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# YOUTHS



# ARISE

« A guide to a fulfilled youthful life »

# Youths Arise

**A guide to a fulfilled youthful life**

**CAPIO Publications**

**2017**

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A guide to a fulfilled



# Youths Arise

A guide to a fulfilled youthful life

**CAPIO Publications**

**© Carmelite Prisoners' Interest Organization  
(CAPIO)**

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# Foreword

I count it an honour to have been given the privilege to write the foreword for this very important manual that targets the youths. As I write this foreword, my mind reflects on the stories of so many young people that destroyed their future due to their involvement in criminal activities. Perhaps, some of them would have been saved, had they gone through the contents of this manual. CAPIO's production of this crime prevention manual is indeed a welcome development. This is because many young lives could be saved when they engage in the activities recommended in this manual.

I always find it a thing of joy to be associated with interventions that lend voice to the voiceless in our society. CAPIO for the past 25 years has laboured tenaciously to promote human rights of prisoners and advocate for prison reforms. Over the years, the impact of CAPIO's interventions has extended not only to prisoners but the larger society, especially the youths. This is indeed worthy of emulation.

The idea behind CAPIO's current project to employ preventive strategies as a veritable tool in its fight to reduce crime and criminality in the society is a perfect step in the right direction. This is because a lot of lives that were destroyed by crime would have been saved if early crime preventive strategies were used by relevant authorities. As the popular saying goes "Prevention is better than cure". CAPIO has chosen the better pathway and I am very optimistic that the impact will be massive.

This crime prevention manual is well written and has provided a very strategic style of engaging the youths. CAPIO has promised to produce 11,000 copies of this manual to be distributed at no cost to students across secondary schools in Enugu state. It will go a long way to provide direction, motivation, skills and activities that will make

youths to become productive and proactive against crimes and delinquency in the society. What makes the manual very interesting is its ability to present over 50 topics that are youth related, using illustrations and practical exercises that can engage the youth effectively. Some of the underlying topics discussed in this manual are career, mentorship, dress code, sexuality, goal setting, cyber-crime, sports, risky behaviour etc. These topics are part of issues begging for detailed interaction by the youths. I therefore see this manual as having an enduring impact on the youths at all levels and stages. I am pleased to fully endorse and recommend it for all to read. Thanks

**Prof. Uche Eze**

A stylized, handwritten signature in black ink, featuring a large, flowing 'U' and 'E' that extend across the line.

**Hon. Commissioner  
Ministry of Education Enugu State**

# Acknowledgment

The general sayings that no man is an island and success is a product of team work are true to the development of this manual. Throughout the process of developing this manual, many people made invaluable contributions towards its completion and we wish to say a special thank you. First and foremost, we wish to thank the Almighty God for giving us the wisdom, grace and strength to accomplish this task. Most importantly our honest gratitude goes to Misesan Cara and Irish Aid for providing the funds without which this project will not exist. In the same vein, we are appreciative of the unflinching support of the provincial the Anglo-Irish Province, Very Rev. Fr. Michael McGoldrick, OCD and the vicar of Nigerian vicariate, Very Rev. Fr. Canice Azuoma, OCD.

We wish to acknowledge the contributions from representatives of Enugu State Ministry of Education, Post Primary Secondary Management Board(PPSMB), Enugu State Justice Reform Team, PRAWA, CIDJAP, Nigeria Police, Federal Radio Cooperation of Nigeria(FRCN), Trans-Ekulu Girls Secondary School Enugu, College of Immaculate Conception Enugu(CIC) and Gateway School Enugu for validating the manual as a veritable tool for crime prevention especially among secondary school students.

More so, we sincerely thank Mr Micheal Ukwuma, Mrs Vivian Ezeh, Mr Chukwunwike Nwangwu, and Bar (Mrs) Ngozi Aka for writing different chapters in the manual. The in-depth research and expository contents of each chapter have made the manual worth reading. We equally want to thank in a special way all the CAPIO staff that participated and contributed in one way or the other during the course of developing the manual.

Our special appreciation goes to Barr (Mrs) Ifeyinwa Ugwuoke, Rev



Fr. Paulinus Ogarah, Barr. Chidera Obuka and Dr. Bernadine Ezugwu for participating actively throughout the process of developing the manual and for the extra efforts put into proof-reading the manual. Finally, we thank all our stakeholders and volunteers who assisted immensely towards the success of developing the manual.

Signed:

A handwritten signature in black ink, appearing to read 'Ambrose Ekeroku', with a horizontal line drawn underneath the name.

**Rev. Fr. Ambrose Ekeroku, OCD**  
*Executive Director CAPIO*

# **Dedication**

This manual is dedicated to all youths in Nigeria.

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## **Introduction**

Crime and delinquency are universal but the nature may vary from one society to another. High levels of crime and delinquency in cities and communities are detrimental to social and economic progress, as well as to the moral and well-being of young people. Thus initiating early crime prevention programs is very imperative. In recent times, studies on crime prevention have shown that adopting early intervention programs that are geared towards reducing risk factors predisposing young people to crime and delinquency are more effective, cost effective and can lead to greater social benefits to society than repressive, deterrent reactions and responses from law enforcements. This is in line with the vision and key strategies of Carmelite Prisoners Interest Organization (CAPIO), a non-profit organization.

There are different types of crime prevention strategies. This manual is primarily focused on early crime prevention strategy through proactive social development strategies. This type of crime prevention encourages the contribution of the entire society to creating an environment for young people that is conducive in developing non-criminal attitudes that will successfully prevent crime/juvenile delinquency. The creation of such an environment requires the implementation of lawful and socially useful activities that will ensure the harmonious development of young people, while respecting and promoting their potentials.

One exceptional social institution capable of providing the setting for such early crime prevention strategy is the school. It is the primary role of the schools to teach skills, to impart knowledge and to inculcate a sound value system in the students. The school creates an enabling environment for mobilizing students against criminal activities through character modification programmes. These among other things inspired the need to develop this school-based crime prevention manual.

This manual is an instructional material for student's capacity building that will strengthen their skills, experiences and relationship in pursuit of their life-dreams within the confines of the law. This manual is also

primarily intended to promote discussions, planning, immediate action, and long-term responses to prevent crime and delinquent behaviours among youths and students in Enugu state and beyond. Some of the social activities in the manual are grouped into topics such as sexuality, career, lifestyle and life building skills, law/human rights, socialization and risky behaviour with the aim of engaging the students in knowledge driven social activities. By engaging in lawful, socially useful activities and adopting a humanistic orientation towards life, the skills and strength of young people are well enhanced and channeled into more productive endeavours which will contribute greatly in reducing criminality in the society.

### **Target Audience**

This is a school-based manual on crime prevention, targeted at secondary school students between the ages of 12-18 years. At this stage of development, young people are mostly vulnerable to a lot of risk factors that predispose them to criminal behaviour. Hence, a well-planned crime prevention instructional manual will not only help to prevent crime and delinquency among young people, but will also promote community safety and contribute to sustainable development of the communities.

### **How to use the Manual**

The manual has a wide range of topics that are meant to stimulate, educate, entertain and improve the students' knowledge and skills to face life challenges. Each topic starts with an introduction, so the instructor/moderator is expected to read out the information to the students in order to give a brief background on the issue. Thereafter, the instructor/moderator will engage the students in discussions using the discussion box. The discussion is meant to allow the students share their personal experiences and knowledge on the topic under discussion while creating an atmosphere for mutual learning and making the information relevant to them. The instructor/moderator after the discussions will identify lessons learnt, knowledge gap and provide information in that respect and finally encourage the students to use the information to pursue their life goals/career while avoiding crime.



## **Concept of Crime Prevention**

Crime prevention has become an increasingly important component of many national strategies on public safety and security. There are different views on definitions of crime prevention. According to United Nations Office on Drugs and Crime (2010), crime prevention comprises strategies and measures that seek to reduce the risk of crimes occurring, and their potential harmful effects on individuals and society, including fear of crime, by intervening to influence their multiple causes. Also, English Oxford Living Dictionary defined crime prevention as the adoption of measures intended to reduce or inhibit criminal activities, especially by implementing programmes to deter potential offenders or to enhance the security of potential targets. Both definitions have one thing in common. They are all geared towards the reduction of risk factors that predispose people to crime and delinquency. The concept of prevention is grounded in the notion that crime and delinquency are driven by many social, cultural and economic factors. Determining and deliberating on the risk factors associated with different types of crime and delinquent behaviours can lead to the development of a set of strategies and programmes to change those factors, and prevent or reduce the incidence of crimes and delinquency among the young people. This is the platform that this crime prevention manual is expected to provide for secondary school students.

## **CHAPTER ONE:**

### **CAREER**

#### **Introduction**

Career is sometimes described as an occupation or a profession that usually involves special training or formal education and is considered to be a person's lifetime work. In other words, a career is seen as a sequence of related jobs usually pursued towards specific endeavour e.g. career in Accountancy or career in Building Technology.

Career choice and development is one of the sensitive areas in students' life. Students are always in the dilemma of what career pathway to choose in the midst of social, political and cultural interferences. Hence, the need for platforms where students can reflect inwardly on their different life aspirations with their God-given talents. This chapter is designed to develop a variety of career related topics that will engage the students to meet their career needs and personal goals. It is expected that interacting with the students on the area of career choice and development will definitely impact in the direction of career they will eventual embark on in the future. Also, it will give a good platform for their passion and talents to be greatly encouraged which will definitely give everybody the opportunity to succeed. Thus, at the end of this section, it is envisaged that the students would have a better and more confident view of themselves, appreciate their personal worth and abilities and have an understanding of the skills they may need to acquire in the pursuance of their ambition, aspiration and career. There are many career related topics this section will be focusing on with the aim of enhancing students' career decision making skills.

#### **Session 1: Aspiration**

##### **Introduction**

An aspiration can be seen as any future goal in which an individual is willing to invest time, effort or money. English Oxford Dictionary (1996) defined aspiration as hope or ambition of achieving set goals for the future. When a student has dreams for the future and is actively working towards them, the student increases the chance of achieving



the set goals. The ability for students to set goals and then to pursue these goals is sometimes referred to by educators as student aspiration. Students who choose to set difficult goals for themselves tend to become task oriented, with a sense of purpose for their lives. The question may be asked why aspiration is important for students. Aspirations can influence students' learning, preparation for life choices/career, academic motivation, and achievement.

A lot of students have big dreams about what they want to do as adults but sometimes they have no idea of what it takes to get there. Dreaming about the future is important, but without a plan, and conscious effort, it often ends in just a dream. There is such disconnect and a big gap between students dreaming to become and students doing to become. This is why it is very important to guide the younger generation and create platforms that will position them in achieving their life aspiration.

In most countries, the truth is that some students have well defined goals and sometimes work vigorously hard to achieve them but more often than not they end up not achieving their goals and get frustrated. This is because there are inherent obstacles that may prevent students from measuring their set goals or achieving them. Different viewpoints have argued that students do not achieve their goals because they are economically disadvantaged and need to be supported while others argue that students are lazy and hold unrealistic high aspirations and need to be guided.

#### **Discussion Box**

- ☐ What do you aspire to be in future?
- ☐ What do you think can help you achieve your future goals?
- ☐ What are the obstacles that may hinder students from achieving their goal?
- ☐ How do you think you can overcome these obstacles?

## Session 2: Self Esteem

### Introduction

Self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward oneself. Self-esteem is made up of the thoughts, feelings, and opinions we have about ourselves. Believing in oneself is more than just a motivational slogan; it can strongly influence long-term career choice and achievement. The importance of self-esteem cannot be underestimated among students especially as it concerns their academic success and career development. Students' potentials to achieve their future goals are directly related to their self-esteem. It is important to encourage students to develop positive attitude and associate with things that will boost their self-esteem. On the other hand, failure is much more likely when students suffer from low self-esteem because they will believe when people and society tell them why they cannot succeed. Low self-esteem affects students' motivation and makes them more likely to give up on anything that seems difficult.



### How to Boost your Self Esteem

1. **Positive self-talk:** Talk more positive things about yourself.
2. **Don't compare yourself to others:** Identify your areas of strength and run with it.
3. **Celebrate yourself:** Celebrating the small victories is a great and completely legitimate way to feel better about yourself.
4. **Do the right thing:** When you do what you deep down think is the right thing to do then you raise and strengthen your self-esteem.
5. **Try something new:** When you try something new, when you

challenge yourself in a small or bigger way and go outside of your comfort zone then your opinion of yourself goes up.

- 6. Spend more time with supportive people:** Choose to spend less time with people who are nervous perfectionists, unkind or unsupportive of your dreams or goals and spend more time with positive, uplifting people who have more human and kinder standards and ways of thinking about things.

**Discussion Box**

- ☐ Write down what you think about yourself
- ☐ Why are some students afraid to say what they know in class?
- ☐ What makes some students to always have negative perception of their personality?
- ☐ Why is it that some students do not value their individual potentials?
- ☐ Students will be asked to write down the benefits of having high self-esteem
- ☐ How can student's self-esteem be improved?

### Session 3: Mentorship

#### Introduction

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. Mentoring can be seen as a process for formal or informal transmission of knowledge, guidance and psychosocial support perceived by the recipient as relevant to work, career, or professional development.



According to Cambridge dictionary, a mentor is a person who gives a younger or less experienced person help and advice over a period of time, especially at work or school. In other words, mentors are persons who can help the mentees to find the right direction and develop solutions towards their career development. On the other hand,

mentees are persons who are advised, trained, or counseled by a mentor.

Mentoring is a valuable strategy to provide students with the emotional and instrumental support they need to achieve their goals in life. By providing information, guidance, and encouragement, mentors can play an important role in nurturing students' college aspirations, helping them prepare for future career and, advising them on how to make successful transitions from high school to university education. It has been observed that young people especially students have this innate desire to look up to someone or imitate people they believe have got their fantasy. Students directly or indirectly look up to these people as their role models and this goes a long way to influence their behaviour. Thus, this section is expected to expose the students on mentoring issues, highlight the value of mentoring and the benefits of mentoring.

### **The Qualities of a Good Mentor:**

- A good mentor should be willing to teach what he/she knows and accept the mentee at whatever level he/she is. The mentor does not take the mentoring relationship lightly but understands that good mentoring requires time, commitment, willingness to continually share information and support with the mentee.
- A good mentor is expected to exhibit the personal attributes it takes to be successful in his/her given endeavor. This can be done by showing the mentee what it takes to be productive and successful in his/her future career. The mentor needs to demonstrate to his mentee in character and words specific behaviors and actions required to succeed in his/her chosen endeavour.
- One of the key responsibilities of a good mentor is to provide guidance and constructive feedback to his/her mentee. This is where the mentee will most likely grow the most by

identifying his/her current strengths and weaknesses and learning how to use these to make himself/herself successful in their future endeavour. Also a good mentor will also provide the mentee with challenges that will foster career development and a feeling of accomplishment in their field of learning.

### **The qualities of a Good Mentee:**

- A good mentee must be willing to be mentored and motivated to succeed. This helps to ensure that mentoring isn't wasted on someone who won't act on the knowledge he or she has received.
- A good mentee will respect the mentor and appreciate the time the mentor spends in mentoring him.
- A good mentee must be sufficiently talented at time management to commit enough time thereby making mentoring worthwhile.
- A good mentee must accept responsibility, be ready to accept criticism and learn from mistakes.

#### **Discussion Box**

- ☐ Do you have a role model? Who inspires you?
- ☐ Which of these people will make your best mentor and why?  
(Parents/guidance, Teachers, Priests and Popular musician or entertainer)
- ☐ What are the good qualities of a good mentor and mentee?

## **Session 4: Apprenticeship**

### **Introduction**

Apprenticeship is a process that combines on-the-job training and related classroom instruction under the supervision of a skilled person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation. According to International Labour



Organization, the expression “apprenticeship means any system by which an employer undertakes by contract to employ a young person and to train him/her or have him/her trained systematically for a trade for a period the duration of which has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service”. This definition can be classified as formal apprenticeship. On the other hand, there is room for informal apprenticeship. In order to pass on skills from one generation to the next, poor societies have developed informal apprenticeship systems that are purely workplace-based. A young apprentice learns by way of observation and imitation from an experienced master or craftsman, acquires the skills of the trade and is inducted into the culture and networks of the business. Apprenticeship agreements are mostly oral, yet they are embedded in the society's customs, norms and traditions.

Students in secondary schools if they are allowed within the schools learning process can get a head start with their careers by beginning a school based apprenticeship programme while still working towards their Senior Secondary School Certificate Examination(SSCE). A school-based apprenticeship is a great career option, allowing students to commence part time training for vocational and technical skills. Although school based apprenticeship programme may not translate directly into a job but it can expose the students to learn practical skills that they could not get at school which would likely increase their employability and keep their eyes on their future goals. The students who are interested can be guided in choosing a particular vocation in any area of their strength and be trained. For instance, if the student has passion or talent to become a civil engineer, he/she can be attached to a construction company. The training could be done on weekends, evenings, summer holidays, or on a special release from school if the timetable will permit such.

Apart from In-school apprenticeship programme, secondary school leavers can also decide to engage in an apprenticeship programme before commencing their university education. By doing post-secondary apprenticeship training, the student prepares for particular occupations or careers which he/she intends to further in the



university. This will go a long way not only in building the skills of the student but also in giving the student practiced experience and responsibility of what to expect in his/her future career choice. Students are encouraged to think about which career pathway best suits them and find an employer who is willing to take them as apprentices. On the other hand, if it is part of the school learning process; the school management can arrange for the students workplaces that suit their apprenticeship dreams.

#### **Discussion Box**

- ☐ Can students start an apprenticeship while they are still at school?
- ☐ As a student have you ever thought of engaging in any apprenticeship venture?
- ☐ After secondary school, will you like to start an apprenticeship before going to the university?
- ☐ What are the challenges involved in students apprenticeship? (Lack of supervision, unhealthy exposure and distraction)

## **Session 5: Entrepreneurship**

### **Introduction**

According to Business Dictionary, entrepreneurship is defined as the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new business. In recent times, entrepreneurship has gained increasing attention globally because the jobs in the public sector are increasingly diminishing, so it is likely that in the future more people will make their living as entrepreneurs, especially from Small and Medium Scale Enterprises (SMEs). In the past, students who graduated from university with good grades were guaranteed jobs in their chosen fields. But as more and more people go to university, this is no longer the case. The truth is that if schools really want to prepare students to be successful in a 21<sup>st</sup> century global economy, the students need to be exposed to entrepreneurship skills on time.

Students' entrepreneurship is a means of achieving sustainable innovation, employment generation, economic growth and development. Students who participate in entrepreneurship programs

demonstrate increased initiative, self-confidence and improved academic performance. As a student, you need to be equipped with the perseverance and determination of an entrepreneurial mindset and skills in order to succeed in any given business. Other entrepreneurial skills include critical thinking, problem solving, communication, risk bearing, working in a team and self-reliance.

### **Examples of Successful Entrepreneurs**

- Bill Gates, founder of Microsoft. There are probably not many people that have not been touched by one of his products, such as Microsoft Windows, Microsoft Office and Internet Explorer.
- Steve Jobs, co-founder of Apple computers, which produce Macs, iPods and iPhones, as well as Apple TV.
- Mark Zuckerberg, the founder of Facebook.
- Joyce Hsieh Founder of Wild Daisy. How she started a \$2 Million dollar business with only \$20 when she was 13.
- Aliko Dangote – Chairman, Dangote Group.
- Linda Ikeji owner of popular linda Ikeji blog.

The skills and behaviour that make a good entrepreneur are optimism, vision, initiative, risk tolerance, leadership, motivation, communication Skills, negotiation, creative thinking, resilience, goal setting, business knowledge, decision making etc). Students are encouraged to channel their strength and talents by challenging themselves towards entrepreneurship development.

#### **Discussion Box**

- \* As a student do you think it would be great to start your own business?
- \* What business do you really want to do?
- \* As a student are you willing to learn the skills to become a successful business man/woman in future?

**THINK BIG, START SMALL!**

## Session 6: University Education

### Introduction

Universities all over the world are institutions of higher learning charged with the responsibility of teaching, advancing research and awarding academic degrees. The fundamental functions of the universities are to create and produce human resources through the transmission and inculcation of information, knowledge, skills, values and attitudes, with the aim of empowering people to become producers of goods and services for socio-economic development of the society. Also, universities involve in deliberate and continuous search for new or improved knowledge and skills on how to maximize the societal resources for development.

The first university in Nigeria is University of Ibadan which was established in January 1948. As of 2017, there are 152 universities in Nigeria that were approved by National Universities Commission (NUC). The objectives of establishing universities in Nigeria according to National Policy on Education report 2004 are but not limited to the following:-

- Contribute to national development through high level relevant manpower training;
- Develop and inculcate proper values for the survival of the individual and society;
- Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- Promote and encourage scholarship and community service;
- Forge and cement national unity,
- Promote national and international understanding and interaction.



These objectives are mainly carried out through various academic units within the university system. There are colleges, schools or faculties and departments that make up university academic unit. A College is headed by a Provost, a School or Faculty by a Dean and a Department by a Head. The Departments are the smallest academic units where teaching, learning and research work are carried out usually on the bases of single subject areas in which degrees are awarded, as part of the overall portfolio of a Faculty, School or College of a university. Each faculty has a specialized area of focus which is further broken into departments. Students have a wide range of courses to choose from as it relates to their career aspiration. For undergraduate programmes students are required to meet basic entry requirements in Joint Admissions and Matriculation Board (JAMB) and West African Examination Council (WAEC). Some of the faculties in a typical Nigeria University and their career pathways are careers in health sciences, careers in medical sciences, careers in natural sciences, careers in social sciences, careers in the arts, careers in law, careers in management sciences/ business administration, careers in biological sciences, careers in education, careers in agricultural sciences, careers in the development sector, careers in engineering, careers in environmental studies and vocational studies. Hard work and determination are very important qualities students need in order to overcome obstacles towards career achievement. Every career is important and useful to the society; however students are advised to choose career pathways that will easily align with their passion and talents. Detailed information on how to choose the right career, the basic university admission requirements, available scholarship programme etc can be accessed from the office of guidance counselor.

#### **Discussion Box**

- ☐ Why do students find it difficult to get admission into their desired courses and schools?
- ☐ What are the factors influencing students' choice of career?
- ☐ Are there courses that are more important than the others?
- ☐ What particular course do students think will give automatic employment after graduation?
- ☐ How will a student effectively prepare for university education?

## **CHAPTER TWO:**

### **SOCIALIZATION**

#### **Introduction**

In a broad sense, socialization is the process of interaction between human beings in their living environment. This process changes human beings from animals into social actors. It simply includes the learning of knowledge, skills, motivations, and identities that make our genetic potentials interact with our social environments. Socialization can be viewed as a lifelong process during which human beings learn about social expectations and how to interact among themselves. Nearly all of the behaviours that we consider to be of 'human nature' are actually learned through socialization. It is during socialization that we learn how to walk, talk, and feed ourselves, about behavioural norms that help us fit into our society, and so much more. In summary therefore, socialization occurs throughout our life span, but some of the most important socialization occurs in childhood where the influence of the agents of socialization is more imposing.

Talking of the agents at this point, these are those persons or structures or institutions, through which the process of socialization is propagated in a given society. In other words, these could be called the custodians of the socialization process. They are the catalysts of socialization. The socialization that we receive in childhood has a lasting effect on our ability to interact with others in society. In this Chapter of the manual, we shall identify and discuss five of the most influential agents of socialization which are: the family, the school, the peer group, religion and the mass media.

#### **Session 1: Family**

#### **Introduction**

This is the primary and chief agent of socialization for most people, especially in the first five years of their lives. The family provides the child with his/her first social contact with the social world and it is

through it that the correct patterns of behaviour are internalized and learnt. As infants, we are completely dependent on others to survive. Our parents, or those who play the parent role, are responsible for teaching us to function and care for ourselves. They, along with the rest of our family members, also teach us about close relationships, group life, and how to share resources. Additionally, they provide us with our first system of values, norms, and beliefs - a system that is usually a reflection of their own social status, religion, ethnic group, and more. From this point of view therefore, the family's direct influence on the child's social nature is strongly significant.



However, learning is also done in an informal manner and the right (or wrong behaviour) is approved (or rejected) through rewards and punishment right from the family. Studies confirm that the family has a very prominent role to play during socialisation, because it is the only one that allows adjustments that are made when necessary since there are strong emotional ties and motivations that are fused during such informal learning.

For example, the family, comprising basically of father, mother and other children is the first contact that a child begins to have of the world. The first notions of the world that this child acquires are directly shaped by the world view of the family. Imagine a child born into a family that begins the day with prayer, the child definitely will imbibe the notion of beginning the day in the same manner or at least having such a notion. On the contrary, a child born into a family which begins the day with quarrels will also become inclined to such quarrelling tendency.

**Discussion Box**

- \* Share your experience on how your family has influenced your growing up?
- \* Who among the members of your family influences you the most? Why?
- \* What is it about your family that interests you the most?
- \* What do you think your family would have done differently to make you a better student and your growing up a wonderful experience?

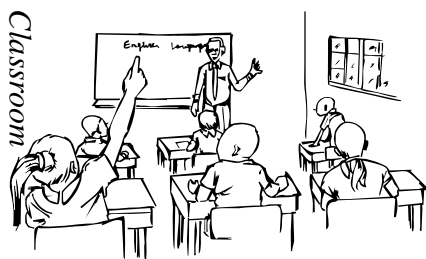
## Session 2: School

### Introduction

The next important agent of childhood socialization is the school. When a child reaches the school age, he/she starts to widen his/her socializing cycle via the school setting. Here learning is more of a formal type since there is an obvious transition from an environment of personal and intimate relationship to one which is more impersonal. At school, talents are evaluated on the basis of sets of standards and requirements. Of course, the official purpose of school is to transfer subject knowledge and teach life skills, such as following directions and meeting deadlines. But, students don't just learn from the academic curriculum prepared by teachers and school administrators. In school, we also learn social skills through our interactions with teachers, staff, and other students. For example, we learn the importance of obeying authority and that to be successful, we must learn to be quiet, to wait, and sometimes to act interested even when we are not.

If this, secondary school is an important period of time in an adolescent. It is at this level that students make decisions about how to further their education, as well as career plans. The school environment imposes the first obligation of independence on the child. It doesn't matter the nature of the school, whether a boarding school (where the child lives for a longer period of the academic year in the school hostel), which imposes more of its own independent values, or a day school (where the child-student spends a greater part of his/her time on a daily basis before going back to the family). I recall the first time I went to the school as a ten year old child, to live in

the dormitory; that was the very first time I started washing my own cloths, waking up on my own in the morning, and basically doing most things for myself, since my elder siblings and parents were no more there to do it for me. John-Kennedy,



like other children, might even learn things from his teacher that she did not intend to teach. For instance, he might learn that it's best to enthusiastically shout out an answer instead of raising his hand. When he does so, he gets rare attention from the teacher and is hardly ever punished.

The school also helps the child to adapt to social order through the hidden curriculum and functions in order to prepare the latter for a stable adult life. Moreover, the school is specialized to impart certain technical, intellectual skills and cultural heritage of society so that the individual is able to integrate in the society. In many cases, socialization provided by the school sometimes erodes values learnt at home and which are contrary to the dominant culture.

#### **Discussion Box**

- \* What do you like about going to school every day than staying at home?
- \* Share your experiences as a student (Both the negative ones and positive ones)
- \* What particular behaviour or attitude has the school significantly helped you to change or modified & how?
- \* What do you think if changed in your school will go a long way in making your schooling experience more exciting and very beneficiary to career goals

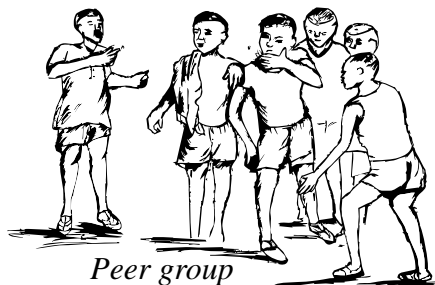
### **Session 3: Peer Group**

#### **Introduction**

The peer group denotes an immediate interaction group of a child, determined largely by age, interest or other bonding criteria. This is a notably important influence that a child encounters during his/her lifetime. Through the peer group, play patterns with playmates are highly influential on the way the child thinks and the way he/she will act later. Peer groups are usually people who are of the same age and have similar status, and association is usually accidental. For instance, a child who enters Primary one and finds him/herself in a class of children of the same age will most likely become friends with only some of them. Yet, the whole class constitutes his/her peer group. However, as a child grows up, he/she starts to choose his/her peer group on a couple of criteria usually based on common interests, activities, similar income level and status. As we can easily note, the



peer group is the only socializing agent that is not controlled by adults and they indeed affect the individual in such issues like appearance, lifestyles, fashion, social activities, dating, drugs, sexuality, hobbies and centres of interest, technology etc.



It should be highlighted that peer groups allow children to form relationships and learn without the direction of adults. It is another agent of socialization that relates to the school. Unlike the agents we have already discussed - family and school - peer groups give us an opportunity as children to form relationships with others on our own terms, and so learn things without the direction of an adult. Our peers have an incredible amount of influence on us when we are young. The influence of peers can be both positive and negative. On the positive side, it can serve as an important incentive for adolescents to perform well in school. On the negative side, peer influence can lead to discipline problems and delinquent behaviours both inside and outside school. This is especially true during adolescence, when peers influence students' tastes of music, drinks, clothes etc. So it is understandable that parents worry about the type of friends their children choose. Often times, we discuss topics and learn behavioural norms from our peers that our parents do not or would not approve of. But friends are also very important during other parts of our life journey. We rely on friends for fun, for emotional comfort and support, and for companionship.

#### **Discussion Box**

- \* Describe the kind of friends most secondary school students want to keep?
- \* How can the kind of friends' students keep affect their academic performance either positively or negatively?
- \* What should students look out for when choosing their friends?
- \* Why is it important for adolescents to make sure that their parents or guardians know their friends?

## Session 4: Religion

### Introduction

Religion is one of the most important agents of socialization, social control and social disruption in the world of today. It has significant role in organizing and directing social life. Organizations such as temples, mosques, church etc are all religious institutions that influence the behaviour of its members and society in one way or the other. Religion exerts considerable influence on beliefs, values, and behaviours of individuals and Nations. Many powerful Nations of the World have their core founding documents rooted in religious principles. For instance, the founding documents of America contain strong reference to the values of equality, freedom, fairness, and egalitarianism; all these are fundamental precepts of most religions. Leaders such as Martin Luther King (Jnr), Abraham Lincoln and others have called upon religious values and teachings to awaken the moral sensibilities of peoples throughout history.

The role of religion as an agent of socialization cannot be ignored in our contemporary times. It is a primary transmitter of core personal and societal values. Religion provides society with a positive framework to manage frustrations and miseries. Many people, who could have committed suicide, changed their minds and developed fresh courage for living. For people who are sentenced to many years of imprisonment, religion provides the needed hope for a better future. Statistics abound to the effect that Christianity has reduced crime rate in some societies through conversion. Some converted criminals are now working as pastors around the world. More so, Christianity, for instance, was instrumental to the abolition of slave trade, human sacrifices, killing of twin babies in Africa.

Without the socializing influences of



*Church*

religion, the powerful external and internal forces faced by secondary school students such as drugs abuse, promiscuity, violence, negative peer pressures, and other dysfunctional influences would have become more disastrous to the schools in particular and society in general.

#### **Discussion Box**

- \* How has your local church impacted on your behaviour as a student? Share your experience
- \* What are the advantages of participating effectively in your local church activities as a student?
- \* What are the consequences of not abiding by the moral values of your religion?

## **Session 5: Mass Media**

### **Introduction**

In our contemporary world of high-technological advancement, the mass media have become a very powerful agent of socialization. Mass media constitute one of the main four agents of socialization that affect youth the most. The mass media covers the radio, television, and print. There is also electronic media, which include the use of computers, cell phones, iPads, etc and have become very popular among young people.

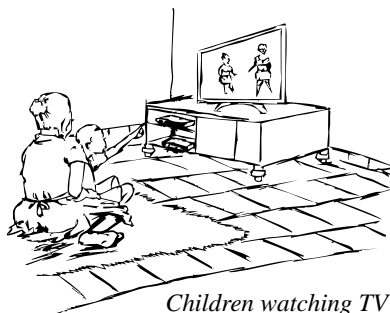
The youths represent the significant percentage of people who are self-conscious of their image; hence they are the target audience of many media contents. Since young adults are the targeted audience they are more easily to be influenced than any other age group by the media. Young people spend majority of their time using one form of media or the other. In recent times social media such as Twitter, Facebook or Instagram have taken the centre stage as a powerful tool to influence young people's behaviour. The advent of the Internet has reinforced the roles that television has played as a stimulant in young people minds. Beyond its addictive force on the individual, the internet is capable of enslaving and programming the mind-set of young people, thereby socially conditioning the way in which they think and act. Mass Media and especially social sites such as Facebook, Twitter, Instagram, etc. open young people's minds into

different cultures that they did not know existed. The culture portrayed by the mass media emphasizes glamour, sexual satisfaction and promiscuity, comedic vulgarity, violence, and immediate gratification of needs. They learn about different norms and are introduced to a whole different world by meeting people and seeing both negative and positive things.

Mass media can induce young people to misbehave. Young people want to be accepted by society and the media creates the ideal image that tells them what characteristics are to be accepted and to be able to fit in with society. Nowadays little girls and young women see these famous people in the media and want to look and be just like them.

On the other hand, mass media can serve a positive function. It helps the young people to be vast in the technological skills. They can learn more about things that are going on in different countries. It can help young people learn new positive things they did not know. It can keep them informed on recent events within a short amount of time. Mass media also can keep them entertained with positive online learning materials. In social sites, it helps young people to stay in contact with like minds to cross fertilize ideas.

The mass media could have positive and negative influences on the lives of young people. That is why it is very important for parents, teachers, pastors etc to shield the youths as much as possible from these negative influences that come from mass media



#### Discussion Box

- \* How can the use of mass media influence students to commit crime or become victims of crime?
- \* Should secondary school students be allowed to use phones in the school? Probe Why?
- \* What is your view on students and social media?
- \* What do you think can be done differently to change students' negative experience with mass media while improving their positive experience?

## **CHAPTER THREE:**

### **LIFESTYLE AND LIFE BUILDING SKILLS**

#### **Introduction**

Students' lifestyles and life building skills are combinations of different steps, events and experiences which give the students the tools they need to build strong self-concepts and skills for managing their lives. The aim is basically for students to have the knowledge, skills and positive encouragement necessary to identify and meet their personal needs and the needs of the society. It is also aimed at imparting skills in the students to manage their daily life effectively, plan for their future, and become more protected to overcome life challenges, physical abuse, neglect and threats to their personal safety, while contributing to the development of the society. This section will focus on varieties of topics that are aimed at making the student develop and improve their lifestyle patterns and life building skills.

#### **Session 1: Exercise**

##### **Introduction**

Students are always encouraged to focus on their studies so they will come out with good grades at the end of each semester. Thus, a typical student's activity includes: classes, homework, studying, exams and perhaps even a part-time job. With such a hectic lifestyle, it is sometimes difficult for students to find time out for a conscious physical exercise. However, reports have

shown that finding time to exercise can improve students' physical fitness and alertness. Reports have also shown that exercise does not



only energize students' body, but stimulates the functioning of the brain. Studies have shown that physical exercise releases proteins in the brain that can actually help improve students' memory and increase their cognitive performance. Exercise benefits the brain as much as the body and that is always a good lifestyle for students.

It has been observed that many students tend to suffer from different kinds of health conditions as a result of lack of exercise. There are high chances of gaining weights for students who do not exercise regularly. Also, coupled with bad eating habits, most students are bound to suffer from obesity and other related diseases. Students who do a lot of exercise have a good social bonding relationship and this can go a long way in reducing depression and loneliness among students. Exercise and other physical activities are often great opportunities to socialize and build inter-personal communication skills. Going to the playground, joining a sports team or going to the local recreation center are all great ways to meet new people and build great social network.

### **Benefits of Regular Physical Exercise**

- \* Exercise controls weight: Exercise can help prevent excess weight gain or help maintain weight loss.
- \* Exercise combats health conditions and diseases: Regular exercise helps prevent or manage a wide range of health problems and concerns including stroke, metabolic syndrome, type 2 diabetes, depression, a number of types of cancer, arthritis and falls.
- \* Exercise improves mood: Physical activity stimulates various brain chemicals that may leave you feeling happier and more relaxed.
- \* Exercise boosts energy: Regular physical exercise can improve your muscle strength and boost your endurance.

- \* Exercise delivers oxygen and nutrients to your tissues and helps your cardiovascular system work more efficiently. And when your heart and lung health improve, you have more energy to tackle daily chores.

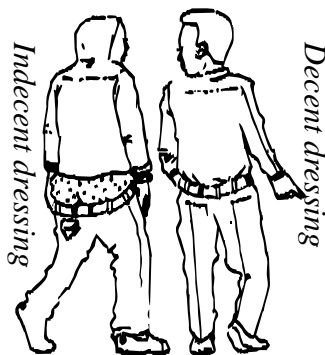
#### Discussion Box

- \* What has been your experience on students exercise activities in your school?
- \* What are the sports programmes and facilities available in your school?
- \* What are the benefits of exercise towards students' academic performance?
- \* How do you think students' involvement in exercise can help reduce criminal behaviour?

## Session 2: Dress Code

### Introduction

In recent times, indecent dressing among students has become a major moral misconduct in many schools in Nigeria. The way students particularly the female ones dress seductively leaves much to be desired. Wearing skimpy or revealing clothes, considered “sexy” by girls and sagging of trousers - known as “low waist” or “ass down,” by boys have characterized dangerous dressing patterns found not only among university students but also trending among secondary school students nowadays. The truth is that students easily forget that the way you dress can show if you are responsible or irresponsible, serious minded or unserious. Dressing in a manner that parents, society and religion frowns at is not civilization and it is highly unacceptable especially in the school environment. It is on record that as a result of indecent dressing, many students have at one time or the other become victims of rape, lured into prostitution, used for ritual purpose, unable to complete their education or training and also engaged in other social problems like cultism etc.



The habit of indecent dressing is not limited to students alone but have been found among teachers and other school administrative staff. Teachers in some schools dress in ways that hardly distinguish them from their students. In a classroom, the teacher's attire can largely affect the students' opinions, and create either a negative or positive type of educational setting/environment. While the actual items of clothing worn by teachers may not completely determine what or how students learn; they can significantly impact the level of respect that students develop for that particular teacher. Dressing properly in the classroom can affect a teacher's relationship with students, him/her ability to serve as a role model and authoritative figure, and even him/her daily outlook.



The challenges posed by indecent dressing among staff and students has forced some schools to introduce dress code or policies that guide dressing patterns within and even outside the school. A dress code is a set of standards that institutions develop to help provide guidance about what is appropriate to wear. Many secondary schools in Nigeria have adopted a dress code for their students, which require them to wear uniforms. The concept of uniform is a unique idea for schools to instill discipline because it helps students to focus on school work and not divert their attention to fashionable outfits. Although all secondary school students are meant to wear their school uniforms, some students with insincere intentions have altered their uniforms to fit their desired intention.

#### Discussion Box

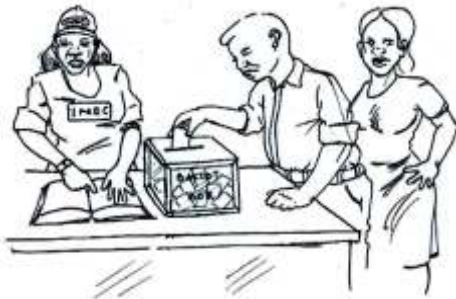
- \* What are the factors that encourage secondary school students to dress indecently in school?
- \* How does indecent dressing expose students to crime or poor academic performance?
- \* What are the benefits of dressing decently or in-line with school dress code?



## Session 3: Civic Responsibility

### Introduction

Civic Responsibility is defined as the "responsibility of a citizen" to his/ her country. Thus, it comprises of actions and attitudes associated with democratic governance and social participation. Civic responsibility can include participation in government, church, volunteers and memberships of voluntary associations. Actions of civic responsibility can be displayed in advocacy for various causes, such as political, economic, civil, and environmental or quality of life issues.



*Voting in Election*

In a democratic nation, everyone possesses fundamental rights and privileges, as well as obligations to other citizens, the community and the nation in general. Unfortunately, while people insist on their own rights, many people fail to carry out their responsibility to others. The failure to discharge their civic responsibility is a

serious/significant obstacle to the nation's effort towards achieving much-needed social and economic development. Dishonest and fraudulent practices are borne out of selfishness and has led to inefficient management of funds with colossal waste of national resources. Many people, particularly the youths, have turned to crime, drugs, and prostitution due to failure on the part of parents, guardians, teachers and society influencers to provide the necessary training and direction. There is need to:

1. Enlighten the Nigerian public and awaken their awareness of their civic rights and responsibilities, and how their performance or otherwise can affect the nation's development.
2. Urge opinion leaders and influencers in various spheres of the Nigerian society to impact on members of their sectors, the need to

wake up to their civic responsibility.

3. Remind government at all levels of her responsibility to the citizens.

4. Change the mindset of Nigerians and awaken the spirit of nationalism, patriotism and loyalty.

The importance of civic responsibility is vital to the success of democracy and philanthropy. By engaging in civic responsibility, citizens ensure and uphold certain democratic values or duties which include justice, freedom, equality, diversity, authority, privacy, due process, property, participation, truth, patriotism, human rights, rule of law, tolerance, mutual assistance, self-restraint and self-respect. Schools teach civic responsibility to students with the goal of producing responsible citizens and active participants in community and government.

The experience in most African countries over the years reveals a relationship that is not reciprocal. While the State does not live out its duties and obligations to the citizens, the citizens in turn do not feel they are obligated to the State. We need to draw attention to the experiences of established democratic societies such as Canada and USA, where young children are expected to be familiar with the various milestones in their countries' history. They ask the question “what can we do for USA and not what USA can do for us” There is need to ask the right question especially among the youths.

#### **Discussion Box**

- \* What can you do for Nigeria as students?
- \* Why do you think many youths do not believe in the Nigeria project?
- \* How can we regain our direction and civic responsibility commitment to our country and school?

## **Session 4: Communication Skills**

### **Introduction**

Being able to communicate effectively is the most important of all life skills. Communication is simply the act of transferring information from one place to another. It may be vocal (using voice), written (using printed or digital media such as books, magazines, websites or emails), visual (using logos, maps, charts or graphs) or non-verbal (using body language, gestures and the tone and pitch of voice). How well this information can be transmitted and received is a measure of how good our communication skills are.

Developing your communication skills can help all aspects of your life, from your professional life to social gatherings and everything in between. The ability to communicate information accurately, clearly and as intended, is a vital life skill, and something that should not be overlooked. It's never too late to work on your communication skills and by doing so improve your quality of life.

### **Communication Skills Tips**

- \* Use appropriate volume for your conversation setting.
- \* Get feedback from your receiver to ensure you were properly understood during the conversation.
- \* Have confidence when talking, it doesn't matter what other people think.
- \* Make sure you're using proper grammar.
- \* Don't over-praise yourself in front of your audience.
- \* Avoid thinking that whatever you say is always correct.
- \* Try to speak fluently and try to make sure people can hear you when you speak.
- \* A good speaker is a good listener.
- \* Do not interrupt or talk over the other person--it breaks the flow of conversation. Timing is important.

### **Importance of Effective Communication Skill for Students**

- It helps students to have self confidence.
- It helps students to correctly transmit their ideas orally and in

writing.

- It helps students to have good disposition to comprehend what others are saying.

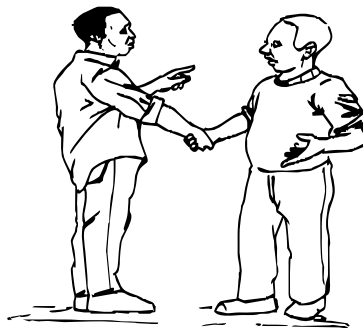
#### Discussion Box

- \* How can I gain confidence and stop mumbling?
- \* How can I speak fluently in English?
- \* How can I get over my fear of speaking?
- \* What are the advantages if we know the right words?
- \* Why is developing communication skill so important for students?
- \* How do I avoid fear when I am speaking to a group of people?
- \* How can I improve my topic content and vocabulary?
- \* How can I improve my skill daily?
- \* What are the reasons for learning about how to be a better listener?

## Session 5: Negotiation Skills

### Introduction

Negotiation is a process where two or more parties with different needs and goals discuss an issue to find a mutually acceptable solution. In business, negotiation skills are important in both informal day-to-day interactions and formal transactions such as negotiating conditions of sale, lease, service delivery, and other legal contracts.



*Good negotiation skill*

**Good negotiations contribute significantly to business success, as they**

- \* help you build better relationships;
- \* deliver lasting, quality solutions - rather than poor short-term solutions that do not satisfy the needs of either party,
- \* help you avoid future problems and conflicts.

Negotiating requires the spirit of give and take. You should aim to

create a polite and constructive interaction that is a win-win for both parties. Ideally, a successful negotiation is where you can make rooms that mean little to you, while giving something to the other party that means a lot to them. Your approach should promote goodwill, regardless of the differences in party's interests. A good negotiation leaves each party satisfied and ready to do business with each other again. Strong negotiators master written, verbal and non-verbal communication. They adopt a conscious, assertive approach to their communication.

### **Good negotiators are**

- \* Flexible
- \* Creative
- \* Aware of themselves and others
- \* Good planners
- \* Honest
- \* Win-win oriented
- \* Good communicators.

### **Tips for Effective Negotiation**

#### **Don'ts:**

- \* Do not confuse negotiation with confrontation - you should remain calm, professional and patient;
- \* Do not become emotional - remember to stick to the issue, don't make it personal, and avoid becoming angry, hostile or frustrated,
- \* Do not blame the other party if you can't achieve your desired outcome.

#### **DoS:**

- Be clear about what you are offering and what you need from the other party;
- \* Be prepared - think about what the other party needs from the deal, and take a comprehensive view of the situation;
- \* Be consistent with how you present your goals, expectations and objectives;
- \* Set guidelines for the discussion and ensure that you and the other party stick to them 'throughout the entire process

- \* Use effective communication skills including positive body language;
- \* Prepare for a compromise;
- \* Strive for mutually beneficial solutions;
- \* Consider whether you should seek legal advice;
- \* Ask plenty of questions;
- \* Pay attention to detail,
- \* Put things in writing.

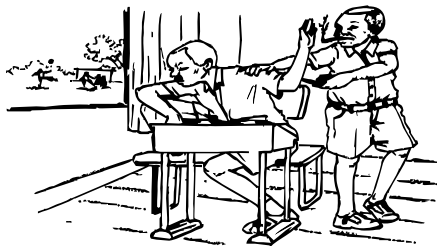
#### Discussion Box

- \* Why do you think students need negotiation skills?
- \* What are the likely problems between students and the management in your school that negotiation principles can be employed ?
- \* In what ways do you think students' negotiation skills can be enhanced?

## Session 6: Refusal Skills

### Introduction

One of the most important life building skills secondary school students need is refusal skill. A lot of students have seen themselves in terrible situations because they could not say “NO” to countless pressures from peers and society. Refusal skill can be described as the ability to technically resist unhealthy pressure or temptation to do the wrong thing. For students it is a set of skills designed to help students avoid participating in high-risk behaviours such as smoking, drinking alcohol etc. Programs designed to discourage crime; drug use, violence, and/or sexual activity frequently include refusal skills in their curricula to help students resist peer pressure while maintaining self-respect. It can be hard to say no to friends and peers. It takes courage. Below are some refusal skills and techniques that have helped students say no



*Refusing skill*

to risky behaviours. They are as follows:

- \* Say “No Thanks”. This is the easiest approach and often works when you are faced with friendly teasing pressure.
- \* Give a Reason, Fact or Excuse. The excuse gets you away from the person or situation. Practice an excuse so that you won't hesitate and will sound confident. E.g “My mom just called. Sorry, I have to go. Something's going on at home.”
- \* Walk Away. One of the most effective refusal skills is to simply walk away. You may feel obligated to stand and face “the enemy” but you need to just leave. Say no and walk away while saying it.
- \* Change the Subject. You can offer another alternative activity.
- \* Strength in Numbers. The truth is simple. If you surround yourself with friends that make good choices then you will too. The opposite is true as well. One of the most important choices you can make is the choice of your friends.

### **Important Points for Teens to Remember:**

- \* Respect yourself and your family by not causing harm to your body.
- \* Your parents are relying on you to be responsible. Show them that they can trust you.
- \* Resist being with people that are making unhealthy choices.
- \* Become active in things to meet new people and learn new skills.
- \* Don't ever be afraid to ask for help from someone you trust

#### **Discussion Box**

- Give examples of what students find very difficult to say NO to?
- Which of the above mentioned refusal skills techniques are more basic, important, or necessary than the others and why?
- If your friend is asking you to have sex with him/her, demonstrate with verbal and non-verbal ways of saying no to unhealthy pressures.

## Session 7: Critical Thinking

### Introduction

Everyone thinks; it is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet, the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Careless



*Critical thinking*

thinking is costly both in money and in quality of life. Excellence in thought, however, must be consciously cultivated. Critical thinking is that mode of thinking about any subject, content, or problem, in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

### A well cultivated critical thinker

- \* raises vital questions and problems, formulating them clearly and precisely;
- \* gathers and assesses relevant information, using abstract ideas to interpret it effectively, comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- \* thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences,
- \* communicates effectively with others in figuring out solutions to complex problems.

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective. It assumes the presence of rigorous standards of excellence and mindful command of their use. In



essence, critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information. Critical thinkers rigorously question ideas and assumptions rather than accept them. Critical thinkers will identify, analyse and solve problems systematically rather than by intuition or instinct.

Adoption of critical thinking strategies can also prepare students for the rigors of secondary school education, as well as help them develop the skills necessary to compete economically in a global environment. Students should be aware that none of us thinks critically all the time. Sometimes we think in almost any way but critically, example when our self-control is affected by anger, grief or joy. However, the good news is that, since our critical thinking ability varies according to our current mindset, most of the time we can learn to improve our critical thinking ability by developing certain routine activities and applying them to all problems that present themselves. The skills that we need in order to be able to think critically are varied and include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making. Specifically we need to be able to:

- \* Think about a topic or issue in an objective and critical way.
- \* Identify the different arguments there are in relation to a particular issue.
- \* Evaluate a point of view to determine how strong or valid it is.
- \* Recognise any weakness or negative points that there are in the evidence or argument.
- \* Notice what implications there might be behind a statement or argument.
- \* Provide structured reasoning and support for an argument that we wish to make.

#### **Discussion Box**

- \* The syllabuses you use in your schools today, do you think it is adequate to help secondary school students develop and exercise critical thinking skills? Share your experiences.
- \* Why are critical thinking skills important for students?
- \* What are the barriers to students developing of critical thinking skills?
- \* What can be done to improve students' critical thinking skills?

## **Session 8: Listening Skills**

### **Introduction**

Listening skill is the ability to pay attention to and effectively interpret what other people are saying. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master as a student, it has to be listening skill.

An effective listening skill is one of the talents that a student or a teacher must develop to be successful. Listening skills are also extremely important for an effective exchange between two individuals. Distractions can lead to the ineffective communication of information.

### **Typical distractions include:**

- \* Daydreaming
- \* Thinking about another topic
- \* Lack of interest in the topic

Good listening skills also have benefits in our personal lives, including a greater number of friends and social networks, improved self-esteem and confidence, higher grades at school and in academic work and even better health and general well-being. Listening is not the same as hearing. Hearing refers to the sounds that enters your ears. It is a physical process that, provided you do not have any hearing problems, after happens automatically while listening. Thus, it requires more than that: it requires focus and concentrated effort, both mental and sometimes physical as well. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

**Listed below are skills that can be learned, and practiced to make students more effective listeners:**

- \* The first step to becoming a more effective listener is to act like a good listener.
- \* The second step to effective listening is to look at the speaker. Watching the speaker closely can often reveal the nonverbal signals sent out from the speaker.
- \* Once eye contact is made with the speaker, nonverbal signals to the speaker should be sent, which allows him to understand that the listener is engaged in the conversation.
- \* Use receptive language when listening; for example use phrases such as "yes" and "uh huh." It is impossible to listen when speaking.
- \* Finally, concentrate on what the speaker is saying. Listen to their point of view and do not mentally argue with the speaker.

**There are many bad habits or barriers to effective listening, they include:**

- \* Selective Listening – only listening to the parts of the dialogue that appear to have particular relevance.
- \* Formulating a Response – thinking of something to say and interrupting the speaker with your own thoughts, finishing other people's sentences.
- \* Making Assumptions – assuming you know what somebody is going to say based on preconceived ideas, bias, stereotyping and previous experiences.

#### **Discussion Box**

- ? Why is it important to possess strong listening skills as a student?
- ? What are your strengths and weaknesses when listening to others?
- ? Identify at least three techniques that could help you improve your skills.
- ? How can you improve your listening skills to strengthen your weaknesses?

## Session 9: Conflict Resolution Skills

### Introduction

Conflict is a normal part of any healthy relationship. After all, two people cannot be expected to agree on everything all the time. The key is not to avoid conflict but to learn how to resolve it in a healthy way. When conflict is mismanaged, it can cause great harm to a relationship, but when handled in a respectful and positive way, conflict provides an opportunity to strengthen the bond between two people. Whatever the cause of disagreements and disputes, by learning these skills for conflict resolution, you can keep your personal and professional relationships strong and growing.

### What Causes Conflict?

Conflict arises from differences, both large and small. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences appear trivial, but when conflict triggers strong feelings, a deep personal need is often at the core of the problem. These needs can be a need to feel safe and secure, a need to feel respected and



*Conflict*

valued, or a need for greater closeness and intimacy. Everyone needs to feel understood, nurtured, and supported, but the ways in which these needs are met vary widely. Differing needs for feeling comfortable and safe create some of the most severe challenges in our personal and professional relationships.

Think about the conflicting need for safety and continuity versus the need to explore and take risks. You frequently see this conflict between teenagers and their parents. The child's need is to explore, so the street or the cliff meets a need. But the parents' need is to protect the child's safety, so limiting exploration becomes a bone of

contention between them. The needs of both parties play important roles in the long-term success of most relationships, and each deserves respect and consideration. In personal relationships, lack of understanding about differing needs can result in distance, arguments, and break-ups.

- \* A conflict is more than just a disagreement. It is a situation in which one or both parties perceive a threat (whether or not the threat is real).
- \* We respond to conflicts based on our perceptions of the situation, not necessarily on a neutral review of the facts. Our perceptions are influenced by our life experiences, culture, values, and beliefs.
- \* Conflicts trigger strong emotions. If you are not comfortable with your emotions or able to manage them in times of stress, you will not be able to resolve conflict successfully.
- \* Conflict is an opportunity for growth. When you're able to resolve conflict in a relationship, it builds trust. You can feel secure knowing your relationship can survive challenges and disagreements.

**Healthy and unhealthy ways of managing and resolving conflict**

UNHEALTHY	HEALTHY
An inability to recognize and respond to the things that matter to the other person	The capacity to empathize with the other person’s viewpoint
Explosive, angry, hurtful, and resentful reactions	Calm, non-defensive, and respectful reactions
The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment	A readiness to forgive and forget, and to move past the conflict without holding resentments or anger.
An inability to compromise or see the other person’s side	The ability to seek compromise and avoid punishing.
Feeling fearful or avoiding conflict; Expecting a bad outcome.	A belief that facing conflict head on is the best thing for both sides.

**Tips for Managing and Resolving Conflict**

- \* Listen for what is felt as well as what is said. When you really listen, you connect more deeply to your own needs and emotions, and to those of other people.

- \* Make conflict resolution the priority rather than winning or "being right." Maintaining and strengthening the relationship, rather than "winning" the argument, should always be your first priority. Be respectful of the other person and your viewpoint.
- \* Focus on the present. If you're holding on to grudges based on past conflicts, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here-and-now to solve the problem.
- \* Pick your battles. Conflicts can be draining, so it's important to consider whether the issue is really worth your time and energy.

#### **Discussion Box**

- \* What causes conflict between students and students or students and teachers?
- \* What kind of conflict is frequently seen among students?
- \* If you were to resolve conflict between two students, how will you handle it?
- \* What are the dangers of conflicts among students?
- \* How can conflicts be reduced in the schools?

## **Session 10: Rest**

### **Introduction**

The popular saying that all work and no play makes Jack a dull boy can also be rephrased to mean all work and no rest makes Jack a sick boy. Taking out time to have some rest has become an essential part of our daily lives and can save us from lots of problems. Rest can be described as a conscious step to stop doing a particular activity or stop being active for a period of time in order to relax and get back strength. According to John Lubbock in his book "The Use of Life", "Rest is not



*A Student Resting*

idleness, and to lie sometimes on the grass under trees on a summer's day, listening to the murmur of the water, or watching the clouds float across the sky, is by no means a waste of time.” It is the joy of work well done that enables us to enjoy rest, just as it is the experiences of hunger and thirst that makes food and drink such pleasures.

Many people have associated rest with sleep. Sleep is sometime described as a waste of time, when in fact, quality sleep is very necessary to our health and well-being. Reports have shown that getting enough sleep is important for students' health, safety, and academic performance. Insufficient sleep is linked with hypertension, heart disease, diabetes, multiple sclerosis and mood disorders. Students are encouraged to develop the habit of making out time to rest, in order not to break down. It has become imperative for parents and school management to create enabling environment that will facilitate students' adequate rest behaviour. This will not only help to improve their academic performance and good health but will go a long way in preventing them from getting involved in criminal activities.

### **Dangers of Inadequate Rest**

- \* Inadequate rest affects students' concentration and performance in school.
- \* It can worsen the mood of a student which can lead to depression.
- \* Chronic lack of sleep is associated with a variety of health conditions such as hypertension, obesity, diabetes, heart attacks, depression and stroke.

### **Tips for Getting Better Sleep**

**Time Management:** Many people feel as though there just aren't enough hours in the day. When you are scheduling your week, specifically schedule in time to unwind at night before going to bed and sleeping for seven to eight hours.

**Relax Before Bedtime:** Take the time to unwind from the day. It is especially helpful to have some sort of quiet routine, such as herbal tea

and a relaxing book, as this sort of routine cues the body to get ready to sleep soon. You can also try some of these relaxation techniques.

**Avoid Caffeine After Lunch:** According to studies, caffeine can last in the body for five to eight hours. It is a good idea to avoid caffeine in the afternoon because it can make it difficult to fall asleep at night.

**Quiet, Dark, and Comfortable Room:** Any sources of light or noise can be disruptive of sleep. Many find cooler temperatures more comfortable for sleeping. It might be a good idea to invest in an eye mask or ear plugs to help you sleep.

**Limit Alcohol:** Although it helps you fall asleep faster, alcohol can worsen the quality of sleep. It causes you to wake up more frequently as your body metabolizes the alcohol.

#### Discussion Box

- \* How can students combine meeting up with academic target and having adequate rest?
- \* What are the amenities that will encourage students to develop good resting behaviour?
- \* How can adopting healthy resting behaviour among students help to reduce crime?

## Session 11: Goal Setting

### Introduction:

A goal is a desired result or possible outcome that a person or a system envisions, plans and commits to achieve. If you want to succeed, you need to set goals. Without goals you lack focus and direction. Goal setting is the process of deciding what you want to accomplish and devising a plan to achieve the result you desire. Goal setting is a process that starts with careful consideration of what you want to achieve, and ends with a lot of hard work to actually do it. Goal setting not only allows you to take control of your life's direction; it also provides you a benchmark for determining whether you are actually succeeding.

**There are two types of goals – a long-term goal and a short-term goal.**

A short-term goal is something you want to do in the near future. The



near future can mean today, this week, this month, or even this year. A short-term goal is something you want to accomplish soon.

**A short term goal is a goal you can achieve in 12 months or less. Examples include:**

- \* Take a class
- \* Pass my exam
- \* Write my resume

A long-term goal is something you want to do further in the future. Long-term goals require time and a lot of planning. They are not things you can do this week or even this year. Long-term goals usually take 12 months or more to achieve.

**Here are examples of goals that can take several years to achieve:**

- \* Graduate from University
- \* Save for higher education
- \* Have my own business

To accomplish your goals, however, you need to know how to set them. There are well defined steps that can guide students to formulate goals they can accomplish. They are as follows:

- \* **Set Goals That Motivate You:** Motivation is key to achieving goals. When you set goals for yourself, it is important that they motivate you: this means making sure that they are important to you, and that there is value in achieving them.
- \* **Set SMART Goals:** Goals are expected to be set in a way that will make it smart. You have probably heard of SMART goals already. But do you always apply the rule? The simple fact is that for goals to be powerful, they should be designed to be **SMART**. For a goal to be smart, it must be specific, measurable, attainable, relevant, and time bound.

- \* **Writing Down your Goals:** The physical act of writing down a goal makes it real and tangible. Even the Bible says that believers should write down their vision and make it plain on paper. When goals are written down and put in a visible place, it constantly puts the person in remembrance of what needs to be done.
- \* **Make an Action Plan:** It is not enough to write down your goals. More importantly you need to make specific daily actions that you can take in achieving your goals. By writing out the individual steps, and then crossing each one off as you complete it, you'll realize that you are making progress towards your ultimate goal.
- \* **Stick with your Goal:** Staying focussed on your goal is very important in achieving them. It will be good to have it at the back of your mind that goal setting is an ongoing activity not just a means to an end. Build in reminders to keep yourself on track, and make regular time-slots available to review your goals.

As a student, having a goal is important. It is also important to be resilient in achieving them. Achieving a goal takes perseverance and determination. Students should know that they have faced one obstacle or the other in their lives and they were able to overcome them, and that in the same way they will overcome the obstacles towards their goals and achieve them in due course.

#### Discussion Box

- \* Students are encouraged to share their short term and long term goals; can you share your goals with us?
- \* Imagine where you will like to be 5 years from now, what are the specific things you think must do be done to achieve them?
- \* What are the factors to consider in making your goal SMART?
- \* Have you had a goal that you were not able to achieve? If so, why?
- \* What are some possible obstacles or challenges students might face in reaching their goals?
- \* How can the family, schools and community help students to achieve their goals?

## **Session 12: Decision Making Skills**

### **Introduction**

In life we are bound to make decisions one way or the other. As students we make decisions about what to wear, what to eat, what to read, who to become our friends etc. These series of decisions stare us in the face on daily basis. Thus, having the skills to make good or evidence based decision is very important in life.

Decision making is a process of selecting an option among many options on a particular issue. For an effective decision making process, students must have better understanding of the issues and be in a stable state of mind to weigh both positive and negative options. The ability to distinguish between choice and need plays a vital role in the life of students. This can make or mar the student's future.

Some forms of decision making can be hard while others can be easy. Almost any decision involves some conflicts or dissatisfaction. The difficult part is to pick one solution where the positive result may be greater than potential losses. Avoiding decisions often seem easier. Yet, making your own decisions and accepting the consequences are the only ways to stay in control of your time, your success, and your life goals.

Different people have divergent views on what decision making means to them. This has given rise to myths surrounding decision making that need to be corrected.

- \* One myth is that the purpose of a decision is simply to choose an alternative. This is not correct because we make decisions based on our defined values, not because alternatives are thrown in our path. A key to good decision making is to express these values clearly, to create a set of alternatives that address those values, and finally to choose the best one.
- \* Another myth is that a good decision always yields a good outcome. This is also not true, sometimes we make decision

with good intention and with well-defined purpose but unforeseen circumstances beyond our control can interrupt our intention and make it look like a bad decision.

To make rational and evidence based decisions, there are decision making processes. They include:

1. Construct a clear picture of what has to be decided.
2. Compile the list of requirements that are to be met.
3. Collect the information to meet each and every alternative.
4. Compare the alternatives to meet the requirements.
5. Consider the wrong factors in each scheduled alternative.
6. Commit to a decision and follow it throughout.

There is no doubt that decision making skill plays a vital role in the lives of students. Decision making skills can impact on students' academic performance. Students involved in the decision-making tasks become better listeners, demonstrate improved abilities to organize and structure subject-based tasks, and are better able to delegate responsibilities in a group setting. Some of the greatest improvements in students' decision making skills may come from their enhanced ability to work as part of problem-solving groups and to engage in constructive negotiations with other class members. Once different perspectives on a problem can be welcomed, students through decision making skills are able to see that many problems have more than one solution and that option-generating techniques such as brainstorming can prove to be extremely useful.

#### **Discussion Box**

- \* What types of decisions are often faced by secondary school students to make?
- \* Which of the decisions are very hard to for students to make and why?
- \* What are the skills that students can employ when making decision?
- \* In what ways can students improve their decision making skills?

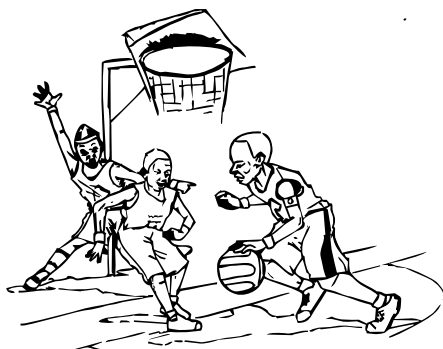
## Session 13: Sports

### Introduction

Sports have become one of the popular activities that can be identified among youths. The passion with which youths participate directly or indirectly in sport activities has taken a significant turn. A lot of young people who developed their sport skills on time have been shot to limelight with wealth and fame.

In the pursuit of academic success, students sometimes need a break from the classroom and an opportunity to release some academic pressure. This has made many educational institutions to adopt sport as an integral part of their learning process. This may also be because participation in sports and other sport related activities have been shown to have positive connection with academic performance among students.

Many of the core values inherent in sports are compatible with the principles necessary for development and peace, such as fair play, co-operation, sharing and respect. The life skills learned through sports helps empower individuals



*Students playing basketball game*

and enhance psychosocial well-being, such as increased resiliency, self-esteem and connections with others. These features of sport are beneficial to people of all ages, but they are especially vital to the healthy development of young people. There are a number of benefits students can reap from participation in sports.

- \* **Academic Performance** – Studies have shown that students involved in sports programs maintain a higher GPA and achieve higher test scores.
- \* **Fitness Habits** – Sports help students develop coordination and

teaches them how to care for their bodies through proper stretching and the development of fundamental sports mechanism. Participating in sport at an early age instills physical fitness habits that carry over into adulthood, helping to avoid health problems.

- \* **Mental and Emotional Benefits** – Thus, athletics have great physical benefits, which includes helping children to improve mentally and emotionally. While the body exercises, the brain releases endorphins. From a biological standpoint alone, students who are physically active are happier and have a constructive outlet through which to relieve stress.
- \* **Development of Specific Skills** – Through sport activities, students are able to accumulate a whole host of skills and abilities. Leadership, teamwork, confidence, and self-reliance are the big character focus. Critical thinking is developed on the playing field as athletes need to quickly solve problems created by their opponents. Time management, a skill necessary in adulthood, is also brought into play as children learn to balance their time between schoolwork, sports, and family life.

#### Discussion Box

- \* What type of sport do students mostly engage in your school?
- \* Why do you think sport is important for students?
- \* Can students engage effectively in sport and still come out with good results?
- \* Do you think engaging in sport can help prevent crime among students?
- \* In what ways can students' involvement in sport be improved?

## **CHAPTER FOUR:**

### **RISKY BEHAVIOUR**

#### **Introduction**

People are born with different character traits and socio-cultural backgrounds which may have the tendency to influence their behaviour either positively or negatively. However, a particular behavioural pattern becomes risky when it increases the probability of a harmful outcome. Risky behaviours are those that potentially expose people to harm, or significant risk of harm which will prevent them from reaching their potential. Reports have shown that much risky behaviour is developed during adolescent stage and are most likely to be maintained in adulthood. It has also been observed that students in secondary schools are often the target group because of their vulnerability to risky behaviour. At this stage of life, students have rapid development and are very inquisitive to explore areas of life which they feel the society and parents have kept away from them. With this mindset, they are exposed to a lot of risks. This section will look at some of the risky behaviours that are very common among secondary school students in Nigeria with a view to increasing their knowledge on the dangers involved and the need for behaviour change.

#### **Session 1: Examination Malpractice**

##### **Introduction**

The value of education is measured by the quality of skills and knowledge it can transmit to students for the development of the society. Thus, schools use examination as a means of accessing the quality and quantity of knowledge a student has accumulated at the end of a teaching process. The objective is basically to monitor and evaluate the students with a view to identifying areas of strength and weakness for further improvement. This objective has been defeated by the menace of examination malpractice. Examination malpractice refers to any irregularities that are intentionally perpetrated by student(s) in order to take undue advantage of the examination system. This inappropriate behaviour among students have negatively affected the overall aim of education as an instrument of development.

Examination malpractice is one of the risky behaviours among secondary school students in Nigeria that have assumed an alarming rate. Its trend and nature keeps evolving in contemporarily technology driven society. Students including their parents/teachers have contributed in one way or the other in advancing the course of this monster called examination malpractice. The negative effects of examination malpractice are enormous and have long lasting negative impact on student's career development in particular and contribute towards society underdevelopment in general.



This calls for all hands to be on deck because the quality of education that we impact on our youth contributes largely to the formation of the attitudes they carry over into public life. The effects of these experiences will become indelible marks clearly visible in all fields of our national life; be it a clerk in an office, a soldier in the battle field, a school master in a village school, a University Professor, a bureaucrat running the administration in a seat of power etc. Therefore, the attitude of students, teachers, parents and all stakeholders towards this self-destructive behaviour must change.

### **Effects of Examination Malpractice:**

- Makes one unable to defend his/her certificate.
- Discredits academic institutions and academia.
- Cheapens scholarship and degrades intellectual integrity.
- Impedes intellectual progress of the Nation.
- Affects national growth and productivity.
- Facilitates the enthronement of a mediocre, incompetent and corrupt workforce.
- Leads to high educational waste as those who cheat to pass examinations at a lower level achieve very poorly at higher levels.
- Rubbishes the standard and quality of educational standard in any country.
- Reduces the value of certificates



### Discussion Box

- ☐ Why do students involve in exam malpractice? (**everybody is doing it, I have exam phobia etc**)
- ☐ Are students aware that exam malpractice is a criminal offence in Nigeria? (**it is an offence with fines and 3 years imprisonment**)
- ☐ What forms of exam malpractice exist in secondary schools in Enugu state?
- ☐ Who are the perpetrators of exam malpractice? (**students, parents, teachers, school management**)
- ☐ What are the consequences of exam malpractice?
- ☐ What are the possible solutions to exam malpractice?

## Session 2: Rape

### Introduction

Rape has become a serious social problem. The incidence and prevalence of rape in our society today have attracted both local and international attention. Rape can be described as any form of sexual assault involving some type of penetration (i.e., vaginal, oral, or anal) due to force or threat of force; lack of consent; or inability of the victim to provide consent due to age, intoxication, or mental status. According to Merriam Webster Dictionary, rape is a an unlawful sexual activity and usually sexual intercourse carried out forcibly or under threat of injury against the will usually of a female or with a person who is beneath a certain age or incapable of valid consent because of mental illness, mental deficiency, intoxication, unconsciousness, or deception. Both men and women can be sexually assaulted and can commit sexual assault. The vast majority of sexual assaults, however, involve male perpetrators and female victims. This is because of the socialization of men and women as well as society's presupposed traditional gender roles that makes women vulnerable to sexual violence.

In recent times, a form of rape known as date rape has become very common among secondary school students. Date rape (also known as acquaintance rape) is a form of rape in which there is a potential romantic or sexual relationship (boyfriend and girlfriend relationship) between the two partners in the moment the sexual assault occurs. The perpetrator uses physical or psychological intimidation to force a victim to have sex against his or her will, or when the perpetrator has sex with a victim who is incapable of giving consent because the victim



*Rape*

has been incapacitated by drugs or alcohol (Baumeister, 2007). Date rape most commonly takes place among secondary school students under the influence of alcohol or date rape drugs consumption that makes the abuse more accessible. One of the most targeted groups is girls between the ages of 16 to 24 years. It has been observed that a lot of secondary school students have experienced sexual violence in their date relationship in Nigeria. In Nigeria, rape is a criminal offence that attracts fine and imprisonment yet a lot of students are not aware. Myths and misconceptions may have contributed to students' vulnerability to rape either as perpetrators or victims.

#### Discussion Box

- ☐ Who are the most perpetrators of rape? (friends or strangers)
- ☐ Men rape women because they are sexually aroused and cannot control the sexual urge or have been sexually deprived, what is your view?
- ☐ Women secretly want to be raped; is it true?
- ☐ Women provoke rape by the way they dress or the way they flirt, share your view
- ☐ Men can never be raped, is it true?
- ☐ What are the consequences of rape?

## Session 3: Cyber Crime

### Introduction

The Council of Europe Convention on Cybercrime defines cybercrime as a wide range of mischievous activities including the illegal interception of data, system interferences that compromise network integrity and availability and copyright infringements. Other forms of cybercrime include illegal gambling, the sale of illegal items like weapons, drugs or counterfeit goods, as well as the solicitation,

production, possession or distribution of child pornography. In other words, cybercrimes are defined as offences that are committed against individuals or group of individuals with a criminal motive to intentionally harm the reputation of the victim or cause physical or mental harm to the victim directly or indirectly, using modern telecommunication networks such as Internet (Chatrooms, emails, notice boards and groups) and mobile phones (SMS/MMS).

The growth of the internet has enabled an increase in the volume of cybercrime activities because there is no longer a need for the criminal to be physically present when committing a crime. The internet's speed, convenience, anonymity and lack of borders makes computer-based variations of financial crimes, such as theft, money laundering or fraud, and hate crimes, such as stalking and bullying, easier to carry out especially among students. Studies have shown an increase in students' involvement in cyber related crimes. The majority of cybercrime cases against students are sexual in nature geared towards disgracing their classmate or girlfriends on social media as a form of revenge. Students expose their nude pictures or the pictures of their friends on social media for various illegal reasons. In this technology driven society, students are encouraged to have laptops, smartphones and become computer literate but the challenge is that little or no awareness have been created towards cyber education. Some of the students are unaware that such behaviour is illegal and that the penalties can be severe. Police take cybercrime extremely serious and will make every effort to arrest and prosecute offenders. Students who have acquired same technological skills are advised to use the skills to advance their career goals rather than venturing into crime that will eventually destroy them in future.



#### Discussion Box

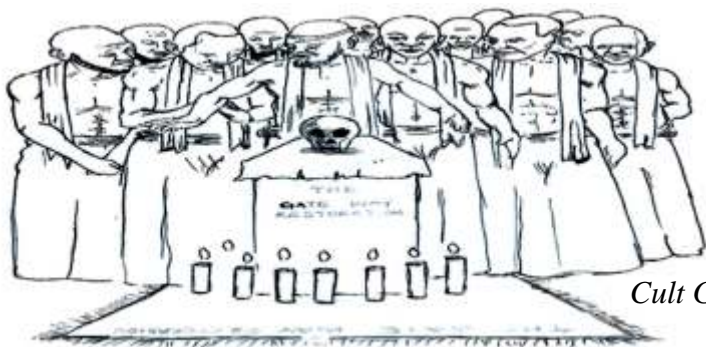
- ? How much does students know about cyber vocabulary? (Spamming, Identity Theft, Hacking, Phishing, Botnet, Firewall, Virus etc )
- ? What are the examples of cybercrimes rampant among secondary school students?
- ? What are the consequences of cybercrime?
- ? Are there ways students can use cyber skills positively?

## Session 4: Secret Cult

### Introduction

According to constitution of the Federal Republic of Nigeria 1999 as amended, secret society/cult is any society or association, not being solely cultural or religious body that uses secret signs, oaths, rites or symbols; whose meeting or activities are held in secret; and whose members are under oath, obligation or other threat to promote the interest of its members or to aid one another under circumstances without regard to merit, fair-play or justice. This definition describes vividly what secret cults are and their activities in many schools in Nigeria today.

Secret cults have become rampant in schools all over Nigeria. Secret cults are known to be at their peak in tertiary institutions but it is no longer news that their activities have extended to secondary and even primary schools in Nigeria. In fact some school based secret cults are exclusively meant for women and girls only (female cult groups). Social vices not from the activities of secret cult members are eating up the educational and moral standards of students. Innocent ones are being lured into the vice and other social vices such as drug abuse, armed robbery, murder etc. Despite the fact that all manner of evil (such as examination malpractice, rape, robbery, arson, maiming, murder, killing, intimidation of fellow students and lecturer for good grades, love (girlfriend), clashes of rival cult group among others) has been associated with secret cult members, some students still find it fashionable to engage in it for different reasons. The consequences are enormous and deadly for the students and the entire society. These are some of the secret cults in Nigeria schools:- Pyrate confraternity aka



*Cult Group*

Sea Dogs, Buccaneers Confraternity aka National Associations of Sea Lords, The Supreme Eiyé Confraternity (also known as the National Association of Air Lords), Supreme Vikings Confraternity (the Adventurers or, alternately, the De Norsemen Club of Nigeria), Family Confraternity (the Campus Mafia or the Mafia) etc.

#### Discussion Box

- \* What are the school events that expose students to join secret cult groups (**Inter-house sport, graduation party, picnic events etc**)
- \* What are the reasons students join secret cults in secondary schools? (**Peer group pressure, Parental Background, Quest For Power and Revenge, Popularity and Wealth, )**
- \* How do you identify students that have joined cults groups? (**They hardly stay in class to study, they don't obey laws and orders by the school authorities, they are womanizers, they are known to put on certain colours of attires like black, red, green and yellow berets**)
- \* What are the consequences of joining secret cults?
- \* What are the ways to prevent students from joining secret cults in secondary school?

## Session 5: Drug Abuse

### Introduction

Drug abuse can be seen as compulsive, excessive, and self-damaging use of habit forming drugs or substances, leading to addiction or dependence, serious physiological injury (such as damage to kidneys, liver, heart) and/or psychological harm (such as dysfunctional behavioural patterns, hallucinations, memory loss), or death. It is simply regarded as a patterned use of a drug in which the user consumes the substance in amounts or with methods which are harmful to themselves or others.

It has been observed that the use of illicit drugs frequently starts among school children during adolescent age. Students in their adolescent period are always curious and want to experiment with a lot of things including abuse of drugs, tobacco and alcohol. A study in the USA by National Institute on Drug Abuse revealed that at senior secondary year, 70% of secondary schools students have tried alcohol, 50% have tried an illegal drug, 40% have smoked a cigarette and approximately 20% will have used a prescription drug for a non-medical purpose. The most frequently abused substances among students are caffeine, alcohol, cigarette, marijuana, hypno-sedatives, antibiotics and stimulants. However, it has been observed that analgesic for instance paracetamol is the most commonly abused drug among secondary school students. This clearly shows that drug abuse is not limited only to the abuse of illicit drugs.

Certain sets of adolescents are particularly vulnerable to substance abuse. They include the abused or neglected youths, the homeless, the physically or mentally handicapped, school drop outs, children of substance abusers, street children and the economically disadvantaged adolescents. These students who get involved in such risky behaviour often have high levels of conflict with their parents, do more poorly in school and have poor self-control, low esteem which is a predisposing factor to more crime and criminality. The bigger trouble is that most of these substances are addictive in nature and can harm the students throughout their entire lives if nothing is done.



*Drug Abuse*

### **Discussion Box**

- \* Why do students engage in drug abuse?
- \* What types of drugs or substances are commonly abused by boys and girls?
- \* What are the consequences of drug abuse?
- \* If a student is addictive to a particular drug, how best can he/she come out of such behaviour?

## **Session 6: Truancy**

### **Introduction**

One of the social delinquent behaviours that can easily be associated with secondary school students in Nigeria is truancy. Truancy can be defined as an unauthorized absence from school or classes by a student(s) without the consent of parents or school authority. It may also refer to students who attend school but do not go to classes or escape from school or class to engage in any other activities that catch up their imaginations. Truancy is not a new problem, but a historically present problem that has over the last decade received newfound attention as the lack of school attendance and its link with student delinquency has become widespread. In Nigeria, truancy has been regarded as a cankerworm that has eaten deep into the fabrics of the educational programmes and has caused a lot of setbacks for secondary school students in their educational pursuits. It is noted that students who stay away from school without permission should be not only be left out in the learning process but they may also probably end up engaging in antisocial behaviour such as drug abuse, gangsterism, bullying, alcohol consumption, free and unregulated sex, gambling and loitering with their negative consequences and experience.

There are many factors that influence students to be truants. These factors include; peer pressure, poor home upbringing, unfriendly school environment, psychological factors, socio-economic factors etc. These factors directly or indirectly contribute to students becoming truants. The consequences of truancy go beyond student's poor academic performance to damaging the family reputation and constitute a public menace to the entire society.

### **Discussion Box**

- \* Why do students indulge in truancy?
- \* How do peers pressure, family and school contribute to student's truancy?
- \* What do we need to do to stop student truancy in secondary schools?

## **Session 7: Bullying**

### **Introduction**

Secondary school students have always been identified with risky behaviour such as bullying. Bullying has been described as an unwanted, overbearing, aggressively repeated behaviour or the use of force, threat, coercion to abuse, intimidate and dominate others for selfish interest. Reports have shown that bullying can come in different forms. Students can bully other students physically, emotionally, verbally and via the internet (cyber-bullying). Physical bullying can come in the form of hitting, kicking, pinching, spitting, tripping, pushing, fighting etc. Verbally students can bully other students by teasing, name-calling, inappropriate sexual comments, mocking and threatening to cause harm while emotionally bullying can come in the form of leaving someone out on purpose, spreading rumors about someone, embarrassing someone in public. In recent times, bullying by using technology such as internet, email, cell phones, and social media to hurt or harm other people has become very popular among students. This form of bullying includes sending continuous nasty text messages, posting statements online that are unkind or not true, making negative comments online about someone etc.

The frequency of bullying related offences among secondary school students is increasing on daily basis. If nothing is done it can lead to serious harm and crime within and outside the school environs. Hence school management has the responsibility to create a safe and secure environment that will discourage bullying among students. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members. Students are expected to conduct





*Bullying*

themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff. Since students learn by example, school administrators and staff will demonstrate appropriate behaviour, treat others with civility and respect, and refuse to tolerate bullying of any kind.

#### Discussion Box

- \* What are the characteristics of students who are at risk of being bullied? Probe (**reports have shown that students with a disability, whether it is visible or non-visible, are subject to increased bullying that is often directed at the disability**)
- \* What are the characteristics of students who are at risk for bullying others?
- \* What are the serious and lasting effects of bullying on students?
- \* How can bullying be prevented in secondary schools?

## **CHAPTER FIVE:**

### **LAW AND ORDER**

#### **Introduction**

There is no society without one form of law that regulates people's behaviour. Where there is no law, anarchy and chaos prevail and development becomes impossible. However, how these laws apply vary from one society to another society. Numerous definitions of law have been put forward over the centuries. For the purpose of our discourse, law can be simply understood to mean a system of rules that are created and enforced through social or governmental institutions to regulate behaviour. Law as a system helps regulate and ensure that a community shows respect and equality amongst themselves.

A general distinction can be made between (a) civil law jurisdictions in which the legislature or other central body codifies and consolidates their laws, and (b) common law systems, where judge-made precedent is accepted as binding law. Also, the adjudication of the law is generally divided into two main areas referred to as (i) Criminal law and (ii) Civil law. Criminal law deals with conduct that is considered harmful to social order and for which the guilty party may be imprisoned or fined. Civil law (not to be confused with civil law jurisdictions above) deals with the resolution of lawsuits (disputes) between individuals or organizations.

There is a remarkable relationship between law and order, for order in most modern societies cannot be attained except through law. According to Edmund Burke (1729-1797), an Irish born British statesman and political philosopher, "Good order is the foundation of all good things. This ultimately implies that in order to condition people's behaviour or attain order in the society, the most guaranteed way is to do this through the instrumentality of the law. However, some scholars have argued that it does not apply to all societies and circumstances.

Schools are expected to have rules and regulations that guide the behaviour and conduct of students. On the side of the Students, they

are expected to obey these laws strictly and failure to do so will attract justified punishment. The challenge the schools are having is that many students do not obey these laws and thereby constitute social menace to the school in particular and society at large.

#### **Discussion Box**

- \* Who can mention the rules and regulations guiding students in this school?
- \* Why is it that some students find it difficult to obey school rules and regulations?
- \* What are the consequences of disobeying rules and regulations?
- \* What are the benefits of obeying rules and regulations?

## **Session 1: Concept of Dignity**

### **Introduction**

Human dignity is basic to human existence and it must be respected and protected. The dignity of the human person is not only a fundamental right in itself, but constitutes the basis of all rights in general. Dignity has been defined as the quality or state of being worthy, honored, or esteemed while Human dignity, therefore, involves both the way we view ourselves and the way others deal with us. Though there is a variety of factors that can affect our feelings about ourselves but the way others view or treat us plays a large role in our sense of personal value in day-to-day life. Every society has its share of the poor, the defenseless, and the vulnerable (indigent students), however, being in such circumstances does not necessarily diminish a person's dignity. It is the attitude and reaction of others that can constitute an insult to one's dignity. The sad reality is that people in unfortunate situations are usually the ones whose rights to human dignity are insulted or trampled on. How often we hear words like “worthless,” “undeserving,” and “undignified” “useless students” in cases of abusive treatment of the aged, the poor, or the mentally or physically disabled, vulnerable students etc. These kinds of statements tend to violate the very essence of human dignity. Human dignity can be violated in multiple ways. The main categories of violations against human dignity are: humiliation (injuries to people's self-worth or their self-esteem), objectification (treating human as an

object E.g sex machine), degradation (selling oneself to slavery) and dehumanization (treating human being as animals).

Human dignity is also to be respected within school operations among students and teachers. It is also on record that students violate each other 'dignity and disrespect their teachers. Some of the practices that violate human dignity among students and teachers include continuous torture of students, sexual assault, rape of students/teachers, social exclusion of indigent students, child labour exploitation, child slavery etc. Violation of human dignity can lead to low self-esteem, alcoholism, smoking, drug addiction, suicide and even death. The United Nations' 1948 Universal Declaration of Human Rights provided guidelines on how human dignity should be respected; the provisions state thus:

- i. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
- ii. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

#### Discussion Box

- \* Discuss this statement in the light of the right for human dignity **“All animals are equal but some are more equal than the others”**
- \* What should be our attitude toward the mentally challenged people, physically challenged persons, prisoners, old people and other vulnerable (Do they deserve respect and dignity?)
- \* What is the position of God and the law on how we should treat our fellow human beings irrespective of their socio-economic status?
- \* How best will the respect for human dignity be upheld among students and teachers?

## Session 2: Being Human

### Introduction

There are divergent views on the concept of being human. This write up will look at this concept in two distinctive ways. First, just as we are

unique beings, the same is true of our views and perceptions on issues. The understanding is that the concept of being human does not just deal with how we solve problems as individuals, it does not terminate with how we strive to 'survive' but also deals with the trials encountered in our day to day living and our attitudes towards them. These trials make us stronger and better individuals. We all go through difficulties, pain and lack, and how we respond to these inevitabilities of life shape our humanity. Ability to adapt to changing times and environments is a characteristic of our humanity. We should therefore employ every weapon at our disposal in fighting the monsters and shadows of our lives in order to attain our full potentials. Destinies are not handed to us in our state of laxity. We determine our destiny through our positive will, hard work and perseverance. As students we should keep focus on our career dreams irrespective of the challenges we encounter because that is the attitude of winners.

Secondly, being human is sensitivity to others' pain, problems, caring about what's going on in the lives of others, being aware of others' immediate needs backed with a desire to help. Being human is not being indifferent to the environment; Some of today's youths have lost their humanity. We as a people should decry our selfishness and indifference to others' plights and our neglect of wider concerns. The loss of humanity is bringing the world to destruction. If I feel like I am so fortunate and blessed to have a roof over my head, food, education, I should use it so that others can have the essentials of life, so that others aren't left in conditions that can be avoided. Being human is so simple, helping others without anything in return.



*Being Human*

#### Discussion Box

- \* How can the concept of being human help students to achieve their academic and career goals?
- \* How can the concept of being human help to strengthen the relationship between students and teachers?

## Session 3: Human Rights

### Introduction

Human rights are rights inherent in all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. May be we are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups. To better understand the concept of human rights, we should look at the following principles of human rights:

### Human Rights are Universal

The principle of universality of human rights means that irrespective of geographical location, political, economic and cultural systems; fundamental freedom and human rights must be respected and upheld in every society.

### Human Rights are Inalienable.

This means that human rights are indisputable and should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.

### Human Rights are Interdependent and Indivisible

All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and

freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent.

### **Human Rights are Equal and Non-discriminatory**

The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as sex, race, colour and so on.

### **Human Rights are both Rights and Obligations**

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfill human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfill means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled to our human rights, we should also respect the human rights of others.

#### **Discussion Box**

- \* How can a student protect his/her human rights from being violated?
- \* How can students violate each other's human rights?
- \* Who are the most perpetrators of human right abuse?
- \* Mention organizations that fight against human right abuse?
- \* What are the consequences of violating others human rights?

## **Session 4: Crime**

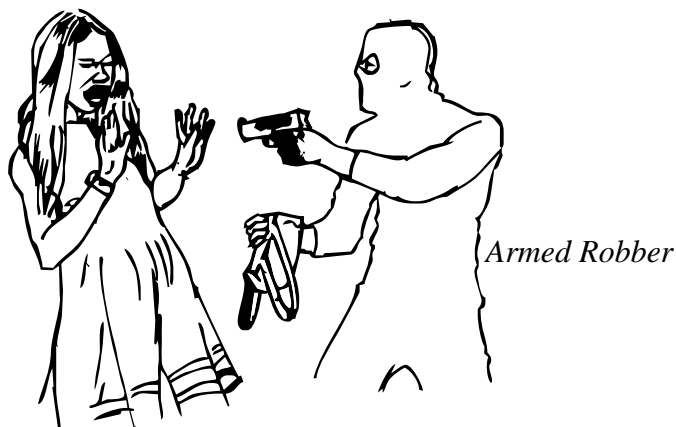
### **Introduction**

There is no real answer to the question, what is crime? There are popular ideas about crime. One proposed definition is that crime or offence (or criminal offence) is an act harmful not only to some individual or individuals but also to a community, society or the state and such acts are forbidden and punishable by law. Crime is bad

behaviour, antisocial behavior, blameworthy acts, and the like. But in a very basic sense, crime is a legal concept: what makes some conducts criminal, and other conducts not, is the fact that some, but not others, are “against the law. This is different from a civil wrong (a tort), which is an action against an individual that requires compensation or restitution.

The distinction between a civil and a criminal case is fundamental in our legal system. A civil case has a life cycle entirely different from that of a criminal case. If I slander somebody, I might be dragged to court, and I might have to open my checkbook and pay damages; but I cannot be put in prison or executed, and if I lose the case, I do not get a criminal “record.” Criminal offences are normally prosecuted by the State, whereas it is usually up to an individual to take a civil action to court. It is also possible for an individual to begin criminal proceedings, but this is very rare. Some matters, such as assault, can be both crimes and civil wrongs at the same time. The police can prosecute for assault and the victim can take civil action to recover money (or some other kind of compensation) for any injury suffered. Offences like attempted murder, rape, stealing, murder, manslaughter, attempted suicide, kidnapping, corruption, bribery, 419 (otherwise known as obtaining money under false pretense), forgery, bigamy, perjury, armed robbery, robbery, vandalization, examination malpractices, cultism and so on are classified as crimes and defined in a written law. Many different causes of crime have been proposed with varying degrees of empirical support. They include socioeconomic, psychological, biological, and behavioral factors. When students involve in criminal activities they put their future in jeopardy and the whole society in terror. Avoid crime and secure your future!.





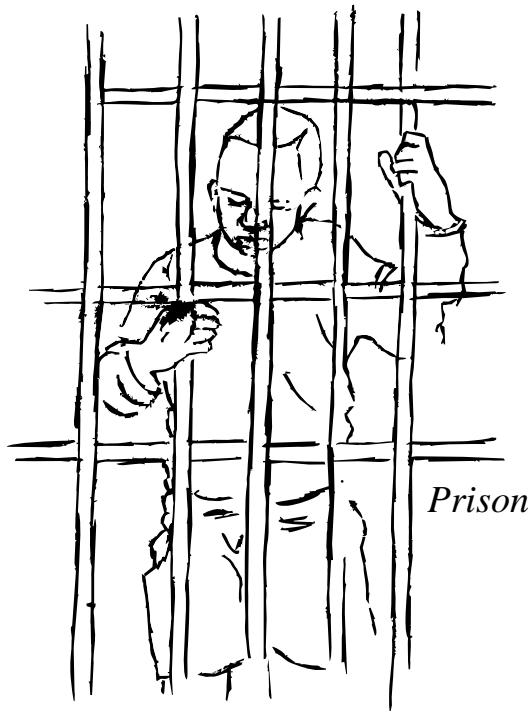
#### Discussion Box

- \* What crimes are mostly committed by students?
- \* What are the socioeconomic, psychological, biological, and behavioral factors that expose students to crime?
- \* What are the consequences of committing crime?
- \* What are the ways students can avoid committing crime?

## Session 5: Justice

### Introduction

Justice can be equated with fairness and moral rightness, a system of law in which every person receives his/her due from the system including all rights, both natural and legal. As the concept of justice means different things to different people, there are variations of justice. One of them is **Utilitarian justice** which is a form of consequentialism, where punishment is forward-looking justified by the ability to achieve future social benefits resulting in crime reduction. The moral worth of an action is determined by its outcome. Another variation is **Retributive justice**, which basically regulates proportionate response to crime proven by lawful evidence, so that punishment is justly imposed and considered as morally correct and fully deserved. More so, we have **Restorative justice** which is concerned not so much with retribution and punishment as with making the victim whole and reintegrating the offender into society.



This approach frequently brings an offender and a victim together, so that the offender can better understand the effect his/her offence had on the victim. One other variation of justice is the **Distributive justice** which is directed at the proper allocation of things —wealth, power, reward, respect —among different people. **Egalitarianism** is another principle of justice. It is the demand that everybody should be treated equally without privileged classes or sects for it posits that the circumstances of one's birth, family connection, wealth or influence should not be the determining factors in the application of the laws of the state; hence, egalitarianism does not recognize natural privileges, but this is not to say that citizens cannot confer privileges on those they trust.

The popular image for Justice depicted by Lady Justice explains justice as equipped with three symbols: a sword symbolizing the court's coercive power; a human scale weighing competing claims in each hand; and a blindfold indicating impartiality.

### Discussion Box

**The instructor will tell the students to recite these principles and give little explanation**

- Justice is neither to be denied nor delayed
- Truly preventive justice is better than severe punishment
- It is unjust for anyone to assign to himself the privilege of deciding his own case.
- We will sell to none, we will deny to none, we will delay to none, either equity or justice.
- Justice knows neither father nor mother; justice looks to the truth alone
- All men are equal as far as the natural law is concerned
- The acceptance of a reward for doing justice is not so much an acceptance as extortion.
- According to the laws of nature, it is just that no one should be enriched by the detriment and injury of another.
- Let right be done, though the heavens fall.
- The laws aid the vigilant and not those who slumber.
- He who decides anything without hearing both sides although he may decide correctly has by no means acted justly.
- The greatest charity is to do justice to everyone, and at all times when it is necessary.

## Session 6: Peaceful Society

### Introduction

A society with an extremely low level of physical aggression among its members as well as shared beliefs that devalue aggression and/or positively value harmonious interpersonal relationships is referred to as a peaceful society. Consequently, conflicts in peaceful societies tend to be dealt with in ways that do not involve aggression. The members of a peaceful society rarely if ever engage in physical aggression, and correspondingly, they share a system of beliefs that eschew aggression and instead promote harmonious, nonviolent interpersonal relations. For instance, some societies such as the Semai and Chewong in Southeast Asia are virtually violence free, while others such as the Tahitians, Kung, and Mbuti have rare but periodic instances of physical aggression. Generally in these societies, they lack formal patterns of ranking and stratification, place no restriction on the number of people capable of exercising authority or occupying

positions of prestige and have economies which are based on generalised reciprocity.

While conflicts certainly exist in peaceful societies, the members of these societies deal with their disputes in ways other than by acting aggressively. The first lesson to learn from the peaceful societies is that the moderate-to-high levels of violence that occur in many cultures are not inevitable features of human social life or human nature; it is possible to live in human societies with extremely low levels of physical aggression. The second set of lessons comes from a careful examination of how peaceful societies maintain their social tranquility. A key observation is that the belief systems of peaceful cultures do not accept the inevitability of violence, but to the contrary, devalue physical aggression and violence.

While the majority of cultures tolerate, or in some cases augment physical aggression and violence, the existence of at least several dozen peaceful societies demonstrates that a nonviolent social life also is within the realm of possibility. Likewise our schools, if the principles and beliefs of peace societies are adopted in the management of schools, a peaceful school atmosphere void of crime and delinquency will become a reality.

#### **Discussion Box**

- \* Is it possible to have a peaceful society void of conflict?
- \* How best do you think conflict within the schools can be handled in order to have a peaceful school environment?

## **Session 7: Cost of Crime on the Individual, Community and the Nation**

### **Introduction**

Crime generates substantial costs to society at individual, community, and national levels. In the United States, more than 23 million criminal offenses were committed in 2007, resulting in approximately \$15 billion in economic losses to the victims and \$179 billion in government expenditures on police protection, judicial and legal

activities, and corrections (U.S. Department of Justice, 2004A, 2007A, 2008). In Nigeria, there is dearth of statistics on the cost of crime.

The cost of crime to society can be divided into four fundamental components.

- **Victim Costs:** Direct economic losses suffered by crime victims, including medical care costs, lost earnings, and property loss/damage.
- **Criminal Justice System Costs:** Local, state, and federal government funds spent on police protection, legal and adjudication services, and corrections programs, including incarceration.
- **Crime Career Costs:** Opportunity costs associated with the criminal's choice to engage in illegal rather than legal and productive activities.
- **Intangible Costs:** Indirect losses suffered by crime victims, including pain and suffering, decreased quality of life, and psychological distress.

Measuring losses across these four components will provide an estimate of the economic cost of individual crimes. The broad societal perspective is appropriate for economic analysis and program evaluation because more narrow perspectives (e.g., crime victim, criminal justice agency, community organization) apply to specific stakeholders or agendas. Crime cost estimates are necessary inputs for full economic evaluations of addiction treatment, neighbourhood policing, welfare reform programs, and any other programs or interventions with a crime prevention component. Programs that directly or indirectly prevent crime can therefore generate substantial economic benefits by reducing crime-related costs incurred by victims, communities, and the criminal justice system. This manual was designed as a crime prevention strategy to reduce the social, economic and psychological burden of crime on the schools and the society.

### **Discussion Box**

- \* Do you know that any criminal behaviour from students attract huge cost implication to the students, parents, schools and government?
- \* Do you know that the budget for crime control is bigger than the budget for educational development in Nigeria?
- \* Do you know that when crime reduces the government saves money to develop other sectors like education?

## **Session 8: Juvenile Delinquency**

### **Introduction**

Government has found it necessary to give attention to the issue of crime by juveniles just as it has to deal with other forms of crime and violence, which generally disrupt the peace of society. A juvenile is a child or a young person between the age of 7 and 17 years. The dictionary defines juveniles as 'young persons no longer babies but not yet fully grown'. Delinquency on the other hand, is defined as the quality or state of being delinquent; a tendency towards behaviour that is not in accordance with accepted social standard or with the law; having a tendency to exhibit socially unacceptable behaviour. Juvenile delinquency therefore is an anti-social misdeed in violation of the law by a minor that is punishable. The law also defines a delinquent juvenile as a young person who has violated the criminal code. It can also be defined as behaviour of a child or youth that is so marked by violation of law, persistent mischievousness, antisocial behaviour, disobedience, or intractability as to thwart correction by parents and to constitute a matter for action by the juvenile courts.

The attempt to explain and describe the causes of delinquency in young people has led sociologists and crime specialists to generate theories. Social learning theory posits that Juveniles or children learn to engage in delinquency through association with or exposure to others. This implies that individuals learn delinquency from others. On the other hand, social control theories blame delinquency on a defective social control system. This leads to inadequate socialization, which produces negative social experiences that result in low self-esteem and delinquency. Since it is within the family that

children's first socialization experience takes place, efforts should be made to make the family capable of performing this task effectively.

Apart from the family, another very important institution that contributes to the development of student behavioural pattern is the school. Because of its constant and intimate contact with all the students occupies a strategic position in shaping their behaviour. There are many reasons why schools play an important role in the prevention, treatment, and control of juvenile crime among students. Reports have shown that low measured intelligence, poor academic achievement, small vocabulary, and poor verbal reasoning are factors that predispose students to develop chronic delinquent behaviours. Hence, schools have the responsibility to develop programs that will make less likely any tendency on the part of pupils to form undesirable pattern of behaviour and ensure that positive attitude/knowledge are imparted on the students early enough to prevent delinquent behaviour.

#### **Discussion Box**

- \* Can a delinquent student go to jail?
- \* What trend has juvenile delinquency taken in recent times among students and why?
- \* What are the consequences of juvenile delinquency on students and society?
- \* How has society responded to this menace and what measures can be taken to prevent or control criminality among secondary school students?

## **Session 9: Criminal Behaviour**

### **Introduction**

Criminal behaviour like most social science concepts are very difficult to define because acts which are considered as violation at one point in time or in one society may be acceptable or not to the community as legal in the future. However, criminal behaviour can be defined as an act or failure to act in a way that violates public law. Behaviour that does not conform to the cultural norms or laws of a given society at a particular time and is often times negatively sanctioned, is referred to as criminal. This implies that non-

conformity to a given set of laws or norms that are accepted by a significant number of people in a community, society or group is a criminal act. Society highly values conformity and expects it to be accepted and upheld by its members.

The youths are most likely to involve themselves in criminal behaviour which may sometimes result in them killing their victims or getting killed in the process of committing crime. Some criminal behaviours rampant among youths are possession of stolen property, vandalism, possession of illegal firearms, assault, murder etc. So many reasons have been given why youths commit crime; these reasons have been classified as individual factors and social factors. The individual factors include among others greed, anger, jealous, revenge, or pride etc while the social factors include peer pressure, poor home discipline and social value system. Most times adolescents struggle to overcome these compelling negative factors; however some of them end up victims of criminal behaviour. The consequences of criminal behaviour are very severe and can completely destroy the bright future of any adolescent.

#### Discussion Box

- \* Who is a criminal?
- \* What are the factors that can expose students to criminal behaviour?
- \* What are the common criminal behaviours that secondary school students indulge in?
- \* How can criminal behaviours destroy students' bright future?
- \* What are the penalties for criminal behaviours?
- \* What can be done by students, family, schools and society to prevent students' helplessness to criminal behaviour?

## Session 10: The Criminal Justice System

### Introduction

Criminal justice can be defined as the system of practices and institutions of governments directed at upholding social control, deterring and mitigating crime, or sanctioning those who violate laws with criminal penalties and rehabilitation efforts. In other words, Criminal Justice system can be described as the collective institutions through which an accused offender passes until the accusations have



been disposed of or the assessed punishment concluded. The system typically has three components:

- \* Law enforcement which includes the police, sheriffs, marshals,
- \* The judicial process made up of the judges, prosecutors, defense lawyers;
- \* Corrections comprising of prison officials, probation officers, parole officers.

Criminal justice is of different stages which commences with the reasonable suspicion of the police that a person has either committed a crime or is committing a crime, and then an arrest will necessarily follow. The filing of criminal charges/information and bail hearings come next in line of succession, Then trial commence afterwards; Trial usually terminates in discharge and acquittal or conviction, sentencing, imprisonment and finally, release upon completion of jail term.

Nigerian criminal Justice is given its legal foundation through the constitution, most especially the portion of the constitution which relates to the powers of the court, or jurisdictional mandate of the courts. Apart from the constitutional provisions, the Nigerian legal system is divided into sub-systems which consists of various laws in force both at the federal and state levels. There is no uniformity of laws governing criminal law and procedure in the country although the criminal justice systems in all the states of the federation are similar with some differences in the law applicable in the Northern and the Southern states.



*Law enforcement officer*

Reports have shown that Nigerian criminal justice system has recorded significant improvements in justice delivery resulting in an increase of public confidence in the justice system. However, despite this progress, data have also shown that serious reform is still required in the system for a better criminal justice as the percentage of prisoners awaiting trial in remand remains high, adjournments unnecessarily prolong trial, political interference with judicial appointments and judicial decision-making remain an issue, both in the eyes of judicial officers and the Bar, Coordination among the various justice sector institutions poses continuous challenges, and while the judiciary is able to significantly reduce the vulnerability of courts to corrupt practices, the problem is not to be considered under control. The implication of the foregoing is that there is need for fundamental reform in the Nigerian criminal justice system.

In order to solve the challenges facing the criminal justice system in Enugu in particular and Nigeria in general, a non-government/ non-profit organization based in Enugu known as Carmelite Prisoners' Interest Organization (CAPIO) has provided technical and financial support through its international funders in signing into law the Enugu State Administration of Criminal Justice Law 2017(ACJL). The new law in Enugu state will deal with the problems of delay in criminal trials, overcrowding of prisons, rising waves of crimes in the society, abuse of the rights of citizens, excessive use and abuse of power by law enforcement agents and the protection for the victims of crime.

**Reflection: The instructor will engage the students**

- \* What is it about Criminal Justice System that interests you?
- \* What do you understand on how the police, the courts and the prisons depend on each other in criminal justice system?
- \* Do you know how to protect your right using the new ACJ Law of Enugu state?

## **CHAPTER SIX:**

### **SEXUALITY**

#### **Introduction**

Sexuality has always been a topical issue among young people world over. In most Africa, countries, these issues are always shrouded in secrecy and are never discussed openly. This exposes young people to learn about sex through trial and error, oftentimes, they ignorantly end up committing crimes relating to sexual violence. Hence, engaging young people in meaningful and proactive interaction on different aspects of human sexuality will help to broaden their knowledge of sexual issues and thereby reduce risk factors that may expose them to crime and delinquent behaviours.

**Sexuality** refers to the total expression of who you are as a human being, your femaleness or your maleness. Sexuality is much more than sexual feeling or sexual intercourse. It is an important part of who a person is and what she or he will become. Sexuality begins at birth and ends at death. It includes all the feeling, thought and behaviour of being female or male, being attractive and being in love as well as being in relationship that include sexual intimacy. Everyone is a sexual being. However, the way people express their sexuality is influenced by their families, culture, society, faith and beliefs.

#### **Session 1: Gender**

Gender refers to how society defines women's and men's role and responsibilities, and how they are valued. Gender is a perception that is limited to a particular people and location. Hence, gender issues differ from place to place. What this means is that every society allots which roles are suitable for men but not women and vice-versa. For instance, most communities in Nigeria have assigned the work of being traditional rulers to men but not to the women; but in England, a woman can become ruler over men. In another context; in some Sub-Saharan African, men are expected to pay a bride price during marriage ceremonies but in India, women are expected to pay a dowry

when a suitable husband indicates interest in marrying them. Gender does not indicate any natural, biological, physical or God-given roles. It is merely a social construct designed to create order.

Activity: **Buddy Groups** (Discuss in groups of two for two minutes after which one person from each group takes turn to discuss their responses to the following question).

Gender is expressed in the way society treats boys and girls at all stages of their development. The expectations of society shape the way young people behave. This is a good thing where fairness is applied to all sexes, however there are vices that may result from the way society perceives roles and responsibilities of persons. For instance; a boy who sits with his father to watch television while the girls and mother are in the kitchen cooking, might grow up with the notion that all domestic work are for women.

Activity: **Group Work** (Form 2 groups of males and 2 other groups of females. Provide answers to the following question and make group presentations)

*What messages did you receive from your parents, grandparents, aunts and uncles about how you should behave as a boy or girl?*

Gender is a dynamic process that is often determined by norms, events, religion, economics, politics and experiences of people and whole communities. Its understanding evolves over time and from place to place. The people in every community or environment have the power to influence gender in line with what is most beneficial to those who have the power over others. It is important that we have a voice in deciding what is acceptable or unacceptable. Life always provides a choice of what gender should mean to us and one we should take seriously. We must take care not to subjugate or put anyone in a position of disadvantage due to gender. To build peaceful communities where boys and girls achieve their fullest potentials, gender must be considered in terms of equity for all persons.

*Are there ways you feel some people in your school or community are not treated fairly because they are either boys or girls?*

## **Session 2: Sex**

Sex is the sum total of biological characteristics that make a person male or female. There are four main determinants of sex including chromosomes, gonads, and hormones, internal and external reproductive anatomy.

### **Internal and External Reproductive Anatomy**

These refers to the physical body parts that perform sexual functions. This differs in both males and females. While the male has scrotum, testis, epididymis, seminal vesicles, prostate gland, vas deferens, shaft penis. The female has ovaries, fallopian tubes, uterus, vagina, vulva and clitoris. These organs succinctly distinguish sex into two: male or female

### **Gonads**

Gonads refers to sex cells that are present in the internal reproductive organs of a sexually mature person. The male gonad is the testis (plural: testes). The female gonad is the ovary (plural: ovaries). Every person has 2 gonads. The gonad produces gametes (sex cells) and sex hormones in living people. The female gonads produce gametes called egg cells or ova (singular: ovum), while male gonads produce gametes called spermatozoa or sperm (singular – spermatozoon). Gametes from male and female persons must come together to form a new human being.

### **Chromosomes**

Chromosome refers to genetic materials in gametes designated XX (female) or XY (male). The male gametes have an X or Y chromosome in it, but all female gametes have only X chromosome.

- When male and female gametes come together during sexual intercourse their chromosomes combine.
- A person with XX chromosomes usually has female sex and reproductive organs.
- A person with XY chromosomes usually has male sex and reproductive organs.

## **Hormones**

Hormones refer to biological chemicals that influence the sexual development of a person. They are secretions that play important roles in the regulation of sexual functions. The principal sex hormone in the male is testosterone, produced by the testes. In the female the principal sex hormones are the estrogens and progesterone, produced by the ovaries. These hormones influence the secondary sex characteristics, such as the shape and contour of the body, the distribution of body hair, and the pitch of the voice. The male hormones stimulate production of spermatozoa in men, and the female hormones control ovulation, pregnancy, and the menstrual cycle in women.

## **Session 3: Male**

The male expresses all the physiological and anatomical characteristics including chromosomes, gonads, and hormones, internal and external reproductive anatomy. This can be easily determined at birth however; the main distinguishing factors between males and females go beyond biological features and also include some strong social factors. The male child is different from the female child in many regards such as preferences for physical activities, adventure and thus, loves to explore and discover things themselves.

As the male child grows, he develops fast into a young man once puberty sets in. Puberty is the process of physical changes through which a child's body matures into an adult body capable of sexual reproduction. This in boys begin around ages 11–12 and ends around 16–17.

Puberty begins a bit later in the males than it does in the females. Some of the changes that occur in the male otherwise known as secondary sexual characteristics include growth of body hair and beards; deepening of the voice, and increase in body muscle and bone mass. The main change occurring is the increase in the secretion of testosterone hormone and is also responsible for the male sexuality

and drive. All of the physical changes that occur in the male are known as secondary sexual characteristics.

One feature that is common in both males and females during this period of development is the growth spurt. This manifests as Physical growth in height and weight. This usually accelerates in the first half of puberty and is completed when an adult body has been developed.

When boys attain puberty, their sexuality develops and they witness certain changes in their body which may seem confusing at first. For instance, adolescent males reportedly have wet dreams or wake up in the morning with penile erections.

The male is often treated differently from the female. The male is concerned about his self-image and wants to look good and acceptable among his peers. At this stage in life, the approval of peers is a very big deal. So adolescent boys are very likely to engage in seemingly risky and often 'stupid' activities so long as friends approve. There is always the pressure to prove oneself and to demonstrate that one is not a child anymore. The male is motivated and ambitious and desires to lead others or be a member of a pack.

The male is often confused and actively seeks to find role models. Fathers or available father figures that are adopted at this time can stick for a long time. Some young men might choose movie stars and musicians or athletes to fill such roles. This choice is very important as it can determine if a male will be focused and have successful careers or end up in prison or dead as a teen.

A nocturnal emission also known as wet dream occurs when a boy ejaculates while asleep. To ejaculate means to release semen (the fluid that contains sperm) from your penis. This is often nothing to worry about as it is a very normal incident. These changes are usually linked to the presence of testosterone, and very naturally in adolescent males. Wet dreams do not imply that a person is sick or abnormal. It is a phase that will pass over time. You do not have to seek any treatments about it.

#### **Session 4: Female**

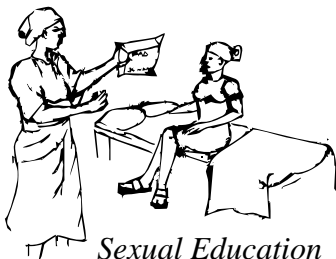
The female person is the opposite of the male in many regards. She dislikes physical activities, is unadventurous and loves to be in secure environments. The girl thinks boys are 'stupid' and rough. Girls prefer

to stay away from the boys and appear to be more focused and organized than their male counterparts. Maturity sets in once the female reaches the age of puberty. Again, this period begins earlier in the female than it does in the males. On average, girls begin puberty around ages 9 – 11 and end puberty around 15 – 17. The Secondary sexual characteristics in females begin to manifest as physical changes. Notable among these changes in size, shape, composition, and functioning, is the "filling in" of the child's body; from girl to woman.

The female gonads produce estrogen hormone which is responsible for physical traits such as, breasts and larger hips. When girls attain puberty, they notice that the breasts become fuller and larger, while the hips also become wider. These changes are usually accompanied by the onset of the menstrual cycle. The menstrual cycle is the monthly series of changes a woman's body goes through in preparation for the possibility of pregnancy. Each month, one of the ovaries releases an egg through a process called ovulation. If ovulation takes place and the egg is not fertilized, the lining of the uterus sheds through the vagina in a process called menstruation.

Ovulation is the process whereby the ovaries release a fertile egg monthly. It is important to note that as soon as a young girl starts to ovulate, she is capable of getting pregnant and should avoid sexual intercourse if she cannot undertake the responsibility associated with pregnancy and motherhood.

From a social perspective, the female is looked upon as the 'weaker sex' though there is no scientific evidence that men are actually stronger than women physically, mentally, intellectually or in any regards. While the male is boisterous, the female appears reserved and introverted. Women when given the right opportunities can develop great skills and can often outwit the male





The menstrual flow usually lasts a period of 4 – 6 days. The menstrual cycle is determined by the total number of days from the first day of the first menstrual flow to the first day of the next menstrual flow. The menstrual cycle varies for different people; however, the average cycle is 28 days. Some people experience heavy flows while other experience scanty or semi heavy flows. Just know that young women who are experiencing the menstrual cycle for the first time, there is a usual inconsistency with the timing and manner of the flow. This will however stabilize over time to assume a fairly regular and often predictable pattern. Abdominal Pain and nausea may also be associated with menstruation. Young women are often advised to observe good sanitation during this period to avoid infections.

with whom they compete. Unlike the male that is very technical and logical about things where everything is either yes or no; the female is analytical and seeks to understand things and people. Thus, they are more relational and caring. These characteristics make them great resources managers.

### **Session 5: Gender Roles**

A gender role is defined as a set of norms determined by society that dictate the types of behaviours which are generally considered acceptable, appropriate, or desirable for people based on their actual sexuality. For both males or females, there are unwritten rules on acceptable behaviours. For instance; a female is praised for being timid and humble while men receive respect and admiration for being noisy, confrontational and rough. Gender roles are reflected through gender division of labour. Let's consider some of the roles associated with boys and girls.

In typical Nigerian communities, boys and girls are groomed via a cultural system that emphasizes apprenticeship whereby the tutor is the parent; father for the boys and mother for the girls. Boys learn to do physical work and engage in risky, dangerous activities hence more men do certain jobs and dominate in some professional fields such as Engineering, Law, Medicine. Boys are taught that it is their job to provide for the females against all odds.

Girls are expected to have a humble disposition at all times and submit to the man at all times. A girl must expect to be pampered and catered for. This makes them vulnerable and unable to speak up against poor

treatments meted out to them. Girls are more likely to be found performing domestic roles like caring for children, cooking and cleaning the compound. Gender roles are greatly affected by culture and has serious implications for educational, socioeconomic and career realities for boys and girls.



Society values the education of boys more than girls. The largest proportions of out-of-school children in Nigeria are girls. If up to half of all girls grow up without an education, it becomes difficult for them to contribute meaningfully to society since they will depend on others to care for them. This fact that many women need men to provide for them contributes to the high poverty level we have in Nigeria. Worse still girls are unable to aspire and achieve their full potentials.

Socioeconomic status is the measure of financial prosperity or poverty in a community. Gender roles put all the wealth in the hands of men and little is left for the women. This is why many cultures in Nigeria still do not allow girls to inherit or own any properties. In countries where women are allowed to prosper and contribute to society we have more progress and overall wellbeing for the people.

Boys and girls should be able to aspire to whatever career they choose. There is no indication that any sex performs better at any job since the power to create or interpret knowledge is solely in the brain and not in the genitals. Girls can become great doctors, lawyers or politicians. Some of the most prosperous countries in the world are ruled by women. Some examples include The United Kingdom which is ruled by the Queen of England: Elizabeth II and the Prime Minister: Theresa May while Germany is ruled by Angela Merkel.

## **Session 6: Gender stereotypes**

Stereotypes are biased sets of beliefs about the personal attributes, behaviours, roles of boys and girls in the society. Gender stereotypes can be observed in everyday life in the way homes, schools and

governments are run. Without due consideration of the capabilities of boys and girls, the boys tend to be given preference in performing certain roles in the society.

Gender Stereotypes are bad because they discriminate and marginalize people unjustly. Boys and girls should be given the opportunities to choose what they want to be. Girls can be doctors and boys can be nurses. Girls can be engineers and boys can be caterers. Girls need to learn that they have options to make great things out of their lives if they want to and must not be confined to certain kinds of careers. All people deserve to have fulfilling lives and no one should deny them the right opportunities.



### Who is your school prefect?

Gender stereotypes are often clear in the way students are treated right from their earliest schools. Boys are more likely to be made prefects than girls because the society is structured to have male leaders always. Student Heads, captains, senior prefects etc are often boys and have girls as assistants.

1. Is this true for your class or school?
2. Why is this so?

### Effects of gender stereotypes on Men

- a. Better education
- b. Better job opportunities
- c. Improved life styles
- d. High esteem
- e. Policy making powers
- f. Domestic decision making power
- g. Control over resources

### Effects of gender stereotypes on girls

- a. Lower education opportunities
- b. Less lucrative job opportunities
- c. Less opportunities for advancement
- d. Less self esteem
- e. No leisure
- f. Fatigue
- g. Lack of control over resources
- h. Vulnerability to diseases

## Session 7: Love and relationships

Young people often struggle with the desire to be close to members of the opposite sex. This attraction is mutual and intense. A lot of times, boys and girls are confused about the way they feel towards the opposite sex. This feeling can be the source of good things as well as bad things. A lot of societal ills center on the poor management of relationships between boys and girls.

One of the common problems of relationships between boys and girls include; the inability of young people to discuss their feelings openly with other people especially grown ups. They feel that they are misunderstood and not listened to. The way society is structured with parents always busy and hardly paying any attention to the young ones; this feeling can barely be faulted. The young person is left alone to sort things out.



There is nothing wrong in feeling attraction for members of the opposite sex. It is an indication that one is growing up and becoming sexually mature. This is a troublesome period and deserves to be handled appropriately. Usually, a girl who feels this sort of attraction is embarrassed to admit the existence of this feeling. The boys, on the other hand are more likely to be proactive in approaching the girls and confessing his feeling for her. Because girls are taught to be submissive and boys domineering, it is often possible that the girl is unable to turn down advances from the boy. This little possibility is responsible for most of the problems in relationships between a girl and a boy or in some cases, a man. Girls entertain advances from men and boys quite often. When the girl is unable to express herself effectively, she might be pressured into risky sexual

behaviours.

Some tips to help a girl tackle problems relating to relationship proposals include the following:

- \* Listen carefully to what a boy is asking you to do. This is very important!
- \* What is obtainable is a situation whereby the boy speaks and the girls responds with: 'let me think about it'. Don't think about a relationship proposition, talk about it. Listen to all the boy has proposed and respond appropriately.
- \* Define every relationship. Set boundaries for the relationship. Sex or not? Visits or not? Calls or not?
- \* Ultimately, discuss this with a reasonable adult preferably, a parent or the school's guidance counsellor.

### **Session 8: Sex and Responsibility**

Sexual intercourse is an expression of love that exists between two consenting adults. While sexual intercourse can be expressed by human beings who have reached the age of puberty, it should only be performed by adults because of the responsibilities that they bring with them.

Sexual intercourse is a pleasurable activity involving the coming together of male and female sex organs and ends with the release of the male gamete known as the sperm. The end of the sexual intercourse is usually very important as it is the source of pregnancy. Sexual intercourse is an important aspect of our sexuality and is expressed by all living things including plants and animals. Unlike humans, most animals and plants are only able to participate in sexual acts when they reach a certain stage in life; in some animals this period is known as the 'heat period' during which they must copulate and become pregnant. However, in man, such periods do not exist. Hence, sex must be a conscious action that one can decide to engage in or not. Sex is the source of many good things and can also be the source of many bad experiences. Sex opens door through which can proceed life or death. It is a necessity that a person who decides to engage in sexual activities must also be ready to bear the consequences of his/her

action; good, bad or ugly. This is what it implies to be responsible; that every person must have some level of control, power, authority over the things they do. One must be able to take charge of their sexuality and exercise it in his/her best interest.

Young people who have reached the age of puberty are likely to feel some pressure from peers to try some sexual activities to show that they are grown ups. When this happens, there are a few questions such a person should answer to help determine if they are ready to indulge in sexual activities or not.

To determine if you are responsible **enough** for sex, there are few questions to consider:

- ☐ Am I ready to raise children if they result from sexual activities?
- ☐ Do I have the physical, psychological and emotional stamina to be a parent?
- ☐ Do I have the economic standing to create a new family?
- ☐ Do I have the goodwill and support of family and society to conduct this act?
- ☐ Can I guarantee safety from sexually transmitted infections?

If you have answered '**no**' to any of the above questions, then you really have to desist from sexual activities. A person must assume full responsibility for the actions his/her engage in. A person who bows to pressures from peers to engage in sexual activities is not ready for is bound to run into problems.

## Session 9: Reproduction

Reproduction is the most important characteristic of living things including human beings. This process of producing young ones is performed by the male and female reproductive systems. Reproduction is a tasking process that takes at least nine months to complete and always involves the participation of a male and a female to occur.

Reproduction begins with conception. Conception is the coming together of the male and female gametes (spermatozoa and ovum respectively) to form a new offspring. The process of reproduction is as follows:

- \* Each month the ovary releases a ripe egg (ovum) from the thousands of eggs stored. When this happens it can be said that ovulation has occurred.
- \* The released ripe egg travels through the fallopian tube to await the spermatozoa. The released egg (ovum) can only live for 48 hours.
- \* The male reproductive system produces the male gametes (spermatozoa), and transfers them into the vagina through the process of coitus (sexual intercourse) or copulation. About 200 million sperm get released in one ejaculation but it is only one sperm that is required to unite with the ripe female egg.
- \* If the sperm ejaculated into the vagina travels through the cervix and uterus to the fallopian tubes, it will unite with the ripe egg in the fallopian tube.
- \* Spermatozoa cells can live for up to five days within the reproductive system of the woman. If ovulation occurs within that period, the sperm immediately unites with the released egg.
- \* This process of union between the sperm and the ovum to form a new offspring is known as conception.
- \* If conception takes place, the new life formed is accommodated in the womb or uterus where the baby completes its development within a period of nine (9) months or 40 weeks.

### **Group work**

A myth is a tale or an idea people believe but are not true. Young people have a number of myths about reproduction. Here are a few of them:

- ? Boy: 'I am too young to impregnate someone'
- ? Girl: 'I am too young to get pregnant!'
- ? Truth: 'If you have reached the age of puberty; 9 years for girls and 11 years for boys, you **can** get pregnant'.

Have you heard any myths? Share with the group.

Reproduction is a very delicate process because this period presents many vulnerabilities for both mother and child. The demands of reproduction are best catered for within the confines of a loving marriage. The product of pregnancies are young precious children who deserve the best life has to offer.

### **Session 10: Unwanted Pregnancy**

Pregnancy is usually a welcome experience and a thing of joy when it occurs at an appropriate time, such as in wedlock and at a mature age. Unwanted pregnancy constitutes both social and health problems. School girls are most likely victims of unwanted pregnancy. A large proportion of these girls are likely to have poor life outcomes including dropping out of school, marrying too early, experiencing poor health, facing rejection and stigma by the society among others. Teenage Pregnancy is defined as 'a teenager or under-aged usually within ages of thirteen to nineteen years(13-19yrs) becoming pregnant.

Teenage pregnancy results from sexual activities among teens or with other adults. A lot of young people discover and exercise their sexuality before they are emotionally, physically, psychologically and economically responsible enough to handle the sex-related consequences. Pregnant teens have been found to be significantly more prone to suffer or die during pregnancy than mature adults. A few health related consequences of teen pregnancies include: vesico-vaginal fistula (VVF), childbirth complications, cephalo-pelvic disproportion and resulting episiotomies.

Some of the causes of teenage pregnancy include ignorance, poverty, lack of education, exposure to pornographic materials, peer group pressure, sexual abuse, coercion, and pleasure derivable from sexual intercourse. Adolescents are



*Teenage Pregnancy*



often tempted to delve into loving relationships with members of the opposite sex. This decision is often influenced by Hollywood high school movies and romantic literature. What young people may not understand is that these representations of love and sex are not in tune with reality especially as it applies in Africa. For instance; it is not conceivable for a teenage girl to run off with a man and start having children.

A teenage girl may become pregnant as a result of many different situations. Pregnancy can occur from one-time sexual experiment; some teenage girls become pregnant while being involved in a long-term dating relationship, others become pregnant as a result of a rape situation. Whatever the circumstance may be; whether teenage pregnancy is as a result of a loving relationship or from a hateful situation, it is sure to posit serious problems in the society.

Teenage pregnancies and child bearing pose social problems because the birth of a child which should be a joyful and hopeful occasion probably usually results in termination of female education, unemployment, family breakdown, emotional stress and usually high risk of health problems for the mother and child and ultimate dependence of both on relation. Therefore, it is important to seek solutions to teenage pregnancy.

The first and most important solution to teenage pregnancy is to **wait for marriage**. Note that any form of sexual contact between a male and a female who has reached the age of puberty can result in pregnancy. The only reliable prevention of pregnancy is to avoid sexual activities totally. Young people who abstain from sex are more likely to have a focused life, achieve more success in career and ultimately have a happy life.

### **Session 11: Sexually Transmitted Infections**

Sexually Transmitted Infections (STIs), also known as Sexually Transmitted Diseases (STDs) or Venereal Diseases (VD) are diseases

that are passed on from one person to another through sexual contact, and sometimes by genital contact - the infection can be passed on all forms of sexual contact without exception. Some sexually transmitted infections can spread through the use of unsterilized intravenous (IV) drug needles, from mother to baby during childbirth or breastfeeding, and blood transfusions. Once infected, a person does not need to be ill to infect other people. This means that healthy looking people can be infected and have all it takes to pass on the disease.

Examples of sexually transmitted infections include: Chlamydia, Chancroid, Crabs (Pubic Lice), Genital herpes, Genital warts, Hepatitis B, HIV/AIDS, Human Papillomavirus (HPV), Trichomoniasis (parasitic infection), Molluscum Contagiosum, Pelvic Inflammatory Disease (PID), Scabies, Syphilis, gonorrhea, Trichomoniasis (Trich), Yeast infections.

	Signs of STIs in Men	Signs of STIs in women
1	A wound, sores, ulcers, rash or blister on or around the penis	A discharge from the vagina that is thick, itchy or has a funny smell or color
2	A discharge, like pus, from the penis	Pain in the lower abdomen
3	Pain or burning feeling when passing urine	Pain or burning feeling when passing urine
4	Pain during sexual intercourse	Pain during sexual intercourse
5	Abnormal swelling or growth on the genitalia.	Abnormal irregular bleeding from the vagina
6	Pain and swelling of the testicles	Abnormal swelling or growth in the genitals
7		Itching in the genital area

Disease causing organisms that cause STIs can be transmitted through semen, vaginal secretions or blood during sexual intercourse. Once infected, symptoms may manifest, however, symptoms may not always be present or observable and are different for men and women. If an STI is suspected, note that it is not time for panic or fear. Do not attempt self-medication. Consult a doctor immediately for counselling/investigation, treatment and follow up. Untreated STIs can have dire consequences for all involved including death, mental sickness, blindness or permanent damages to the reproductive system. Note that the only guaranteed way to avoid STIs is through abstaining from all forms of sexual contact until marriage.

Think about this

If a person is infected with an STI and has 4 sexual partners. The four partners have 7, 1, 2 and 3 other sexual partners respectively. How many people will be infected?

## Session 12: Sources of Sex Information

The expression “sources of sex information” implies those persons, books, place or thing that supply facts on sexuality. Young people are often very inquisitive about the world, life and everything really. Matters concerning sex are matters of great interest to all young people especially adolescents who have reached the age of puberty. When young people start to observe changes in their own bodies and in their friends, they have many questions and desire to learn more about what they are passing through. They would go a long way to research and find information about sex to satisfy the many questions they have and hence they rely on multiple sources of information about sex. The most common sources of sex information young people look to are friends, radio, television, sex partner, siblings, relatives, magazines, books and health workers and parents. Research shows that young people would rather ask their friends than parents.

It is important to note that all the various sources of sex information are not reliable and some can be very bad influence. This is because different sources of information often disseminate different messages about sex based on their sources. There is an old Latin saying that '**you cannot give what you do not have**' (nemo dat quod non habet). If your friends have wrong information and you let them educate you, you lose. What is disturbing about where young people source sex information is that these sources may alter their sexual beliefs as well as their sexual behavior.

### Sex Information Sources: SCORECARD!

When you are confused and you have questions you wish to have answers to about sex; who do you turn to and how well can they be of help?

SN	Source	Issues
1	Parents	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parents are usually very experienced people and have passed through whatever you are passing through.</li> <li><input type="checkbox"/> Parents are often busy and may not listen adequately to the concerns of the young person.</li> <li><input type="checkbox"/> Parents are not likely to intentionally teach wrong information to their children.</li> <li><input type="checkbox"/> Parents are great sources of sex information and should be approached by young people in times of confusion.</li> </ul>
2	School counsellors and Health Workers	School counsellors are trained professionals whose careers prepare them to address concerns by young people. They keep all your information confidential and so are reliable.
3	Friends	Friends even if they are older, are also confused as most young people are concerning sex. They are not good sources of sex information since they may have learnt from a wrong source.
4	Books	There are very good books that can answer questions young people may have about sex <b>but</b> it is often best for parents or counsellors to recommend them. Such books are available in school libraries.
5	Internet	The internet is not a good source of information about sex because there are no age -specific filters for materials uploaded. Information available on the internet is not regarded as either reliable or true.

Parents and teachers should realize the information needs of young people and often seek to give the needed time. The adults should not assume that they are too young to understand. On the other hand, young people should not be afraid to approach the adults. They are always willing to assist.

### **Session 13: Sexual Assault and Where to find support**

Sexual Assault is defined as any sexual contact or behaviour that occurs without explicit consent of the victim. Young people often find themselves in situations whereby they may not be able to resist sexual assaults. Some forms of sexual assault include the following:

**Sexual Harassment:** is any unwanted visual, verbal, or physical sexual behaviour that interferes with a survivor's work, education, or life.

**Cat Calls:** are verbal advance that include whistling, shouting, and/or saying sexually explicit or implicit phrases or propositions that are unwanted by the girl.

**Molestation:** refers to “sexual acts with children up to the age of 18, including touching of private parts, exposure of genitalia, taking of pornographic pictures, rape, inducement of sexual acts with the molester or with other children, and variations of these acts by paedophiles.

**Rape:** is defined as “penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.” Some common types of rape that apply to girls can be statutory, acquaintance and date rapes.

**Female Genital Mutilation** (known as FGM): is the partial or complete removal of a girl's external genitals.

**Same-Sex Sexual Assault:** is sexual assault where the perpetrator and the survivor have the same gender identity.

**Sex Trafficking:** is “the recruitment, harbouring, transportation, provision, or obtaining of a person for the purposes of a commercial sex act.

**Voyeurism:** where an adult male is spying on females through any means when they should have privacy especially when they are not dressed appropriately.

Many young people may have concerns and problems relating to their sexual assault. One of the biggest problems they encounter is the inability to find support. Support can be in the form of counselling or resource materials such as educational books. A young person experiencing sexual assault may also want to approach the relevant authorities but is unsure what to do. This section will provide links to

relevant government and nongovernmental organizations that provide legitimate support to young people who are in need of relevant information or seek relief from abuse. It is understandable that young people may be afraid that their problems might be made public. However, this shouldn't prevent them from informing parents or school counsellors. The following helplines are also available to young people:

**Tamar Sexual Assault Referral Centre (Tamar SARC)**

FSP Medical Center (Opposite Former IMT by Polo Park Shopping Mall)

09091333000, 09092777000

**Women Aid Collective (WACOL)**

Women House, No. 12 Mathias Iloh Avenue,

By Airport Flyover/New Heaven Secondary School, Enugu, Enugu State.

09095619586, 08066092184

**International Federation of Women Lawyers (FIDA)**

No. 15 Ogui Road, Upper Presidential Road, Enugu, Enugu State.

**Avocats Sans Frontiers (Lawyers Without Borders)**

09059560911



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