

FAMILY LIFE AND HIV EDUCATION

for **JUNIOR SECONDARY SCHOOLS**
2nd Edition



STUDENTS' HANDBOOK

**ACTION
HEALTH INCORPORATED**

Family Life and HIV Education for Junior Secondary Schools

STUDENTS' HANDBOOK 2nd Edition

**Action
Health Incorporated**

Lagos, Nigeria

www.actionhealthinc.org

Published by
Action Health Incorporated
17 Lawal Street
Jibowu-Yaba, Lagos
info@actionhealthinc.org
www.actionhealthinc.org

Copyright © Action Health Incorporated (AHI)
First Edition 2007
Second Edition 2014

Any part of this handbook may be photocopied without permission from the publisher, provided that publication credit is given and copies are distributed free of charge. Any sale or commercial reproduction requires prior written approval and permission from Action Health Incorporated.

ISBN: 978-978-937-633-9

Available for free download at: www.actionhealthinc.org

Printed in Nigeria by Fine Print Limited

Preface

This is the book I wish someone had given me when I was an adolescent and I am so glad that we decided to work on this project at Action Health Incorporated, to provide a book of this kind for young people in Nigeria.

The aim of this second edition of the Family Life and HIV Education (FLHE) Students' Handbook remains the same as the first edition: to empower young people with the knowledge and skills to live happy and healthy lives. In revising the Handbook, we listened to students and to social science researchers to discover which parts of the book they found most useful.

Compared to a typical textbook, you may find that the style is more personal, accessible, and interactive. There are questions for you to ponder, self-assessment quizzes to fill out, crossword puzzles, and other activities. Most importantly, the information is presented in a way that makes it relevant, not only to your lived experiences today, but for many years into the future.

The book is organised into twenty-seven chapters which cover the key concepts addressed in the approved National Family Life and HIV Education Curriculum. Chapter 1 provides an introduction to the subject matter of the handbook. Chapters 2-7 help you to learn about your body, about adolescence, and the importance of knowing yourself and feeling good about yourself. Chapter 8 focuses on gender issues, which are important to adolescent health and well-being. Chapters 9-15 teach you about the risks of sexual activity (including HIV) and provide skills to enable you refuse unwanted sexual advances.

Chapters 16-21 address positive and harmful relationships and human interactions. Chapters 22-26 explore social, cultural and artistic forms in society and the ways these influence human beings and their sexuality. Chapter 27 allows you to review and reflect on all you have read and learned and what is most important to you. The last section provides an index for easy reference and a glossary of words and terms used in the book

These materials have been produced by drawing on the contributions of AHI programme staff and consultants, education ministry officials, teachers and young people (a comprehensive list is on the next page). I would like to thank them all for their commitment throughout the revision and production process.

I am also very grateful to the Lagos State Ministry of Education for the support AHI has received since 1989 to reach students with life-saving information about their sexuality. The signing of our Memorandum of Understanding in 2003 and its recent renewal in 2014, is a partnership that enables AHI to provide the technical assistance required for the FLHE curriculum's implementation in the over 300 public junior secondary schools in Lagos State.

I acknowledge with deep gratitude, the International Women's Health Coalition's financial support for the revision and production of this second edition of the publication, as well as the John D. and Catherine T. MacArthur Foundation's support for the production of the first edition.

I recommend the Family Life and HIV Education (FLHE) Students' Handbook for use by all junior secondary school students and teachers across Nigeria.

Adenike O. Esiet
Executive Director, Action Health Incorporated.

Contributors to the Second Edition

Technical Review and Content Revision

Deborah Rogow
Adenike Esiet
Uwemedimo Esiet
Susan Wood

FLHE Teachers and Master Trainers Review

Ovinuyon Buhari
Hakeem Lamidi
Abosede Deji-Oderinde
David Abosede
Omolayo Akinlade
Faosat Olusoga
Adekunle Adegboye
Adesanmi Adedeji
Mojisola Onabajo
Banke Olayinka
Juliana Ojemuyiwa
Francis Akpa
Oluyemisi Ajayi

Copy-Edit, Illustrations and Production Team

Arit Oku
Omolaro Ogunjimi
Temitope Alfred
Adeola Abiola
Ogechukwu Emeji
Stella Nwogo
Meridith Murray
Oriade Coker
Didi Onu
Stephen Akiogbe

JSS Students Critique and Pilot- Testing

Emmanuel Ogunleye
Ayomide Okonta
Timileyin Bayewu
Mustapha Adesanya
Temitope Adeyeye
Joshua Hezekiah

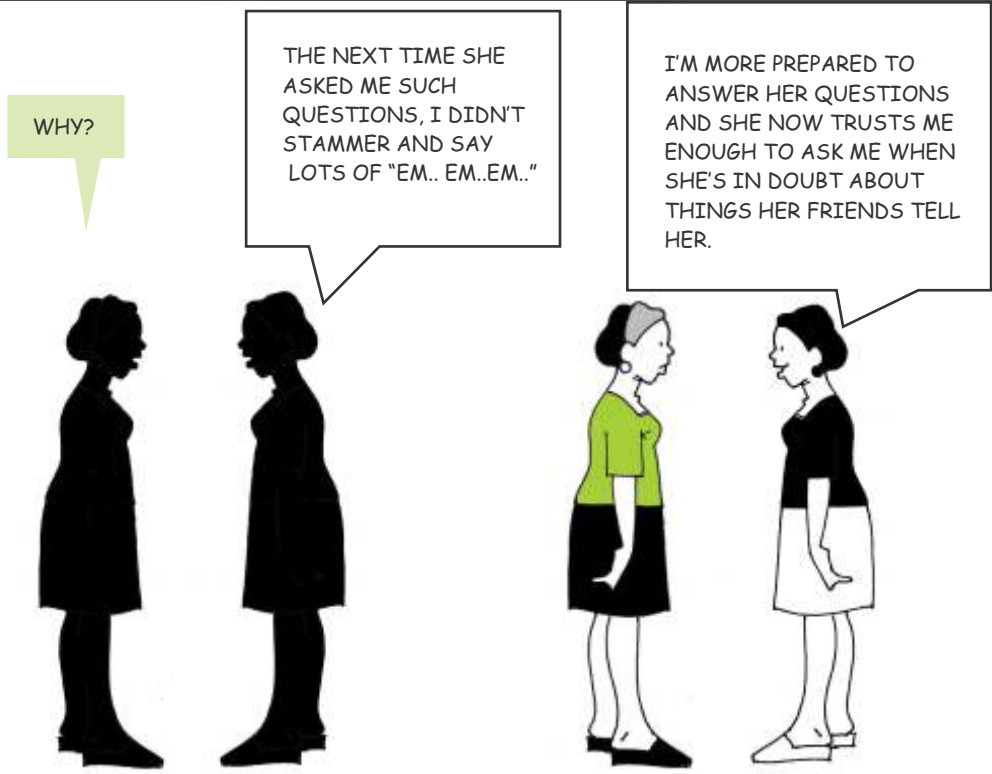
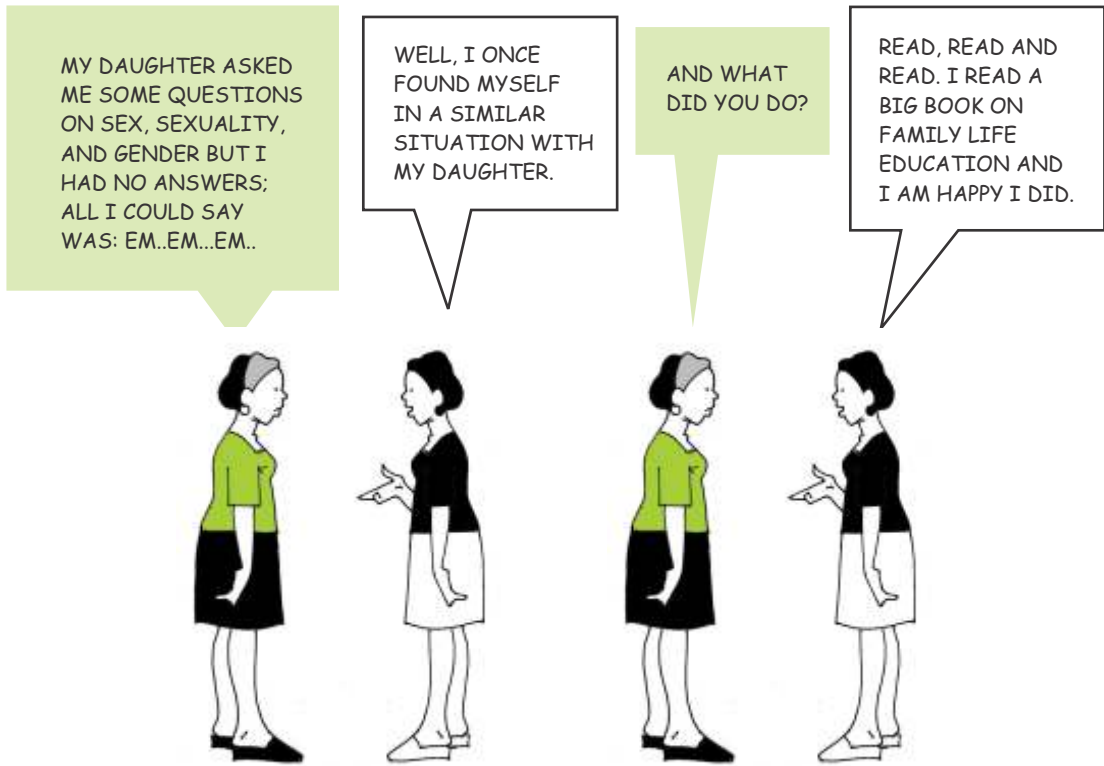
Chinedu Ogunobi
Ifeanyi Uchecukwu
Messiah Igbayisemilore
Reuben Abayomi
Monica Jissi
Comfort Jissi
Deborah Okuboyejo
Balikis Apena
Damilola Aribikole
Temitope Akinbiyi
Adetolu Adebowale
Muyiwa Fadipe
Tosin Adebajo
Daniel Adefala
Ayomide Akinwunmi
Temiloluwa Oduntan
Raimot Shotile
Olamide Olawepo
Joy Nwaokocha
Amarachi Ikwuazom
Omotolani Adelaja
Adedoyin Aderibigbe
Chinonso Ohaotu
Oluchi Maduagwu
Adetimilehin Adeniyi
Opeyemi Ashaolu
Shola Ogungbe
Bisayo Ogunbanwo
Emmanuel Usen
Tega Delekpe
Uche Alor
Nkechi Eze
Abigail Orok
Mabel Eke
Victory Ukazu
Kelvin Obi

Reference Materials Credits:

1. UNESCO. *International Technical Guidance on Sexuality Education: Volumes 1 and 2*. Paris: UNESCO, 2009
2. Population Council. *It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education*. New York: Population Council, 2011
3. Action Health Incorporated. *Comprehensive Sexuality Education Trainers' Resource Manual*. Lagos: AHI, 2002

Contents

Preface		iii
Contributors to the Second Edition		iv
Chapter One:	Family Life Education	1
Chapter Two:	Body Image	7
Chapter Three:	Self-Esteem	13
Chapter Four:	Values	19
Chapter Five:	Puberty and Adolescence	26
Chapter Six:	Reproductive System	33
Chapter Seven:	Reproduction	41
Chapter Eight:	Gender and Gender Roles	49
Chapter Nine:	Communication	59
Chapter Ten:	Making Decisions	68
Chapter Eleven:	Goal Setting	77
Chapter Twelve:	Sexually Transmitted Infections and HIV/AIDS	85
Chapter Thirteen:	Abstinence	95
Chapter Fourteen:	Assertiveness	103
Chapter Fifteen:	Negotiation	110
Chapter Sixteen:	Families	118
Chapter Seventeen:	Friendship	125
Chapter Eighteen:	Relationships Within the Larger Society	132
Chapter Nineteen:	Human Emotion (Love)	141
Chapter Twenty:	Sexual Violence: Keeping Your Body Safe	146
Chapter Twenty-One:	Finding Help	155
Chapter Twenty-Two:	Humanity and Religion	163
Chapter Twenty-Three:	Humanity and Diversity	168
Chapter Twenty-Four:	Humanity and Society	175
Chapter Twenty-Five:	Humanity and the Law	181
Chapter Twenty-Six:	Humanity, Arts, and the Media	188
Chapter Twenty-Seven:	Your Future Starts Today	193
Glossary		198
Index		205



1

FAMILY LIFE EDUCATION

If you think Family Life Education is dangerous
Try ignorance!



Introduction

This Handbook is for you. If you are like most adolescents, you probably want to know more about ... well, about many things. This book can help you learn about growing up, about your body, and about human relationships. It can help you learn how to express yourself and to stay healthy and safe. (Look at the Table of Contents. If you find a chapter that especially interests you, go ahead and have a quick look!)

Reading about these topics can help. But to get the most out of this book, think about how the information applies to your life. As you go along, ask yourself how what you are learning can help you grow into the person you want to become.

The Basics: You And Your Dreams

We all have hopes and dreams. We all want a good quality of life. This is sometimes called "well-being". "Well-being" means having the chance to be healthy and happy. In general, people want to be safe and respected. Young people like you want to have the opportunity to grow up and to learn. They want to matter in the world and to pursue their dreams. Most of us want to live together in peace. We want these things for ourselves, our families, and our communities.

An important part of overall well-being is sexual well-being. This chapter will help you understand some of the basics. What is sexuality and what is sex? What does 'gender' mean, and why does it matter so much? What makes us who we are? Why learn about Family Life or Sexuality at all? This chapter will introduce you

to some basic concepts that are related to your sexual health or well-being.

Think about it...

- *Does everyone have the right to pursue happiness and to pursue his or her dreams?*
- *What's your dream?*

Objectives

At the end of this chapter, you should be able to:

- 1. Understand what gender, sex, and sexuality are.**
- 2. Describe sexuality as a natural dimension of life from birth to death.**
- 3. Discuss the benefits of being able to talk about sexuality.**
- 4. Explain the importance of talking with parents and other adults about issues related to puberty/sexuality.**

Sexuality

If you don't have an easy definition for 'sexuality', you're not alone! Understanding what sexuality is can be complicated. Sexuality touches upon many aspects of our lives. It's much, much more than 'sex'. Sexuality is defined by the World Health Organisation (WHO) as a fundamental aspect of human life with physical, psychological, spiritual, social, economic, political, and cultural dimensions. It is a natural part of being human. People express and experience sexuality through their physical feelings, emotions, thoughts, identities, and relationships.

In very simple terms "sexuality" describes the totality of the ways a person expresses himself or herself as a

human being throughout life.

Different factors influence the way we understand and experience sexuality. For example, we are influenced by the culture that we have grown up in, by our individual experiences and personalities, and by our physiological states. Enjoying intimacy and companionship can be part of sexuality across the lifespan, starting at birth. Even babies want to touch and be touched, and a baby boy would sometimes get an erection.

Life is a continuum that starts at birth and progresses through childhood, adolescence, adulthood and through to old age and eventually death. Different stages of life throw up different challenges related to our sexuality.

It is important to be informed about each stage of life and to maintain a positive view of our sexuality at different stages so we know how to express our feelings and desires, and to derive pleasure from living; as individuals and in relationships with others. It is also our responsibility to always express our sexuality responsibly by ensuring our safety as well as the safety of others we are in relationship with.

Sex Versus Gender

Sex refers to the biological characteristics that define humans as female or male. For example, males have a penis/females have a vagina and clitoris. Males tend to develop more muscle than females; only females can give birth and breastfeed. At birth, newborns are identified as male or female based on their sex organs. We usually think that everyone has only male or only female biological characteristics, but some individuals have both.

Gender in contrast, refers to the different social roles that societies and families expect people to fulfil because they are male or female. For example, people may be expected to behave in a certain way or do a certain kind of job because they are male or female. In

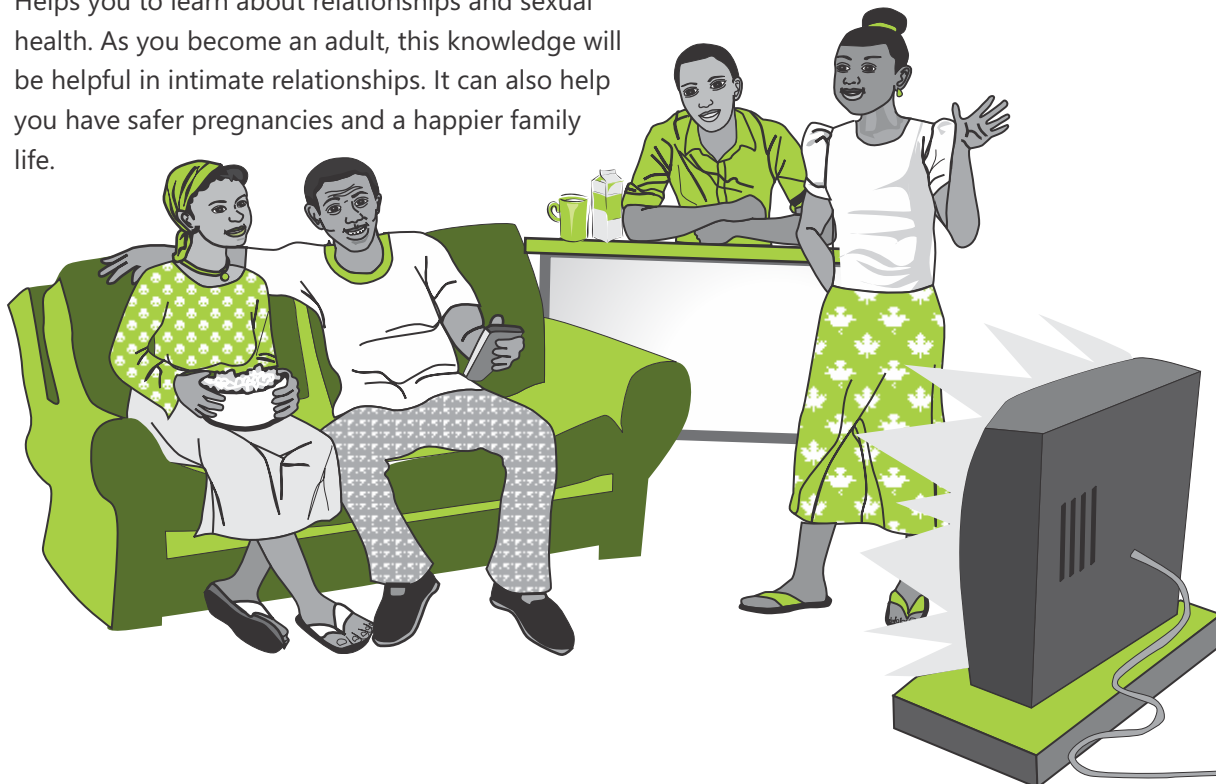
many places, males and females may not even be considered equal. People often think that these “assigned” social roles are natural, but they are not. In fact, they vary from place to place, and they change over time. Gender is not the same as biological differences by sex.

Benefits Of Talking About Sexuality Issues

Everyone benefits from learning about family life issues. This includes young people, parents, adults, educators and community members. Research shows that there are many benefits of talking about these issues.

For example, It:

- Allows you to turn to your parents and other family members when necessary. Your parents know you and have your interests at heart. They can provide support and information. Remember, they were once young too!
- Puts you in a better position to make healthy decisions.
- Can increase your self-esteem.
- Helps you to learn about relationships and sexual health. As you become an adult, this knowledge will be helpful in intimate relationships. It can also help you have safer pregnancies and a happier family life.



Summary

Sex: The set of biological characteristics that differentiate human beings as males or females.

Sexuality: A dimension of life – a natural part of being human, experienced throughout life.

Gender: Differences in the social roles expected from males or females.

Vocabulary Review

- Sex
- Sexuality
- Gender

Activity

Take a self-quiz. Don't worry – This is not a quiz to test your knowledge, and you can't get anything wrong. But it will help you to identify some areas that you might want to know more about!

1. I trust information about my body and sexual health from:

- a) Friends
- b) Magazines, television, advertisements
- c) Health provider or other trusted adult

2. How comfortable am I talking to a trusted adult about my body and sexual health?

- a) Not comfortable
- b) Partially comfortable
- c) Very comfortable

3. HIV, pregnancy, and sexually transmitted infections (STIs) are topics I understand:

- a) Poorly
- b) Moderately
- c) Completely

4. My self-esteem and my body image are:

- a) Not as positive as they could be
- b) Sometimes positive and sometimes negative
- c) Very positive
- d) Negative

5. Rape prevention is something I've had a chance to think and talk about:

- a) Occasionally
- b) Never
- c) Often

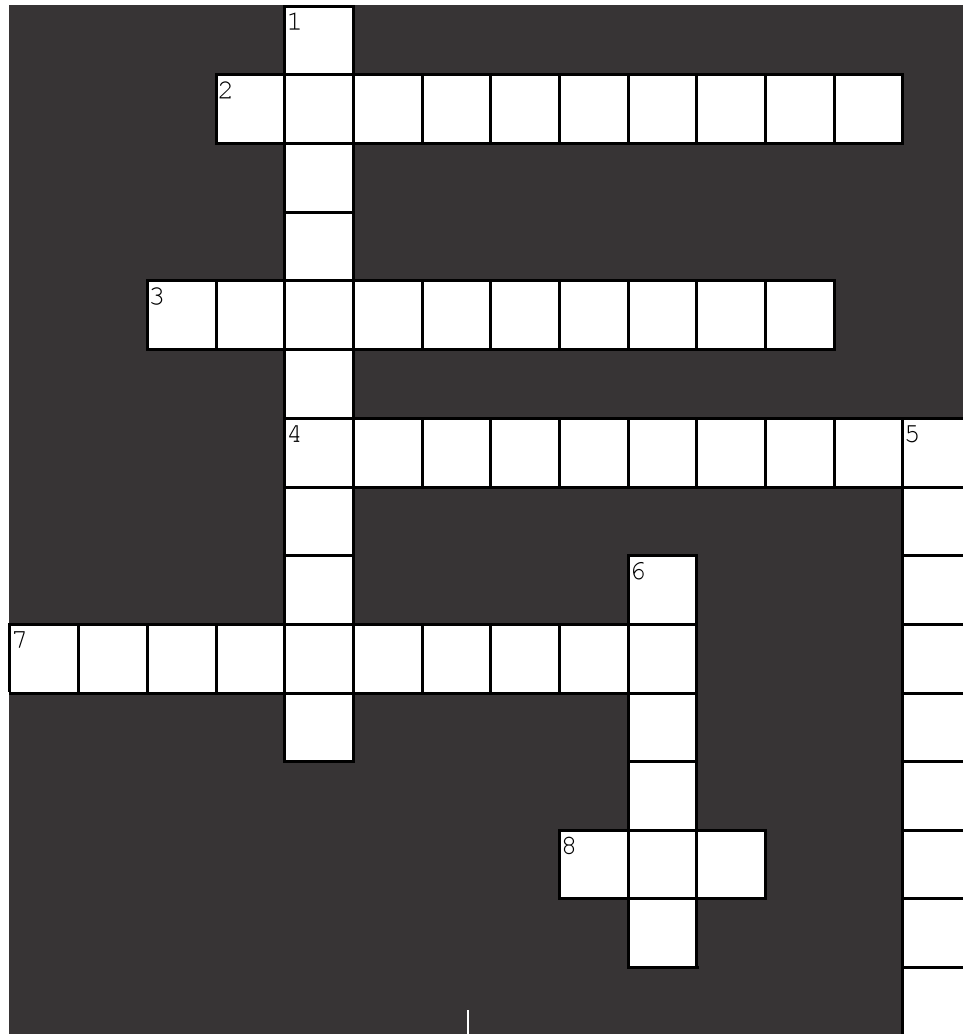
6. Learning how to express myself better is a skill that is:

- a) Not important
- b) Important
- c) Very important

*If you answered **(c)** to all six questions, you may already know a fair amount about some of the issues that will be covered in this Handbook. If you answered **(a)** or **(b)** to some or all of the questions, you are like most young people your age. These are some of the issues you will learn about in Family Life Education.*

FAMILY LIFE EDUCATION

Complete the crossword below



Across

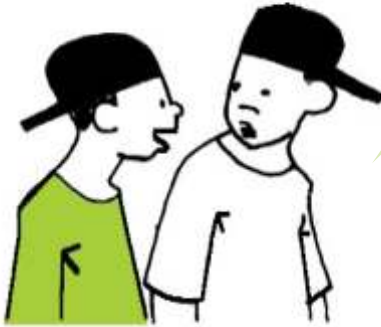
- 2.** A sense of being happy, healthy and content (could be hyphenated or 2 words).
- 3.** A young person between the ages of 10 and 19, sometimes used to refer to a teenager.
- 4.** Body part associated with reproduction that identifies newborns as male or female at birth (2 words).
- 7.** The subject of this handbook (2 words)
- 8.** The biological characteristics of being male or female.

Down

- 1.** Behaving in a manner that demonstrates accountability for one's actions and decisions - also the right way to express one's sexuality (ensures one's safety and the safety of others).
- 5.** A natural dimension of life, involving physical feelings, emotions, thoughts, identity and relationship.
- 6.** The different social roles that societies and families expect people to fulfill because they are male or female.

1. responsibility
 2. wellbeing
 3. adolescent
 4. sex organs
 5. sexuality
 6. gender
 7. family life
 8. sex

DID YOU KNOW THAT HAVING A GREAT BODY IS ONE OF THE THINGS THAT EVERYONE DREAMS OF.



BUT HOW REALISTIC IS THAT?

ALL BOYS WANT TO HAVE BIGGER AND MUSCULAR BODIES, AND GIRLS WANT TO BE SLIM AND TALL.



HOW MANY PEOPLE CAN BE LIKE THAT?

CAN'T YOU SEE HOW TV SHOWS ALWAYS PRESENT 'PERFECT-LOOKING' PEOPLE?



ANYWAY, I LOVE MYSELF THE WAY I AM - WITH MY PIMPLES AND ALL.

2

BODY IMAGE



Introduction

Every body is special and unique. The human body comes in many shapes, colours, and sizes. Young people reach puberty at different ages. Everyone should feel good about his or her body. The term body image refers to your perceptions and feelings about your body and your physical appearance. Having a positive body image – a sense of comfort with your own body – is an important element of self-esteem. Unfortunately, people are often exposed to idealized and unrealistic images of the body. Understanding body image can help you to feel better about your own body.

Objectives

At the end of this chapter, you should be able to:

1. Define body image.
2. Explain how disability can affect body image.
3. Explain some effects of puberty on body image and behaviour.
4. Enumerate some misconceptions about beauty as presented in the media.
5. Identify several ways to feel better about one's own body.

Factors That Affect Body Image

Ideally, everyone should have a healthy/positive body image. Just being healthy, appreciating that each body is different, and remembering what's really important in life should be enough, right?

Unfortunately, for many, this is not the case.

Here are some of the more common obstacles to having a positive body image.

Social Norms That Devalue Girls And Women

Social norms are common beliefs about what is 'normal' or typical. They differ among cultures and societies and can change over time. Norms affect how we think about things, such as our bodies and appearance. Both women and men can experience body image problems. But the stakes are often higher for women. This is because society makes it clear that a girl's or a woman's value lies largely in her ability to attract males. This increases the pressure on her to try to meet certain standards of beauty in order to be considered an acceptable human being.

Myths About Beauty Presented In The Media

The media and culture have a strong influence. However, movies, television, magazines, billboards, and the like, show unrealistic portrayals of human bodies. Men are shown as macho and powerful, and women are represented as flawless beauties with a certain body shape. But this does not reflect who we are as diverse human beings. Growing up with this kind of imagery can lead people to feel inadequate if they do not match these misleading images.

Adolescence

Think about when you were nine years old. In general, children at that age are not obsessed about their bodies. With adolescence, young people often start to watch different movies and television shows, or to look at different magazines. These media present



viewers with narrow, unrealistic images of what's attractive. During adolescence, young people's bodies develop more quickly. This causes many young people to feel self-conscious about the way they look. For example, a boy who is not as tall as his friends may feel he should be bigger and stronger, especially if his peers or others tease him. Or a girl may feel that her breasts will never develop. Don't worry ... everyone's body catches up and everyone's body is different.

No matter how quickly they develop, most adolescents often feel at least a little bit uncomfortable about their changing bodies. For girls, maturing early means learning to deal with menstruation at a younger age and it may also bring unwanted attention from males (including adult men). Adolescents can manage these situations better when they embrace healthy ideas and remember what is important.

Rejection Of People Because Of Disability

Persons with disability or chronic illness have the same needs, feelings and desires as people without

disability. They are capable of expressing love to the people they relate with. Yet, they often face negative attitudes from other people. Even family members may treat them with some degree of rejection. This makes it hard for persons with disability to develop confidence and comfort with their bodies.

With the right support, persons with disability can learn to accept their disabilities, and derive a sense of pride from their accomplishments. Thus, they can build up confidence in themselves to enable them achieve their dreams of responsible adulthood. Also, they can find gainful employment, fall in love, marry, and have healthy children – just like anyone else!!!

Think about it...

- *Do the people you love look like the models in advertisements?*
- *How does it feel to be teased about our bodies or ridiculed about our appearance?*

Consequences Of Negative Body Image

A person who has a negative body image may feel anxious or lack confidence. These feelings may lead such persons to embrace behaviours that make the situation worse. For example, some people develop unhealthy eating habits. Others may get involved in sexual relationships while seeking the assurance that someone finds them attractive. Some people with negative body image may express this discomfort by taking it out on others - ridiculing someone else's body. Of course, none of these responses lead to a better body image.

Developing A Better Body Image

Don't despair! There are many ways to become more confident and comfortable with your body:

- Know your body and how it works.
- Remember that your body belongs to you.
- Keep in mind that the images in the media are misleading – and talk with others about the harm that can come from viewing such images as an ideal that one must aspire to meet.
- Try to spend time with people who value you for who you are, not for your attractiveness.
- Eat healthy food, get physical exercise, and get proper sleep. Yes, these can improve your body image!

Develop other ways to boost your self-esteem and self-worth. For example, focus on performing well in school, on your creative talents, or on other traits or activities that make you feel good about yourself. See Chapter 3 for more suggestions on how to boost your self-esteem.

Remember...

People's perceptions about their bodies are often very different from how others see them. Many people worry about some aspect of their appearance that others do not notice, or even find appealing.

Our body image changes. You can feel better or worse from day to day, but most people develop more comfort as they get past puberty and early adolescence.

You're not alone. Especially because of modern media, most people – both male and female – worry at times about their appearance.

What people consider 'attractive' changes from culture to culture and over time. Attitudes about skin colour, weight, and other aspects of our physical appearance reflect social attitudes in a given time and place.

Summary

All of us can be proud of our bodies. Being comfortable with your body – having a positive body image – enhances self-esteem and confidence. Your body image is influenced by many factors, including the media, your feelings about puberty, and social attitudes about disabilities. If you feel self-conscious about your body, there are steps you can take. It helps to know that most adolescents experience these seasons of self-doubt. With encouragement, all young people can be comfortable with their physical appearance.

Think about it...

- *What are the three most important qualities you value in a friend?*
- *How would you respond if you hear someone make a mean remark about a person with a physical disability?*
- *How is your body different from the body of others?*

Vocabulary Review

- Body image
- Physically challenged
- Perception
- Puberty



Review Questions

1. Define Body Image and give five factors that may influence body image.
2. Describe three ways people are portrayed in the media and discuss how these may affect the way a person feels about his or her body.

Activity

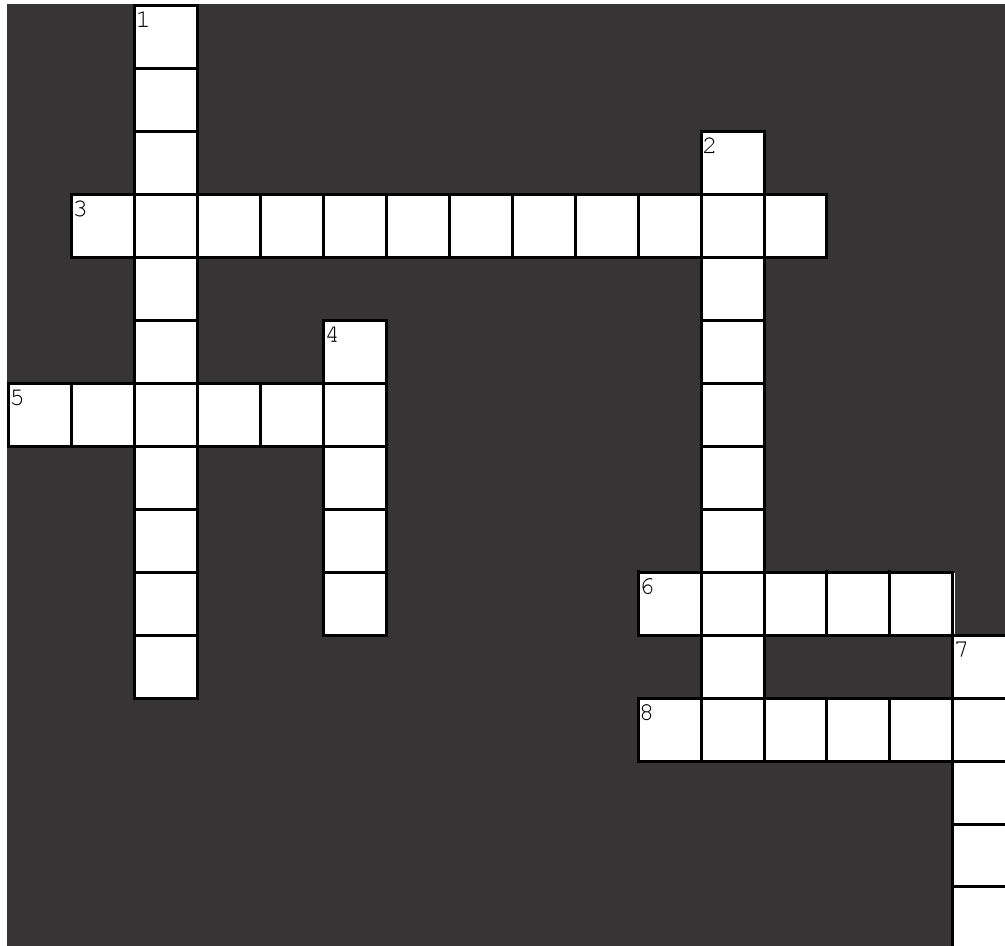
1. Write a short essay on 'What makes me unique and special'.
2. Think of something about your own appearance or body that you feel good about. It could be your smile, your eyes, the way you walk, your muscles and physique, your hair, or your height. It could also be your body shape, your nose, the way you dance or move, the shape of your face, your arms or legs, your hands, your skin, your dimples, or your lips. Or it could be something else.

Write it down, just for yourself. Write a vivid descriptive sentence such as 'My smile brightens up a whole room', or 'My eyes are deep like the ocean'.

3. Draw a picture that represents your idea of 'Beauty on the Inside'.
4. Write a letter to a company that you think presents 'idealized' images that are misleading about the reality of how people really look. Explain why you think the images can be harmful.
5. Score yourself: Which of the following do you feel you do well? Which do you think you could improve on?
 - a. I eat in a healthy manner.
 - b. I get a good amount of healthy exercise
 - c. I treat others with equal respect, regardless of their physical attractiveness or disability.
 - d. I am aware that media images are not realistic portrayals or pictures of how most people really look.
6. Describe an example you have seen of a positive, realistic portrayal or representation of body image in the media. Then describe an example of a negative and unrealistic image. If you have access to a magazine, you can make a poster showing the comparison.

BODY IMAGE

Complete the crossword below



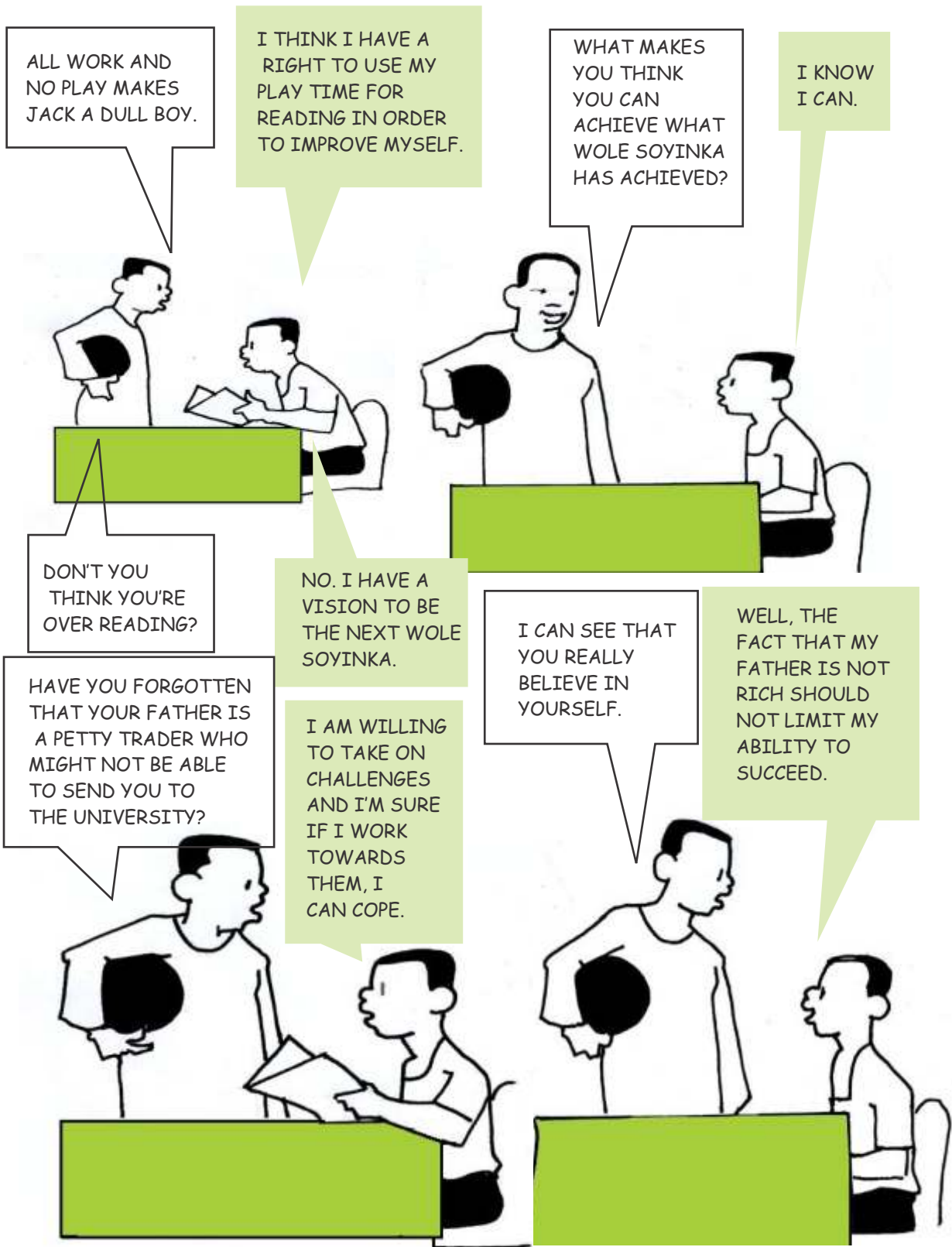
Across

- 3.** A major state of puberty in girls; it's one of the many physical signs that a girl is maturing.
- 5.** Special, not like others.
- 6.** Aggressively proud of one's masculinity; aggressively enacting traditional ideas of masculinity.
- 8.** The qualities in a person that give pleasure to the senses or the mind.

Down

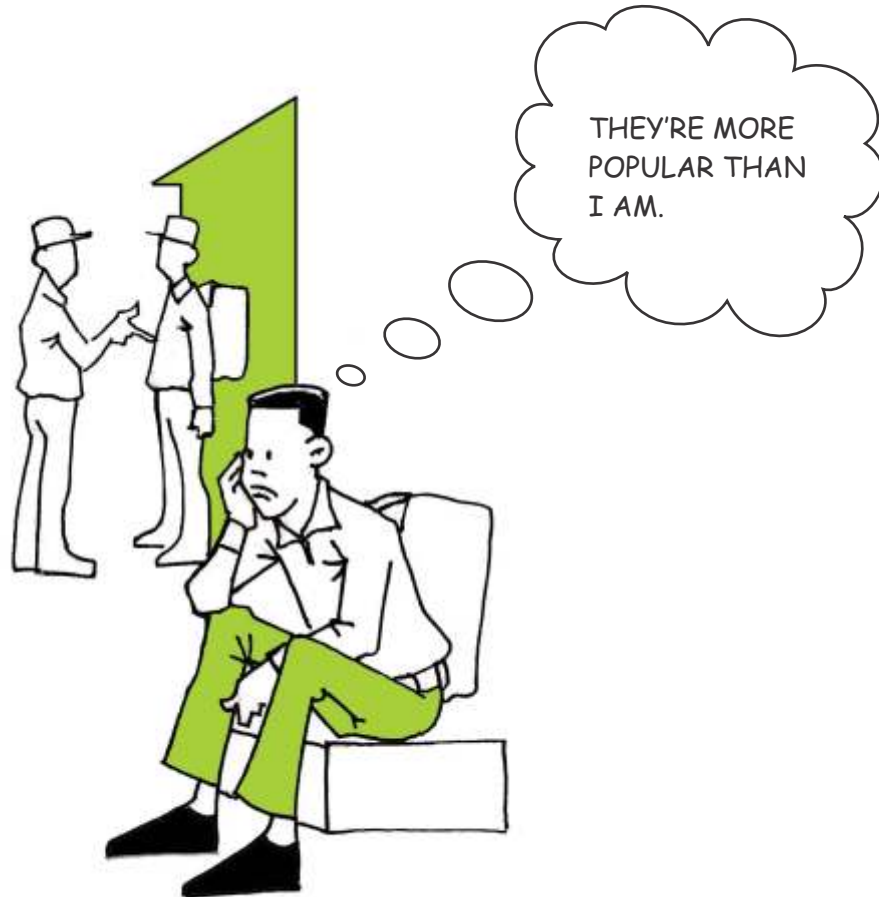
- 1.** Unlikely to be true or authentic, like images in many advertisements.
- 2.** How one feels about one's physical appearance (2 words).
- 4.** Means of mass communication, such as movies, magazines etc.
- 7.** Unproved or false collective beliefs that are used to justify social institutions.

1. unrealistic
2. body image
3. menstruation
4. media
5. unique
6. macho
7. myths
8. beauty



3

SELF-ESTEEM



Introduction

It's time to appreciate yourself! You are unique and special. You have your own talents and skills, your own appearance, and your own experiences. We all want to be accepted, and we all want to accept ourselves for who we are. So, we need to learn who we are – our identities, our values, our personal strengths and weaknesses. That may sound simple. But it can feel confusing during adolescence, since adolescence is a time when you may feel that 'who you are' is constantly changing or evolving.

Objectives

At the end of this chapter, you should be able to:

1. Define self-esteem and types of self-esteem.
2. List the factors that influence self-esteem.
3. Describe how self-esteem influences decision-making.
4. List ways of improving self-esteem.

What Is Self-Esteem?

Self-esteem refers to how you feel about yourself. Self-esteem is not an unchanging characteristic of a person. We all go through times when we value ourselves highly – and we all experience periods of self-doubt. Our self-esteem changes at different points in our lives.

Your self-esteem affects the way you behave and the decisions you make. In turn, the decisions you make and your behaviour can positively or negatively affect your self-esteem. So it's important to get a good cycle going: knowing yourself, valuing yourself, making good decisions, and feeling good about yourself. Let's start now....

The key to feeling good about yourself is to know yourself. This means you need to recognize your strengths and positive qualities as well as your weaknesses (including those you have to live with and those you might be able to change). Growing up with healthy self-esteem helps us to be accepted by others and to achieve our goals.

People often refer to 'high' or 'low' self-esteem. High self-esteem means that you value yourself. It means you recognize your own strengths, weaknesses, and skills. People with high self-esteem acknowledge their successes and achievements, respond confidently to challenges, and practice positive thinking. When you have high self-esteem, you are generally satisfied with who you are and what you are doing with your life.

Low self-esteem means that you have negative feelings about yourself or doubt your own self-worth. People with low self-esteem feel inadequate, helpless, inferior and unable to improve their life situations. Of course, overall self-esteem is often a mix of traits you value and qualities you don't like as much. So it is helpful to think of self-esteem on a spectrum, or a range, which can change over time.

Are You...

- Honest?
- Reliable?

Think about it...

- *Make a list of 5-6 of your strong qualities. These can be talents, personal attributes, or other strengths.*
- *Below are a few examples ... there are so many more.*

- Loyal?
- Polite?
- Hardworking?
- Patient?
- A good friend?
- Good with children?
- Intelligent?
- Sensitive to others' feelings?
- A good teammate?
- Respectful to elders?

Do you have a talent for sports, science, drawing, dancing, singing, or anything else? Do you have courage, creativity or a strong spiritual sense? Are you generous or do you have a great smile?

After you make your own list, put a star next to a quality that you are especially proud of, or that you think others recognize in you.

Now make a list of 2-3 of your weaknesses. Be honest, and remember that we all have weaknesses. You can put a check-mark (x) next to the weakness that you want to change.

External Factors That Influence Self-Esteem

Individuals begin to develop a sense of self-esteem when they are very young. Children who are brought up with love, warmth, and provided supportive feedback in the family are more likely to be more self-accepting. Children who receive consistent counsel from parents feel more confident about how to behave.

As we grow up and interact with a wider range of people, other people's attitudes and behaviours can also affect our self-esteem. For example:

- A boy who grows up in a family that is loving and supportive but lacks economic resources may have high self-esteem. But when he goes to school he may be teased about his clothes or where he lives.
- A girl who is respected and cherished in her family may grow up to encounter people who treat her as inferior to boys.
- A self-respecting child who lives with a physical challenge may face rejection when she or he begins interacting with the wider community.
- Self-confident children from one culture can grow up to learn that someone from a more privileged group views them as inferior.

In other words, a person's self-image is not determined by wealth, gender, physical abilities, or culture. Rather, it is determined by the way other people respond to the said individual based on these characteristics. Often, people respond to others based on socially learned norms that reflect the society in which they live.

These social attitudes are reinforced by the media. For example, the media (magazines, television, the Internet) help to form our ideas of what is beautiful, important, powerful, or acceptable in society. If we fit that description, we may feel accepted and thus, confident. If we don't fit that description, we may feel inferior and even worthless.

Internal Factors Affecting Self-Esteem

Your self-esteem may be affected by other people, but in the end, you have the most influence. Many people who grow up in difficult circumstances or face unfair discrimination still value themselves. Don't let anyone take away your self-respect.

There are many ways to enhance your self-esteem.

- ✓ Accept yourself the way you are. Do not compare

yourself to someone else. You are you.

- ✓ Identify your strengths and weaknesses.
- ✓ Set realistic goals for yourself. Not aiming for anything can make you feel disappointed in yourself. (But feeling like you have to achieve something very difficult and enormous can lead to feelings of failure – not good for self-esteem!).
- ✓ Identify your values and let them guide your behaviour.
- ✓ Develop your abilities and be proud of them. You deserve it!
- ✓ Cultivate positive relationships and avoid relationships where you do not feel appreciated for who you are.
- ✓ Ask for help if you are in a relationship that makes you feel very bad about yourself.
- ✓ Select good role models.

If you believe in yourself, chances are that you will put in more effort and be willing to try new things. This means you'll be more likely to discover and develop your natural talents and abilities. Accepting and respecting yourself will also attract acceptance and respect from others. Hurray for feeling valued and special! (And for valuing others for their good qualities, too!)

Low self-esteem makes us less able to assert ourselves or defend our values and beliefs. As a result, other people's values may be forced on us. You've heard about peer pressure, right? People who lack self-esteem also tend to be unwilling to take responsibility for their actions. They tend to blame others for their failures and make excuses.

Increasing Your Self-Esteem

Here are four ways you can gradually gain confidence and self-regard:

1. **Know yourself:** Go back to the THINK ABOUT IT activity earlier in this chapter. Take pride in your strengths and positive values.

Think about it...

- *How can low self-esteem affect a young person's decisions about school, sexual activity, or drugs?*
- *Would you say that a boy who hits his girlfriend has high self-esteem or low self-esteem?*
- *People sometimes say that "Growing up is not a straight line." What do you think that means?*

2. **Act like yourself:** Take action based on the values you have set for yourself. Explore your interests and develop your abilities. Set achievable goals. Take pride in yourself and present your best self.
3. **Connect to others:** Cultivate positive relationships. Sometimes helping others reminds us that we are needed and valued. Select role models whom you trust and respect. Seek help when it is needed.
4. **Be patient and optimistic:** Give yourself time to gradually grow into the type of person you want to be. Do not compare yourself to someone else. You are you, and that is pretty amazing.

Summary

Self-esteem refers to the beliefs or feelings that we have about ourselves. Self-esteem influences our motivation, attitudes, and behaviour. Someone with weak self-worth is more likely to give in to negative pressure or engage in risky behaviour in the hope of gaining acceptance or approval. People with healthy self-esteem know that every part of them is worth caring for and protecting.

Vocabulary Review

We have used several synonyms for self-esteem in this chapter. Name at least two of them.



Review Questions

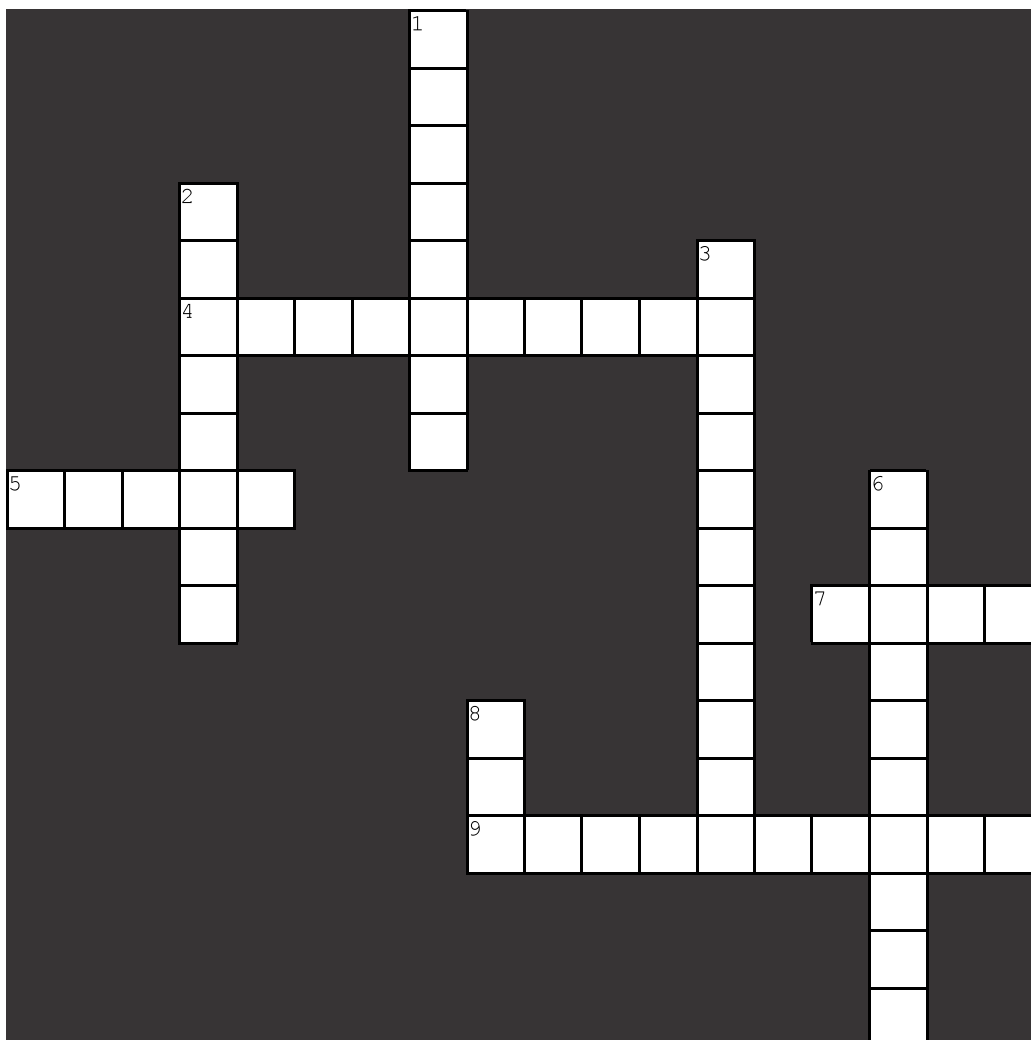
1. What is self-esteem?
2. Describe how internal or personal factors may influence a person's self-esteem.
3. Describe how society may influence an individual's self-esteem.
4. Discuss how self-esteem can affect people's decisions or behaviour.
5. Name at least one way people can strengthen their self-esteem.

Activity

1. Think of a time when you behaved in a way that made you uncomfortable because of social pressure from someone your age. Remember that moment. Did that situation build your self-esteem, or did it leave you feeling less confident? Draw a picture of yourself with a cartoon bubble, and in the bubble, write down what you want to say if you ever found yourself in that situation again.
2. Think of a time that you made a decision or behaved in a way that you feel very proud of, and that boosted your self-esteem. What quality in you did this decision or behaviour demonstrate? Draw another cartoon showing your delight at your achievement!

SELF-ESTEEM

Complete the crossword below



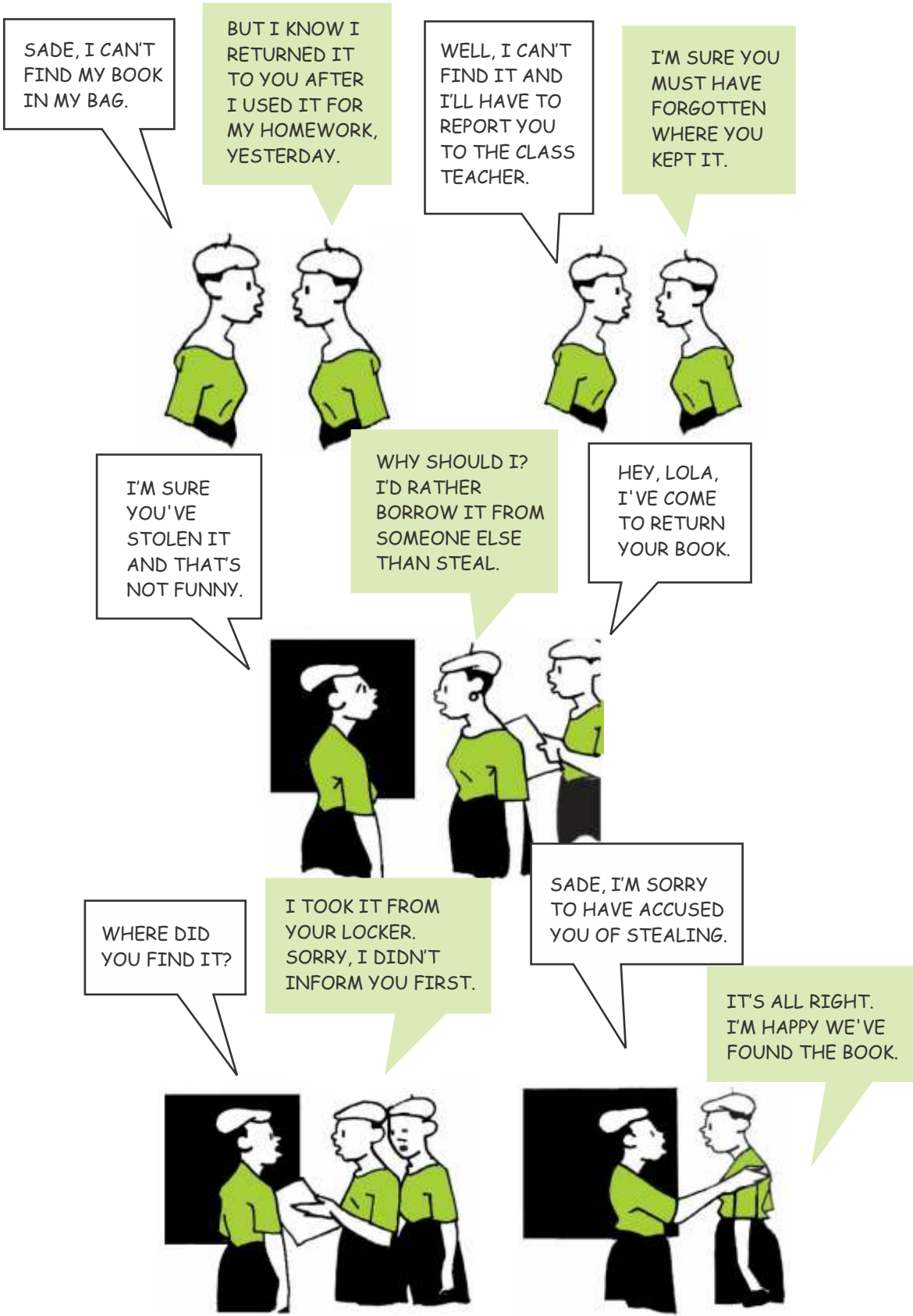
Across

- 4. Self-assurance
- 5. Value.
- 7. You should ask for it when you need it – aid, assistance.
- 9. Hopeful.

Down

- 1. Lower or less valuable.
- 2. Having to do with society.
- 3. Valuing oneself.
- 6. The individual characteristics by which a person or thing is recognized which makes us unique.
- 8. Sense of self-importance.

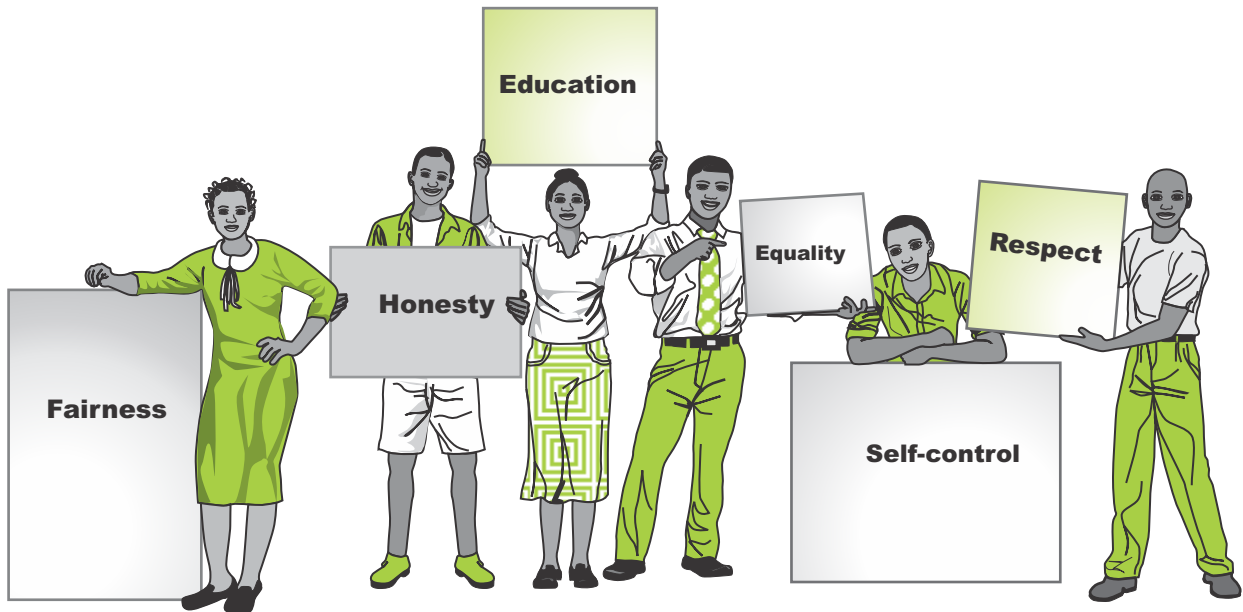
- 1. inferior
- 2. societal
- 3. self-esteem
- 4. confidence
- 5. worth
- 6. identities
- 7. help
- 8. ego
- 9. optimistic



4

VALUES

Some Universal Human Values



Introduction

You probably know that your 'values' are important, but you might not be sure what 'values' are – or how they affect your own happiness. Put simply, values represent the beliefs or qualities that we cherish. Because our values reflect our judgment of what is important in life, they guide our decisions. Think about it: there are so many choices you make in life – about how to spend your time, about how to relate to others, about your goals, etc. The more thought you give to your values, the more likely you are to make choices that reflect those values.

Objectives

At the end of this chapter you should be able to:

1. Explain the meaning of values.
2. Describe the sources of our values and the factors that influence them.
3. Discuss how values affect our lives
4. Name some universally shared human values (human rights).
5. Discuss differences in individual values
6. Understand what it means to clarify one's own values.

Meaning Of Values

'Values' are the principles or qualities we believe are important. They are more long lasting than your 'attitudes' or what you 'like'. For example, you might like a certain type of music this year but feel differently about it next year. But your values – such as a belief in the importance of education, equality, or respect for elders – tend to endure. So, your value system is a core part of who you are and how you live your life. That means your values are pretty important for your happiness.

Think about it...

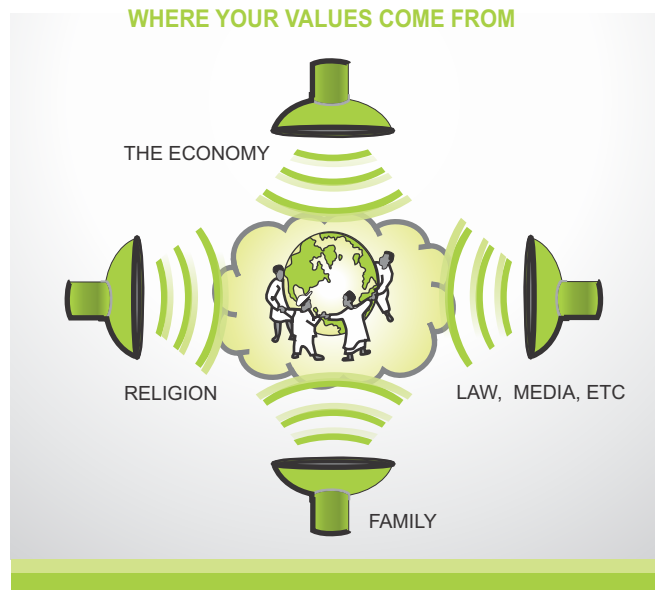
- *Many parents make sacrifices to make sure that their children go to school. What is the underlying value that drives their decision?*
- *Some countries pay a small amount to parents who continue to enrol their daughters in school. What value, other than belief in the importance of education, informs such a decision?*

Where Your Values Come From

Not everyone has the same values. This is because there are many influences on our value systems. Some of the main ways that children learn or develop values are below. As you read, think about what values you learned from each of these sources.

- **Family:** Children learn values primarily from their families. Family members teach values by what they say and by what they do.
- **Religious teachings:** Influence values too, for example, values around family, community, as well as ideas about behaviour and practices. Not all religions place equal value on the same beliefs or practices.

- **Community:** Community members and institutions tend to reinforce community as something valuable in itself. Communities often impose rules that reflect the values of their members, particularly their senior members or other powerful people.
- **School:** Children spend a lot of time in school learning from their teachers.
- **Peer group:** Adolescents often place value on independence and on acceptance by their peers. They may feel pressured to dress, speak, or behave in a certain way.
- **Mass media:** Television, the Internet, and other mass media influence our values. For example, television programmes that constantly depict rich people as being happy may lead us to place more value on material things.
- Sometimes, these different influences give us conflicting messages and we need to think through what our core values are and why.



Knowing Your Own Values

It is important to know your own values. It helps you resist the pressure to follow other people. It makes it easier to consider opposing points of view without feeling confused or manipulated.

It is also empowering to know your own values. When you know what you believe and what is important, you can make decisions that you are proud of. It helps you to become the kind of person you want to be.

It should be easy to live by your values, but the truth is that sometimes it is hard. Sometimes, others pressure us to go against our values. Sometimes, especially during adolescence, people have internal conflicts over their own values. Whenever you find yourself in a situation where you are not entirely comfortable, it is helpful to stop and clarify your own values. For example:

- You usually spend Sunday mornings with your family but someone has offered you a chance to earn money by doing childcare. You have to clarify which value is most important in that situation: 'I value earning money through hard work' vs. 'I value time with my family'.
- Imagine that a special friend wants to talk about a problem, but it is the night before an exam and you need to study. You have to weigh the value you place on academic success against the value you place on friendship.
- A girl you have a crush on wants to experiment sexually. You value having an intimate relationship and want your mates to admire you for having a girlfriend. But you also value your elders' advice that you are too young for sex, and you value the importance of acting in ways that do not make you uncomfortable. In addition, you value your health and worry that sex could lead to HIV or pregnancy.

- Your parents encourage your brother to study hard at school, but tell you that it is more important to cook and clean well and to be prepared for marriage. You value fairness, as well as your own education, but also want to be considered an obedient and well-behaved girl. (Both boys and girls should consider this.)

Because life presents new situations all the time, you can expect to continue to reflect on your values as you grow up. The more you clarify your own values, the better you will feel about yourself. As for living in a way that goes against your own values ... well, you can probably think of many things that could go wrong.

Some Universal Human Values

- In thinking about your own values, it is a big help to know that on the global level, agreements have been reached on some basic values to guide human relations. At the family and community levels too, some basic values are generally accepted as binding on members. Thus we find that:
 - Parents (couples) usually discuss and reach an agreement on shared values for raising their children within a family setting.
 - Religions preach an accepted set of values that is binding on devotees.
 - Governments make laws that reflect certain basic values that make for peaceful co-existence.
 - The nations of the world have agreed on basic principles governing the ways human beings are to relate with each other – this is documented as a Universal Declaration of Human Rights.

So, in thinking through the values that you hold and clarifying them now and again, you are following a widely accepted and tested practice.

**Think
about it...**

- *Do children learn more from what they are told or what they observe?*

Activity

Some values that many people share include honesty, fairness, equity, respect, dignity, generosity, kindness, responsibility, cooperation, freedom, and tolerance. In the left column below are some commonly held values about human behaviour. Try to draw a line from each value in the left column to the definition or example on the right column.

HUMAN VALUE	DEFINITION OR EXAMPLE OF THE VALUE
1. Honesty	A. Ensuring justice and impartiality in how people are treated, and giving everyone an equal chance.
2. Fairness/ Equity	B. Being empathetic and compassionate, as we would want someone to be with us.
3. Respect/ Dignity	C. Accepting that other people are different; rejecting stereotypes about people because they are of a different gender, race, religion, etc.
4. Generosity/ Kindness	D. Working together to achieve a shared goal.
5. Responsibility	E. Telling the truth, not stealing or cheating
6. Cooperation	F. Honouring every human being; not using hurtful language; not allowing anyone to abuse or exploit you, either.
7. Tolerance	G. Being accountable for one's work; admitting when you have made a mistake or done something wrong.
8. Humility	H. Modesty; lack of 'pride'

(To see how many you got right, see the answers at the end of this chapter.)

Differences In Values

Although most of us share certain basic human values, not everyone places the same worth on the same things. Your values may depend on your family background, culture, religion, and individual experiences and traits. Some people particularly cherish their spiritual life while others believe that sports are very important. Some people value simple living while some others are passionate about democracy.

Sometimes people disagree because their values clash. For example:

- Some people value artistic freedom, while others believe art should reinforce certain attitudes.
- Some are passionate about legal equality for girls and women, while others place more value on traditional customs that may benefit men.
- Sometimes parents and adolescents argue because

the children's values have been influenced by the media or by peers.

- Some people embrace violence to achieve their ends, while others believe in nonviolence at all costs.

If two people have serious differences arising from a clash in values, their relationship will probably be marked by conflicts and difficulties.

Summary

Values are what we cherish and believe in. They are what we hold dear. We get our values from our family, our community and religion, our peers, school, the media, and other sources. Our values affect how we see ourselves and how we treat or respond to other people. When we know our own values and live by them, our self-esteem improves. Only then can we live a life of which we are proud.



Review Questions

1. What are values?
2. Mention three basic values you hold, and where you think you learned them.
3. Why is it helpful to know our own values?

Vocabulary Review

- Values
- Rights
- Enduring
- Cherish
- Equity

Think about it...

- *The ancient Greek philosopher Philo said: 'Be kind, for everyone you meet is fighting a great battle'. What do you think he meant? How does his comment relate to values of respect and kindness? How might it feel to keep his message in your health today?.*



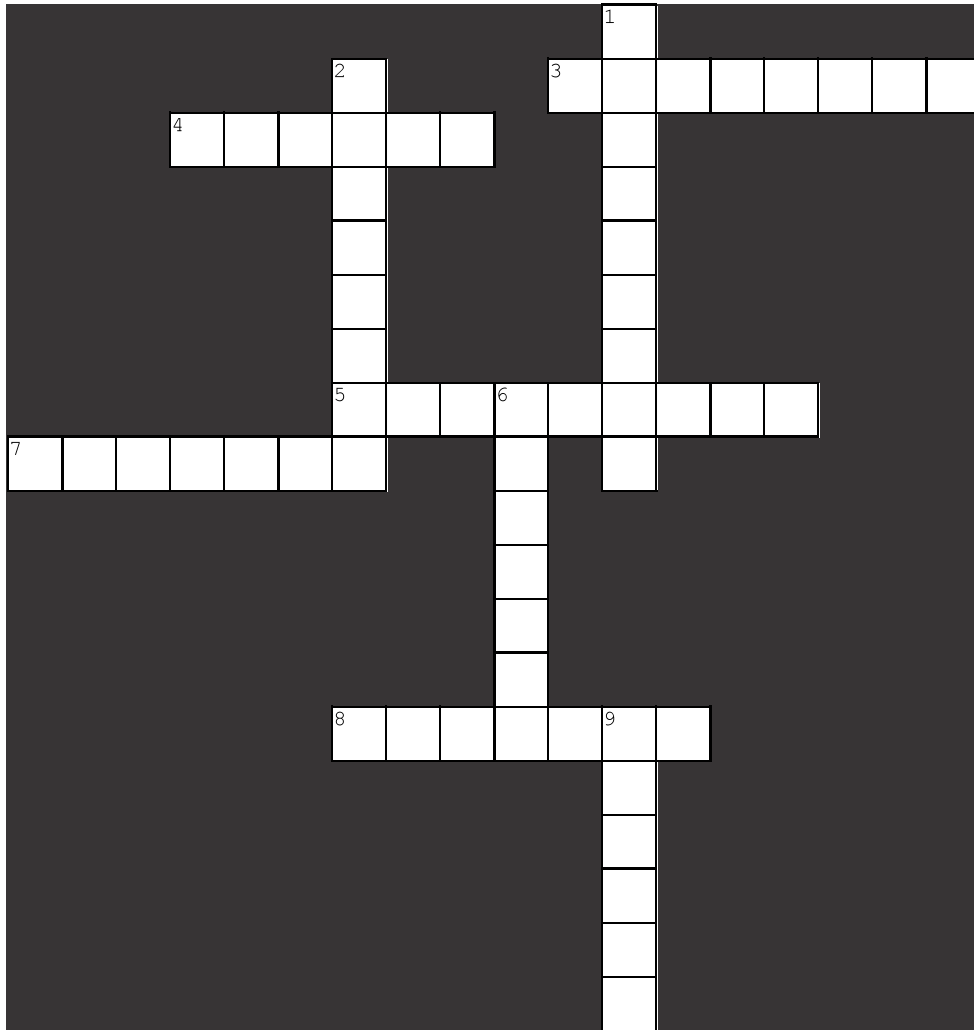
Answer to the Values Definition Matching Game:

1-E. 2-A. 3-F. 4-B. 5-G. 6-D. 7-C. 8-H.

How many did you get right?

VALUES

Complete the crossword below



Across

- 3.** Lasting.
- 4.** The belief or principle one cherishes.
- 5.** Acceptance (including difference in people).
- 7.** The state of being worthy of honour or respect.
- 8.** You feel better about yourself when you _____ your values.

Down

- 1.** Applying to everyone.
- 2.** Modesty about one's own importance.
- 6.** Making someone stronger and more confident, especially for controlling his/her life and claiming his/her right.
- 9.** Primary source from which children learn values.

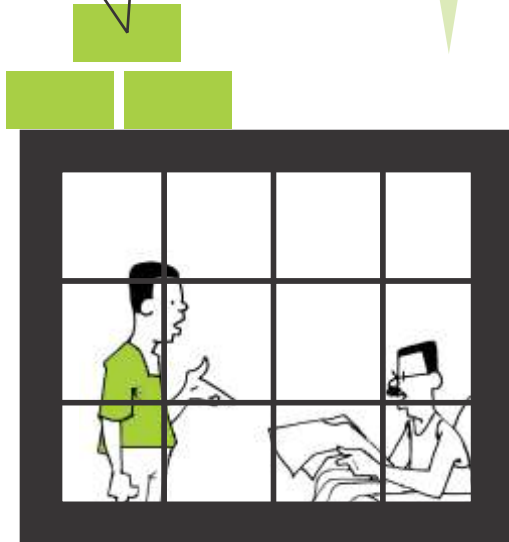
1. universal
2. humility
3. enduring
4. values
5. tolerance
6. empower
7. dignity
8. clarity
9. family

THESE PIMPLES ALL OVER MY FACE, ARE SO EMBARRASSING, DAD.

WHAT ABOUT THEM?

MY FRIENDS CALL THEM "ROLLING STONES" AND THAT'S ON TOP OF THE FACT THAT THEY'VE ALREADY NAMED ME "MR. SKYSCRAPER" BECAUSE OF MY HEIGHT.

RELAX, SON...THESE PHYSICAL CHANGES ARE A NORMAL PART OF GROWING UP.

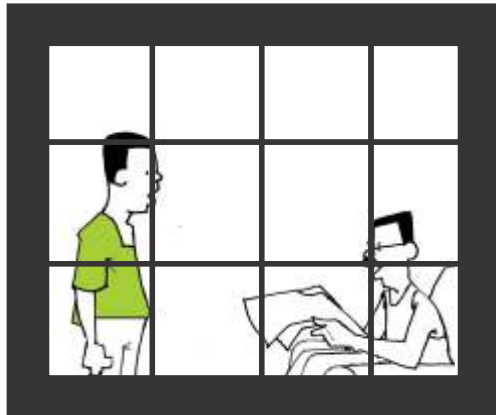


BUT IS THIS ALL I HAVE TO KEEP DEALING WITH EVERYDAY OF MY LIFE?

OF COURSE NOT; THE PIMPLES WILL REDUCE DRASTICALLY AS YOU GET OLDER - CAN YOU BELIEVE I HAD MUCH LARGER PIMPLES WHEN I WAS YOUR AGE?

REALLY? THEN I'M JUST GOING TO IGNORE THEM IF THEY CAN'T TAKE ME FOR WHO I AM.

THAT'S THE SPIRIT!



5

PUBERTY AND ADOLESCENCE



Introduction

Adolescence can be both confusing and exciting. It is normal to have a lot of questions as you enter this stage of life. Here are the basics: the process your body goes through as you mature from a child to an adult is called puberty. As you approach adolescence, your body begins to produce chemicals called hormones. These hormones cause changes in your body and in your emotions. The hormones also mean that your body is developing the capacity to reproduce (create a new life). Puberty occurs early for some people and later for others. It's all normal.

Objectives

At the end of this chapter you should be able to:

1. Define puberty.
2. Describe common bodily changes that both boys and girls experience during puberty and adolescence.
3. Describe common feelings and personal concerns during puberty and adolescence.
4. Discuss common myths and facts about puberty
5. Discuss how gender norms may sharpen with puberty and adolescence.
6. Explain how to cope with concerns that arise during adolescence.

Definition Of Puberty And Adolescence

Puberty is a time of physical and emotional change that happens as children grow and mature.

Girls typically reach puberty at an earlier age than boys. Usually, between the ages of 9-13, most girls begin to menstruate. They also develop breasts, grow underarm and pubic hair, and experience other physical changes.

Boys typically reach puberty between the ages of 12-14. For boys, puberty includes nocturnal emissions or 'wet dreams' (involuntary orgasms during sleep); the production of sperm; the growth of facial, pubic, and body hair; deepening of the voice; and other physical changes.

Both boys and girls may grow taller. They may also develop pimples! Remember, everyone goes through puberty differently.

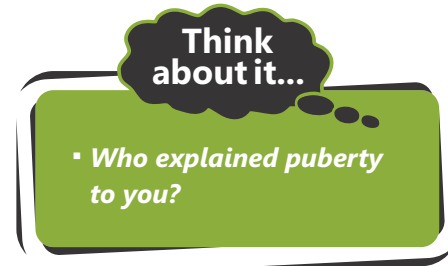


Table:

SIMILARITIES AND DIFFERENCES BETWEEN MALES AND FEMALES DURING PUBERTY

MALES	FEMALES
Growth of hair on the face, chest and legs, in the pubic region and under the armpits	Growth of hair in the pubic region and under the armpits
More notable increase in height and weight	More notable increase in height and weight
Body shape changes: chest becomes broader and breast swells slightly	Body shape changes: hips become wider and broaden
Voice breaks and deepens considerably	Voice may deepen slightly
Wet dreams	Onset of menstruation (Menarche)
Sweats more and the perspiration is more concentrated	Sweat glands and perspiration increase
The penis gets bigger	Breasts and nipples grow
Skin may develop pimples (acne)	Skin may develop pimples (acne)

Myths And Facts About Puberty

A myth is something, which is commonly believed but is not true. There are several myths about puberty, some of which have been passed on from generation to generation.

MYTH	FACT
A girl begins menstruation at the same age her mother did	The onset of menstruation differs from individual to individual. A girl may or may not begin at the same age as her mother
Girls with disability do not menstruate	Disability does not stop menstruation in girls
Menses, as menstruation is often abbreviated, is an illness	Menses is not an illness – quite the opposite! Menstruation is nature's way of cleansing the uterus and protecting a woman's future fertility
Menses makes a girl or woman unclean	As noted above, menses is a natural self-cleansing process. However, once blood is expelled, it can cause body odour, just as sweat does. Therefore, washing oneself and changing menstrual pads is part of menstrual hygiene
A girl should not participate in any activities during her menses	False! Most girls maintain their normal activities while menstruating. However, girls who have menstrual cramps feel irritable or tired.
A missed period means the girl is pregnant (even with no intercourse)	Pregnancy can only occur with sexual intercourse
Wet dreams are initiated by evil forces	Wet dreams (also called nocturnal emissions) occur in boys during puberty. They are a normal part of growing up, though not all boys experience wet dreams.
Once boys start having erections, they need sex	This makes no sense! Being sexually aroused does not mean one must act on those feelings. Without sex or ejaculation, an erection goes away on its own
Girls with small breasts are not capable of breastfeeding babies	Breast milk is naturally produced by women after they give birth. It has nothing to do with the size of the breast

We all want the assurance that we are normal. A child who reaches puberty early may feel embarrassed or confused. Girls may feel confused or upset if older men and boys start approaching them. Children who reach puberty late may be teased by classmates, and worried that they will never mature. Remember – there is a lot of variation in the timing of puberty. It helps to have information about what to expect and how to cope with changes. So read on

Adolescence

Even if their bodies are capable of reproduction, children do not mature overnight into adults. Young people experience a transition period to adulthood. The period between puberty and adulthood is called adolescence. According to the World Health Organisation (WHO), adolescents are young people between the ages of 10 and 19 years.

Other Changes Come With Puberty And Adolescence

Puberty can be both confusing and exciting. There is a lot of change going on. Some feelings that adolescents at this stage commonly report include:



Around the time of puberty, both boys and girls often feel increased pressure to conform to expected gender roles. This can mean a growing gap in boys' and girls' experiences and opportunities. For example, many boys feel:

- 'I have to be brave and strong all the time – too much pressure!'
- 'I can't show anyone I feel tender or vulnerable.'
- 'Why do my friends act like I should have sex with a girl to prove myself?'

Girls may find that their freedom is restricted at puberty. Their behaviour may be monitored or they may be assigned additional household duties. For some girls, schooling may end and they may face early marriage. Early marriage is a violation of human rights and more and more families are refusing to

marry off their daughters at an early age. Some of the feelings girls have reported during this time include:

- 'I want to look good. But I feel uncomfortable when an adult man I don't know stares at me and calls me "Honey".'
- 'Why does my brother get to play with his mates in the afternoon, while I am home helping to prepare dinner?'
- 'I'm glad I'm a girl. My friends and I find it so easy to share our real feelings.'

Both boys and girls may experience pressure or stigma related to their sexual or gender identity. We all want to be accepted for who we are. That's normal.

Think about it...

- *What messages do young people receive about sexuality when they reach adolescence?*
- *Do boys and girls get the same message, or different messages?*
- *What do you think the term 'double standard of sexuality' means?*

When You Reach Puberty, Taking Care Of Your Body Becomes Especially Important

Young people often face particular health issues as they go through adolescence:

- During the period of rapid growth, nutrition is important. Some adolescents are vulnerable to unhealthy eating that can lead to obesity or unhealthy restriction of eating. Learning about healthy eating can help.
- Many young people face risks related to use of drugs or alcohol. Most causes of death for adult men are associated with the self-destructive lifestyle

many men follow. Around the world, men and boys are pressured to act in certain ways. For example, men and boys often take more risks in regard to use of alcohol and substance abuse generally. Substance abuse ruins adolescents' lives. Whether you are a boy or girl, avoid drugs and alcohol!

- With puberty, the body produces more sweat. It is important to bathe or shower frequently to avoid body odour. Girls also need to change pads regularly and wash themselves properly during menstruation.
- For boys too, it is important to wash and clean the penis. For all boys, circumcised or not, it is

important to wash and clean the penis and the area around the anus.

- The body also produces more oils. Washing one's face with soap can help prevent acne.

The changes in your body and your feelings are normal. You probably still have questions. The good news is that there are many places you can get support and reliable information. Talk to your parents, your teachers, or your school counsellor. Professionals who work at health posts or at nongovernmental organizations are there to help you, too. And this handbook is written for you.

Summary

Puberty is a time of physical and emotional change that happens as children grow and mature. Girls typically reach puberty at an earlier age than boys do. Your body changes during puberty. Puberty also signals that your body is able to reproduce. The period from puberty to adulthood is called adolescence. Young people going through puberty and adolescence typically have a lot of questions and some worries. Often they also feel more pressure to conform to gender stereotypes and to peer pressure. Know that your body and your feelings are normal. Your parents, teachers, and health professionals can give you support and information that may help you to feel more comfortable.

Vocabulary Review

- Puberty
- Adolescence
- Reproductive capacity



Review Questions

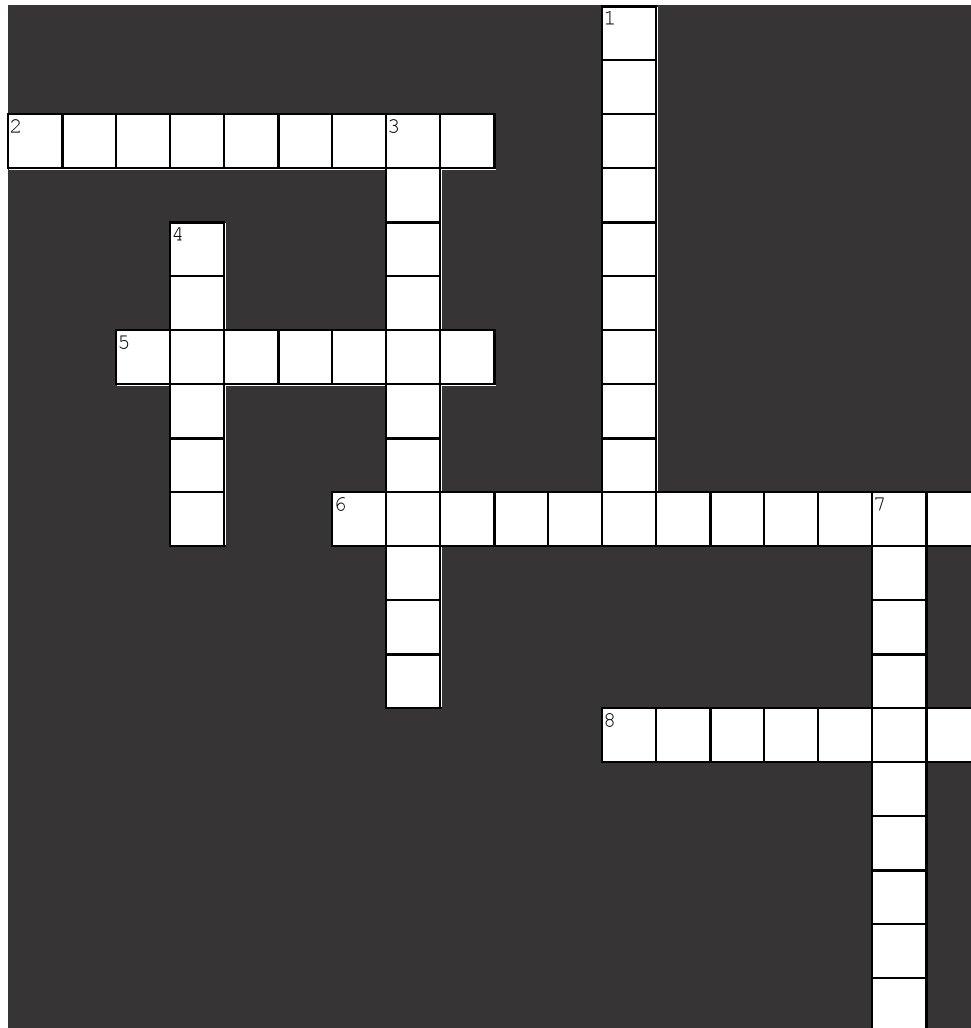
1. Define '*puberty*' and '*adolescence*'.
2. State three changes that occur in males during *puberty*.
3. State three changes that occur in females during *puberty*.
4. Describe five common feelings, behaviours, and personal concerns during adolescence and how to cope with them.

Activity

You have been given a very important job. You must offer advice to all 10-year-olds (who are the same sex as you are) across the country. Your advice must help them through puberty and adolescence. What is the one most important piece of advice you can offer?

PUBERTY AND ADOLESCENCE

Complete the crossword below



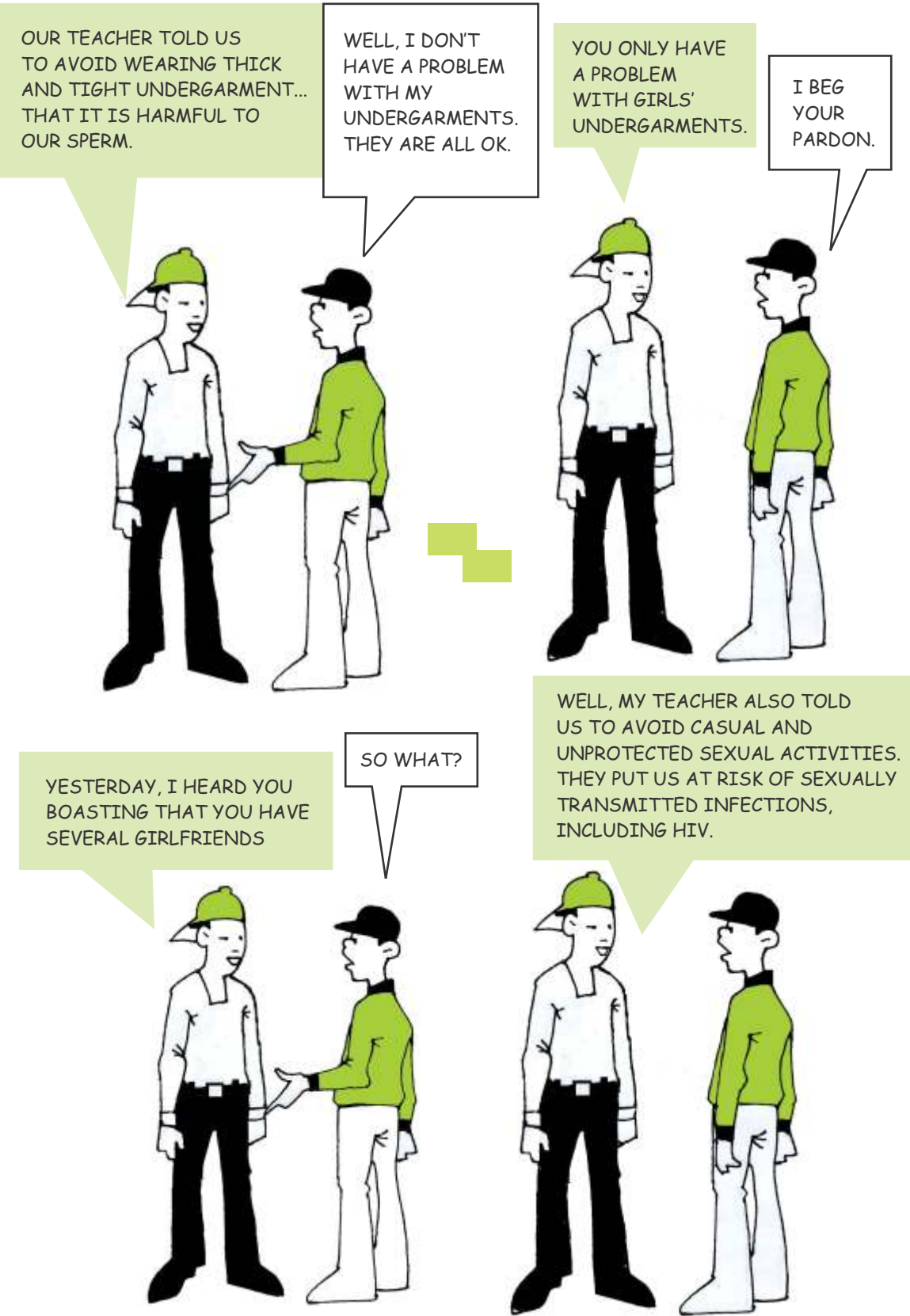
Across

- 2.** Spontaneous orgasm by male during sleep; also called nocturnal emission(2 words).
- 5.** Acne
- 6.** Social expectation of how boys or girls should behave because of being male or female (2 words).
- 8.** The period during which adolescents reach sexual maturity and become capable of reproduction.

Down

- 1.** Bathing, showering frequently prevents it (2 words).
- 3.** The period of life between childhood and adulthood.
- 4.** Social shaming.
- 7.** A verb that describes the body's natural way of cleansing the uterus.

- 1. body odour (2 words)
- 2. wet dream (2 words)
- 3. adolescence
- 4. stigma
- 5. pimples
- 6. gender norms (2 words)
- 7. menstruate
- 8. puberty



6

REPRODUCTIVE SYSTEMS

Introduction

You have various systems in your body: Your circulatory system, your respiratory system, etc. You also have a special system of organs whose 'job' is reproduction, the process of creating offspring. Both the male and female reproductive systems have external and internal parts. Understanding your reproductive system is important for your health and comfort. This is your chance to learn about it.

Don't Be Embarrassed . . . It's Natural!

You have the right to learn about your body. Unfortunately, society often repeats myths and sends harmful messages to young people. Internalizing wrong information or negative attitudes can cause embarrassment or shame all the way into adulthood. You'll be surprised how much it can benefit you to know about your own reproductive system.

3 Big Benefits Right Now:

1. You feel more comfortable with yourself
2. Have more confidence to assert that your body belongs to you
3. [For girls]: Be better able to anticipate and manage menstruation.

Objectives

At the end of this chapter you should be able to:

1. Discuss the benefits of knowing about your reproductive system.
2. Name and identify external and internal organs of the male reproductive system.
3. Name and identify the external and internal organs of the female reproductive system.
4. Describe the functions of the different reproductive organs.
5. Describe how to care for your reproductive organs.

5 Big Benefits For When You Are Older

Later in life, you will be better able to:

1. Communicate with your partner about having children and about sexuality
2. Prevent sexually transmitted infections and recognize the symptoms of certain infections
3. Communicate with your health care providers
4. Prevent an unwanted pregnancy
5. Continue to take control of your own body and protect your right to dignity and respect.

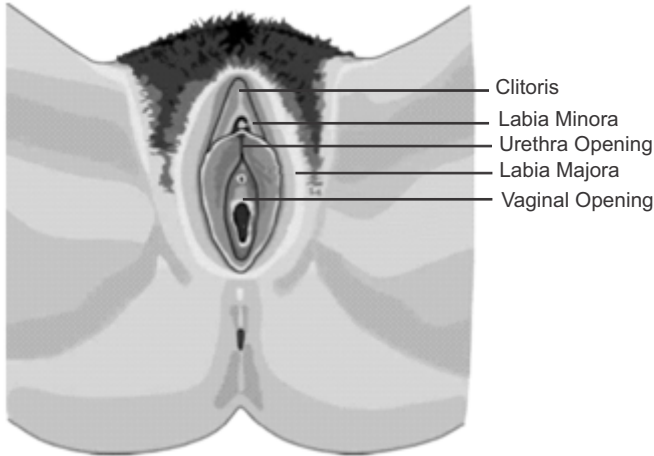
Hopefully, this information will help you to overcome any shyness or embarrassment. The next two sections will answer your basic questions about your reproductive organs and about reproduction itself.

Female Reproductive System

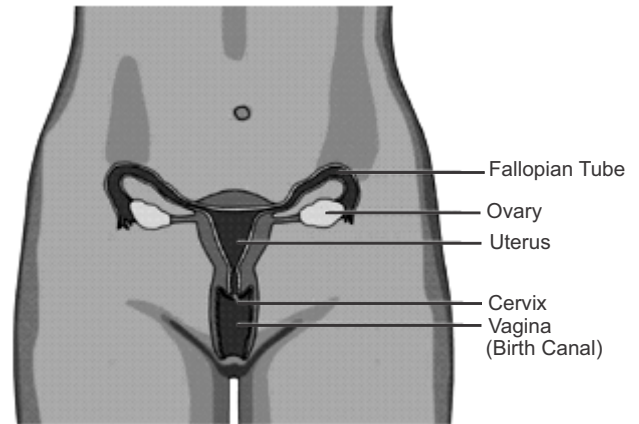
The female reproductive system has external and internal parts.

Think about it...

▪ *Can you think of ways that knowing about your body empowers you and helps you be comfortable and healthy?*



External Reproductive System (Female)



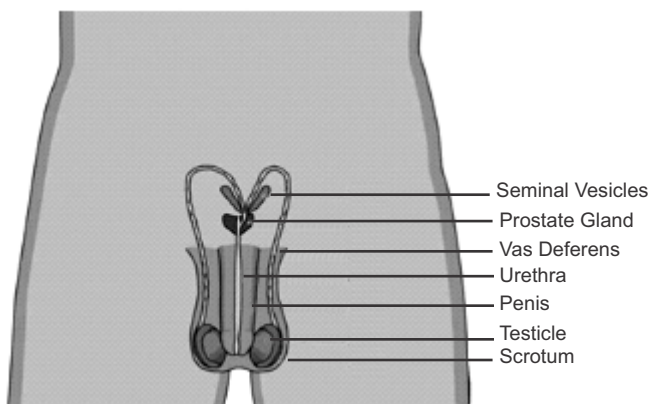
Internal Reproductive System (Female)

External Reproductive System (Female)

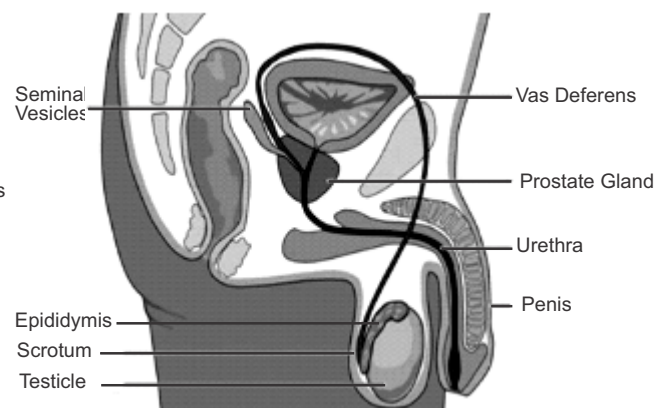
Vulva	Refers to all the visible external genital organs of a woman. If a girl uses a mirror, she can see these organs.
Clitoris	A small organ with many nerve endings that gives sexual pleasure. (It's pronounced 'CLIT-or-iss.')
Labia minora	Also called inner lips. Cover and protect the vaginal opening
Labia majora	Also called outer lips. Cover and protect the vaginal opening, clitoris, and urethra.
Urethra	There is another, smaller opening just above the vaginal opening; this is the urethra, where urine comes out. It is not involved in reproduction.
Hymen	(not shown) Also known as the 'vaginal corona.' A thin membrane that may stretch across part of the vaginal opening. See 'Myths about the Reproductive Organs' for more information.

Vagina	A passageway through which menstrual blood and cervical mucus flow out (at the vulva), and through which babies come out during birth. Sperm also enter through the vagina. (For more information, see 'Myths about the Reproductive Organs'.)
Cervix	A small opening at the bottom of the uterus. It connects the top of the vagina to the uterus. The cervix produces a secretion (cervical mucus). At different phases of the cycle between menstrual periods, the mucus changes. Sometimes it is clear and slippery; other times it is thicker and white. The mucus may help protect the internal organs; it can also aid sperm to enter the uterus. During childbirth, the cervix stretches wide so the baby can pass through.
Uterus	A hollow muscle shaped like an upside-down pear. It is where a baby grows, so it is also called the womb. The uterus is made of strong muscles. After every menstruation, the lining of the uterus builds up. Menstruation happens when that lining sheds.
Fallopian tubes	Two narrow, 4-to-5-inch-long tubes. They connect the uterus to the ovaries. Usually, the fallopian tube is where the sperm meets the egg and fertilization occurs.
Ovaries	Two organs, each the size of an almond or a grape, store the immature eggs in follicles, produce and secrete female hormones (estrogen and progesterone), as well as produce and release mature eggs.

MALE REPRODUCTIVE SYSTEM



External Reproductive System (Male)



Internal Reproductive System (Male)

The male reproductive system also has external and internal parts. The male's outer reproductive organs are the penis and the scrotum (which holds the testicles). If a boy is naked, he can see these organs because they hang or extend outside the body.

External Reproductive System (Male)

Penis	<p>Delivers semen into the vagina during sexual intercourse. The penis is made of spongy tissue and blood vessels. It has a tube (urethra) that carries out semen and sperm, and also carries out urine. Most of the time the penis is soft. When it gets filled with blood (sometimes, but not always, as part of sexual feelings), it becomes stiffer and extends out more from the body. (See Myths about Reproductive Organs for more information.)</p> <p>At birth, the penis has some loose skin at its tip. This is called the foreskin. In some cultures, the foreskin is removed shortly after birth. In other cultures, the foreskin is left intact. The procedure to remove the foreskin is called male circumcision.</p>
Testicles	The site of sperm production. The testicles sit inside the scrotum
Scrotum	A loose bag of skin that hangs outside the body and holds the testicles. It is outside the body in order to keep the testicles at the right temperature for sperm production.
Urethra	A tube that runs from the bladder through the penis. Semen (fluid with sperm) travels out of the body through the urethra. Urine is also released through the urethra. It's pronounced 'Yer-EATH-ruh.' (Go ahead, say it.)
Epididymis	A coiled-up tube that sits on top of each testicle. It stores sperm as they mature. It's pronounced 'Eh-pih-DID-uh-mus.' (Try saying that one.)
Vas deferens	Two long thin tubes that carry the sperm toward the urethra.
Prostate gland	Produces a fluid that makes up part of semen and helps sperm to move. Just above it are two 'seminal vesicles' that produce additional seminal fluid.

Myths About The Reproductive Organs

An intact hymen proves you are a virgin false virginity test: A false virginity test: The hymen can be easily torn during sports or other physical activity and can be stretched open if a girl uses tampons. Therefore, a torn or stretched hymen is not an indication of whether a girl or woman has engaged in sexual activity. A girl who is a virgin may have an intact hymen or a torn hymen.

Douching is a healthy way to clean the vagina. The self-refreshing system: The female reproductive system cleanses itself and does not need to be washed out. In fact, 'douching' or washing inside the vagina is often harmful, Both menstruation and mucus secretion are the ways the female reproductive system cleanses and refreshes itself and maintains fertility.

Penis size always matter. Don't worry about penis size: Some males are concerned about the size of their penis. Men might be relieved to know this is not a concern for most women. Plus, when filled with blood (erect), the variation in penis size is not much.

Caring For Your Reproductive Organs

You just learned about a lot of organs in your body, most of which you cannot even see. You may feel that this is a lot of information. But you can come back and read these again. There is no need to be ignorant about your own body. Now that the mystery and the myths are out of the way, here's what you need to know about caring for your reproductive system ...

For girls and boys:

Wash your genital areas regularly and thoroughly. Change your undergarments regularly. Definitely avoid unprotected sexual activity, as that can lead to serious infections, including HIV.

For girls: Never put any objects into the vagina (other than a clean tampon, if that is what you use to manage menstrual flow). Wear loose cotton underwear during the day and do not douche.

For boys: It is important to wash and clean the penis. Wash the scrotum, between the scrotum and the thighs, in between the buttocks, and the anus with soap and water every day. If you have not been circumcised, remember to pull back the foreskin of the penis when washing. This will help to remove particles and micro-organisms, including ones that are too tiny to see. Being uncircumcised is not, in and of itself, unhygienic, but uncircumcised boys do need to take extra care in their hygiene. For all boys, circumcised or not, it is important to wash and clean the genital area properly, everyday.

Summary

Your reproductive system is one of many systems in your body. There are many myths about reproductive organs. But having the correct information has many benefits for you now and in the future. Be familiar with your body, and take good care of it – you own it.

Vocabulary Review

- Vulva
- Penis
- Scrotal sac
- Clitoris
- Testes
- Vaginal corona
- Epididymis
- Labia minora
- Vas deferens
- Labia majora
- Seminal vesicle
- Vaginal opening
- Prostate gland
- Urethral opening
- Cervix
- Urethra
- Fallopian tubes
- Uterus
- Ovaries
- Vaginal opening

Activity

The names of our bodily organs often sound unfamiliar to us. This is because many of them come from Latin. Can you think of anything to rhyme with the following organ names?

- **Scrotum**
- **Uterus**
- **Labia**
- **Vagina**
- **Penis**
- **Urethra**
- **Testicle**
- **Clitoris**

Which fact do you think is most amazing and interesting? Read through the list of amazing facts below. Circle three (3) that you think are really worth knowing.

- Many women find that they have more interest in sex during the fertile (able to produce) days of the menstrual cycle.
- Among couples who are unable to have a baby, the cause of infertility is as likely to be of male origin as of female origin.
- The small intestine in the human body is about seven meters long.

- Sperm development takes place in the testicles, which sit inside the scrotum. Proper sperm development requires a cooler than normal body temperature. Because the scrotum is located outside the body, it maintains this cooler temperature.

- Although women are fertile for only a few days of each menstrual cycle, men are fertile continuously from puberty onward.

- A normal sperm count is tens of millions of sperms with each ejaculation.

- The human body produces about a litre of saliva every 24 hours.

- A woman or girl can learn how to tell when she is ovulating by observing simple changes in the mucus that comes out of her vagina. In this way, she can know when she is fertile (can become pregnant), and she can predict on which day her menstrual period is due.

- More than 50 percent of the human body is water.

- The shape of a pregnant belly bears no relation to the sex of the baby.

- Near the end of pregnancy, a woman's hip joints loosen. This enables the pelvis to expand, making it easier for the baby to move through the pelvic area.

- In rare instances, a woman releases two eggs rather than one. If both are fertilized, fraternal (non-identical) twins will develop. If a single egg is fertilized and then undergoes an extra cell division at a very early stage, identical twins will develop.

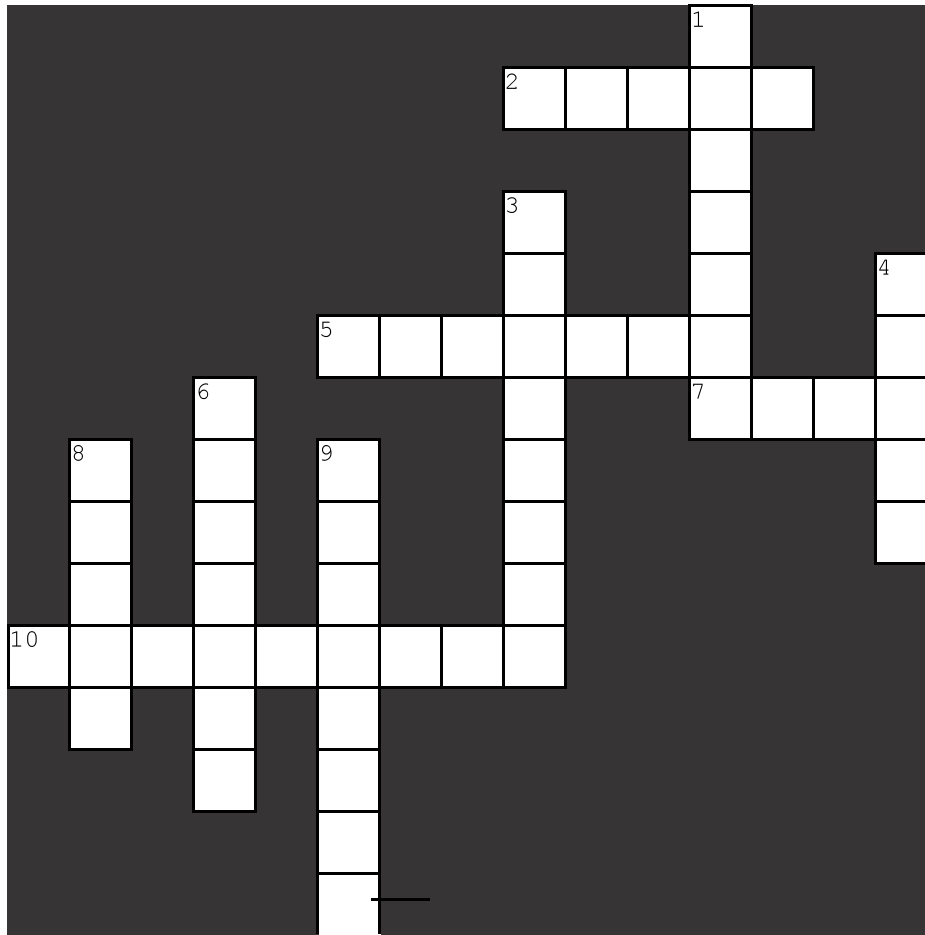
- Most boys have 'wet dreams' during puberty.

- The sex of a foetus is determined by the sperm (from the father), not by the egg (of the mother).

- Your largest organ is your skin.

REPRODUCTIVE SYSTEMS

Complete the crossword below



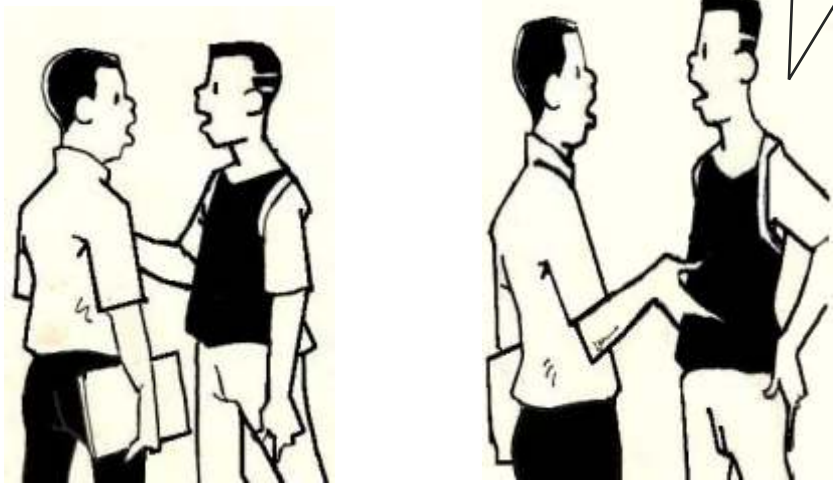
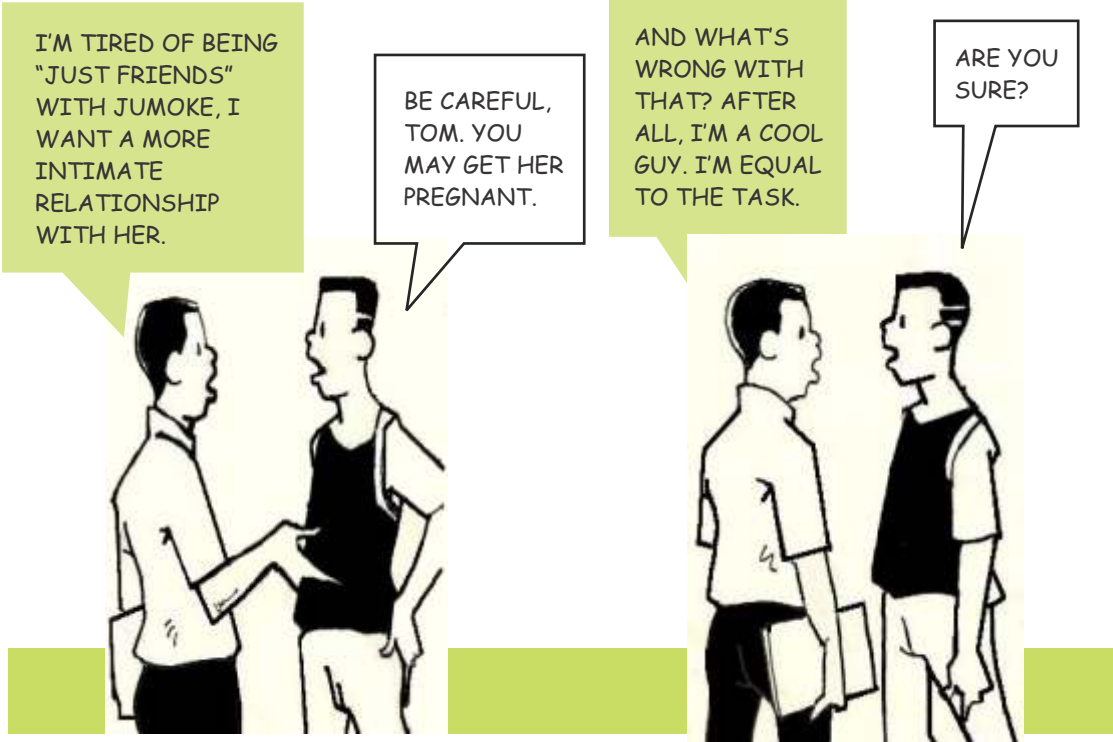
Across

- 2.** All of the visible external female genital organs.
- 5.** Practices of cleanliness for health, important during puberty.
- 7.** The largest organ in the body.
- 10.** Male reproductive organ that produces sperm.

Down

- 1.** Twin female organs, each the size of an almond that store immature eggs.
- 3.** A small female sexual organ, with many nerve endings and sensitive to touch.
- 4.** A male sexual and reproductive organ made of spongy tissue and blood vessels. Semen, sperm and urine are passed through this organ.
- 6.** A loose sack in which the testicles sit.
- 8.** A thin membrane that may stretch across part of the vaginal opening. It may be torn during normal physical activities during a girl's childhood. It is therefore, not an indicator of virginity.
- 9.** Rinsing the vagina with water or other substances; this is not advised as it can be harmful, and because the vagina is naturally self-cleansing.

- 1. ovaries
- 2. vulva
- 3. clitoris
- 4. penis
- 5. hygiene
- 6. scrotum
- 7. skin
- 8. hymen
- 9. douching
- 10. testicles



7

HUMAN REPRODUCTION

Introduction

You probably have some idea of what human reproduction involves: a sperm from the male and an egg from the female join, and boom – a pregnancy. Nine months later, a baby. That's how you got here.

Of course, there is more to it than that. Maybe you have heard some of those '-tion' words – like ovulation, ejaculation, menstruation, fertilisation, implantation. Don't be put off by these big words! This chapter will help you understand these terms and how they fit together. You may find reproduction amazing, but it doesn't have to be a mystery.

Let Us Build On What You Already Know

From the chapters on puberty and on the reproductive systems, you already know a lot.

You know the names and functions of the sexual and reproductive organs.

- Starting at puberty, a girl's ovaries begin to produce and release a mature egg with each menstrual cycle. This is called ovulation. Once a girl begins to ovulate, she can become pregnant. However, it is not good for the girl's health or life to become pregnant too early.
- At puberty, a boy's testicles begin to produce and

Objectives

At the end of this chapter you should be able to:

1. Explain the cycle of fertility in the female, from menstruation to ovulation to menstruation.
2. Explain fertilisation and implantation.
3. List the symptoms associated with early pregnancy.
4. Explain the consequences of unplanned pregnancy.

release sperm. The release of sperm is called ejaculation. Once a boy begins to ejaculate, he can cause a pregnancy. Of course, it is not good for a boy's life to become a father too early.

- Adolescence is a time for education and growing up, not for becoming a parent.

Think about it...

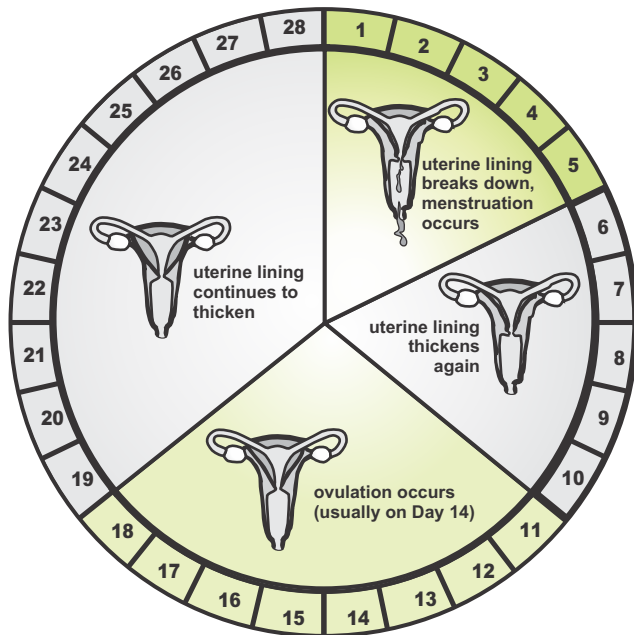
- *Ogechi hopes to complete Senior Secondary School, continue to College of Education and become a teacher. However, she becomes pregnant. What is Ogechi's likely future?*

Understanding The Menstrual Cycle (Also Called The Fertility Cycle)

For most girls, menstruation is an inconvenience. But it is part of an amazing system that allows the female body to develop a pregnancy and give birth. Instead of thinking of it as the menstrual cycle, imagine it as a 'cycle of fertility'.

At puberty, girls begin to experience these cycles of fertility – this means that pregnancy can occur only during certain fertile days of the cycle. During each cycle, the female body goes through many changes.

The most obvious part of the cycle is menstrual bleeding, also called menstruation or the 'period.'



These changes are the body's way of preparing for a potential pregnancy. They include producing mucus at the cervix, growing and releasing an egg, and changes in the lining of the uterus. These changes are controlled by hormones (natural chemicals produced by glands in the body and carried in the bloodstream).

These hormonal changes affect many parts of the female body, and also affect how women feel and function. Knowing about these changes can help a

girl or woman feel more comfort and control over her own body. A woman can even learn simple techniques for identifying when she is ovulating and when her menstrual period is due.

What Does The Body Go Through During This Cycle?

BEFORE OVULATION

Menstrual bleeding – Menstruation, or menstrual bleeding, means the beginning of a new cycle. During menstruation, blood and tissue are shed by the uterus and flow out of the vagina. The first day of bleeding is considered 'day 1' of the cycle. Bleeding usually lasts between four and six days.

Dryness – After menstrual bleeding ends, the vagina may feel dry. This is because the hormone levels are low and the cervix is producing little or no mucus. After a few days, as the body releases more hormones, more changes begin:

Thickening of the uterine lining – After a woman stops bleeding, although she cannot detect it, the lining of her uterus begins to thicken with blood.

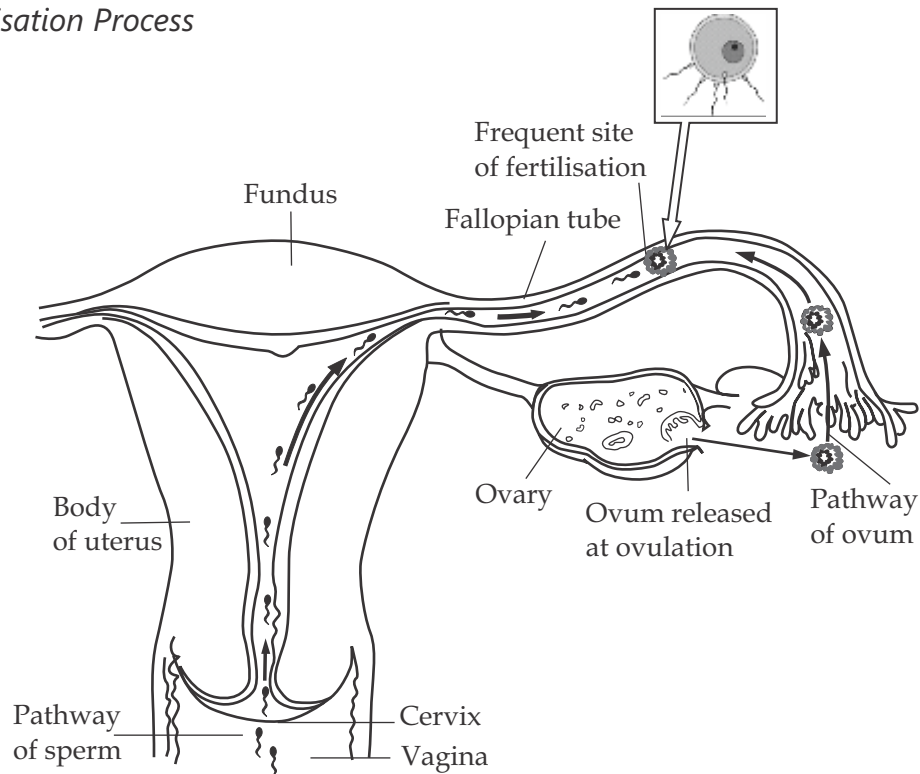
Egg begins to ripen – The egg (also called the ovum) grows inside the ovary.

Thick mucus discharge – A woman (or girl) may notice a vaginal discharge of mucus. At first, this mucus is cloudy-white or yellowish and may feel sticky. This mucus helps block the opening into the cervix and uterus.

OVULATION

Clear mucus/ovulation — As the egg ripens, the mucus becomes clearer and slippery. It's a little bit like raw egg white. Often it can be stretched between the fingers. This clear mucus nourishes sperm and helps them to move toward the egg. The release of the egg from the ovary is called ovulation. The days just before and around the time of ovulation are the time when a girl or woman can become pregnant. The female body goes through other changes around this time as well. For example, some women feel particularly good around this time.

Human Fertilisation Process



AFTER OVULATION

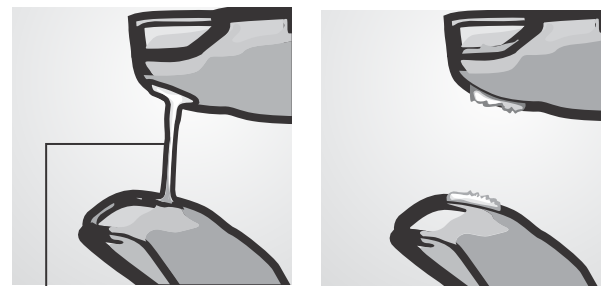
Post-ovulation – After ovulation, the egg can live for one day. The cervix again secretes the 'Keep Out!' type of mucus. For the next 14 days, hormones keep the thickened lining of the uterus in place. The body temperature also rises slightly.

Menstrual bleeding – If no pregnancy has occurred at the end of the 14 days, the hormone levels fall. The lining of the uterus sheds, and the body temperature falls back down. This shedding is menstruation, and a new cycle begins. (If a pregnancy occurs, the body continues to produce hormones to keep the thickened lining of the uterus in place for nine months.)

HOW LONG IS THE OVULATION-MENSTRUAL CYCLE?

During the first year or two after a girl begins to menstruate, the length of time from one period to the next may vary. Several months may pass between periods. Even adult women have cycles that vary from

Vaginal Mucus Discharge During Ovulation



Vaginal Mucus

one woman to the next. It may also vary from cycle to cycle for different women. Travel, stress, depression, malnutrition, and illness can also affect the cycle.

Most commonly, however, women begin a new cycle every 24–36 days. The part of the cycle from the beginning of menstrual bleeding until ovulation may vary a great deal. It is usually 1-3 weeks, but it can be shorter or longer. In contrast, the part of the cycle from ovulation to the next menstrual period does not vary; it is always close to 14 days. In other words, once

ovulation occurs, a girl or woman knows that – unless she has become pregnant –her menstrual period is due in 14 days.

FOR HOW LONG DO WOMEN HAVE MENSTRUAL OR OVULATORY CYCLES?

As women enter mid-life, their hormone levels change. Eventually they stop releasing eggs and menstruation also ceases. This phase, called menopause, also signals the end of fertility. The age of menopause varies for each woman and differs in different settings, but typically it begins in her mid- to late-40s.

The Process Of Human Reproduction

Here are the basics. Take out a pencil and tick off [] which of the following facts you already knew.

[] I knew this [] I didn't quite know this

Males are producing sperm continuously, so they are fertile (capable of reproducing) all of the time.

[] I knew this [] I didn't quite know this

Females ovulate (release an egg) only once in each menstrual cycle, so they are fertile only during a few days of each cycle.

[] I knew this [] I didn't quite know this

If a male and female have intercourse, sperm may enter the vagina and travel up toward the egg.

[] I knew this [] I didn't quite know this

The joining of the sperm with an egg is called fertilisation.

[] I knew this [] I didn't quite know this

Fertilisation usually takes place in the female's fallopian tube, then the embryo travels down to the uterus.

[] I knew this [] I didn't quite know this

The fertilised egg can develop into an embryo, then a foetus, and finally a newborn baby.

[] I knew this [] I didn't quite know this

The embryo attaches to the lining of the uterus. This is called implantation. Implantation usually takes place about five days after fertilisation. This is considered the beginning of a pregnancy.

[] I knew this [] I didn't quite know this

The sex of the embryo is determined by the man's sperm. It is not determined by the woman's egg.

[] I knew this [] I didn't quite know this

When a couple is unable to have a baby, it is called infertility. Sometimes it is the male who is infertile, sometimes it is the female, and sometimes both have low fertility. One of the main causes of infertility is scarring from a sexually transmitted infection earlier in life.

Fascinating Facts

1. The female reproductive system keeps working after it releases the egg. Within minutes, finger-like extensions (called fimbria) at the ends of the fallopian tube actually start surrounding the egg and drawing it into the tube.
2. A woman's cervix secretes different kinds of mucus during her cycle. Sometimes it is thicker and white, other times it is slippery and clear. During the fertile days, the mucus actually nourishes the sperm and helps them survive for several days. If you looked at this kind of mucus under a microscope, you would see that it also has 'channels' to help the sperm swim toward the egg.
3. The sex of the embryo is determined by the man's sperm. Some sperm will produce male offspring and some will produce female offspring. A baby's sex is not determined by the woman's egg.
4. It takes 3 months for sperm to develop and mature

in the male. Men are continuously producing new sperm.

Think about it...

- *Joy gave birth to a baby girl. Her husband Moses complained: 'You did not produce a son for me!' What would you say to Moses?*
- *Comfort and Joseph try for two years to have a child. Joseph tells the doctor he wants to divorce Comfort, saying she is infertile. What is the medically accurate response that Joseph should receive from the doctor?*

How Can A Woman Tell If She Is Pregnant?

Early signs of pregnancy differ from woman to woman and between pregnancies. The most common symptom is to miss a regular menstrual period. These girls reported the following additional signs or symptoms:

Fatima: 'My breasts felt tender.'

Faith: 'I became nauseous.'

Hadiza: 'I was very tired and emotional.'

Princess: 'I was urinating more frequently.'

Maryam: 'I can usually tell when I am ovulating because the thickness of my mucus changes. And I know that my period is due 14 days after ovulation. So when my period was late, I guessed I was pregnant. But to confirm it, I went for a test.'

Reasons To Avoid Early Pregnancy

Early pregnancy usually has very serious negative consequences for the girl. Some consequences are social:

- If she is unmarried, she is likely to suffer shame with her family and community.

- In Nigeria, pregnant unmarried girls are also forced to leave school.
- If she is married, she may experience further loss of her childhood.

Whether the girl is married or unmarried, early pregnancy also carries more serious health risks, especially if the girl is not fully grown. For example:

- Her pelvis may be too small to allow the baby to pass through during birth. This can cause a terrible condition called fistula (a tear between the vagina and the urethra or rectum).
- If a girl already suffers from poor nutrition or health problems, she may have other conditions that make childbirth dangerous.

There are also many reasons why a boy should avoid getting a girl pregnant before he is in a position to be a responsible parent and to raise a child.

What To Do In Case Of Pregnancy

Human pregnancy lasts about nine months. When a woman is pregnant, it is very important for her to take care of herself and her pregnancy. For example:

- She should avoid alcohol, drugs, and unnecessary medications.
- She needs to take recommended vitamins and mineral supplements (especially iron and folic acid).
- She should also visit an antenatal-care provider, who will check on her health and the development of the foetus. A health care provider can also teach her about taking care of her pregnancy and about childbirth. The provider can also check for danger signs and teach the woman what signs might indicate a problem.
- If a woman is HIV-positive, it is very important for her to take HIV medication regularly, as prescribed by her doctor, to prevent the foetus from becoming infected and to maintain her own health. This is a good reason to seek a confidential HIV test.

Think about it...

- *What are the consequences for a boy or man who is responsible for a pregnancy?*
- *Can you think of at least three reasons why a woman or girl might not receive the antenatal care that she needs?*

Many women and girls become very ill or even die because they do not get the care they need during pregnancy or childbirth.

In Nigeria, induced abortion is illegal unless it is performed to save the life of the pregnant woman. Thus, many who undergo the procedure are exposed to risky and unsafe abortions. Because of this, many girls suffer from infections that can make it difficult to have a child later. Some women die because of an unsafe abortion.

Summary

Ovulation refers to the monthly release of an egg from the female's ovary. Ovulation is the 'climax' of the cycle of fertility. If pregnancy does not occur, then the cycle ends when menstrual bleeding begins. If the woman has intercourse about the time of her ovulation, the male's sperm may reach the egg. If a sperm unites with the egg, it is called fertilisation. When this happens, the fertilised egg develops into an embryo, travels to the uterus and attaches to the uterine wall. This is called implantation. If pregnancy occurs, the female usually misses a menstrual period and may have other symptoms. Early pregnancy carries both social and health risks.

Vocabulary Review

- Cervix
- Mucus
- Fallopian Tube
- Ejaculation
- Fistula
- Menopause
- Ovary
- Foetus
- Fertilisation

Pick Your Metaphor

There are many metaphors to describe reproduction. Which one do you like best?

- ___ A symphony of bodily changes
- ___ A human factory
- ___ Miracle at work

[Make up your own metaphor]

Activity

Each of the words in the list below represents an event in a fertility cycle that ends with pregnancy. Put the words in the order in which they occur during the fertility cycle by numbering them 1-5, so that #1 is the first event, etc.

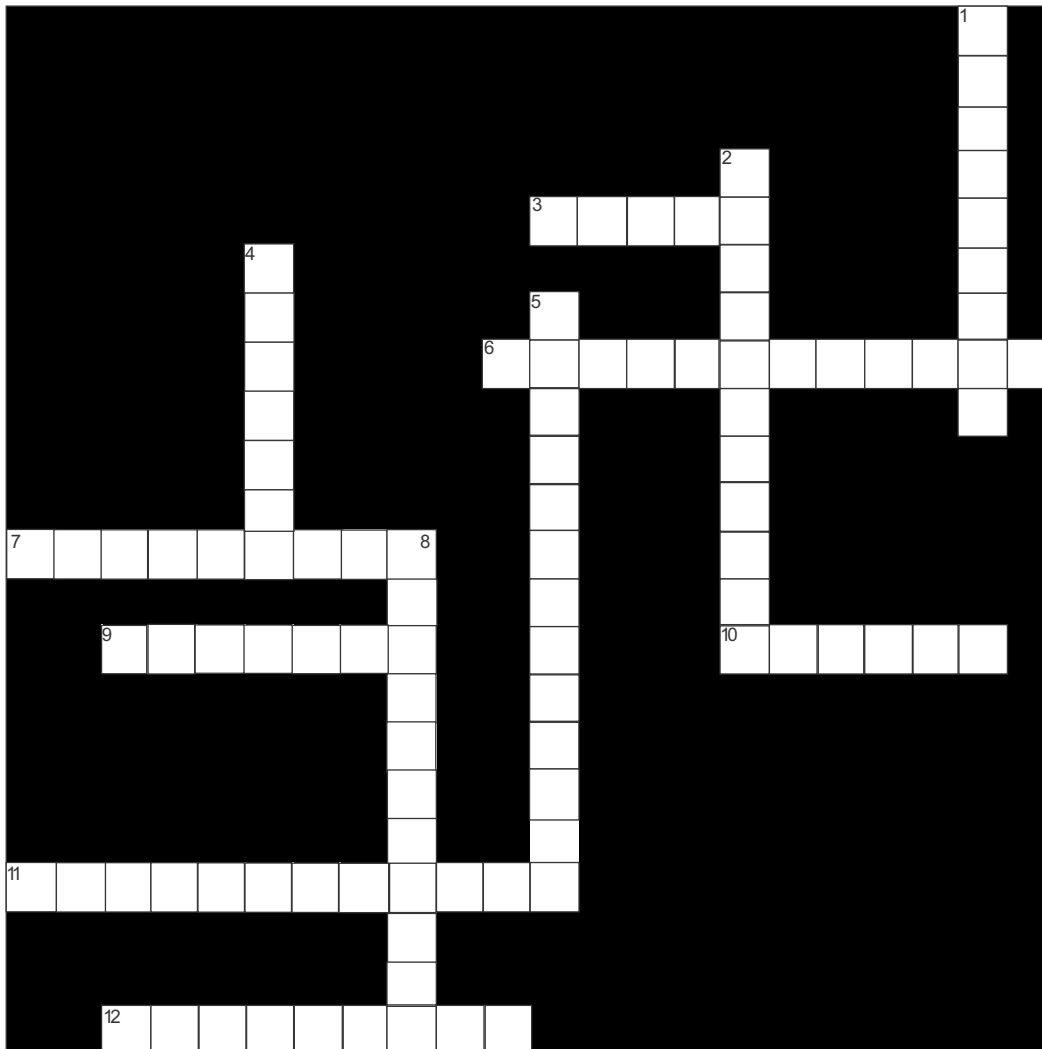
- ___ Ovulation
- ___ Implantation
- ___ Fertilisation
- ___ Intercourse
- ___ Menstruation

*[Answers to first assignment:
1:Menstruation. 2: Intercourse/Ejaculation. 3:Ovulation. 4:Fertilisation. 5: Implantation. Note: #2 and #3 can also happen in reverse order. The egg can be released. If intercourse/ejaculation takes place within 24 hours, it can still lead to fertilisation.]*

[Answers to first assignment:

HUMAN REPRODUCTION

Complete the crossword below



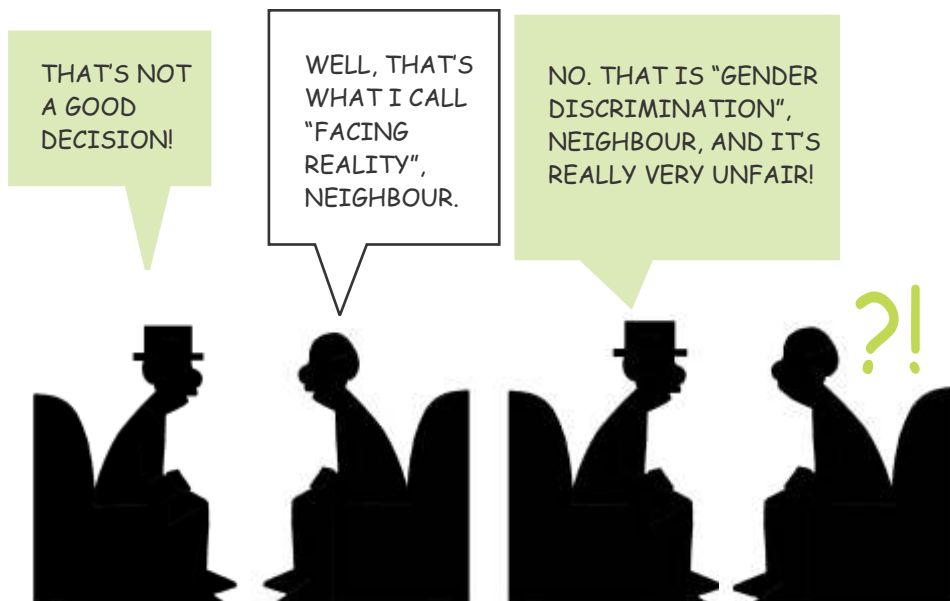
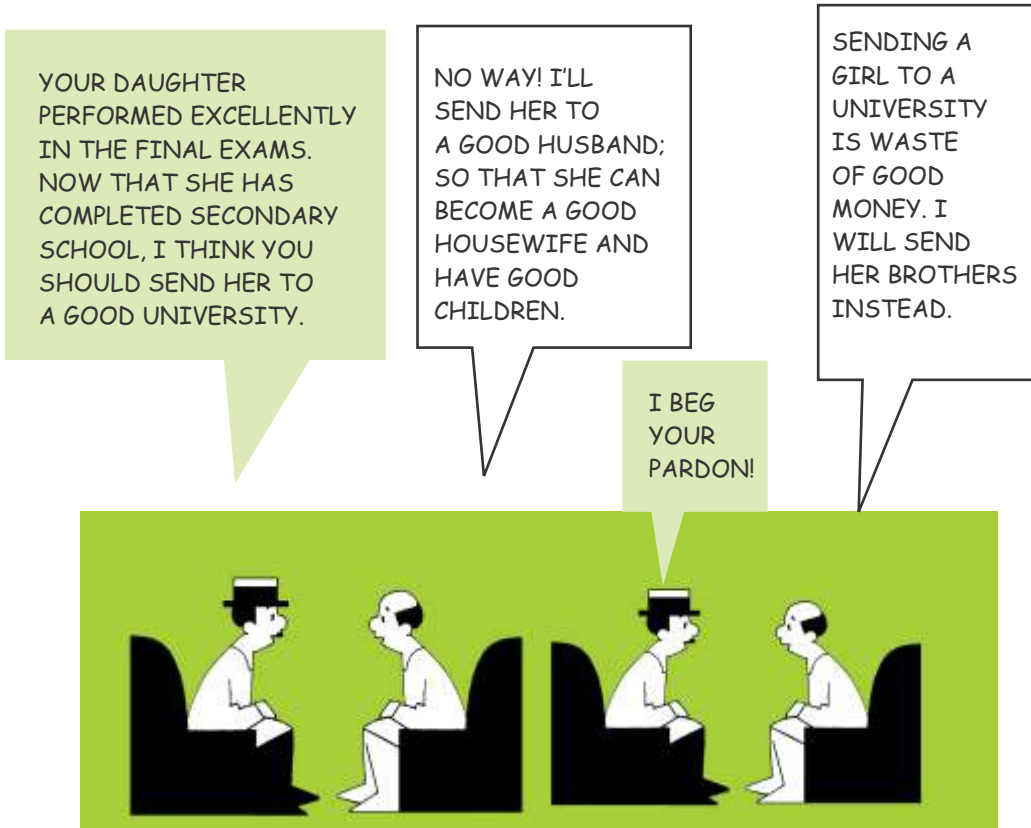
Down

1. Release of the mature egg during the menstrual cycle for fertilisation.
2. Sexual relations in which the penis enters the vagina.
4. A tear between the vagina and the urethra or rectum, associated with young birth before one is fully grown.
5. The joining of the sperm and egg in the fallopian tube of a woman.
8. The release of semen by the male.

Across

3. Whitish fluid produced from the penis that contains reproductive cells
6. Cyclic discharge of blood from the lining of woman's uterus.
7. Women experience this as they enter midlife and hormone levels drop.
9. Finger-like extensions at the end of the fallopian tube that draw ovum into the the tubes.
10. An organism in the early stage of development (e.g. in humans, before becoming a fetus).
11. When the fertilized egg attaches to the wall of the uterus.
12. The period from conception to birth.

- | | |
|------------------|------------------|
| 12. pregnancy | 6. menstruation |
| 11. implantation | 5. fertilization |
| 10. embryo | 4. fistula |
| 9. fimbria | 3. semen |
| 8. ejaculation | 2. intercourse |
| 7. menopause | 1. ovulation |



8

GENDER AND GENDER ROLES



Introduction

You can become whomever you want to be in life, and pursue your dreams.

Most of us grow up fully aware that our families and society in general expect us to act in specific or prescribed ways and to play certain roles, depending on whether we are male or female. These assigned roles are called 'gender roles'. Gender is not the same as biological differences which are based on a person's sex or because a person has male or female sexual organs and hormones. Thus, while biological sex differences are natural - we are born with them and they do not change over time and space except, perhaps, one performs a sex change surgery - gender

roles are not innate or natural.

In fact, women can do almost everything that men can do. Likewise, men can do almost everything that women can do. It is society that determines gender roles. Thus, while a woman may be assigned a certain role in Nigeria, we may find that in China or Zimbabwe, that same role may be assigned to a man.

Of course, not everyone within a specific society shares the same attitudes about gender issues and roles. In any given society, we find that different people hold different beliefs. Thus, as the numbers of people who hold different views increase within a society over time, some gender

roles may change. For example, in the past, many Nigerian women were in professions such as teaching, secretarial work and nursing which were considered professions fit for women and mothers. Today, many are engineers, business leaders and mathematicians.

Social attitudes about gender, called gender norms, vary widely from place to place and change constantly over time.

Objectives

At the end of this chapter you should be able to:

1. **Define gender and explain the difference between biological sex and gender.**
2. **Reflect on how gender norms affect you.**
3. **Discuss how gender roles affect both men and women.**
4. **Define gender inequality and discuss why it is harmful.**
5. **Clarify your own beliefs about gender stereotyping and discrimination.**
6. **Explain factors that affect gender roles over time.**
7. **Explain ways to reduce gender stereotyping and discrimination.**

What Is the Difference Between Sex and Gender?

Biological Sex

Biologically, most people are born male or female. There are a few important biological differences between males and females. For example, only women can get pregnant, bear children, and breastfeed. Biologically, men tend to have more muscle mass than women.

These differences are 'innate' or natural.

Think about it...

- *Try to remember a time in the past when you realized you were being treated a certain way because of your gender.*
- *Think about what happened. How did it make you feel?*
- *If you could change what happened, how might you change it?*

Gender

Gender refers to those aspects of being male or female that are based not on biology but culture. Gender roles and norms are taught; they are not 'innate' or 'natural'. Even without noticing it, gender norms have influenced your experience in life as a boy or girl. They have influenced how you behave and dress, your assigned chores at home, your career goals, your interests, and your leisure activities. They probably also affect your status. If you were a boy or girl growing up in a different culture or a different time, you might be expected to have a different role as a male or female.

Factors That Influence Gender Roles and Norms

Although males and females are alike in most ways, gender norms influence our lives from the moment we are born.

The family is one of the first and most important influences on our own experience of being male or female. Children learn about gender roles by observing the way other family members are treated. Some families treat boys and girls equally and encourage their children to reject harmful gender norms. However, many families do not treat girls and boys equally. In some families, fathers are very

involved with caring for the children and show tenderness; in other families, fathers spend less time on child rearing and more often, play the role of disciplinarian.

The media conveys ideas about how males and females should look, act, and think. Some media reinforce stereotypical gender roles – for example, men are shown as action heroes while women are stuck in the role of their sexy but vulnerable romantic partners. But some other media question or challenge these attitudes, and show both men and women in all kinds of roles.

Religions also vary in their attitudes to gender norms. Some religions allow women to participate fully in religious activity, and allow women equal status as religious leaders. Others do not.

Schools can reinforce gender norms through their

textbooks, school environment, and the attitudes of individual teachers.

Our peers also grow up exposed to various gender norms, and peers often influence each other's attitudes regarding gender roles.

Being sensitive to gender does not mean that we no longer recognise differences between males and females. It means respecting both sexes and acknowledging that an individual's biological sex should not determine how we see that person's talents, abilities, or general responsibilities.

If all of the influences around us reinforce rigid gender roles, then we are more likely to accept these roles as natural. If we are exposed to alternative views, they help us to understand that gender norms are taught and learned.

Activity

Think about the messages young people receive about gender roles.

Fill in the boxes below, common expectations of boys and men in your family or community. Enter words that describe how 'real men' are expected to behave. Write down:

Masculine Gender Roles		
At least 1 word about the EMOTIONS males are expected to show _____	One CHORE that most boys have at home _____	At least 2 typical CAREERS that are considered 'masculine'. 1. _____ 2. _____
At least 1 LEISURE ACTIVITY that is considered 'masculine'. _____	At least three PERSONALITY TRAITS that are stereotypically masculine (For example, brave or timid? Assertive or submissive? Rational or emotional? Tough or tender? Violent or peaceful?) 1. _____ 2. _____ 3. _____	

Now write in the box below, behaviours expected of **girls and women** in your family or community. Write down words that describe how 'real females' are expected to behave.

Feminine Gender Roles		
At least 1 word about the EMOTIONS females are expected to show _____	One CHORE that most girls have at home _____	At least 2 typical CAREERS that are considered 'feminine'. 1. _____ 2. _____
At least 1 LEISURE ACTIVITY that is considered 'feminine'. _____	At least three PERSONALITY TRAITS that are stereotypically feminine (For example, brave or timid? Assertive or submissive? Rational or emotional? Tough or tender? Violent or peaceful?) 1. _____ 2. _____ 3. _____	

What You Already Know Masculine and Feminine

How do your answers in the male and female boxes compare? As you can see, gender norms profoundly shape people's experiences and opportunities - in their families, in their communities, and in society.

Remember: Regardless of whether a person is a male or female, all human beings share a lot in common. We all have feelings, emotions, needs and desires.

- Except for the difference in genitalia, we share similar physical body parts, such as hands, legs, eyes, nose, head, ears, thighs and brain.
- Both boys and girls experience puberty, which is the passageway to adulthood; to becoming men and women.
- Both sexes also go through a period called adolescence. (This actually is a more modern concept and in some cultures, adolescence is not acknowledged as a phase of life. In such cultures,

the perception is that the transition is from childhood directly to adulthood).

- Both males and females can develop their potential to achieve and set goals in life.
- Both can have religious beliefs and values.
- Both girls and boys can play any game by developing the necessary skills.
- Both sexes receive messages from their families, schools, friends and society about how they should behave and both have a choice to accept and comply with these messages or not to.

Importance Of Gender Roles

If any society is to be fully developed, it must harness all of its human potential, both male and female. There are probably aspects of your gender role that you appreciate and enjoy. However, most individuals are socialized to 'fit in' to conventional gender roles. Rigid gender roles mean that people cannot be themselves or cannot develop all their interests and talents. Rigid attitudes about male and female roles are called



gender 'stereotypes'.

As young people approach adolescence, the pressure to fit into culturally determined gender roles may feel even stronger. Boys may feel they have to 'bottle up' their feelings or 'prove their manhood' through risk-taking, violence, or sexual activity. As a boy, it is important to be critical about your lifestyle and the ways you put yourself at risk.

Because of the influence of the cultures in which they grow, boys, as a way of showing their masculinity, tend not worry much about their health and may believe that taking care of the body or being concerned about health are female attributes.

These kinds of attitudes are learned early in life and impact boys'/men's health throughout their lives. For this reason, it is essential that boys learn the importance of taking care of themselves, including basic hygiene practices.

Girls may feel they have to act submissively. They may start submitting to males around them or be afraid to take initiative.

People who try to be themselves – but who do not conform to gender stereotypes – may suffer rejection and stigma. They may be called names or bullied. When we stereotype people based on their gender

(or age, or ethnic group, or other group identity), we place limits on their ability to be – and be seen – as full individuals.

Gender Discrimination

Pressures about how to behave affect both males and females – but opportunities and privileges do not come equally to everyone. Although women are just as smart and capable as men and have the same human rights, they usually do not get to develop their abilities or enjoy their rights as much as men do. Girls and women have lower status and less opportunity – they are even told that they are inferior to males! This is called gender discrimination. Another name for it is gender inequality.

Because of gender discrimination, girls suffer everyday. Here, we will discuss a few examples.

Male Preference

Where families have limited resources, they tend to feed infant daughters less than their infant sons. Female children also get less health care. Because of these inequalities, girls are more likely to die in childhood.

This is also referred to as 'male preference' and is a result of the value that society places on males and

Think about it...

- *How might his mates treat a boy who is not considered 'manly' enough?*
- *Can you think of an example of a movie or TV programme that reinforces rigid gender roles? What about a movie or TV programme that shows more equal gender roles?*
- *If a girl is raised to be submissive, how might that expose her to unwanted sex?*

females.

Generally, males are preferred because of the belief that they continue the family name and care for their parents in their old age. The perception is that a female will marry and become a member of another family. But the reality is that even when married, females still care for their parents. In some cases, female children care for their parents, even better than the male child!

We also find that girls often have less opportunity to attend school than their brothers; and many girls have more chores – and less free time – than their brothers. In many places, girls who become pregnant have to drop out of school and may be rejected by their families. But boys who cause a pregnancy are not compelled to drop out of school.

Girls may be married off while they are still children, instead of enjoying their childhood.

As Girls Become Adults, Gender Discrimination Continues. For Example:

- A woman often must submit to her husband's wishes, rather than having an equal input in

decision-making

- Women often have less access to income. Women have less opportunity to pursue careers that might interest them. They also get less pay for doing the same jobs as men.
- Women have less opportunity to become leaders in their religious institutions, communities, and in the business world.
- In some cultures, girls and women cannot own or inherit land or property; or decide about divorce. Neither can they have custody of their children.

Think about it...

- *Discrimination based on gender is only one type of discrimination. What are some other forms of discrimination against people?*

Harmful Traditional Practices

Widowhood Rites

In some Nigerian cultures, women are subjected to degrading and obnoxious widowhood rites when they lose their husbands. In some cases, a widow may be confined to an outhouse for a designated mourning period (during which she is sometimes forced to lie down on the bare floor and may not be permitted to bathe herself or eat from a clean plate).

Her hair may be shaved off with different kinds of implements and she may be forced to drink the water used to bathe her husband's corpse as proof that she had no hand in the death of her husband.

In some cultures, a widow is classified as 'property' of her husband and as such, she may be inherited by another male member of the family with or without the

widow's consent. In some circumstances, a widow may be forced to choose between being inherited by another male member of her husband's family or forfeiting altogether access to the property belonging to her and her husband. Interestingly, widowers (males) are not usually subjected to these kinds of dehumanising rites.

Female Genital Mutilation

Female circumcision, more generally known as Female Genital Mutilation (FGM), is practiced in many African countries and some communities globally. The practice of FGM in Nigeria is widespread. Often, it is performed in infancy or childhood as a 'rite of passage' to adulthood. Sometimes, it may be performed at first pregnancy or death.

It is a procedure, which involves cutting off part or the whole of a girl's or woman's clitoris; and in some cases, other parts of her sex organs. This is usually for cultural or any other non-medical/health reasons. Often, unsterilized instruments are used which have very serious health consequences.

FGM is practised for several reasons including:

- Purification – allegedly to protect virginity by reducing promiscuity (this is in a way also linked to preserving family honour)
- To increase sexual pleasure of the husband
- To enhance fertility.

Generally, it is practised as part of the culture and tradition of a community and therefore gives the initiated a sense of belonging and may increase her eligibility for marriage. This explains why oftentimes; the girl or woman being violated appears to be a willing victim.

Gender-Based Violence

A very serious problem that affects millions of girls and women is violence perpetrated by husbands, boyfriends, and strangers. Women are also more likely than men to suffer sexual abuse, including rape. See Chapter 20, 'Keeping Your Body Safe / Sexual Violence'.

Gender Discrimination, Unintended Pregnancy, And HIV/AIDS

When a girl or woman is not in a position to refuse unsafe sex, she is at risk of getting a sexually transmitted infection, including HIV. She is also at risk of having an unintended pregnancy. Achieving gender equality is a necessary step in combating HIV and AIDS, ending child marriage, and reducing unwanted pregnancy.

Changing Gender Norms

Gender norms do not stay the same: They change over time. They change because individuals decide to stand up for something different.

Ending gender discrimination is a key goal around the world. Most governments, including Nigeria's, recognize that equality between males and females is a matter of human rights. When women can earn money, protect their health, and feed their family, the whole community and society prospers. Also, achieving gender equality is a necessary step in ending child marriage and fighting AIDS.

Despite gender discrimination (or similar barriers), everyday, millions of individuals seek to fulfil their dreams. Although everyone does not automatically enjoy the same opportunities, many individuals achieve their dreams by fighting for a fair chance and working hard to take advantage of the opportunities they can access.

Summary

Gender refers to the socially constructed roles, behaviours, activities and attributes that are considered appropriate for males and females. Most of our ideas about gender are influenced by the messages we get from family, friends, the media, and peers. Both boys and girls tend to feel pressure to behave in a certain way because of these messages. Sometimes gender norms limit opportunities, especially for girls and women. This is called gender discrimination.

Belief in gender equality does not mean that we no longer recognise differences between men and women. It means respecting both sexes and acknowledging that an individual's biological sex should not determine how we see that person's talents, abilities, or general responsibilities. Gender is learnt and therefore can be unlearned. Attitudes about gender vary from person to person and place to place. They also change over time.

Activity

1. Ask an elder in your family how opportunities for men and women have changed since he or she was young. Ask what it was like when your family member was young. Get his or her point of view on whether the changes have made things better or worse.
2. Write a letter to your unborn daughter. Tell her what you hope her life will be like as a girl and how you will help her achieve that. You can illustrate your letter if you want to. Then put your letter in a safe place where you will be able to find it when you actually grow up and become a parent.

Vocabulary Review

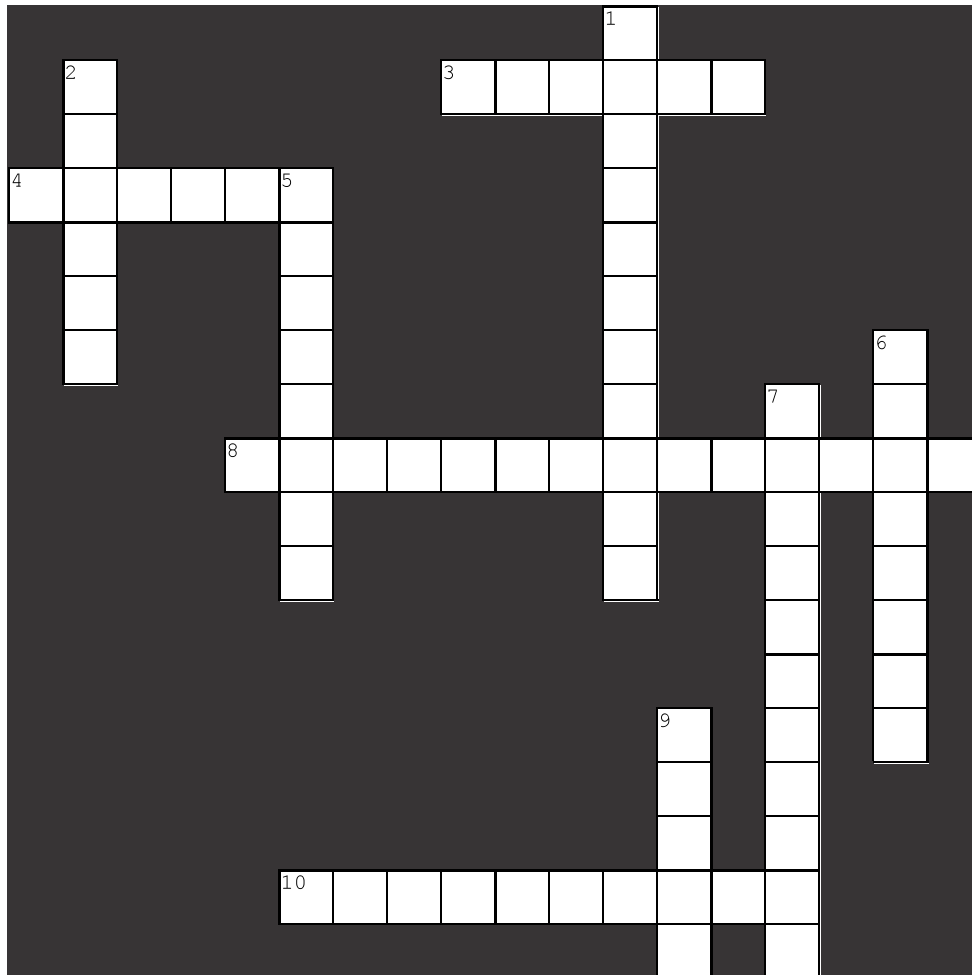
- Gender
- Gender roles
- Stereotypes
- Discrimination
- Male preference
- Gender-based violence

Activity

1. If you could change one thing that has to do with gender roles, what would that be?
2. What do boys today think about gender equality, compared with the attitudes their fathers or grandfathers had?
3. Give an example of how schools, textbooks, or teachers can make sure that girls are treated fairly.
4. Give an example of how adolescents can help make sure that their peers are respected – no matter whether they are male or female, or if they 'fit in' with typical expectations of boys and girls.
5. How can religious organizations ensure understanding and respect between males and females, and pass the message that all human beings are equally precious in the eyes of God?

GENDER

Complete the crossword below



Across

- 3.** One of the first and most important influences on our experience of being male or female.
- 4.** Inborn, something you are born with.
- 8.** Unjust or prejudicial treatment of different categories of people especially on the grounds of race, age, or sex.
- 10.** Ready to conform to the authority or will of others meekly obedient or passive. Females who possess this trait may be at higher risk of sexual coercion, unintended pregnancy and STDs.

Down

- 1.** One of the ways that boys tend to “prove their manhood” (hyphenated word).
- 2.** Assigned social roles or expectations on how to act as a female or male.
- 5.** The state of having the same status, rights and opportunities.
- 6.** Behaviour involving physical force intended to hurt, damage, or kill. This is wrong but still very commonly used by males against females, including their intimate partners
- 7.** Rigid attitudes, ideas and expectations that all members of a group are very similar.
- 9.** Source of many images and messages about how females and males should act; maybe print or electronic.

1. risk taking (2 words)
 2. gender
 3. family
 4. innate
 5. equality
 6. violence
 7. stereotypes
 8. discrimination
 9. media
 10. submissive

YOU TOLD ME
SANITARY PADS
ARE FACE TOWELS.
AND WHEN I ASKED
ABOUT CONDOMS,
YOU SAID THEY'RE
BALLOONS.

YES,
BUT
EM...

WHEN I ASKED
WHY I WAS
HAVING MONTHLY
FLOW OF BLOOD,
YOU SAID "IT'S
ONE OF THOSE
THINGS",
REMEMBER?

YES,
BUT I..



ANYWAY, I
DECIDED TO
ASK MY
FRIEND
ABOUT
EVERYTHING.

SO, WHAT DID
SHE TELL YOU?

AS A MATTER OF FACT,
MUM, I FEEL MORE
COMFORTABLE TALKING
WITH MY FRIEND WHO
IS A PEER EDUCATOR.

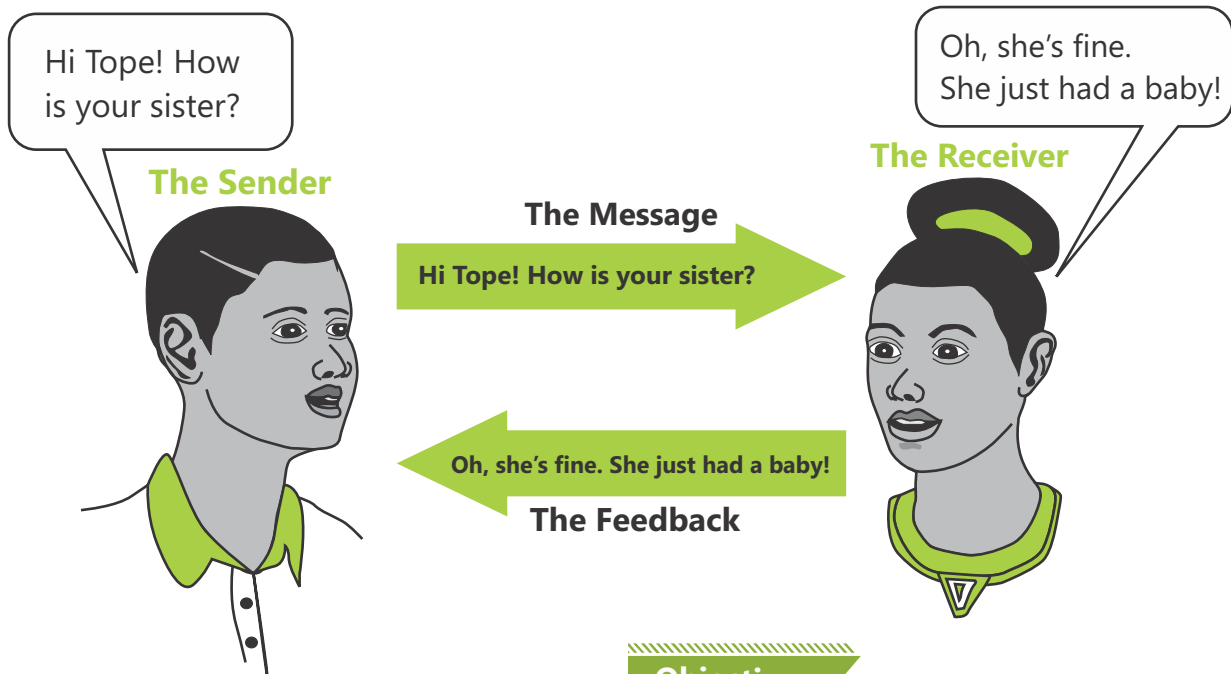
YEEH!.. WHAT
TROUBLE HAVE
I PUT UPON
MYSELF, YOU
DON'T TRUST
ME ANYMORE?



9

COMMUNICATION

The Communication Process



Introduction

Everyone wants to be heard and understood. We all have had times when we did not express ourselves as clearly or as fully as we wanted to. Many people often feel that way. This chapter will help you to learn to communicate more clearly. Knowing how to express yourself so that you are understood; and being able to understand what other people are trying to say are important skills. Think about how much time you spend communicating information, ideas, feelings, and questions – it's worth getting it right.

Objectives

At the end of this chapter, you should be able to:

1. Define communication.
2. List various types of communication.
3. Explain the importance of communication.
4. Explain the communication process.
5. Describe good communication skills.
6. Discuss some barriers to effective communication.
7. Explain how you can improve your communication.
8. Describe some of the difficulties with communicating Family Life Issues.

What Is Communication?

Communication can be defined as the giving and receiving of a message, information or idea in such a way that it is understood by both parties. It is the act of sending information from a source (sender) which brings about a response from the receiver.

It is also the process of making one's feelings known to others. It can also be a way in which individuals send unintended messages to other people unconsciously; without even realising that they have done so.

We communicate to pass on and get information, get things done, reach decisions, achieve common understanding and develop relationships. Communication includes sharing information, feelings, and beliefs with one another. This communication is much more than just the exchange of words. In fact, all behaviours convey some kind of message – intended or unintended.

Importance of Communication

When people treat each other with mutual respect, communication can help them:

- Feel safe to express themselves
- Resolve conflicts respectfully and without violence
- Feel good about themselves and about their relationships
- Develop relationships that are based on shared understanding and satisfaction.

Breaking It Down:

Types Of Communication

Verbal Communication: This is the most common way of communicating. This communication involves the exchange of ideas, thoughts or feelings through spoken or written words.

Non-verbal communication: This involves expression without using the spoken or written word but rather through pictures or in the form of body

Think about it...

▪ *How do you communicate in different situations? Which of the following tends to get in the way of expressing yourself in the best way?*

I don't know how to express myself clearly.

I get afraid that the other person will think poorly of me if I don't agree.

I think that I won't be listened to anyway, that what I say won't matter.

I lose my temper too easily

I can get what I want more easily by intimidating the other person.

I am more nervous if I have to communicate with a person of the opposite sex.

language/actions such as gestures and facial expressions.

Types of gestures include nodding to indicate approval, shaking the head sideways to show disapproval, dropping one's arms to show discouragement or boredom, leaning forward (to show interest), and turning away. Facial expressions include winking, maintaining eye contact, staring, frowning, grinning, etc.

Skills For Better Communication

Communication is not a mystery. Everyone can learn basic skills to communicate more effectively.

'Why Aren't You Listening to Me?!'

Deep down, everyone wants to be heard without being judged or interrupted. We've all had the feeling at one time or the other that someone we are talking to is not really paying attention. So it's easy to understand how important it is to be a good listener.

Listening skills help us to build friendship, to be trusted by people, and to get the right information to make good decisions. Did you know there are concrete steps you can learn to be a good listener? Highlighted below are some active, non-judgmental listening skills.

Establish Eye Contact With The Other Person - This signals to the person that you are focused on him or her, not looking at the clock or reading a text message on your phone. It tells the person, 'What you have to say matters to me.'

Don't Interrupt - Sometimes we want to jump in and give our opinion or idea. But no one likes being interrupted, even if we are having a hard time expressing ourselves.

Focus On Listening, Not on Your Own Thoughts - If you are thinking about what you will say next, you are not listening actively.

Use Positive Body Language - Let the speaker know you are listening through body language, such as nodding, leaning forward, and using appropriate facial expressions.

Empathise - As the person is speaking, it is helpful to insert short phrases such as 'Good point', 'I can understand how you felt', or 'Go on'. These help the speaker feel that his or her message is important and coming across clearly.

Paraphrase – Summarize what you heard to ensure that you understood properly. This also shows the speaker that you are listening carefully and that you care about understanding correctly.

Try practicing each of the Listening Skills with a friend or family member. (Or if you are reading this in class, you can take a few moments and practice with a

classmate, taking turns to be the Listener.) Practice one listening skill at a time, then try to practice them all together.

Think about it...

- *How do you communicate today without using words?*
- *How many common forms of nonverbal communication can you think of?*
- *What message is communicated when the person you are speaking with:*
 - *leans forward?*
 - *turns away?*
 - *frowns?*
 - *Maintains eye contact?*
 - *Pats you on the back?*

How Can I Say This So You'll Understand?

When you listen actively, you will also become more aware of how other people communicate. This can also help you pay attention to how you communicate. There are specific behaviours that can enhance your communication when you speak. These include the following:

Use The 'I' Statement – State your own feelings. Start sentences with 'I' rather than with 'You'. (For example, 'I feel uncomfortable about that.' or 'I am hoping you will allow me to go with my friends to that event.'

Be Bold And Direct – Some people tend to communicate indirectly, or to be very shy. When you are not direct, your message may not be clear to the listener. Communicating directly and firmly is not the same as being aggressive. You can communicate

clearly and directly while still respecting the feelings and thoughts of others.

Get Your Facts – Be sure your information is accurate. Be honest if you are not sure of certain facts. The point of communication is not just to persuade the other person – it is to arrive at a mutual understanding.

Think about it...

When there is an imbalance in status or power between people, it can block open communication. For example in a conversation between an employer and a domestic worker, who is likely to feel freer to express ideas and feelings?

- *Who is likely to feel freer in a conversation between a man and a woman?*
- *Can you think of another example of how differences in social status or power may hurt communication and mutual understanding?*
- *How can we make sure that someone's needs, feelings, and right to communicate are respected irrespective of social status?*

Show Respect – Express feelings honestly and clearly without putting the other person down.

Use Positive Body Language – Remember that the message sent by your facial expression, body language, and tone of voice may leave a greater impression than your words. Smile to communicate positive feelings. If you know the person you're talking to well, you may also want to touch them or

hug them – remember, though, that different people feel differently about being touched! When it's appropriate, a hug or a hand on the shoulder can mean more than a thousand words.

Nobody communicates perfectly all the time. But you can learn and practice these skills, just like any other skill – from cooking to playing football. The more you practice, the more naturally and effectively you will communicate.

Barriers to Good Communication

Even when people learn new communication skills, they sometimes have a hard time using those skills. For example:

- A person's temperament can get in the way
- Specific situations can make it more difficult to communicate the way someone wants to
- Often, a person's ability to communicate freely and comfortably in a relationship is influenced by whether the two parties are equal in social status and power.

Sometimes, when people talk, they do not quite understand each other. Some factors create barriers or obstacles to effective communication. These barriers include the following.

Barriers from the sender: wrong words, wrong tone, poor manner of speech or distortion, wrong timing, speech speed, complexity of message, etc.

Barriers from the listener: poor listening skills, impatience, inattentiveness, interruption of speech, inappropriate expression, change of topic, poor manner of speech such as yelling, talking loudly, etc.

Other barriers: cultural barriers such as language (or body language); class barriers such as different levels of education; lack of knowledge/facts about issues being discussed; poor feedback or lack of feedback; physical disabilities such as deafness, dumbness, blindness, etc.; differences in perception between sender and receiver (i.e. a difference in values), or technical problems.



Talking About Family Life Issues

If you came up with a list of topics that people are uncomfortable talking about openly, sexuality would probably be on that list. Although discussing sexuality is important for building trusting, close relationships and protecting your health, many people do not know how to communicate about it. Put a tick beside any of the following factors that you think make it difficult or embarrassing for people to discuss sexuality.

- Cultural attitudes that sex and sexuality are shameful
- The belief that discussing family life issues will promote immoral behaviour
- Religious attitudes that suggest it is sinful to discuss sexuality and sexual health topics
- Poor communication within the family
- Lack of individual confidence or experience in discussing sexuality
- A difference in age, sex, or social status between/among the people in the discussion
- Lack of information and knowledge about issues of family life, sex, and sexuality

If you ticked () in ALL of the above, you are correct. However, attitudes are changing and more people understand the need for Family Life Education because it helps young people prevent or get out of uncomfortable or dangerous situations. Such education has been shown to help prevent early and unwanted sex, as well as HIV and unintended pregnancy. It can also give young people the skills they will need to develop healthy intimate relationships later in life.



Summary

Communication is the giving and receiving of a message or idea from one party to another in such a way that is understood by both parties. It includes the exchange of information, feelings and attitudes. Good communication – in which both parties can express themselves and be understood – is the foundation for all interpersonal relationships. Social inequality interferes with communication by making it more difficult for one person to feel safe and confident to speak up. Another major barrier to effective communication is simply lack of skills and practice. But communication skills can be learned.

One form of communication to practice is verbal communication – expressing oneself through words and symbols. Another type is nonverbal communication—expressing oneself through tone of voice, facial expressions, and body language. Nonverbal communication sends powerful messages, and sometimes we are not aware of the message we send this way.

People often have difficulty communicating about family life and sexuality issues. Yet learning to discuss these issues helps you to be safe and healthy, and will help you form healthy intimate relationships later in life.

Vocabulary Review

- Communication
- Body language
- Social status

Activity

Make a Plan

If you have read this chapter, you already know a lot about communicating better. So pick one communication skill that you feel ready to improve. Look back at the explanations earlier in this chapter if you need to. Also have a look at Chapter 14, 'Assertiveness and Refusal Skills', and Chapter 15, 'Negotiation'.

- Using 'I' statements
- Being bold and direct
- Getting your facts straight
- Showing respect (and not yelling)
- Using positive body language

Question: Where should I start practicing?

Answer: Try the mirror!

MY AMBITION IS TO BECOME A SUCCESSFUL TOWN PLANNER AT THE AGE OF 28.

THEN DO SOMETHING ABOUT YOUR TERRIBLE GRADES.



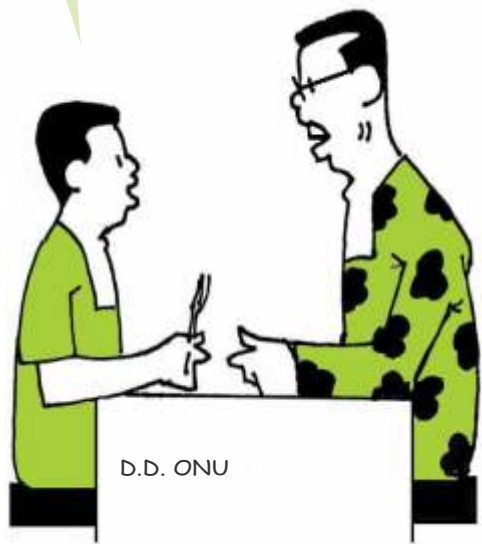
HOW, DAD?

SPEND LESS TIME ON VIDEO GAMES AND CHATTING ONLINE.



WELL, DAD EM...

AND SPEND QUALITY TIME STUDYING.

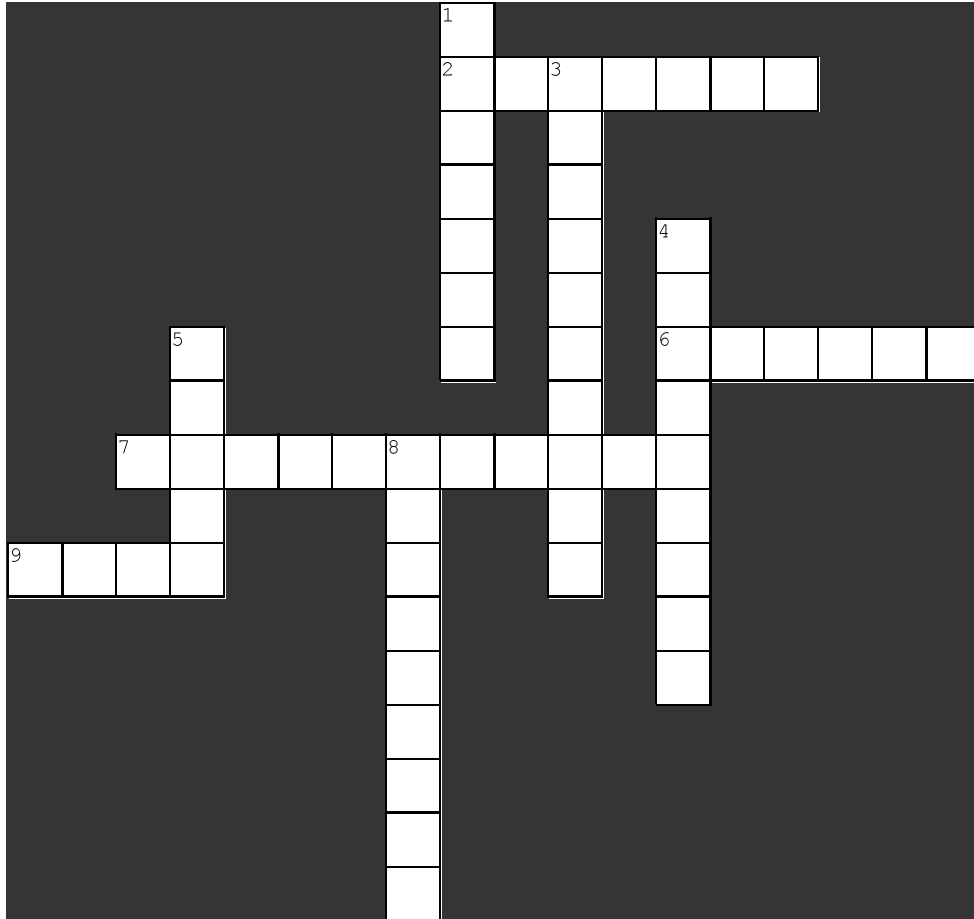


TO BECOME A SUCCESSFUL TOWN PLANNER, YOU MUST FIRST BECOME A GOOD TIME PLANNER.



COMMUNICATION

Complete the crossword below



Across

- 2.** The ability to understand and share the feelings of another.
- 6.** A person's social position or standing, conferring social power or influence.
- 7.** Send a message to convey information, feelings, ideas, or questions.
- 9.** To smile broadly as in amusement.

Down

- 1.** Any spoken, written or other form of communication.
- 3.** Summarize a message, to ensure you understood it properly.
- 4.** A quiet but important part of communication skills.
- 5.** To contract the brow as in thought or anger
- 8.** A type of communication involving facial expressions and body posture, rather than language.

1. message
2. empathy
3. paraphrase
4. listening
5. frown
6. status
7. communicate
8. nonverbal
9. grin

10

MAKING DECISIONS



Introduction

We make decisions all through the day. Some of our decisions – what clothes to wear, or which day to visit a friend – do not have serious consequences. Other decisions – about sexual activity, about your life goals, or about whom to marry – are more serious. Serious decisions can affect your health and your whole life.

You could probably make many simple decisions by flipping a coin. But when it comes to serious matters, it is helpful to have a process for making the best decision. Decision-making is an essential skill.

Objectives

At the end of this chapter, you should be able to:

1. Describe the benefits of making thoughtful decisions.
2. Explain the steps in the decision-making process.
3. List the factors that influence your ability to make good decisions.
4. Give examples of situations that require decision making.
5. Understand the effects of one's decisions.
6. Explain how to make better decisions.

Meaning Of Decision-Making

It is a process of making a choice or reaching a conclusion, especially on important personal, political or business matters. It is also a process of selecting from among alternatives, a preferred course of action. It is the act of making up one's mind about an issue or problem. Every human being is constantly making decisions such as: "What kind of food should I eat today?" or "which university should I attend?" Such decisions shape the pattern of a person's development over a period of time.

Why Bother With Making Thoughtful Decisions?

'I didn't realize that would be the result or I wouldn't have done that.'

'That didn't turn out the way I wanted it to.'

'I wish I had better control over my life.'

If you are like most people, you have had thoughts like these. Making thoughtful decisions won't make everything turn out perfectly, but it will help you to make choices that you feel comfortable with. Most of the time, we feel happier with decisions that we have made thoughtfully.

Think about it...

- *Can you think of a decision you regret?*
- *What are some of the most important decisions facing adolescents?*

Factors That Influence Decision Making

Social Norms profoundly influence the decisions a person makes. These norms may also determine when, how, and even whether a person makes a decision. These norms are reinforced (or questioned) in different ways that are highlighted below.

- **Family:** Parents and adults have great influence and control over young people. For example, they may influence children's decisions about a career, when and whom to marry, or what religious group to belong to. Sometimes decisions are forced on the children. Some families still engage in traditional rites such as female genital mutilation, inscription of tribal marks etc. These practices continue because societies enforce them and not necessarily because parents want their children to go through such rites.
- **Religion:** Religious teachings often reinforce or challenge social norms. A person's religion also influences one's decisions; from the way one dresses to more significant decisions like the choice of a spouse or career.
- **Media:** The media, especially the electronic media, can influence people's decisions. For instance, the way a product is advertised or an issue addressed by the media may influence people's decisions either positively or negatively. It is common to find females with 'beautiful bodies' in most media advertisements. The message is that if we buy these products, we too will look beautiful.
- **Peer Group:** Young people often seek the advice of peers and friends before making decisions, especially decisions that have to do with relationships. Even if we don't ask for advice directly, we sometimes observe the body language of our peers to see if they approve or disapprove. We may feel that we do not 'belong', if we choose not to drink alcohol when everyone else in the group is drinking.
- **Foreign Influences:** Both historical forces (such as the colonization of Nigeria by Britain) and

contemporary forces (such as cultural globalization) influence our language, everyday habits, gender norms, way of dressing, etc.

Laws, Policies, And Access

Our legal rights, our resources, and our access to opportunities influence some decisions.

Laws And Policies: Government policy may compel citizens to follow a course of action. For instance, if the government decides to introduce free education, many parents, who hitherto had no plan of sending their children to school, may change their decision. If government decides to tax its citizens according to the number of children per family, this may force citizens to make the decision to reduce the number of children they want to have and may also encourage monogamy, late marriage and birth control.

Education: The type and level of your education will determine whether you marry early or late, and also the number of children you will have. It used to be a common practice in Nigeria for families to have many children who helped their parents on the farm. Today, education has created more opportunities for young people.

Resources: You may abandon a noble decision for another if you do not have the money, time, or material resources to implement it. For example, you may like to go to a party to meet other friends, but you may not have the money to buy the kind of clothes that you expect everyone else will be wearing at the party. You may want to seek health care but lack money for transportation.

Access To Services And Technologies: If you decide to take an STI test, you may need access to a youth-friendly clinic. If you decide to do research online, you need to have access to a computer and Internet.

In spite of the influence of all the factors discussed above, it is important to know that the best decision is usually one that is consistent with your values. When you know your values, external factors have less power over your decision-making.

Steps to Make the Right Decision for Yourself

Thoughtful decision-making involves using your mind and thinking faculties to consider viable solutions to arrive at a conclusion. That's why we call it 'making up your mind'.

Step 1: Define the problem

When we think through the problem, we sometimes realize that we were a little confused at the onset. If two or more people have to make a decision together, it's especially useful to be sure you all are in agreement on the problem you intend to solve.

Step 2: Consider all the options

If you put on your thinking cap (or consult others) you will usually find options that you had not considered before. Write them all down. Don't be afraid to list options that seem difficult or unusual. You may want to seek information or advice from people you trust.

Step 3: Identify the benefits and disadvantages of each option carefully

For each option, write down the potential consequences – positive and negative. Remember to consider the effects not only on yourself but also on other people. Pay attention to both the short- and long-term effects. Consider your values when you list the benefits and disadvantages.

Step 4: Make a tentative decision

This is a good time to ask yourself: 'How easily can I change my decision later if I need to? Will I be stuck with my choice?' This is also a good moment to ask yourself, 'Does my decision fit with my values?'

Step 5: Make a plan to implement the decision

Making a decision is one thing. Implementing it is something else. If you have trouble carrying out your decision, consider what might get in the way of things working out and what might make it easier. It can be helpful to rehearse your decision safely and privately (Try a mirror!). Or you can discuss the decision with someone you trust. Make sure your decision is a safe

one. Then write down all the steps in your plan to help you keep to it.

Step 6: Reconsider the Decision If Necessary

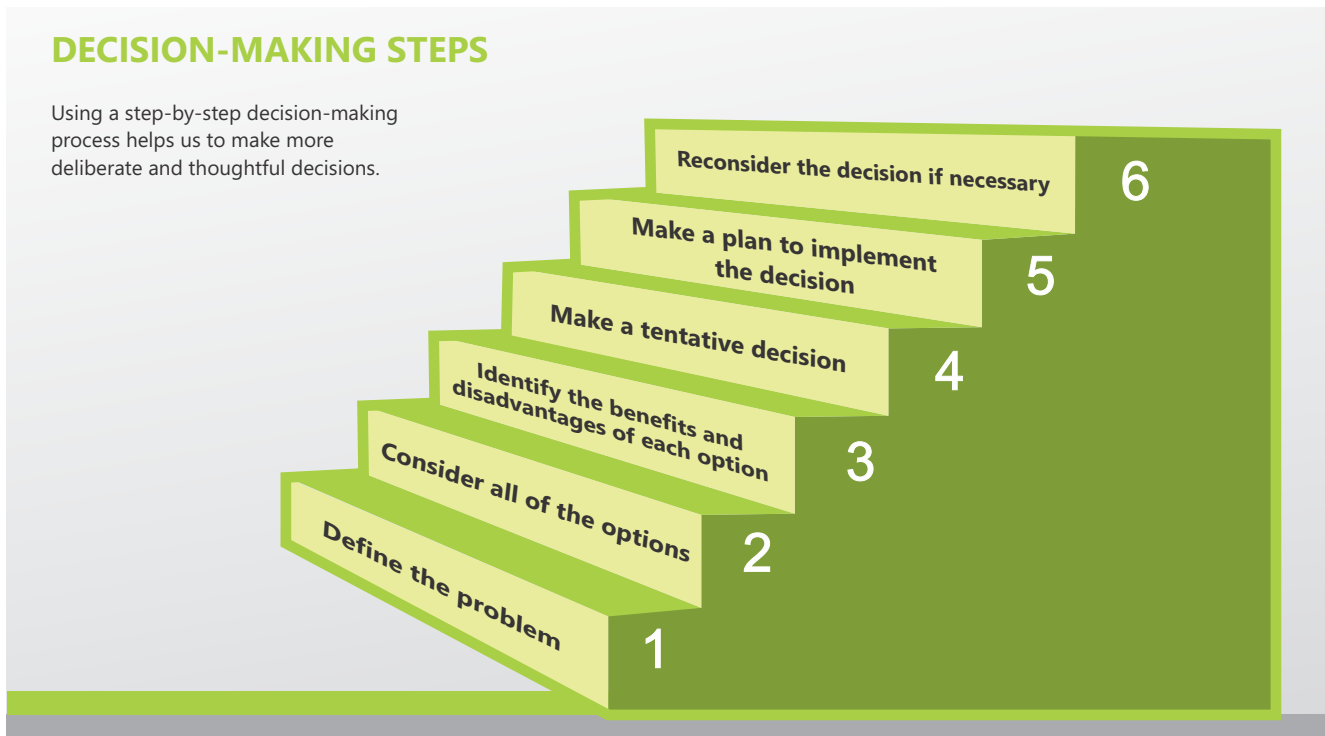
Take as much time as you can to make a decision that feels comfortable and thorough. And if you run into problems, remember you can change your decision.

An Example (Based On A True Story)

Simon and Kola are from the same village. Simon plays football at every chance he gets and his mates from the team are his best friends. Lately Simon's mates

have been taunting Kola. They call Kola 'girly' because he likes to draw and read poetry rather than play sports, and because he prefers to study with his female classmates.

Simon's mates ask Simon what he thinks is wrong with Kola. Simon is not sure how to respond. Part of him wants to defend Kola, but part of him wants to agree with his mates. Simon's mates have started to pressure him and question his stance. They want to know what is wrong with him (Simon) and why he is not standing up for 'being a man'.



Step 1: Define the problem

'I don't want Kola to be hurt. But I don't want to be rejected by my peers and I don't even know how I feel about Kola's behaviour.'

Step 2: Consider all of the options

-
- Option 1** *I can get my mates' approval by joining in when they tease Kola.*

 - Option 2** *No one deserves to be bullied. I can tell my mates to leave Kola alone.*

 - Option 3** *I can just keep ignoring my mates and see if they stop bullying Kola and stop pestering me.*

Option 4 *I can stop being friends with these mates.*

Option 5 *I can talk to Yemi. He is the one boy on the team who might agree that they should leave Kola alone.*

Option 6 *I can talk to a teacher or to my parents and ask for help.*

Step 3: Identify the benefits and disadvantages of each option carefully

Option 1 *I can get my mates' approval by joining in when they tease Kola. – It will be a relief to have the approval of my mates. But I will feel ashamed every time I see Kola or his family members.*

Option 2 *No one deserves to be bullied. I can tell my mates to leave Kola alone. – I would feel proud of myself for speaking up for what is right. But I am afraid my mates will start to reject or tease me. And I'm not even sure how I feel about Kola, anyway.*

Option 3 *I can avoid the problem and hope that they stop bullying Kola and stop pestering me. This way, I would not take any risks. But I will always be anxious that my mates will start up again.*

Option 4 *I can stop being friends with these mates. I don't admire these boys anymore; maybe it would be a relief not to be associated with them. But I play football with them most afternoons, and many of our peers admire us because we are good athletes. Also, I'm not sure how I would make other friends.*

Option 5 *I can talk to Yemi. He is the one boy on the team who might agree that they should leave Kola alone. What if Yemi does not agree with me and also makes fun of Kola?*

Option 6 *I can talk to a teacher or to my parents and ask for help. – It would be a relief to get some help and support. But what if an adult pushes me to do something I don't want to do, or causes trouble for my mates, or even for Kola?'*

Step 4: Make a tentative decision

'I think I will go with Option 3. The school term will end in a month and maybe everyone will forget about it.'

Step 5: Make a plan to implement the decision

'If I see that Kola is nearby, I will try to distract my mates. I can also try to stop by and say hello to Kola when my mates are not around.'

Step 6: Reconsider the decision if necessary

One week later, Simon's mates were taunting Kola again. One boy from the team pushed Kola to the ground. When Simon walked out of class, he saw Kola on the ground, with the boys laughing and calling him names and saying he would 'never be a real man'.

Simon decided to reconsider his decision. He spoke up, telling his mates: 'A real man doesn't need to bully others to feel stronger himself! Do you think people respect your behaviour? Kola is my friend. Think what you want, but if you are going to treat other people this way, then find another teammate!'

Simon suddenly felt nervous. What had he done? Then Yemi stepped forward and helped Kola up.

Think about it...

- *What is a decision that is on your mind at this point in your life?*
- *Take a pen and paper and try going through each of the six steps.*

Knowing Yourself

It is no fun being in the middle of a tug of war. It is hard to sort out what is really important when we have choices to make. Everyone makes mistakes once in a while. Knowing your own values and feelings will help you to make the best decision for yourself.

Even the simple decision above involved weighing values and feelings about relationships, against values and feelings about school.

Sometimes it takes time to sort out your values. Sometimes – especially if you have mixed feelings – it

takes time to identify those feelings.

Mostly, young people have been taught to consider other people's wishes over their own.

Remember: You have the right to take the decision that is best for you.

Who counts the most in your decisions? Why? It is helpful to be aware of who has the most influence over your decisions. In the table below, tick the right box to indicate who influences you the most for different kinds of decisions.

Decisions Related To Sexual Health

Most decisions related to sex can be complicated ... even for adults. Imagine thinking over these decisions:

- What to tell a sugar daddy (an older man who is dating a very young girl) who offers you gifts or cash
- Whether to end a romantic relationship
- What to tell one's friends who exert pressure on one to become sexually active

What to do in the face of a possible unintended pregnancy or sexually transmitted infection.

DECISION	FRIENDS	PARENTS	SIBLINGS OR OTHER RELATIVES	RELIGIOUS LEADERS	TEACHER	ANOTHER ADULT	SELF
Dressing							
School							
Friendship Decisions							
Attitudes about gender or sexuality							

Summary

When we make decisions, we select a course of action among alternatives. Making decisions helps us to reach our goals and avoid trouble. When we make a thoughtful decision, we feel more satisfied and in the end we are happier.

There are steps to follow to make a thoughtful decision. Anyone can learn these steps and practice them. There may be barriers in making and implementing decisions but many times these barriers can be overcome. Being aware of our own values and our feelings can help us to make difficult decisions.

Think about it...

- *Think about people who have influence over your decisions. Is there anyone who you feel may not have your best interest at heart?*

Vocabulary Review

Read through the list below and find out the meaning of each word or phrase:

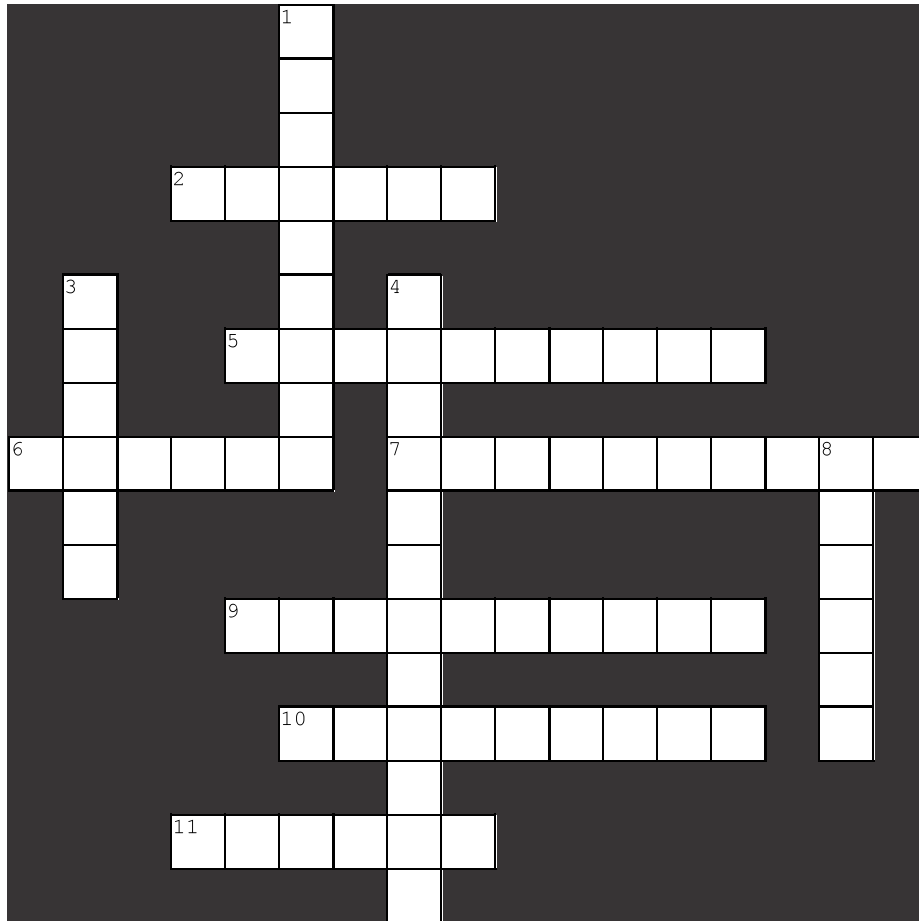
- Making decisions
- Thoughtful decision-making

Activity

Ask your parents or trusted relatives about a serious decision they had to make in life (such as choice of career, marriage, or children). Ask about the barriers they encountered in making and trying to implement the decision.

DECISION MAKING

Complete the crossword below



Across

- 2.** A definite course of action to guide and determine present and future decisions (example by government).
- 5.** To look at something afresh, review or modify.
- 6.** A feeling of sadness, repentance, or disappointment over a decision or something that has happened.
- 7.** An older male who offers gifts to a girl or young woman, usually in return for sexual favors; girls who have sex with these men are at an extremely high risk of HIV (2 words).
- 9.** Involving reflection or careful consideration
- 10.** Not certain or fixed; preliminary.
- 11.** Moral principles that provide an internal reference for what is desirable and can assist in decision-making.

Down

- 1.** Carry out a decision, plan or agreement.
- 3.** A way of being able to use or get something.
- 4.** A result or effect of an action, often a negative effect.
- 8.** Make a choice.

1. implement
 2. policy
 3. access
 4. consequences
 5. reconsider
 6. regret
 7. sugar daddy (2 words)
 8. decide
 9. thoughtful
 10. tentative
 11. values

I FOUND OUT WHY JANET CAME FIRST IN THAT CREATIVITY CONTEST.

WHY?

SHE WAS ABLE TO COME UP WITH FANTASTIC IDEAS BECAUSE SHE SPENT A LOT OF TIME THINKING.

HOW?



WHILE MANY OF US SPENT OUR TIME CHATTING AND ENGAGING IN UNPRODUCTIVE ACTIVITIES, SHE WAS BUSY THINKING AND PUTTING DOWN IDEAS.

I SEE.

WHILE WE WERE BUSY "EYE-STORMING" AND "LEG-STORMING", SHE WAS BUSY BRAIN-STORMING.

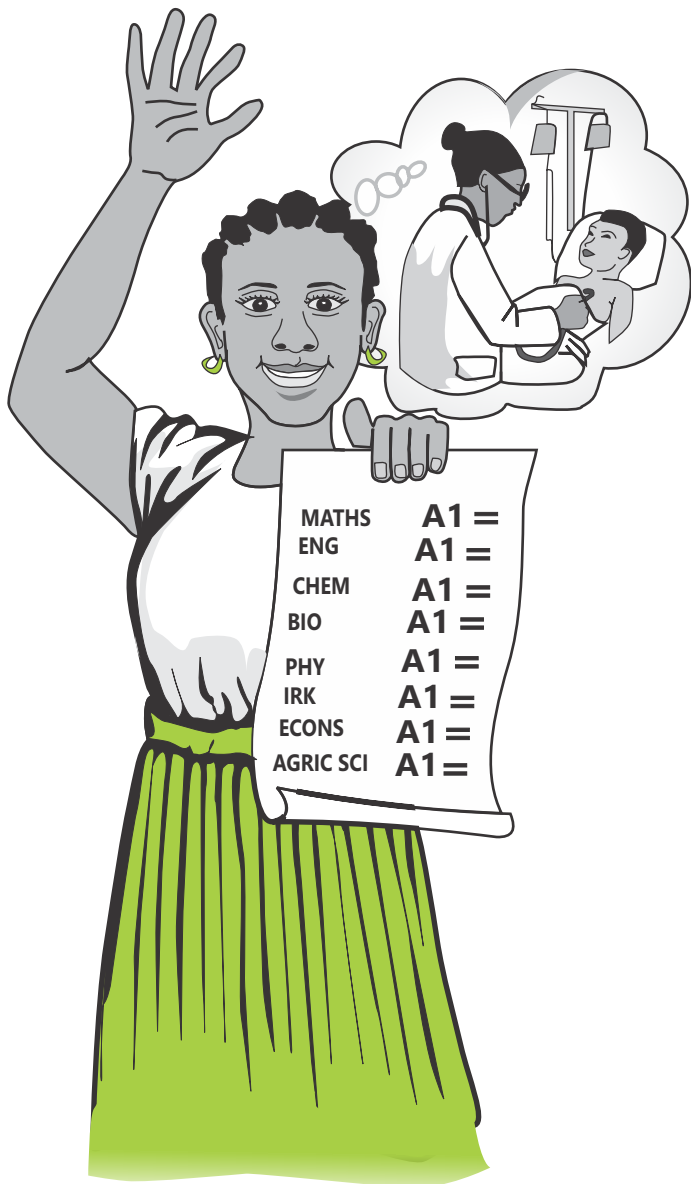
THAT'S TRUE.



D.D. ONU

11

GOAL SETTING



Introduction

'You've got to have a dream. If you don't have a dream, how are you going to have a dream come true?'

These words from the song 'Happy Talk' make a good point. Figuring out what you want to accomplish is the first step to making it happen. But what's a good way to define that dream? It's good to define goals for yourself that are realistic but still have some 'dream' factor in them. But then what are the next steps? In this chapter, you will have a chance to imagine your future. You will learn how to set goals that will put you on the path to your dream.

Objectives

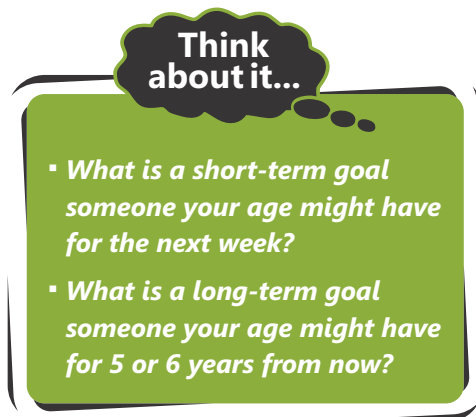
At the end of this chapter, you should be able to:

1. Discuss the benefit of setting goals
2. Explain how social context (external factors) sometimes limit people's dreams/goals
3. Explain the characteristics and application of a SMART goal
4. List some obstacles to achieving goals.

About Goals

If you have ever played or watched football, you know what a goal is! A goal is something that you aspire to achieve. It is a target or ambition towards which you can direct your efforts.

There are probably many things that you would like to achieve. Perhaps, you would like to arrive at school on time more often, or to resolve a conflict you had with a friend. You might want to visit your cousin in another state, convince your parents that you don't want to marry until you are ready, or help your community to clamp down on sugar daddies. Or perhaps you dream of becoming a famous musician. Sometimes we limit our dreams not because we lack talent, but because of external factors. For example, girls who are brilliant in science are often raised to dream only of becoming wives and mothers. A boy who is a gifted singer but has a physical disability may be discouraged from auditioning for the local choir. Use your imagination, believe in yourself, and find someone who will support your choice.



It is helpful to distinguish between short-term and long-term goals. The difference is exactly what it sounds like. A short-term goal might be something you aim to achieve within days, weeks, or perhaps a few months. A long-term goal represents your aims over a long period of time – several months, years, or even a lifetime.

Importance Of Goal-Setting

In which of the following ways might setting clear goals help you?

- As a guide for your decisions-making
- As a means of clarifying what is most meaningful to you, to help you 'keep your eye on the ball'.
- As a chance to build on your strengths and enhance your self-esteem and confidence
- As a way to feel more fulfilled
- As an opportunity to measure your progress and see what you have achieved
- As a means of developing other life skills such as time-management, decision making, and wise use of resources
- As a way to reach your dreams.

If you said ALL of these, you are correct!

Characteristics Of Goals

If you set a goal, you want to be able to reach it ... And you want to be able to know if you have reached it. A popular model for setting goals that are clear and help you keep on track is called SMART Goals. This model helps you make sure that your goals are:

- S** - Specific
- M** - Measurable
- A** - Achievable
- R** - Realistic
- T** - Time-bound

Let's go over each step.

Specific: Don't make your goal too general. For example, 'I want to have a good job' is too vague. It doesn't help you know where to start. In fact, it is easy to feel overwhelmed or discouraged when your goal is too broad. Think about a specific milestone you can achieve that will help you reach that goal, for example: 'I want to improve my grades so that I gain admission into university next year' or 'I want to convince my parents to postpone my marriage so I can complete schooling.'

Think about it...

- *Ayo's parents and sister died of AIDS. How might goal setting help Ayo to stay healthy?*
- *Amina is 13 and comes from a rural community. She would love to become a teacher, but her family lives in poverty and her parents talk about marrying her off next year. What are some reasons why Amina might not even set a goal? What would you tell Amina?*

Measurable: Many people set goals that they will never know whether or not they have reached. It is difficult to measure how close you are to a goal such as 'to be successful' or 'to be more knowledgeable'. A good goal has clear benchmarks or milestones. This way you will know whether or not you have reached your various marks at given points in time. If your goal is to gain admission to university, you can measure your progress by asking, 'Did my grades improve this term?' or 'Have I improved my score on my practice entrance exams?'

Think about it...

- *Think of a dream of yours. It can be vague or general. Now translate that dream into a goal that is specific.*



Achievable: Are there concrete steps you can take toward your benchmarks? For example, can you do your chores in the morning so that you have the evenings to study? Can you get help with the mathematics topics that are difficult for you? Or, to use the example of trying to convince one's parents to postpone a marriage, can you speak with an aunt who will help you make your case to your parents? Can you rehearse what you want to say to your parents about your goals?

Realistic: You should set a goal that is reasonably ambitious, one that you think you can successfully reach with hard work and support. Succeeding at a modest goal will build your confidence and encourage you to attempt a less modest one - your next goal. Failing at a goal that is overly ambitious will demoralize you. For instance, a goal of losing 10 kilograms in a week is not a realistic goal. But setting a goal to lose a safe amount of weight gradually over a period of time is realistic. A realistic goal may stretch your skills and knowledge, but it should not break them. Consider your talents and your ability. Also be realistic about the opportunities you can access and the support you can tap. For example, what resources will you need to reach your goal, and how will you secure those resources? Would you face opposition, even discrimination, along the way?

Time bound: Set a target date or timeframe for attaining your benchmarks and your final goal. Don't make the deadline too short or you may set yourself up for failure. On the other hand, a deadline set too far into the future is easily put off. Breaking down your goal into pieces (your benchmarks) makes it easier to take one step at a time.

Assignment: A SMART Goal Of Your Own

Use the same goal you identified in the '**THINK ABOUT IT**' exercise in the previous page – or a different goal

Specific: Write a specific description or example of what your goal would look like or consist of:

My goal is: _____ A long-term goal
_____ A short-term goal

Measurable: How will you know that you are making progress toward your goal? Unless it is a very short-term goal, you might want to list a few benchmarks (progress markers) along the way.

Achievable: How will you go about achieving your benchmark or benchmarks? What actions will you take? (You might have different actions for each benchmark, or any one action might contribute towards multiple benchmarks. Think it through: Walk through the plan in your mind.)

Realistic: Is this a goal you can probably attain with hard work? Are you likely to reach your benchmarks? What might get in the way? Can you overcome those obstacles? How? These obstacles might not be pleasant to think about now, but facing them in advance will help your chances of success.

I think I can realistically reach this goal, because:

The main obstacle I think I will face in attaining my goal is:

My plan for overcoming this obstacle
(or obstacles) is:

Time-Bound: What activities or benchmarks will I complete by which point in time?

Watch Out For These Obstacles

Even if you have carefully set a goal, you are likely to run into some obstacles. You will have a better chance at overcoming those obstacles if you think about them in advance. The following obstacles can be 'stop signs' or 'detours' on your road to success.

Falling Short Of Resources: This is a common challenge. Even if you have carefully considered resources when you set your goal, circumstances can change or costs can increase unexpectedly. Each situation will call for a different solution – whether it is to get a part-time job, extend your deadlines, or something else. Speaking with a trusted adult may help you decide how to respond to this obstacle.

Losing Self-Confidence: We all doubt ourselves at times. When we are trying to achieve something challenging, it is natural to question yourself or to fear failure. But don't let it discourage you. Find someone you can talk to who believes in you and has good judgment. Ask that person to help you figure out whether you need extra support, a bit more effort, a modification of your goal, or some other change in your plan. Part of succeeding is being able to believe that you can succeed.

Lack Of Social Support: Even if you are making good progress, peers may tease you about your goal or criticize you for spending so much effort reaching it. Sometimes a young person with a goal

that is not typical for her or his gender faces opposition, even from people in authority. (Think of a girl who wants to become a sports announcer, for example). Lack of support can weaken some people's focus and motivation to keep going. It's important to find someone who supports what is important to you. Remember what you feel about yourself matters more.

Realizing That Your Initial Assumptions Were Wrong. Perhaps what seemed realistic turns out not to be, or the time frame is not appropriate for achieving your aim. What you thought was a good benchmark might not actually help you reach your goal. You may need to revisit your SMART model and make corrections.

Think
about it...

- *What kind of support might be helpful to a young person aiming for a goal that is not typical for her or his gender?*
- *People also set goals for making a change in the world around them. What is a goal you have for your community?*

Finally, recognize that your own priorities may change. Our values evolve over time. Buying a certain pair of shoes may seem very important when you are 13, but this goal may be overtaken by the time you are 15. If your motivation is declining, ask yourself, why? It usually requires careful reflection to determine whether you are questioning your goal because your values have changed or because you have hit obstacles that you have not been able to overcome. Take time to reflect honestly and to speak with someone you trust.

Summary

Setting concrete and realistic goals can boost our self-esteem, increase the likelihood of reaching those goals, and build our life skills. Set goals that are specific, measurable, achievable, realistic, and time-bound. Remember that you will face various obstacles in achieving your goal.

Talking to someone you trust can help you anticipate those obstacles and plan for them. This can also help you handle obstacles when they appear later. Believe in yourself and go a step at a time, and you are likely to find success.

Vocabulary Review

- Erroneous
- Detours/stop signs
- Benchmarks
- Obstacles

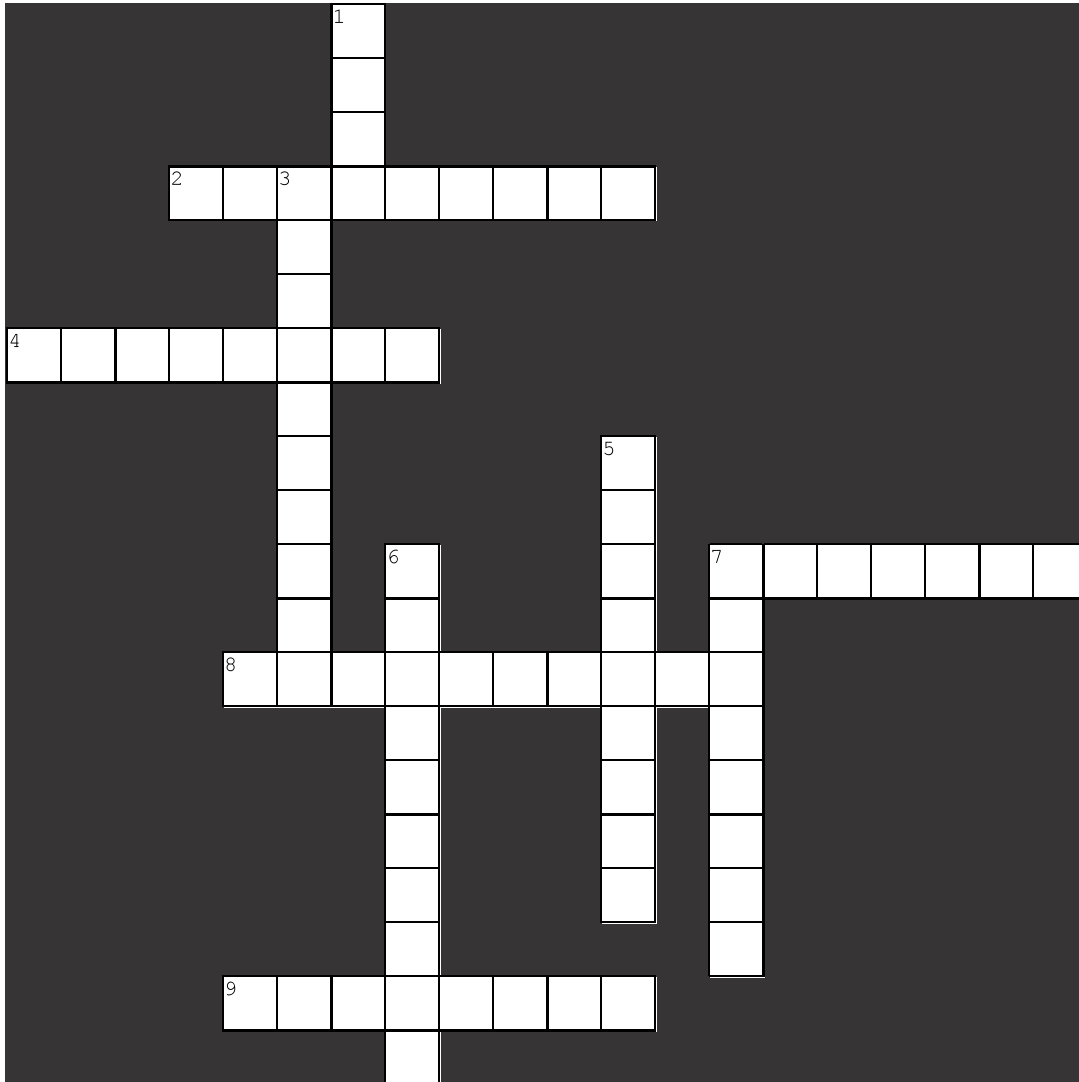


Review Questions

1. What are the benefits of goal setting?
2. What does it mean for goals to be 'SMART'?
3. What are the important steps to take towards achieving set goals?
4. What are some of the obstacles to achieving one's goals?

GOAL SETTING

Complete the crossword below



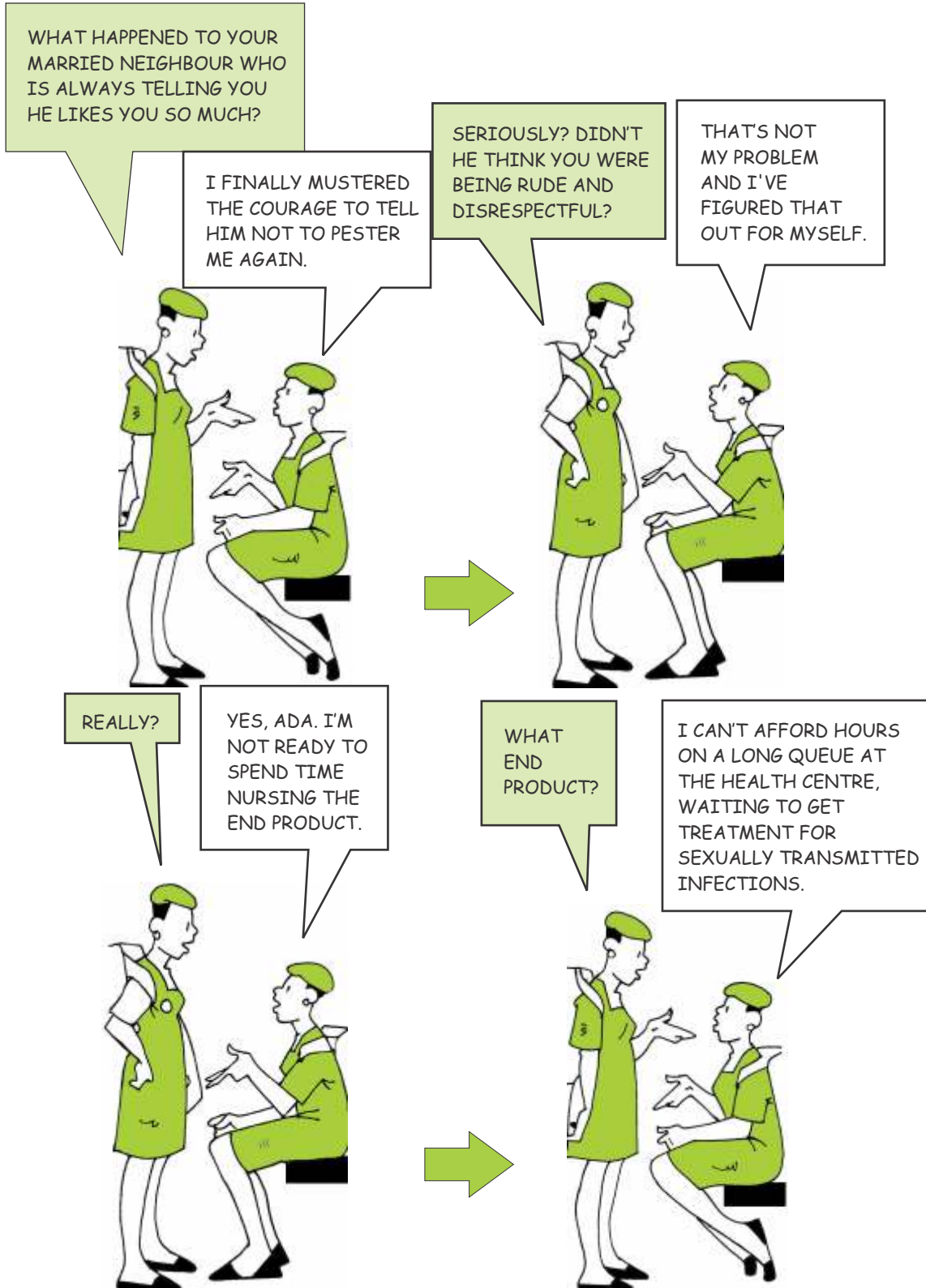
Across

2. The R in a SMART goal: something that is reasonably ambitious but possible to attain.
4. The time by which something must be done.
7. Help and encouragement from others, important for reaching your goals.
8. The M in a SMART goal: having markers that allow one to assess progress.
9. Something that is more important than other things that needs to be dealt with first.

Down

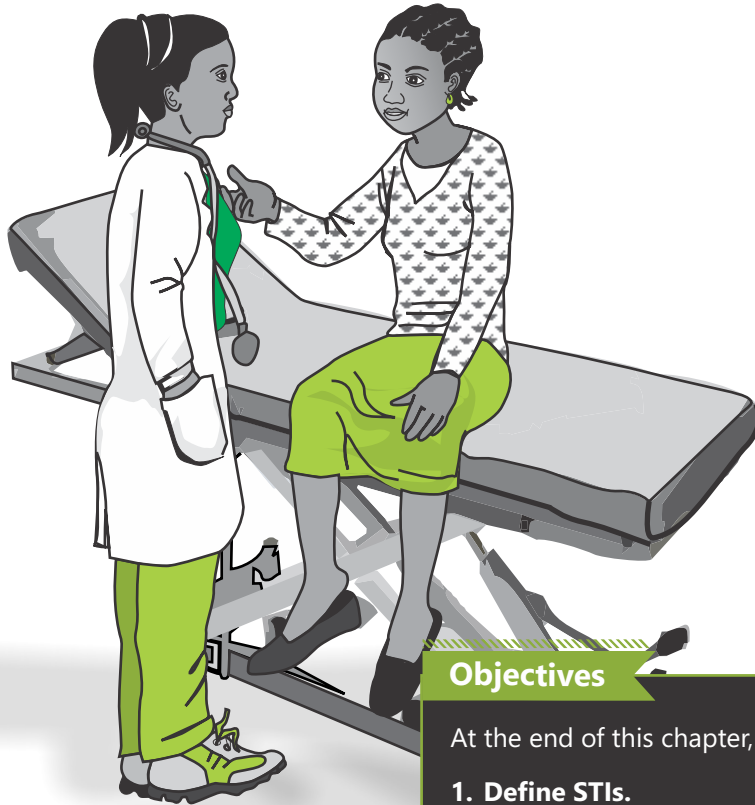
1. Something one aspires to achieve.
3. The A in a SMART goal: something that you can take concrete steps toward attaining.
5. The T in a SMART goal: have a target date or deadline (hyphenated word).
6. Something taken for granted; a supposition
7. The S in a SMART goal: concrete and easily defined.

1. goal
2. realistic
3. achievable
4. deadline
5. timebound
6. assumption
7. specific
8. measurable
9. priority



12

SEXUALLY TRANSMITTED INFECTIONS AND HIV/AIDS



Introduction

Sexually Transmitted Infections are often just called 'STIs'. Learning about STIs is not fun. But STIs – especially HIV -- is a major problem in our society. Adolescents – especially adolescent girls – are particularly affected by STIs. (Not to be too dramatic, but reading this chapter could save your life.)

Objectives

At the end of this chapter, you should be able to:

1. Define STIs.
2. Describe some of the most serious STIs, and how to tell if you have an STI.
3. Discuss abstinence as the surest way to prevent STIs and HIV.
4. Discuss how gender inequality leads to HIV.
5. Explain basic facts about HIV and AIDS (transmission, testing, treatment).
6. Discuss the importance of being tested for HIV if one has had sex or other forms of exposure to the virus.
7. Describe how to care for people living with or affected by HIV/AIDS.

The answers to the following questions will tell you the most important things to know about STIs, including HIV.

What Are STIs?

Sexually Transmitted Infections (STIs) are infections passed primarily by sexual contact with an infected person. Different organisms (such as bacteria, viruses, etc.) may cause an STI.

What Are the Most Common STIs?

Common STIs include:

- Gonorrhoea
- Syphilis
- Chancroid
- Genital herpes
- Genital warts/Human Papilloma Virus (HPV)
- Chlamydia
- Trichomoniasis
- Candidiasis
- Pubic lice or 'Crabs'
- Scabies
- Hepatitis B
- Human Immunodeficiency Virus (HIV)

How Serious Are STIs?

Some STIs have serious health consequences. They can cause infertility, cancer, chronic illness, damage to body organs, or even death. The STIs that can have serious consequences are HIV, HPV (genital warts), syphilis, gonorrhoea, chlamydia, trichomonas, and herpes. Some STIs can affect a foetus or newborn. Seeking early treatment can prevent most of these consequences. For HPV, a vaccine exists that can prevent the virus from developing into cancer.

Are STIs Spread Only Through Sex?

STIs can be transmitted by skin-to-skin contact. Some are transmitted through the exchange of bodily fluids. Some can be passed to a baby before it is born, either during childbirth or via breastfeeding.

STI's And Their Symptoms

Different STIs produce different symptoms.

- Some STIs have symptoms like itching or unusual discharge from the penis or vagina.
- Some STIs cause a sore, rash, bump or blister.
- Another symptom of some STIs is a burning sensation or pain when urinating or having bowel movements.
- An STI can also cause lower abdominal pain.

However, especially in women, some STIs do not produce visible symptoms. Even when an infection does not produce symptoms, it can have a serious effect inside the body. If you have been involved in unprotected sexual intercourse, it is important to be checked specifically for STIs.

Can I Get A Test To Tell If I Have An STI?

There are many different tests for each of the different STIs. There is not one test that will screen or detect all STIs. Some STIs can be tested through blood tests, urine tests, or saliva tests. Other STIs can only be tested by taking a sample of body fluid (from the penis, vagina, rectum, or an open sore).

If you go for testing, *it is important to talk honestly with your medical provider (nurse/doctor) about any sexual or drug activity that you have had.* That way, the provider knows what you are at risk of and which tests you need. Sometimes a provider will tell you that you need to return later for another test. This is because some infections take a while to build up enough of a response in your body to show up on a test.

The next questions are about HIV and AIDS. Some people feel afraid to learn about HIV. Instead you should be afraid to NOT know about it.

Is HIV An STI?

Yes. HIV, the virus that causes AIDS, is one of the most serious STIs. The person with this infection is known as being 'HIV-positive'. HIV stands for Human

Immunodeficiency Virus. HIV weakens the body's immune system, allowing infections and cancers to develop. Without treatment, HIV will lead to death.

How Is HIV Spread?

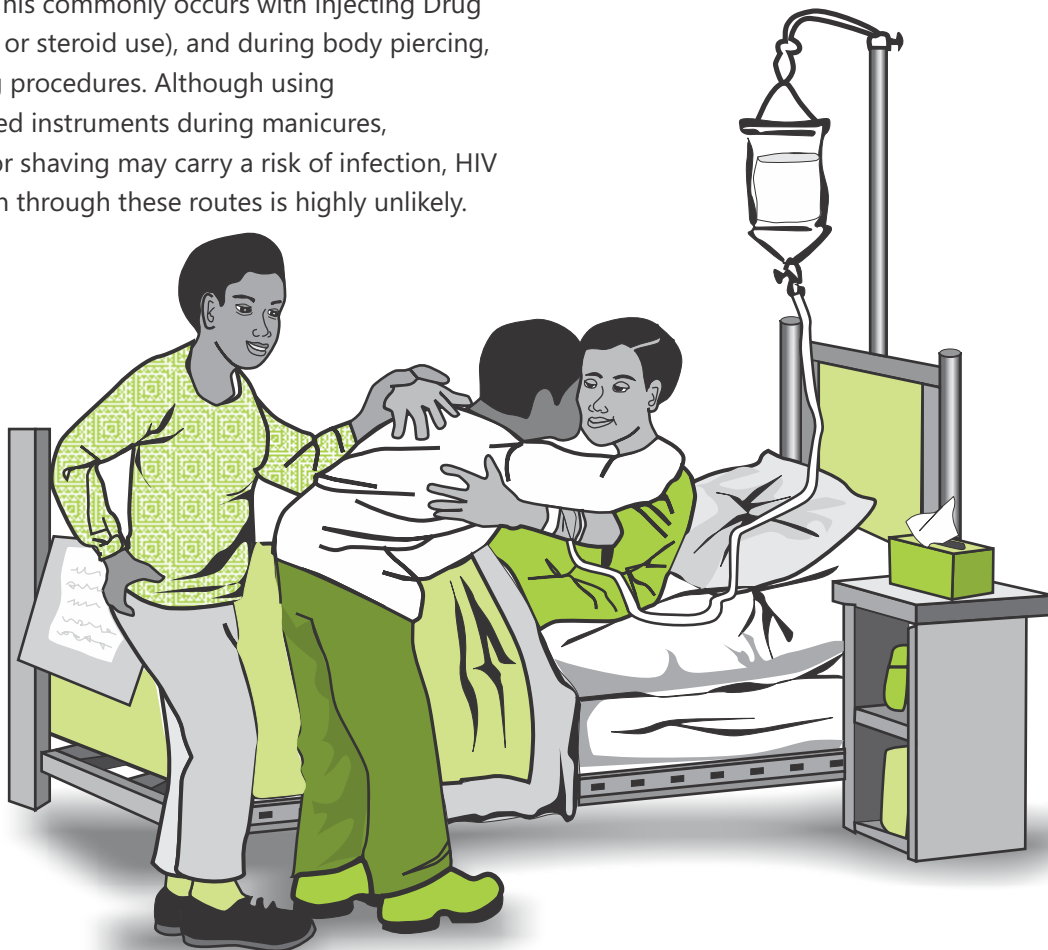
HIV is present in the bodily fluids of persons infected with the virus. A person who is HIV-positive can pass the virus to others through their semen (including the drops of 'pre-ejaculate' fluid that flow from the penis prior to ejaculation), vaginal fluids, breast milk, or blood. The virus is most commonly transmitted through the exchange of semen and vaginal fluid during sex. HIV may be transmitted through vaginal or anal sex between a man and a woman or through anal sex between two men. HIV can also be passed from an HIV-positive mother to her baby during pregnancy, delivery, or breastfeeding.

Oral sex also carries some risk for HIV transmission. HIV can also be passed to others by transfusion of infected blood or by sharing needles with an infected individual. This commonly occurs with Injecting Drug Users (drug or steroid use), and during body piercing, or tattooing procedures. Although using contaminated instruments during manicures, pedicures, or shaving may carry a risk of infection, HIV transmission through these routes is highly unlikely.

Ways That HIV Cannot Be Transmitted

There are many myths about how HIV spreads. HIV cannot be transmitted by any of the following:

- Touching, sneezing, or coughing
- Casual contact at work, school, or home (such as hugging or shaking hands)
- Sharing food, drink, or utensils
- Sharing bath water or swimming pools
- Sharing toilet seats or using public toilets
- Bites from mosquitos, bed bugs, or other insects, tears or sweat
- Saliva or kissing (HIV is not in saliva, but cut or bleeding gums)
- Urine and faeces do not transmit HIV if they do not contain blood



Does Having An STI Increase The Risk Of Contracting HIV?

Some STIs – such as herpes, syphilis, and chancroid – irritate the skin or membranes, leading to sores or tiny breaks in the skin or membranes. These sores or breaks allow the HIV virus to pass more easily through the skin or membranes during sexual contact. Even when the STI causes no breaks or open sores, the infection can stimulate an immune response in the genital area that can make HIV transmission more likely.

Are Young People At Risk Of HIV?

Young people (especially girls) have high rates of STIs.

Why Are Girls at Higher Risk?

Young women carry a staggering proportion of the burden of HIV. In Sub-Saharan Africa, more than three-fourths of all people living with HIV are young women between the ages of 15 and 24.

Females are biologically more likely to contract HIV (and some other STIs) than males are. But a key aspect of HIV risk to women and girls is social.

Girls and women who are in relationships where men have more control are at especially high risk of HIV. These girls or women generally do not have the power to refuse unwanted or unsafe sex. This often includes: girls who have sex with sugar daddies (older men who buy things for girls and expect sex in return) or adult men, women whose sexual partners are physically violent, and people who have sex for money. This is yet another important reason why no one should enter a relationship in which they feel powerless.

Child marriage is also a risk factor for HIV; once married, a girl typically has little relationship power. She often cannot refuse sex with her husband or ask his HIV status.

To end AIDS, we must achieve gender equality so that girls and women (and all people) have the power to refuse early marriage and unwanted or unsafe sex.

How Can A Person Know If He Or She – Or His Or Her Sex Partner – Has HIV?

Millions of people who are HIV-positive feel and look completely healthy for years. They have no symptoms and have no idea that they are passing the virus to others. You cannot tell if a person is infected with HIV by looking at them!

The only way to know if you have been infected with HIV is to take a HIV test. The only way to know if your sex partner is HIV-positive is to ask him or her to take an HIV test and share the result with you.

The HIV test detects special cells called HIV antibodies that are present if the person is infected. Tests can usually detect HIV antibodies within six to eight weeks of exposure. In rare cases, it may take as long as six months for the antibody level to be detected by a test.

A positive HIV test means that the person has HIV antibodies and is infected with the virus. If the first test is positive, a second, different test may be conducted to confirm the results. A negative HIV test means that the person is not infected with HIV. Or, it may mean that he or she is infected but has not yet made enough HIV antibodies to test positive. Someone who tests HIV negative but suspects that he or she was recently exposed to the virus should take the test again in a few months.

Think about it...

- *Think about a couple you know where both individuals seem comfortable to speak up for their rights and for what they want.*
- *Think about a couple you know where one person seems more submissive and the other seems more controlling.*
- *How do you feel when you think about each couple?*

What Is The Difference Between HIV And AIDS?

HIV is the virus that attacks the immune system. If the person who has the HIV virus in their body looks and feels healthy, that person is said to be HIV-positive – but that person does not have AIDS.

If someone who is HIV-positive develops certain symptoms or conditions, or has a blood test that shows significant deficiency of the immune system, that person has developed AIDS. AIDS stands for Acquired Immune Deficiency Syndrome. All persons living with AIDS are infected with HIV, but not all persons with HIV infection have AIDS. AIDS is only the end stage of this infection.

Think about it...

▪ *AIDS stands for Acquired Immune Deficiency Syndrome. What do you think each word means?*

Some of the symptoms or conditions that people with AIDS get include repeated or sustained fever, chronic diarrhoea, weight loss, persistent cough, disease or rash of the skin, weakness or anaemia, difficulty swallowing, swelling of lymph nodes, and night sweats.

However, presence of such a symptom does not necessarily indicate AIDS. Only an AIDS test can determine if a person has AIDS.

Why Should People Be Tested For HIV?

Getting an HIV test is scary. But there are many reasons that it is important – and helpful – to be tested. Obtaining a negative test result can bring enormous feelings of relief. It can also encourage you to practice safer sexual behaviour in the future.

Those who test HIV positive can begin to seek care and treatment. Treatment can improve the quality of life and significantly prolong the life of an HIV positive person. The earlier a person seeks treatment, the better: waiting to see if symptoms appear is not smart.

Think about it...

▪ *Where could you go (or tell one of your peers to go) for an HIV test?*

Those who are tested can also get support to inform and protect their sex partners. For a woman who is – or would like to become – pregnant, knowing her HIV status is important so that she can take action, if necessary, to reduce the risk of transmission to her baby.

You have a right to know your own HIV status and to obtain confidential testing and counselling services. (You also have a right not to be tested.)

What About Telling A Sex Partner About Getting A Positive Test Result?

Before you become sexually active, it is important to think about the ethical complications that often arise with sexual activity. For example, what is the ethical responsibility of a person who is (or suspects he/she might be) infected with HIV?

This may seem straightforward but in fact many people do not tell their current or past sex partners about an HIV diagnosis. A person might not know how to bring up the issue. A person might be afraid of their partner's reaction, or of facing stigma if others find out. Or sometimes a person is simply not concerned about a partner's welfare. For this reason, some people keep the issue secret.

**Think
about it...**

- *Imagine that your older brother was HIV-positive. He wants his privacy. Should he have to tell his girlfriend?*
- *What if she was the one with the positive HIV test? Would you want her to inform your brother?*

However, many people do find the courage to talk to their partner(s) about being HIV positive, even if it hard to do. Some of the reasons that people disclose this information include:

- They want to protect their partner's health
- They wish that a previous partner had disclosed his or her status to them
- They want emotional support from their partner
- They are concerned that their partner will eventually find out anyway.

People have a right to privacy. But their current, past, or potential future sex partners have a right to protect their health. Counsellors can help people prepare to disclose their test results.

Prevention Of STIs/HIV

You probably want to know how to protect yourself from becoming infected. There are many things you can do – see the list below.

- Abstain from all forms of sexual intercourse. Having sex at your age is an unwise idea for many reasons, including the high risk of HIV to those who begin having sex at a young age.
- Stay away from situations that cause you to feel pressured or intimidated. For example, do not get intimately involved with an adult. Do not allow

anyone to pressure you into unwanted or unsafe sex or other unsafe activities. You have the right to say no at any time. If someone – anyone – tries to compel you to have unwanted or unsafe sex, report that person to an adult you trust.

- Never pressure another person to have unwanted or unsafe sex.
- Avoid alcohol and drugs. These substances affect your judgment, and make it more likely that you will engage in risky behaviour that you regret later.
- Never share needles.
- If you suspect you have an STI, seek prompt and complete testing and treatment.
- If you need to receive a transfusion or blood product, be sure it has been properly screened for HIV and other STIs.
- If your skin is going to be pierced with a needle, syringe, or other equipment, check to be sure that the equipment being used is sterilized.
- When you are older and start having sex, make sure to learn about how to do that safely.
- If someone is raped, immediate treatment with anti-HIV medication can greatly reduce the chances of becoming infected. It is very important to seek immediate care if one is raped.

Together, your generation can end HIV and AIDS.

What About Living with HIV or AIDS?

People who are HIV-positive can live long, fulfilling lives. They may marry and have families. However, they need proper medical care, counselling, and social support. Counselling is important to ensure they start prompt treatment and understand the importance of taking good care of themselves and their health in general. Counselling can also prepare a person and make the person feel more comfortable about disclosing his or her HIV status to current and past sex partners, and to family members.

If you have a friend or family member living with HIV

Think about it...

- *Gender norms intersect with AIDS in many ways. As mentioned in the previous page, when men have more control in a relationship, women cannot refuse unwanted or unsafe sex. But women are affected in other ways, too.*
- *How might gender inequality affect women's access to extra nutrition?*
- *Do women or men carry the main burden for caring for someone in the family who has AIDS?*
- *If a husband dies of AIDS, will his widow be allowed to inherit his property?*

or AIDS, you may feel overwhelmed and not know how to help. There is a lot you can do. The most important thing is to provide love and attention. You can remind the person to take their medication (even if it causes side effects) and to keep medical appointments. If the person is sick or weak, you can assist with chores like shopping or cleaning.

Finally, you can educate others. You can help them understand how HIV is – and is not – transmitted. You can also remind others that every person deserves dignity, and that people living with HIV and AIDS have a right to live free of stigma and discrimination.

Finding Help

As we will discover when we get to Chapter 21, which deals with finding help, young people as well as adults sometimes need to seek informed help when faced with certain challenges. Sometimes, these challenges may present as health-related issues such

as an unplanned pregnancy or a sexually transmitted infection.

Finding help – seeking and receiving assistance, advice or support in order to find a remedy or relief is important. This requires some skills. In the case of STIs, sources of help may be health and social workers, a parent, a trusted adult person, or a trusted teacher or school counsellor.

Vocabulary Review

Read through the list below, and find out the meaning of each word or phrase:

- STI
- HIV
- AIDS
- Immune system
- Disclosure (of a test result)
- Sterile
- Relationship power
- Gender inequality



Review Questions

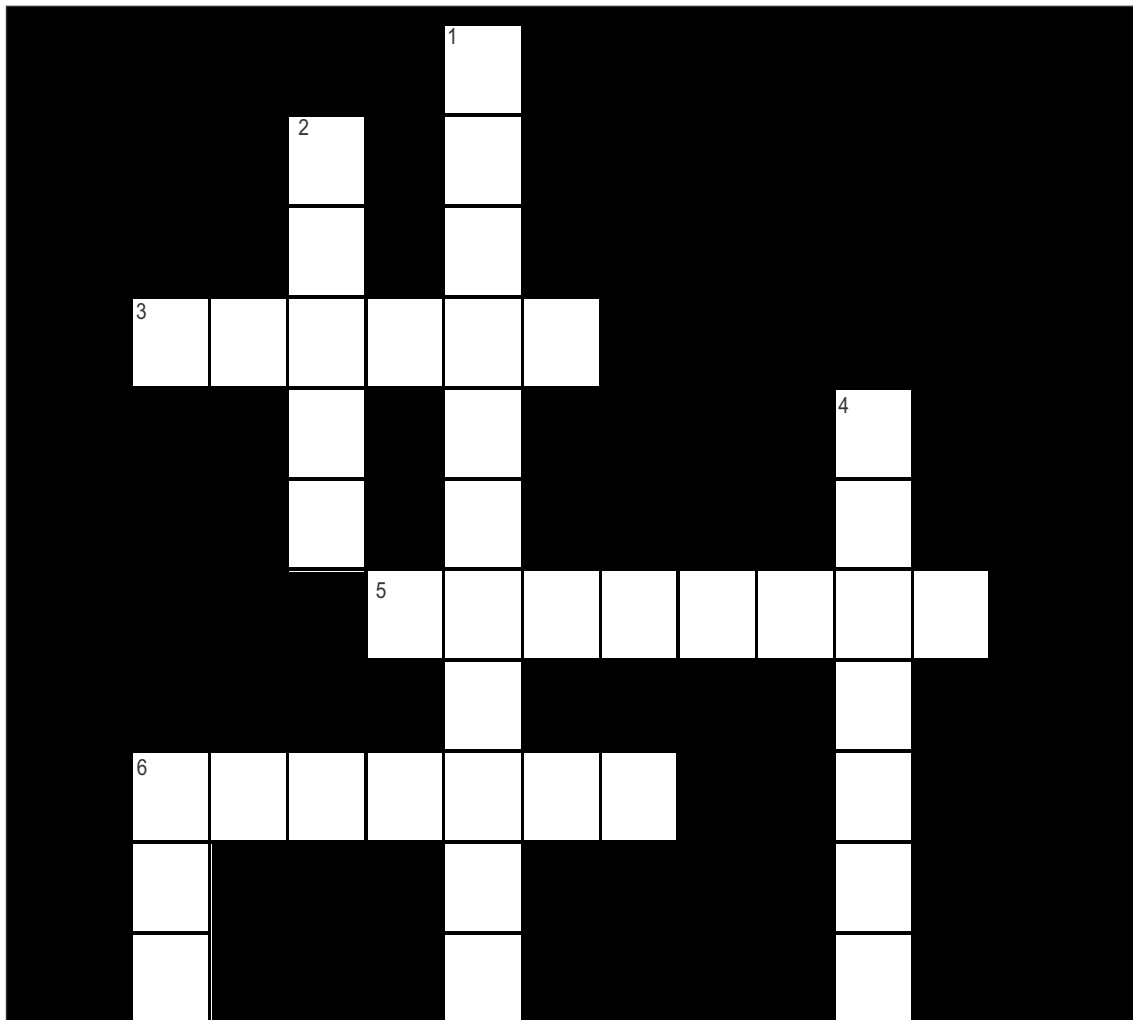
1. What are sexually transmitted infections (STIs)?
2. Mention two STIs with serious consequences.
3. Discuss why a test is needed to definitively determine if one has an STI.
4. What is the difference between HIV and AIDS?
5. Explain the modes of transmission of HIV.
6. What are some myths (common misunderstanding) about how HIV is transmitted?
7. Why is gender inequality considered a key factor for girls' risk of HIV?
8. List ways in which STIs/HIV can be prevented.
9. Mention four ways of caring for people living with or affected by HIV or AIDS.

Activity

You are in charge of an HIV prevention campaign to reduce girls' risk of HIV, write a slogan or design a billboard for the campaign. Remember that this is a campaign to save the lives of people who are about the same age as yourself, so put a lot of thought into it.

SEXUALLY TRANSMITTED INFECTIONS (STIs)

Complete the crossword below



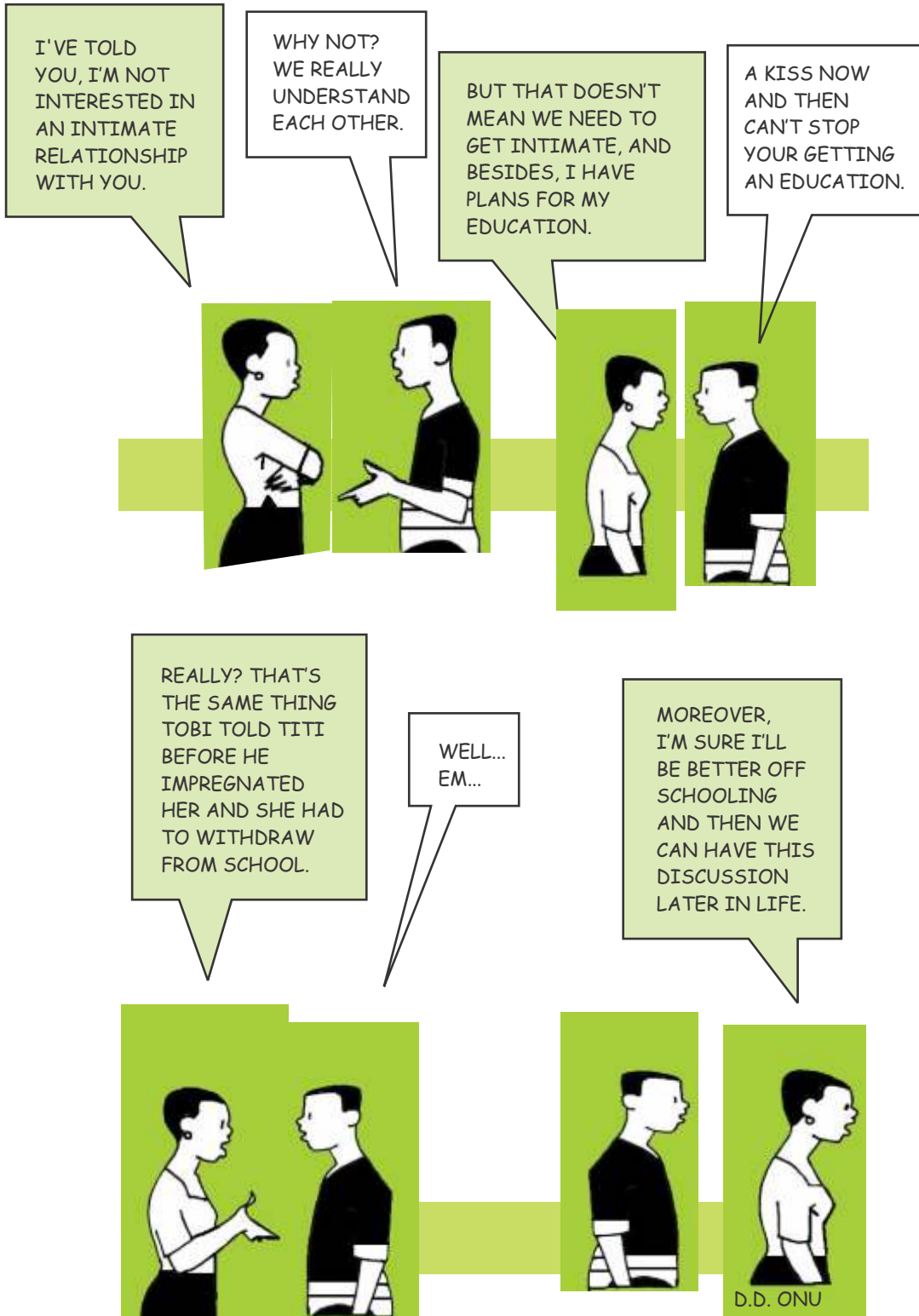
Across

3. A system of examining and separating into different groups (e.g. to test for HIV).
5. Sharing information (e.g. test result) that was private or not known.
6. HIV is not spread this way (involves holding the other person).

Down

1. Inability to have children, a condition that may result from various STIs if they are not treated.
2. A Segment of the population at high risk of HIV, partly because of physiological factors, and partly, because of gender inequality.
4. The surest way to prevent STI.
6. Genital warts: this STI can lead to cancer.

1 Infertility
2 Screen
3 Gitis
4 Disclosure
5 Abstain
6 Hugging
6 HPV



13

ABSTINENCE



NO! I'VE GOT
TO STAND UP
FOR MYSELF-
NO EXCUSES.

Introduction

Young people your age typically grow up with conflicting messages about sex. You have probably been told to abstain – that is, to avoid having sex. But you may also be feeling some pressure to look or act sexual in some way. While most young people get mixed messages about sex, the specific messages that they get often depend on whether they are boys or girls. The culture often holds males and females to a double standard about abstinence.

Sometimes different messages about sex come from different places, but sometimes they can come from the same person. The media, for instance, sexualizes young people thereby sending a mixed message... no wonder it gets confusing!

This chapter helps you to analyse why some teenagers end up having sex, and why many teenagers choose not to have sex. It also offers you some skills to deal with the conflicting messages and the pressures related to sex.

Objectives

At the end of this chapter, you should be able to:

1. Define abstinence.
2. Enumerate myths and facts about abstinence as well as benefits of abstinence.
3. Discuss how gender affects young people's reasons for engaging in sex, and explore your feelings about that.
4. Discuss the reasons that abstinence makes the most personal sense to you.
5. Describe behaviours that promote abstinence.
6. Discuss the importance of respecting a partner's wish to abstain.
7. Explain the SWAT technique.
8. List guidelines for saying 'no' effectively.

About Abstinence

To abstain is to deliberately hold oneself back. Abstaining may require an effort of self-denial, or it may be perfectly comfortable – even a relief. Sexual abstinence is the practice of refraining from sexual behaviour.

Abstaining from sex is the surest way to guide against unintended pregnancy and sexually transmitted infections, including HIV.

There are many myths about abstinence. Myths are commonly held beliefs that are not fact-based or true. For example, some people believe that abstinence can hurt the testicles or cause sexual problems in the future. This is definitely false. Other myths are that abstaining might lead to painful menstruation, small breasts, infertility, difficult childbirth, or early menopause in women.

Some people have the false idea that abstinence can cause stomach aches or mental problems, or that people who abstain are abnormal. All of these are



1. What do you think is going on in this illustration?
2. How would you handle this kind of situation?
3. Whose responsibility is it to keep these men away from girls?
4. Should the community do anything to show disapproval and punish these men?

myths and are completely false. Anyone can decide to abstain from sex. Even if you have had sex in the past, you can choose abstinence from now on. Your future is ahead of you.

Why Some Adolescents End Up Having Sex (Not Abstaining)

Researchers have asked sexually active young people why they choose to have sex. For these young people (especially younger adolescents), having sex is often a means to a different end. Different young people report different reasons, depending on their gender, economic status, family situation, or other factors.

Activity

The following is a list of common reasons that adolescents offer for engaging in sex. For each reason, tick off whether you think it is a reason that is more common among girls, more common among boys, or equally common among both boys and girls.

Reasons given for having sex (not abstaining)	More Commonly Given by		
	Boys	Girls	Both
'I wanted to prove my manhood.'			
'My partner wanted me to prove my love.'			
'I wanted my partner to feel closer to me.'			
'I thought everyone else was doing it.'			
'It makes me feel more mature.'			
'My parents don't pay much attention to me; I want to be loved.'			
'It's a way to get money, food, or gifts.'			
'I felt pressure from my friends.'			
'My friends look up to me because I have sex.'			
'Demanding sex is a way that I show my control in the relationship.'			
'I need to show loyalty to a partner and maintain a relationship.'			
'I was curious; I wanted to experiment.'			
'I didn't want to hurt my partner's feelings.'			
'I didn't know how to explain my feelings.'			
'I felt like I had to. I felt pressured by the person.'			
'I was raped.'			

Think about it...

- *Most young people (and some adults) have sex in hopes of meeting some need or obligation. How likely is it that having sex will actually fulfil that need or obligation?*
- *For some boys engaging in sexual intercourse is perceived as a sign of manhood. What is your response to this?*

Why Some Adolescents Choose To Abstain (Not Be Sexually Active)

Young people who abstain from sex report many good reasons for their choice. Most young people have multiple reasons for abstaining.

Activity

The following is a list of reasons that many young people report for abstaining from sex. Read through the list. Then circle the five reasons that make the most personal sense to you in your own life.

- 'My religion disapproves of it.'*
- 'I sometimes want to have sex but I respect that my romantic partner does not.'*
- 'It's against my cultural values.'*
- 'Having sex can lead to unintended pregnancy.'*
- 'I'd be worried about getting an STI or HIV.'*
- 'I'm worried I might give my partner an STI (or HIV).'*
- 'My parents would be very upset.'*
- 'I believe in abstinence.'*
- 'I want to concentrate on my education.'*
- 'Getting sexually involved would be too emotionally complicated or confusing.'*
- 'It is easier not to have to decide each time a situation comes up.'*
- 'I would rather develop real intimacy and friendship.'*
- 'If we break up, I will be sorry we had sex.'*
- 'When I abstain, I feel in charge of my own body and my decisions.'*
- 'I don't have a particular reason, I just don't want to have sex.'*
- 'I'm too young to have sex.'*
- 'Our relationship is not the same as real love.'*
- 'Deep down, I don't really trust or feel comfortable/intimate enough with the other person.'*
- 'I don't feel the other person really respects me.'*
- 'I'm worried that I won't 'perform' well sexually.'*
- 'I worry about what other people might say about me.'*

'I'm not attracted to people of the other sex.'
'I had sex in the past, and I didn't like it.'
'My partner will no longer respect me if I agree to sex.'
'Being willing to wait is a good test of true love.'

The SWAT Technique

The 'SWAT' technique is one of the ways of learning how to negotiate abstinence with a partner:

- S** 'Say No' to unsafe behavior. (Refuse the behaviour in an assertive way).
- W** Be prepared to explain 'Why' you want to be safe (Provide a good explanation as to why you want to be safe. This will help your partner understand your real concerns and reduce the likelihood that he or she will react in a negative way).
- A** Provide 'alternatives' (if you want to). This shows your interest in continuing your relationship with the other person.
- T** Talk it out (Communicating your feelings helps the relationship to grow).

When A Situation Is Not So Easy

At some time, a sexual situation may come up in which you feel confused or uncomfortable. You might not be sure what you want, or you might have mixed feelings. A sexual situation might also arise in which you know exactly what you want but you do not feel you can express yourself effectively. When you are confused about a situation in life – not just situations related to sex – you would be in a stronger position if you consider your own values and have some skills to protect your values.

Some actions that can help you stay safe include the following:

Show Respect: Always accept and respect the decision of someone who wants to abstain. Pressuring someone to have sex against their will is a violation of their human rights. Besides, you don't

want to see yourself as being sexually abusive. Pressuring others to have sex will not make you feel good about yourself or help to establish an authentic relationship.

Set Goals: If you know what your own goals are, it will help you to make the right decisions and communicate them. Having a positive vision for a successful and healthy future helps you move forward the way you want to. Gather information about the benefits of abstinence when setting your goals.

Use Decision-Making Skills: Think ahead about your own reasons for abstaining. Explain your commitment to someone you trust, or write about it.

Know Your Rights: You always have the right to refuse sex, in any situation.

Use Self-control: Sometimes you may just need to control your actions and words. Self-control is a sign of maturity. Staying away from alcohol or drugs – which can impair your judgment – helps you maintain that control.

Find Support: Find friends who support your decision to abstain. If you feel pressure related to sex, it can help to talk with a parent or trusted adult.

Communicate!: Think about your argument and be ready to speak up for your choice of abstinence. If you have a romantic partner, it would be wise to discuss your commitment to abstinence before you find yourself in an intimate situation. But you can still communicate your feelings at any time.

Explain your feelings and concerns to your partner. You can still let them know that you value the relationship. Remember that talking things over and honestly expressing your feelings is the only thing that will really help a relationship grow.

Saying 'No' can be difficult, especially if you are feeling pressured, or if you care about the person you are with. The following techniques can help get your message across.

- *Verbal techniques:* Repeat the word 'No' often.

Project a strong, business-like tone of voice.

- *Non-verbal techniques:* Emphasize your point with hand gestures. Use a serious facial expression ('I mean it' face). Look directly at the person and maintain eye contact. Stand straight and tall.
- Don't send mixed signals.

Benefits Of Abstinence

- Total abstinence offers 100% protection against unintended pregnancy and sexually transmitted infections including HIV.
- It is the surest birth control method and causes no physical side effects.
- The power that comes from making a decision to abstain and sticking to it even when others are not, can enhance one's self-esteem.
- It is accepted by most cultures and religions.
- Practising abstinence can enable you test the efficacy of the love that your partner has for you – *"You would wait for me and not pressure me if you really love me"*.

Summary

Sexual abstinence means refraining from and avoiding all forms of intimate shared sexual activity. There are many benefits of abstinence, including the fact that it is the only sure way to protect against unintended pregnancy and STIs, including HIV. People your age have many other important reasons for abstaining. Some young people do end up engaging in sex – girls and boys usually have different reasons for this - but in all cases, it is usually in hopes of meeting some other need. There are some steps you can take to help you set a course that will protect your decision to abstain and will keep you healthy and safe.

Vocabulary Review

Read through the list below, and find out the meaning of each word or phrase:

- Abstinence
- Sexual intercourse



Review Questions

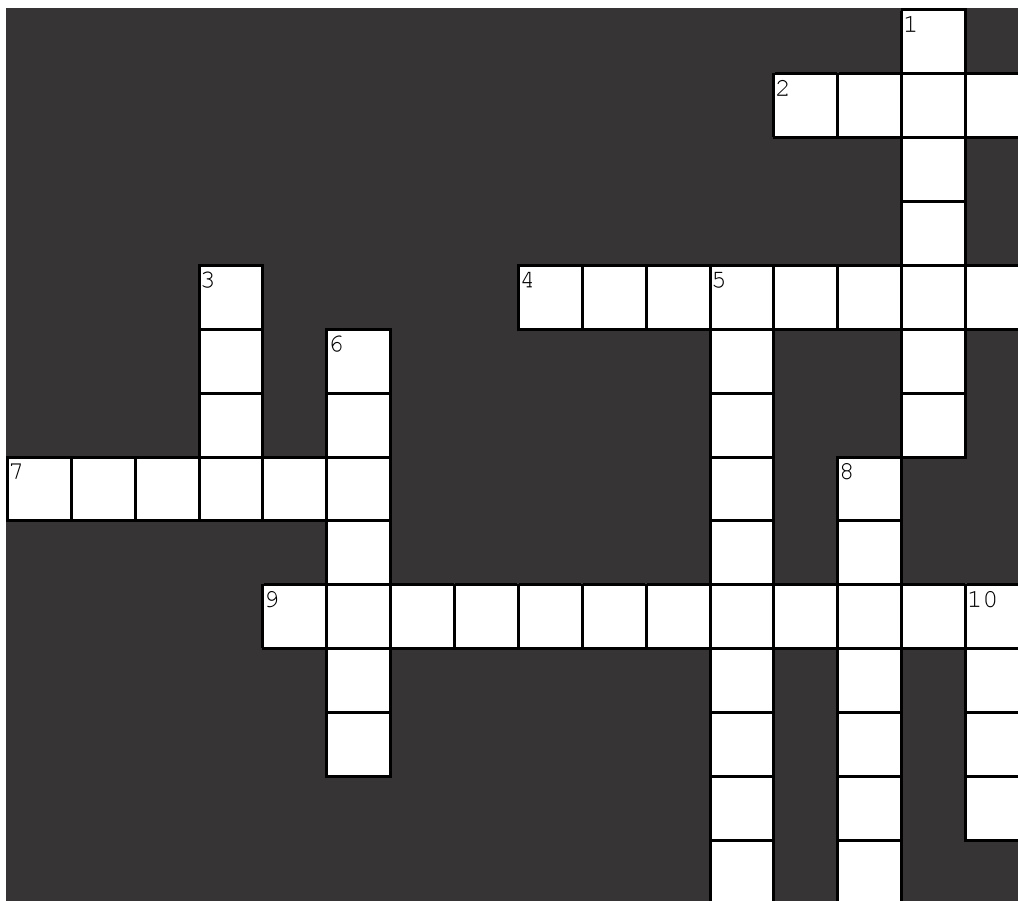
1. What does the word 'abstinence' mean?
2. List four facts and four myths about abstinence and explain why any two from your list have been classified as either facts or myths.
3. Describe one source of pressure that can make boys engage in sexual intercourse and one source of pressure that can make girls become sexually involved with someone.

Activity

Pick one of the reasons in the 'Reasons Young People End Up Having Sex' table earlier in this chapter. Now imagine that a friend of yours is engaged in sexual activity for that exact reason. Think about how you might talk with your friend. Do not be judgmental. Instead, consider what you could ask or say that would help your friend reconsider whether their decision is the smartest and best one. Write down at least two questions you could ask your friend.

ABSTINENCE

Complete the crossword below



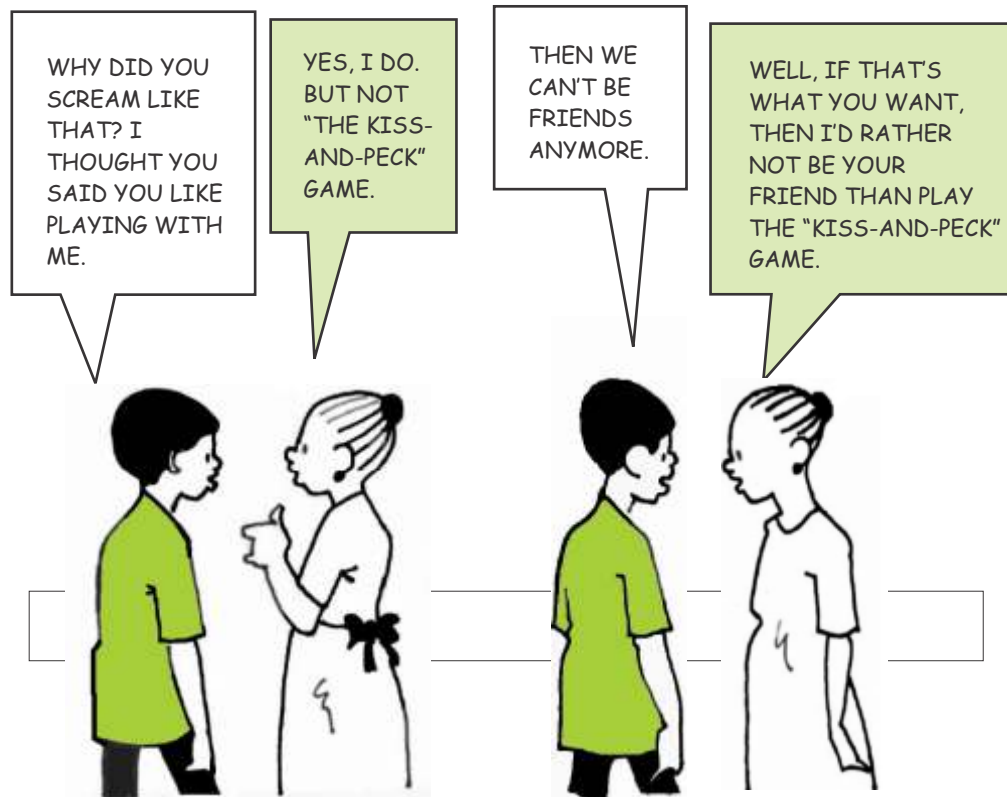
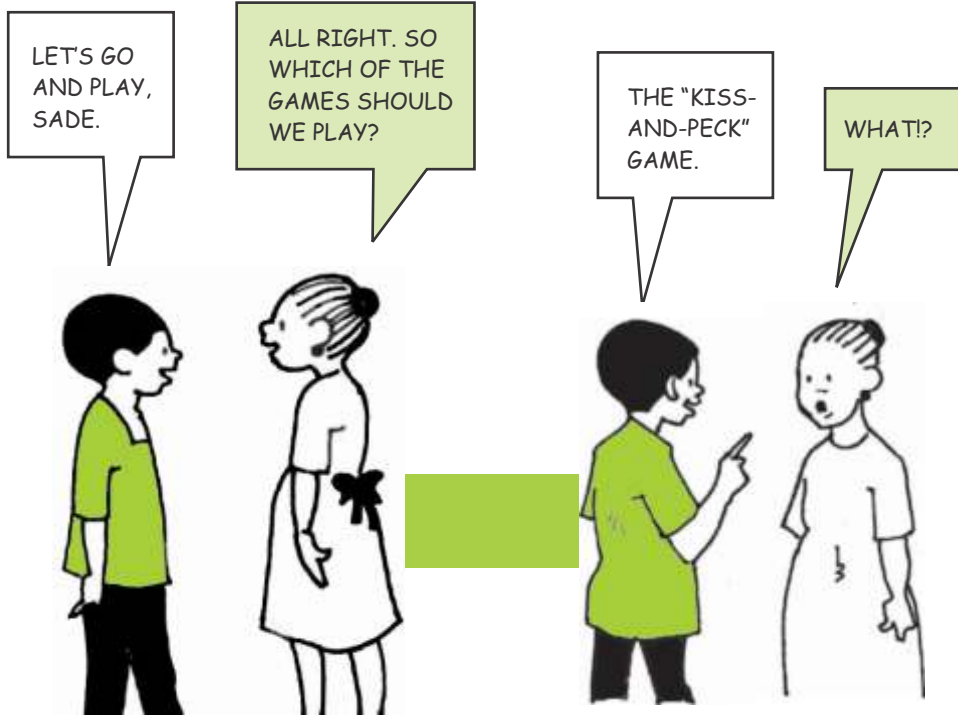
Across

- 2. The result or achievement towards which effort is directed (knowing this helps one make the right decision).
- 4. The way in which one acts or conducts oneself, especially towards others.
- 7. Every person's moral or legal entitlement to have or obtain something, or to act in a certain way.
- 9. Restraint of oneself or one's actions, feelings, etc (hyphenated word)

Down

- 1. The time or state of being an adult male as differentiated from femaleness.
- 3. Belief that is not true but often widely held.
- 5. Deliberately holding oneself back.
- 6. Esteem for or a sense of worth of a person.
- 8. Having a spouse; a state that makes it difficult for millions of girls to abstain from unsafe sex.
- 10. A profoundly tender, passionate affection for another person.

1. manhood
2. goal
3. myth
4. behavior
5. abstinence
6. respect
7. rights
8. married
9. self control (2 words)
10. love



14

ASSERTIVENESS



Introduction

We all have the right to express ourselves and our wishes. It might feel more difficult to speak your mind if someone disagrees, or if someone tries to pressure or intimidate you. This chapter is focused on a simple idea: How to stand up clearly for yourself and your rights without putting the other person down. This skill is called assertiveness.

Objectives

At the end of this chapter, you should be able to:

1. Define assertiveness.
2. Explain the benefits of being assertive.
3. Describe factors that make it difficult to be assertive.
4. Practice assertiveness skills.

Meaning Of Assertiveness

To assert means to express your beliefs, feelings and needs in a straightforward way, without infringing on or violating the rights of other people. For example, the conversation between a boy and girl below shows assertiveness.

Tope: You know you are my friend; I want you to leave school with me before school closes.

Dami: Why?

Tope: To watch TV and play video games.

Dami: Sorry, I will not do that.

Tope: Why?

Dami: My parents would frown at it and I don't want to be a dropout.

Tope: But we will be careful. No one will see us.

Dami: I am still not interested.

Tope: If you are my friend, you will come with me.

Dami: That is not the only way to show friendship.

Tope: To me, that is the only way.

Dami: Then you better choose another friend.

Being Assertive - How Is It Different From Being Aggressive, Manipulative Or Passive?

Assertiveness involves firmness or clear and straightforward presentation of views without oppressing or hurting others. Assertiveness is positive and affirming. Assertiveness invites the other person to have a dialogue.

Aggressiveness means standing up for one's rights at the expense of the rights of others. It is negative and demanding. Some aggressive tactics are blaming, criticizing, starting an argument, or resorting to violence. It's no surprise that aggressive communication is not good for relationships.

Manipulation is when you, mislead, lie, or blackmail someone to get what you want. You can see that it is not the same as being straightforward and assertive.

Passiveness is failing to express one's needs and feelings at all, or expressing them so weakly or indirectly that you will be either misunderstood or ignored.

Benefits Of Assertiveness

Asserting yourself can make a big difference. Learning to be assertive can also help you to meet your own goals. For example, you can learn to tell a teacher you'd like a special responsibility. You can clearly communicate a request to a friend or family member.

Being assertive can also help you to resist pressure to do something you do not want to do. This may be resisting peer pressure to skip your homework. It may be knowing what to say and do if you experience sexual harassment and actually taking concrete actions. It can also help you to avoid or resist pressure from someone who tries to force you to have sex. It may be refusing to go along with teasing or making fun of someone who is different.

People tend to admire others who are assertive and respectful. Assertive individuals are more likely to have honest relationships and to achieve what they want.

Basic Assertiveness Skills

It is easier to be assertive if you know your own values and have good communication skills. You can practice speaking up for yourself. This can include looking for opportunities (such as seeking a school leadership position), asserting your rights (such as not wanting to be married off while you are a child), or refusing to comply with demands that other people make of you; especially when you think this is not in your best interest.

Do not be afraid to set limits and to repeat your message. If you are true to yourself and honest, you will at the end be proud of yourself.

Here are some tips to help you be more assertive, whether you are initiating a discussion or responding to someone:

1. Know what is most important to you. This helps you to draw boundaries and keep them. For example, 'Protecting my health' or 'Not getting in trouble' may be your priorities.
2. Take a clear position. Convey your message calmly,

honestly, directly, and courageously. For example, 'I want to apply to be a student leader. I'd like to ask for your support.'

3. Use 'I' statements. Rather than using the passive voice, speak up on your own behalf. Say what you want or feel and be direct about it.
4. Practice assertive body language. Your body language should match your message. Stand straight, look the person in the eye. You may practice using a strong tone of voice in front of a mirror. (Smiling while you refuse something may lead to your being misunderstood.)
5. Give reasons for your position (especially if you are not communicating with a stranger). The following are some examples:
 - a. 'I'd like to have a pet because I'm lonely since my brother has gone'
 - b. 'No. Keeping late nights exposes me to danger'
 - c. 'No. I have decided to finish school before dating'
 - d. 'No. We could get expelled'
 - e. 'No, I am too young to marry'
 - f. 'No. I don't like being around people who are always drinking alcohol or smoking cigarettes'
 - g. 'I want to continue to university because it will prepare me to have a satisfying career'.
6. Turn the discussion. If need be, try saying something like: 'I always thought you were smarter than that' or 'I can't believe you would ask me to do that; I thought you were my friend'.
7. Rely on your instincts or self-conviction. If a situation doesn't feel right, it probably isn't right. If you are in danger, leave the scene immediately without further discussion. Walk away with a confident attitude. Be sure not to return to that same scene, as that may suggest you have had a change of mind.

The 'ASSERT' Formula

Another way to think about assertiveness is captured by the following formula of what assertiveness entails:

- A** - Attention: Get the other person to agree to listen to you. Find the right time, place, or method that helps him/her focus.
- S** - Soon, simple and short: Speak up (when possible), as soon as your rights have been violated. Look the person in the eye and keep your comments focused on the important points.
- S** - Specific Behaviour: Focus on the behaviour that compromised your rights, not on the person. Tell the person exactly what behaviour disturbed you.
- E** - 'Effect on me'. Share the feelings you experienced as a result of the person's behaviour. 'I get angry when...' 'I get frustrated when...' (NOT 'you did this to me'.)
- R** - Response: Describe your preferred outcome; what you would like to see happen instead, and ask for some feedback on it.
- T** - Terms: If all goes well, you may reach an agreement on how to handle the situation in future, agree to disagree, or simply come to a compromise. Even if no agreement is reached, you would have asserted yourself with dignity.

Why Isn't Everyone Assertive?

Cultural norms sometimes get in the way of being assertive. Some people fear that if they are assertive, their behaviour will be misunderstood as rudeness or aggressiveness. Someone might think you are 'over-reacting' when you state your feelings directly. It is even possible that if you are assertive, someone in authority might even punish you for being 'disrespectful'.

When the two people communicating do not have the same social status, it can make it difficult for the person with less power or status to be direct. For

example, in a marriage where the husband has absolute control, the wife and children may not feel the liberty to speak directly. In a marriage where there is more equality between the partners, it is more likely that family members will enjoy the freedom to assert their ideas or feelings.

Similarly, because children are taught to be respectful of adults, some young people remain submissive even if they are in a situation where they do not feel safe.

Self-assessment: How Do I Communicate When I Am Feeling Uncomfortable?

Do you communicate more directly and respectfully in some situations than in others? Take this self-assessment quiz to learn more about your own style of communication.

When I am in an uncomfortable situation with a boy, I tend to be:

Passive Assertive Aggressive Indirect or manipulative

When I am in an uncomfortable situation with a girl, I tend to be:

Passive Assertive Aggressive Indirect or manipulative

When I am in an uncomfortable situation with an adult male, I tend to be:

Passive Assertive Aggressive Indirect or manipulative

When I am in an uncomfortable situation with an adult female, I tend to be:

Passive Assertive Aggressive Indirect or manipulative

When I am in an uncomfortable situation with someone whom I do not view as my equal, I tend to be:

Passive Assertive Aggressive Indirect or manipulative I cannot answer this because I view everyone as my equal.

For me, expressing feelings of anger is:

- Fairly easy (*but I sometimes respond aggressively*)
- Fairly easy (*and I never respond aggressively or with violence*)
- Neither easy nor difficult
- Somewhat or very difficult

For me, expressing vulnerability or weakness is:

- Fairly easy (*but I sometimes respond aggressively*)
- Fairly easy (*and I never respond aggressively or with violence*)
- Neither easy nor difficult
- Somewhat or very difficult

Summary

Assertiveness is the act of expressing your beliefs, feelings, and needs without violating the rights of other people. Assertiveness is not the same as aggressiveness or manipulation. Being assertive has many advantages; for example, it can help you to feel respected and safe. However, certain factors such as culture and gender roles may make it difficult for individuals to be assertive. Everyone can learn to be more assertive.

Vocabulary Review

Read through the list below, and find out the meaning of each word or phrase:

- Assertiveness
- Passiveness
- Aggressiveness
- Submissiveness
- Manipulation



Review Questions

1. What is assertiveness?
2. Describe the benefits of being assertive.
3. Discuss how inequality in a relationship influences a person's ability to be assertive.

Activity

ANALYZE THESE RESPONSES

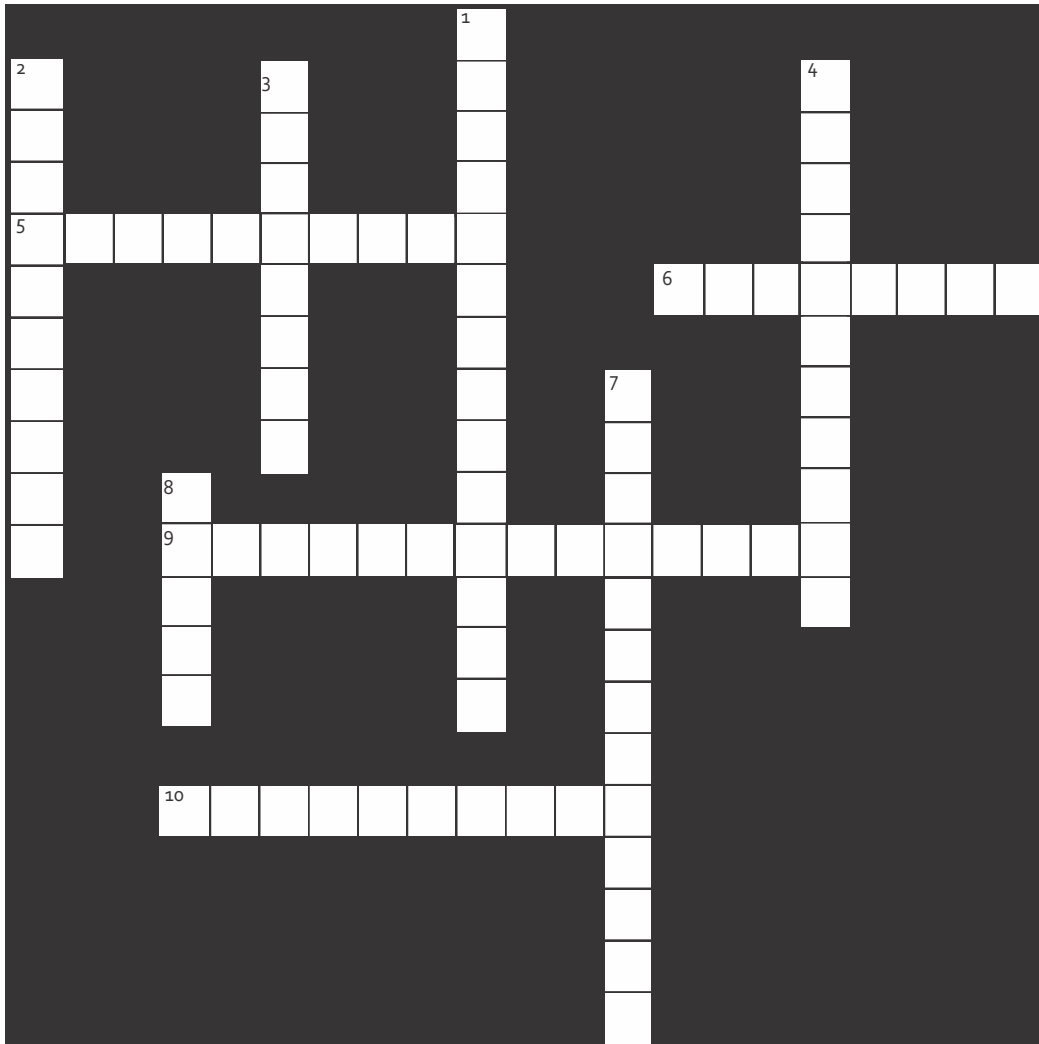
CONFLICT	RESPONSE	Aggressive	Passive	Assertive
1. A girl is upset that her friend Lulu has been making fun of her to Amina. She says:	a. Lulu, I'm upset that you were making fun of me.			
	b. Lulu, you're the dumbest person in the world and I'm going to spread stories about you!			
	c. Oh, it's okay, I guess.			
2. Comfort meets a magazine seller on the way home. He offers her chocolates. Comfort does not want to accept them. She says:	d. Um, thank you.			
	e. I have no interest. I do not want you to ask me again.			
3. A boy asks a girl to go out with him. She does not want to. She says:	f. Thank you, but I do not want to. Sorry.			
	g. Um....okay.			
	h. I would never go out with someone like you. Just get away from me.			
4. Lanre's friend calls him for a copy of the answers to the homework. Lanre says:	i. Can't you do anything on your own?			
	j. I do not feel comfortable about it. We're expected to do our work on our own.			
	k. If I have to ...			

[Note: In some situations, if you feel that you are in danger, it is more important to ensure your safety than to be respectful. Do you think Conflict #2 presents a danger to Comfort?]

Answer Key: Assertive responses are: a; e; f; j. Passive responses are: c; d; g; k. Aggressive responses are: b; h; i.

ASSERTIVENESS

Complete the crossword below



Across

- 5. Frighten or pressure someone to, especially to make them do what one wants.
- 6. Not going straight to the point; not straightforward and open.
- 9. Standing up for one's rights at the expense of the rights of others, in a hostile or negative way.
- 10. Easily hurt or harmed physically, mentally, or emotionally: open to attack or harm.

Down

- 1. Conveying one's feelings, thoughts or ideas (two words).
- 2. Deceive, mislead, lie, or blackmail someone to get what you want.
- 3. One's stand on a decision taken.
- 4. Failing to express one's needs and feelings, or expressing them weakly or indirectly.
- 7. Firmness or clear and straightforward presentation of views, without oppressing others.
- 8. One's stance or attitude; knowing this for yourself helps you to communicate what you want.

1. self-expression
 2. manipulate
 3. position
 4. passiveness
 5. intimidate
 6. indirect
 7. assertiveness
 8. value
 9. aggressiveness
 10. vulnerable

HE SAID HE WOULDN'T JOIN THE MEMBERS OF THE JET CLUB IN CELEBRATING MY 13TH BIRTHDAY.

YOU SHOULD HAVE GIVEN HIM TWO OPTIONS. EITHER HE ATTENDS OR YOU'RE NO LONGER FRIENDS.

ACTUALLY, WE SETTLED FOR A THIRD OPTION.

WHAT OPTION?



WE SAT DOWN AND TALKED THINGS OVER...DISAGREED THEN AGREED ON WHAT'S BEST FOR BOTH OF US.

YOU AGREED TO GO YOUR SEPARATE WAYS?

NO... WE AGREED TO GO TO THE AMUSEMENT PARK INSTEAD.



15

NEGOTIATION



Introduction

Think of how many people have contact, or interact, with you every day ... family members, classmates, and others. In the course of these interactions, differences of opinions are bound to come up. If everyone had the same ideas, life would get boring!

Most of us have had times when those differences became grounds for real conflict. Sometimes, conflict can't be avoided – but with negotiation, we can resolve our differences. Negotiation is when you talk about differences, perhaps make some compromises, and then

come to agreement. This chapter will teach you basic negotiation skills that build on your own communication style. You can apply negotiation skills in all aspects of your life.

Objectives

At the end of this chapter, you should be able to:

1. Define negotiation and its benefits.
2. Give examples of situations in which negotiation may be helpful and situations

in which it may not work.

- 3. List the steps in negotiation.**
- 4. Discuss your opinion of how gender often affects whether and how people negotiate.**
- 5. Describe at least one idea for improving your negotiation skills.**

About Negotiation

Negotiation is an interactive process between two or more people. It involves solving problems creatively to prevent or settle a disagreement without giving up on your original position or ideas. (This is as long as your position does not violate another person's basic rights). Individuals who are good at negotiating know how to get enough of what they want, without making others unnecessarily angry or hurting others' dignity.

An important part of negotiation is to know which part of your position are most important to you, and which part you are willing to let go of. Another point is being able to appreciate it when the other person lets go of some part of his or her position. Ideally, you can reach a 'win-win' in which both parties are satisfied with the result.

In a win-win, everyone accepts a solution that is at least acceptable to all. As you can tell, negotiation often involves compromise. However, trying to persuade someone to compromise on his or her dignity and rights is not negotiation; it is abuse.

Benefits Of Negotiation

Negotiation helps people to cooperate in satisfying ways (in team games, class activities, etc.) Even countries may enter into negotiations to achieve peaceful compromises. Negotiation doesn't just benefit the community; it is also of benefit to individuals like you.

It helps you to face complicated situations with more confidence. It helps you to protect your limits;

including limits in romantic relationships, which may protect you from unwanted sex, HIV and other STIs, and unintended pregnancy. It builds your empathy (the ability to understand and share others' feelings), which is necessary for good relationships.

When To Negotiate

Can you recall a time that you really wanted something but didn't know how to ask for it? Or maybe you just felt that you wouldn't be heard? Have you faced conflicts where you let your anger get the best of you? Do you sometimes want to 'win' an argument rather than meet someone halfway? Life presents endless situations in life that require negotiation.

You may need to come to agreement with parents, friends, and dating partners about which friend should have the most influence, which parties to attend, how to deal with the availability of alcohol, and how to spend your time.

By learning to negotiate effectively, you can reduce your risk of being taken advantage of, including in romantic relationships and sexual situations. Too many young people – especially girls – are living with HIV, or married early against their will, or have found themselves pregnant because they gave in to pressure

Think about it...

- *Would you say you express your wishes clearly and strongly, even when you are with a person who has more power or status?*
- *Or are you someone who tends to remain quiet and give in?*
- *In general, who do you think is more assertive about their needs – boys, or girls?*

instead of speaking up for their rights. You always have the right to state what you want. If you can do so effectively, it will save lives and protect human rights.

How To Negotiate

These steps may seem simple, but people often forget them. That's why so many conflicts end with one person feeling that his or her wishes were not expressed or respected. When people forget how to negotiate, or neglect to negotiate, a conflict easily becomes worse.

The basics involve understanding the conflict and the issues at stake. In other words, understand where there is agreement and where there is not.

Let's break it down into steps. Since this is Family Life Education, we'll use the example of someone facing a situation that often leads to unwanted sex.

Scenario A: Abiodun And Olabisi

Abiodun, who already finished Senior Secondary School, has invited Olabisi to a nearby party. Olabisi, who is two years younger, is very nervous. She has had a crush on Abiodun for a while. As they walk to the party, Olabisi sees that Abiodun has beer cans with him. She feels even more nervous. They get to the party and Abiodun pours a beer for Olabisi. Olabisi thinks maybe she should not say anything, since she doesn't want Abiodun to think she's a baby. She starts to take a sip. Then she remembers what she learned in school about negotiation.

Olabisi and Abiodun face their disagreement and, in the end, negotiate it effectively, using the following six steps in negotiation:

1. **'I want ___':** State your position using 'I' statements. Try to be very specific about what you want or need.
2. **'You want ___':** Ask the other person to use 'I' statements to say what he or she wants. If the person does not use 'I' statements, ask him or her to do so.

3. **Listen Carefully!:** Don't think that you already know everything that the other person is thinking or feeling. There are two reasons to listen as carefully as you can. First, this is your chance to try to find something you can agree with and offer to compromise on. And second, we all want to feel 'heard' – it helps just to let the other person know that you care about their feelings and ideas
4. **Debate:** Re-state each other's positions to be sure they are well understood. You must know how to control the emotions that may cloud the discussion. You must identify the emotions and try to keep them aside. Say 'No' effectively to unsafe behaviour using appropriate assertive and communication skills.
5. **Bargaining:** Ideally, both parties gain something at the end of the bargaining. So it's important to state what point is the most important to you, and which point you might let go. Look for a compromise that both persons can feel comfortable with. You can be creative.
6. **Agreement:** Agree on a solution. Try it out and if it does not work, start the process all over or both parties should go their separate ways.

Activity

Read the conversation between Olabisi and Abiodun. Try to identify each of the negotiation steps they followed:

Olabisi: 'I don't want to drink this. I am really happy to be here with you, but I am too young to drink. I hope you are able to understand my feelings.'

Abiodun: 'Just have one glass. It will relax you. Then we can really enjoy ourselves.'

Olabisi: 'I already told you how I feel; I want to know how you feel. Start with the word 'I'.'

Abiodun: 'Okay. I really like you. I want us both to

let our guard down, and to be closer in every way.'

Olabisi: 'It means a lot to me that you want to be close.' (Olabisi takes a deep breath and looks Abiodun right in the eye.) 'I want to be at this party with you. But I don't want to drink. I would feel bad if I drank because I know I am too young. I know that sometimes girls get involved with sex after they drink. And I don't want that either. I think you want to be with me, and you want me not to be so nervous, right?'

Abiodun: 'Exactly. I think it would be fine if you had just one beer.'

Olabisi: 'You're right. I want to relax, so we can enjoy our time here and get to know each other better. I don't want to drink alcohol, that is for sure! But it would help me relax to learn more about you. I know you are a musician. Tell me more about that.'

Abiodun: (Abiodun pauses and sighs. He recognizes he may not be able to romance Olabisi so quickly, but realizes that he really likes her.) 'Talking about my music might help you relax, but I still want to finish my beer. Okay?'

Olabisi: 'I don't love the idea, but it is a small cup. And we are walking home later, so I guess it will not be a danger. But I don't want to be with you if you are going to keep drinking. And if you offer me alcohol again, I will go home.'

Abiodun: 'Okay, thanks for telling me what you think. I sure don't want you to leave!'

Abiodun kept his promise. He and Olabisi talked all evening. He learned that Olabisi loves to sing. The next time they saw each other, Abiodun played music and Olabisi sang. Alcohol didn't enter into the conversation.

Scenario B: Jonathan And Assibi

Jonathan and Assibi are twins and have a close relationship as siblings. One year, their parents did not have enough money to pay school fees for both of them. Since Assibi was already behind in school (from staying home to help her mother care for a sick uncle) and Jonathan was doing well in his studies, their parents decided to keep only Jonathan enrolled.

Therefore, while Jonathan is in his last year of Junior Secondary School, Assibi has fallen two years behind Jonathan. Now their father is talking about marrying Assibi off at the end of this school year. Assibi has told Jonathan, she wants to continue in school, she does not want to marry. She knows that the decision rests with their father, not their mother, and she wants Jonathan's help to speak with him. Jonathan is sympathetic but he refuses. Then Assibi remembers what she learned in school about negotiation.

Look for all six negotiation steps below (Use 'I' statements; Ask the other person to use 'I' statements; Listen; Debate; Bargain; Agree)

Assibi: 'I want you to speak to Father on my behalf. I am not ready to be some man's wife!'

Jonathan: 'No way! It is your job. I want to avoid a conflict with Father.'

Assibi: 'I understand that you want to keep peace with Father. But I am afraid he will ridicule me and I will begin to cry. I don't want to cry or he will tell me I am not the one to make serious decisions. I trust you.'

Jonathan: 'I am sorry that you fear him. I can understand how hard it is for you. But I don't want a conflict with Father. I think we should find a way to help you feel stronger to speak up. You want me to speak to Father, but I am anxious about having a conflict with him.'

Assibi: 'You want me to speak to him myself, but I am afraid I won't be taken seriously. I feel so alone ... Wait, I have an idea! Will you come with me to speak to Father?'

Jonathan: 'I guess I can do that. But you have to make your case.'

Assibi: 'Will you help me rehearse or practise what to say?'

Jonathan: 'I can do that. The more you rehearse, the less I will have to step in.'

What Happened? Jonathan and Assibi rehearsed how to talk to their father. They were surprised to learn that their parents had already been discussing whether to keep Assibi enrolled after all. With some help from Jonathan, Assibi negotiated with her father. She told him she wanted to stay in school and that she was not ready to marry.

Her father responded noting that the family could not easily afford to pay fees for two children. He argued that Jonathan was going to remain and continue the family name when he grew up. After talking about it, they came to a compromise. Assibi had to agree to earn a bit of money for the family by helping a neighbour with her washing in the afternoons, but she could remain in school.

Assibi was a master negotiator! She negotiated first with her brother and then with her father. She went on to complete Senior Secondary School and to start a successful business.

Remember These Tips

Don't Wait. Don't put off negotiating about a conflict. Address a problem early.

Stick To Your Own Values: When you are not sure what to do, ask yourself what your values tell you. Some people ask themselves, 'If I were looking back at my life, what would I wish I had done in this situation?' If you can state your values, nobody can say you are wrong. It will strengthen your presentation of your feelings and ideas.

Believe in yourself but respect the other person's rights. You have the right to speak up for yourself and to defend your values and your rights. Think of it this way: You owe it to yourself to do so. Also, if you

speak with confidence, your message will be taken more seriously. But remember that getting someone to agree to something that goes against their basic values or dignity is not negotiation; it is a violation of their rights.

Make Time For Discussion If Needed: Sometimes the discussion enables you not only to arrive at a good solution, but also to get to know each other better.

Try Not To Be Too Judgmental: Come to the negotiation with goodwill. Don't put the other person down. Be tolerant as long as the other person treats you with respect.

Get Your Facts Right: It's not helpful to say things that are not factually true, even if it seems that they will strengthen your case. Making up a false argument will break down trust. Even if it works in the short term, in the long term, a lasting solution must be based on accurate information.

You have the right to refuse something that makes you uncomfortable. Remember your refusal skills (See Chapter 13, 'Abstinence,' for Refusal Skills.)

Use SWAT: You may want to rely on the SWAT formula for refusing unwanted sex or other risky behaviour. S-W-A-T:

- S** (SAY no, in an assertive way)
- W** (Explain WHY – your feelings or values)
- A** (Provide ALTERNATIVES, if you want to)
- T** (TALK it out honestly).

Think about it...

- *Look again at Tips #1-6. Which one do you feel is 'not your strong point'? Just paying attention to this tip will help you improve in that area.*

If you feel unsafe at any point, you do not need to negotiate. The most important thing is to remove yourself from the situation quickly and safely. Sometimes you can use negotiation skills to get out of a dangerous situation. But the aim of this particular negotiation is not to arrive at a compromise; it is simply to get away from the dangerous situation. Any time physical force or threats are involved, you can also turn to an adult.

Facing Obstacles In Negotiation

Often, there is an imbalance, or inequality, of power or status between people involved in a negotiation. For example, there can be a difference in age or social status among peers. One person may have less self-confidence than the other, or one of the parties in a negotiation may hold a position of authority in the family. These factors can make it more difficult to negotiate. However, if you are aware of these challenges, you are better able to prepare for them and to speak up for yourself. Remember, you have the right to speak your mind.

Summary

Negotiation is an interactive process between two or more parties. It involves competing for beneficial results, but looking for agreement by open discussion and a willingness to compromise on issues that are less important. If you know your values, you may want to make small changes in your position on some things while still holding your ground clearly on what is most important.

When young people learn to negotiate better, they are better able to protect themselves from unsafe and unwanted sex. They also can develop better relationships built on honest communication. If adults all learned to negotiate, just think how much more peaceful the world would be!

Vocabulary Review

Read through the list below, and find out the meaning of each word or phrase:

- Negotiation
- Compromise
- Win-win
- Values



Review Questions

1. What is negotiation?
2. Explain four steps involved in successful negotiation.
3. State at least five tips that can be used when negotiating.
4. Mention and discuss at least four benefits of negotiation.

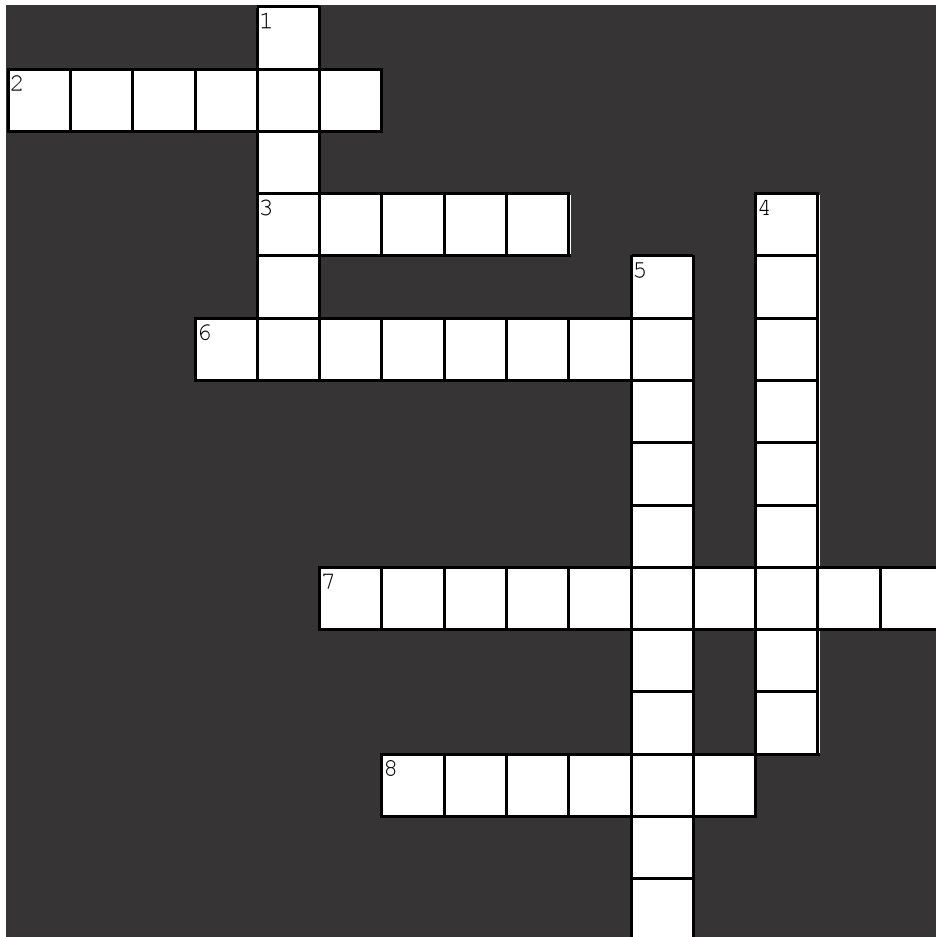
Activity

Think of a situation in your life right now that involves some disagreement. Give it careful thought and write down:

- Which parts of the outcome you could compromise on?
- Which aspect is essential to your values?
- What that value is that you are defending?

NEGOTIATION

Complete the crossword below



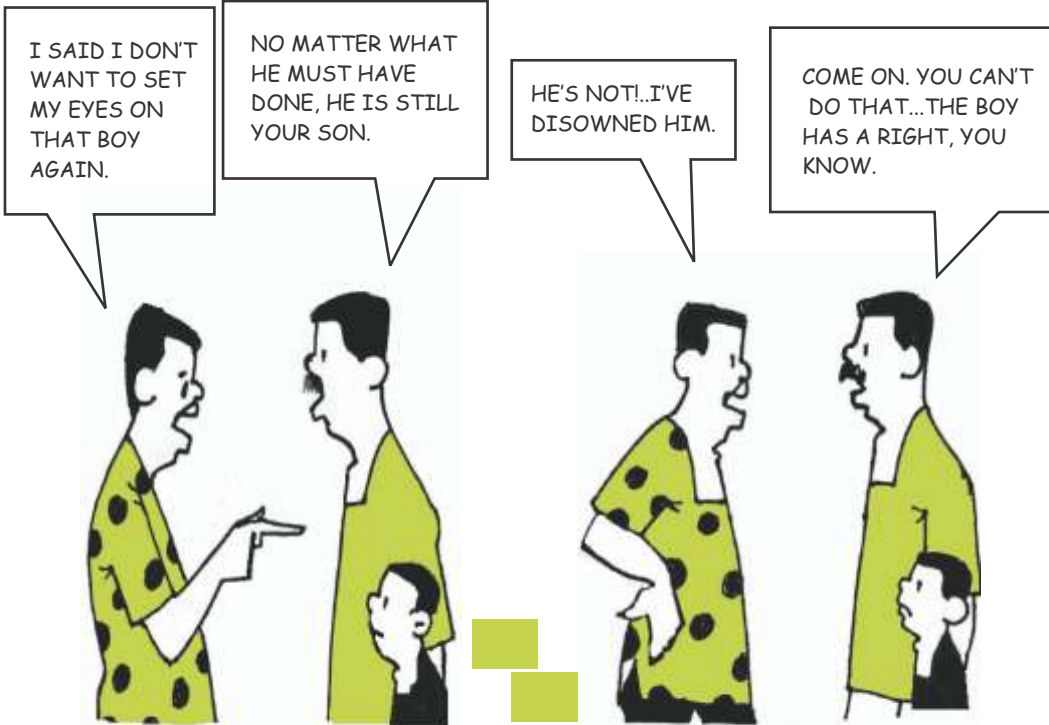
Across

- 2. To pay attention to someone or something in order to hear what is being said.
- 3. A strong feeling of annoyance or hostility; this emotion can be an obstacle to positive negotiation.
- 6. Convince (someone) to do something through reasoning or argument.
- 7. Negotiating the terms or conditions of a deal; it may involve each party giving up something.
- 8. A situation in which each party benefits in some way (hyphenated word).

Down

- 1. Put forward opposing arguments.
- 4. Understand and share others feelings.
- 5. A process between two or more people using creative problem solving to prevent or settle a disagreement without giving up on one's original position

1. debate
2. listen
3. anger
4. empathize
5. negotiation
6. persuade
7. bargaining
8. win-win



I SAID I DON'T WANT TO SET MY EYES ON THAT BOY AGAIN.

NO MATTER WHAT HE MUST HAVE DONE, HE IS STILL YOUR SON.

HE'S NOT!...I'VE DISOWNED HIM.

COME ON. YOU CAN'T DO THAT...THE BOY HAS A RIGHT, YOU KNOW.



WHAT RIGHT?

AS A CHILD, HE SHOULD GROW UP IN A HOME WITH PEOPLE WHO LOVE HIM.

WHAT ARE YOU TRYING TO SAY?

NOW THAT YOU'VE LEFT HIM NO OTHER CHOICE BUT TO HANGOUT ON THE STREETS, IS THAT THE IDEAL ENVIRONMENT WHERE HE'LL LEARN THE VALUES YOU WANT HIM TO HAVE?

16

FAMILIES



Introduction

A family is made up of people who are related genetically (by 'blood'), by marriage, or by law. Family members take care of each other in many ways. We look to our families for love and guidance, as well as for security in fulfilling our basic needs. Did you know that every child has a right to a name and identity, nationality, medical care, education and shelter? Every single child has these rights, regardless of physical or mental ability. Families help children grow to be healthy and happy members of the community.

Your family members are probably the biggest influence on your personality. Your family also influence your perception of what is 'normal'. The family helps us define our role in society and helps prepare us for fulfilling those roles. Family members do this not only by explaining what is 'normal' but also by modelling their own values and behaviours. In these ways, the family is the first 'agent of socialization' - or source of information for how to behave and even what to think.

Objectives

At the end of this chapter, you should be able to:

1. Define what family is.
2. Describe different family types.
3. Describe the roles of family members.
4. Discuss gender equality/inequality in the family.
5. State factors that enhance good family relationships.

Types Of Family

Many of the images of families we see in books or on television include a father, mother, children, and perhaps other family members. But in reality, there are many different family structures:

- Some families have two parents.
- Some have a single parent.
- In some families, there is no parent present and a child or guardian is the head of the household.
- Some couples or individuals do not have children in the home.

Families may live in a *nuclear* or *traditional* family structure:

- A family that is made up of one or both parents and their children is called a 'nuclear' family.
- In contrast, the extended family (also called the

traditional family) also includes other family members, such as grandparents, aunts, uncles, cousins, etc. There are also polygamous families where a man has more than one wife; in these cases, the wives and their children may all live in one compound.

- As more people migrate from rural areas to the cities, the nuclear family set-up is becoming more common and also more complex. Polygamous relationships exist when the man lives with one of the wives and her children and visits his other wives and their children who live in separate apartments.

Family Life Changes Over Time

For example, marriages or divorces, births or deaths, starting or ending a job, migration, illness, or civil conflicts can cause a change in the family. These changes may result in strong positive feelings – such as excitement, curiosity, pride, and growth. Or they may lead to difficult feelings, like anger, jealousy, fear, sadness, or deprivation. It is important to be able to talk among family members or with another adult about these feelings.

Family Roles

Family members have different needs and roles. For example, parents are expected to provide:

- Love.
- Guidance about morals and decision-making.
- Accurate and factual information to children on all aspects of life.
- Material support to the best of their ability.

The responsibilities of each parent vary from family to family, and from time to time within a family. For example:

- Extended families may have more adults to help with household responsibilities and care.
- In some families, especially if the mother works outside the home, the father shares in taking care of the children and/or household chores.

Think about it...

- *What question would you have for someone who lives in a family that has a set-up different from your own?*



There is a boy washing, another sweeping, a girl and a boy standing and washing plates

Children also have important roles in the family. For example, you are probably expected to:

- Complete chores at home that you did not have when you were younger.
- Respect your elders.
- Get along with your family members.
- Do your best at school.
- Take more responsibility for yourself.

That's a big list! As you grow up, your close relationships are likely to expand beyond the family. Your friends and peers may become especially important. During puberty and adolescence, you may also experience more conflict or misunderstanding with your family members. The best way to resolve these conflicts is through open and respectful communication.

Think about it...

- *Think of a time you showed responsibility at home.*
- *What do you think adolescence was like for your parents?*

Gender Norms In the Family

We already mentioned that our families influence what we think of as 'normal'. This includes our perception of what roles males and females should have. These are called gender roles. For example, some parents are more 'gender-equitable', which means both genders treat each other with equal respect. In gender-equitable families, mothers and fathers share power and decisions; physical violence against the wife is not

acceptable. In other families, fathers may be very dominant and controlling, or even violent. Children learn what to expect by watching their families.

Children also learn gender norms from the way they are treated. More gender-equitable parents treat boys and girls equally. In such families, both sons and daughters are equally encouraged and permitted to:

- Share in household chores.
- Pursue education.
- Seek success in the public sphere.
- Express feelings of vulnerability.

However, many families do not treat girls and boys equally. For example:

- Particularly where resources are scarce, families may work harder to make sure that their sons only are well fed and educated.
- Girls may be given more domestic responsibilities and have less free time than their brothers.
- Parents may encourage their sons – but not their daughters - to play sports.
- Boys may be encouraged to be assertive, while girls may learn to be more submissive.
- Boys may be discouraged from crying or from expressing feelings of vulnerability.

You have probably seen families where gender roles are more equal, and families where they are less equal. Over time, more and more parents are trying to give their daughters the same rights, respect, and opportunities in life as they give their sons.

Factors For A Healthy Family Life

Some of the practices that contribute to a healthy family life include: Modelling positive values, showing mutual respect, maintaining gender equality, cooperating and sharing time together.

A family should also be able to resolve conflicts without violence, communicate honestly and effectively, and provide counselling to foster mutual

understanding and acceptance. A family should involve the children in decision-making to make them responsible and accountable.



Family Acceptance And Physical Challenges

The family is where we first learn love and acceptance. Sometimes, a family member has a special need or a physical challenge. If they are honoured as valuable members of their families, they can grow to become confident and useful members of society.

People with physical challenges are capable of loving; they can generally start their own families as adults and have normal children. (Unfortunately, many people incorrectly believe that the physically challenged are not capable of reproduction. However, most physical disabilities have no effect on reproduction. Some also view their physical disability and, perhaps, their vulnerability as an opportunity to take advantage of, and to sexually abuse the physically challenged.)

Summary

We look to the family for emotional, material, moral, and other social support. Everyone in the family has a role. Families vary in terms of their structure or composition. Children learn what is 'normal', including 'normal' gender roles, from their families. Some families embrace gender equality between the parents and treat their sons and daughters equally; other families treat boys and girls unequally. Some of the factors that contribute to a good family life include modelling positive values, mutual respect, gender equality, cooperation, non-violent conflict resolution, honesty, and effective communication.

Vocabulary Review

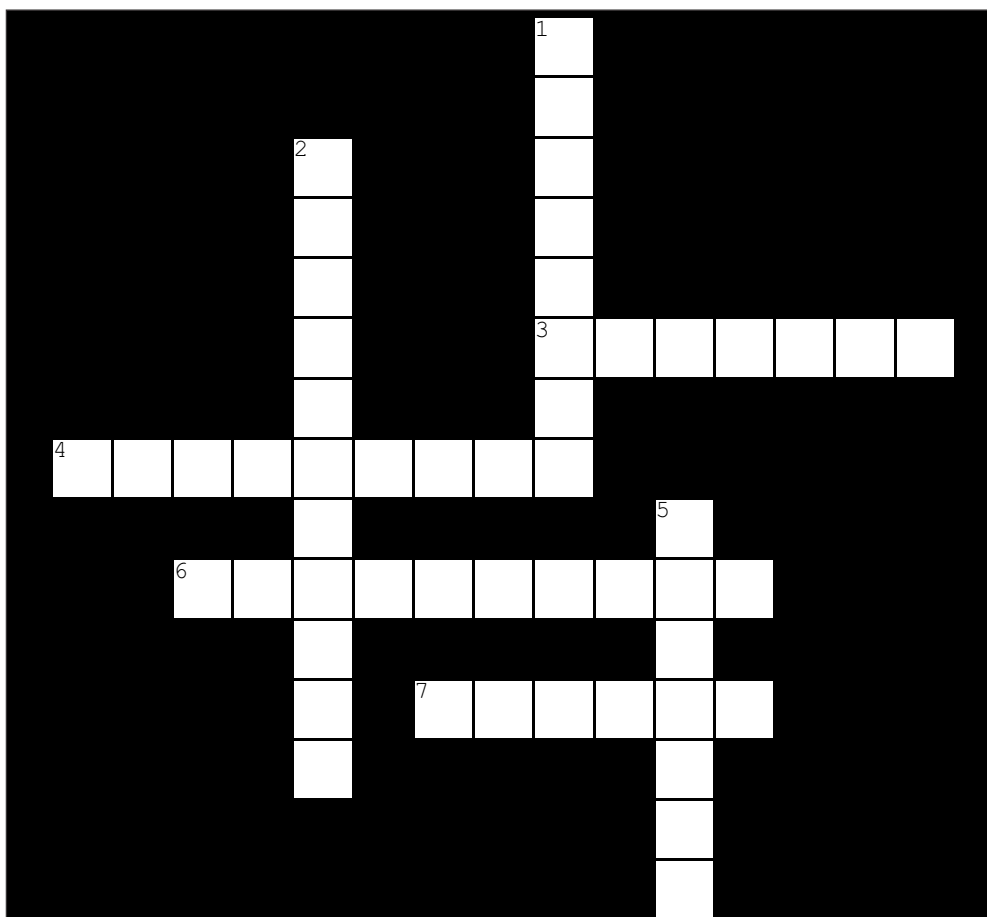
- Family
- Nuclear family
- Extended family
- Gender-equitable

Activity

1. Define family and explain the various types of families that exist in the society.
2. Name at least one way that boys benefit when parents treat them and their sisters equally.
3. Look at the list of factors that enhance good family relationships. Think about one quality that you think your family has embraced, and then, draw a picture that shows your family practising that positive quality.
4. Write a letter to someone in your family, telling that person what you appreciate about him or her.

FAMILIES

Complete the crossword below



Across

3. Legal termination of a marriage.
4. The home unit involving people living together.
6. Having more than one spouse; it may refer to multiple husbands or multiple wives, but in reality, polygamy is practised almost exclusively by men having multiple wives.
7. A group of people who are related genetically, by marriage, or by law, and who take care of each other in many ways. It may involve parents and children, or other relatives as well.

Down

1. The term for a family that includes other relatives beyond parents and children.
2. Provision of assistance and guidance in resolving personal, social or psychological problems and difficulties, especially by a professional.
5. The term for a family that includes only parents and children.

1. extended
2. counselling
3. divorce
4. household
5. nuclear
6. polygamous
7. family

I TOLD HIM TO HAVE WELL-BEHAVED FRIENDS LIKE OBI, KIKI AND DORA; BUT HE WOULDN'T LISTEN.

I SEE.



INSTEAD, HE CHOSE NAT; IN SPITE OF ALL MY WARNINGS.

NAT IS ALWAYS GETTING INTO TROUBLE IN SCHOOL.



EXACTLY, NOW HE HAS LEARNT HIS LESSON THE HARD WAY; HE SPENT YESTERDAY IN A POLICE STATION.

HOW COME?



NAT AND HE WERE INVOLVED IN A STREET FIGHT WITH OTHER BOYS WHEN THE POLICE ARRESTED EVERYBODY THERE.



17

FRIENDSHIP



Introduction

Friendship is one of the most important kinds of human relationships. It involves a warm and/or intimate relationship with a person one likes and trusts. Everyone wants a friend who offers company, fun, understanding, and support. Friends can help us act in ways that we feel good about. But some friends pressure us to act in ways that are harmful to ourselves or to others. Part of growing up is learning to understand the difference between positive and negative friendships. That way you can spend

your time and emotional effort on positive friendships and resist the pull of friendships that will not be satisfying in the long run.

Objectives

At the end of this chapter, you should be able to:

1. Define friendship and its benefits.
2. Describe ways to build or strengthen friendship.

- .3. Clarify your attitudes and values toward friendships at your age.**
- 4. Describe how to handle negative peer pressure.**
- 5. Explain why it may be important to end a friendship.**

About Friends And Friendship

Friends are people who feel affection for each other. Sometimes, people become friends because they share common interests or experiences. For example, they may be on the same football team, belong to the same club, or attend the same mosque or church. But other times, people become friends because they bring to the table different experiences or backgrounds. For example, people may enjoy becoming friends with someone who is from another country or culture, or who has a different physical ability. Often, but not always, people's closest friends are of the same sex. People can be friends with the

opposite sex without any romantic or sexual involvement.

A friendship - *the relationship between friends* - may start on casual basis, and grow because the people involved like and trust each other. Some friendships are quite intimate/close – someone you can trust with your innermost thoughts or feelings. Other friendships are more casual, and still others are at the level of acquaintances. An acquaintance is someone you know and greet but do not know well or share confidence with.

Many young people go through periods when they wish they had more friends, or when they desire to have a best friend. Don't despair. When you meet with people, it helps to smile, make eye contact, offer a cheerful greeting, and pay attention to the other person's mood. Many people like to feel that someone is interested in them. So, you should be ready to ask appreciative and respectful questions. Part of growing up is developing your friendship skills, and sometimes, being patient until a friendship blooms.

• For each of the following statements (see table below) about friendship, tick off if you Agree or Disagree. Even if you tend to feel 'in between', you must still choose either 'Agree' or 'Disagree'

Statements about Friendship	I Agree	I Disagree
It's good always to tell your friends the truth.		
Most kids are good at keeping secrets.		
Boys just want to be friends with boys and girls just want to be friends with girls.		
Boys want friends with whom they feel safe admitting if they feel insecure.		
Most people just want to talk about themselves.		
I wish I had more friends from a religious or ethnic group different from my own.		
At age 14, one is too young to start dating.		
Most kids need a friend to go to for help if something really upsetting happens in their home or family.		
I am generally very comfortable even with people I don't know well.		

Think about it...

- *As a generalization, how would you compare girls' friendships to friendships among boys?*
- *What aspects of each are appealing to you?*

How To Be A Good Friend

No two friendships are alike. For example, you may value one friendship because that friend is funny and smart and you have a good time together. Another friendship might be special because you feel truly understood and know that your secrets will be safe with that person. A third friendship might be based more on the fact that the other person notices your feelings and shares his or her feelings with you. For this reason, different friendships may call on different qualities in us. But every friendship should involve mutual respect.

There are qualities you can practise to be a good friend. Some of these include: being a good listener (and not interrupting), being willing to forgive, staying loyal, protecting friends' secrets, being helpful, letting your friends know that you care about and like them, being honest, showing respect, being able to 'give and take', being acceptably but also helping your friend be a better person who is comfortable being himself or herself.

There are also plenty of ideas for things you can do with a friend. For example, you can participate together in group activities, study together, visit each other's families, offer support in times of trouble, and offer encouragement.

Friends can also give each other honest feedback about situations. For example, if a trusted friend

points out to you that you were a little bit rude to someone, you might be getting useful feedback from someone whom you know means well.

Think about it...

- *What kinds of experience have you had with someone who is different from yourself, and what did these experiences teach you?*
- *What can we gain from becoming friends with someone from a different background or group?*

Friendship: Problems That May Arise

In general, friendship is a treasured part of life. However, some friendships are not beneficial. There are various signs that indicate a friendship is having a negative effect on our well-being. For example, someone you consider a friend might:

- Gossip about you or share your secrets with someone else.
- Cheat or lie to you.
- Put you down or bully you (or others), or gang up against someone.
- Ignore you except when he/she needs something from you.
- Be greedy or selfish, and not able to give-and-take
- Pressure you to do something that you know is not a good idea or that you don't want to do.

Handling Peer Pressure

Peer pressure involves one person persuading or coercing another to do something. Most of the time, peer pressure occurs among a group of friends of

Think about it...

- Think of a situation where you saw or heard about someone pressuring a friend to do something or the other.
- Did the person being pressured, give in?
- What are some reasons why people may give in to this kind of pressure?

similar age. Peer pressure can be positive, as when friends exert social pressure on a mate to give up smoking.

However, peers can also pressure each other in negative ways. If you are pressured in ways that are uncomfortable, try to remove yourself from the situation. Assertiveness and negotiation skills may resolve a problem. But you may also want to terminate the friendship. Why would you want to be friends with someone who is not a friend to you? You deserve better than that.

Follow your conscience but handle such pressure carefully. It is best to avoid hostile reactions that could trigger ill feelings. You don't want to stir up trouble between groups of friends, especially in cases where such trouble can turn into active conflict or even gang activities. If you are unsure how to cope with a friendship that you feel is harmful to you, or you want guidance for ending the friendship, speak with a parent or other adult.

You have a lifetime of friendships ahead of you. Be the best friend you can be.



Summary

Friendship is a warm and intimate relationship with someone, one likes and trusts.

Having friends boosts our self-esteem, provides companionship, pleasure, personal growth, and understanding. However, some friendships are not beneficial and may need to be stopped.

Vocabulary Review

- Friendship
- Peer Pressure
- 'Give-and-take'



Review Questions

1. What is friendship?
2. Why is friendship important?
3. How can friendship be improved?

Activity

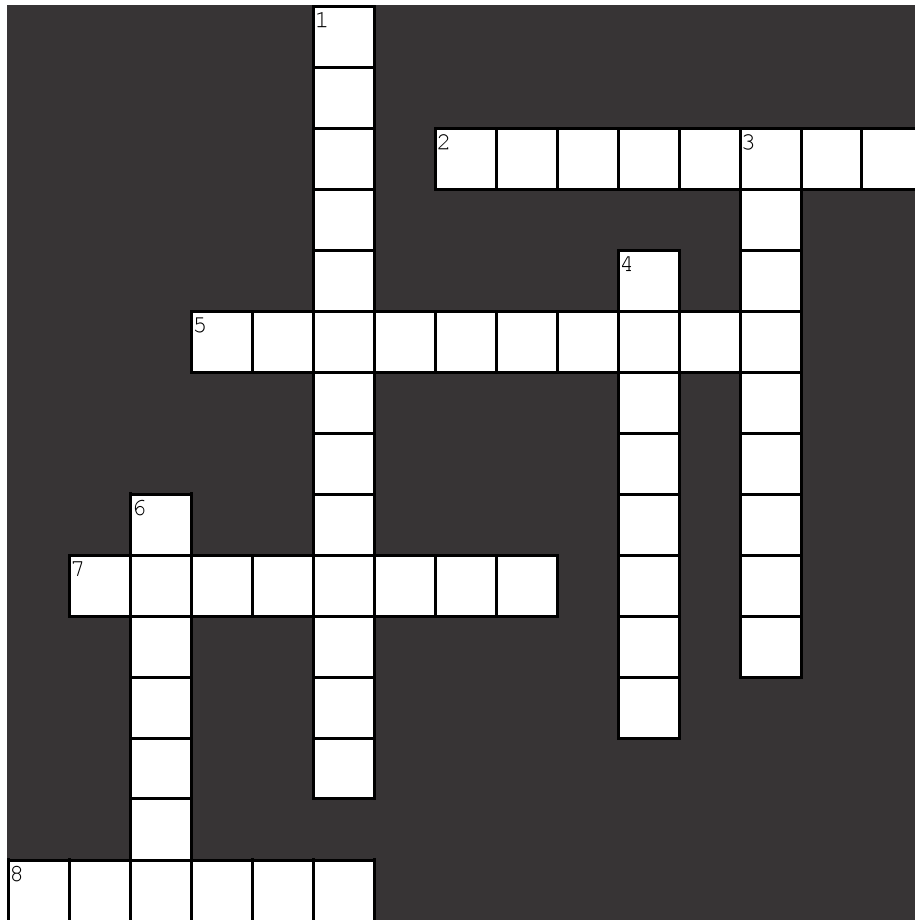
1. Write a story about one of your friendships, include in that story the following:
 1. How do/did you choose your friend(s)?
 2. Where and how was the friendship made?
2. What qualities of friendship do you and your friend(s) share?
3. Below are 12 quotes about friendship. The first eight are African proverbs, and the remaining four are from influential figures from around the world. Read through them, and select one that you like, or that has special meaning for you. Then write down what you think it means and why you like this quote. You can say how it makes you feel, too.

Quotes About Friendship

- *To be without a friend is to be poor indeed.*
- *Hold a true friend with both hands.*
- *The friends of our friends are our friends.*
- *Show me your friend and I will show you your character.*
- *Return to old watering holes for more than water; friends and dreams are there to meet you.*
- *A small house will hold a hundred friends.*
- *A close friend can become a close enemy.*
- *Bad friends will prevent you from having good friends.*
- *Friendship that insists upon agreement on all matters is not worth the name. Friendship to be real must ever sustain the weight of honest differences, however sharp they be — Mahatma Gandhi, leader of Indian independence.*
- *No person is your friend who demands your silence, or denies your right to grow — Alice Walker, African-American writer.*
- *Friendship is born at that moment when one person says to another: 'What! You too? I thought I was the only one' — C.S. Lewis, British writer.*
- *Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down.' — Oprah Winfrey, African-American celebrity.*

FRIENDSHIP

Complete the crossword below



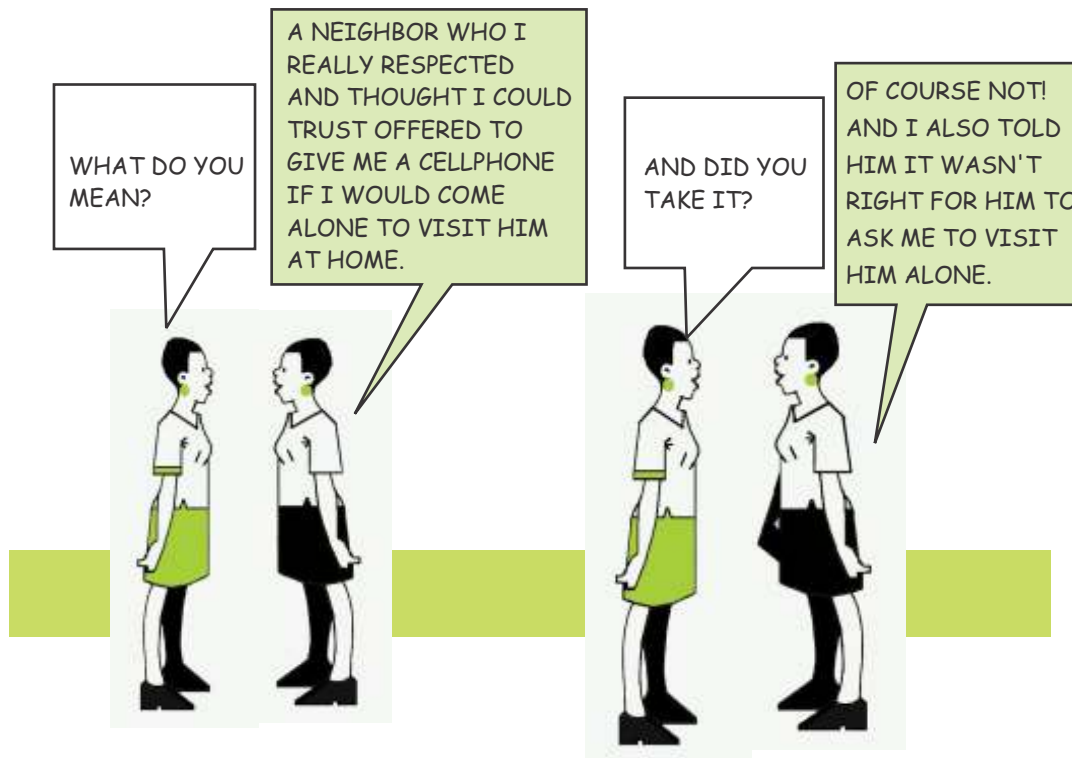
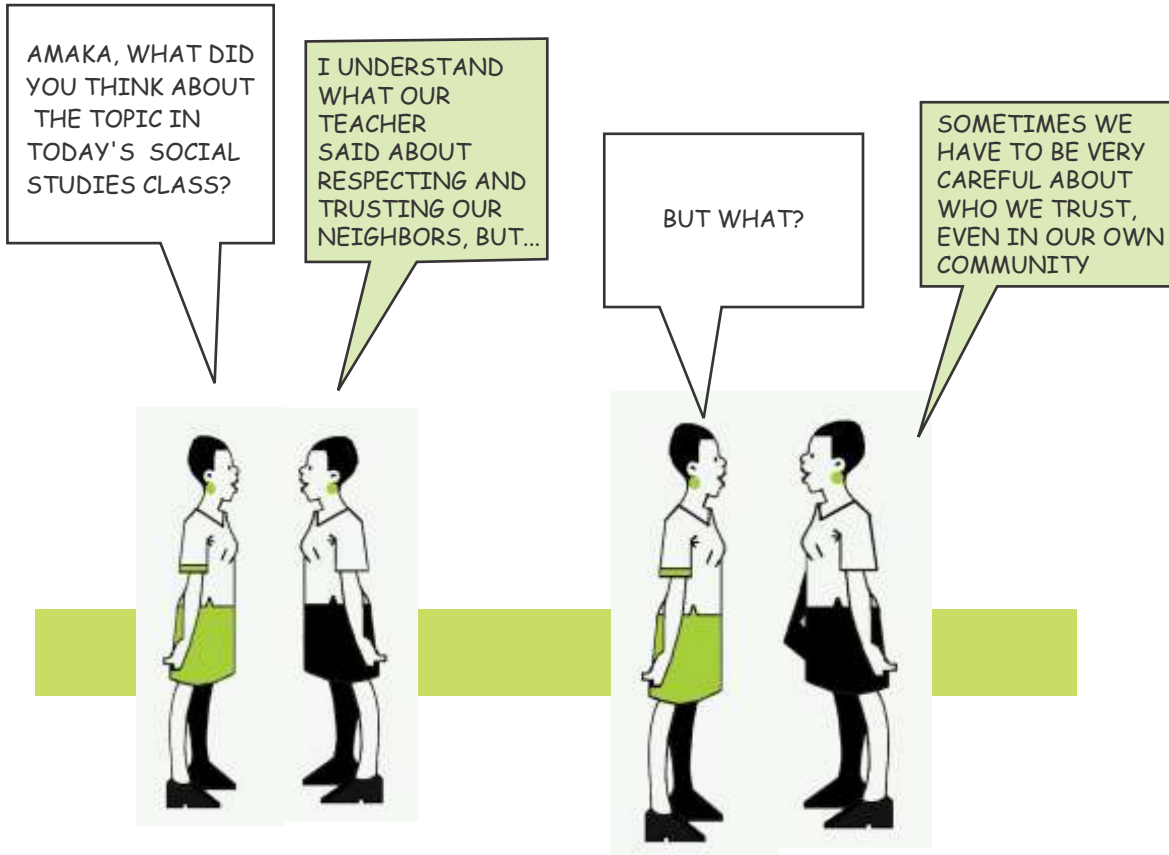
Across

1. Secret and private matters told to someone under a condition of trust.
2. Having a very close relationship: very warm, friendly and personal one (involving sexual relations).
7. Feeling persuaded or coerced to do something, for example, by a peer or by someone with more power or status.
8. Casual or unconstrained conversation or reports about other people, typically involving details that are not confirmed.

Down

3. A feeling of liking and caring for someone or something (as between friends).
4. Feeling a lack of confidence in oneself; it is common for adolescents to experience this emotion.
5. A feeling of fellowship or friendship, rather than being alone.
6. People who feel affection for each other and care about each other.

1. confidence
2. affection
3. intimate
4. insecure
5. companionship
6. friends
7. pressure
8. gossip



18

RELATIONSHIPS WITHIN THE LARGER SOCIETY



Introduction

People are involved in many different kinds of relationships. Think about how many people you know: family members, friends, neighbours, teachers, fellow students, acquaintances, and others. Hopefully, there is openness, trust, equality, affection, and mutual respect in all of your relationships.

But not all relationships are characterized by these positive qualities. As you grow, you will engage in a wider range of relationships. To have relationships that are satisfying and safe, to be happier in life, it is helpful to recognize what you bring to relationships and what you want from them. It is also important to know how to keep yourself safe while relating to other people.

Objectives

At the end of this chapter, you should be able to:

1. Define different types of relationships.
2. Discuss the importance of trust and respect in any relationship.
3. Identify relationships in your life where you feel deep trust exists, and others where there is less or no trust/respect.
4. Describe behaviours that are unacceptable and that are indicative of exploitation in a relationship.
5. Discuss the right to end an exploitative relationship and ways to seek help in doing so.
6. Explain how gender norms promote tolerance of sexual harassment and exploitation.
7. Discuss how parents, schools, and the wider community can help end exploitative relationships and build more equal and harmonious relationships for the future.

Definition

A relationship can be defined as a social bond or attachment between two or more people. It can also be defined as the way in which two or more people behave towards one another and the way they interact with one another. Society refers to people living together in a more or less ordered community. This community may have shared laws, traditions, and values. For example, a society may refer to a collection of people living in a particular country or area, or at a particular historical time.

Different Relationships In Your Life

Our most important relationships are typically with our family and our closest friends. However, throughout our lives, we continue to forge

relationships within the wider community. These relationships serve different needs. For example, a work relationship may fulfil economic needs, while friendship fulfils social needs. Some relationships become close, while others remain distant.

Trust And Respect

In relating to anyone, you want to feel that you can trust that person to respect you. As you meet more people in different types of situations, it is important to keep this quality in mind. (This point cannot be emphasized too much! Ask yourself: Do I really trust this person? Will this person respect me as a human being? You can also ask yourself: Do I deserve this person's trust? Do I respect this person as a human being?)

Generally, although not always, we feel we can trust the people closest to us, and that they will respect us. When we don't know a person well, it is more difficult to know if we can trust that person or if he/she will respect us. For example, we generally are close to family members and good friends. We may have a casual interaction with an acquaintance (someone we know but do not consider a good friend, or someone we do not share secrets with). We may also have met someone before, but if we do not know him or her, that person remains a stranger.

Think about it...

▪ *Isaac goes regularly to church. He also participates every week in a support group for people living with HIV. And he meets often with his professional colleagues - teachers, at the school where he works. What do you think Isaac gains from each of these relationships?*

Activity: Whom Do I Trust?

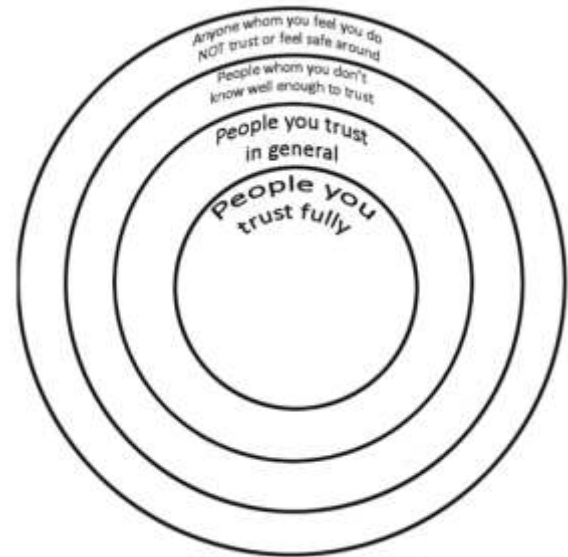
Think about various people you encounter in your life: your parents and siblings, your extended family members, your neighbours, your teachers, your classmates, people who visit your home, people you see in the community, etc.

Examine the circles on the right; think about whom you know that might best fit in each circle. As you think about a person, be honest with yourself about how much trust you feel. Ask yourself: 'Do I feel safe with this person? Do I feel that this person will always respect me as a person? Do I trust that he/she will not reveal my secrets or bully me? Does this person honour my right to protect the integrity of my body and my dignity? Does this person have my best interest at heart?'

You can write a few names (or initials) in each circle. If you are worried about someone seeing your answers, you can just think about your answers, without writing them down. The important thing is that you 'tune in' to your own feelings.

When You Are Done; did you put any names in the outermost circle (people you do not trust or feel safe around)? These may be classmates or peers whom you feel will reveal your secrets, not be nice to you, or pressure you to do things that you do not want to do. Think about whether it is wise to remain in friendship with people like that.

You may also have identified someone in the outer circle around whom you feel physically threatened or unsafe. Maybe they have threatened you, hurt you, or tried to make sexual advances at you. If you have identified anyone in this category, it is important for your safety and well-being to speak with an adult whom you do trust. Speak with an adult in your inner-most circle ('People you trust fully').



Circles of Trust



Think about it...

- *Just because someone acts nice and charming does not mean that they are trustworthy inside. What are general guidelines on how to behave with people you do not know well enough to trust; for example, strangers and acquaintances?*

These Behaviours Are Never Acceptable!

In the course of your life, it is likely that you will encounter inappropriate behaviour from others. Or you yourself may behave in ways that are inappropriate or even harmful (whether or not you realize that) to others. The first step is to understand what behaviours are acceptable or unacceptable.

The following is a list of behaviours that are unacceptable and exploitative. Sadly, however, they are not uncommon. [Note: This list is only a sample of inappropriate behaviours. If you have a question about another behaviour, trust your instincts and speak with a trusted adult.]

- Forced hugging.
- Sexual harassment, including using sexual language, touching or pinching parts of someone's body without their permission.
- Sexual contact between an adult and a child – whether this is actual physical contact, text messages, or a conversation, etc.
- Asking a young person to take or share in a sexually explicit photo.
- Pressuring someone to sit on one's lap, touch or look at one's genitals.
- Kissing someone without his or her consent.

- Giving gifts to a young person and asking him/her to keep it a secret.
- Warning a young person not to tell parents or others about gifts or sexual advances.

It is never acceptable to behave in these ways toward another person.

For example, many young people accept pinching or sexual name-calling as 'normal' behaviour to expect from boys or men in relating to girls and women. It is not 'normal' – it is sexual harassment. Sexual harassment is disrespectful and a way of exercising power over another person. Think about your own values; A self-respecting person does not get involved in or keep relationships where they are treated with disrespect.

Offering gifts or favours to a young person in exchange for sexual contact of any kind is unacceptable. It is a particularly a dangerous form of exploitation. Forcing someone to have any kind of sexual contact is against the law and a violation of human rights.

These behaviours are reflective of misogyny. Misogyny means hatred of women. [The word comes from the ancient Greek words mis (hatred) and gyn (female).] When societies tolerate maltreatment of any group of human beings, it reflects people's feelings about, and the value they place on, those human beings.

Think about it...

- *On what bases do some societies conclude that women are inferior to men?*
- *On what bases do other societies conclude that women and men are equals?*
- *How do these conclusions affect relationships across society?*

If someone behaves in one of the ways described above towards you, do everything you can to stop them. Your first responsibility is to protect yourself. Please, always be cautious in any situation that makes you uncomfortable. Of course, you should be polite, if possible. But remember that individuals who are going to violate a young person's rights, often find it easiest to exploit someone who trusts them. For this reason, be aware of how everyone treats you, including for example, members of your extended family, visitors to your home, teachers, people at your religious institution, club leaders, or others.

Think about it...

▪ *Exercising caution can help keep you safe. Close your eyes (after you read these instructions, of course!) and think of at least five ways that you can exercise caution in order to keep yourself safe. If you don't want to close your eyes, write them down. After you think of five ways, look at the list below*

Remember, you never need to apologize for being cautious! Think of all the young people who have been tricked, raped, and even kidnapped. Being cautious could save your life!

1. Pay attention to situations: Do you feel safe with the other person or people? Is the physical environment safe or isolated/dangerous? Learn to stop and assess your environment.
2. If someone physically threatens or harms you, they are violating your human rights. You have the right to live free from such violence.
3. If someone you don't know or trust approaches you, be courteous but firm.

4. Be assertive. Stand up for yourself and do not compromise personal values and principles.
5. Do not accept (or seek) gifts or favours from anyone who might want something back from you. If someone offers you a favour or gift, do not accept it unless your parents have confirmed that it is all right to do so.
6. Remain in safe spaces: Do not allow visitors into the house when nobody else is at home. Elsewhere, stay in more public spaces (e.g., visitors' areas) and make sure doors are open. Even in public spaces like buses, try to place yourself where you are less likely to be harassed or bothered.
7. Talk to your parents or a trusted adult about any relationship that you are doubtful about or that causes you discomfort.
8. Help people in need but exercise caution, particularly, if it is in an isolated area.
9. If a visitor forces him/herself into the house, scream for help if there are people around. If possible, run out of the house and stay with a trusted neighbour. Call the police from there and report the incident. Always tell your parents when they get back.

How does your own list compare to the list above? You may want to review the list with your parents and discuss the best strategies to keep safe in situations like these. Also discuss other situations that you think might be unsafe for you.

People who engage in exploitative or inappropriate sexual behaviour with young people usually warn them not to tell anyone. Do not listen to that! If anyone – anyone at all – touches you in a way that makes you uncomfortable or engages in any inappropriate sexual behaviour, report to a parent or a trusted adult.

If the first adult does not respond, report to another and another trusted adult until someone takes you seriously. This is very important. Someone CAN help you, and can help protect someone else from being exploited in the future.

Ending A Relationship

Remember, you are not obligated to remain in a relationship. If there is a relationship you want to terminate but do not know how to, speak with a parent or trusted adult.

Everyone Can Help Promote Positive Relationships In the Larger Society

Each person is responsible for his or her own behaviour. However, social norms in the wider community and society also affect our behaviour in relationships. For example, people may know that pinching a girl on the bus is wrong, but they still often tolerate it as somehow 'normal'.

People may know that everyone deserves basic dignity and respect, but they still often tolerate it when someone addresses them or another person in hurtful ways simply because the offending person displays physical strength, economic status, or has other attributes. In these ways, societal inequality can undermine mutual respect and comfort in relationships.

By creating **zero-tolerance** for exploitative behaviour, the whole society can live more harmoniously. Everyone has a role to play, including parents, religious leaders, and schools. Below are some examples:

- Parents, religious leaders, teachers, and the media can teach young people to respect each other as equals regardless of their race, religion, ethnicity, gender, economic status, physical ability, HIV status, or other categories.
- Schools and community organizations can bring young people from different backgrounds together so that they do not grow up isolated and unfamiliar with people from other walks of life.
- Schools and community organizations can establish and enforce zero-tolerance policies to ensure that school environments are safe.
- Schools and families can teach young people to be

sensitive and to respond appropriately when things are not going right. These institutions can also teach young people to understand how power differences between people can undermine a satisfying and mutually respectful relationship.

Summary

Everyone wants friendship, acceptance and love. Relationships, therefore, play a central role throughout our lives. As you grow, you will engage in a wider range of relationships. To have relationships that are satisfying and safe, you must know how to keep yourself safe. It is never acceptable to exploit another person.

Sexual advances towards young girls are some of the most common forms of exploitation. Unfortunately, though people know this is wrong, many tolerate it. To stop such exploitation, it is not enough to take individual responsibility for your behaviour. Everyone has a role in changing negative gender norms.

Vocabulary Review

- Relationship
- Acquaintance
- Strangers
- Exploitation
- Sexual harassment
- Misogyny
- Zero-tolerance



Review Questions

1. Describe three different people we can forge relationships with outside our family.
2. What are some of the consequences of seeking gifts or favours?
3. List five unacceptable behaviours that young people may encounter, include unacceptable behaviours from strangers.

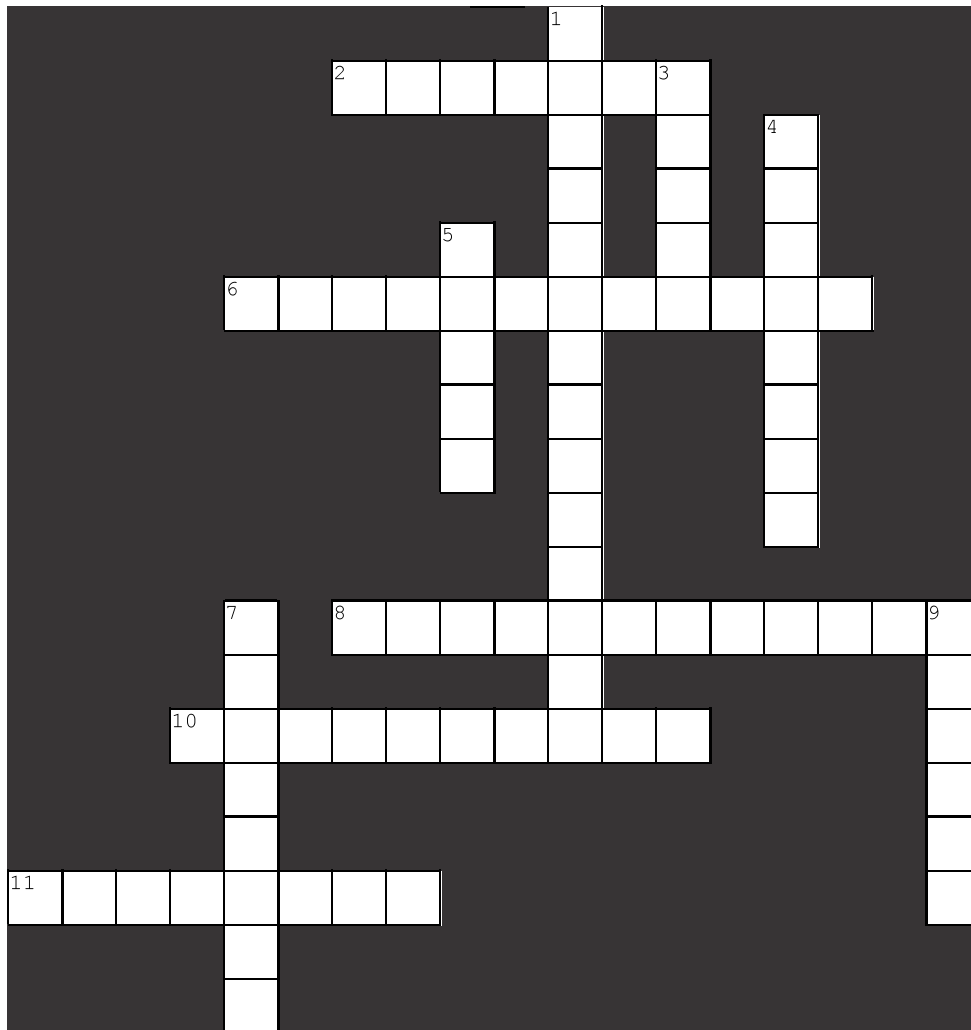
Activity

If possible, work in a small group to answer the following questions:

Where in your community – the streets, community centres, schools, public transportation, religious institutions, or elsewhere – do you think girls get sexually harassed or exploited in some way? Who do you know that could help you stop this?

RELATIONSHIPS IN SOCIETY

Complete the crossword below



Across

- 2.** A feeling of deep admiration for someone, because of their qualities, abilities or achievements; an important quality for relationship.
- 6.** Unfair treatment of someone for one's own benefit.
- 8.** What every person is morally or legally entitled to (2 words).
- 10.** Aggressive pressure or intimidation.
- 11.** Careful about avoiding danger, risk.

Down

- 1.** Refusal to accept anti-social behavior, typically by strict and uncompromising application of law or policy (Hyphenated word).
- 3.** Firm belief in the reliability, truth, ability or strength of someone, an important quality for relationship.
- 4.** Hatred of women.
- 5.** The ability or right to control people or things.
- 7.** Appealing, attractive, personable.
- 9.** Freedom from harm or danger (state of being free from these).

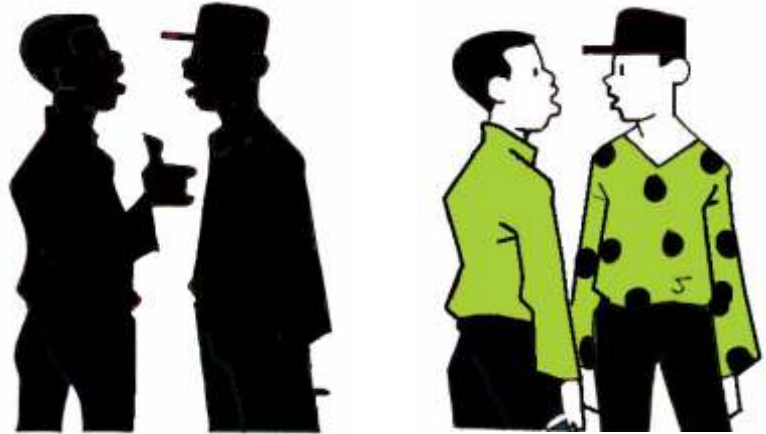
- 1. zero-tolerance
- 2. respect
- 3. trust
- 4. misogyny
- 5. power
- 6. exploitation
- 7. charming
- 8. human rights
- 9. safety
- 10. harassment
- 11. cautious

IF SHE TRULY LOVES ME, THEN LET HER SHOW IT.

BUT YOU SAID SHE HAS GIVEN YOU CARDS BEFORE - BIRTHDAY, VALENTINE AND CHRISTMAS CARDS.

I DON'T WANT CARDS. I WANT SEXUAL INTIMACY.

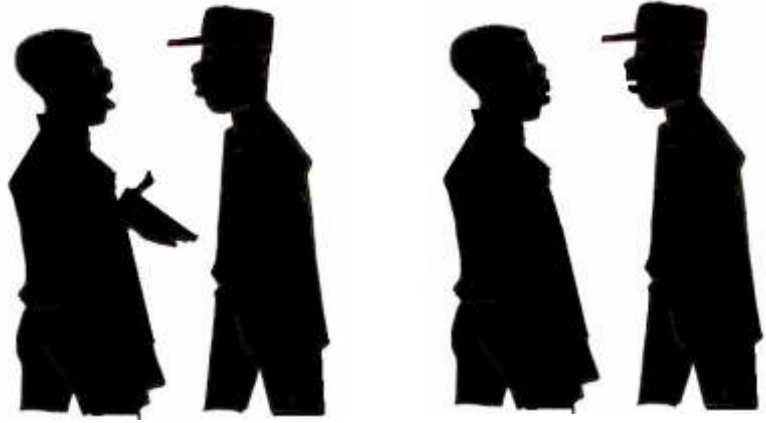
THAT'S NOT FAIR, DAN. SHE DOESN'T NEED TO BE SEXUALLY INTIMATE WITH YOU. I HOPE YOU WON'T MAKE THE SAME MISTAKE SAM MADE.



WHAT MISTAKE?

MARY GAVE HIM BIRTHDAY, VALENTINE, CHRISTMAS AND EASTER CARDS. BUT HE INSISTED ON AN INTIMATE RELATIONSHIP.

...AND THE SMART GIRL GAVE HIM A RED CARD INSTEAD. SHE WALKED OUT ON HIM.



19

HUMAN EMOTION (LOVE)



Introduction

Loving and being loved can be sources of deep joy and meaning in life. Love has inspired great works of art, literature, and music. There are many different ways to love somebody. As an adolescent, you may begin to have romantic feelings. Many teenagers ask these same questions: What is 'true' love? How do I know if I am 'in love'? Who will fall in love with me? What does it mean to 'show your love'? Does a person have to be jealous and even aggressive to show that they love somebody?

Objectives

At the end of this chapter, you should be able to:

1. Define the characteristics of love.
2. Distinguish between true love and other emotions, such as infatuation (having a 'crush'), being 'in love', romance, and jealousy.
3. Identify what you expect and want in a relationship of true, complete love.

Self-Love

Start by loving yourself. Accept and like yourself for who you are. Know yourself – strengths, weaknesses, talents and respect yourself. Loving yourself is necessary before you can love others or expect them to love you.

Love In Human Relationships

Love is a deep affectionate feeling or attachment to someone else (although you should also love yourself!). Love brings a joy that soothes the soul, that is comforting and that gives a satisfying and lasting feeling. When we love someone, it motivates us to treat them the way we would want to be treated – with kindness, care, forgiveness, acceptance, patience, honesty, openness, thoughtfulness, generosity, support, responsibility, etc.

Most young people would recall first, the love they feel for their family members and close friends. You may feel love toward the people you placed in your inner-most 'circle of trust' in Chapter 18. As an adolescent, you may be particularly curious about romantic love. Sorting out feelings of affection, romantic love, sexual desire, and 'true love' is often difficult and confusing.

True Or Complete Love

True love means caring very deeply for another person and being committed over the long term to his or her well-being and happiness. The terms, 'true love' or 'complete love' often refer to an intimate (romantic or sexual) relationship that has moved beyond the 'falling in love' or infatuation stages. True love involves appreciating someone as they are, with their strengths and weaknesses.

Romantic Love and Infatuation

Everyone can fall in love. Adults, as well as adolescents fall in love. Typically, 'falling in love' involves early feelings of passion, sexual attraction, and excitement. Sometimes, this feeling is called 'crush,' 'romance,' or 'infatuation'. 'Falling in love' can

feel very exciting. When you feel this way toward someone, you are likely to be less 'rational' about that person overall. For example, you will probably not recognize the person's faults, and you may avoid having any conflict with the person.

However, romantic attachments during adolescence generally do not last to become true love. Sometimes a romantic feeling is a one-sided experience, because the other person does not feel the same. In these situations, 'falling in love' can leave a person feeling sad or lonely.

1. **Romantic Love.** Intimacy and passion characterise romantic love. Passion refers to the drive that leads to romance, physical attraction and sexual interaction. This emotion is totally absorbing culminating in feelings of elation, sexual desire and arousal. Most people first experience romantic love during adolescence or early adulthood. It often occurs early in a relationship.
2. **Infatuation.** This type of relationship places premium on physical characteristics. Emphasis is usually on the concept of love at first sight. It tends to start quickly. Emotions and feelings fluctuate in this kind of relationship. Friends and people around usually disapprove of this type of relationship. The

Think about it...

- *What are the main messages about romance in children's fairy tales? In music videos?*
- *How realistic are these messages?*
- *What kind of expectations do they place on young men? On young women?*
- *How necessary is romantic love for happiness in life?*

relationship may end quickly due to frequent quarrels and arguments. Absence of one person or distance between the two partners usually means the end of the relationship.

If someone mistakes infatuation for love and expects it to last forever, it can hurt a great deal when the good feelings fade. Infatuation also makes people do things they might not ordinarily have done e.g. ignore friends, give up goals or change plans, etc. It has a disorganising and destructive effect on one's personality.

Jealousy

Most people have felt jealous at one time or another. When people feel that a valued relationship is threatened, they may become jealous. In romantic relationships, people may feel jealous of a real or imagined romantic rival. Jealousy often refers to feelings of envy, possessiveness, insecurity, anger, and resentment. However, a person may also feel that a relationship is threatened by a partner's commitment to family, friends, or work.

Some people express jealousy with threats, violence, or controlling or manipulative behaviour. They may even claim that their behaviour is a sign of their love. That is not true. Violence and coercion (forcing someone to do something) are never expressions of love. They are demonstrations of power over another person. They violate the human rights of the person they are used against. Jealousy is never a justification for violence. The best solution is for both people to talk honestly and respectfully about their feelings.

Summary

Love is a feeling of deep affection. There are different types of love, starting with love for oneself. Adolescents typically become curious about romantic love and have questions about the differences between 'falling in love', jealousy, and true (complete) love.

Vocabulary Review

- Love
- Jealousy
- Infatuation



Review Questions

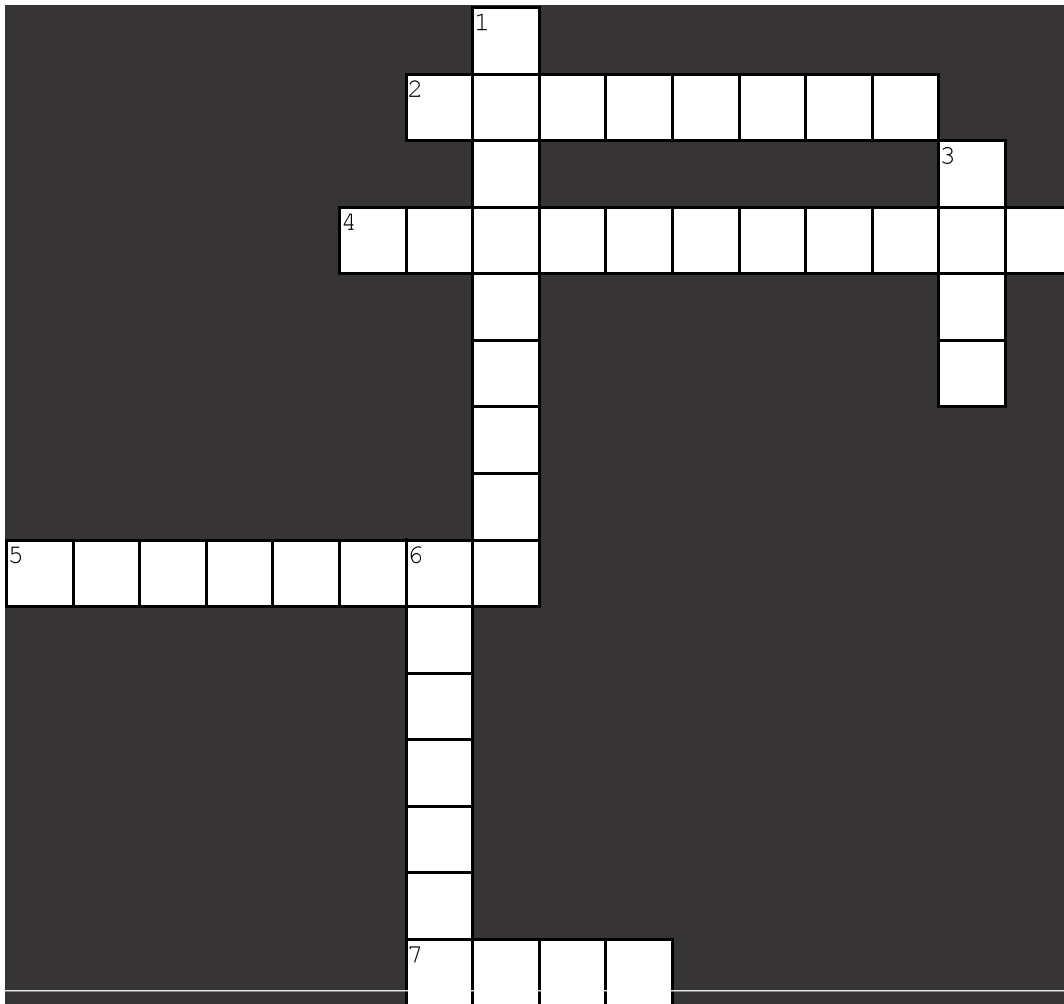
1. Define the word 'love'.
2. Mention five ways of expressing love and affection.
3. Describe the difference between infatuation and romantic love.
4. Mention three things you love about yourself.

Activity

Write a letter to your future spouse. Tell the person what true love means to you. Describe what you expect in a loving relationship, and how you want to be treated.

HUMAN EMOTION (LOVE)

Complete the crossword below



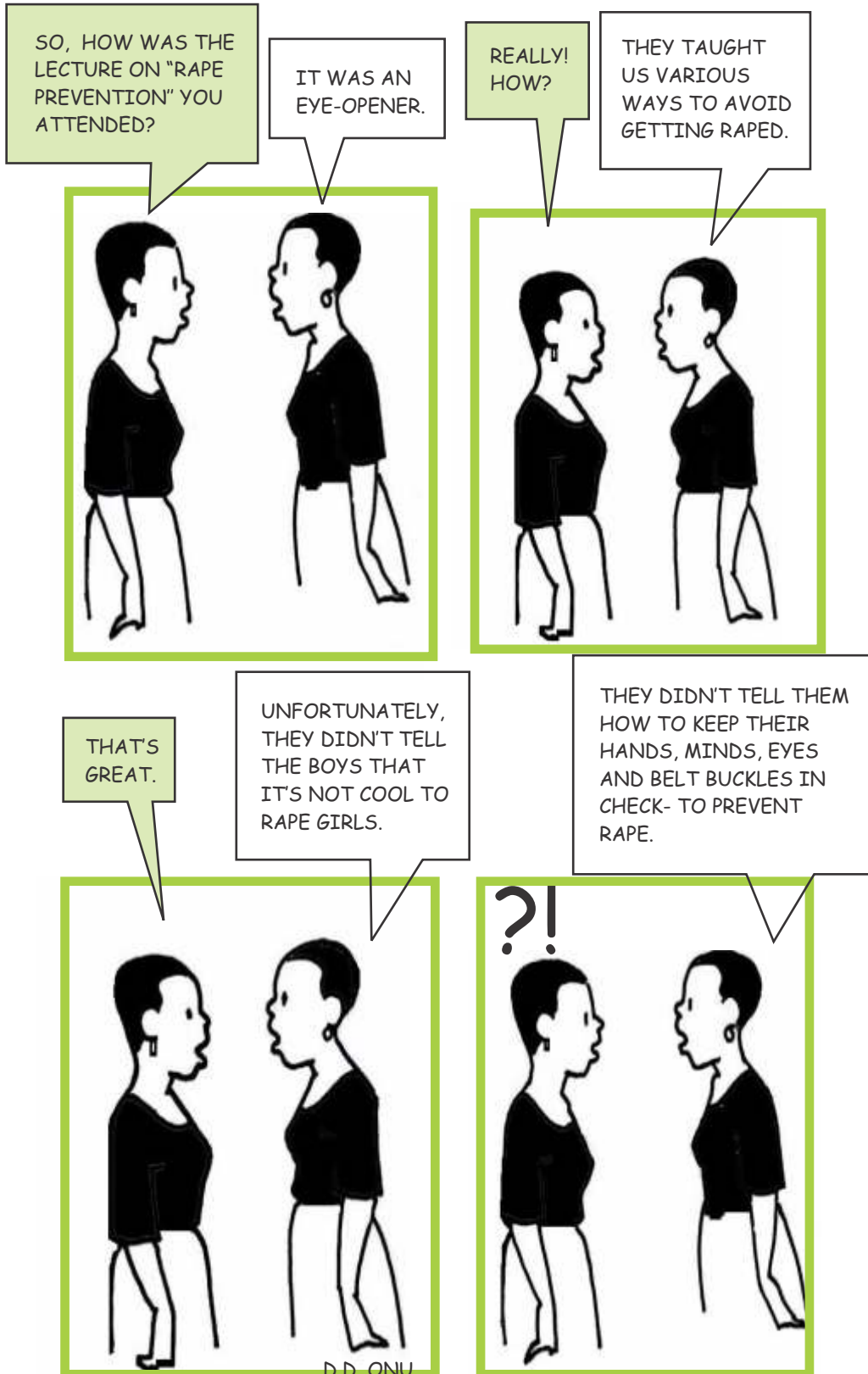
Across

- 2. Envy, possessiveness, insecurity, anger and resentment often when a person feels his/her place in a relationship is threatened.
- 4. Feelings of passion, sexual attraction, and excitement early in a relationship, feeling 'in love'.
- 5. Not confident about yourself or your ability to do things well (nervous, uncomfortable).
- 7. The feelings of wanting to have what somebody else has.

Down

- 1. Accepting and liking yourself for who you are (hyphenated word).
- 3. A deep affectionate feeling or attachment to someone.
- 6. A feeling of excitement and mystery associated with love.

1. self-love
2. jealousy
3. love
4. infatuation
5. insecure
6. romance
7. envy



20

SEXUAL VIOLENCE: KEEPING YOUR BODY SAFE



Introduction

Your body belongs to you. For example, you have the right to privacy for your body. You have the right to tell others not to touch your body when you do not want to be touched. Even children have these rights. (Of course, sometimes it is appropriate for an adult to look at or touch a child's body. For example, a medical professional may examine a child, or a family member may give a child a bath.) When you keep your body safe, it helps you be healthier and more confident. If someone hurts

you and fails to recognize you as the owner of your own body, that person is abusing you. This behaviour is called sexual abuse.

This subject may be difficult to read about, or to think about. But if we all learn about sexual violence, we can help reduce this terrible problem.

Sexual violence can cause serious physical and emotional harm. Sexual violence is not natural or 'excusable'. It is always wrong to abuse another person's body. It is never the fault of the victim

(the person abused). The rate of sexual violence varies from society to society, and over time. There are different types of violence that violate your own bodily control and rights. The forms of sexual violence discussed in this chapter include gender-based violence; sexual assault, rape, incest, sex trafficking; and sexual harassment. Many people also consider a harmful traditional practice such as female genital mutilation to be a form violence against women.

Objectives

At the end of this chapter, you should be able to:

1. Define sexual violence.
2. Define gender-based violence.
3. Name different types of sexual violence.
4. Enumerate the myths and facts about rape.
5. List the effects of sexual violence.
6. Describe what to do in the event of sexual abuse, including sources of help.
7. Discuss how to help prevent sexual violence.

Gender-Based Violence

Everyone wants to feel safe from violence. Unfortunately, violence – including interpersonal (between individuals) violence – is common. Men are more likely to be victims of violence outside of the home, as they are more likely to be involved in warfare or gang violence. But women and girls are more likely to experience violence in private spaces such as at home.

Often women are harmed by someone they know, such as a spouse/husband or boyfriend. Violence that is directed against a person on the basis of gender called gender-based violence. Sometimes it is called

"domestic violence," because it often takes place in the home. Gender-based violence is a violation of human rights. It is always wrong. It is not the fault of the victim.

Although gender-based violence is a serious problem all around the world, it is more common in some places than others. How common it is, also changes over time, even in the same society. This is because attitudes regarding how much power a man should have in a relationship vary in different places and over time.

Eliminating gender-based violence is an important step towards achieving gender equality. Many organizations and individuals are trying to end gender-based violence through education, the passage of laws, counselling, and other activities.

Think about it...

- *Some men beat their wives. What does their child feel and think when he or she sees that?*
- *What consequences do you think gender-based violence can have on a woman's body and on her mental health?*
- *Can you think of at least one way that institutions in the community can help to reduce gender-based violence?*
- *Do you think gender-based violence will become more common in the future, or less common? What are the facts or ideas that inform your prediction?*

Sexual Assault And Rape

Sometimes, violence is sexual. This is called sexual abuse or sexual assault. In cases of sexual assault or abuse, the abuser is often known to or recognisable by the victim. This means that sometimes we put trust in people who take advantage of our trust. Sexual abuse is very common, although, many people do not want to talk about it.

Sexual assault may take different forms, for example:

- Forcing a person to perform sexual acts
- Touching or rubbing any part of a person's body, especially sexual or sensitive zones of the body such as the genitals or breasts.
- Rape

What Is Rape?

Rape occurs when a person uses physical violence, manipulation, or threats to force another person to have unwanted sexual intercourse. It is disturbing to even imagine why someone would treat another human being this way. Psychologists explain that rapists want to exercise power over another person and release hatred.

In What Situations Does Rape Take Place?

People who commit rape do so in many different circumstances – they may rape someone they know well, someone they know casually, or a complete stranger. Rape happens at home, at parties, in hidden places, and elsewhere.

Young people may be at higher risk of rape in many situations. One example is the rape of a 'date' (someone that the rapist is dating). Sometimes alcohol/drugs are used to make a 'date' helpless before the act of rape. Another common example is rape in a situation where the rapist has a lot of control or authority over the victim's life.

For example, young people who are domestic workers, or are in foster care, may be more vulnerable to rape by the adults who have power over their lives.

Think
about it...

- *What kind of person would commit rape?*
- *Who should learn about stopping sexual violence? Girls? Boys? Both? Why?*

Myths About Rape

There are a lot of myths about rape.

Myth: Men don't get raped.

Fact: Wrong! In the majority of rape cases, the male is the offender and the female is the victim. However, men and boys are raped too. Men can be raped by other men; and women can also coerce or pressure men or boys into performing sexual acts that they do not desire.

Myth: Girls who get raped are promiscuous or ask for it.

Fact: Wrong! Anybody can be raped.

Myth: Looking attractive is an invitation to rape.

Fact: No! Attracting attention is not an invitation to rape.

Myth: Girls are raped because of what they wear.

Fact: False! People can be raped even when they are modestly dressed. A person who rapes does not respect any boundaries, taking what he/ she wants no matter what the victim is wearing.

Myth: Women usually say 'No' when they mean 'Yes'.

Fact: Wrong! Nobody wants to be physically hurt, humiliated or degraded. They mean to say 'no' but have not been taught that it is acceptable to say 'no' to a person of authority or an older person.

Myth: Some people get pleasure from being raped.

Fact: Never. The victim is in terror. Anyone who thinks it is possible to enjoy rape does not understand the nature of this terrible violation of human rights.

Sexual Abuse Of Children / Incest

People of all ages, including children, suffer sexual abuse. The abuser may be a stranger, a family friend or acquaintance, or a family member. Sexual activity between blood relatives such as parent-child, brother-sister or between cousins is called 'incest'. (In some societies, relationships and marriage between cousins is considered permissible.) Incest usually begins with touching and petting when the victim is very young. The child may be forced to look at or touch the genitals of the abuser, or to perform other sexual acts.

Typically, someone who sexually abuses a child demands secrecy from the abused person. The child is often threatened with harm if he/she tells anyone. The child may also be told that nobody will believe him/her.

As a result, it is very important for young people to be encouraged to report when an adult, even a family member, touches them inappropriately or makes sexual advances at them. Children should be reassured that they are not to be blamed and that they did the right thing by speaking out.

Early or child marriages are still being contracted all over the world, usually by a parent or guardian of the child, in cultures that permit this. With or without the girl's consent, it is still a violation of the child's human rights. In some cases, girls may be married off as soon as they are 11 years or older. In Nigeria, The Child Rights Act 2003 defines a child as person who has not attained the age of eighteen (18) years and states that: "Betrothal and marriage of children are prohibited".

A detestable form of sexual violence occurs in the context of child marriage when an adult man has sexual intercourse with an underage girl whose sexual and reproductive organs are not mature enough for sex and childbearing. Girls in these circumstances experience a lot of sexual violence and pain because they are not just ready physically, mentally and psychologically for this level of relationship.

Unfortunately too, to worsen the injury they suffer, when these girls eventually get pregnant and try to deliver babies, their immature organs have not attained the level of elasticity required for the delivery process, leading to prolonged and obstructed labour. Many develop a disturbing condition known as Fistula - Vesicovaginal Fistula (VVF) and Rectovaginal Fistula (RVF).

VVF is caused by holes created between the vaginal wall and the bladder while RVF is caused by holes created between the vagina and the rectum. These lead to their inability to control the leakage of urine and faeces. Usually their husbands, and in some cases their families, abandon them at this stage because the children now have a foul odour around them, as well as suffer disgrace and humiliation because of their condition.

Additionally, among some ethnic groups in Nigeria, fistula cases may also be caused by a harmful practice of female genital mutilation known as the 'Gishiri Cut'. What happens here is that during pregnancy and labour, untrained traditional birth attendants attempt to cut through the frontal wall of the vagina; supposedly to assist the delivery. Unfortunately, when the cut is made too deep, it creates a hole between the vagina and the bladder; resulting in VVF.

Ensuring that girls attend school and remain in school through primary and secondary levels can contribute to reducing the occurrence of child marriages. And when early pregnancy does occur, it is important to prevent fistula from occurring by ensuring access to skilled medical care before, during and after childbirth.

Sex Trafficking and Child Labour

Sex trafficking involves recruiting, transporting, or trading/selling another person in order to exploit that person sexually. Most victims of sex trafficking are girls and young women. Girls may be lured into sex traffic through lies, threats, physical force, or as a way to pay back a debt. Some girls and women are sold

into the sex trade by parents, husbands, other close relatives or boyfriends. Sex trafficking is a very serious problem around the world.

Working hand-in-glove with the problem of sex and child trafficking is the issue of child labour. These are global challenges that are on the front burner for security forces all over the world. The Government of Nigeria established the agency known as The National Agency for the Prohibition of Traffic in Persons and Other Related Matters (NAPTIP) specifically to address these challenges in Nigeria.

The term "child labour" is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. This is different from children's or adolescents' participation in work that does not affect their health and personal development or interfere with their schooling.

In Nigeria, the problem of child labour occurs on two levels. Children trafficked internally as labourers and who serve as domestic servants and general errand boys and girls servicing the urban working class. In most cases, these children are denied their fundamental human right to a decent life and often work long hours in hazardous conditions with little food, small pay, no education and no medical care. Oftentimes too, working as domestic servants exposes girls (and boys too!) to sexual harassment, violence and exploitation.

There are yet others trafficked within Africa and internationally who are enslaved as farm hands, shop keepers and subjected to the most inhuman kind of treatment possible; including sexual violence. According to the International Labour Organization (ILO), "In its most extreme forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at a very early age."

Sexual Harassment

Sexual harassment means unwelcome and repeated sexual advances, requests for sexual favours, and verbal comments of a sexual nature. Sometimes the victim's job or school grade is at stake if he/she does not give in. Sexual harassment may include:

- Fondling or pinching a person's buttocks, breasts, etc.
- Offensive or vulgar remarks of a sexual nature.
- Whistling, jeering and derogatory (hurtful/negative) remarks, etc.

Some people try to make a joke about sexual harassment. But it is not funny to the person who experiences it. Around the world, there are laws to punish people who sexually harass others.

Effects Of Sexual Violence

Sexual Violence is a terrible, traumatic experience for victims. Typically, it can cause a sense of helplessness, isolation, anxiety, and fear. These feelings sometimes make it difficult to sleep, to trust others, or to maintain one's self-esteem. There can also be physical effects, including unwanted pregnancy, sexually transmitted infections (including HIV), and bodily harm – even death.

**Think
about it...**

- *What would you say if someone pinched a girl's buttocks and then made a joke about it?*

What To Do In The Event Of Sexual Violence

In the event of sexual violence, the victim should:

1. Leave the scene immediately, and go to a safe place.

2. Report to a trusted adult immediately. If the first adult you speak with does not believe you or does not take immediate steps to make you safe, find another trusted adult. There are also youth-friendly non-governmental organizations that provide services and support to sexually abuse victims.
3. Get a medical examination with a doctor as soon as possible, before you remove your clothes or clean your body especially after forced intercourse. This may be important for collecting evidence against a rapist. A doctor may also be able to offer early treatment to help prevent pregnancy or HIV.
4. Report the abuse to the police, preferably taking along a supportive adult.

Getting Help/Recovering From Sexual Violence

Many times, victims of *sexual violence* do not report the crime to the police or even to anyone because they fear people will blame them or shame them. However, getting help from a trusted person can be the first stage in resuming control of one's life after experiencing sexual violence.

Preventing Sexual Violence

Do Not Abuse Others – Ever!

Everybody, especially men, need to learn that sexual violence is always wrong and will not be tolerated.

Reduce Your Risk Of Being Abused

Individuals can help to reduce their own risk of being abused. The following suggestions may help in avoiding potential abuse.

- Know your rights – your body belongs to you. No one has the right to make you have sexual intercourse when you do not want to.
- Say 'No' to strangers who offer you a lift, gifts, or other favours.
- Tell a trusted adult if an adult makes sexual

advances at you, or if anyone touches you in a way that makes you feel uncomfortable.

- Discuss rules and sexual limits before going on a date. Communicate these limits clearly.
- Avoid going alone to parks, isolated areas and areas you are not familiar with, especially when it is getting dark.
- Never leave your door unlocked, even for short period of time.
- Do not open your door to strangers. Get a spy hole or door chain.
- To help you remain in control, always carry enough money to take a bus or taxi home.
- Watch what you drink when you go to parties or visit friends. Alcohol or hard drugs weaken your judgment and lower your inhibitions, making it more likely that you might be taken advantage of. Do not leave drinks unattended; you may be drugged.



- Do not meet people at home alone, whether to do home work, assignments or for other reasons, especially if there is no adult supervision.
- Do not assume other people will protect you; take care to be on the look out for dangerous situations.

Stop Sexual Violence Across Society

People can take steps on their own to prevent sexual violence. But it is up to the whole society – lawmakers, families, religious institutions, police, schools, media professionals – to put an end to sexual violence. Public spaces, including schools and buses, need to be kept safe. Violators must be reported and punished under the law.

Vocabulary Review

- Sexual Violence
- Gender-based violence
- Sexual Abuse
- Rape
- Sexual Assault
- Incest
- Early Marriage and Pregnancy
- Sex Trafficking and Child Labour
- Sexual Harassment

Activity

A cousin who attends school in a different State tells you that her teacher began to kiss her while helping her with her school work. Think of three things you can do.

You are the director of a Non-Governmental Organization that supports victims of sexual violence. The head of the local police station asks you how they can help. Think of at least two ideas to suggest.

Summary

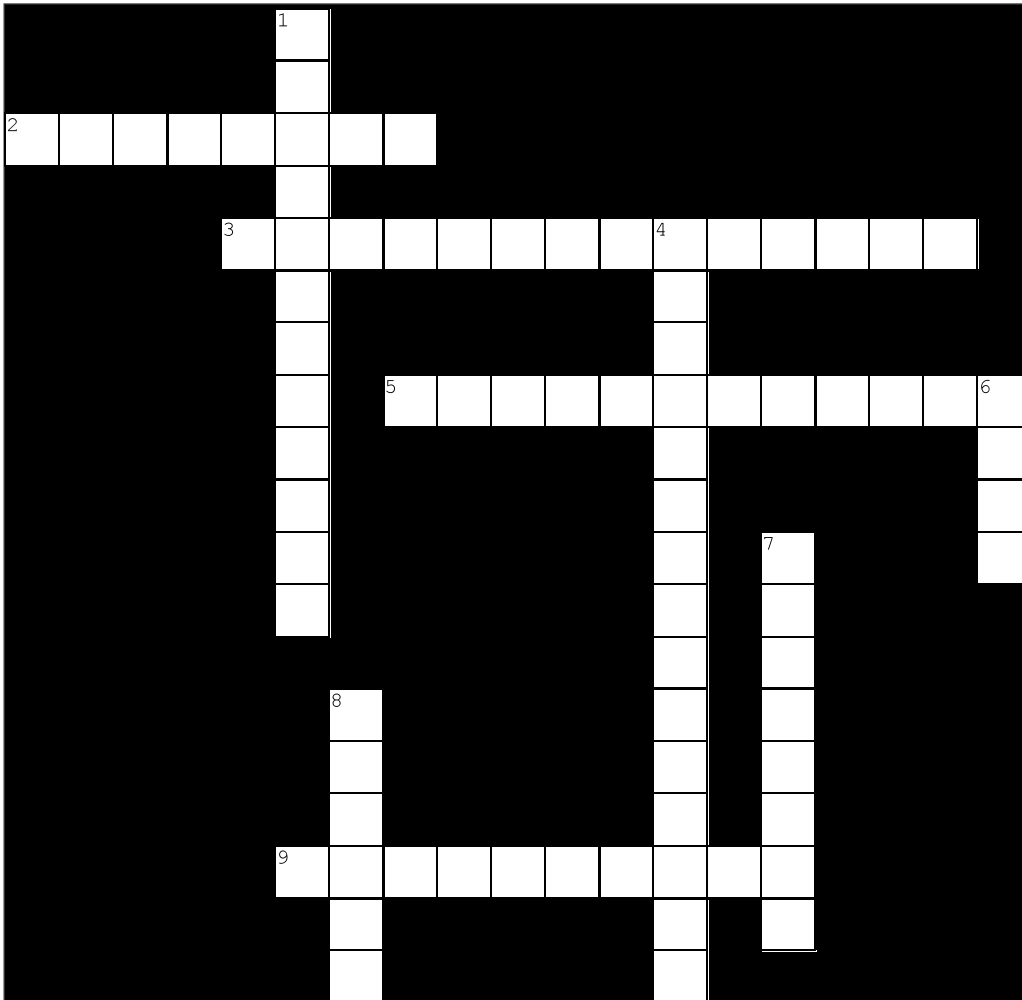
Your body belongs to you. No one has the right to abuse your body. Sexual violence is never the fault of the victim; it is the fault of the abuser. The problem of sexual violence exists because of social norms that tolerate such violence, and because violators have low morals and low self-esteem. Some forms of sexual violence include: gender-based violence; sexual abuse (including rape and incest); and sexual harassment. Both girls and boys can suffer sexual violence but girls are more often the victims. The violator is often known to the victim.

In the event of rape, the victim should leave the scene immediately and report to a trusted adult. Before washing or cleaning up, it is important to go to a doctor for an immediate medical examination. Although sexual violence is often traumatic, victims can recover, especially with help from parents, health providers, and others in the community.

There are ways to help prevent sexual violence. Everybody, especially men, must learn never, to sexually abuse another person. To reduce your risk of being a victim, know your rights and avoid potentially risky situations where possible. In addition, the whole community and society need to take sexual violence seriously and take measures to end it.

KEEPING YOUR BODY SAFE FROM ABUSE

Complete the crossword below



Across

- 2.** The use of physical force to harm, abuse, and injure someone
- 3.** An act in which one person knowingly cause another to engage in unwanted sexual act by force or threat; this act is always wrong and never the fault of the victim.
- 5.** (Hyphenated word): Deprives children of their childhood; usually mentally, socially or morally dangerous; may interfere with schooling.
- 9.** A common emotion among people who have been sexually abused.

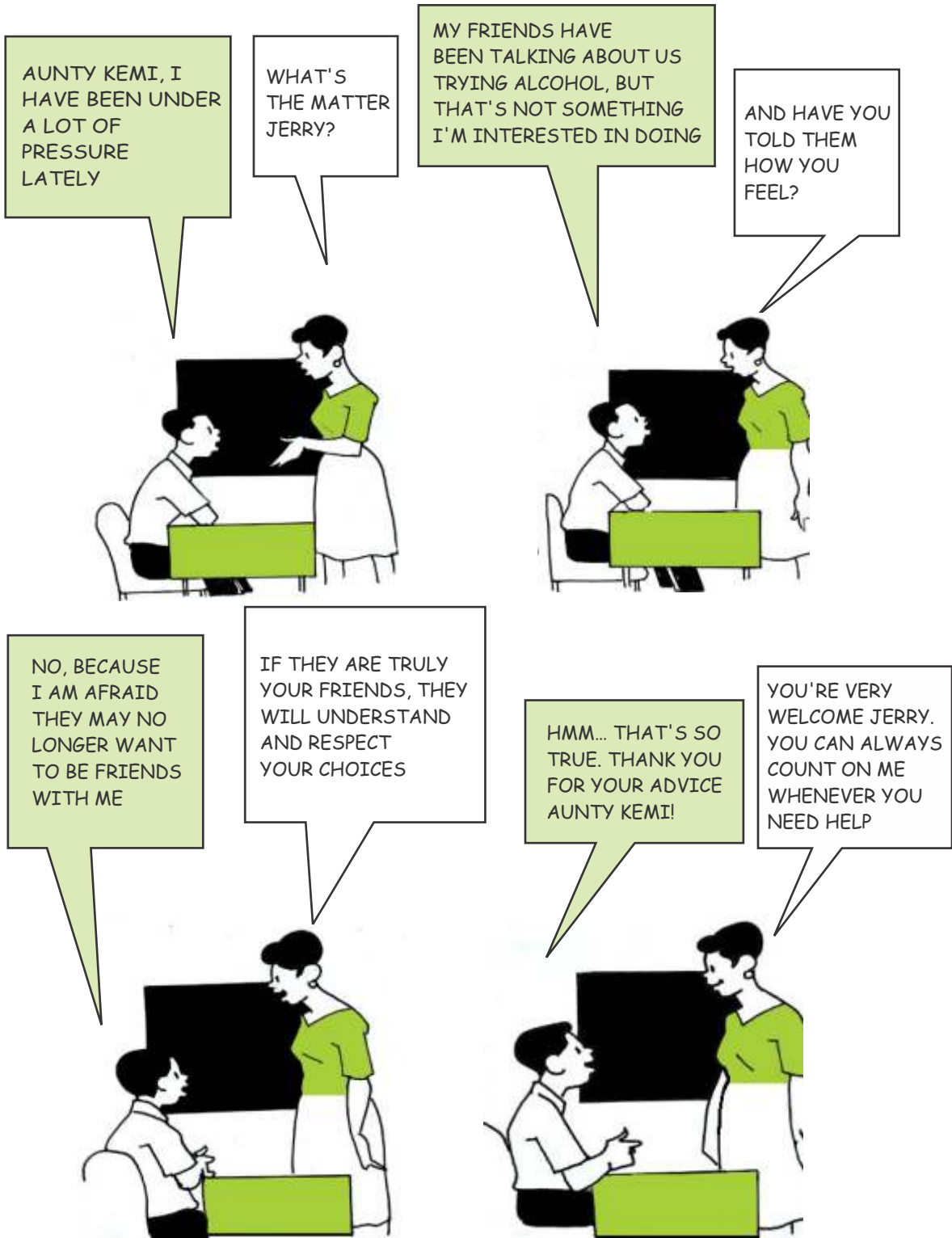
Down

- 1.** A form of violence perpetrated against females (or against males who are perceived as not 'manly' enough) this act is always wrong and never the fault of the victim (hyphenated word).
- 4.** Recruiting, transporting or buying/selling another person in order to exploit them sexuality (hyphenated word).
- 6.** Forced sexual intercourse through physical harm, manipulation or threats, this act is always wrong and never the fault of the victim
- 7.** Who has a role and responsibility to end body abuse
- 8.** Sexual activity between blood relatives; this act is always wrong and never the fault of the victim

7. everyone
8. incest
9. depression

4. sex-trafficking
5. child-labour
6. rape

1. gender based
2. violence
3. sexual assault



21

FINDING HELP



Introduction

A little boy was trying to carry a heavy stone up the mountain. He became very tired and felt weak and discouraged. He sat down, ready to give up. Just then, his favourite teacher came along the path. When the teacher saw the boy, he asked what was wrong. The boy responded, 'I cannot take the stone up the mountain. I tried but I am failing.'

The teacher asked, 'Are you using all your strength?'

'Of course I am,' the little boy responded.

'No, you are not', said the teacher. 'I am right here just waiting, and you haven't asked me to help you.'

We all need help sometimes. In many situations,

a parent, teacher, or friend can provide the help we need. Other times, we may need the kind of help that professionals in the community provide. Help is available; there are pamphlets, books, videos, websites, telephone hotlines, health services, legal services, social welfare organizations, and support groups. You may not need help today, but knowing what help is out there, makes you feel more able to act when you need to protect your own or someone else's health, well-being, and remain safe.

Objectives

At the end of this chapter, you should be able to:

1. **State the benefits of seeking help.**
2. **Describe a few situations where you might need help.**
3. **Think about a situation you are facing where you could use help.**
4. **Discuss your thoughts about whether asking for help is easier for boys or girls.**
5. **Name some steps for finding help.**
6. **Describe the skills necessary for helping others.**
7. **List the possible sources of help.**

Why Seek Help?

Help involves providing support to a person in trouble or distress, to make their situation better. During adolescence, you can expect to encounter some new problems. After all, you are facing new situations and new feelings. Many of the challenges you face, you can probably work out yourself; by thinking about it, chatting with a parent or friend, writing in a diary, or making a slight change in your actions. However, most adolescents and adults sometimes, run into problems that are more serious or confusing.

Think about it...

- *Do you think that acknowledging a problem or insecurity, and asking for help, is easier for boys or for girls?*
- *Does gender affect a person's comfort with facing emotional challenges?*

For example, you may just want correct information about how to get rid of pimples. Maybe, you need someone to tutor you on writing. It could be that you are upset about bullying at school (or online). You might have a personal problem that you want to discuss privately with a counsellor. Or perhaps, you know someone who needs to report sexual abuse; Whether you need factual information, a health exam, someone to talk to, or another kind of support, getting help is important. Finding help can enable you make important decisions and achieve your goals.

What if you don't need information or a health exam – maybe you just have some problems on your mind? That describes a lot of teenagers! What good can come out of just talking about it? Actually, plenty of good can come out of talking about your problems.

First, talking to someone can be a relief, especially if you have bottled-up tensions. Talking about what is upsetting you can help you feel less weighed down. It also usually helps to know that others have gone through similar situations.

Second, by talking about your feelings, you can sort out exactly what it is that is upsetting you. This can help you figure out how to respond.

Third, another person may have information or suggestions. Because an outside person is not so affected by the situation, he or she may also be more neutral.

Think about it...

- *Do you think that acknowledging a problem or insecurity, and asking for help, is easier for boys or girls?*
- *Does gender affect a person's comfort with facing emotional challenges?*

Talking through your concerns can release a lot of bottled-up tension and give new insights into what is going on. There are other ways to release tension as well. Exercising vigorously, physical labour, and crying are all ways to release tension.

Situations That May Require Help

A situation in which you should ask for help is any situation that is causing you to feel confused or upset in an ongoing way, or that you are not sure how to deal with. The following are some examples common among adolescents; however, your concern does not have to be part of this list for you to seek help.

Questions About Relationships: Are you worried about fitting in and having a good friend? Wondering whether it's a good idea to have friends of the opposite sex? Is it "normal" to feel the attraction to someone like I do? Concerned about whom to trust or confide in? Overwhelmed by conflicts at home?

Think about it...

- *Asking for help does not mean that we are weak or incompetent. It usually indicates an advanced level of honesty and intelligence.' Do you agree with this quote?*

Questions About Your Rights: Are you experiencing harassment, taunting, or bullying? Coping with unwelcome pressures from someone (a peer or an adult)? Have you received any physical or verbal threats?

Questions About Your Body Or Health: Do you feel bad about your appearance or body? Worried about an unplanned pregnancy, sexually transmitted infections, or about drugs or alcohol? Confused about a sexual experience? Troubled about whether something that happened to you or a friend can be classified as abuse or not?

Questions About Your Identity: Are you unhappy because you feel that some aspect of your identity separates you from others? Confused about sexual feelings or feelings of attraction to someone? Worried about being isolated or shamed related to your identity or your feelings?

Questions About Your Time And Activities: Do you have trouble deciding which club or sport to participate in, or which group to join for class activities? Upset that boys in the family have more free time and fewer chores than the girls? (Boys can be concerned about such inequality, too.)

Questions About Goals And Life Choices: Upset about whether school fees will keep you from staying enrolled? Anxious that your parents want you to marry? Worried about what to study or what job or career to pursue? Overwhelmed by a difficult subject at school?

Questions About Basic Security: Worried about lack of food or shelter? Frightened about a disruption in your home life? Facing violence or the possibility of violence? Unsure whether what happened to you was abuse?

Questions About Your Emotional State Or Behaviour: Are you feeling overwhelmed, irritable, alone, ashamed, afraid, depressed, angry, or some other emotion?

Difficult feelings usually result from something

specific. But sometimes, the best place to start is just to put a name to what you are feeling. Over time, you can reflect on the source of those feelings. You can learn to work out most feelings such as fear, anger, anxiety, sadness, and depression. You can also deal with most problems that arise from anxiety or other feelings, such as nail-biting, depending on drugs or alcohol, or difficulty concentrating or falling asleep.

Seeking Professional Help

Some teenagers are comfortable seeking professional help. But some may be hesitant, especially if they have not turned to a professional in the past. Here are some guidelines; they can help you know what to expect and how you can do your part in working with a professional to help you:

Identify Your Concern: 'What concern exactly do I want to solve?' 'How is it affecting me?' The answers to these questions are not always obvious. Take time to think them over. Talk to family members or friends if you want help in getting a clearer sense of what the concern is.

Identify Available Sources Of Help: A teacher, parent, health provider, youth programme leader, or other trusted person may be able to guide you to find the help you want. Parents or other trusted adults can help in identifying appropriate sources of help, and may be able to accompany you to seek help elsewhere.

You may need just a pamphlet or a website address. However, you may want to speak with someone. If you decide to talk with a counsellor or other person, make sure you feel you can trust that person. It's important that the person is skilled in dealing with situations or feelings similar to what you are facing.

Know Your Rights: Everyone has the right to receive good care from a professional. This means that the person you speak with should have proper skills. You also have the right to be treated with respect and

never subjected to discrimination or abuse, no matter who you are or what you feel. You have the right to services that are completely confidential. (This means that no one will reveal or share your health or other personal details.)

Services should be sensitive to any cultural or religious issues that are important to you. Finally, you have the right to information about possible treatments or procedures and to agree or not agree to these treatments/procedures. (This is called informed consent.)

Know Your Medical History: A health professional may ask about your health history. For example, it may be important to know if you use any medications or herbal treatments, if you smoke or drink alcohol, or if you have any allergies. Gather accurate information and share it with the health professional.

Be Honest: In talking about your concern(s) with a professional, some topics may feel embarrassing or uncomfortable to discuss. It is fine to ask why the professional is asking a particular question. In general, it is important to answer these questions as honestly as you can. If you feel that the person is not sensitive to your beliefs or cultural practices, it is also fine to talk about how your needs can be better met, or to look for someone else better able to listen to you.

Ask Questions: Do not be afraid to ask questions. Be open-minded in listening to others. But if you are given guidance that does not feel comfortable, state your feelings and ask if there is another way to address the problem. If you do not understand what the person providing assistance is saying, ask for more explanation.

Take Action: Once you agree with the counsellor, health provider, or social welfare professional on how to move forward to feel better, you may need to show some determination a bit to follow through. Sometimes, we delay taking action. You deserve to improve your situation.

Activity

Sometimes, it's your turn to help. You don't have to be a professional to lend a helping ear or share information. Draw a happy face (☺) next to at least one statement below that you feel reflects your strength. Then draw a sad face (☹) next to at least one statement that you think you could improve on.

- ___ I am a good listener.
- ___ I am careful about protecting other people's privacy and secrets.
- ___ I empathise easily with others (I imagine being in their situation so I can be more understanding).
- ___ I avoid judging someone who confides in me.
- ___ I am generally very careful not to make fun of someone's situation or feelings.
- ___ I stick to factual information rather than making things up when I'm not sure.
- ___ I know how to help someone find further help.
- ___ I am good at helping someone come up with a concrete plan for following up.

Where Could You Go?

This chapter has focused on how to get help from parents or guardians, extended family members, friends, teachers, and health providers. In addition to these people, there are other adults in the community who can help. For example, there are counsellors, social workers, religious and traditional leaders, and other trusted adults.

In Lagos State, you can also find various agencies and organizations that can help. These include libraries, non-governmental organisations that focus on youth, law enforcement agencies, and government agencies

(such as Child Guidance Centres, School Counselling Centres; and the Special Education Division of Lagos State Ministry of Education). People want to help. Please ask and seek help.

Summary

At one time or another, every individual will probably need assistance in coping with changes in life circumstances or the environment. Often, parents and other family members can provide help. At other times, more professional help may be needed from counsellors, teachers, health practitioners or other specialised institutions. There is no shame in seeking help for a situation that seems too difficult or overwhelming to handle alone. In fact, it is a smart thing to do.

Vocabulary Review

- Help
- Counselling
- Confidentiality
- Informed consent



Review Questions

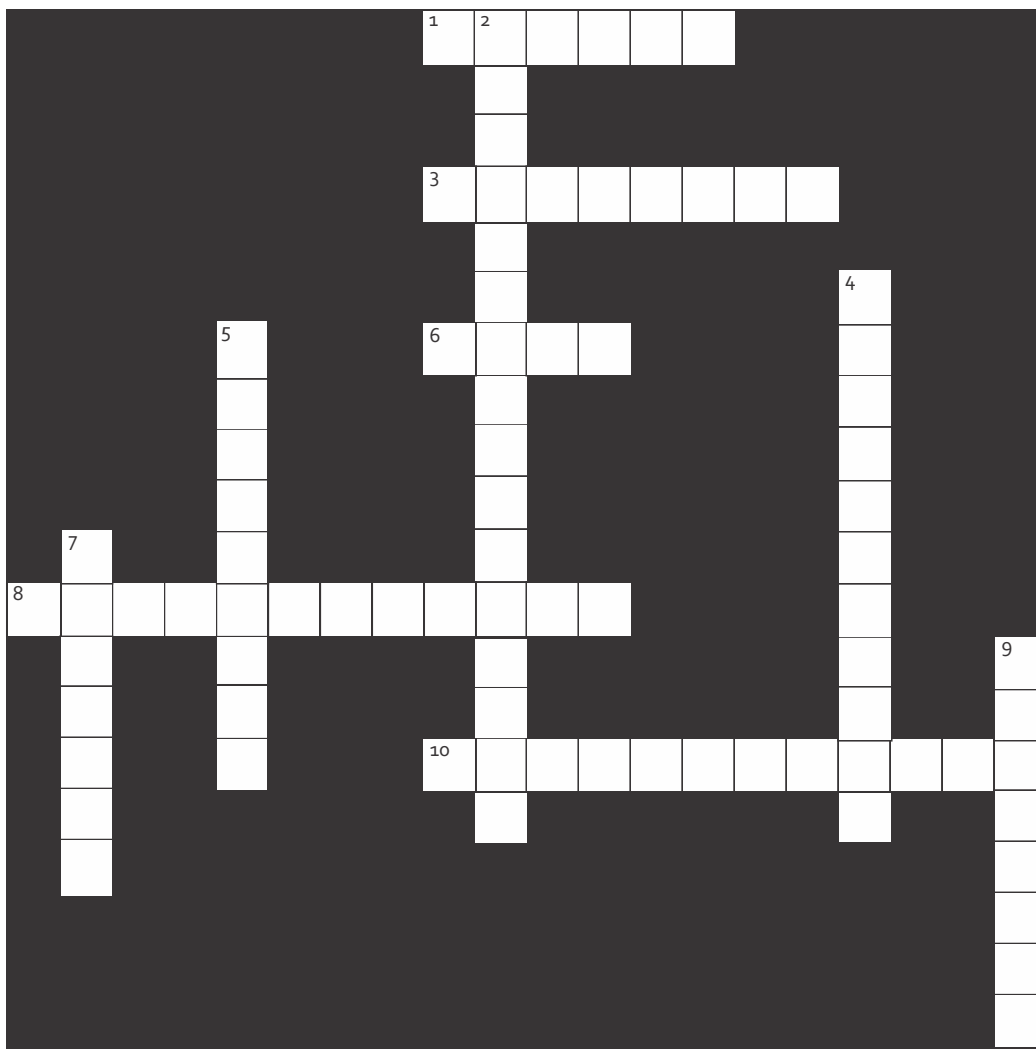
1. What is help?
2. What does 'finding help' involve?
3. Why is it important to find help?
4. Identify and list at least five concerns or situations that may require help.
5. Identify and describe at least five necessary steps to take in finding help.
6. List five sources of help in your community.

Activity

One way to reflect on personal concerns is to write in a personal journal or diary. Studies show that writing about difficult feelings can make you feel better. When you are in a private place where no one can see what you write, spend 10-15 minutes just writing. Writing about whatever feelings you have. You'd be surprised how much you can learn from this process. You may figure out how to move toward resolving your own problem.

FINDING HELP

Complete the crossword below



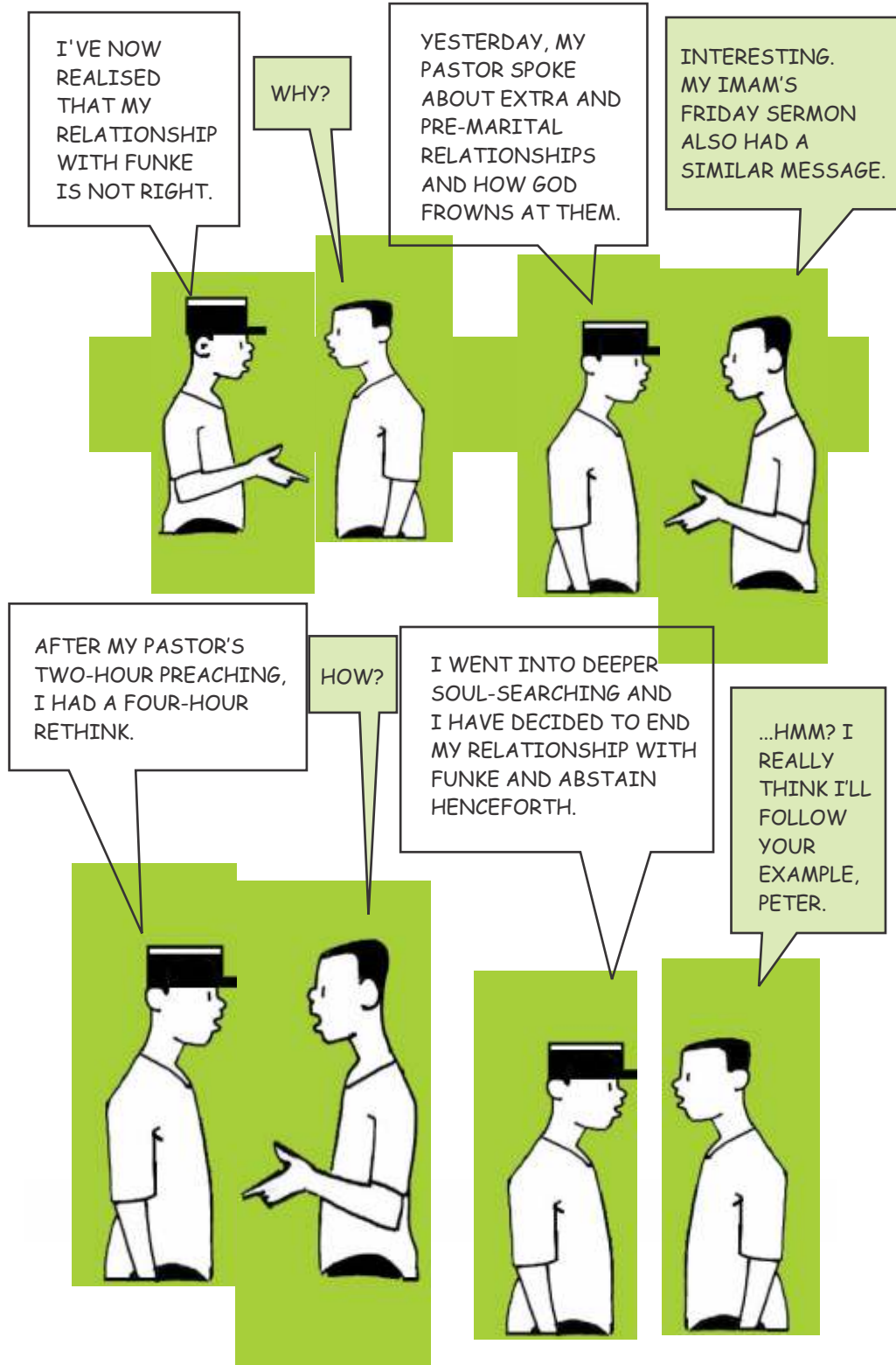
Across

1. A moral or legal entitlement to have or obtain something or to act in a certain way.
3. Telephone numbers people call for accurate information and help about such topics as sexual health, mental health, fear of violence etc.
6. Providing support to improve a situation or bring relief, remedy or comfort to a person in trouble or distress.
8. A person who is trained and qualified to provide a particular service such as counselling, medicine etc.
10. The ability to acquire and apply information.

Down

2. Having information about possible treatments or procedures so that one can freely choose to agree to these treatments/procedures (hyphenated word).
4. Hyphenated word: Receptive to ideas and arguments; willingly consider different ideas or opinions.
5. Kept inside, for example, as one might do with tension.
7. The state of being away from public attention; free from disturbance in one's life or affairs.
9. The fact of being who or what a person or thing is.

1. rights
2. informed consent
3. hotline
4. Open-minded
5. bottled up
6. help
7. privacy
8. professional
9. identity
10. intelligence



22

HUMANITY AND RELIGION



Introduction

Religion plays an important role in many societies. Religions are organized around spiritual beliefs. However, religious teachings and leaders also influence social norms and public policies in various aspects of life. For example, religious institutions influence attitudes and policies related to gender norms, sexual behaviour, and having children. Different religions hold different views on these issues.

Objectives

At the end of this chapter, you should be able to:

1. Define religion.
2. State the major religions in Nigeria.
3. Describe the influence of religion on humanity/sexuality and on gender norms.

Meaning Of Religion

Religion is a system of spiritual beliefs. A central belief in religion is the existence of the supreme (God or Being) as the creator of heaven and earth and all things in them.

Religions In Nigeria And Around The World

There are many religions in the world. Some major world religions include Christianity, Islam, Hinduism, Buddhism, and Judaism. There are also many traditional religions which may not be as geographically widespread but have a strong influence in a particular area. Nigeria also has religious diversity; people practice many different religions. The most common religions practised in Nigeria are Christianity, Islam, and traditional religions.

Christianity: Christians believe that Jesus Christ is the Son of God and the only way to obtain salvation. Two fundamental Christian teachings are to love God with

all your heart and might and to love your neighbour as you love yourself.

Islam: Muslims (practitioners of Islam) observe 'The Five Pillars'. These are the belief in only one God and Muhammad as the Messenger of God, the need to pray five times each day, a month-long fast during Ramadan, Zakat - the donation of 2.5% of one's savings to the poor, and a holy pilgrimage to Mecca.

Traditional: Nigeria's traditional religions worship God/gods through representatives such as Ogun, Sango, Amadioha, Ndem, etc. An important principle of traditional religion is the presence of spirits. Spirits are perceived to be everywhere. Traditional religious leaders also guide believers on how they should behave socially and morally.

Influence Of Religion On Family Life

Religious teachings and leaders often have particular views about life -- including gender roles, sexual behaviour, and fertility. However, different religions hold different views about these issues. Below are a few examples:

- Even within a particular religion, different religious leaders may have different interpretations -- or ways of understanding and explaining -- how people should live and behave. Some individuals closely follow the views of their religion, while others have views that differ from that of their religion.)
- The degree to which various religions try to influence these issues varies as well.
- Religious laws sometimes conflict with civil, or government, law.

Most religions evolve and their teachings may change over time.

Think about it...

- *Imagine you are in charge of making important decisions. Civil law says one thing and religious law says another. How do you resolve this?*

Gender Norms

Some religious traditions are more egalitarian (equality-minded) with regard to gender. Others are based more directly on a system in which males hold most power. For example:

- Some religions and religious leaders support gender equality in divorce, inheritance, and community life. In some settings, however, religious laws or practices restrict women's movement, or forbid them equal (or any) rights in terms of divorce, inheritance, or other family matters.
- In some religions, women are denied the opportunity to participate equally with men in religious life. In other religions, women and men can participate equally.
- Religious laws, sometimes conflict with civil laws regarding women's rights. THINK ABOUT IT!

The Nigerian government has signed an international document agreeing that 'Governments should take steps so that tradition and religion and their expressions are not a basis for discrimination against girls.'

Gender Norms

Religions also vary in their views about reproduction and sexual behaviour. For example:

- Some religious leaders agree that young people need information and services to prevent the spread of HIV and unintended pregnancy; others oppose this.
- Some religions teach that people must dress a certain way to keep the body covered.
- Many, but not all, religions teach against premarital and extramarital sexual relationships. A great emphasis is put on chastity and purity, especially for women.
- In addition, some people are not religious but also have a set of moral beliefs about how people should treat each other.

Think about it...

▪ *How can the government work with religious institutions in Nigeria to fulfil the commitment in preventing discrimination against girls?*

- Around the world, as in Nigeria, different religions have different views on important questions, and there are differences within the same religion. And these views can change over time and in different places!

Summary

Religions are belief systems related to spiritual life. Most religions teach one or another message about humanity, gender roles, and fertility. Some religions seek to influence social norms or public policies in these areas. They may support women's rights and opportunities for women, for example. Or they may reinforce male power over women. Nevertheless, different religions – and different individuals within each religion – sometimes hold different views. Religious opinions also change over time. Some people are not religious but still have a moral belief system that they hold dear.

Key Facts

Religion is the belief in the existence of a supreme being as the creator of heaven and earth.

Major religions in Nigeria

- Christianity
- Islam

- Traditional

Religion influences humanity on four levels:

- Physical
- Mental
- Emotional
- Spiritual

Vocabulary Review

- Religion
- Christianity
- Islam
- Traditional religion
- Egalitarian



Review Questions

1. Define religion.
2. Mention the major religions in Nigeria, their places of worship and one basic mode of transmitting beliefs for each.
3. List three ways in which religious beliefs affect human interactions/behaviour.
4. List two ways in which religion influences relationships between men and women.
5. State the points of view of various religions on extra and premarital sexual relationships.

Activity

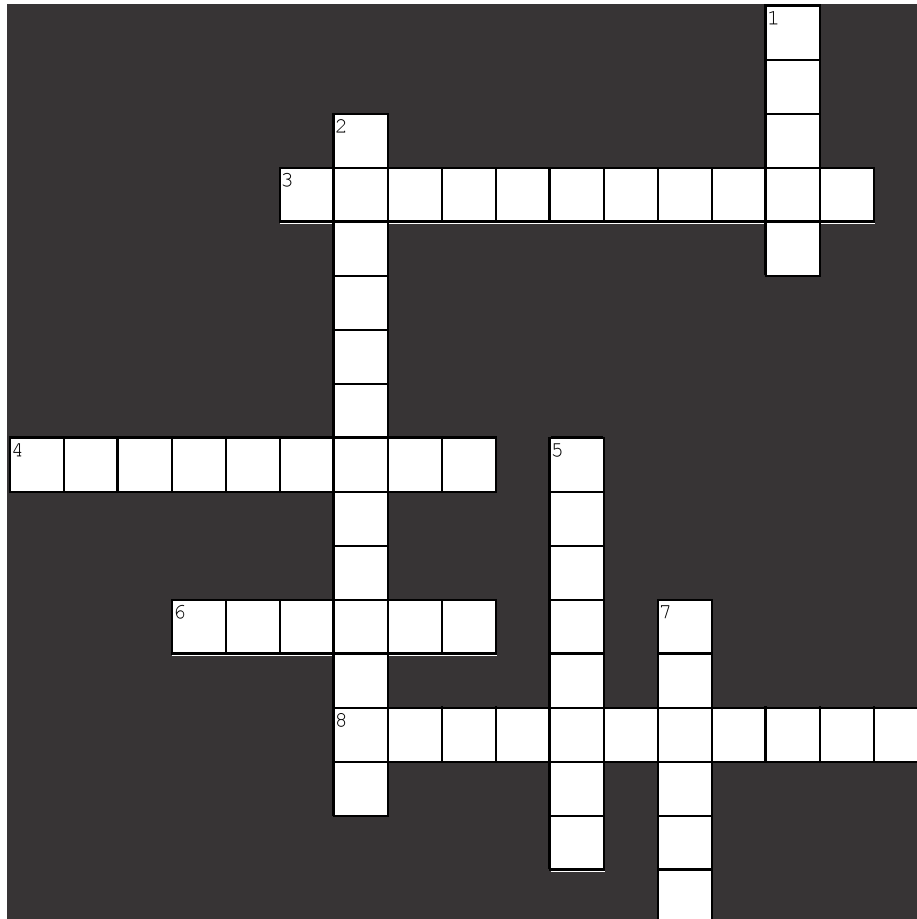
Pretend you are a religious leader. An advocate for sexuality education comes to meet with you. What do you want to ask her? Write down one question.

Now pretend you are the advocate for sexuality education. What do you want to ask the religious leader? Write down one question.

Remember, you cannot TELL the other party something. The goal is for each person to listen and learn from the other person's perspective.

HUMANITY & RELIGION

Complete the crossword below



Across

- 3. A form of indigenous religion involving the worship of God/gods through representatives.
- 4. A person who follows the teachings that Jesus Christ is the son of God and the only way to salvation.
- 6. A person who practices the religion of Islam.
- 8. Equal-minded.

Down

- 1. Concerned with principles of right and wrong behavior.
- 2. Sexual practice outside marriage often considered improper and at times illegal (2 words).
- 5. A system of belief and world views built around symbols that relates humanity to spirituality.
- 7. Undeified; abstaining from sexual intercourse- especially that which is sinful or contrary to morality or religion.

- 1. moral
- 2. premaritalsex
- 3. traditional
- 4. christian
- 5. religion
- 6. muslim
- 7. chaste
- 8. egalitarian

I SAW YOU, THIS MORNING CHATTING AND LAUGHING WITH THAT NEW GIRL IN OUR CLASS. I'M REALLY DISAPPOINTED.

WHY?

YOU KNOW VERY WELL SHE'S NOT FROM OUR ETHNIC GROUP. OUR PEOPLE CAN'T EVEN STAND THEIR LIFESTYLE. IN YOUR OWN INTEREST, KEEP THAT GIRL AT ARM'S LENGTH.

I CAN'T DO THAT



WHY CAN'T YOU?

OUR DIFFERENCES SHOULD NOT BE A REASON FOR DISRESPECTING EACH OTHER

MEANING WHAT?

IN EVERYONE'S INTEREST, LET'S KEEP DISCRIMINATION AT ARM'S LENGTH.



23

HUMANITY AND DIVERSITY



Introduction

You share many similarities with your peers. For example, you are all in school; you are all adolescents; you all want a happy life and a chance to pursue your hopes and dreams.

Along with your many similarities, you also have differences. For example, you probably vary in your interests, opinions, gender identity, talents, appearance, health status, interests, and family background. Groups that are different in such ways are called 'diverse'. Nigeria is especially diverse; it has many different ethnic groups,

cultural practices, religions, and types of families.

Adolescence is a time when many young people want to 'fit in.' But everyone feels different in some way. (Let's say that again: Everyone feels different in some way.) Life is easier when people are comfortable with diversity. Learning to live together with mutual respect increases everyone's chance at a good quality of life.

Objectives

At the end of this chapter, you should be able to:

1. Define diversity.
2. Discuss the celebration of diversity.
3. Define discrimination.
4. List the consequences of discrimination.
5. State a common basis for discrimination among adolescents.
6. Suggest actions that individuals and schools can take to promote appreciation of diversity.

Meaning Of Diversity

Human diversity refers to a population or group of people who differ in one or more ways. For example:

- A population that includes individuals from different ethnic groups is ethnically diverse.
- A school that includes students from different religions has religious diversity.
- A group of leaders that includes both women and men is diverse in terms of gender.

Some of us are tall and others are short. Some have two parents at home and some have an extended family or one parent. Some have good health, while others may be facing health challenges. Some of us are interested in politics, while others are interested in art, science, or sports. The term diversity is inclusive – it enables us to accept and honour our differences.

Think about it...

- *How do people who are considered different tend to be treated by others?*
- *Can you think of an example – something someone has said or done?*
- *What do you think about this?*

Celebrating Diversity

Some of us grow up learning to respect every human being equally. This can help us to:

- See each person as special in his or her own way.
- Feel comfortable when we are with people who are different from us.
- Feel comfortable with ourselves, and not to worry so much about the ways that we are different from other people.

Recognizing and appreciating our differences in a positive way is called 'Celebrating Diversity'.

If people do not understand the traditions or preferences of another group, they may view people from that group as 'strange' or even inferior – simply because they are different. Unfortunately, many individuals feel fear – or even hatred – toward people who belong to a group that is different from their own.

Celebrating Diversity

Treating a person or particular group in a society less fairly than others is called Discrimination. Some common examples of discrimination include:

- Using hurtful language about someone from a different religion
- Excluding someone because of a physical disability.
- Refusing to hire someone because that person is HIV positive.
- Making fun of someone for behaving differently than what is expected, given expectations about gender.

Have you ever felt alone, ashamed, or angry? If you answered, 'Yes', then you know how discrimination affects people. Discrimination deprives people of their rights and power.

Diversity And Gender Norms

During adolescence, girls' and boys' social roles change and their bodies mature sexually. Everyone goes through this phase, and everyone's experience is different. Our bodies are different, our attitudes about gender are different, and our preferences are different. Some adolescents are comfortable with the differences on how their peers behave, dress, and think.

However, others feel discomfort or even hatred toward someone they think is not being 'masculine' or 'feminine' enough. For example, what might happen to a boy who does not like sports and does not try to romance girls? Might he face bullying or even threats? Bullying or threats can cause a person to suffer a great deal, although that person has done nothing to harm anyone else.

Becoming The Peaceful Generation

Wouldn't it be great to grow up in a society where we all lived in harmony? We can all build that society. The following are some suggestions:

Individuals: You can bring a spirit of tolerance and respect towards people with whom you interact. You can plan games and class projects with individuals from other backgrounds. You can also learn to speak

Think about it...

- *Mary is a great athlete, and she loves most sports. She can run faster than most of the boys in her class. She is also confident when speaking up in class, and she wants to become a lawyer. Although Mary is kind to everyone, some of her classmates – both girls and boys – have been rejecting her lately. They say that she is too much of a 'tomboy' and that no boy will ever want to marry her.*
- *They advise her to take more time with her appearance, to let the boys win races, and to be quieter in class. Even Mary's parents seem to give her that message. Mary feels rejected and isolated.*
- *Mary comes to you with three questions (below). How would you answer Mary?*
- *Is there something wrong with me?*
- *Why does it bother other people that I am not a 'stereotypical' girl? Why do they care?*
- *How can I feel better?*

up when someone else says something negative about someone with a different identity or culture.

Yes, it can be difficult when we confront our own biases. But all of us can reflect, grow, and change. As we reflect and grow, we become more comfortable with ourselves and with others.

Families: Parents can teach children to respect all human beings as equals. They can also provide support to help a child cope with teasing, bullying, or other forms of discrimination based on language, ethnicity, religion, family values, etc. You can also be a good role model for your younger siblings.

Schools: Schools can encourage everyone to think about bias and discrimination. For example, teachers can model ways to honour differences among students. Textbooks can help promote understanding about other cultures and identities. (What is the ratio of men to women in photographs in your social studies text? Your literature reading list?) Schools can also establish policies and procedures to ensure that all children are safe from harassment and abuse.

Voluntary Organisations: Many nongovernmental organisations fight against discrimination. These

followers understand and learn how to apply their moral teachings in promoting harmony and warm relations in everyday life.

Nations: There are laws that prohibit discrimination based on gender, religion, ethnicity, disabilities, age, etc. Some of these laws are outlined in international human rights documents. One such document is the Convention on the Rights of the Child. Another is the Convention on the Elimination of all forms of Discrimination Against Women. Did you know that the Nigerian government has signed both of these documents?

Summary

We are all different in some way. For example, we vary in gender, appearance, family type, religion and ethnicity. Recognising differences brings interest, creativity and excitement to our daily lives. Accepting differences promote better understanding and cooperation between individuals.

When individuals are not comfortable with diversity, they may fear or even hate a person from a certain group that is not the group they identify with. For example, an adolescent boy who wants to identify as 'masculine' may be uncomfortable if another boy seems less 'masculine'. When someone is uncomfortable about accepting the fact that others may be different, that person may disrespect or try to shame the other person who is different. This kind of treatment is called 'Discrimination'.

Discrimination has negative consequences for the individual and society. It limits a society's ability to use the full potential of its members. There are laws to protect people from discrimination. There are also many things that people can do to build a more harmonious society.

Think about it...

- *Think about yourself, your family, your school, any nongovernmental organisations you know about, your religious leaders, and your nation; are we all doing as much as we can to promote respect for diversity?*
- *Maybe you have ideas for promoting harmony...*

groups help to defend individuals. They educate individuals about their fundamental human rights. They also help to bring about change in social attitudes.

Religious Institutions: Religious leaders and congregations can promote respect toward people who practice other religions. Religions can also help

Vocabulary Review

- Diversity
- Discrimination
- Stereotype
- Bias



Review Questions

1. List five ways people are different from one another in Nigeria.
- 2a. What is discrimination?
- 2b. Give five examples of discrimination in Nigerian cultures.
3. Give two consequences of discrimination.
4. How would eliminating discrimination or accepting individual differences be helpful to the society?

Activity

Similarity and Diversity in Life

1. Think about two things that are important to you (other than your age) that make you very similar to most of the others in your class.
2. Now think of two things that make you feel most different from them.
3. Think for a minute about how the two things that make you similar to others make you feel inside. On a piece of paper, write down four words that describe the feelings.
4. Next, think again about the things that make you feel different. How does that feel? Write down four words describing your feelings.
5. You can tear up and throw the paper away. But try to remember that everyone feels different, or does not 'fit in,' in some way. Feeling this way at times is not unusual.

Take A Pledge

Think about the following pledges. If you want to celebrate diversity, read and sign each pledge. If you do not feel you can sign a pledge, write a paragraph about your feelings.

I pledge to look honestly at my own biases about other people and groups.

Signature: _____

I pledge to be respectful even when there is something about a person's identity that makes me uncomfortable.

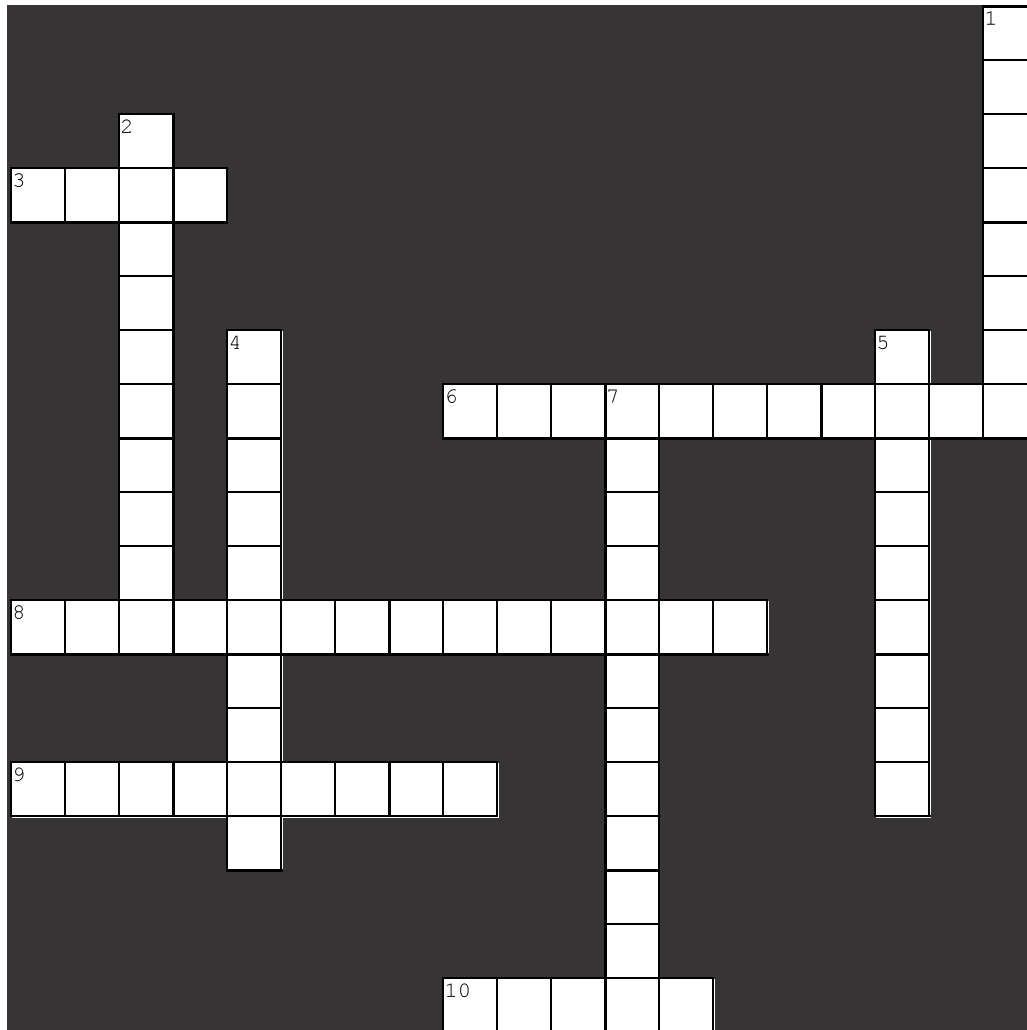
Signature: _____

I pledge to speak up when my friends say something that is hurtful and discriminatory about another group.

Signature: _____

HUMANITY & DIVERSITY

Complete the crossword below



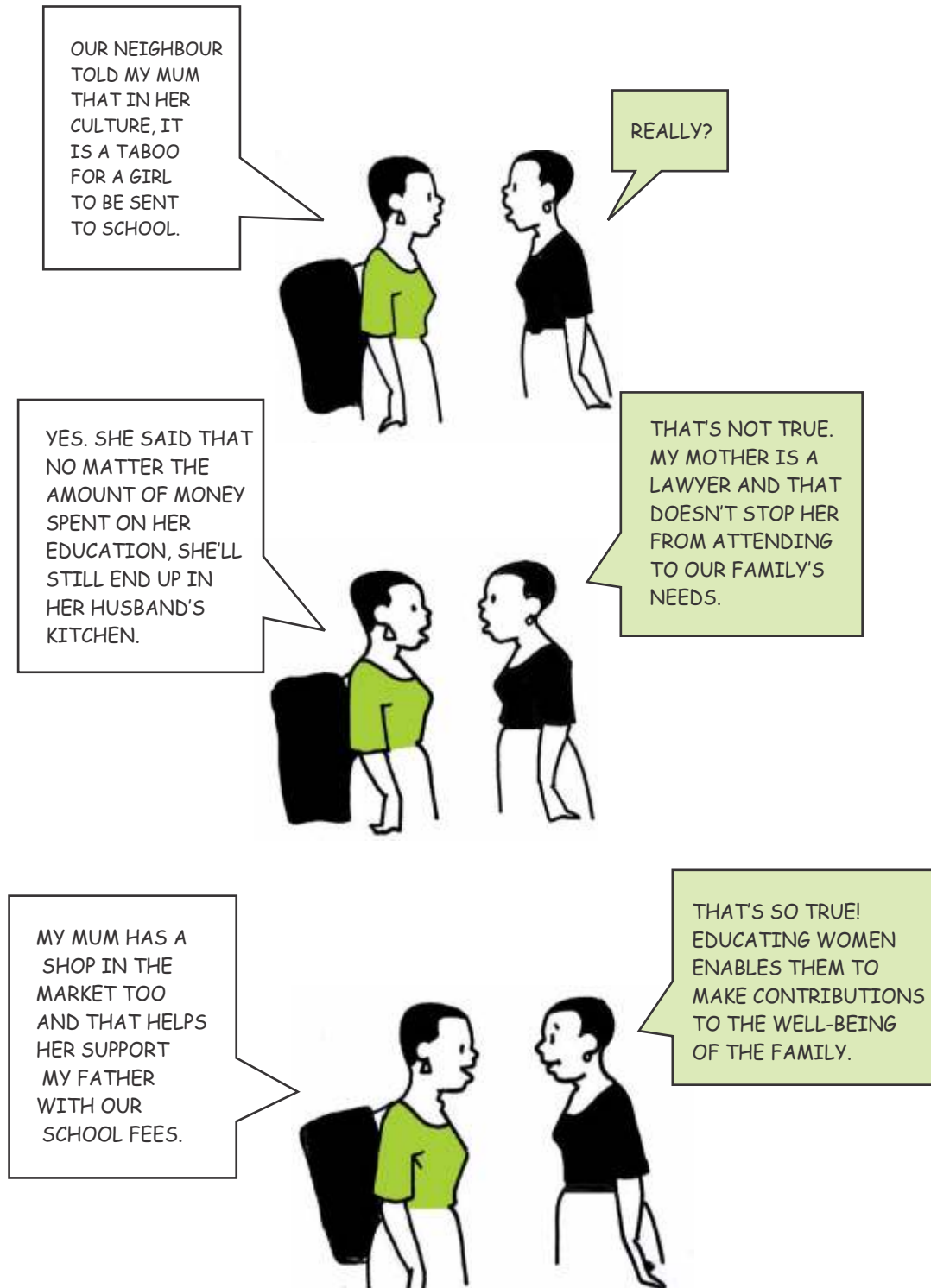
Across

- 3.** A tendency to believe that some people, ideas etc., are better than others that usually leads to treating some people unfairly
- 6.** A word for positively honouring diversity
- 8.** Unjust or prejudicial treatment of people, especially on the ground of race, age and sex
- 9.** Failing to show due affection or concern for someone; rebuffing someone or turning away from them socially
- 10.** To laugh at and criticize another in a way that is either unfriendly, playful or cruel and unkind,

Down

- 1.** Threatening, harassing or intimidating someone, typically to force him/her to do what one wants
- 2.** Friendly and peaceable, free from disagreement and dissent
- 4.** The quality that makes one person or thing unlike another
- 5.** Difference in one or more ways as with a group of people
- 7.** Population that includes individuals from different ___ is ethnically diverse (2 words)

- 1. bullying
- 2. harmonious
- 3. bias
- 4. difference
- 5. diversity
- 6. celebrating
- 7. ethnicgroups (2 words)
- 8. discrimination
- 9. rejecting
- 10. tease





Introduction

One of the lessons you may have learned from this handbook is that topics that many people think of as 'personal' and 'individual' actually have a lot to do with the wider society. Yes, even very personal topics like dating, sexual relationships, and marriage have a lot to do with society. When you understand society's role, you can think more clearly about your own beliefs regarding these topics. When you think more clearly about your beliefs, you are more able to act in the way you believe is right.

Objectives

At the end of this chapter, you should be able to:

1. Discuss factors that cause a change in social norms.
2. State some unacceptable social norms/behaviours.
3. Describe the different cultural views about family life in Nigeria.
4. State the guidelines for individual behaviour.

Social Norms Evolve

In every society, there are social norms – views about how people should think and behave. However, social norms are not set in stone! They are fluid. Social norms change over time. Below are some examples of norms that have changed over the years.

- Acceptance of the need to protect the environment has grown in recent years.
- Acceptance of female genital mutilation (partial or total removal of, or injury to, the external female genitalia) is lower today than it was a generation ago.

Social norms also vary dramatically from place to place. For example:

- People of African descent are subject to discrimination in some countries, but not in others.
- Women hold many positions of public leadership in some countries, but not in others.
- In some communities, premarital sex is accepted; in other communities, premarital sex is a taboo (taboo means highly disapproved of or forbidden).
- In some countries, it is considered acceptable to arrive an hour late to a social engagement; in other countries, one is expected to arrive on time.
- In some places, polygamy (one man having multiple wives) may be a mark of male status; in other places, it is unlawful and considered offensive.

As you can see, something that is considered appropriate in one culture may be regarded as offensive (even unacceptable) in another culture.

Even in one time period and at one place, different people in a society agree or disagree with the customary social norms. For example:

- Some people believe that young people need access to adolescent-friendly health services, while others worry that such services will promote promiscuity, or frequent "casual" sexual relations.
- In Nigeria, there are organizations that oppose

Family Life and HIV Education and organizations that support it.

How Social Norms Affect Intimate Relationships And Your Life

Many social norms affect intimate relationships: They influence people's experiences in dating, in sexual relationships, and in marriage. We like to think that the social norms we grow up with increase our chances of being safe, healthy and treated equally and with respect; much of the time that is true.

For example, focusing on the family can strengthen marriages and families. Norms that support women

Think about it...

In the table below is a list of attitudes or norms about dating, sexual relationships, and marriage. Many people agree with each of these norms, while many other people think the same norm is harmful

Read each attitude or norm. Think about how this attitude, norm, or practice may affect people. Then:

- *If you think this practice or norm usually helps everyone stay safe, healthy, and respectful – then tick the box in the column marked A HEALTHY NORM*
- *If you think that this norm or practice can harm people's safety, health, or dignity, then tick the box in the column marked A HARMFUL NORM*
- *If you are not sure, you can tick the appropriate box.*

working in a cash economy give women confidence in the workplace. Growing societal agreement that girls should complete school reduces girls' chances of getting HIV. These are all examples of how social norms can protect us.

Other norms can endanger your health or well-being. Nobody intends for such norms to harm people. But some norms, which might have protected people in

past times, are no longer offering such protection. Sometimes we simply get used to certain practices or attitudes.

When this happens, we may not realize that they can be harmful. You can see why many people are working to change certain norms, so that we can become accustomed to practices that treat everyone equally.

Social Attitude Or Norm Held by Some	A HEALTHY NORM	A HARMFUL NORM	I'M NOT SURE
'Boys will be boys' – it is natural for them to pressure a girl to have sex			
Since girls will leave the family home when they marry, the right thing is to invest more in a son's education than in a daughter's education			
A husband should have the right to beat his wife if she challenges his authority			
If a man dies, his property should go to his brother or his sons, but not to his widow			
Cutting a girl's genitals (female circumcision, or female genital cutting) is good for her			
No one should have an extra-marital sexual relationship, but it is more immoral for a woman to do so			
If a girl dresses provocatively (for example, a short skirt and low-cut top), she is partly to blame if she is raped			
Community leaders should be male			
A girl should marry the man her parents choose for her			
The man should be the master of the house, because he paid the bride price			
Women are naturally inferior to men			
The father works. He does not have responsibility for raising the children. That is the responsibility of the mother			
The husband determines the number of children the family will have			
A girl who becomes pregnant should be expelled from school.			
A boy who likes to play with dolls or a girl who likes to play football should be teased.			

Summary

In every society, there are cultural norms about what is acceptable or unacceptable behaviour. Norms change all the time. In a country like Nigeria where there are many different cultures, these norms also differ from place to place. Ways that norms deeply affect most people's lives relate to dating, sexual relationships, and marriage. Many of these norms help to protect people. But some of them can endanger people's safety, health, or right to be treated equally and with respect.

Vocabulary Review

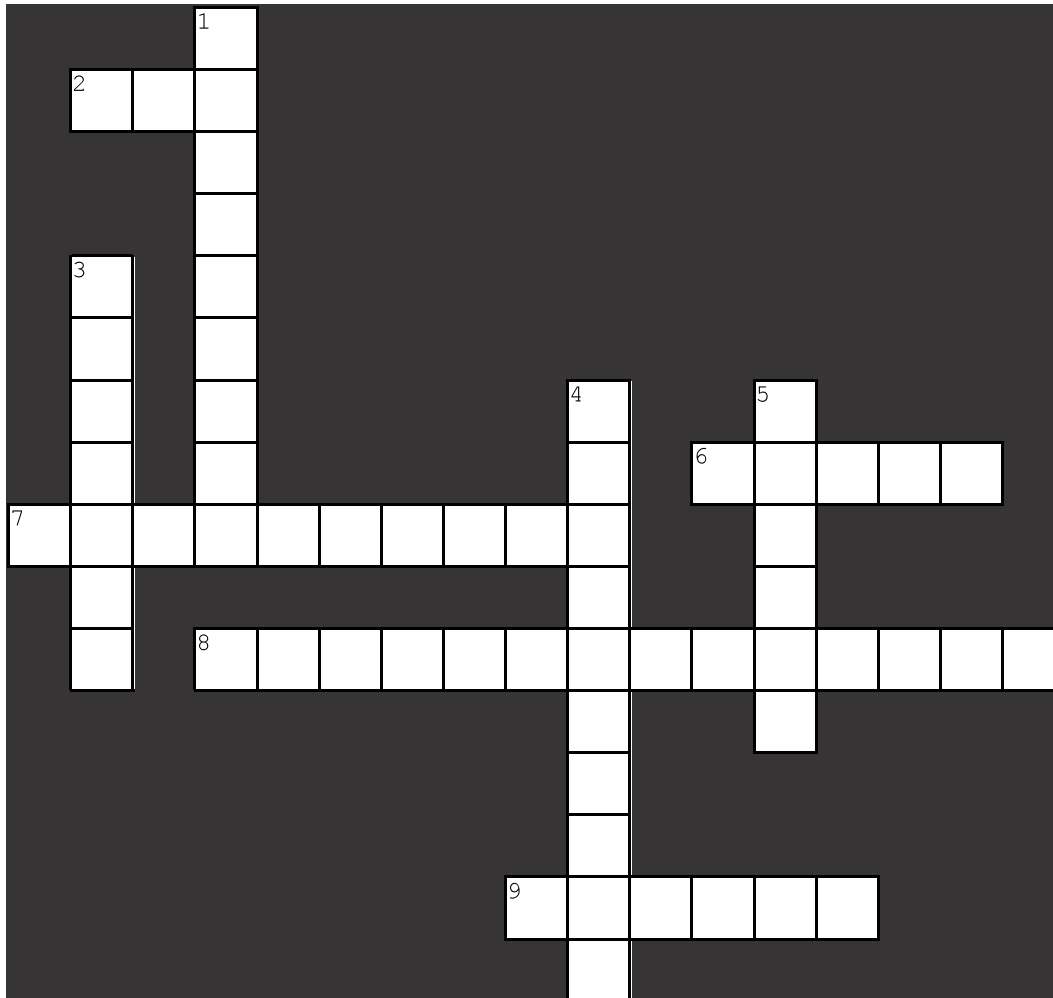
- Society
- Culture
- Norms
- Taboos

Activity

Look back at the table where you considered whether a social norm is mostly protective (i.e. healthy) or if it is harmful and can endanger a person's health, safety, or right to be treated equally and with respect. Select two attitudes to discuss further with friends or family members. If you ticked 'I'm not sure' or 'Healthy Norm' for any of these attitudes, pick those attitudes to discuss with others. If you ticked 'Harmful' because it can endanger for any of the attitudes/norms, select any two from the list that interest you. At the end of this exercise, reflect on whether your own beliefs have shifted.

HUMANITY & SOCIETY

Complete the crossword below



Across

2. The abbreviation of a term used to describe the practice of partial or total removal of the external female genitalia; some support the practice but it is viewed as a violation of girl's human right.
6. Prohibited or restricted by social custom.
7. The practices of giving money or gift to the family of the bride; the practice is supported by some people but criticised as treating women as property by other people (may be hyphenated or two words).
8. Commonly held views about how people should think and behave.
9. Freedom from harm or danger (state of being free from this).

Down

1. Made stronger and more confident, especially in controlling one's life and claiming one's right.
3. A country (as mentioned in the text) where many people support Family Life and HIV/AIDS Education, but some people do not.
4. Before one is married.
5. A person who has a child.

9. safety
8. societal norms
7. brideprice
6. taboo
5. parent
4. prenatal
3. Nigeria
2. FGM
1. empowered





Introduction

Why do we have laws? What if we did not have laws? Probably most of us would try to be kind and fair. But maybe not everyone, right? Did you know that there are laws to protect children? You are a child until age 18. Do you know your rights?

Objectives

At the end of this chapter, you should be able to:

1. Define what laws are.
2. List some rights that children have.
3. List some rights that specifically protect children's bodies.
4. Describe some ways that countries like Nigeria are working to make children safer.
5. Discuss what young people like yourself can do to make the world safer for children in the future.

What Are Laws?

Laws formally say how we are allowed or not allowed to act. They are enforced by the authorities. Some laws, such as international human rights laws, are established by global consensus at the United Nations and then voluntarily signed and adopted by governments. Some laws are formally established by governments and written down. Some rules, called customary laws, are not official government laws but are part of a cultural or religious tradition. They may be passed down by word-of-mouth from one generation to the next.

Laws are important. They are intended to prevent people from behaving in ways that are considered wrong. There is wide agreement on most laws. However, people have differences of opinion about some other laws. Someone who violates a law may be punished.

Think about it...

- *According to the law, rape is a serious crime. Someone convicted of rape could be sent to prison for a long time. Yet, rape is still very common. How do you explain this?*
- *Is everyone treated equally under the law in your community, or are some people treated in different ways?*
- *What factors might give some people an advantage over others?*

Rights Of The Child In Nigeria

You have human rights. You can claim your rights on moral grounds, simply because you are human. Every individual is entitled to basic human rights, such as food, shelter, and freedom from violence. A government is responsible for protecting the rights of all its citizens.

The community of nations, including Nigeria, has recognized the special rights of children. There are several important international documents that spell out the rights of children. They apply to every child, including you. It does not matter whether you are a girl or a boy, what ethnic group or religion you belong, whether you have a physical disability, or whether your family is rich or poor, or other ways you may be different or the same as others. These laws protect you because you are a human being and child.

(Say it out loud: 'I am a human being.')

The first box below states some the rights that should protect you as a child.

YOU HAVE A RIGHT TO . . .			
Live and develop.	Health care and services to prevent and treat sickness	A safe home, food, clothing, schooling and protection.	Education that promotes peace and tolerance, and equity among women and men
Give and receive information and ideas	Be adopted if your parents cannot care for you	Freedom of speech/ expression	Freedom of worship
Rest and free time!	Dignity	Freedom of thought and conscience	Freedom from discrimination

Think about it...

- *Do all children have the chance to enjoy these basic rights?*
- *For example, take the right to education; who is not able to attend your school?*
 - *Are children with disabilities able to attend?*
 - *Are girls able to attend as regularly as boys?*
 - *Where do children with mental disabilities (learning problems) have a chance to be educated?*
- *Are there other groups of children who are denied this basic right? What kind of future will they have?*

The next table states some of the things that you should not have to suffer. You have a right to be protected from all of these things.

International documents also state your right to be protected from any of the under listed:			
Being stolen or sold	Violation of your private life	Forced labour	Neglect, cruelty, and violence
Forced or early marriage or betrothal	Rape, sexual, abuse and any form of sexual exploitation	Involvement of children in pornography	Cultural practices that harm your welfare, dignity, growth or development

Think about it...

- *What is an example of a cultural practice that can hurt your welfare or dignity?*

Laws to Protect Your Body

Did you notice that many of the 'protections' in the second box have to do with your body? Sadly, children need these protections. This is because many young people – especially girls, but also boys – are subjected

to sexual abuse and harassment.

Sexual violence includes rape, incest, sexual assault, child pornography, and child prostitution. Harassment can take the form of vulgar sexual remarks, unwelcome hugs and kisses, or pressure or manipulation to engage in sexual contact of any kind.

It is never, ever acceptable to commit child abuse or harassment. It is always wrong. Never forget that.

The Federal Republic of Nigeria wants to protect children from such mistreatment. Various laws make child abuse illegal and prescribe serious punishment for anyone who abuses a child. Below are some examples.

- No person shall have sexual intercourse with a child. The law prescribes life imprisonment as punishment for breaking this law.
- Any form of sexual abuse of a child attracts fourteen-years of imprisonment.
- Any unfair advantage taken of a child carries a fine of Five Hundred Thousand Naira (N500, 000) with a five-year term or both. (Section 31-32 — Child Rights Act 2003).

If you are subjected to sexual abuse or any other form of harassment– by an adult or by another student – tell an adult you trust. You can tell the form teacher, principal, guidance counsellor, or a parent. These laws are there to protect YOU.

Think about it...

- *Imagine that you and your friends have three months to make the world safer for children and their bodies.*
- *Pick out one of the eight changes listed above. Or pick out one of the rights abuses listed in the boxes in the previous page.*
- *Remember: People are making change happen and making the world a better place to live in. Even young people can change the world.*
- *Think about it: What would you do?*

Changing The World For The Next Generation

It is not enough to say that bad things are not allowed. Countries have also signed agreements to change society, so that the world is safer for young people. Some of the changes that countries like Nigeria have agreed to make include:

1. Promoting girls' education so that girls can have equal opportunities in life.
2. Providing good quality reproductive health services for young people.
3. Teaching young people that violence is wrong.
4. Teaching young people that they must have control of their own bodies.
5. Teaching young people that they have the right to enter or not enter into a marriage.
6. Prohibiting school staff / teachers from having sexual relations with students.
7. Prohibiting sexual relations between students.
8. Prohibiting sexual harassment or sexual contact in school.

Key Points

Laws:

These are rules of conduct or action formally recognized as binding and enforced by a controlling authority. Know about the laws described in this chapter. They are very important for your protection.

These Laws Protect Children:

- African Charter on the Rights and Welfare of Children
- Convention on the Rights of the Child

All Children Have These Basic Rights:

- Right to education
- Right to life
- Right to health
- Right to recreation

Summary

You have many rights as a human being. You also have special rights as a child. The safety of your body is one of your rights. Sadly, many children are subjected to sexual exploitation of one kind or another. Girls are exploited even more often than boys. There are laws to punish anyone who commits these acts against children. Schools forbid sexual relationships among students and sexual harassment from teachers and other adults. If someone has behaved in a way that makes you uncomfortable, report it to an adult whom you trust. Know your rights!



Review Questions

- 1a. Define the word 'law'.
- 1b. What is the importance of having laws within a society?
- 1c. What happens if the laws are not obeyed?
- 2a. List three rights of children in Nigeria.
- 2b. List two offences, or crimes, that can be committed against a child that is punishable by law.
3. State the laws that protect children from being abused in Nigeria.
4. Discuss three ways a person's rights may be violated.
5. Explain why rape is a serious crime.
6. Explain what incest is and why it is not in the criminal or penal code of the Federal Republic of Nigeria.?
7. What three regulations are in place to protect students in school while they pursue their education?

Vocabulary Review

Read through the list below, and find out the meaning of each word or phrase:

- Laws
- Rights
- Exploitation

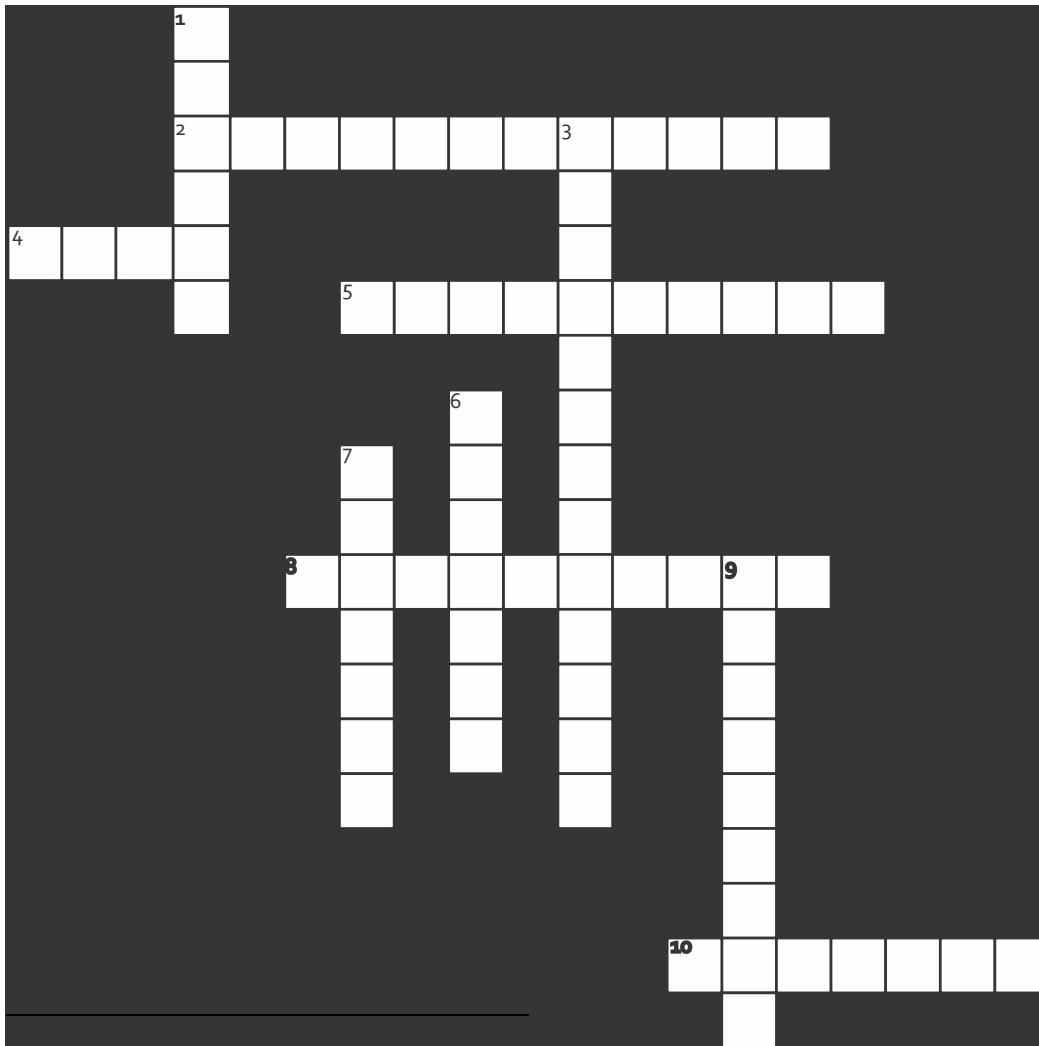
Activity

Pretend you are on a committee set up to make your school or community safer and more accessible to all children. Think of an existing problem that should be addressed. (For example: Better access for children with disability? Allowing pregnant girls to remain enrolled? Educating men to leave girls alone and stop harassing them on the streets? Anti-bullying campaigns? Reporting a staff member who has harassed or abused a student?)

Who do you trust to talk to about existing problems that could be addressed? What would you tell that person? What kind of response do you think you might get?

HUMANITY & THE LAW

Complete the crossword below



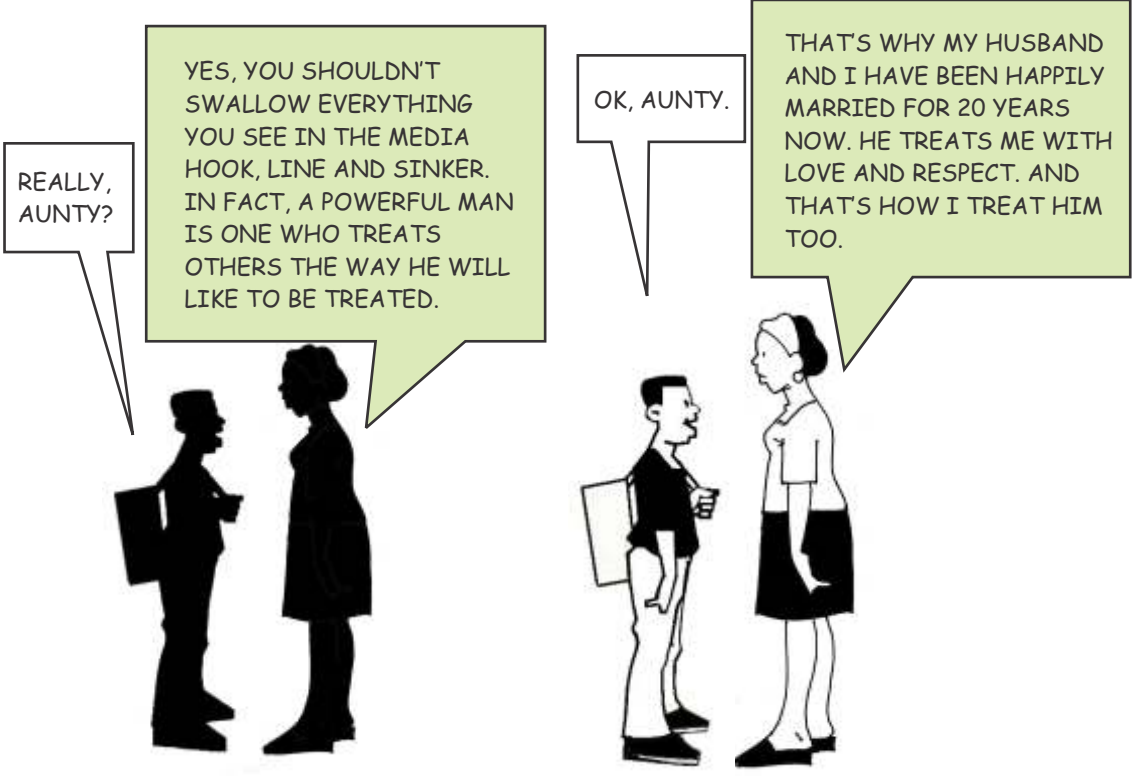
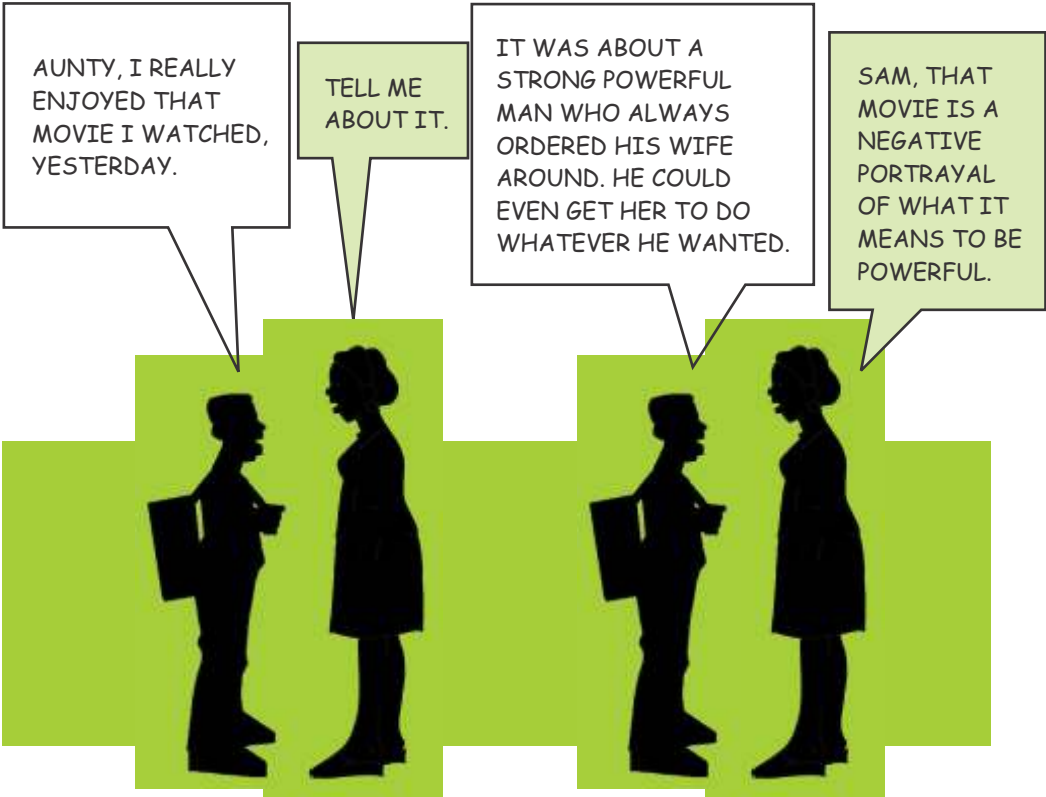
Across

- 2. Special moral or legal claims to everyone under the age of 18, simply by virtue of being human and not an adult.(hyphenated word)
- 4. Rules that formally dictate how we are permitted or not permitted to act, and that are enforced by authorities.
- 5. The provision of security and safe-keeping
- 8. An inner feeling or voice viewed as acting as a guide to the rightness or wrongness of one’s behavior.
- 10. The power or right to act, speak, or think as one wants without hindrance or restraint.

Down

- 1. Sexual intercourse between persons so closely related that they are forbidden by law to many.
- 3. Agreed on by all or many nations.
- 6. A spiritual and religious practice that every person has the right to engage in.
- 7. Fail to respect someone’s peace privacy or rights; rape or sexually assault someone.
- 9. A type of rule or informal law that is not official Government law but is part of a cultural or religious tradition.

- 1. incest
- 2. child-rights
- 3. international
- 4. laws
- 5. protection
- 6. worship
- 7. violate
- 8. conscience
- 9. customary
- 10. freedom



HUMANITY, THE ARTS, AND THE MEDIA



Introduction

More young people have access to the media and the arts than ever before. Do you watch television or movies? Do you read magazines? Do you log onto Internet sites or use Facebook?

All of these media are ways that you learn about the world. Messages and images in the media influence our ideas about gender roles, love, family life, and sexual relationships. However, the messages and images in the media are not always realistic. Some people also feel

uncomfortable or offended by sexual content in works of art.

You are smart. Don't fall for harmful messages, exploitative or unfair images, or false information. Be media-literate (know how to read between the lines!). When you see the 'hidden' motive in a message or image, that message or image loses some power. Practice independent thinking and protect your mind.

Objectives

At the end of this chapter, you should be able to:

1. Explain what the media means.
2. Give examples of the media and the arts.
3. Explain the importance of the media and the arts.
4. Describe the way humanity/sexuality is represented in the media and the arts.
5. Suggest how to deal with the media's influence on values and attitudes.

About The Media And The Arts

The Media refers to methods of communication used to reach many people at the same time. There have always been traditional methods of broadcasting messages. Think about the gong, the ubete, the drum, and the town crier! Print media include magazines, books, newspapers, handbills, etc. For many young people, the preferred media is electronic. This includes television, radio, and especially, the Internet and social media (such as WhatsApp, Facebook, 2go, Twitter, Instagram, etc.)

The field of arts refers to the expression or application of human creative skill and imagination, typically in a visual form such as a painting or sculpture. It essentially means producing works to be appreciated primarily for their beauty or emotional power. There are various forms of art including: Photography, poetry, music, dance, and drama.

The Internet

What is the Internet? The Internet is a publicly available worldwide network of computers that are connected and can send and receive information, often called "data". It is a 'network of computers' that consists of millions of smaller home, educational, business, and government networks. Together, they carry information and services, such as email, online chat, file transfer, web pages (World Wide Web).

How Do The Media And The Arts Influence Our Humanity And Relationships?

The arts and the media can have positive or harmful effects on us. For example, popular music (shared through the media) carries messages about life, including romance and sexuality, and may even portray violence as an expression of love.

Works of art usually closely reflect the artist's/artiste's viewpoint on issues that matter most to her or him. Because the artist/artiste enjoys 'poetic license' (the liberty taken by an artist or a writer in deviating from conventional form or fact to achieve a desired effect), the viewpoints that the works portray about sexuality, love, or gender may not always reflect what is true. The viewpoint may in fact support unhealthy views that are harmful to sexual health and well-being.

But generally, over the centuries, the world has been blessed with memorable artistic masterpieces that we still enjoy today – Michelangelo's paintings on the ceiling of the Sistine Chapel in Rome, The plays of William Shakespeare, ancient Benin's royal arts; and more recently, J.D. Okhai Ojeikere's photography and the works of Nobel laureate –Wole Soyinka. Remember the play, *The Lion and the Jewel*?

Especially in modern society, the media have a powerful effect. The media (including the Internet) can have beneficial effects on your humanity and sexual health. For example, you can get information about sensitive topics without embarrassment. You can also learn about actions that other young people around the world are taking to protect their rights and their humanity.

The media can also have harmful effects on your humanity and sexual health. We see people falling in love in movies but we rarely see them discuss how to protect themselves from HIV. Women are often presented as sex objects rather than as heroines of a story. Research shows that advertisements in magazines affect how people feel about themselves and what they think is 'normal'. Information on the Internet may be accurate or wildly false.

Think about it...

- *Name at least one popular song, film, magazine, television programme, or advertisement that you think sends a harmful message about gender equality or responsible sexual relationships.*
- *Name at least one example of media that sends a positive message.*
- *Some religious faiths might also view some works of art as unacceptable. They may reject a work of art with the view that it encourages inappropriate dress or behaviour, or is distracting or a source of temptation to worshippers.*

Be Media-Literate - Learn To Read The Hidden Messages!

You can't control what the media puts out into the world. But you can be smart about your response to the media and to the arts. When you see an advertisement, ask yourself questions like:

- What does this advertisement seem to suggest about the role of boys and the role of girls? Does it promote equality, or does it strengthen inequality?
- What message does this movie send about preventing HIV when you fall in love? Is the film helping people to be responsible?
- What message about violence is this television programme sending?
- How does this media make me feel?

- How are sexual messages used to get people to buy products?

As you become more smart and 'savvy' about how the media operates, you become less easily influenced. You will also be more alert to determine whether the information conveyed is true or false. Remember, knowledge is power.

Keep alert. Point out what you find to your friends and family members. Ask questions. You can also choose to avoid media that are demeaning to you or someone else, that glorify violence, or that subtly promote values that you object. Find works of art that you can appreciate.

Summary

The media and the arts have a major influence on young people. The media and the arts can also be sources of useful information and ideas – channels through which young people can express themselves. However, many of the messages and images in the media are inaccurate or even harmful. For example, the portrayal of women and girls is often disrespectful or exploitative. Be media-literate. Use your mind to always 'see through' to the effect something may be having on you. When you keep an alert mind, the media lose some of their power and influence over you.

Vocabulary Review

Read through the list below, and find out the meaning of each word or phrase:

- Media
- Internet
- Art
- Poetic license
- Media-literacy
- Savvy

Think about it...

- *In some countries, young people your age have started successful Internet campaigns to stop an advertisement or other media that is exploitative or abusive. What could you do if you found an advertisement that you felt was disrespectful to women or to a group in the society?*

Activity

Do you think you will like the same media in the next two years that you like now? How might your preferences change?

Key Facts

Media

Any means of public communication reaching a large audience

Examples Of Media

- Traditional
- Print
- Electronic

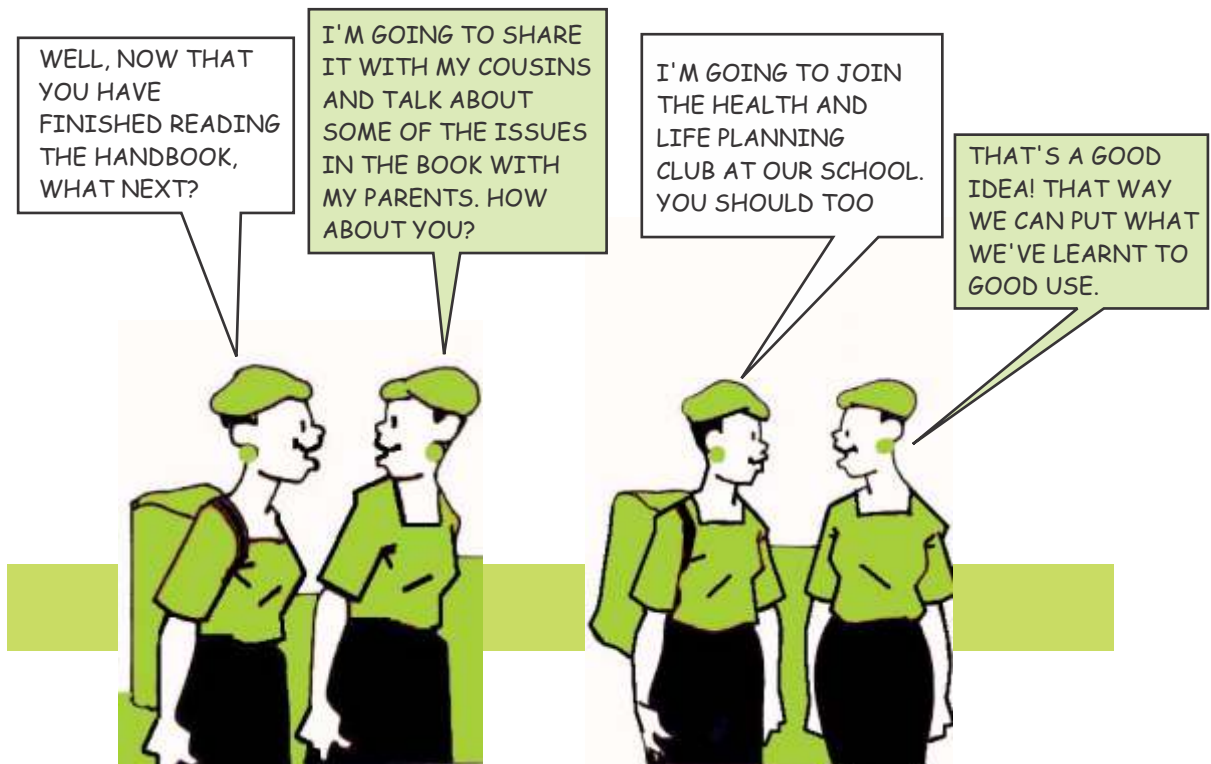
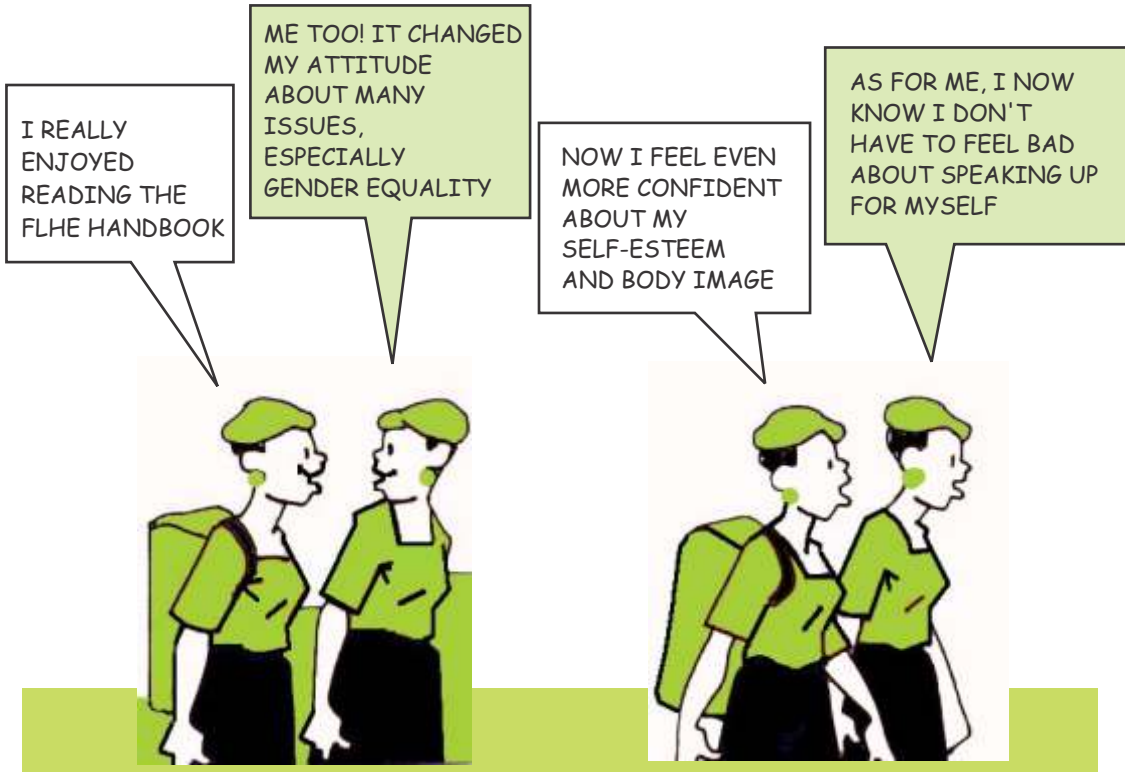
Portrayal Of Humanity In The Media:

- Positive
- Negative



Review Questions

- 1.a. Define 'media'.
b. Name the different types of mass media.
2. Define 'art'.
3. Identify some unrealistic messages or images that are found in the media or the arts.
4. Explain how being media-literate can help a person be less easily influenced by the media.



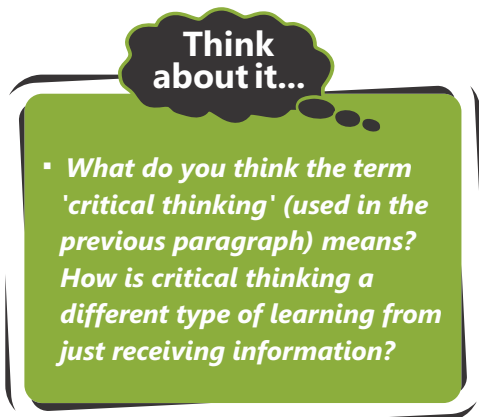


Introduction

Look back at the first page of Chapter 1. The first page promised that this handbook would provide you with information about growing up, your body, equality and respect in personal relationships, how to express yourself, and how to stay healthy and safe. If you have read through these chapters, you have a great deal of knowledge!

Hopefully, you have taken the time to stop and

ponder on the **THINK ABOUT IT** questions and all the other information. These 'critical thinking' questions are at least as important as the information. When you reflect on these questions, you are analysing issues on your own. You are applying the information to your own experience and outlook on life. You are developing your mind. And you are helping yourself grow into the person you want to become.



Why Gender Issues Are So Important

One point that comes across in many chapters is that **gender equality strongly influences your chances of staying healthy and safe.** This point cannot be emphasized too strongly. Keep the following diagram in mind.

Young people who believe that men are superior to women are more likely to	→ Be involved in forced sex
	→ Have unsafe sex
	→ Get HIV or other sexually transmitted infections
	→ Have an unintended pregnancy
	→ Be in relationships characterized by violence

In contrast, young people who develop a belief in gender equality (equality between men and women) and who develop relationships based on equal partnership have lower rates of HIV, fewer unintended pregnancies, less forced sex, and less intimate partner violence.

Isn't this what is called a 'no-brainer'? This does not mean that boys and girls are the same. It means that they must have equal opportunities, and that both boys and girls should not feel compelled to meet unrealistic pressures.

In some places, boys no longer pressure each other to 'prove their manhood' as much as in the old days.

Boys and young men are starting to understand that girls will like and respect them more if they show the girls respect as human beings and as friends.

In some places, girls are learning to speak up for themselves. Girls today realize that their worth as human beings does not rest only in their becoming wives and mothers – they can pursue all kinds of hopes and dreams, just like boys.

New Information, New Attitudes

Flip through the pages of the book carefully and look for three different pieces of information that you learned from this book. Think about what you learned about your body and about the body of the opposite sex. What did you learn about sexually transmitted infections? About pregnancy? Is there something new you learned about communication or decision-making? Or some other topic?

As you flip through the book, each time you identify an important new fact, fill it in below, until you have entered three important facts:

Three things I learned:

1. _____
2. _____
3. _____

Now think about how your own attitudes may have changed. Perhaps your attitudes changed as a result of what you read? Maybe your attitudes took shape as you answered a **THINK ABOUT IT** question? You may want to flip through the book again. Or maybe, you have already made up your mind what these attitudes are?

Perhaps you have a different view about the importance of abstinence, or about the need for open communication? You might have shifted your opinion about whether rigid gender roles are good or bad, or about the importance of gender equality? Perhaps your views changed on a completely different topic?

Fill in at least one area where your attitude has

changed:

One way that my attitude has changed is:

You And Your Parents

Here are two activities to help you and your parents continue to communicate about the issues in this book.

ACTIVITY ONE: Thinking Together

Flip back through the pages of this book again. Select one or two 'THINK ABOUT IT' questions that you think would interest your parent(s) or that you would like to discuss with a parent or guardian. Write it (or them) below or on a separate sheet of paper.

ACTIVITY 2: Hoping And Planning Together

First, answer: What are my parents' hopes for me? (List at least 3 hopes)

1. _____

2. _____

3. _____

Next, circle at least one of these hopes that you share.

Finally, fill in below: At least one thing YOU can do to achieve the circled hope.

What Matters To You?

The information in this handbook is provided to help you make choices that you will be happy with. Having the proper information and an idea of what is important to you can help you to make good choices. Being friends with people who support you can also make it easier to make choices that will make you happy.

You have learned about the many ways in which our social environment affects our chances of being safe, healthy, respected, and happy. There are many issues in society – in every society across the world – that undermine young people's chances. Below are some of the issues that have been covered in this book. Read through the list and tick (✓) one or two issues that you care about the most.

SEXUAL HEALTH ISSUES

My friends and I feel pressure to be sexually active.

Many of my peers do not know about HIV.

Some schools in our area do not teach about HIV.

Many people don't know their HIV status.

Young people do not have basic information about their own bodies.

Adolescents do not have access to sexual and reproductive health services that are youth-friendly.

The rate of sexually transmitted infections among young people is far too high.

Many women and girls in Nigeria die in childbirth; people seem not to care enough.

Abortion is legally restricted - and as a result, dangerous - in many places.

OTHER : _____

GENDER ISSUES AND HUMAN DIGNITY

The problem of incest is largely ignored in many societies.

Sexual harassment is common at our school.

Too many girls are married off when they are still children.

I am opposed to female genital mutilation.

Many girls are being sexually exploited by 'sugar daddies'.

- __ Too many families treat girls as inferior to boys.
- __ Many young people, especially girls, are victims of sex trafficking.
- __ Boys are pressured to be brave, strong, and athletic; it's hard for a boy to be himself.
- __ Rape is too common, and even tolerated.
- __ People do not realize that boys are also at risk of sexual abuse.
- __ Boys who are considered 'un-masculine' are often bullied and subjected to violence.
- __ People living with HIV and AIDS don't get enough support and respect.
- __ OTHER
:_____

Your Life, Your World

Wouldn't it be perfect if society were set up in a way that made it easier for everyone to make good choices? You have the power to make a change in the world around you. You can talk to your parents and younger siblings. You can listen to someone who needs to talk. You can decide not to discriminate against someone who is different from you, or not to engage in violence. You can speak up when you see someone being bullied or teased.

You can also think about taking a public stand. For example, you can write a letter to a company telling them to stop producing advertisements that demean women or sexualize girls. You can form a club at school to work on an issue you care about. You and your friends can plan an event in the community to educate others. You can ask your school to be more vigilant about preventing sexual harassment. Of course, it is very important that you do not undertake any activity that could be unsafe in any way. So be sure to speak with your parents first.

A Letter From The Heart

Look back at the issue you ticked under 'What Matters to You'. Use the suggested guide in the letter below and write a complete letter on a sheet of paper. You can send it to your parent or teacher, or to a trusted adult or friend. Or you can keep it safe so you can think about this as your future unfolds.

Date: _____

Dear _____,

I'm learning about Family Life and HIV. I realize that I can take a small but meaningful step to make a positive change. An issue I care about is

_____.

One thing I can do to make a positive change is . . . [Choose one action from all the ideas discussed in this section, or write about a different idea]:

_____.

What I am hoping for is

_____.

I want to be a person who

_____.

Signed in sincerity,

GLOSSARY

<i>Abstinence</i>	Refraining from engaging in an act or habit. (Also see sexual abstinence).
<i>Acquaintances</i>	People we know but do not confide in.
<i>Adolescence</i>	That period of psychosexual development between the onset of sexual maturation (puberty) and early adulthood, during which young people define their self-identity, sex roles, and relationships with other person(s).
<i>Adolescent Pregnancy</i>	Pregnancy in a girl between 10 and 19 years old.
<i>Aggressiveness</i>	A disposition to dominate often in disregard of others' rights or in determined and energetic pursuit of one's ends.
<i>AIDS</i>	Acquired Immuno Deficiency Syndrome. A disease of the human immune system that is characterized by reduction in the numbers of helper T cells which renders the subject highly vulnerable to life-threatening conditions.
<i>Antenatal</i>	A medical examination or care before childbirth, during or relating to pregnancy.
<i>Antibody</i>	A substance produced by the body to fight disease.
<i>Art</i>	The conscious use of skill and creative imagination especially in the production of aesthetic objects.
<i>Assertiveness</i>	Firmness and clear presentation of views without oppressing others.
<i>Assumption</i>	A thing that is accepted as true or as certain to happen, without proof.
<i>Bargain</i>	An agreement in which people or groups say they will do or give something in exchange for something else
<i>Benchmark</i>	A standard or point of reference against which things may be compared or assessed.
<i>Biological</i>	Of or relating to biology or to life and living things.
<i>Body Abuse</i>	Same as Sexual Abuse.
<i>Body Image</i>	One's views, feelings, and judgments about his/her physical appearance and how these feelings influence the individual.
<i>Body Language</i>	The non-verbal gestures, movements, and mannerisms by which a person communicates with others.
<i>Cervix</i>	The narrow outer end of the uterus which opens wide enough for a baby to pass through it.
<i>Christianity</i>	The religion derived from Jesus Christ, based on the Bible as sacred scripture, and professed by Eastern, Roman Catholic, Protestant sects and others.

Circumcision	To cut off the skin (called the foreskin) at the end of the penis of (a man or boy). To cut off the clitoris or outer sexual organs of (a woman or girl). Female Genital Mutilation is the term often used to describe female circumcision.
Clitoris	Located where the inner lips (Labia Minora) meet. It is very sensitive to touch.
Communication	The giving and receiving of information between parties in such a way that the information is understood.
Compromise	Settlement of differences by consent reached by mutual concessions/sacrifices.
Conception	The point at which the fused sperm and egg implants itself in the wall of the uterus.
Continuum	Something that is continuous and the same throughout and that is often thought of as a series of elements or values which differ by only tiny amounts ("light" and "dark" stand at opposite ends of a <i>continuum</i>).
Cowper's Gland	A gland on either side of the urethra that helps to remove urine from the urethra so that the sperm is not acidic.
Culture	The total way of life of a group of people.
Decision-Making	The process of making choices or reaching conclusions, especially on important matters.
Disability	A condition (such as an illness or an injury) that damages or limits a person's physical or mental abilities.
Discrimination	The practice of unfairly treating a person or group of people differently from other people or groups of people.
Diversity	The presence of people from different cultures and backgrounds in a population. The understanding that every person is unique calls for tolerance and respect of other people's differences.
Dysmenorrhea	Severe menstrual pain.
Epididymis	Coiled tubes emerging from behind the testis that hold sperm during maturation and that joins the vas deferens.
Exploitation	The fact of making use of a situation to gain unfair advantage for oneself.
Extended Family	A family consisting of many nuclear families, or a nuclear family and other relatives such as grandparents, uncles, cousins, etc.
Equity	Fairness or justice in the way people are treated.
Fallopian Tubes	The pair of tubes that carry the egg from the ovary to the uterus.
Family	The basic unit in society traditionally consisting of two parents rearing their children.
Female Genital Mutilation	A procedure performed especially as a cultural rite that typically includes the total or partial removal of the female external genitalia and especially the clitoris and labia minora and that is now outlawed in many nations—called also

female circumcision

Fertilisation	The union of sperm and egg, which usually occurs in the fallopian tube.
Finding Help	Seeking and receiving assistance, advice or support in order to deal with challenges.
Friendship	An attachment between two or more individuals based on affection or respect.
Gender	The socially constructed roles, behaviour, activities and attributes that a particular society considers appropriate for men , boys, women and girls.
Gender-Based Violence	Gender-Based Violence (GBV) is violence that is directed against a person on the basis of gender, usually compromising the health, security and will of the victim.
Gender Bias	A certain, usually negative, attitude towards a particular gender.
Gender Discrimination	Any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms which prevents a person from enjoying full human rights
Gender Roles	Responsibilities and tasks assigned to males and females in a particular culture.
Goal	An end towards which efforts are directed.
Health	A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.
Help	Assistance given to improve a situation or bring relief from discomfort.
HIV	Human Immunodeficiency Virus. A virus that infects and destroys helper T cells of the immune system causing a marked reduction in their numbers.
Hormone	A natural substance that is produced in the body and that influences the way the body grows or develops.
Human Reproduction	The process by which human beings produce offspring.
Hymen	A thin membrane that partially covers the vaginal opening.
Idealize	To think of or represent (someone or something) as being perfect.
Implantation	The process by which a fertilized egg implants in the uterine lining.
Incest	Sexual relations between persons who are so closely related that their marriage is illegal or forbidden by custom (such as parent-child, brother-sister, or cousins.)
Infatuation	An intense but short-lived passion or admiration for someone or something.
Inferiority Complex	An acute sense of personal inferiority often resulting in either timidity or exaggerated aggressiveness.
Infringe	To encroach upon in a way that violates law or the rights of another.
Interactive	Requiring people to talk with each other or do things together.

Internet	The worldwide publicly accessible network of interconnected computers that share, access, and store data.
Intimate	Closely acquainted; familiar, close.
Intimidate	Frighten or scare (someone), especially in order to make them do what one wants.
Islam	The religious faith of Muslims including belief in Allah as the sole deity and in Muhammad as his prophet.
Labia Majora	The outer folds on either side of the vagina that protect the clitoris, urethra, and vaginal opening.
Labia Minora	Also called the inner lips. The inner folds of the vulva that protect the vaginal opening.
Laws	Rules of conduct or action formally recognised as binding and enforced by a controlling authority.
Love	Strong affection for another arising out of kinship or personal ties.
Manipulation	Using deceit or influence in an unfair manner to turn a situation to one's advantage.
Media	The methods of communication used to reach large numbers of people at the same time.
Menarche	The first menstrual period of a female.
Menopause	The stopping of menstruation in older females.
Menstrual Hygiene	The process with which females take care of themselves in regards to their menstrual flow.
Menstruation	Physiological process whereby the disintegrating inner lining of the uterus is shed and expelled from the uterus, generally occurring about once a month in women; also known as menses or period; the fourth phase of the menstrual cycle.
Mons	Soft, fatty, and covers the pubic bone.
Myth	A widely held but false belief or idea.
Negotiation	The use of creative problem-solving skills in settling conflicts or disagreements.
Norms	A standard set by a particular culture, which describes acceptable modes of behaviour.
Nuclear Family	A family consisting of a father, a mother, and their children.
Obnoxious	Unpleasant in a way that makes people feel offended, annoyed, or disgusted.
Obsession	A state in which someone thinks about someone or something constantly or frequently especially in a way that is not normal.
Optimism	A feeling or belief that good things will happen in the future; a feeling or belief that what you hope for will happen.

Ovaries	The pair of essential female reproductive organs that produce eggs and female sex hormones.
Ovulation	The monthly release of an egg, or eggs, from the ovary.
Passiveness	A situation whereby one fails to express herself/himself in such a way that an issue is addressed.
Peer Pressure	Influence from one's friends or social group to force or persuade one to act in a certain way.
Penis	The male reproductive organ used to penetrate the vagina during intercourse and used for urination.
Pornography	Movies, pictures, magazines, etc., that show or describe naked people having sexual intercourse in a very open and direct way in order to cause sexual excitement.
Promiscuous	Having or characterized by many brief sexual relationships (often derogatory).
Prostate Gland	A gland situated at the base of the male urethra and secretes a fluid that liquefies the semen.
Psychological	Of, affecting, or arising in the mind; related to the mental and emotional state of a person
Puberty	Transitional biological stage marking the end of childhood and the start of adolescence; the period of time during which the body matures and achieves reproductive capacity; usually between 10 – 16 years, sometimes earlier or later in some people.
Rape	Forceful sexual intercourse carried out under threat of injury, influence of drugs or against the will of a person who does not or cannot give valid consent. Statutory rape occurs where sexual intercourse takes place with a minor (i.e. below 18 years) even if the minor gives consent.
Rational Decision-Making	Decision-making in a sensible and reasonable manner.
Rectum	The comparatively straight, terminal section of the intestine, ending in the anus.
Rectovaginal fistula	Rectovaginal fistula is an abnormal connection between the rectum and the vagina. Gas or stool may leak from the bowel into the vagina.
Reinforce	To encourage or give support to (an idea, behavior, feeling, etc).
Relationship	A social attachment or bond between two or more people.
Religion	A specific system of belief or worship built around God or gods.
Rights	The powers or privileges to which one is justly entitled.
Rite of passage	A ceremony or event marking an important stage in someone's life, especially birth, puberty, marriage, and death.
Scrotal Sac	Loose skin containing two compartments that hold the testes, protect them and control their temperature.

Self-esteem	An individual's sense of her/his value or worth. The extent to which a person appreciates and values her/himself.
Self-perception	Perception of oneself especially the mental image one has of oneself.
Seminal Vesicles	The pair of sac-like structures that lie one on either side of the male urethra and secrete a fluid that forms part of the semen that nourishes the sperm.
Sex	The biological characteristics that define humans as male or female; used colloquially to mean sexual intercourse or sexual intimacy.
Sexual Abstinence	Avoidance of, or non-involvement in, all forms of sexual activity.(Also see <i>abstinence</i>)
Sexual Abuse	Any act that causes physical, emotional, or psychological pain or harmful changes in the sexual body. Also known as body abuse. Forcing a person to have sexual intercourse or other intimate acts against their will.
Sexual Assault	Forms of unwanted sexual contact excluding sexual intercourse.
Sexual Harassment	Unwelcome and repeated sexual advances, requests, and comments.
Sexual Intercourse	Sexual union especially involving penetration of the vagina by the Penis.
Sexuality	Sexuality is the total expression of our maleness and femaleness; expressed and experienced throughout life.
S.M.A.R.T. Goals	Goals that are Specific, Measurable, Achievable, Realistic, and Time bound.
Society	A particular group of people who share laws, organizations, and customs.
Sperm	A cell that is produced by the male sexual organs and that combines with the female's egg in reproduction.
Stereotypes	Standardized mental pictures held in common by members of a group that represent oversimplified opinions, unfair attitudes, or judgments of people.
Sterile	Free from living organisms and especially microorganisms (a <i>sterile</i> syringe)
STI	Acronym for Sexually Transmitted Infection. Any of various infections (such as syphilis, gonorrhea, HIV, Chlamydia, and genital herpes) that are usually transmitted by direct sexual contact. Some may be contracted through non-sexual means.
Strangers	People who are unfamiliar with us, though we may have seen them.
Submissive	Ready to conform to the authority or will of others; meekly obedient or passive.
Syndrome	A disease or disorder that involves a particular group of signs and symptoms.
S.W.A.T. Technique	A technique of refusal. It involves 'Saying no' to unsafe behavior, explaining Why one wants to be safe, providing Alternatives, and Talking it out (communicating your feelings on the matter).
Taboos	Actions that are forbidden or highly disapproved of in a culture or society.
Teenage Pregnancy	Pregnancy in a girl between the ages of 13 and 19.

Testes	Also called testicles. A pair of glands that produce sperm and secrete the male sex hormone.
Traditional Religion	The worship of God/gods through representatives.
Trafficking	Deal or trade in something illegal (for example human or drug trafficking)
Trauma	A very difficult or unpleasant experience that causes someone to have mental or emotional problems usually for a long time.
Urethra	The canal that carries off the urine from the bladder to the tip of the penis and serves as a passageway for semen.
Urethral Opening	A small opening above the vagina for the passage of urine.
Uterus	Also known as the womb. A pear shaped compartment where the foetus develops.
Vagina/ Vaginal Opening	The outlet of menstrual flow and opening through which babies come out during birth.
Value	A principle or quality that is essentially valuable or desirable and is prized by individuals.
Values Clarification	A method whereby a person can discover his or her own values by assessing, exploring, and determining what those personal values are and how they affect personal decision making.
Vas Deferens	A pair of sperm-carrying ducts that carries sperm from the Epididymis into the seminal vesicle.
Vesicovaginal Fistula	Difficult labor in childbirth may result in formation of a vesicovaginal fistula between the bladder and the vagina with resulting leakage of urine into the vagina, especially in young women.
Violation	Anytime a person crosses a boundary — a legal boundary, a moral boundary, a physical boundary, or a binding business deal — that's a violation.
Vulnerable	Easily hurt or harmed physically, mentally, or emotionally: open to attack, harm, or damage.
Vulva	The entire female external reproductive organ including the mons, labia, clitoris, urethra, and vaginal opening.
Zero-tolerance	The policy or practice of not tolerating undesirable behavior, such as violence or illegal drug use, especially in the automatic imposition of severe penalties for first offenses.

INDEX

A

- Abortion, 47
 - Abstinence, 96–97, 198, 203
 - benefits of, 99
 - crossword, 102
 - learning activity, 98–99, 101
 - myths about, 97
 - reasons for choosing, 99
 - SWAT technique, 99
 - Acne, 7, 26, 28
 - Acquired Immune Deficiency Syndrome (AIDS), 56, 87, 88, 197, 198. *See also* HIV; Sexually transmitted infections
 - compared to HIV, 90
 - living with 91–91
 - symptoms of, 90
 - Adolescence, 9, 29–30, 42, 169, 198. *See also* Adolescents; Puberty
 - Adolescents. *See also* Adolescence
 - choosing abstinence, 98–99
 - sexually active 97
 - Aggressiveness, 105, 198
 - AIDS. *See* Acquired Immune Deficiency Syndrome (AIDS)
 - Alcohol use and abuse, 30–31, 91, 149, 152
 - and rape, 149, 152
 - Antibodies, 198
 - HIV, 89
 - Arts, influence of, 190
 - ASSERT formula, 106
 - Assertiveness, 104, 137, 198. *See also* Communication
 - ASSERT formula, 106
 - benefits of, 105
 - crossword, 109
 - learning activity, 108
- ## B
- Beauty myths, 9
 - Behaviors, unacceptable, 134, 136, 138, 176, 177, 179
 - Benchmarks, 80–82, 198

Betrothal, forced or early, 150, 184. *See also* Marriage, early or child

Body abuse. *See* Sexual abuse

Body image, 7–11, 198

- crossword, 12
- factors affecting, 9–10
- improving, 10–11
- learning activity, 11
- negative, 10

Body language, 62, 63, 198

- assertive, 106

Breast development, 9, 28

Breastfeeding, 29

Bullying, 72–73, 157, 158, 171, 172, 186

C

Candidiasis, 87

Caution, 137

Cervix, 36, 198

Chancroid, 87

Child labour 150–151, 184

Child (early) marriage, 30, 46, 56, 89, 150, 184

Child pornography, 184

Child prostitution, 184

Child Rights Act, 150

Children. *See also* Child marriage

protection of, 182–186

sexual abuse of, 150

violence against, 184

Chlamydia, 87

Christianity, 164–165, 198

Chronic illness, 9–10

Circumcision, 37, 38, 198

Cleanliness, 31, 38

menstrual, 29, 31, 201

Clitoris, 35, 198

Communication, 60–61, 199. *See also* Assertiveness

barriers to, 63

crossword, 67

(Communication)

about family life issues, 64–65

importance of, 61

- learning activity, 66
- non-verbal, 61, 65
- skills for improving, 61–62
- verbal, 61, 65

Community influences, 21. *See also* Culture; Social norms

Compromise, 106, 111, 112, 113, 115, 199

Conception, 199

Counsellors, 31, 159, 160

Cowper's Gland, 199

Culture, 199. *See also* Social norms influences of, 9

D

Decision making, 69–70, 75, 199

- and abstinence, 99
- crossword, 76
- example, 72–73
- foreign influences on, 70–71
- influences on, 70–71, 74, 75
- laws and policies influencing, 71
- learning activity, 75
- rational, 202
- related to sexual health, 74
- seeking help with, 158
- steps for thoughtful decisions, 71–72

Diaries, 161

Disabilities, 9–10, 22, 199

Discrimination, 168, 170–171, 172

- based on gender, 54–55, 165, 166
- freedom from, 183

Diversity, 169–172, 199

- celebrating, 170
- crossword, 174
- and gender norms, 171
- learning activity, 173
- pledges, 173
- respect for, 172

Domestic violence, 148. *See also* Gender-based violence

Drug abuse, 30–31, 30–31, 91

- drugging of drinks, 149, 152

Dysmenorrhea, 199

E

Education

- influence on decision making, 71
- right to, 183, 184, 185

- for women and girls, 150, 175, 184, 185

Ejaculation, 29, 39, 42

Emotions, questions and seeking help about, 158–159. *See also* Love

Epididymis, 37, 199

Equity, 23, 183, 199

Erections, 29

Exploitation, 136, 138, 151, 184, 186, 199

Eye contact, 62

F

Fallopian tubes, 36, 199

Family and Families, 119–120, 123, 199

- acceptance and physical challenges, 122
- conflict in, 121
- crossword, 124
- extended, 199
- factors for a healthy family life, 122
- family roles, 120–121
- gender norms in, 121–122
- influences on decision making, 70
- influences on gender roles 51–52
- influences on values, 21
- learning activity, 123
- nuclear, 201
- types of, 120

Family life education, 1–4

- crossword, 6
- self-quiz, 4–5

Female Genital Mutilation (FGM) (female circumcision), 56, 150, 199

Females. *See* Women and girls

Fertilisation, 44, 45, 199

Fertility cycle, 43

Finding help, 156–158, 199

- crossword, 162
- learning activity, 160, 161
- from a professional, 159
- situations requiring help, 158–159
- sources for help, 160

Fistula, 150

Freedom of thought and conscience, 183

Freedom of worship, 183

Friendship, 126–127, 130, 199

- crossword, 131
- how to be a good friend, 128

learning activity, 130
and peer pressure, 128–129
potential problems, 128
qualities of friends, 11
quotes about, 130
value of, 22
Future plans, 194–197

G

Gender and gender roles, 2, 3–4, 50–51, 57, 200.
See also Gender norms
crossword, 58
feminine, 53
gender bias, 200
gender-based violence, 56, 148, 200
harmful traditional practices, 55–56, 184
importance of, 53–54
learning activities, 52–53, 57
masculine, 52
Gender discrimination, 54–55, 165, 166
Gender equality, 56, 57, 122, 123
Gender identity, 30
Gender norms, 51. *See also* Gender and gender roles
changing, 56
and diversity, 171
and religion, 165
in the family, 121–122
Gender stereotypes, 31, 53–54
Genital Herpes, 87
Genital Warts, 87
Girls. *See* Women and girls
Gishiri Cut, 150
Globalization, 71
Goals and goal setting, 78–79, 83, 200
and abstinence, 99
characteristics of goals, 79–81
crossword, 84
importance of, 79
obstacles to, 82
(Goals and goal setting)
seeking help with, 158
SMART goal assignment, 81–82
Gonorrhoea, 87

H

Health, 200. *See also* Health care
questions about, 158
Health care
during pregnancy, 46
right to, 159, 177, 183, 185
Help, 200. *See also* Finding help
Hepatitis B 87
HIV. *See* Human Immunodeficiency Virus (HIV)
Hormones, 27, 200
Human emotion. *See* Love
Human Immunodeficiency Virus (HIV), 56, 86,
87–88, 200. *See also* Sexually transmitted
infections
compared to AIDS, 90
HIV-positive during pregnancy, 46
living with, 91–92
manner of spreading, 88
prevention of, 91
protection from, 97, 99, 190
in sex partners, 89, 90
testing for, 90
young people's risk of, 89
Human Papilloma Virus (HPV), 87
Human reproduction, 40, 200
crossword, 48
fertilization, 44, 45
infertility, 38, 45
learning activity, 47
the menstrual cycle, 43–45
pregnancy, 46–47
sperm production, 45–46
Human rights, 183, 186
Human values, universal, 22
Humanity and religion. *See* Religion
Hygiene, 31, 38
menstrual, 29, 31, 201
Hymen, 35, 200

I

Idealization, 7, 9, 200
Identity
gender, 30
questions about 158
Illness. *See also* Sexually Transmitted Infections
(STIs)
chronic 9–10

Implantation, 47, 200
Incest, 150, 200
Infatuation, 143–144, 200
Inferiority complex, 15, 16, 200
Infertility, 38, 45
Infringement, 200
Internet, 190, 200
Intimate relationships, 22. *See also* Sexual intercourse; Sexual relations
Intimidation, 200
Islam, 165, 200

J

Jealousy, 120, 142, 144
Journals, 161

L

Labia majora, 35, 201
Labia minora, 35, 201
Laws, 182, 185. *See also* Legal issues
 against discrimination, 172
Legal issues, 182, 183–186, 201
 crossword, 187
 laws, 182, 185
 protection, 184
 rights of the child, 183, 185
Life, right to, 185
Listening, active, 62–63
Love, 142–143, 201
 crossword, 145
 learning activity, 144
 in the movies, 190

M

Male preference, 54–55
Males. *See* Men and boys
Manipulation, 105, 201
Marriage
 and cultural norms, 179
 early or child, 30, 46, 56, 89, 150, 184
 forced, 184
 multiple (polygamy), 177
Media, 201
Media influences, 9, 16, 21, 188–192
 on decision making, 70
 on gender roles, 52, 55
 learning activity, 192

Men and boys
 gender roles of 52
 and male preference, 54–55
 signs of puberty in, 28
Menarche, 201. *See also* Menstruation
Menopause, 45, 97, 201
Menstrual cycle 43. *See also* Menstruation
 before ovulation, 43
 during ovulation, 43
 after ovulation, 44
Menstruation, 9, 28, 29, 201. *See also* Menstrual cycle
Mental health professionals, 160
Misogyny, 136
Mons, 201
Mucus (vaginal discharge), 39, 43–44

N

Name-calling, sexual, 136
National Agency for the Prohibition of Traffic in Persons and Other Related Matters (NAPTIP), 151
Needle sharing, 91
Negotiation, 111–112, 201
 benefits of, 112
 crossword, 117
 examples, 113–115
 how to negotiate, 113
 learning activity, 113–114, 116
 obstacles to, 116
 SWAT technique, 115
Nocturnal emissions, 28, 39
Nongovernmental organisations, 31, 160, 172
Norms, 201
Nutrition, 30

O

Obsessions, 201
Optimism, 201
Ovaries, 36, 201
Ovulation, 39, 42, 201

P

Parent information, 1, 4, 31, 59
Passiveness, 105, 201
Peaceful generation, 171–172

Peer group influences, 21, 23–24. *See also* Peer pressure
 on decision making, 70
 on gender roles, 52
 Peer pressure, 17–18, 54, 201. *See also* Peer group influence
 and friendship, 128–129
 Penis, 37, 202
 Period. *See* Menstrual cycle; Menstruation
 Physically-challenged persons, 9–10, 122, 199
 Pimples. *See* Acne
 Pinching, 136, 151
 Polygamy, 177
 Pornography, 184, 202
 child, 184
 Pregnancy
 antenatal care, 46–47
 early (adolescent), 46, 47, 150, 198
 reasons for avoiding early, 46
 signs of, 46
 teenage, 203
 unplanned/unwanted, 34, 42, 56, 57, 64, 74, 92, 96, 99, 100, 112
 Promiscuity, 56, 177, 202
 Prostate gland, 37, 202
 Prostitution, child, 184
 Puberty and adolescence 8, 26–3, 53, 202. *See also*
 Adolescence
 crossword, 32
 learning activity, 31
 for men/boys, 42
 myths and facts about, 28–2
 for women/girls 42
 Pubic hair, 28
 Pubic lice ('crabs'), 87

R

Rape, 149, 183, 202
 myths about, 148
 and risk of HIV, 56, 92
 Recreation, right to, 183, 185
 Rectovaginal Fistula (RVF), 150, 202
 Rectum, 46, 87, 150, 202
 Relationships, 202
 crossword, 140
 ending, 138

learning activity, 139
 seeking help with, 158
 in society, 133–134, 138
 Religion, 164–166
 crossword, 167
 and gender norms, 165
 influence on values, 22, 165, 166
 influence on decision making, 70
 influence on gender roles, 52
 learning activity, 166
 promotion of respect and tolerance by, 172
 and values, 22
 Religious leaders, 160
 Reproductive systems. *See also* Human reproduction
 caring for, 38
 crossword, 40
 female, 35–36
 learning activity, 38
 male, 36–37
 myths about, 38
 understanding, 34
 Respect, 134, 171–172
 Rights, 202
 of children, 182, 183
 human, 183, 186
 questions and seeking help about, 158
 Rites of passage, 56, 202

S

Saliva, 39, 87, 88
 Scabies, 87
 School counsellors. *See* Counsellors
 School influences, 21
 on gender roles, 52
 Scrotum and scrotal sac, 37, 202
 Security, finding help with, 158
 Self-confidence, 16
 and abstinence, 99
 Self-esteem, 4, 13–17, 202
 crossword, 18
 external influences on, 15–16
 internal influences on, 16
 learning activity, 17
 Self-image, 7. *See also* Body image
 Self-improvement, 13
 Self-perception, 202

- Self-respect, 16, 136
- Seminal vesicles, 202
- Sex, 2, 3–4, 202. *See also* Sexual intercourse; Sexual relations; Sexuality
 biological 51
- Sex trafficking, 150–151. *See also* Trafficking
- Sexual abstinence. *See* Abstinence
- Sexual abuse, 203
 of children, 150
- Sexual assault, 149, 203. *See also* Rape
- Sexual exploitation, 139
- Sexual harassment 136, 151, 181, 203
 in schools, 185
- Sexual intercourse, 141, 203; *See also* Sexual relations
- Sexual relations
 adults with children, 150, 184–185
 and cultural norms, 177–179
 students with teachers and school staff, 185
- Sexual violence, 147–148, 153. *See also* Female genital mutilation; Sexual harassment
 child marriage, 150
 crossword, 154
 dealing with, 151–152
 effects of, 151
 gender-based violence, 56, 148, 200
 incest, 150
 learning activity, 153
 preventing, 152
 rape, 149
 recovering from, 152
 sex trafficking, 150–151
 sexual abuse of children 150
- Sexuality, 2–3, 4, 203
 in the arts and media, 190
 during puberty, 30
- Sexually transmitted infections (STIs), 86, 203. *See also* AIDS; HIV
 crossword, 94
 learning activity, 93
 most common, 87
 symptoms of, 87
 tests for, 87
- Skin, 39. *See also* Acne
- SMART goals, 203
- Social norms, 9, 176–179
 crossword, 180
 and decision making, 70
 examples of, 177, 178
 learning activity, 179
 regarding gender, 51
- Social pressure. *See* Peer pressure
- Social workers, 160
- Society, 203. *See also* Social norms
- Sperm and sperm production, 28, 39, 42, 45–46, 203
- Stereotypes, 23, 203
 gender, 31, 53–54
- Substance abuse, 30–31. *See also* Alcohol use and abuse; Drug abuse
- SWAT technique, 99, 115
- Sweat production
 and AIDS, 88, 90
 in puberty, 28, 31
- Syphilis, 87
- T**
- Taboos, 175, 177, 203
- Teachers
 help from 156–157
 as source of information, 31
- Testes and testicles, 37, 203
- Traditional practices
 female genital mutilation, 5, 150, 199
 harmful, 55–56, 184
 widowhood rites, 55–56
- Traditional religions, 165, 203
- Trafficking, 184, 203. *See also* Sex trafficking
- Trauma, 152, 153, 204
- Trichomoniasis, 87
- Trust, 134–135
- U**
- Unacceptable behaviors, 134, 136, 138, 176, 177, 179
- Urethra/Urethral opening, 35, 37, 204
- Uterus, 36, 204
- V**
- Vagina/Vaginal opening, 36, 204
- Vaginal discharge (mucus), 39, 43–44
- Values, 19–24, 204

- clarification of, 204
- crossword, 25
- differences in, 23–24
- influences on, 21
- learning activity, 23
- Vas deferens, 37, 204
- Vesicovaginal Fistula (VVF), 15, 204
- Violation, 204
- Violence
 - against children, 184
 - domestic, 184
 - gender-based, 56, 148, 200
 - glorification of, 191
 - against women and girls, 56, 121, 148, 200
- Vulva, 35, 204

W

Washing. *See* Cleanliness; Hygiene

Well-being, 2

Wet dreams, 28, 29, 39

Widowhood rites, 55–56

Women and girls

- devaluation of, 9
- disrespectful or exploitative portrayal of, 191
- and early marriage, 30, 46, 56, 89, 150, 184
- education for, 21, 150, 175, 184, 185
- gender roles of, 53
- prevention of discrimination against, 166
- religious discrimination against, 165
- as sex objects, 190
- signs of puberty in, 28
- violence against, 56, 121, 148, 200

Z

Zero-tolerance, 138, 204

Family Life and HIV Education (FLHE) Students' Handbook is developed for use by students at the Junior Secondary School level as a supplementary text. It covers the key concepts in the approved National FLHE Curriculum which aims at equipping young people with the knowledge, skills and values to make responsible choices about their sexual health and social relationships.

Adolescence can be a pretty puzzling and worrisome time of life for those who encounter its everyday challenges. Young people growing up today are faced with the additional hurdle of overcoming the risk of HIV/AIDS, as well as other sexually transmitted infections. This handbook provides up-to-date and factual information to prepare them to make the best, life-enhancing choices.

This 2nd Edition of the Handbook has benefitted immensely from the feedback of young people and their teachers, in addition to new findings from social science research about the importance of gender issues and critical thinking. Therefore, it serves as a powerful tool to answer the most nagging questions that boys and girls have about the physical and emotional changes that occur during adolescence and how to cope.

Life skills, including steps to take in setting sexual limits, negotiating, making values-based decisions, goal-setting, seeking and finding help, and communicating effectively are some of the areas covered in the Handbook. Where appropriate, illustrations, stories, puzzles and cartoons that aid better understanding of the subject matter have been included.

ACTION HEALTH INCORPORATED

17, Lawal Street, Off Oweh Street,
Jibowu- Yaba, Lagos.
Tel: +234-1-7743745, +234-8123445837
Email: info@actionhealthinc.org
Website: www.actionhealthinc.org

ISBN 978-978-937-633-9



9 789789 376339