COMPREHENSIVE SEXUALITY EDUCATION NIGERIA

BackGROUND

The objective of CSE is to ensure that young people are receiving comprehensive, life skills-based sexuality education to gain the knowledge and skills to make conscious, healthy and respectful choices about relationships and sexuality. [UNESCO, 2015.]

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Acknowledgment

The Youth Network against Female Genital Mutilation, is a movement catalyzing social change by engaging young people and amplifying their voices to speak for the abandonment of Female Genital Mutilation through targeted advocacy to key players, capacity building and development, communications and media engagements, partnerships and program implementation. We also work on other sexual and reproductive health and rights issues.

We thank Amplify Change for their technical and financial support to achieve this feat and to Active Voices, who saw to the development of this training manual, we appreciate your unwavering efforts.

Background

Comprehensive sexuality education is defined as an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic, non-judgmental information and other skills needed to make informed decision about your sexual and reproductive health and wellbeing. Sexuality is a fundamental aspect of human life and has several dimensions. It is associated with the physical, psychological, social, economic, political, spiritual and cultural dimensions of life.

The primary goal of sexuality education is to equip children and young people with the knowledge and skills to make responsible choices about their sexual and reproductive health as ignorance and misinformation can be life-threatening. Through sexuality education, you are equipped to explore one's own values and attitudes and to build decision–making, communication and risk reduction skills about many aspects of sexuality.

Studies show that effective sexuality education programs can:
- Reduce misinformation and increase correct knowledge
- Clarify and strengthen positive values and attitudes
- Increase informed decision-making skills and ability to act upon them
- Improve perceptions about peer groups and social norms
- Increase communication with parents or other trusted adults

In addition, research shows that sexuality education programs can help to:
- Abstain from or delay the debut of sexual relations
- Reduce the frequency of unprotected sexual activity
- Reduce the number of sexual partners

HOW TO USE THE MANUAL

This document was developed by Active Voices under the BB-SATA project by Youth Network Against FGM (YNAFGM) with financial support from AmplifyChange. It is a curriculum for teachers/instructors on a Comprehensive Sexuality Education project targeted at in-school adolescents.

As a guide, this manual has been designed to provide the teachers/instructors with the basic information and skills needed to have a well-structured CSE program. This module is divided into two main components; Key concepts- made up of an introduction, objectives and the primary goal, and Lessons- which contains information and key messages. The document can be used to educate all adolescents irrespective of the gender, orientation or form of disability.

This module employs three principal techniques of education; lecture, brainstorming and role playing. The key concept is to be presented as a lecture by the teacher/instructor whereas the lessons are to be more interactive using techniques that support brainstorming and role playing.

There are a total of 7 key concepts and 37 Lessons, all very important and should be followed in the way it has been outlined in this module.

Introductions & Launch

Activity 1: Get to know Someone

Objectives

By the end of the activity, students will be able to:

1. Identify particular aspects about their classmates, including family, leisure activity, school experiences, and interests

Instructions

1. Tell students that the purpose of this activity is to get acquainted with each other.
2. Keep it light, use humour, and have fun.

Activity 2: Expectations and Objectives

Objectives

By the end of the activity, students will be able to:

1. Articulate their personal expectations for the class.
2. Describe the goal, objectives, and main content areas

Instructions

1. Tell students that the purpose of this activity is for them to share their expectations so that facilitators can seek to ensure that these are met and/or clarify where the scope of the training may differ from expectations
2. Lead a brainstorm by asking teachers to share the expectations that they have and write these down on flipchart
3. Review the objectives of the CSE class

KEY
CONCEPT
ONE

HUMAN
DEVELOPMENT

Introduction

*H*uman development is about giving people more freedom to live lives they value. In effect this means developing people's abilities and giving them a chance to use them. Three foundations for human development are to live a long, healthy and creative life, to be knowledgeable, and to have access to resources needed for a decent standard of living (UNDP).

Objective

At the end of this session, participants should be able to;

- Appreciate one's own body.
- Seek further information about reproduction as needed.
- Affirm that human development includes sexual development, which may or may not include reproduction or sexual experience.
- Interact with all genders in respectful and appropriate ways.
- Affirm one's own sexual orientation and respect the sexual orientations of others.
- Affirm one's own gender identities and respect the gender identities of others.

Goal:

A better understanding and appreciation of one's own body so as to foster a healthier adult life.

Lesson 1:

OVERVIEW OF ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH IN THE COUNTRY

What is adolescence? – Adolescence is a period of transition from childhood to adulthood

Nigeria is the most populous country in sub-Saharan Africa with majority (one-third) of its population below the age of 25 years and about 22 percent between the ages of 10-19 years. Data on sexual and reproductive health (SRH) outcomes in Nigeria highlight the importance of focusing on adolescents. Data from the Demographic Health Surveys show that the average age at sexual debut is roughly between the ranges of 15-17 years of age among adolescent mothers in Nigeria. The age of sexual debut for adolescent boys is also 17.

There are several issues facing adolescents in Nigeria as the physical, mental, and emotional wellbeing of adolescents includes freedom from unintended pregnancies, unsafe abortion, maternal mortality and morbidity, sexually transmitted infections (STIs) including HIV and all forms of gender-based violence. More than half of all new HIV infections occur in people under the age of 25 with girls disproportionately affected. The national adolescent fertility rate in Nigeria is 122 births per 1,000 women aged 15–19 years. In the north western states, it is as high as 171 births per 1000 women aged 15-19 years. By age 20, 54% of females in Nigeria have given birth to a child.

Investing in the human capital of its youth, including their health, is important for boosting Nigeria's long-term prosperity. This includes a focus on adolescent sexual and reproductive health (ASRH) – choices made at this point in their lives, such as early marriage, pregnancies, or risky sexual behaviour will affect their future. Today there are more than one billion 10 to19-year olds, 70% of whom live in developing nations. Most of who are growing up in circumstances quite different from those of their parents, with greater access to

formal education, increasing need for such technological skills as computer and internet literacy, different job opportunities, and more exposure to new ideas through media, telecommunications and other avenues.

The environment in which young people are making decisions related to sexual and reproductive health is also rapidly evolving. Rates of sexual initiation during young adulthood are rising or remaining unchanged in many developing countries, childbearing and marriage are increasingly unlinked, and in many countries, high HIV prevalence adds to the risks associated with early sexual activity. The prevalence of HIV among adolescents is higher in Sub-Saharan Africa than in other parts of the world. Economic, social and cultural factors influence adolescents' poor sexual health status. Such factors include poverty which predisposes adolescents to high-risk behaviours and pushes parents to e.g. marry off girls. Social gender roles equally undermine young women's agency and ability to protect themselves, increasing their vulnerability.

Adolescent sexual activity, within or outside of marriage, can lead to negative reproductive health outcomes. Unprotected sexual activity can expose young women to the risks of unintended pregnancy, unwanted childbearing and abortion, as well as HIV and other STIs. In addition to being a human rights issue, coerced or unwanted sex is associated with these same adverse reproductive health outcomes.

DEFINITION OF SEXUAL
AND REPRODUCTIVE HEALTH

Reproductive Health: Reproductive health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity, in all matters relating to the reproductive system.

Reproductive Right: Adolescents, like adults, have the right to health including reproductive health. The right to health and to sexual and reproductive health means that all individuals should be able to enjoy the highest attainable standard of physical and mental health and to have access to the means and services to enable them to maintain or restore health. In addition to the right to health, adolescents have the right to non-discrimination, education and information, access to reproductive health services and facilities in confidentiality and with respect to their privacy (these include regulations that require a minimum age or parental consent) and protection from all forms of physical, mental and/or sexual abuse.

Sexual health: Sexual health is a state of physical, emotional, mental, and social wellbeing in relation to sexuality; it is not merely the absence of disease, dysfunction, or infirmity. Sexual health needs a positive and respectful approach to sexuality and sexual relationships, and the possibility of having pleasurable and safe sexual experiences that are free of coercion, discrimination, and violence. For sexual health to be attained and maintained, the sexual rights of all individuals must be respected, protected, and satisfied.

Sexuality: Sexuality is a central aspect of humanity and encompasses sex, gender identities and roles, sexual orientation, pleasure, intimacy, and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles, and relationships. Although sexuality can include all of these dimensions, not all are always experienced or expressed. Sexuality is affected by the interaction of biological, psychological,

social, economic, political, cultural, ethical, legal, historical, religious, and spiritual factors.

Sexual rights: Sexual rights embrace human rights that are already recognised in national laws, international human rights documents and other consensus statements. They include the right of all individuals, free of coercion, discrimination and violence, to:

- The highest attainable standard of sexual health, including access to sexual and reproductive health care services.
- Seek, receive, and impart information related to sexuality.
- Sexuality education.
- Respect for bodily integrity.
- Choose their partner.
- Decide whether or not to be sexually active.
- Consensual sexual relations.
- Consensual marriage.
- Decide whether or not, and when, to have children.
- Pursue a satisfying, safe and pleasurable sexual life.

The responsible exercise of human rights requires that all individuals respect the rights of others.

INSTRUCTION
FOR A QUIZ

Prepare a short true/false quiz using information from the notes above. List 5–10 statements and mix them up so that some are true and some are false.

Introduce the quiz activity by indicating that the students will be taking a true/false quiz in groups to better understand sexual and reproductive health among adolescents in the country.

- Ask the students to count off in order to form teams of five.
- Distribute the quiz and ask the teams to take 15 minutes to discuss and complete the quiz.
- Call time and ask for a volunteer group to share their answer to the first true/false statement. If the answer is wrong, ask if any other groups would like to share their answer if it was different. If no group has the correct answer, give the correct answer.

Conclude by noting some of the key findings identified in the true/false statements, with particular attention to any surprising information. Underscore that these challenges that adolescents are facing, such as unintended pregnancy, HIV, gender–based violence, and lack of information and services are what makes sexuality education all the more important and a responsibility that they can deliver on as teachers.

Lesson 2:
REPRODUCTIVE AND SEXUAL ANATOMY AND PHYSIOLOGY

The reproductive system is one of the most important systems of all living things as it assures procreation/continuity of a specie or organism. It is the system that contains all organs associated with reproduction within an organism. In Humans we have two distinct types of reproductive systems; the male reproductive system which consists of two major parts: the testes, where sperm are produced, and the penis, and the female reproductive system which consist of the clitoris, labia minora, labia majora, Bartholin's glands, the vagina, uterus, and the ovaries, which produce the female's ova. Hormones help to coordinate the activities of the reproductive system of both male and female systems before fertilization, during conception and after child bearing.

The sexual identity of a foetus which is a product of sexual differentiation is determined by chromosome gotten from both parents. Depending on the make-up of these chromosome, during prenatal development that occurs between week 7 and week 8 (the embryonic stage) after conception, the healthy child grows and develops either as a male or female. In some cases, however, certain babies are born intersexes which means that they may have ambiguous genitals that are not clearly male or female and/or that their chromosomes do not match their genitals. On the average for matured, sexually health individuals, prenatal development takes 38 weeks from the date of conception.

Like every known life form, the human body grows and as this growth continues certain parts of the body and organs naturally develops. At a certain stage of development known as puberty, internal and external sexual and reproductive organs mature in preparation for adulthood. Both men and women have internal and external structures that are important for reproduction. Important male reproductive structures

include:

- Testes: – these are the two structures that generate immature sperm (also known as spermatozoa). They are like an orchard producing fruit
- Epididymis: – this is a long, coiled tube that connects to a testicle and stores maturing sperm. Each epididymis connects to each testicle and is like a warehouse that stores the immature sperm and waits for them to fully mature
- Scrotum: – the scrotum is a pouch-like sac that houses the testes and each testicles' epididymis
- Prostate: – there's also the prostate which is a small walnut-sized gland that produces fluid that nourishes the sperm cells
- Penis: – the penis is the most commonly known male reproductive structure. It is the sexually sensitive organ used during intercourse and that ejects semen.

The female reproductive anatomy is more complex than that of the male. To discuss it further, we have divided it into two main parts: internal and external anatomy.

Internal female reproductive structures include the:

- Ovaries: – these are structures that produce an egg (also known as ova) that meets up with the man's sperm to make a baby.
- Fallopian tubes: – this is a connecting passageway for the egg, one that is located between the ovaries and uterus. The fallopian tubes allow an egg to pass from an ovary and into the uterus for the foetus to develop. The fallopian tubes are usually the site where an egg is fertilized by sperm.
  Here's an easy memory trick: 'F'ertilization occurs in the 'F'allopian tubes.
- Uterus: – also known as the womb is where the baby develops inside the mother.
- Cervix: – finally, we've got the cervix which is the lower portion of the uterus that opens up into the vagina and allows sperm to enter the uterus from the vagina in order to fertilize

the egg. The cervix also allows babies to leave the uterus during childbirth

- Vagina: – the vagina is often thought to be the external organ known as *vestibule* but it is in fact an internal organ which is also called the birth canal and accepts a man's penis during intercourse.

External female reproductive structures include the:

- Prepuce: – there's also the prepuce which is a structure formed by the labia minora.
- Clitoris: – the clitoris is a structure similar to the penis in men that is covered by the prepuce. The clitoris is the most sexually sensitive part of a woman's body.
- Vestibule: – this is an area enclosed by the labia minora where the urethral and vaginal openings are found.
- Vestibular glands: – there's also the vestibular glands that open into the vestibule and produce a lubricant that aids in sexual intercourse.
- Labia minora: – this is also known as the small lips. They are smaller skin folds lying within the labia majora. The labia minora surround the openings to the vagina and urethra, which is the structure that empties the bladder that houses the urine – a waste product from the kidneys.
- Labia majora: – the labia majora is also known as the large lips. It encloses the labia minora.
- Mons pubis: – this is a fatty prominence over the pubic bone that acts as a cushion during intercourse
- Vulva: – the external female genital organs, including the vestibule, vestibular glands, clitoris, labia minora, labia majora and mons pubis are all collectively called the vulva.

In human anatomy and physiology, hormones are primarily responsible for sexual development and changes and these changes to a large extent determines the reproduction functions of an individual. There are 5 key hormones that influence the reproductive physiology of men and women:

- **Follicle-stimulating hormone (FSH)** is a hormone that stimulates the development of the ovarian follicle, a structure that houses an immature egg till maturity. It is also responsible for stimulating the production of fully mature sperm.
- **Luteinizing hormone (LH)** which is also called the ovulating hormone, which allows for the ovaries to release a mature egg.
- **Oestrogen** is a hormone that is responsible for female sexual maturation including regulating the menstrual cycle, pregnancy and sexual behaviour.
- **Progesterone** is a hormone only found in females. It is responsible for preparing the uterus for implantation of the fertilized egg and for the maintenance of pregnancy.

    Fun fact: Note how 'pro'-'gest'-erone is 'pro,' or for, 'gest'-ation. 'Gestation' is just another term for a pregnancy.
- Testosterone is a hormone responsible for male sexual maturation, sexual behaviour, and muscle strength

As the human body continues to develop, it reaches a peak where the body may cease to produce certain hormones. In light of this, a woman's ability to reproduce ceases when she reaches a phase known as menopause, in men however, after puberty, a man can usually reproduce for the rest of his life.

LESSON 2:

PUBERTY

The word puberty is derived from the Latin *pubertas,* which means adulthood. Puberty is a stage in human development where the human body experiences changes that helps it to mature into an adult body capable of sexual reproduction. Puberty is initiated by hormonal changes triggered by a part of the brain called the hypothalamus, which stimulates the pituitary gland, which in turn activates other glands as well. These changes begin about a year before any of their results are visible. In contrast to puberty, **adolescence** is more a social/cultural term that refers to the interval between childhood and adulthood.

As children grow older and closer to a phase known as "teenage phase" their bodies develop sexually paving way to this phase known as Puberty. Puberty brings about physical and emotional changes in the individual; it also marks a fully developed reproductive system meaning at this stage people can bear children.

It helps to know about the changes that puberty causes before they happen. That way, you know what to expect. It's also important to remember that everybody goes through these changes. No matter where you live, whether you're a boy or a girl, whether you like vanilla or double-fudge-chunk ice cream, you will experience them. No two people are exactly alike, but one thing everyone has in common is that we all go through puberty.

Even though puberty is associated with age, it can't be said to begin at a particular age for all persons, but generally, girls tend to reach this phase earlier than boys. While some people may begin Puberty as early as 9 years old others may not until their middle or

late teens. During puberty, your body will grow faster than at any other time in your life, except for when you were a baby and this growth brings about physical and psychological changes. Some changes that are common to both gender at this phase include growth of body hair and an increase in body odour while the more gender specific ones are girls begin to ovulate and menstruate, and boys begin to produce sperm and ejaculate –once this occurs girls are physically capable of becoming pregnant and boys of getting a female pregnant.

Due to the action of hormones released during Puberty people tend to experience more emotional changes which may include sexual and romantic feelings, self-consciousness, sensitivity and inquisitiveness and also some boys may ejaculate while they are asleep which is called a nocturnal emission or "wet dream."

Lesson 3:
REPRODUCTION

Reproduction is simply a biological process by which living things give rise to new individuals within their community/population. It is usually a process that involves matured individual(s) as is seen in both plants and animal kingdoms.

In humans, reproduction involves two sexually matured individuals of opposite sex, a male who produces the sperm that fertilizes the egg of a female, who eventually gives birth to a baby after the incubation period of approximately 40 weeks. Biologically, puberty marks the stage from which individuals can play an active part in reproduction, therefore whenever virginal intercourse occurs, it is very possible for a woman to become pregnant/conceive.

Reproduction is a normal process for most sexually matured and healthy individuals which requires that a sperm from a sexually matured and healthy male fuse with an ovary/egg of a sexually matured healthy female a process known as fertilization/conception. The foetus begins to develop immediately after fertilization within the uterus of the female, a process which lasts an average of 40 weeks and ends with birth.
The fertilizing sperm under normal conditions determine the sex of the foetus. A means of artificially inseminating fertilization is through In Vitro Fertilization (IVF) and this is a medical process.

Decisions about having children are sometimes based on personal values, experiences, religious beliefs, cultural beliefs, and other factors and often times this governs one's perception of reproduction.

Lesson 4:
BODY IMAGE

Body image, in most modern definitions, involves two key elements: a mental picture of one's physical body (including size, shape, and appearance), and one's attitude toward the physical self (such as thoughts, feelings and beliefs about one's body). Body image may change gradually and can be influenced by a number of social factors, such as culture, the media, and interactions with family and friends. It also often adapts to reflect new information, people, and experiences.

This can be summarized as the perception or mental representation one creates of their physical self, their aesthetics or sexual attractiveness and the thoughts, feelings and behaviour that result from that perception. The resulting thoughts and feelings can either be positive or negative giving rise to either positive or negative/distorted attitudes about one's physical self (including size, shape, and appearance).

Does any of this sound familiarfl

"I'm too tall."

"I'm too short."

"I'm too chubby"

"I'm too skinny."

"If only I were shorter/taller/had curly hair/straight hair/smaller lips/a smaller nose/longer legs, I'd be happy."

Teenagers go through lots of changes in their body associated with puberty and might not always like a particular change but when you get stuck on the negatives it can really bring down your self-esteem.

Negative Body Image

- A distorted perception of your body--you perceive parts of your body unlike they really are.
- You are convinced that only other body types are attractive

and that your body size or shape is a sign of personal failure.

- You feel ashamed, self-conscious, and anxious about your body.
- You feel uncomfortable and awkward in your body.

Positive Body Image

- A clear, true perception of your body--you see the various parts of your body as they really are.
- You admire and appreciate other body types including your natural body shape and you understand that a person's physical appearance says very little about their character and value as a person.
- You feel proud and accepting of your unique body and refuse to spend an unreasonable amount of time worrying about food, weight, and calories.
- You feel comfortable and confident in your body.

To note;

- Negative body image are driving forces in eating disorders.
- Don't get stuck on the negatives, think of the positives.
- All body types are equally special and the value of a person is not determined by his/her appearance.
- Our differences make us unique.
- The media portrayal of beauty is unrealistic and not the ideal of what most people look like.
- The size and shape of body parts including penises, breasts, and vulvas can vary significantly.
- The size and shape of sexual organs does not affect a person's ability to reproduce or experience sexual pleasure.
- Although people stop growing once they reach adulthood, bodies change shape and size throughout life.
- A person who accepts and feels good about his or her body may seem more likeable and attractive to others.
- People are attracted to a variety of physical qualities.

Lesson 5:
SELF ESTEEM

S elf-esteem is how we value ourselves; it is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, our work – nearly every part of our lives. Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection.

For many people, especially teenagers, body image can be closely linked to self-esteem and vice-versa. **Self-esteem is all about how much you feel you are worth — and how much you feel other people value you while Body image is how you view your physical self — including whether you feel you are attractive and whether others like your looks.**
Some outward signs of positive self-esteem include:

- Confidence
- Self-direction
- Non-blaming behaviour
- An awareness of personal strengths
- An ability to make mistakes and learn from them
- Optimism
- An ability to solve problems
- An independent and cooperative attitude
- Feeling comfortable with a wide range of emotions
- An ability to trust others
- A good sense of personal limitations
- Good self-care

- The ability to say no when necessary

Low self-esteem is the opposite of positive self-esteem. It is a debilitating condition that keeps individuals from realizing their full potential. A person with low self-esteem feels unworthy, incapable, and incompetent.
Here are some signs of low self-esteem:

- Negative view of life
- Mistrusting others – even those who show signs of affection
- Blaming behaviour
- Fear of taking risks
- Feelings of being unloved and unlovable
- Dependence – letting others make decisions
- Fear of being ridiculed

How to raise a low self-esteem
Feelings of low self-esteem often build up over a lifetime and letting go of ingrained feelings and behaviours is not an easy task. It may take time, hard work, or require professional counselling. But there are some simple, positive thinking techniques that can be used to help improve self-esteem. These are called affirmations.

Using affirmations to stop negative self-talk is a simple, positive way to help increase self-esteem. Affirmations are encouraging messages we can give ourselves every day until they become part of our feelings and beliefs. Affirmations work best when a person is relaxed. But since people are often upset when they are giving themselves negative self-messages, they may need to counter negative messages with positive ones.

For example, replace the message "I made a stupid mistake,

and I am no good at this job," with "Yes, I made a mistake but I have learned from it, and now I can do a better job". Begin each day by giving yourself a positive message. The following affirmations can help you to work toward a positive self-image:

- I respect myself and others
- I am lovable and likable
- I am confident, and it shows
- I care about myself
- I am creating loving, healthy relationships
- I am a good friend to myself and others
- I accept myself just as I am
- I look great
- Life is good, and I like being a part of it

In summary, Self-esteem means having a good opinion of yourself and feeling good about yourself as a person. This topic is very important because it can affect almost everything we do. Self-esteem helps us have good relationships with others, gives us the confidence to try new things, and helps us succeed. On the other hand, low self-esteem holds us back and interferes with our relationships, success, and happiness.

Lesson 6:
GENDER IDENTITY AND SEXUAL ORIENTATION.

To Do:
- Differentiate between Gender and Sex
- Describe the different gender identities

Gender identity is a person's sense of identification with either the male or female (or rarely, both or neither), as manifested in appearance, behaviour, and other aspects of a person's life. It is an inherent aspect of a person's make-up. Individuals do not choose their gender but can decide on an identity suiting to them of which they cannot be influenced to change as how they perceive themselves remain despite external influencing factors. Gender identity is simply an expression of how individuals truly see themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

For example, if a person considers himself a male and is most comfortable referring to his personal gender in masculine terms, then his gender identity is male but if he appears male but considers himself a female and is most comfortable referring to his personal gender in feminine terms, then his gender identity is female.

To understand gender identity, we must understand gender which is the complex interrelationship between three dimensions:
- Body: our body, our experience of our own body, how society genders bodies, and how others interact with us based on our body.
- Identity: our deeply held, internal sense of self as male, female, a blend of both, or neither; who we internally know ourselves to be.

- Expression: how we present our gender in the world (through such things as clothing, hairstyles, and mannerisms) and how society, culture, community, and family perceive, interact with, and try to shape our gender. Gender expression is also related to gender roles and how society uses those roles to try to enforce conformity to current gender norms.

The two most common gender identities are boy and girl (or man and woman), and often people think that these are the only two gender identities. This idea that there are only two genders is called the "gender binary." If a child has a binary gender identity, that means they identify as either a boy or a girl, regardless of the sex they were assigned at birth.

But gender is a spectrum, and not limited to just two possibilities. A child may have a Non-binary gender identity, meaning they do not identify strictly as a boy or a girl – they could identify as both, or neither, or as another gender entirely.

Sexual orientation on the other hand is about the type or nature of people (or animals or things) an individual or a group of people are attracted to and desires to have intimate relationships with. Your innermost desire for emotional or romantic attraction to other people of a particular gender or sexual orientation.

Sexual orientations include gay, lesbian, straight, bisexual, and asexual. There are some identities associated with sexual orientation:

- People who are attracted to a different gender (for example, women who are attracted to men or men who are attracted to women) often call themselves straight or heterosexual.
- People who are attracted to people of their gender often call themselves gay or homosexual. Gay women may

prefer the term lesbian.

- People who are attracted to both men and women often call themselves bisexual.
- People whose attractions span across many different gender identities (male, female, transgender, genderqueer, intersex, etc.) may call themselves pansexual or queer.
- People who are unsure about their sexual orientation may call themselves questioning or curious.
- People who don't experience any sexual attraction for anyone often call themselves asexual.

Sexual orientation is about who you want to be with while Gender identity is about who you are. Hence, being transgender (feeling like your assigned sex is very different from the gender you identify with) isn't the same thing as being gay, lesbian, or bisexual.

To note;

- **Gender and sex are often used interchangeably but they are different. Sex is a label (male or female) assigned based on a person's biological nature/physical characteristics while Gender is about your sense of who you are as male, female, neither or both, as opposed to what your physical characteristics, genes and hormones indicate. Gender** is much more complex: It is more social than physical including gender roles, expectations and identity.
- **Gender identity** can be expressed through such things as clothing, hairstyles, and mannerisms
- Our brains play a key role in how we each experience and express our gender.
- A Cisgender person has a gender identity consistent with the sex they were assigned at birth.
- A Transgender person has a gender identity that does not

match the sex they were assigned at birth.

- Agender people do not identify with any gender.
- Expectations around gender are taught to us from the moment we are born, and communicated through every aspect of our lives, including family, culture, peers, schools, community, media, and religion.
- **Some individuals do not align with a gender identity or sexual orientation as they do not align with labels**
- Gender is personal (how we see ourselves), while sexual orientation is interpersonal (who we are physically, emotionally and/or romantically attracted to).

KEY
CONCEPT
TWO
Interpersonal Relationship:
(Family and within Society)

INTRODUCTION

The ability to have a healthy, loving relationship is not innate. A great deal of evidence suggests that the ability to form a stable relationship begins in infancy, in a child's earliest experiences with a caregiver who reliably meets the infant's needs for food, care, protection, stimulation, and social contact (Psychology Today).

Objective
At the end of this session, participants should be able to;
- Explain what is meant by relationship and describe various types of relationships
- Differentiate between relationships within the family and those in the larger society
- Develop and maintain meaningful relationships
- Discuss family, the differences and uniqueness of family members
- Discuss the factors that can enhance good family relationships
- Avoid exploitative or manipulative relationships.
- Exhibit skills that enhance personal relationships.

Goal:
How to maintain good relationships, identify and avoid harmful and exploitative relationships.

Lesson 1:
RELATIONSHIP

Naturally humans are social beings and are usually never really in isolation. From conception, we form a relationship with our mothers, a relationship that grows after delivery and often increases as the individual grows in age and exposure.

Relationship is a social bond or attachment between two or more people usually for the benefit of all parties involved. It mustn't be only between humans for it can also exist between humans and other life forms. Relationships forms the basis of human interaction, the expression of love and intimacy. Exploitation, Abuse and Manipulations can happen in any relationship, but can only grow in an unchecked relationship, hence, there are some social and cultural laws that helps to protect certain individuals in a relationship.

Social laws are civic guidelines and rules with a vivid description of the penalties for breaking each of these rules within the community. It is a territorial kind of law that functions and is applied only within the geographical boundaries of a distinct community. Cultural laws are customs and rules that are meant to protect a particular set of people either within or outside their geographical boundaries.

To note:
- Everyone in a relationship requires and demands respect from partners.
- People in healthy relationships take interest in one another.
- When we really get to know someone, we find out things that are not that great about them, and they find out the same about us.
- The basic needs that everyone has in relationships are companionship, affection, and emotional support.
- The healthiest relationships are built only when those involved are committed to achieving their collective goals.
- Good communication is essential to healthy relationships.

Lesson 2:
FAMILY

The family is a social unit that is comprised of people related by blood, marriage or law each with something unique to contribute and with a purpose of helping its members achieve their full potential. It is the basic unit of the society that bears the responsibility of supporting, caring for and preparing the children for adulthood. Like every other societal unit, the family as a unit has rules to help members live together peacefully as well as protect its members by providing them with certain rights and responsibilities.

A family can either be nuclear or extended with members sometimes staying close together or widely dispersed and for most communities, sexual relationship within members of a family is seen as a taboo. The nuclear family consist of a father, a mother and their children only while an extended family may have a father, a mother, step-mother, step-brothers, step-sisters, uncles and aunties.

The constitution of a family is a prime area of debate in family sociology, politics and religion. Social conservatives tend to define the family to include father, mother, or child). Sociologists, on the other hand, tend to define family more in terms of the manner in which members relate to one another than on a strict configuration of status roles. Here, we'll define **family** as a socially recognized group (usually joined by blood, marriage, cohabitation, or adoption) that forms an emotional connection and serves as an economic unit of society. Sociologists identify different types of families based on how one enters into them. A **family of orientation** refers to the family into which a person is born. A **family of procreation** describes one that is formed

through marriage. These distinctions have cultural significance related to issues of lineage.

To note:

- Children may live with one or more parents or caregivers including biological parents, step-parents, foster parents, adoptive parents, grandparents, friends, or other combinations of adults.
- Family members take care of each other.
- Many adults may help care for children.
- Family members have rights and responsibilities.
- Adult family members usually decide the children's rights and responsibilities.
- Families help children learn values.
- Families have rules to help members live together.
- Members of a family sometimes disagree but continue to love each other.
- Communication in families is important.
- The responsibilities of family members may change as they grow older.
- As children become more independent, they become more responsible for themselves and others.
- When a family crisis occurs, family members need to support each other.

Lesson 3:
FRIENDSHIP

Friendship is a stronger from of interpersonal relationships between non-family members. This form of relationship can exist between just two persons or in a group with the sole aim of companionship. As with any relationship, friendships bring support and joy and occasionally strife. Friendship can sometimes evolve into a romantic relationship but it must be understood that not all friendships ends in romantic relationships.

Friendship is often underrated, considering the tremendous impact it has on our well being. Friendship can exist between people of the same or different age, religion, culture, environment, beliefs, sex, class, language or background. It is sometimes formed with individuals who have certain qualities that one yearns for but cannot acquire for some obvious reasons. A healthy friendship supports individuals so that each can excel in reaching their aspirations.

Friendship is often a mutual and agreeable relationship between individuals who are not related by blood but have a common interest, and that's a good thing, as it has been said that a person who finds a true friend has found a priceless treasure. It can be formed for a variety of reasons or can mean different things to different people, as for some people it is simply the trust that someone will not hurt you, for others it might be unconditional love or just normal companionship, whatever the case maybe, friendship helps us generally to see the best in life.

To note;
- Choosing good friends is important.
- Friendship is a great support system that can help us deal

with those hardships that everyone faces at some point

- A person can have different types of friends.
- Friendships help people feel good about themselves
- Friendships depend on honesty.
- Many skills are needed to begin, continue, and end friendships.
- Friends can influence each other both positively and negatively.
- Friends sometimes hurt each other's feelings.
- Friends forgive each other.
- It is important to support and help a friend when he/she has a problem.
- It is essential to build your friendships with people who are compatible with you on both an emotional and psychological basis.
- Friendship should be mutual and not one-sided.
- A friendship should make both people in the relationship happy; both people should have fun when they spend time together.
- People can be friends without being romantically involved.

Lesson 4:
LOVE

L ove is a form of interpersonal relationship that is unique for its strong affection and attraction towards another. It must also be understood that Love can be not just for others but also for oneself. Love can be experienced in different ways and may or may not involve romantic and/or sexual intimacy.

Love can come in different forms for example love of oneself, love between members of a family - nuclear and extended, love between members of a group, love for friends and love for a particular individual. As love is unique, everyone desires to be loved and love in turn, therefore it is important that one must understand what is required for a healthy love life and how to know when one is truly loved. People may confuse love with other intense emotions such as sexual attraction, lust, infatuation, jealousy, and control but bear in mind that love is a pure feeling towards oneself or another.

As much as it is true that everyone desires to be loved, love is a choice and it must also be understood that people have preferences when it comes to who to love and how to express their love for such a person, so there is a need to understand that one should not and cannot be forced to love by family, friends or peers.

Love has been explained to have 5 languages:

- Language #1: Words of Affirmation
  Love is respectful and should bring out the best in you. Kind words express love and **respect** which should be the foundation of any relationship. People desire to feel

loved, hence showing gratitude and informing the other party what you appreciate about them affirms love

- Language #2: Physical Touch
  This is applicable in most relationships including love between family members, cordial friends or in intimate relationships. It can be a hug after a difficult day in school or the loss of a loved one or a friendly peck on the cheek. Loving someone does not mean you must be sexually intimate with them. No one should feel pressured to engage in sexual intercourse in the name of love. Physical touch can be an expression of love but it should never be forced on another or interfere with your/their independence or self-identity.

- Language #3: Quality Time
  Have you ever felt like your Mum or Dad or a particular friend does not spend enough time with youfl
  Even without any enlightenment, we know that spending time with someone expresses a level of affection which translates that you value the other person's company. This incorporates listening to the other person (2:1 ratio (listen 2xs as much as talking)) and paying undivided attention to them

- Language #4: Acts of Service
  This means doing things in servitude for another. These are little things one can do but require thought, planning, time, effort and energy and are indeed expressions of love. It can be simply making a special meal for your mother on Mother's Day or making up your parent's room without being asked or helping a friend/loved one remember a weekly appointment or prepare for an examination etc. An act of service is often done freely and willingly without an expectation.

- Language #5: Gifts
  Almost everything about love revolves around the heart of giving but gifts are visible, tangible evidence of

emotional love. While giving gifts can be an expression of love, it shouldn't be done with the intention of an expectation from the receiver. In receiving a gift from someone, you are not indebted to the person and should not feel coerced to return the favour in a way that compromises your principles.

To note;

- Love means having deep and good feelings about oneself and others.
- People express love differently to their parents, families, and friends.
- A person can show love for another person in many ways.
- Loving oneself improves one's ability to love another person.
- People are capable of giving and receiving love.
- Love is not the same as sexual involvement or attraction although it can happen at the same time.
- Loving someone can involve taking risks and being vulnerable.
- Love is not always returned and this is not your fault or as a result of what you did or didn't do.
- Ending a loving relationship can be difficult and painful.

Lesson 5:
ROMANTIC RELATIONSHIPS AND DATING

Dating can be said to be a stage in a relationship where two people who are attracted to each other spend time together with the aim of seeing if they are suited for a more serious commitment. There is also the aspect of teen dating which is a romantic relationship between teenagers which must not be sexual. Dating for teenagers becomes child exploitation when a romantic relationship involves a grown-up and a teenager below the age of maturity (in Nigeria, the age of maturity is 18 years). This is prohibited in all its forms in most modern communities.

Romantic relationships can in some cases progress into sexual relations either in marriage or when the individuals involved decides to freely express their sexual desires for each other and understand the social, emotional, physical, psychological and spiritual implications of sexual intercourse.

Parents often help to guard their children with the best advice about dating and romantic relationships and often times they also decide on the age when their child may begin dating. When considering dating, there are several things one must consider and understand as relationships are beyond talking about feelings and require commitment and maturity.

- Understanding a healthy relationship:
  A healthy relationship comes from respect, mutual understanding, trust, honesty, communication, and support. A relationship should consist of healthy boundaries that are established and respected by both partners equally. A good partner will accept you as you are, support your personal choices, and praise you for your achievements. A healthy

relationship also allows both partners to maintain outside interests and friendships, and does not hinder the personal freedom of either partner. The opposite of this is considered an unhealthy relationship.

- Abuse and associated warning signs:
  There are many and different types of abuse a teen should be aware of before entering into a relationship in order not to become a victim/survivor or perpetrator. These include physical, emotional, sexual, financial, and digital abuse, as well as stalking. Physical abuse occurs when a person uses physical force to harm another including hitting, kicking, pushing, biting, choking, and using weapons are all forms of physical abuse. Physical abuse must not result in visible injuries to qualify as abuse.

  Emotional abuse includes insults, humiliation, degradation, manipulation, and intimidation. It can involve forced isolation, coercion, or use of fear and/or guilt to control or belittle another individual. This often happens unconscious to the victim as it starts with little actions like complaining about friends with the idea of isolation and in some cases, progresses into physical violence. In cases of physical and/or emotional violence, the perpetrator always makes the other feel that the abuse is his/her fault or a result of his/her actions.

  Sexual abuse involves any act that directly or indirectly impacts a person's ability to control their own sexual activity and the conditions surrounding it. It can take many forms, including forced sexual activity, using other means of abuse to pressure one into a sexual activity, coercion or demanding sex for time spent together or gift given.

  Financial abuse is a form of emotional abuse that uses money or material items as a means of power and control over another person. Digital abuse is any form of emotional abuse

using technology as a person may use social media, texting, or other technological means to intimidate, manipulate, harass, or bull someone.

Have you heard things like, he/she punches you because they like youfl This is unhealthy. No form of abuse is an expression of love and love should never be used to justify abuse. If you feel you are in an unhealthy abusive relationship, speak to an adult for advice.

- Difference between Lust, Infatuation and Love
  Distinguishing between infatuation and love can be difficult especially for teens who are experiencing a certain type of likeness towards another for the first time. Lust is also different from love as lust is an emotion focused only on sexual feelings and attractions to another while love is much deeper. Infatuation and/or lust is not the same as love. Infatuation may give us butterflies, fussy feeling, and that "can't eat, can't sleep" type of feeling, but it isn't the same as love. Love takes time to grow, whereas infatuation may happen almost instantly.

To note;
- Dating is when two people who are romantically attracted to each other spend their free time together.
- As teenagers, do not feel coerced to be in a dating relationship except you are ready to.
- Readiness and interest in dating vary among individuals.
- Before people commit themselves to a relationship, they may want to be friends, spend time together, and get to know each other well.
- Communication is an important tool to successful dating.
- Young people may use many different terms to describe dating and romantic relationships.
- Customs and values about dating differ among families and cultures.
- Dating includes sharing recreational activities, learning

about new things, and practicing social skills.

- Paying for a date or giving gifts does not entitle someone to any type of sexual activity.
- People date for a variety of reasons such as companionship, to share an experience with someone, friendship, intimacy, and love.
- When couples spend a lot of time together alone, they are more likely to become sexually involved.
- If you are not ready to engage in sexual intercourse, limit spending time together alone and discuss this with the other partner but never allow yourself to be pressured or coerced into sexual activity.
- Sometimes people in dating relationships may be physically or emotionally abused by their partners which is called "dating abuse."
- Dating relationships can be enhanced by honesty and openness.
- Responsibility for the quality of the relationship is shared by both partners.

Lesson 6:

MARRIAGE AND LIFETIME COMMITMENTS

Marriage is a form of interrelationship that is unique in the sense that it is a union of two individuals that is made official by some form of public occasion. It can be said to be a legal, social or religious ritual by which two adults after a successful dating make their relationship public, official and permanent. It marks the beginning of a lifetime commitment in a relationship. There are various types, as a result of different beliefs, customs and styles of marking this lifetime commitment.
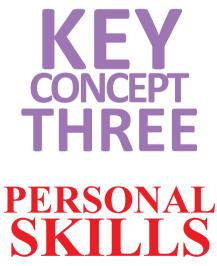
Contrary to other cultures, sex is a gift to be enjoyed exclusively within the bonds of marriage. However, the physical relationship isn't the only area where waiting is important. You must also be patient in waiting for the right person. As a teen, you might be so eager to have a boyfriend, and this desire for companionship might be so strong but as teenagers, you need to know not settle for marriage to the wrong person just to keep you from being alone.

Marriage, while incredible, is complicated and takes a lot of work, sacrifice, and adjustment. Marriage is not about what our spouse does for us. It's about what we can do for them. It's not about feeling loved or appreciated. It's about making someone else feel loved and appreciated.

In some cases, a marriage may end in divorce which is a legal process that parents go through when they no longer want to be married because they are no longer happy together anymore and have hurt each other too much. In divorce, parents will no longer be married to each other, but will always be parents to the children

from the marriage.

To note;
- Marriage is considered a commitment by two people to love, help, and support one another.
- In some cultures, parents choose marriage partners for their children.
- Different cultures and religions have varying values about marriage, lifetime commitments, living together, sexual relationships before or outside of marriage, and divorce.
- Marriage and lifetime commitments may benefit from characteristics such as friendship, shared values, commitment, similar interests and goals, mutual support, and sexual attraction.
- Being a teenage parent can be extremely difficult. Hence it is better to wait till maturity and marriage before getting pregnant
- Most people who marry intend the relationship to be lifelong.
- Two people who live together without being married can have the same commitment and responsibility toward one another as married people which is known as co-habitation.
- People who are married or committed to each other may get divorced or break up if they decide they do not want to be together anymore.
- Divorce is the legal ending of a marriage.
- Divorce and break-ups are usually difficult for families.
- In some religions and cultures, divorce is prohibited.

KEY
CONCEPT
THREE

PERSONAL
SKILLS

INTRODUCTION

*L*ife skills education is a structured programme of needs- and outcomes-based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals to develop and practise psycho-social skills that minimize risk factors and maximize protective factors. **(UNICEF).**

Objective

At the end of this session, participants should be able to;

- **Enjoy and express one's sexuality throughout life.**
- **Express one's sexuality in ways that are congruent with one's values.**
- **Enjoy sexual feelings without necessarily acting on them.**
- **Discriminate between life-enhancing sexual behaviours and those that are harmful to self and/or others.**
- **Express one's sexuality while respecting the rights of others.**
- **Seek new information to enhance one's sexuality.**
- **Engage in sexual relationships that are consensual, nonexploitative, honest, pleasurable, and protected.**

Goal:

To bring about well-informed individuals, who are less likely to expose themselves to risky behaviours including risky sexual behaviour.

Lesson 1:
VALUES

- What are values?
- Where do you think we get our values? (Answers include: family, religious teachings, culture, friends, books, media and so on.)
- What is one example of a value your family feel is very important?

Values are strong, important and lasting beliefs or ideals shared by a person, a group or the members of a culture about what is good or bad, desirable or undesirable, and making such, an important part of their lives. Values have major influence on a person's behaviour and attitude and serve as broad guidelines in all situations. Values grow out of our experiences with others, including the culture we live, our friends and our family.

Making a conscious effort to identify your values is very important because establishing your own personal guidelines can remove risk and accelerate success. This is true because your values ae those things you believe are important and has a direct effect on helping you get the best out of your life, studies, family, work and relationships. It is best that one reduces the number of values to the nearest minimum which are usually referred to as core values. Your core values should determine your priorities in life as well as serve as standard for you to monitor and access if things are turning out the way you expect them to.

Values influences a person's most important decisions about friends, how to react in different situations, sexual relationships, family, education, work, and money and due to such importance, it must be stressed that no one has the right to impose their values on others. **We all have values, but unless we take the time to think about those values, we can easily overlook them when we're making**

important choices. Here are some guidelines for identifying what you value.

- **Is there something that is important to you and in line with your principle**
- Is this something that's important to youfl
- Do you feel good about this being important to youfl
- Would you feel good if people you respect knew that this was important to youfl
- Does this fit in with your vision of who you arefl

To Do

- **List examples of values (status, family, good grades, love, honesty, friendship, kindness, hard work, and talent)**
- Ask for three volunteers. Then ask them to each choose one of the intangible things on the list and explain why they consider it important.
- Can you think of a value someone else has that you do not shareflWhat is itfl

To note;

- We adopt most of our values from our parents, other family members, community, cultural and religious teachings, and peers.
- While some values are universal, others differ among individuals, families, communities, religions, and cultures.
- Values help people decide how to behave and interact with others.
- Values should be freely chosen after the alternatives and their consequences are evaluated.
- A person who behaves contrary to his or her values may feel guilty or uncomfortable.
- To behave according to one's values can be difficult but satisfying.
- Respecting the diversity of values and beliefs of other people is important.
- Relationships are usually stronger if people share similar values.

Lesson 2:
DECISION-MAKING

Decision making is a skill of making a choice from two or more possible choices by identifying a decision, gathering information, and assessing alternative resolutions. In other words, it is choosing a course of action from a list of available courses of action as it relates to addressing a challenge or solving a problem.

It is a very important lifesaving skill that requires a mental assessment of the challenge/problem to be solved, possible routes to managing or solving them, the gains and demerits of each of these routes and finally the choosing and acting on the best route to managing or solving the challenge/problem. Although decision making is a daily activity for us all, sometimes it can be really hard to make the best choice without consulting other sources like books, internet, friends and family. It must also be understood that each decision made comes with consequences, positive and/or negative.

Adolescence is recurrently described as a time of engaging in risk-taking behaviours, but adolescents equally make decisions (though guided in most cases) about their life and future and need to acquire decision-making skills. There are many factors affecting adolescent decision making and they include cognitive, psychological, social, cultural and societal factors. The cognitive relates to their intellectual capacity and lack of experience while the others refer to identity formation and the shift from dependence to independence and peers begin to replace the family as the main socializing agent. Here, adolescent decision making begins to revolve around developing intimate friendships and 'sexual socialization'.

In friendship, decision making is a very crucial tool for a satisfying relationship. It reduces risks, exploitation, abuse and at the same time, it helps to maintain core values. With a good decision-making skill, one can decide who to befriend, the kind of friendship, what one expects from the friendship and at what time or when to end an unhealthy friendship. It should be understood also that drugs and alcohol can limit one's ability to make sound and informed decision.

How to Enhance Your Decision-Making Skills

Commit: Once you decide to act on a particular idea or thing, you can do one of the following. Spend a lot of time, effort and energy considering what would have been if you made a different decision "Or" you can spend the time, effort and energy on making your decision work. You get to decide.

Do the Right Thing: One of the major reasons for delaying decisions is because people want to get it right. Most times, people know the right thing to do but because it might be difficult, disagreeable or uncomfortable, they choose not to make that decision and opt for the wrong thing which almost always results in negative consequences.

The Best Syndrome: The desire to make the best decision. In truth, there is really no way to know which decision is best as every decision will have consequences. As a result, what people do is compare consequences which is good, but makes for an unclear decision. It's much more useful to consider whether a particular decision will be effective or not. If at any point along the line you realize that decision is not working, you choose a different route that shows promise of working. It is much more useful to be effective and get the job done than to spend endless hours trying to determine the best decision.

Thinking it Through or Not: In decision-making, it is necessary to assess and understand the issues at hand. The idea is to build your decision-making skills so that you do not make decisions without critical thinking, but rather you reason and think your way to making good decisions. Sometimes, we make our decisions emotionally, and then justify it with reasons and explanations, even excuses! An example would be making a decision to go someplace that you are not supposed to, but somehow you find a reason that it would be useful to you and convince yourself on the necessity to go there.

Sounds familiar?
Occasionally, it is suggested that you use your intuition. But never at the expense of logic and rationality.

To note:
- Adolescents need guidance from adults to make some decisions.
- Decision-making is a skill that can be improved.
- Decisions can be made through either an intuitive or reasoned process, or a combination of the two.
- To make a good decision one must consider all of the possible consequences, good and bad, and choose the action that one believes will be effective.
- Decisions often have more options than seem obvious at first.
- Some young people face difficult decisions about sexuality, including whether to have a sexual relationship and the limits of the relationship.
- Decisions about sexuality are sometimes difficult because of sexual feelings and pressure from partners or peers but good decision-making is key to protecting one-self from sexual exploitation.
- Teenagers who decide to engage in sexual behaviour must also decide about pregnancy and STI/HIV prevention.

Lesson 3:
COMMUNICATION

Communication is a skill of transferring information from one person or source to another person or source either through words, signs, or other forms of actions and inactions. Communication is only complete when the information sent from the sender is well received and understood by the receiver and this can exist between individuals or groups.

SENDER – MEDIUM – RECEIVER
Communication is necessary in every human relationship and key to every healthy relationship. Components of communication include speaking, writing, listening, reading, and attention to detail while its channels are electronical and non-electronical.

Communication may be improved by: listening well; making eye contact; stating feelings; using messages that start with "I" to indicate that the person is speaking for him/herself; trying to understand the other person(s); offering possible solutions to problems; giving positive nonverbal messages such as a smile or touch; asking for clarification.

Common barriers to effective communication
Language Barriers: when the sender and the receiver speak different language, or the language of communication is not the first language for one or more people involved in the communication

Barriers from Sender: when the sender doesn't know what the receiver expects; is using copious amounts of words to convey messages; using ambiguous statements, talking too fast or has wrong assumptions about the receiver's knowledge and skills to understand.

Barriers from Receiver: when the sender does not pay attention or jumps into conclusion without understanding the sender

Effective Communication is a two way process- sending the right message and to the right person. Non-verbal communication is also important as it can make or mar. it involves using body language including facial expressions effectively.

To note:
- People can learn to communicate more effectively.
- Some disagreements in families and among friends may occur because of poor communication.
- Communication may be impaired by not listening; yelling; blaming, criticizing, or name calling; making the other person feel guilty; giving negative nonverbal messages such as frowning or scowling; and interrupting.
- Verbal and nonverbal communication may have many meanings depending on the individual, family, gender, cultural background, and situation.
- It may be difficult for individuals who feel that they have less power in a relationship to communicate effectively.
- Communication about feelings, desires, and boundaries can improve relationships.
- Communication is necessary to assure consent for a sexual relationship and any sexual behaviour.
- There are several types of communication including assertive, aggressive, and passive.
- Assertive communication is most effective for stating one's needs without hurting or overpowering others.

Lesson 4:
ASSERTIVENESS

A ssertiveness is a skill that relates to one's ability to openly express beliefs, opinions, desires, feelings and rights, of oneself or of others in a way that doesn't infringe on the rights of others. In more simple terms it is you asking others for what is fair and doing so firmly.

To be assertive requires that one is able to get his/her point across without upsetting others, or becoming upset by others in this process, expressing what one wants or saying how one feels without hurting or over powering others. It also means that he/she fully understand how to react aggressively, assertively or passively and the consequences that results from each. Behaviours that help people be more assertive include: being honest; being direct; communicating feelings and needs as they come up instead of waiting; using assertive body language; speaking for oneself; and taking responsibility for one's feelings and needs.

In a healthy relationship, assertive behaviours lead to increased respect from others, their willingness to see you as a person who respects him/herself and others, a worthwhile person, and a more loveable person!
To note:
- Everyone, including children and challenged persons has rights.
- Assertiveness is a skill that can be learned and improved.
- Asking is often the first step to getting what one wants or needs.
- Being assertive does not ensure that people will always get what they want.
- Being assertive may include repeating one's position,

offering a compromise, and/or walking away.

- Being assertive can help people choose between the actions they believe are best and behaviours their friends pressure them to do.
- Failure to be assertive may cause one to feel angry or ashamed and, as a result, to act aggressively.
- People may choose not to be assertive in certain situations.
- Behaviour that is viewed as assertive and appropriate in one culture may be viewed as aggressive or passive in others.
- It may be difficult for individuals who feel that they have less power in a relationship to be assertive.
- Individuals always have the right to refuse any person's request for any type of sexual behaviour.
- Sexual partners may need to assertively communicate their needs and limits.

Lesson 5:
NEGOTIATION

Negotiation is a skill that helps one to settle differences amicably. It requires that the skilled individual's proffer a solution or an arrangement that all parties involved will see as unbiased and/or mutually beneficial.

Effective negotiation requires certain skills including: careful observation of other people; use of open body language; good verbal communication; imagining oneself in other people's positions; identifying all the options in a situation; and reaching mutual agreement.

Good negotiation can enhance relationships and friendships by helping the partners understand each other perfectly and communicate effectively. It helps them stay focused on what is most important in the relationship and what is trivial. Taking advantage of one's weakness, or situation, or Manipulation, trying to unfairly control someone's decision or behaviour without consideration of their feelings or needs, is not negotiation.

To note:
- Negotiation is a way to compromise with others without using guilt, anger, or intimidation.
- Formal negotiation is a skill that can be learned through experience and practice.
- Negotiation works best when a problem or conflict is addressed in its early stages.
- To negotiate one must decide what trade-offs can be accepted and what issues cannot be compromised.
- Teenagers who date need to learn to negotiate

decisions about sexual behaviours and limits.

- It may be difficult for individuals who feel that they have less power in a relationship to negotiate effectively.
- Many relationship and sexual concerns can be resolved through negotiation
- If people fail to reach an acceptable compromise even after negotiation, they may decide to walk away from the situation.
- Negotiations that involve ultimatums or threats are often less effective.

Lesson 6:
LOOKING FOR HELP

Help is reaching out to others in a bid to acquire more information, direction, assistance or protection. It is a bold step of identifying one owns strength and weakness and seeking means to strengthen such weaknesses.

All humans from birth through to old age and death usually requires help from others at one point or the other, therefore seeking help is a natural factor in life and does not denote weakness.

One of the major basis of friendship and relationship is complementary, which goes to say one can ask parents, teachers, siblings, friends and partners for help when one feels pressured, challenged and/or troubled. Since no one is all knowing or perfect, there is a natural desire to seek for or render help to others whenever there is a need, hence, one should never be shy or timid to seek help when he/she is involved in an unhealthy relationship.

To note:
- Asking for help is usually a wise decision.
- People sometimes have difficulty admitting they need help.
- If parents cannot help, one can ask another family member, a teacher, religious leader, guidance counsellor, a friend's parent, or another trusted adult.
- In order to find the best source of help, individuals should consider the nature of their problem and the questions they need answered.

- While the internet can provide information and support about a variety of topics and problems, some sites may be inaccurate and/or biased.
- While the internet can be a source of information and referrals, it cannot replace the support of family, friends, or professionals.
- Sometimes people need to work through their problems themselves.
- Sometimes people need professional help.
- Seeking professional help can be a sign of strength.
- Many problems need time to resolve.

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YNAFGM/BB-SATA/01
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