Building the capacity of children in child labour and domestic work through education and training to enhance their future prospects in Nigeria

A manual for part-time teachers or counsellors working with children in child labour and vulnerable positions

International Programme on the Elimination of Child Labour (IPEC)
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INTRODUCTION

In Nigeria today, the progressive increase in cost of living and corresponding steady decline in standards of living especially among low-income earning, semi-urban Nigerians is taking its toll on the wellbeing of the populace. Empirical evidence from researches conducted by diverse Civil Society Organisations and The Federal Government of Nigeria through National Poverty Eradication Programme (NAPEP) show that an average of 70.8 per cent of Nigeria’s population live below 1 US$ a day. This gross extreme poverty situation has induced households to indulge in series of unwholesome income-generating activities for livelihood including hard labour, crime and commercialized sexuality.

Within rural communities, inhabitants have strong attachment to polygamy and are less willing to practice birth-control. Thus populations of remote rural communities consist of large vulnerable women and children in clusters of households without commensurate per capita income to finance their basic food security, health, education and social needs. One of the measures adopted by parents and caregivers to reduce dependency ratio is to give out children as house-helps, street traders and strenuous construction and farm work to generate income. Girl-children are equally given out for marriage without consent below the age of 15 to generate money (through dowry) for financing of livelihoods. This has perpetuated trafficking in children by a wide cycle of human vendors.

Although Child Trafficking is today considered a modern form of slavery, and hence proscribed by customary, religious, constitutional and legal frameworks, it is evidently practiced through rural-urban drift. Children are taken away from their home by distant human vendors in the guise of offering to support the basic financial and material needs of the households, only to be sub-let for economically exploitative purposes. Many children are moved from the rural areas to big urban centres where they are engaged in varied forms of slavery. Children who work as domestic workers are the most exploited and difficult to protect. Their survival and development are threatened, and their rights to education, to health, to grow up within a family, to protection from exploitation and abuse, are denied. It is no gainsaying that majority of these child domestic workers are girls who are very vulnerable to abuse because of their age sex, confinement and therefore their invisibility to the outside world.

The service of children for labour is preferred as children are perceived to be cheaper, more pliable, and submissive to authority and less of a threat to marital relationships. Studies have shown other factors that promote trafficking of children for different purposes to include greed, weak policies, inadequate enforcement of legislations, and ignorance on the part of parents, guardians, significant adults and relevant government apparatus. The use of children for labour negates various national and international treaties and conventions to which Nigeria is signatory. To tackle and eliminate the worst forms of child labour, the ILO Convention No. 182 which targets such practices as child slavery, forced labour, trafficking, debt bondage, prostitution and other varied forms of hazardous and exploitative works was adopted. The 2013 Global Report on Child Labour indicates that about 168 million children are engaged in child labour. According to the ILO "Child domestic work: Global estimates 2012", 17.2 million children are in paid or unpaid domestic work in the home of a third party or employer; of these, 11.5 million are in child labour, of which 3.7
million are in hazardous work (21.4% of all child domestic workers). In Nigeria, a large percentage of trafficked children are used in child labour in domestic work.

It is sad to note that despite the promises made to the children’s parents/guardians of educational and skills acquisition training for the kids in their new homes this is often not actualized leaving the children without a sense of direction to life. This manual is intended to build capacity of these “most vulnerable of vulnerable” in such a way as to fully empower them to take their place in society. Such empowerment would enhance the future prospects of these children through education and trainings programmes. It is believed that training acquired through the use of this manual would enable vulnerable children in child labour and domestic work to possess self-esteem to make positive impact.
1.1 Child labour

1.1.1 Who is a child?

*The United Nations Convention on the Rights of the Child 1989*

- Article 1: For the purposes of the present Convention, a child means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier.

- Child Rights Act 2003 also defines “a child” as any person under the age of 18 years.

- The National Gender policy adopted by the national Assembly for Nigeria 2006 defines “a child” as any person under the age of 18.

*Welfare of the child*

Article 3.1 of the United Nations Convention on the Rights of the Child states that “In all actions concerning children, whether undertaken by public or private social welfare institutions, court of law, administrative authorities, or Legislative bodies, the best interests of the child shall be a primary consideration” *(United Nations 1989).*

1.1.2 The rights of a child

*The rights of a child under the law*

In a clear interpretation the four baskets of Rights of the Child under the Child’s Right Act, 2003 are:

- **Survival**: which includes the rights of the child to life, good health, balance nutrition and related matters (see sections 12 and 13).

- **Development**: which include the development of the child, spirit, soul and body (see sections 15 and 29).

- **Protection**: which include parental care, protection of the child from child labour, child trafficking, ritual killing, sexual, physical, emotional abuses and neglect (see sections 21-52).

- **Participation**: which include the right of the child to be involved in matters that concerns them (see sections 3(1) (2)6.7, 8, 13, 19 & 20).
1.1.3 The responsibilities of the child

Section 19 & 20 of the Child Rights Act also spelt out the responsibilities of the child. These include:

- working towards the cohesion of their families;
- respecting their parents and elders;
- placing their physical and intellectual capabilities at the service of the State;
- contributing to the moral well-being of the society;
- strengthening social and national solidarity;
- preserving the independence and integrity of the country;
- respecting the ideals of freedom, equality, humaneness, and justice for all persons, relating with others in the spirit of tolerance, dialogue and consultation;
- contributing to the best of their abilities, solidarity with and unity with Africa, and the world at large.

1.1.4 What is child labour?

In the course of the child socializing towards becoming a useful member of the community, the child performs certain responsibilities in the home such as preparing the meals, washing the plates, cut grasses in the family compound, baby-sit the younger sibling and help to pick the fruits and other light work with the parents on the farm. All these are not child labour.

However, where a child is exposed to work and services that is hazardous or likely to interfere with the child’s education and development or employment which increases the risk of a child incurring physical or mental harm, this could be classified as a child labour.

The Nigeria Labour Act, in section 59 regulates different types of work or employment with respect to whether the employee is a child or young person. It provides, however that no child shall:

- be employed or work in any capacity except where he is employed by a member of his family on light work of an agricultural, horticultural or domestic character approved by the Minister; or,
- be required in any case to lift, carry or move anything so heavy as to likely injure his physical development.
“(2) No young person under the age of fifteen years shall be employed or work in any industrial undertaking:

Provided that this subsection shall not apply to work done by young persons in technical schools or similar institutions if the work is approved and supervised by the Ministry of Education (or corresponding department of government) of a state.

(3) A young person under the age of fourteen years may be employed only:

(a) on a daily wage;

(b) on a day to day basis;

(c) so long as he returns each night to the place of residence of his parents or guardian or a person approved by his parents or guardian.”

1.1.5 Difference between “child work” and “child labour”

Child work

“Child work” refers to a positive participation of children in an economic activity, which is not detrimental to their health or mental and physical development; on the contrary, it is a beneficial work, which strengthens or encourages the child development. It allows a normal schooling and does not impede the child from doing leisure activities or resting (for example: washing dishes or cleaning in the home).

Across the world, millions of young people legitimately undertake work, paid or unpaid, that is appropriate for their age and level of maturity. According to Convention n° 138 Minimum Age Recommendation of the International Labour Organization (ILO), this kind of light work is permitted from the age of twelve years.

Child labour

On the other hand, the expression “child labour”, refers to all the kinds of work (potentially destructive) which occur in violation of the international conventions. This is why it is really important to distinguish beneficial work from intolerable labour.

In reference to ILO Conventions no. 138 and no. 182, and the UN Convention on the Rights of the Child, child labour is often defined as work done by persons below 18 years that deprives them of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that: i) is mentally, physically, socially or morally dangerous and harmful to children and; ii) interferes with their schooling - by depriving them of the opportunity to attend school, by obliging them to leave school prematurely or by requiring them to attempt to combine school attendance with excessively long and heavy work.

In other words, child labour is the work performed by children who are under the minimum age legally specified for that kind of work; or work which, because of its detrimental nature or conditions, is considered unacceptable for children and is prohibited
(domestic labour for economic gains, farm labour, hawking mining activities are examples of child labour).

The United Nations Children’s Education Fund (UNICEF) has provided some indices that can be used to define child labour. They include:

- starting full-time work at too early an age;
- too many hours spent on work within or outside the family leading to excessive fatigue;
- depriving children of their right to education where schools are available or interfering with their education;
- participating in work that results in excessive physical, social, and psychological strains on the child;
- working and living on the streets;
- too much responsibility for a child;
- low wage; and,
- work that does not facilitate the psychological development of the child, for example, dull repetitive tasks which do not stimulate a child’s creative abilities etc.

1.1.6 What constitutes orst form of child labour

Article 3 of ILO Convention No. 182 defines the worst forms of child labour as:

- all forms of slavery or practices similar to slavery, such as: the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (hazardous work).
1.1.7 Effects of child labour on children

Ayua I.A and Okagbue I.E, ED. identified the following effects of work on children:

- increasing impoverishments and unemployment due to labour displacements;
- commoditization of production and the break-up of family based units of organization;
- increasing economic differentiation and competition for survival;
- school drop-outs;
- rise in the number of the unemployed who lack skills, educational qualifications and capital;
- poverty forces children to work, often for long hours under the most deplorable conditions;
- work also replaces school as a form of socialization at an early age under conditions of poverty;
- child workers are a particularly vulnerable work force, the vulnerability however differs depending on the basis of their work and location;
- it demoralizes the children physically and psychologically;
- exposure to morally bankrupt people leading to truancy and delinquent behaviours like cheating, lying, stealing, drug abuse and prostitution;
- poor social interaction with peers and without much leisure at their disposal;
- low occupational and educational aspirations.

1.1.8 What is child abuse?

Child abuse is generally any act or behaviour directed at a child and endangers the child’s physical or emotional health and development. Child abuse is any form of violations of the rights of the child which is detrimental to the welfare and development of the child.

Forms of child abuse

- **Physical abuse**: a wilful injury done to a child by an adult, it may come in form of beating, battering or other forms of assault on a child. Proverbs 22 Verse 6 which states and I quote “Train up the child in the way of the Lord and when he grows up he will not depart from it”. To many of these abusers when this injunction is combined with the saying ‘Spare the Rod and Spoil the child’ it is sufficient for them to maim or disfigure the child in the guise of training the child.
- **Emotional abuse**: the psychological or emotional abuse emanating from repeated verbal abuses, humiliating criticisms and threats to mention a.
- **Emotional neglect**: child neglect, lack of love, denial of education, denial of food and clothing.
- Sexual abuse to mention a few.

1.2 **Counselling**

1.2.1 **What is counselling?**

The word “counselling” has been used to mean different things to different people which include advice giving, support in times of agony and trouble, encouragement and information giving.

Counselling, invariably is more than these as it is “a person –person relationship in which one person helps another to resolve an area of conflict that has not been hitherto resolved” Thomson and Poppen (1972). The helper in the relationship, is by virtue of his training and experience, a counsellor who attempts to assist the student in becoming an independent person capable of resolving his conflict situations.

It could also be explained as helping an individual to be able to make an informed decisions about issues that affects him.

The goal of counselling is to improve adjustment, higher functioning, self-direction, self-supporting and greater happiness.

1.2.2 **Basic skills and attitudes for effective counselling**

- **Ethical behaviour**: this involves demonstrating high professional excellence by obeying the rules and regulations for the right conduct of one’s profession.
- **Flexibility**: it entails been alert to the changes in student’s attitude and students expectation of him.
- **Intellectual competence**: the knowledge and skill as a Counsellor are built upon a thorough knowledge of human behaviour, perceptive mind and ability to integrate present events with training and experience.

Acceptance involves:

- a warm regard for the students as a person with dignity no matter his condition, behaviour or feeling;
- accepting the right of the beneficiary to make his own decisions;
- believing that the beneficiaries has the potential to choose wisely;
- understanding that he is responsible for his own life;
• **understanding**: this involves the counsellor grasping clearly the meaning and the messages the beneficiary is trying to convey in the area of his behaviour, personality and interest, his fears, loves, anxieties and self-understanding;

• **sensitivity**: this is about the ability to read the feelings of the beneficiary’s verbal and non-verbal cues. The Counsellor must perceive, respond to, and communicate the feelings, moods and the conflicts of the beneficiaries.

### 1.2.3 Conditions which facilitates counselling

These are basically:

• **Empathy**: this occurs when the counsellor assumes that what the beneficiary is passing through is occurring to him, he puts himself in the position of the beneficiary. It is a direct contrast to sympathy.

• **Rapport**: rapport occurs with the smooth way with which the counsellor opens the relationship.

• It involves opening with a neutral topic like what is your view about the so-called Boko-Haram, what are the current music in town, the common slangs used by youths currently may be used to welcome the beneficiary. In creating rapport, the Counsellor must be sensitive to the needs, moods and the conflict area of the beneficiary.

• **Attentiveness**: the counsellor must listen with rapt attention to the communication ensuing between him and the beneficiary. The counsellor does little talking and listens more.

• **Genuiness**: it requires that the counsellor is sincere and natural in his relationship. There should be no camouflaging or deceit.

### 1.2.4 Interview techniques in counselling

Basic guidelines for conducting counselling interviews with beneficiaries are presented below:

**Preparing for the interview and getting started**

• Review background information (data) concerning the beneficiary.

• The first contact should always be personal, a handshake; a greeting by name; and a smile are appropriate.

• Introduce yourself and your mission and the expectation from the students.

• Create rapport with the beneficiary.
Developing opening structure

- With the rapport established in the first part, explain to the beneficiary the nature of the relationship, the role each plays, the kind of assistance to be rendered, the task ahead, the goals of the counselling and the amount of time to be spent. Stress the essence of confidentiality of the discussion.

Helping the client talk

- Understand why the beneficiary is experiencing difficulty (this should be the first point in this segment).
- Assist the beneficiary to recognize the feelings of which he is unaware.
- Assist the client to express his feelings.
- Re-assure the beneficiary by expressing openness and understanding of the feelings expressed. This will further help him/her to communicate non-verbally, beyond what the words s/he uses conveys.

Building the relationship

- This could be done with a warm smile, a touch on the hand, a nod of understanding.
- Support and spirit of love and caring will make the beneficiary to be conscious that he/she has a person whom he can open up to and discuss issues freely.

Terminating the interview

Interview can be terminated by any of the following means: closing the interview; termination of the interview by either the counsellor or the beneficiary; the counsellor can terminate the session with:

- use of summary statements;
- synthesis of the general feelings, tone and directions of the interview;
- looking at the wrist-watch is not very good since we are dealing with children. Rather, be direct by saying something friendly that does not connote rejection, “Our time for these sessions seems to be over already...”;
- clarification of points gotten from the interview;
- standing up towards the door with the beneficiary.
MODULE 2: ENGAGING THE CHILDREN THROUGH THE LEARNING PROCESS OF SUPPORT CHILDREN’S RIGHTS THROUGH EDUCATION, ARTS AND MEDIA (SCREAM)

Activity 1

Here the teachers and the children need to introduce themselves in order to get familiar with each other.

The teachers and children should choose a pet name that will be their identity till the end of the program.

Materials

The teachers should go to the centres with a carbon paper; marker and office pins and the children will write their pet names on it and place it as a badge on the right/left side of the chest or at any conspicuous place that the teachers and children can easily see.

Objective

To create a conducive learning environment for the teacher and the children.

Activity 2

Introduction of a means of applause

Here the teachers will have to teach the children a unique applause method (clapping method). This step is a form of active participation and it creates more fun for the children and encourages them to be active in class and want to contribute.

Claps like Atama clap, mosquito clap, rain clap, catwalk clap, Tanzania clap etc. these forms of claps are done as a sign of applause to encourage the child.

Objectives

To create a fun filled atmosphere that the children will be eager to learn and continue coming to the centres.

Activity 3

Introduction of songs

The teachers have to teach the children some songs that they will find entertaining, body languages is encourage in order to create a fun filled class for the children and the songs has to do with the subject matter which is child labour songs that has to do with the subject matter will be taught and the children will be encouraged to participate, by sharing
them in groups for specific tones but should not be taken so serious, the children should be encouraged to sing anyway they know best.

Objectives

Songs talks to children in most occasions, songs can make them cry and also make them happy because they begin to imagine their situation and the relevancy of being someone productive in life. So this acts as a discovery tool to the child.

Activity 4

Introduction of role plays

Role-play creates an environment in which young people begin to experience the situation being played out. This could however be difficult for young people who have never worked in drama before and it needs to be introduced sensitively. This is facilitated by first using imagery to help young people to visualize and personalize child labour. The teachers have to teach the children some short role plays, the role plays have to do with the subject matter (this is repetitive). The step helps for effective participation of children and makes them bold enough to face their peers.

Organize the groups as described earlier and introduce the concept of role-play to them. Give them around 20 minutes (not too much longer than this as momentum and interest are vital) to prepare a short role-play based on the image of the child labourer that they adopted during the Image module. They will be expected to act out a situation in which the child in the photograph might find himself or herself in the course of his or her labour. It should convey the child’s Despair and deprivation. It should also introduce other characters with whom the child might come into contact in the course of a day, for example, an employer, parents, other labourers, the police, a client (in the case of a prostitute) and so on.

The teachers should share roles among the children, teaching each and every one of them their specific roles. The teachers should try to encourage them as they play their specific roles. The role should be recorded for it to be replayed after the process, it enables the child to view him/herself and identify his/her strength.

Materials

Costumes, posters and diagrams that illustrate child labour and the dangers, a video recorder and camera, a projector if necessary, carbon papers and Inks.

Objectives

It’s a form of motivation to the children, having viewed the diagram and having seen themselves through the camera doing what they have not done before helps in building a positive image and self-esteem.
Activity 5

The questions and answer segment

The teachers and the children will get engaged in an interactive section where everyone is free to ask questions and the teachers will also ask their own questions, the teachers are encouraged to put into practice the method of applause already introduced to the children at every given time. And this time is definitely the best time to do so.

Objectives

To ensure active participation and Evaluation of the activities of the day and improvement for the next class if need be.

Activity 6

The break time out with the teachers and children

The teachers will introduce a popular game within the area and a game that the children will be pleased to play. And the game will also have a positive impact on them, thereby entertaining and intellectual games are advised. The teachers should bring the games to the centres and divide the children into groups; the teachers should not make the game competitive rather it should be participatory.

Materials

Scrabbles, chess, ludo etc.(you may want to look more at local games like ludo rather than chess and scrabbles- games like Ayo and Drafts may be more like it).

Objectives

To create a sense of acceptance between the teachers, the children and their peers.

Activity 7

Collage

What is a collage?

A mosaic of photos, images occasionally bits of text that have been cut out of various publications.

Examples of such publication:

- magazines;
- newspapers;
- old books;
• posters and comics.

They are stuck onto a larger piece of paper to create a new image.

**Materials**

A collage is fun and messy enough an activity to attract the humour of many young people.

**Things needed:**

• magazines, etc.;

• larger pieces of paper, used or new, coloured or not, etc.;

• scissors or any cutting tool, glue, paints, crayons, colouring pencils, etc.;

• a room or area with plenty of surfaces;

• some wall spaces to hang finished collages.

**Motivation**

The purpose of the collage exercise:

a) To help young people grasp the “invisible” nature of child labour.

b) To demonstrate how difficult it is to create a simple image depicting child labour from normal everyday materials.

**Preparation**

**Materials**

• enough materials;

• involve the group in assembling the materials: from home, etc.;

• their involvement will help them develop a sense of ownership, fun, interest and motivation.

**Titles**

Think up different titles, write down the titles, and then ask the young people to think of their own marketing themes. If they do not, then, use yours.
Getting started

Basically, ask the groups to produce two collages:

- the first could be on a marketing theme: “Holiday in the sun”, “Fashion”, “Fitness and health”, “Home and garden”, “My town”, “My family”, etc.;
- the second will be on the theme of child labour;
- begin by telling the groups what the activity will be about, but not the subject of the second collage at this stage;
- have as many smaller groups as possible. Not more than five I a group;
- let there be division of labour: fetching, cutting, sticking, etc.

Activity one: general collage

- Ask the groups to produce a collage with the available materials.
- Encourage an exchange on possible titles, write them up on a board and them pick one as they go along.
- Pool the materials in an accessible place, and then allow ten minutes for the creation of collage.
- Restrict time to control attention.
- Offer hints, humour, relaxed atmosphere.

Activity one

When the time is up:

- Get each group to hold up their collage or on the board/wall for others to see or.
- Ask nominated representatives to explain what their collages are represent.
- Invite comments from other groups.

Possible strategies: elements of competition:

- Groups keeping their titles a secret, and guessing what those of others are.
- Groups voting for their favourite collage and choosing a winner, bringing in people outside the team as judges.
Activity two: child labour collage

- The next collage will be on child labour.
- Now: tell them the theme: Their vision of child labour.
- Let it be clear that the groups could produce any form of collage, following the same procedure as for the general one.
- Follow the same steps.

Dos and don’ts

- Don’t allow criticism/mockery.
- Allow banter, dialogue, teasing, jokes, etc., but they should be controlled.
- Don’t allow groups to use different lengths.
- Take the time to hang each collage and encourage mutual admiration and discussion.

Final discussion

The activities/issues here should include:

- that child labour is one of the worst human rights abuses with a long history, but sadly with little media coverage;
- collage is an alternative to such attention.

Final discussion

General discussion to be conducted on this lack of attention:

- Do they think it is wrong?
- Should the media pay more attention to the issue?
- Is it newsworthy? Who defines what is newsworthy?
- What factors should be considered in determining what or what not to publish?
- Would any of the group necessarily buy or browse through a magazine with child labour pictures?
- What does this tell them about society and its principles and values in current time?
Evaluation and follow-up

Measurable outcomes include:

- each group should have produced a collage on a general theme;
- each should have done same on a child labour theme;
- the module demonstrates the problem of neglect associated with child labour;
- it should be determined that the group has cultivated the impression to be critical about news on child labour.

Activity 8

The take home assignment or task

The teachers should give the children a take home assignment or homework which will keep them busy after classes and a diagram assignment is encourage because telling a child to draw is so entertaining to the child. Teachers will draw a diagram and ask them to paint or give them a diagram to draw and paint. It depends on the age of the child. (such home work should be easily and readily accomplishable- the required time and materials for accomplishment should be such that are easily accessible to a child in their circumstance).

Objective

To keep the children busy at home.
The under-listed topics may be adopted for use as the syllabus at the training centres:

**Introduction to English alphabets**

- Recognizing and writing of alphabets.
- Vowels and consonants.
- Matching reading words with objects.
- Identification of vowels and consonants.
- Identification of objects in the class and at home.
- Words with missing letters.

**Forming simple sentences**

- Writing simple sentences with two, three, and four letter words.
- Dictation of two, three, and four letter words.
- Pronunciation of words.

**Parts of speech**

- Nouns.
- Pronouns.
- Verbs.
- Adverbs.
- Adjectives.
- Compositions.
- Words- comparative and superlative.
- Words and their opposite meaning.
- The use of this, that, who, what, these, those, etc.
- Use of ‘a’ and ‘an’.
- Days of the week and months of the year.
**Grammar**

- Present, past and future tense.
- Speech given response to questions.
- Reading simple passages/statements.

**Writing basic crossword puzzles**

- Reading jigsaw puzzles.
- Reading from charts.
- Position of objects e.g. on, under, in, etc.
- Time, chart and calendar.
- Revision.
- Examinations.
Introduction to numbers, recognitions and writing

- Addition of numbers.
- Without remainder.
- With remainder.
- H.T.U.

Arranging numbers in the correct order and subtraction of numbers

- With remainder.
- Without remainder.

Multiplication of numbers

- Revision of basic operations.

Division of numbers

- Fractions.

Money

- Addition.
- Subtraction.
- Multiplication.
- Division and shopping.
- Recognition of coins and bank notes.
- Changing units of money.

Sharing and grouping

Measurement

- Measurement of small units.
- Length.
- Weight.
• Meter.
• Capacity etc.
• Time.
• Days of the week.
• Months of the year.

Shapes
Revision
Examination
GENERAL BEHAVIOURAL PATTERNS

- Obedience.
- The family.
- Table manners.
- Good eating habits.

SPIRITUAL KNOWLEDGE

- Fear of God.
- Faith in God.
- Co-operation and conflicts.

MORAL DUTIES

- Respect and consideration for our fellow citizens.
- Self-control and good behaviour.
- Love for parents and the society.
- Leadership and Follower-ship.

CIVIC DUTIES

- Paying taxes and rates.
- Having respect for people in authority and elders.
- Punctuality at work.
- Helping people in need.
- Developing a helpful attitude.
- Food.
- Clothing.
• Friendship.
• Self-reliance.
• Ways of settling dispute.
• Good attitude to work.

*Examination ethics*
• Differences between the male and the female sex.
• Personal hygiene.
• Relationships.
• HIV/AIDS (and other STDs).
• Causes of HIV/AIDS- How you can get infected.
• Prevention.
• Consequences of contracting the disease.
• Abstinence/contraception and protection against STD’s.
• Sexual reproductive health and rights.
• Sexual harassment.
• Sexual abuse/rape.
• Building self-esteem.
• Decision making.
• Economic and sexual exploitation.

What type of services can we provide to the beneficiary

Knowing the best intervention measures to employ:
• Prevention.
• Removal.
• Protection.
Write your name below and draw a picture of yourself:
Trace the lines to help the animals find their homes. Then re-write each word on the black line:

- Elephant
- Bush
- Bird nest
- Tree
- Fish
- Ocean
My favorite colour is:

Draw a picture using your favorite colour:
0
zero
zero
zero

1
one
one
one
one
2
\text{two}

two
two
two

two
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3
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17

18
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Write Africa and Nigeria

Africa

Nigeria
Money

NAIRA and KOBO
2 Naira               1 Naira             50 kobo

10 kobo                        1 kobo
Days of the week

MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
SUNDAY

Months
Every year has twelve (12) months

2. February 8. August
3. March 9. September
4. April 10. October
5. May 11. November
6. June 12. December
Healthy Habits

I brush my teeth every morning and every night.

When I am going to eat and after I have been to the toilet I always wash my hands with soap and water.