIVES: At the end of the session, participants will be able to:

- Explain in simple terms the meaning of love
- Identify the different types of love
- Learn whether love is same as friendship
- List ways of showing love to one's parents and friends.

COMMON BELIEFS/ CONCEPTS:

It is often believed that friendship between adolescents of the opposite sex means the same thing as love.

Activity 1:

Individual writing exercise, using stem sentences

Ask participants to complete the following incomplete sentences:

- Love is.....
- Friendship is.....

Ask volunteers to read out what they have written. Commend their effort and add value to their output.

What is love?

Love means having affection for someone. Love is a bond that holds two or more people together. Friendship is only the relationship that exists between two or more people.

Activity 2:

Write, read and stick exercise

Distribute pieces of paper to participants and ask them to list the

different types of love, which they know. Let participants read out what they have written down, before sticking it on the flipchart. Process information from the output and add value on types of love.

Activity 3:

Agree/disagree exercise

- Ask participants whether love is same as friendship. Let them agree or disagree with reasons for their answers.
- List all responses on flipchart and process the information.

Activity 4:

Brainstorming exercise

Question: In what ways can we show love to our parents and friends?

List all responses on flipchart and process, then add value.

TECHNICAL INFORMATION

Love can be expressed in different ways and forms:

(a) Love for parents - fathers and mothers

(b) Love for brothers and sisters

(c) Love among siblings

(d) Love for friends

(e) Love for pets

(f) Love between partners (husband/wife).

We can express love to many people in different ways. Love is one quality of friendship.

- love is sharing
- love is action
- love is caring
- love is commitment

The various ways we can show love to our parents and friends are;

1. Communicating our feelings to them
2. Giving them respect
3. Doing things that make them proud of us
4. Studying hard and passing our exams.

REFERENCES

1. GPI Training Manual
2. *The ABC of Relationships* - Grace Osakue, Benin (1999).
3. Peer Health Educator's Manual: The Youth Action Project (YAP)
4. *Fighting Invisible Tigers - A Stress Management Guide for Teens,* by Earl Hipp.

CHAPTER NINE

KNOWING ME-KNOWING - YOU

GOAL:

To assist the girls to develop confidence in giving and receiving constructive criticisms to make for healthy relationships.

OBJECTIVES:

By the end of the session, participants should be able to:

- Give and take criticism without feelings of guilt and humiliation
- Differentiate between constructive and non-constructive criticisms
- Develop self-confidence in giving and taking criticism.

COMMON BELIEFS/CONCEPTS:

⇒ Individuals usually feel humiliated and take exceptions to criticism.
⇒ Girls take criticism personal and see critics as enemies
⇒ People who do not like us would criticise us.

MATERIALS: Flipcharts, paper, markers, situational cards, copies of songs.

ACTIVITY/TIME:

- Opening exercises (60 minutes)
- Situational cards/discussions (60 minutes)
- Group work/discussions (90 minutes)
- Evaluation (10 minutes)
- Closing exercise/songs (10 minutes)

PREPARATION:

Welcome members to group and introduce the topic.

LESSON SEQUENCE

Opening

Opening songs; a report of the last lesson presented by the previous rapporteur; corrections and comments on the report by participants are made ; checking-in: which involves girls recounting their experiences, debates, discussions and lesson clues; announcements and goal-setting, are all overseen by the day's chairperson, earlier elected by participants.

Energizers/Ice-Breakers

Energizers are used to introduce the topic, and to have fun. Example - How I see my partner

- Get participants to stand in a circle, each person takes turn to say something pleasant to the person on her left and something unpleasant to the person on her right.
- Watch out for participants' reactions to the different comments. Add value to link this exercise with the topic.

My strengths, my weaknesses

* Ask participants to get in pairs
* Ask pairs of participants to exchange information on things that they don't enjoy doing and discuss why this is so.
* Ask pairs to talk about things they can do very well
* Instruct them to record (briefly) these areas of weaknesses identified, on sheets of paper.

In the large group, discuss:

- Whether it is desirable to improve on the areas of weaknesses noted and how this might be done.
- How such weaknesses can be handled in order to transform them into strengths.

Lesson topic

- Ask the group to read out the lesson title for the session on the flipchart or blackboard.
- Introduce the topic by telling the participants that:

Self-assurance has to do with learning to take and give criticism. The focus of the discussion is not aimed at the criticism itself but on how well it is delivered and how well it is received. Emphasize that everyone has shortcomings, everyone gets criticized, but it is important to be able to handle the criticism well and feel good about one-

self, in spite of the feelings. Self-assurance is about trust in one's abilities.

It has to be noted that there is a great deal of truth in the cliché that men want to be respected and women want to be liked. During adolescence, girls especially want to be liked. The problem is no one is ever liked by everyone. Achieving women, particularly, are for example often targets of abuse.

The more successful an adolescent girl becomes, the more she opens herself up to criticism and dislike from less successful people. If she needs to have everyone like her, she is likely to sabotage her own career. Further more, she is unlikely to have others respect her, no matter how much they may "like" her. It is important therefore, for her to come to terms with the fact that there will always be those who don't like her as well as those who do.

More importantly, she needs to seek out and find friends who support her and value her ideas, strengths, goals and ambitions. This takes efforts. You can help a group of girls to practise "self assurance" by going through the following activities:

- Present your objectives for the topic at this point and explain the concepts.
- Tell the participants that they are going to practise giving and receiving criticisms. Tell them that the focus is not the criticism itself but on how well they deliver it.

Activity 1:

Group exercise - "Tell me what you see."

- Break participants into groups of three, for each round, the girls will take turns to ac as the critic, the recipient and the observer (the observer will pay attention to the way the criticisms are delivered and received. She will attend especially to the language of the participants).
- The critic says "I find it annoying (making a statement about her feelings first) when you ———." Ask her to fill in the blank space with a specific behaviour of the other girl such as "when you say you will be at home and then you are absent."
- The recipient takes 30 seconds (timed by the observer)

and then says: "I will like to change and I will do ——— — next time." Ask her to fill the blank space with a specific behaviour, or if she prefers to say "I would like to make you more comfortable but this is something I don't want to change."

- The observer follows up by commenting on how well each player followed the guidelines in giving and receiving criticisms.

Reflection questions:

Ask:

- How did it feel to have someone make critical statements about them? Did they feel angry or hurt or were they able to stay calm, consider the information and respond to it honestly?
- Was it difficult for them to criticize others?
- Did the language rules make it easier to say what they wanted?
- Did the other person fall apart or lash out in return?
- Does the group feel this exercise has strengthened, weakened or maintained the relationships among its members?

- Point out that everyone has shortcomings, everyone gets criticized, but it is important to be able to handle the criticism well and feel good about oneself, in spite of these feelings. A disagreement does not necessarily mean the end of a relationship. Two people can have different opinions and still respect and care for each other.

Activity 2:

Situational card game

- Explain that the next exercise is to enable participants to recognize the difference between friendly/constructive criticism and abuse.
- Distribute the cards to girls and ask them what the situation on the cards constitutes? And why?

Example:

- A person says the soup the other person has just prepared could use more salt.
- A person throws the bowl of soup the other person has just prepared across the room.
- A person thinks the other person looks better with less make up.
- A person cleans the other's make up with a dirty piece of

cloth and calls her wayward or harlot.

- A person tells the other person that if she ever keeps him waiting again he will punch her, and he is not joking.
- A person says he wishes the other would try harder to be ready on time.
- A person says he does not like the other's best friend.
- A person says if the other does not give up all her other friends, he would not visit her again.

Ask participants to give other examples.

Note that:
Any action that frightens the other person, coerces her against her will, degrades her or makes her feel less equal to the other, constitutes abuse. Emphasize again that constructive/friendly criticism is aimed at something a person does, not at who she/he is, nor is it delivered in an angry, threatening or condescending manner.

Activity 3:
Group work
Divide participants into 3 groups and assign the following tasks:

Group 1: Why do we give and take criticisms?

Group 2: What are the things we need to consider when giving criticism?

Group 3: What are the things we need to consider when receiving criticisms?

Report back session

- Welcome participants back and call for group presentations.
- Process output and add value, using technical information on why we criticize.

Self-Reflection/Evaluation

- Ask the girls what they have learnt from the lesson.
- What aspect of the session was most interesting?
- What aspect of the lesson was least interesting?
- What new lessons have you learnt?

Closing exercise

Walk around the other participants and give parting compliments e.g.:

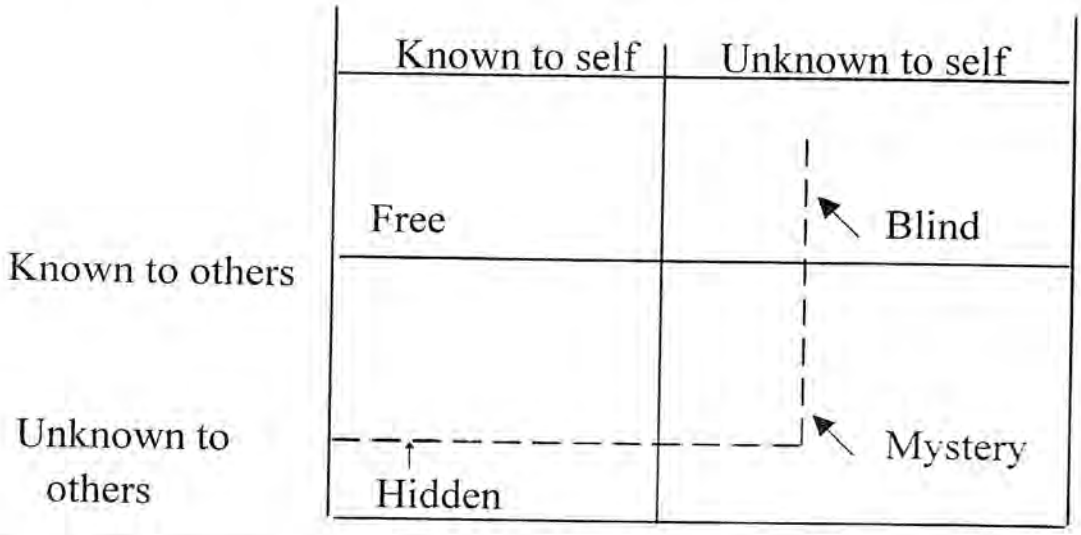
- "I enjoyed your company, have a nice week."

Closing song: Let there be love shared amongst us/Let there be love in our minds

TECHNICAL INFORMATION

Why do we criticize?

We criticize because each person is a mystery, partly known and partly unknown. The diagram shown below helps to understand how we can grow in self-assurance and how we can build deeper trust between friends, within families and organisations by interacting and criticizing. The window represents a person. The four parts of the window can be described as follows:



FREE: The part of yourself, which is known to you and to others. It is the area of sharing.

BLIND: This part is known to others but unknown to you and also unknown to some others. They could be talents and abilities, which you do not yet know and others have never seen.

HIDDEN: This part of yourself is known to you but not shared with others. What is hidden may best remain hidden.

Criticizing is one way by which others open up the blind area(s) to you by letting you know what they see in you which you do not see yourself.

Self-assurance (or self and mutual criticism)

There is need to develop the spirit of criticism between leaders and the

led, parents and children and among friends. Give everyone at every level the opportunity to criticize, to give their opinion about the work and the behaviour, and the action of others, accept criticism wherever it comes from, as a way of improving your work or your life.

Always remember that criticism is not to speak ill or to engage in intrigues. Criticism is and should be the act of expressing an open and candid opinion in front of those concerned, on the basis of facts and in a spirit of fairness to assess the thought and action of others, with the aim of improving that thought and action. Criticism is to be constructive, to show proof of sincere interest in the work of others and for the improvement of that work. Combat severely the veiled tongue, the obsession with intrigues, "the so-and-so-say", unfair and unfounded criticism. To assess the thought and action of a person is not necessarily to speak ill of it.

To speak highly, to praise, to encourage, to stimulate is also criticism. While we must always be watchful against conceit and personal pride, we must not hold back praise to someone who deserves it. Derive a lesson from every mistake we or others make in order to avoid making similar ones. Criticizing a person does not mean putting oneself against the person. It is to show the person that we are all interested in what he does and more so, that we are all one and the same. We must be capable of criticizing and accepting criticisms.

But criticism must be complemented by self-criticism and proof of our own willingness to help ourselves to improve on our thoughts and our actions.

Points to remember when giving feedback or criticism

1. We can only give criticism helpfully to people if they know that we accept and appreciate them as persons.
2. It is important that an atmosphere of trust and mutual appreciation be established when criticism is given. This can only exist if we give genuine and positive as well as negative feedback.
3. Criticism should only be given if the person wants to know how others see him/her and has asked

for it. It should be offered not forced upon a person.

4. Criticism should deal with what a person did, the behaviour, not the motive.
5. It is often best if we can present negative criticism as our own problem. A sharing of our personal feelings when something happens; e.g. "I felt squashed and humiliated when you interrupted and brushed aside my suggestions just now" not "You always try to make people feel they have nothing to contribute." (Only the persons concerned really know why they acted as they did).
6. Each person should express only personal feeling and not to assume that the whole group felt that way. Others can say so for themselves if they want to.
7. Criticism should deal with things that can be changed, "I would find it easier to listen if you made fewer points at one time". Not "Your accent drives me mad," or "I do not like the shape of your ears."

Points to remember in receiving criticisms

We learn most from criticism, if we listen carefully to the feelings expressed and

(a) Do not try to defend our behaviour or give reasons about why we acted in a particular way. One cannot argue with feelings. If people felt bored or irritated or humiliated, it is not good telling them that "they ought not to have felt that way." Each person is the expert on his or her own feelings. Only by listening carefully to their analysis of what caused such feelings of boredom, irritation or humiliation can an animator learn how to avoid boring, irritating or humiliating other people in the future.

(b) A person receiving feedback always has the right to decide when he/she has had enough for the time being. Just say, "Ok, thanks very much I will think about all that, but I think it would be good to move on to someone or something else now."

(c) A person who receives negative criticism should remember that different people react differently to different behaviours. If only one person reacted negatively, she/he might decide to do nothing about it, but if the entire group felt the same way, she/he might realize that it is important to try and change such behaviour.

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CHAPTER TEN

FEELINGS

GOAL:

Assist the girls to explore their feelings and understand themselves better.

OBJECTIVES:

By the end of the session participants should be able to:

- Identify different feelings they experience in their daily lives
- State what constitutes positive and negative feelings
- Explain why people experience positive and negative feelings at different times.

COMMON BELIEFS/CONCEPTS:

⇒ Young people, especially girls are expected to exhibit positive feelings at all times.

⇒ Girls who express concern about their feelings are considered too forward.

MATERIALS: Flipchart, paper and markers, blackboard and chalk, facilitator's resource on feelings.

ACTIVITY/TIME:

- Identification exercise (30 minutes)
- Questions/discussion points (40 minutes)
- Brainstorming exercise (20 minutes)

PREPARATION:

Feelings are part of our everyday life. "Changing your feelings is a process of exploration, dialogue and self-discovery."

LESSON SEQUENCE

Opening

The chairperson of the day calls for opening songs; a report of the last lesson, corrections and comments are made on the report by participants, checking-in, debates, discussions and lesson clues; announcements and goal-setting follow thereafter.

Energisers/Ice-Breakers

- Ask each participant to read out and complete the following stem sentences:
  - When I got out of bed this morning, I felt .....
  - But right now I feel .....

Lesson topic

Activity 1:

Writing exercise

- Write out the following words on a flipchart and paste:

  Happy, Sad, Angry, Envious, Jealous, Embarrassed, Shy, Timid, Empowered, Bold, Powerful, Okay, Joyful, Powerless, Sorrowful, Frightened, Anxious, Sick, Ill, Upset, Hate, Forgetful, Loved, etc.
- Ask volunteers to read out the words on flipchart
- Tell participants to choose from the words listed and say how they are feeling right now.
- Ask participants to identify the positive and negative feelings from the list of words on the flipchart.
- List down responses on a tabulated flipchart, labelled:

Positive Feelings	Negative Feelings

- Why are these words positive or negative?
- What are the things that happen to you to influence your choice
- List down responses.

Activity 2:

Brainstorming exercise:

- Ask participants to say why people's feelings change?
- List participants' responses on flipchart, process and add value.

Self-Reflection/Evaluation

1. Three negative feelings I felt during the week.....
2. Three ways I felt positive during the week was when.....
3. Negative feelings lead to ..... behaviours
4. Positive feelings lead to.....behaviours
5. I was sad when.....
6. I was happy when .....
7. I felt empowered when.....

Closing

Song: I feel just right in the skin I wear/There is no one like me anywhere.

Action assignment

Watch out for any striking events in your life and report back to the group on how you felt at each instance.

TECHNICAL INFORMATION

Changing your feelings is a process of exploration, dialogue and self-discovery. The way we feel affects our behaviour. When we experience any of the positive feelings, we act in a positive (good) way, and when we experience any negative feelings our reaction will be negative.

You may not be able to change your deepest emotional reactions. Your past experiences may have made such a strong impression on you that no matter how well you understand yourself/problems, you will not be able to overcome feelings of anger, distrust or anxiety. For the sake of your health and future, it is important that you continue to modify your behaviour. It will be a struggle for you, but keep on trying. Learn to share your feelings with others. This will enhance better communication and bring about positive feelings. Hormonal changes lead to changes in feelings (mood swings).

Situational - It is not possible for a person to feel happy all the time.

REFERENCES

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CHAPTER ELEVEN

GENDER AND LEADERSHIP ROLES

GOAL:

To assist participants to develop leadership skills and overcome gender stereotypes that will enable them to take charge of their lives and make useful contributions in the society.

OBJECTIVES:

- Identify their early memories of when and how they learnt about being female
- Identify gender role-expectations and gender stereotypes
- Examine the concept of leadership from a gender perspective
- Identify the characteristics and qualities of a good leader
- Recognize that females can also aspire for any type of leadership position
- Practise the rudiments of planning successful activities.

CONCEPTS/COMMON BELIEFS:

It is generally believed that:

⇒ Females are the weaker sex

⇒ Female education ends in the home/kitchen

⇒ A woman's major role in life is child-bearing and rearing

⇒ Males are better leaders than females

⇒ A woman cannot become the president of a country, organisation or club.

MATERIALS: Flipcharts or blackboard, markers/chalk, facilitator's resource.

ACTIVITY/TIME:

- Discussion - large and small groups (40 minutes)
- Stem sentences/brainstorming (20 minutes)
- Visualization exercise/discussion (30 minutes)

LESSON SEQUENCE

SESSION 1:

Opening

This is led by the chairperson of the day and the activitiesinclude opening songs; a report of the last lesson by the previous rapporteur; corrections and comments on the report, checking-in; debates, discussions and lesson clues; announcements and goal-setting.

Energizers/Ice-Breakers

Energizers are introduced to help manage the energy and attention of the group and to have fun.

Lesson topic

Activity 1:

Group work/discussion

- Ask participants to read out the title of the lesson and the list of common beliefs on the flipchart.

Reflection questions

(a)Have you ever heard people make such statements about females?

(b) Mention other similar statements made about females.

- Add them to the list of concepts above.
- Explain that females are socialized differently in most societies. At home, girls are trained to acquire only those skills that would enable them to play supportive roles to male leadership. Although girls are expected to do domestic chores and care for their siblings, when the father is absent, a son (sometimes younger than his sisters) may be asked to take care of the family (mother and sisters) even when he might be unable to do so, thus, moulding him to become the family head and decision-maker some day. Also, the regular school curriculum does not address the issues of imparting leadership skills to girls and also, school instructional materials do not often use female role models.

Activity 2:

Visualization exercise

- Ask participants to sit comfortably, breathe in deeply and exhale.
- Recall your earliest and most significant memory of an experience relating to when you discovered that you were female and therefore, different from a male.
- After 2 minutes of individual reflection, ask for volunteers to discuss their experience with other members of the group.

Reflection questions

(a) How did you feel during the reflection?

(b) What lessons did you draw from the experience?

Activity 3:

Small group work/discussion

- Divide participants into small groups.
- Give each group sheets of flipchart paper with a stem sentence as follows: "As female in my culture I must....."

- Assign the following tasks:

- Brainstorm for responses to the statement
- Write them on the flipchart
- Prepare to report to the larger group

- Ask each group to present its list, lead a discussion about the implications of the culturally assigned roles and responsibilities for females.

Reflection questions

- Do females have to be or do the things you wrote down?
- Can males also do things expected of females. Mention those they can and cannot do
- What are some of the consequences of the culturally assigned roles and responsibilities for females and males?

Activity 4:

- Display a flipchart with the following stem sentence:

  "As a healthy human being I can ....."
- Ask participants to brainstorm for responses to complete the phrase.
- Note that both males and females are limited in their behaviours, responsibilities and life choices because of culturally assigned roles and respon-

sibilities as they create unrealistic and artificial expectations for both sexes.

Reflection questions

- Ask participants to summarize what lessons they have learned during the session.

Closing

Song - "We have the whole world in our hands."

SESSION 2:

Opening

- Start the session with the song, "Women, time has come."

Activity 1:

Large group discussion

- Ask participants to list the names of ten Nigerian leaders that they admire.
- Lead a discussion around the role gender plays in restraining leadership options.

Reflection questions

(a) How many males and females are on the list?

(b) Is the ratio even? Why?

(c) Can women be leaders like men?

Activity 2:

- Ask participants to walk round the room and read the definitions of leadership pasted on the wall. Ask participants to identify the definitions they particularly like or do not like.
- Display a flipchart with the stem sentence: A leader is.....
- Ask participants to develop their definition of leadership by completing the phrase.
- Lead a discussion around the issues of roles, qualities and characteristics of leaders using the under listed questions:

Reflection questions

(a) Why do we have leaders?

(b) How can a person become a leader?

(c) What are some of the characteristics of a good leader?

(d) Are there leadership characteristics, which are seen, as positive in men but negative in women and vice versa? Why or why not?

- Point out that human beings are born with all the characteristics considered male and female. It is only through socialization that females drop those characteristics that are considered male. Both traits are positive and can be effectively used by both females and males. Femininity is simply the condition of conducting oneself in ways considered appropriate for females. Many successful people both male and female in the society project mainly those characteristics suited for leadership roles, careers, professions and jobs. For example, while female traits are suited in building and maintaining personal relationships, many males have problems with their private life because they exhibit mainly their masculine side at home and many women do not do so well in their careers because they project their feminine characteristics in their careers and jobs. It is therefore, important to vary one's behaviour to suite one's environment. In other words, switch gears when you are at school and work where you need mainly your assertive and competitive spirit, and in your private life, your feminine traits would come in very handy. People who project both traits are likely to be better adjusted and have high levels of self-esteem than those who are weighed in, one way.

Activity 3:

Divide participants into small groups and give them the following tasks on how to plan activities:

(a) Each group will have one chairperson and a rapporteur

(b) Identify the type of activity, its objectives, duration, assigned roles and budget.

(c) Leader to prepare to report to the general group

- Ask the group leaders to give their group report/output. Add value by giving tips on leadership skills necessary for effective leadership.

Closing

Song "Mother the great stone/Got to move (2times)/Mother the great stone/The Babylon/Mother the great stone/Got to move.

Action assignment

Discuss with your friend or siblings, someth0ing you have learnt today.

CHAPTER TWELVE

RIGHTS AND RESPONSIBILITIES

GOAL:

To assist the girls to learn about their rights and responsibilities and some of the legal provisions and instruments that protect such rights.

OBJECTIVES:

- Identify their rights and some of the legal provisions and instruments that protect the rights
- Understand the inter-relationship between rights and responsibilities
- Learn to recognise their rights
- Recognise when their rights are violated
- Suggest ways to reduce child abuse amongst Nigerian children, especially females.

COMMON BELIEFS/CONCEPTS:

⇒ Girls are socialised largely on what constitutes their responsibilities
⇒ The socialisation process de-emphasises the issue of rights of girls
⇒ "Bringing up a daughter is like watering another person's garden" - An Asian/African proverb
⇒ Society considers child abuse as a form of discipline to enable Nigerian children to grow into responsible adults.

MATERIALS: Flipcharts, markers, blackboard, chalk, copy of facilitator's resource, copy of song, plain card posters depicting scenarios on violation of child's rights.

ACTIVITY/TIME:

Part 1 - Background information and clarification of terms (3 hours)
Part 2 - Analyzing existing situations on the rights as enjoyed by children or violated (3 hours).

PREPARATION:

The United Nations Convention on the Rights of the Child was adopted by the General Assembly on the 20th of November, 1989. In order to improve the quality of life of children, world-wide, enhance their dignity, protect their inalienable rights and ultimately mobilise and focus global attention on their physical, mental, moral and spiritual development, UNICEF organised a world summit for children on 29th-30th September, 1990 at the United Nations headquarters in New York.

Seventy-one heads of state and government, including Nigeria attended and signed a declaration and a plan of action which identified specific programmes that would impact directly on children.

The world summit led to the development of the UN Convention on the Rights of the Child and currently over 198 countries, including Nigeria, have ratified the convention. It is on record as the most widely signed international treaty. As a follow up to the convention, the Organisation of African Unity (OAU) at its heads of state summit in Addis Ababa in 1990, adopted a charter on the rights and welfare of the African child.

This charter which is derived from the United Nations convention takes cognizance of the socio-cultural peculiarities of the African child. So while the UN convention looks at the rights from a global perspective, the OAU charter looks at the rights from the African perspective. In order to mobilize attention, the OAU subsequently proclaimed in Abuja 1991, the 1990's as the "Decade of the African Child" and set June 16 of every year as the "Day of the African Child."

LESSON SEQUENCE

Opening

- Start the session with self-introductions. Call for the reports of the previous session(s). Make announcements (if any). Get participants to set individual goals (expectations) for the session. Sing a relevant song or use the following:

Let the girls have their rights/ Let the girls have their rights/There is an organisation called GPI/GPI means Girls' Power/Girls' Power Initiative/ Let the girls/Oh let the girls/ Have their rights.

Lesson topic

PART 1

Activity 1:

- Introduce the topic with background information on the rights of the child (see facilitator's resource).
- Inform the participants that the activity they are going to carry out will assist them to identify their rights, find out if they enjoy such rights and identify which ones are often violated (denied).

Distribute plain sheets of paper and ask participants to write down:

- What they think is basic in their lives
- All their wants as a female such that will enable them to live happily in the society.

Ask participants to choose from the list what they think they really need.

- From your long list, choose what is really important in your life
- What do you really need in order to function?

Ask participants why they have chosen the ones they did.

- This will generate discussions to illustrate what a 'right' is
- Add value to the meaning of a '**right**' using technical information

Ask: Having been able to come up with what you consider a right, what does the word, 'responsibility' mean to you?

- Record answers on flipchart.

Now, which right(s) do you enjoy?

- Record answers on flipchart labelled, "rights enjoyed."

Which of these rights are most violated (denied)?

- Record answers on flipchart labelled, "rights violated."

Give a card to each participant to tell the story of a typical day from when she wakes up till when she goes to bed.

- Put down the roles you are expected to play or act in your day.

Using one as an example, highlight rights enjoyed, rights violated and responsibilities executed.

Add value using information from the facilitator's resource.

PART 2

Activity 2:

Questions and answers session

Leave space for questions and clarification of doubts.

- Commend participants for their useful contributions.

Reflection questions

- How was the session?
- What made it easy for you to participate in the session?
- What made it difficult for you to participate?
- What new lesson did you learn?

Activity 2:

Facilitator to present the same posters, depicting various scenarios of violation of child's rights, one to each group.

1. Present a poster of a 10-year-old girl carrying a 20-litre jerrican of water on her head. She is returning from the stream and in tattered clothes.

2. A 9-year-old child knocked down by a vehicle in the process of hawking bread along a busy highway.

3. A poster of statutory/incestuous rape.

4. A parent or guardian throwing food bowl on an erring child.

Break participants into four groups and assign each poster to a group. Ask each group to:

I. Give a catchy caption to the poster

II. What feelings did each person get while watching the poster

III. What were the areas of child abuse, which they could identify from the poster?

IV. Does this kind of situation happen in their community?

V. In their opinion what do they think should be done to ensure that children do not suffer abuse in the society?

- Bring participants back into one group and commend their efforts. Call for report back from each group.
- After each of the group presentation, call for comments from other members of the group.

- Add value (see facilitator's resource).

Self-Reflection/Evaluation

Have the girls complete the following stem sentences on pieces of paper, which the facilitator collects at the end of the exercise:

- One thing I have learned about my rights as a child is .....
- One thing I have learned about my responsibilities as a child is .....
- One thing I did not like during the session was .....
- One thing I still want to know more about my rights and responsibilities is.....

Closing

- How do you feel right now? Participants to state in one word only.
- Say something special to the person next to you
- Take an exercise or song
- Assignments (if any)
- Announcements (if any).

TECHNICAL INFORMATION

What is a right?

A right as defined by UNICEF (1995) is "a natural due, a moral claim, a legal entitlement.

Who is a child?

A child is anyone below the age of 18 (UNICEF, 1995).

What are children's rights?

Children's rights as summarized by UNICEF (1995) include child survival, development and participation.

PART 3

After presentation by the groups: Inform participants that the rights of the child all over the world, are the same for both girls and boys. There is no discrimination between the sexes in the convention for countries who signed for it. The rights of all persons, irrespective of gender, sex, race or ethnicity or sexual orientation must be respected. Child abuse is very common in Nigeria because of the belief that children have no rights and that they need to be beaten and deprived for correction purposes, completely ignorant of the implications of child abuse. Although since the first turn of the century, the international community has turned its interest to protecting the rights of the child, yet every day and in a progressive manner, children are still being abused.

Children are being subjected to various forms of stress and strain in ways capable of endangering their lives. In some societies, they are exposed to hardship and health hazards, in traditional communities, violent thrashing of children is seen as part of their education and upbringing. Children are sometimes forced into the labour market and some sell along the streets while some are given out as (house helps) to rich people in return for education or paltry sums of money for parents and yet others become bus conductors, vulcanisers and mechanics. They are forced to work up to about 10 hours a day on starvation wages. Other children are forced into early marriages and thus, early sexual activity, while others face the risk of kidnapping. It is to be noted that child abuse is prevalent among developing countries, including Nigeria narrowed down to our immediate communities.

Note: The facilitator should emphasize the most vulnerable group often abused including females and should also be able to draw out the various forms of abuse on female children.

Basic principles of children's rights

1. Every child has the right to life and be allowed to survive and develop.
2. Every child is entitled to a name, family and nationality.
3. Every child is free to belong to any association or assembly.
4. Every child has the right to express opinions and freely communicate them on any issue, subject to restriction under the law.
5. Every child is entitled to protection from any act that interferes with her/his privacy, honour and reputation.
6. Every child is entitled to adequate rest, recreation (leisure and play) according to her/his age and culture.
7. Every child is entitled to receive compulsory basic education and equal opportunity for higher education, depending on individual ability.
8. Every child is entitled to good health, protection from illness and proper medical attention for survival, personal growth and development.
9. Every child must be protected from indecent and inhuman

treatment through sexual exploitation, drug abuse, child labour, torture, maltreatment and neglect.

10. No child should suffer any discrimination, irrespective of ethnic, origin, birth, colour, sex, language, religious, political and social beliefs, status or disability.

Responsibilities of a child

1. Every child has responsibilities towards his/her family and society, the Nigerian state and other legally recognised communities, nationally and internationally.
2. Subject to his/her age and ability, such other limitations as may be contained in this and any other law, the child shall have duty to:
   (a) Work for the cohesion of her/his family
   (b) Respect her/his parents, superiors and elders at all times and assist them in case of need.
   (c) To serve Nigeria placing her/his physical and intellectual abilities at its service.
   (d) To contribute to the moral well-being of the society;
   (e) To preserve and strengthen social and national solidarity;
   (f) To preserve and strengthen the independence and integrity of Nigeria;
   (g) To respect the ideals of freedom, equality, humanness and justice for all persons;
   (h) To preserve and strengthen the Nigerian, African and human cultural values in his relations with other members of the society, in the spirit of tolerance, dialogue and unity;
   (i) To contribute to the best of his abilities at all times and at all levels, to the solidarity of the African people and the human race.
3. Parents, guardians, institutions, persons and authorities having responsibilities for the care, maintenance, upbringing, education, training, socialisation, employment and rehabilitation of children in their care such as will equip the children to secure their

assimilation, appreciation and observance of the responsibilities set out in this section.

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2. Legal Research and Resource Development Centre (1996); *Rights of the Child.*

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4. Girls' Power Initiative (1999): Training Manual on Adolescent Sexuality; Sexual and Reproductive Rights; GPI's Experiences with Women's Empowerment Programme. Volume 1 - Calabar - Nigeria.