

Today's Second Rite of Passage-Education,

*From*

# Boyz To Responsible Men



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## **Adolescents' Transitional Competence Guidebook**

Mr. Kageema - P.C.E.A Kayole Parish PCMF- rite of passage Chairperson, First forwarded the original work of this book, in the year 2018 and Rev. Mary Muriuki – The Parish Minister in 2019, later launched it And finally.

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By: Adonijah Kimanzi

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## FOREWORD

I am happy to forward this book and acknowledge the important roles of three mentors in Adonijah's life: the late Francis Jumba E., who guided him in social and child development while he worked as Deputy Director at the Ghetto-Child Programme Trust from 1997 to 2005; his spiritual guide, the late Bishop Paul Mbugua of Patmos Fellowship Church International; and his key mentor, the late Rev. Eric Musee, a respected anthropologist and philanthropist.

I have had the honour of mentoring the author for over ten years. During this time, I have seen how he has positively influenced students' lives, even though he did not follow a traditional teaching career. He has made important contributions to education as a counsellor and youth mentor, especially through his long-term work with the Kenya Students Christian Fellowship (KSCF), where he has been involved for over 25 years.

Adonijah is dedicated to personally reaching out to every adolescent student and offering a supportive ear. However, understanding the limits of this method, I encourage all readers of this book to embrace its lessons. As a retired high school principal and theologian, psychologist, Bishop and parent, I fully agree with the author that the well-being of boys is at a crucial point and that education is closely tied to their growth.

Therefore, I present this book with a challenge to teachers, parents, church leaders, and both boys and girls, especially those going through this important transition, to use it as a helpful guide in their lives.

This book is a great guide, the tone of the author is that earners should never ever give up whenever they are confronted by fail but should always pick themselves and continue dreaming for failure does not exist but feed-back.

This book is also a must read to adults especially parents as they nurture and mentor their sons, teachers and peer mentors will find this book an asset.

It is my prayer that God will bless this work and may God bless every learner.

**Forwarded by Dr. Joseph Kinyanjui PHD.**

## DEDICATION

I dedicate this guidebook to the 2018 Rite of Passage graduates, courageous young men who endured a demanding 12-day journey and emerged stronger. I especially honour the 127 boys who underwent the men's cut at Infill Academy, Nairobi, on November 12, 2018. What began as pain became a powerful moment of transformation—awakening resilience, discipline, and the strength to rise above life's challenges and stay true to their purpose.

This guidebook is also dedicated to all young people who pass through similar transitions each year, especially those stepping from boyhood into manhood. I particularly acknowledge *Victor Johns* and *Leslie Gachoi*, who chose to serve and support their peers in the training and mentorship program even after their own circumcision. Their selflessness reflects true leadership, courage, and the heart of real manhood.

I further dedicate this work to young men who have grown up without a father figure due to neglect, death, divorce, or separation. May this guidebook remind you that your future is not defined by absence but by the choices you make. Seek positive mentors, rise above your circumstances, and honour your mothers whose love and sacrifices continue to shape your lives.

This guidebook is also for young men who, with faith and inner strength, resist negative peer pressure and choose the harder but wiser path. Your discipline today is the foundation of your success tomorrow. I especially dedicate this work to CBC–CBE boys—creative thinkers, problem-solvers, and future innovators. Dream boldly. See opportunities where others see limits. The world is vast, with unutilized social, physical, and psychological spaces waiting for your ideas. The land, the air, and the waters—covering more than 79% of the Earth's surface—hold limitless possibilities for those who dare to think beyond the ordinary.

*Finally*, I dedicate this resource to all Kenyan students determined to improve their academic performance, character, and life skills, and to peer leaders who walk alongside others, lifting them when they stumble. May this book inspire you to believe in yourself, act with purpose, and become the responsible leaders your generation and nation need.

## ACKNOWLEDGEMENT

First, I thank the Almighty God, the author of life, for the opportunity He has granted me and others who gave a helping hand in putting together ideas, experiences, knowledge, and wisdom into a defining masterpiece.

I thank PCEA Kayole Parish for launching the work of this book and the PCMF- Rite of Passage board, from whom I learned a lot, and their youth mentors for giving me enough room to interact with mentees over the transition camps. Special thanks to **Mr. John Ngaruiya** for his peer mentorship to me.

I thank FBCC brethren and my family for their continuous prayers and support.

Robinson Mburia; a fourth-year student at Jomo Kenyatta University of Agriculture and Technology, Stephen Njoroge; a graduate of Nairobi Institute of Business Studies, Eric Kyalo; a psychology student at Kenyatta University, Momanyi Samuel; a form four student at Pioneer School, Emanuel Ndungu of Lenana School, Elvis Kiberia of Mangu High School, Joshua Muriuki of Chuka School (one of the 127 chaps to whom this book is dedicated to), Kelvin Chege of Kairi Boys High School who is also a peer counsellor at Full Gospel Churches Oasis - Juja, and Mike Mumo; a form three student at Moi Forces Academy, Lenana School students especially Charles Travor and Ian Gachihi who helped in the revision of the book and everyone who made this endeavour a success.

I thank everyone who shared any incredible, brilliant ideas and helped in compiling them for success. I also thank those who toil to put a positive mark in the life of youngsters, especially the teachers, parents, and the youth mentors.

**Finally**, I would like to recognize my late parents, who, by the grace of God, talked and acted with brilliant intuitive understanding. Who did incredible job of raising me, particularly inspiring me to think creatively and within the context driven by wisdom, as everyone would see. They were the only ones who without fear corrected and loved me. May their souls rest in internal peace.

## INTRODUCTION

Wherever he is, the boy child is navigating a silent crisis—often ignored, misunderstood, or overshadowed. Society expects him to grow into a strong, responsible, dependable man, yet very few intentionally guide, mentor, or prepare him for the complex journey toward manhood. Many boys struggle with cultural expectations, media pressures, peer influence, internal emotional battles, and the challenge of understanding their identity in a rapidly changing world.

*From Boyz to Responsible Men* serves as a lifeline for the boy child—an honest, practical, and empowering guide to help him navigate adolescence and emerge as a confident, grounded, and responsible young man. The book journeys with him through the realities of growing up: discovering who he is, understanding manhood, managing emotions, building healthy friendships, and learning leadership. It also addresses modern challenges such as bullying, school pressure, pornography, peer pressure, sexual confusion, radicalization, grief, financial stress, and the overwhelming influence of media.

Each chapter equips the boy with practical tools, real-life wisdom, and actionable steps. He learns what it truly means to be a man, why some boys lose direction, and how academic focus shapes his future. He discovers the power of emotional intelligence, self-awareness, discipline, respectful relationships, and moral decision-making. The book also guides him in understanding sexuality responsibly, promoting self-control, purity, and informed choices.

At its core, this book is grounded in the belief that every boy has potential—but greatness must be nurtured, trained, and mentored. It emphasizes the importance of mature mentors, healthy routines, responsible leadership, and strong values. It assures boys that their struggles are valid and their journey matters.

This guide is not just about avoiding mistakes—it is about unlocking potential. It is about giving the boy child clarity, courage, and character to rise above the noise and become a man of purpose. It is about restoring dignity, building confidence, and reclaiming the future of the boy child—one lesson, one step, one chapter at a time.

## WHY THIS GUIDEBOOK

Every boy has a man inside him waiting to rise—but without guidance, self-drive, consistency, and focus, he risks being lost.

*From Boyz to Responsible Men* is a must-read for every boy who wants to grow into a strong, responsible, and purpose-driven man. It was created to guide adolescents through the challenges of growing up—especially those moving through rites of passage like the 2018 P.C.E.A. Kayole Parish camp at Infill Academy, Nairobi.

Adolescents in Grades 8–12 face a range of emotional and academic challenges as they navigate puberty and critical academic transitions. Many boys are confused about their identity career pathways, lack positive role models, and are exposed to toxic environments. At this crossroads, they risk losing their God-given abilities, talents, and potential due to negative external influences such as peer pressure, media, and unsafe social space.

Drawing from my over 25 years of adolescents’ mentoring in Kenya, daily interactions as a counsellor and youth mentor in schools, assisting in research on youth violence and childhood trauma in communities like Kibera & Murang’a, this guide delivers practical tools to help the learner thrive in:

- Values and character that guide every decision
- Emotional intelligence to manage stress, anger, and relationships
- Discipline and focus to achieve academic and personal goals
- Self-protection, skills which give the you man take care of himself.
- Leadership skills to inspire and influence positively

This book is written for those in junior and senior secondary school—but also for parents, teachers, mentors, and youth workers who support their growth. Through its pages, the boy child learns to dream bigger, set SMART goals, make wise choices, and live with courage and purpose.

*From Boyz to Responsible Men* is more than a book.

It is a **map**.

A **mentor**.

A **wake-up call**.

With the right guidance, every boy can grow into the responsible man he was created to become—and safeguard the God-given abilities he was born with.

**Dear beloved adolescent,**

*First and foremost, I thank you for taking time to have this book. Secondly, I take this opportunity to challenge you to give importance to whatever you want to achieve in life. Be creative and strive to do your best. Help those in need of your help. This book will enlighten you greatly, and you may wish to share it with others. Please do not hesitate to do so, for you are a champion.*

*I believe that you will bring change to yourself, your family, and to the world at large. In case you may have lost or forgotten your dream, I urge you to pick yourself up and re-dream. One way of doing this, for those of you who have the privilege of having mothers alive, is by asking them to recall the prayers they made for you the day you were born.*

*Always keep doing your best as the time ticks. Keep moving and never give up. We are all born to be great, but unknowingly, we choose to think small due to surrounding circumstances. In case you feel so, do not hesitate to reach out for help.*

*Thank you once more for choosing my book among thousands of others to guide your way to being more responsible. As you read, internalize, write down notes, and underline. You may need to adjust and inquire from your guardian. Also, find reflection questions and try them out.*

*In life, you will come across difficult things, such as academic subjects. Never develop negativity over them, but treat them as 'darling.' They will sharpen you.*

*Finally, in case you find that either of your parents, teachers, mentors, or elders lacks the qualities suggested in this book, my counsel is that, avoid copying their bad side, respect them and their opinions as you pray for them. If they command you to do evil, walk away and seek help for both of you from another responsible adult or a government office.*

*God bless you, and enjoy the reading.*

**Adonijah K - Mentor & Counsellor**

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# Chapter 1: MANHOOD & ADULTHOOD

The term 'man' denotes the male aspect of human existence, while 'manhood' signifies the journey toward maturity as a male, emphasizing responsibility over mere gender identity. It encapsulates the essence of being a responsible individual. Manhood embodies the livelihood of a man and the core of fulfilling his societal role, which includes the leadership entrusted to men by God. It is essential to recognize that while *men are 'made', boys are born*. The transformation of boys into authentic men requires dedication and a concerted effort; it is not an automatic process. We **all** must work on it.

The distinction between *genuine* men and those who *merely* exist as men is rooted in their level of responsibility. However, responsibility is conferred only upon those who merit it. This concept is derived from two fundamental components: **response** and **ability**. Responsible men are those who can first address their own needs, then those of their families, and subsequently the needs of others within society. In contrast, adulthood is defined by the chronological milestone of reaching the age of eighteen, which marks a stage of independence and accountability.

The significant celebration associated with the second rite of passage in our Kenyan communities serves to affirm *manhood* through the practice of circumcision. This ritual is a pivotal moment for the young men, who embrace it with enthusiasm, aspiring to lead a distinct and responsible life. This experience engages the three dimensions of human existence: the **soul** (comprising the mind, emotions, values, and willpower), the **body**, and the **spirit**. This emotionally prepares helps them to concisely engage in responsible, resilient living.

## 1. The Separation during the Rite of Passage

During the *Ropes* camps period, initiates are required to detach themselves from the normal privileges they typically enjoy at home, such as watching television, accessing the internet, interacting with their siblings, and receiving close parental affection and care. This separation is essential for them to comprehend its ultimate purpose.

The discomfort they experience during this period, arising from the withdrawal of these privileges, serves as a foundation for internalizing and embracing personal growth and maturity, which are key objectives of this transition. Furthermore, the unease induced by fear of the unknown, uncertainty, and the physical challenges they encounter are integral components of this separation.

During transition initiates are encouraged to connect with their peers, referred to as '*rika*' in *Agikuyu* or *muika* by the Akamba, and to engage with mature and responsible male mentors. The mentors play a crucial role in helping them appreciate the significance of this rite of passage. In my view, this practice should be extended for a minimum of two weeks after reunion with the families. This extension would enable the newly initiated individuals to fully assimilate their family's beliefs, values, and goals regarding initiation while also minimizing physically demanding activities.

## **2. Circumcision - The mark**

Circumcision, mostly referred to as the **cut**, is a symbolic act mostly mistaken by a section of people. The cut is a momentous experience in a boy's life that separates two worlds, i.e., childhood and adulthood. This cut installs significant pain, necessary in this rite of passage. It is that this particular pain cannot be fully eliminated, as is currently the case, through modern medical methods. Because it hardens the young men, preparing them for the myriads of challenges that lurk around their future, making them courageous. This pain carries with it the gift of nurturing resilience and endurance.

## **3. The Incorporation**

Incorporation is the third and final stage in the adulthood rite of passage; here, the graduates are to embrace the new responsibilities and roles that come with being a man. On the other hand, the community curiously recognizes and appreciates the initiates' new roles and acquired identity.

The newly initiated fellow seeks to know the expectations of their families and of the community. This stage of the second rite of passage focuses on nurturing and mentoring young men into responsible adulthood. Families play a crucial role in instilling strong values, character, and moral restoration. While society shapes responsible citizens, parents should guide their sons in

choosing mature, focused mentors for at least one to three years after initiation. This support helps them mature and set their priorities right.

*The Rite of Adulthood is the second major initiation rite and the most popular today among the five sets of rites. It is between birth and marriage rites. Most people today assume that "rites of passage" only refers to initiation into adulthood, and they are often not aware that adulthood rite is only one set of rites within a larger system of five (5). This rite is usually at the onset puberty stage (12-14,) years of age in many African cultures, and it is for ensuring shaping of productive, community-oriented, and responsible adults. It is unfortunate that today, this rite of passage does not guarantee the intended purpose due to inter-cultural influence, and especially from the west where it has never had an impact. Today, there is nothing automatic about youth being productive and responsible members of society without proper mentorship and training. It is, therefore, the duty of the youth, their families, and the entire society to ensure that a watertight type of mentorship that raises boys into responsible adults is put in place.*

## **NUGGETS OF MANHOOD:**

### Traits of a Real Man

**1. Initiative-** A real man acts and is ready to face challenges with ambition. He takes smart risks, whether in business, education, or even in our cultures, facing tough situations like the *Maasai* warriors.

**2. Relationships-** Building healthy relationships is important. A real man aims for a committed relationship with someone of a different sex, ideally planning for marriage after age 22 for women and twenty-four for men. Courtship requires time, honesty, mentorship and openness.

**3. Faith-** A strong man has a relationship with God, choosing to believe and follow Him. He guides his family in faith and seeks help during tough times, staying hopeful.

**4. Decision-Making-** A real man knows what he wants and makes wise choices. He follows principles summarized in ***HELP***:

**H** - Healthy,

**E** - Ethical,

**L** - Legal, and

**P** - Parental Involvement. He acts instead of being passive.

**5. Sacrifice** means being resolute and selfless. The acronym 'MAN' stands for: **M** - Meets, **A** - All, **N** - Needs. Real men plan for future needs.

**6. Responsibility-**A responsible man follows the law, cares for others, and owns up to his actions. He makes good choices, avoids wrongdoing, and knows when to say 'YES' or 'NO.' He takes care of himself and the environment.

**7. Unwavering Love -**A real man loves God and his family unconditionally.

**8. Legacy-**A real man makes a lasting impact, chasing his dreams bravely and working hard in school and at home. His absence is deeply felt by those he leaves behind.

**9. Work Ethic-** A real man does not complain about being tired; he knows his family and community rely on him. He takes pride in earning money and does not ask for handouts.

## **MAN'S ASSUMED ROLES**

**King-** Like a king, a real man leads and guides those under his care

**Mentor-**A man acts as a role model, teaching and correcting others, understanding the long-term effects of his words and actions.

**Warrior-**A warrior protects and defends his people.

**Friend-**A real man cares for his environment and builds positive relationships in his family and community. He is involved in community activities and helps with development projects.

**Parent-**A real man has parenting skills, loves unconditionally, protects, and provides for his family. He pays attention to his children's needs.

*"A society thrives when it nurtures boys into men—not just through age, but through wisdom, integrity, and a shared commitment to growth." – Unknown*

## MARKS OF A REAL MAN

### **A Real Man Has:**

**1. A Vision-** A vision is a comprehensive understanding of what a man aspires to achieve in life. Without a vision, a man is directionless. A vision instills hope for the future and is often the foundation upon which a man proposes to a woman for marriage. A man is the bearer of the family vision, and it is essential that he fulfills this role responsibly.

**2. A Teachable Spirit-** A real man is committed to continuous learning. He listens attentively to seniors and refrains from interrupting, recognizing the value of their wisdom.

**3. A Serving Heart-** A real man embodies the spirit of service. Jesus washing his disciples' feet exemplifies that true greatness is found in humility. A man aspiring to greatness must prioritize others over himself.

**4. Self-Discipline-** A disciplined man effectively manages his physical, cognitive, and spiritual elements. When faced with misconduct, a young man should follow societal procedures for correction and accept responsibility rather than deny his mistakes. Self-discipline is the hallmark of a successful man, and repentance is a commendable path.

**5. Protection and Security-** A real man ensures the safety of his family. He is observant and wise, capable of identifying threats. His children understand that they require his guidance and permission in their endeavors. Adolescents should avoid negative influences that could lead to unethical behavior, such as premarital sex and drug abuse, and instead lead honest lives.

**6. Responsibility-** A real man takes full responsibility for both personal and family needs. He avoids a careless lifestyle that squanders resources on trivial pursuits like alcohol and gambling, focusing instead on what truly matters for his family.

**7. Problem-Solving Ability-** A real man employs sound reasoning and common sense in addressing challenges and making decisions. His ability to navigate dilemmas distinguishes him from those who struggle to resolve issues independently.

- 8. A Cheerful Outlook-**A real man maintains optimism, believing that his plans will succeed.
- 9. Passion-** Passion is the inner drive that propels a man toward goals. *It is through this passion that Jesus Christ triumphed.*
- 10. Effective Communication-** A good listener pays attention and avoids interruptions. By *understanding* others, he can provide guidance and support.
- 11. Initiative Skills-** A real man takes the lead, demonstrating the courage to initiate and complete tasks. This quality is a hallmark of true manhood.
- 12. Courage and Confidence-** Courage and confidence are essential when confronting inconvenient situations. A true man is assessed by his ability to face risks and remain steadfast in the face of adversity.
- 13. Self-Awareness-** A real man is conscious of his thoughts and words. He avoids vulgar language and refrains from engaging in gossip that does not uplift others. Speaking well of others is a mark of maturity.
- 14. Consistency and Carefulness-** As a man matures, he should strive for steadiness in his actions and be mindful of his words.
- 15. Commitment-** A man should remain devoted to his goals, ensuring his path to success.
- 16. Competence-** Competence is the ability to perform tasks as expected. It drives us toward excellence, requiring attentiveness and thorough research. Effective communication is vital; real men engage with their families without needing substances to bolster their confidence. A wise teacher once said, 'It is wise to have big ears and a small mouth.' In the Bible, Adam's failure to communicate effectively with Eve about God's instructions serves as a reminder of the importance of clear communication.
- 17. Endurance and Tolerance-** Real men possess the ability to persist through challenging and risky tasks. Endurance is the capacity to continue despite difficulties, while tolerance involves accommodating those with whom we may disagree. Emotional intelligence is crucial in navigating these relationships.

**18. Resilience-** A real man is resilient, standing firm through life's storms and maintaining optimism without giving up. Remember, quitters never win, and winners never quit. Thomas Edison, who made 1,000 unsuccessful attempts to invent the light bulb, famously stated, 'I didn't fail 1,000 times; the light bulb was an invention through 1,000 steps.'

**19. Community and Family Role-** A real man plays a significant role in both his family and community. He ensures the safety of his home, checks on family members, and actively participates in community activities, caring for the elderly and youth.

**20. Independence:** A real man develops the ability to think independently and responsibly. By the age of twenty-four, he should strive to live independently and manage his own finances.

**21. Diligence:** a real man has a habit of working hard and staying committed to completing tasks, even when they are challenging, putting in your best effort, paying attention to details, and persevering through difficulties. Diligence drives you to finish assignments and do them well.

**22. Respect and obedience:** Respect and obedience are fundamental in all relationships, given freely to everyone, regardless of their status. A real man earns respect by respecting himself first and obeying those in position of leadership.

### **RESPECT Acronym:**

- **R** – Respect yourself first to earn respect from others.
- **E** – Exceed others' expectations; strive for victory.
- **S** – Stand firm in your beliefs & convictions it will earn you respect.
- **P** – Possess maturity and security; true respect comes from humility.
- **E** – Experience personal success before inviting others to share in it.
- **C** – Contribute to the success of others; true success is shared.
- **T** –Think ahead; plan and discern in relationships.

## Factors Preventing Boys from Becoming Responsible Men

1. *Negative Influences & Peer Pressure* – Harmful friendships, toxic relationships, and exposure to illegal groups which lead to poor decision-making and misplaced priorities.

*Children who engage in household chores are more likely to achieve greater success compared to those who do not.-Julie Lythcott-Haims*

2. *Lack of Strong Role Models & Mentorship* – Without mature, focused male mentors, boys struggle to develop confidence, identity discipline, and a clear sense of responsibility.
3. *Emotional & Mental Health Struggles* – Suppressed emotions, persistent negativity, unrealistic self-image, unresolved anger, fear, and holding grudges which hinder personal growth.
4. *Destructive Habits & Behavioral Issues* – Risky sexual behaviors, pornography, addiction, gambling, dishonesty, procrastination, and laziness weaken character and accountability.
5. *Communication & Relationship Barriers* – Ineffective communication, gossip, excessive phone usage, and neglect from authority figures diminish self-esteem and interpersonal connections.
6. *Unhealthy Thought Patterns & Decision-Making* – Negative thinking, unrealistic self-perception, and avoidance of truth lead to poor life choices and delayed maturity.
7. *Distractions & Lack of Focus* – Excessive media consumption, idleness, and imitating others erode individuality, authenticity, and the ability to prioritize essential tasks.
8. *Environmental Challenges* – A negative social or home environment fosters hopelessness, irrational fears, and a lack of motivation.
9. Stiff competition and challenges from their counterparts the girls

*In addressing these challenges, we require strong mentorship, intentional guidance and parenting, value-based education, and a supportive community to shape boys into responsible men. So, boys need to attend mentorship and counselling programs in school and in their communities.*

## **The adolescent's Role in Developing Self-responsibly.**

*Manhood is a journey that demands intentional growth, responsibility, and wisdom. Boys must actively shape their future by building character, making thoughtful choices, and learning from mentors. It's not a passive process but a deliberate one*

### **1. Seeks Early Guidance**

Do not wait for someone to come find you. Reach out to *parents, teachers, coaches, or spiritual leaders* who can walk with you. Share your struggles. Learn from their experiences so you do not repeat their mistakes. Don't think that people know what you are going through

### **2. Choose Mentors Wisely**

Not all advice is valuable—choose mentors wisely. Seek individuals with integrity, experience, and a strong reputation in your community. Learn from those who embody the qualities you aspire to develop.

### **3. Stay Connected to your Family**

Let your family be involved in your life. When others know your parents or guardians are watching over you, it adds a layer of protection.

***Talk to your parents***—they know you best and want the best for you.

### **4. Be Careful on who you Trust**

Some people pretend to be friends but lead you into trouble. Do not open up to just anyone. *Be discerning. Protect your personal life.* If you feel unsafe or pressured, speak up—do not suffer in silence. No matter who oppresses you!

### **4. Prioritize Personal Growth**

Manhood is about more than muscles or age. *Focus on growing mentally, emotionally, and spiritually.* Read, ask questions, practice discipline, and develop emotional intelligence. Strength comes from within.

### **5. Take Responsibility for Your Life**

Own your actions, your choices, and your future. Stop blaming others. *Set goals, work hard, and be accountable.* Leadership starts with leading yourself.

### **6. Serve and Lead by Example**

Manhood means stepping up. Look out for others, help those in need, and *be a positive example* to younger boys and girls around you. A real man lifts others as he climbs.

**Difference between real men and boys. Put ‘1’ for real Men  
& ‘0’ for Boys Here below**

| <i>Mark<br/>Below</i> | <b>Some boys of the boys;</b>               | <b>Real Men</b>                                 |
|-----------------------|---------------------------------------------|-------------------------------------------------|
| 1                     | Lack of initiative to develop               | Develops themselves                             |
| 2                     | May Cry for no reason                       | Can only cry with a reason                      |
| 3                     | Are you angry about nothing?                | Control their anger                             |
| 4                     | Are easily influenced                       | Influence the world                             |
| 5                     | Does not reason right always                | Uses the right reasoning                        |
| 6                     | Make careless mistakes                      | Are careful                                     |
| 7                     | They are weak and just follow               | Are warriors and leaders                        |
| 8                     | Waste time daydreaming                      | Make the most out of time                       |
| 9                     | Loos loose disrespect                       | Are respectful                                  |
| 10                    | Jokes with God’s work                       | Respect and love God                            |
| 11                    | They are weak and immature                  | Are strong and mature                           |
| 12                    | Are impatient                               | Are patient                                     |
| 13                    | Seek rights blindly                         | Are responsible                                 |
| 14                    | Are destructive                             | Are protective                                  |
| 15                    | We are at the mercy of others               | Are dependent upon                              |
| 16                    | Are childish                                | Are men enough                                  |
| 17                    | They are lazy and weak                      | Are hard workers                                |
| 18                    | Are jokers                                  | Are serious with life                           |
| 19                    | Boast around                                | Are Calm, do not show off                       |
| 20                    | Are wasteful                                | Are prudent                                     |
| 21                    | Like sitting down before work               | Sits down after working                         |
| 22                    | They give peers more time<br>than relatives | They respect relatives<br>more than their peers |

**Assignment 2:** Add up your scores, as you rate your “manhood” (*not scientific*) level it is out of 22. ***See the left side.***

## Daily Steps to Responsibility & to Manhood

1. Cultivate self-belief and confidence.
2. Practice honesty with yourself and positivity to others.
3. Plan strategically and prepare diligently for the future.
4. Embrace, affirm, and develop a strong sense of identity.
5. Engage actively with your family and recognize its importance.
6. Demonstrate obedience, courage, and accountability.
7. Show respect for yourself, others, and authority figures.
8. Take responsibility and be committed to disciplined hard work.
9. Stay focused on your aspirations and long-term goals.
10. Build a meaningful relationship with God and serve Him wisely.
11. Apologize sincerely and take responsibility for your mistakes.
12. Exhibit patience, adaptability, and resilience in challenges.
13. Honour and appreciate your parents and guardians.
14. Prioritize a healthy lifestyle, self-care, and overall well-being.
15. Practice self-discipline and manage resources wisely.
16. Contribute positively to your community and respect its leaders.
17. Communicate effectively and choose your words carefully.
18. Express yourself openly and assertively while avoiding gossip.
19. Cultivate humility and meaningful relationships.
20. Surround yourself with positive influences to strengthen character.
21. Treat others with kindness, fairness, reverence and respect.
22. Take initiative in personal projects and seize new opportunities.
23. Mentor younger individuals and support those in need.
24. Share your resources generously with others.
25. Uphold social values, advocate for justice, and respect authority.
26. Foster self-reliance and intrinsic motivation.
27. Demonstrate respect, self-control, and emotional intelligence in interactions.
28. Use your time and financial resources wisely to pursue growth and purpose.
29. Maintain discipline in thought, speech, and action.
30. Choose your friends wisely and avoid negative influences.
31. Develop a strong moral foundation, guiding your decisions with integrity.

### **Assignment**

*Practice a skill and  
a value daily*

***Life is about Responsibility,***  
*this means doing what you are expected to do and accepting the results of your actions.*

### **Key Traits of a Responsible Student**

| <b>Trait</b>                                                         | <b>What It Looks Like in Daily Life</b>                        |
|----------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Helping Others</b>                                                | Assisting classmates, teachers, or family without being asked. |
| <b>Thinking Before Acting</b>                                        | Pausing to consider consequences before making decisions.      |
| <b>Doing Your Best</b>                                               | Putting effort into schoolwork, chores, and personal goals.    |
| <b>Being Accountable</b>                                             | Owning up to mistakes and learning from them.                  |
| <b>Keeping Promises</b>                                              | Following through on commitments and tasks.                    |
| <b>Respecting Others</b>                                             | Listening, being kind, and honouring boundaries.               |
| Being responsible of your own behaviour is and being true to self an |                                                                |

### **Motivational to Responsibility**

*“You are not only responsible for what you say, but also for what you do.”* – Martin Luther

*“The price of greatness is responsibility.”* – Winston Churchill

*“Responsibility is the key to becoming trustworthy and dependable.”*  
– Unknown

*Responsibly is understating others and doing what is needed on time*

## CHAPTER 2: WHY, BOYS MOVE FROM THEIR POSITION

### *The Plight of the Boy Child*

In this chapter, I have sought to expand on a question raised by contemporary writers—including Joe Mwangi—whose arguments have powerfully outlined the underlying reasons for the loss of focus among today's boy-child. In my quest to explore this issue further, I came across a profound passage in the Bible that bears striking relevance to our time:

*"The king of Egypt said to the Hebrew midwives... 'When you help the Hebrew women in childbirth and observe them on the delivery stool, if it is a boy, **kill him**; but if it is a girl, let her live.'"*

— Exodus 1:15–16 (NIV)

*"Then Pharaoh gave this order to all his people: 'Every Hebrew boy that is born you must throw into the Nile, but let every girl live.'"*

— Exodus 1:22

After reading these verses, my eyes were opened to a spiritual reality—the intentional targeting and suppression of the boy child. I call it the **"Spirit of Pharaoh"**—a dark force that seeks to eliminate the potential, focus, and destiny of boys. From that moment, I changed my approach. I stopped blaming boys for their struggles and instead began praying for them. I understood that something bigger was at play.

Today, we have a good number of boys who have lost their way. Instead of being builders of their future, they are consumed by distractions—cross-dressing trends, ungodly music, peer pressure, and endless hours online. The misuse of mobile phones has exposed many boys to risky behaviors such as; cyberbully, cybersex sexting, cybercrimes, radicalization, pornography, masturbation, exam cheating and drug abuse. Where many are obsessed with *"quick money"* and are caught up in betting and illegal ventures. Worse, some senior schoolboys are already in dangerous gambling activities and waste of prime time on social media, unaware of the trapped long-term consequences. It is heart-breaking to watch boys lose focus while their parents constantly push them to act responsibly. A group that once held great promise has shifted its attention to fleeting entertainment and luxurious living, such as odi dance, hip-hop, dance hall and street slang. Should one choose to compare this to four decades ago, when the boy-child was respected, focused, and poised to lead? Men were considered honourable if they married and provided for their families.

Today, many mothers are shouldering responsibilities alone, paying school fees, rent, and sustaining homes. This societal shift has discouraged boys and made them question the value of their manhood. Nevertheless, ***it is time to wake up and rewrite this narrative.***

## **Factors Contributing to the Loss of Focus by the Male Child**

Today's boy child is struggling—not because he is weak, but because the world around him is changing faster than his support systems. Many boys are growing up confused, overwhelmed, emotionally starved, misinformed, and *unmentored*. Below are the major factors contributing to the loss of focus among boys today. In my view the boy has believed in grow now philosophy without the inner capacity and content to hold himself firmly.

### **1. Idleness, Lack of Purpose and Focus.**

Author Joe Mwangi, in his book “*Why Boys Are Not Becoming Men*,” highlights cause such as laziness, over-dependence, and absentee fathers as a major factor. I agree with him—but the picture is even broader. Today, many boys deliberately waste away their potential. Whether in slums or wealthy estates, the habits look the same: forming idle groups like *mandi*, *wasee wa mtaa*, and *wazito*, *cool kids*, spending entire days doing nothing productive. While a big number is hooked on screen.

Even boys from well establishment homes are not spared. Some spend hours flaunting clothes, phones, hairstyles, and cars online—yet lack discipline, vision, initiative, and values.

I have mentored boys from Kibera, Kiambu, and Kayole who are now responsible men some in South Africa, Australia, the USA, and here in Kenya. Yet others refused guidance and are now living in regret—or no longer alive.

As I always say: *No boy is too poor to dream. Neither background a prison. Since Greatness has nothing to do with where we come from.*

*Here is a real comparison of 17-year-old fraternal twins over school holiday:*

| TIME               | BOY                        | GIRL                                   |
|--------------------|----------------------------|----------------------------------------|
| 6:00 AM            | Wakes up                   | Wakes up                               |
| 6:30 AM            | Takes a bath               | Prepares breakfast                     |
| 7:00 AM            | Eats                       | Serves breakfast                       |
| 7:30 AM            | Watches TV                 | Takes milk to grandparents             |
| 8:30 AM            | Goes back to sleep         | Cleans the house                       |
| 10:00 AM – 5:00 PM | Plays with friend          | Does laundry, prepares lunch, babysits |
| 6:00 PM            | Takes lunch                | Prepares supper                        |
| 7:00 PM            | Watches TV                 | Cleans utensils                        |
| 9:00 PM            | Uses phone beyond midnight | Reads until she sleeps on the table!   |

**2. The Notion That Girls Are Outshining Boys**

The empowerment of girls has been necessary and good. But without noticing, society has unintentionally neglected the boy child. Girls are being lifted, mentored, supported, and encouraged, while boys are left to figure themselves out alone.

This imbalance creates boys who feel undervalued, resentful, or invisible. Without male role models, many boys grow up confused about their masculinity. There are some who now believes being a female is better than the opposite. Some become insecure and withdrawn; others become aggressive and toxic in an attempt to “prove they are men.” Both extremes are dangerous.

A father’s absence—physically or emotionally while alive—is one of the biggest contributors to this crisis. There are fathers who empower girls more than boys. Boys who grow alone as the only male may develop self-hate or become insecure claiming that nobody understands him.

**3. Modern Entertainment and Misuse of Media**

The media is now raising boys more than families are. Some music, movies, and social platforms glorify rebellion, sexual immorality, drug use, violence, and disrespect. This is devastating.

I once met a Form One boy who had over five social media accounts—managed by someone else—while he was in boarding school. He spent 16 hours online during holidays. What does that tell you? *It is a mess.*

Excessive screen time rewires the brain, reduces concentration, increases anxiety, affects sleep patterns, and creates addiction. Boys are drawn into:

- pornography
- sexting
- cyberbullying
- gambling
- radical content
- online fraud and gabbling
- social withdrawal
- endless scrolling that wastes years

Algorithms manipulate the teenage brain by offering temporary validation, entertainment, and escape. But what feels like fun eventually leads to; depression, dependency, addiction, distraction and can lead to death.

### ***Why media easily hooks teenagers***

Media content is designed to be addictive. *Algorithms* are built to keep one watching, liking, and scrolling. Social media offers a fake sense of acceptance, pleasure, and identity eventually creating hunger for more, leading to dependency, addiction and even depression. Teenagers are looking for fun, acceptance, relieve which they find in social media. The fact that something is fun, or soothing does not mean it is worthy or safe!

## **4. Adolescent Peer Pressure**

Peer pressure is one of the most influential forces during adolescence. It can build you—or destroy. A boy becomes the company he keeps! Friends who encourage him to take drug use, have early sex, rebellion, theft, or violence are pulling him into a future he will one day regret. Many boys give in because they seek acceptance more than discipline. Boys who mimic or impersonate others have lost self-identity. The courage to say *no* is rare, yet essential.

### ***Ways to overcome negative peer pressure:***

#### **1. Know Your Values**

Understand what you stand for. If you do not stand for anything, you'll fall for everything.

#### **2. Be Assertive**

Practice saying “no” without feeling guilty. You do not need to explain

everything. A simple, “No thanks, I’m not into that,” is enough. Standing for your rights is worthy than any gift.

3. **Choose Friends wisely**

walk with people who uplift you. Avoid friends who pressure you to lie, steal, skip school, abuse drugs, or engage in risky behavior.

4. **Think in long-term basis** -Every choice has a consequence. Ask yourself will my decision bring pride or shame to my future? Choose what serves your tomorrow, not just your today.

5. **Stay Busy with Purposeful Activities**

Join a club, volunteer, play sports, read, or build a skill. Idle time is the devil’s playground while the mind becomes his workshop.

6. **Have a Mentor or an accountability Partner**

Talk to someone older, wiser, and trustworthy or a responsible friend, let them guide you and speak truth into your life.

7. **Be Comfortable Being Different**

It is okay not to follow the crowd. In fact, leaders never do. Be proud to walk alone if the path is right.

8. **Set healthy boundaries.** Do not let anyone cross your emotional, spiritual, or physical boundaries.

9. **Practice exits strategies**

If you are in a tricky situation, have a plan-call your parent, fake a reason to leave. Do whatever it takes to protect your values.

10. **Pray and seek strength**

God will always provide wisdom and strength if you ask. Stay spiritually grounded.

## 5. Toxic Masculinity and Distorted Ideas on Manhood

Many boys grow up believing that masculinity means toughness, dominance, pride, or emotional numbness. They are told:

- *“Don’t cry.”*
- *“Be hard.”*
- *“Show them who you are.”*
- *To speak sheng and sluggish.*

Without notice, this creates men who are emotionally unavailable, aggressive, insensitive, or arrogant. Toxic masculinity teaches boys to hide pain and express only anger—never fear, confusion, sadness, or doubt.

True masculinity is empathy, responsibility, emotional intelligence, and self-control—not violence or ego. Crying is never a sign of weakness.

## **6. Lack of Emotional Expression and Mental Health Illiteracy**

Society rarely gives boys permission to express emotions. They carry heartbreak, fear, shame, trauma, guilty and anxiety in silence. Because they cannot speak, these emotions later appear as:

- ***anger***
- *violence*
- *withdrawal*
- *low self-esteem masked by pride*
- *drug use*
- *addiction*
- *suicidal ideation*
- *other risky behaviour*

An emotionally suppressed boy becomes unfocused because he is fighting inner battles which no one sees.

## **7. Identity Confusion and Social Pressure to “Act like a Man”**

Today’s boy is bombarded with conflicting expectations. On the other side traditional culture tells him to be tough. Modern society tells him to be sensitive. Social media tells him to be flashy. Peers tell him to be rebellious.

This confusion creates boys who don’t know who they are or who they should become. Without clarity, they drift—emotionally and academically.

## **8. Trauma, Pain, and Unhealed Emotional Wounds**

Many boys carry invisible wounds:

- father hunger
- child abuse
- domestic conflict
- rejection
- bullying
- poverty stress
- exposure to violence
- Unjustified self-blame and guilt.

Because they have no safe space to talk, trauma becomes anger, rebellion, fear, depression, or escapism. A hurting boy cannot focus, dream, or behave consistently he becomes a people blamer and pleaser. This kind of a person may become an abuser or even suicidal in the long run.

## 9. Misguided Role Models and Negative Social Influencers

Today's boy is no longer raised by the village—or the parents alone. He is raised by: *Musicians, online comedians, influencers, athletes, footballers, TikTok creators and YouTubers etc.*

Many of these personalities glorify shortcuts, immorality, disrespect, and easy money. Boys imitate what they celebrate. When the role models are broken, the followers become broken.

## 10. Poor Social Skills and Emotional Isolation

Most boys have friends to play with—but not friends they can open up to. They joke together, play together, and laugh together, but rarely talk deeply. *This leads to:* Loneliness, insecurity, fear of vulnerability, isolation, dependence on peers for validation. A lonely boy becomes desperate—and desperation leads to poor decisions.

## 11. Forcing Boys to “Man up” Too Early

One of the biggest hidden injustices is pushing boys into early manhood. Society constantly shouts:

- “*Man up!*”
- “*Stop crying!*”
- “*Be strong!*”
- “*You’re the man here!*”

This pressure forces boys to **perform** manhood instead of growing into it. We demand maturity without mentorship. We expect strength without support.

We assign responsibility without training. A boy forced to act like a man too early becomes emotionally confused, angry, or broken and loses focus, direction, and peace. Instead of learning manhood, he wears a mask of toughness that hides pain he cannot explain. Manhood is not a command. It is a journey—slow, guided, and mentored. A boy allowed to grow slowly becomes a stable man. Instead of shouting, “Be a man!” we should be saying:

- “Let me guide you.” or “It’s okay to feel the way you do.”
- “You are allowed to learn.” or “Strength grows over time.”

*Remember it is unfair and injustice to correct what you haven’t trained.*

## **How Can The Boy-Child Get Back To His Right Place!**

*First and foremost, he should know he was not born to wander, waste away, or walk without direction. He is a pillar, a leader, a vision bearer. No matter how far he has drifted, it's not too late to return. **Here is how:***

### **1. Acknowledge Your Current State**

Accept where you are. Do not sugar-coat. Do not blame others. Face your truth. This is where real growth begins. Don't lie to self.

### **2. Reconnect with Your Purpose**

Ask yourself: *Why am I here? What is my role as a man in my family, school, and society?* Re-discover your reason for living.

### **3. Confess and Let Go of shame and self-blame**

If you've made mistakes, talk to someone—your parents, teacher, mentor, or a spirituals leader- don't let guilt or shame chain you up.

### **4. Surround yourself with the Right People**

Realign your life with a positive influence. If you walk with fools, you become a fool. Walk with the wise, and you will be wise.

### **5. Set New Goals and Work towards Them**

create a plan. Dream again. Whether it's excelling in academics, learning a trade, or starting a business—start small, but start.

### **6. Serve others and Lead by Example**

Real men uplift others. Help the younger boys. Volunteer. Show kindness. Leadership begins with service.

### **7. Rebuild Trust With your Family and Community**

be responsible at home. Be respectful at school. Speak truth. Show consistency. Trust is not demanded—it is earned.

### **8. Commit to Personal Discipline**

Wake up early, Study hard, Train your mind and body for greatness.

### **9. Pray for Guidance and Strength**

God is a restorer. No situation is too broken for Him to fix. Stay in prayer and be humble.

### **10. Never give Up**

you are not a failure. You are not forgotten. You are not finished. Rise. The world is waiting for your light to shine.

## **CHAPTER 3: SENIOR SCHOOL LIFE & SUCCESS**

Before I major in the above subject, allow me to compliment all adolescents who tirelessly go through primary, junior secondary school, through the second rite of passage initiation and later to senior school. *Bravo, for a successful transitions from childhood to adulthood! It is important to note that adult age is at eighteen and not at circumcision.* Even boys who have not yet experienced this rite of passage, I beg you to take some time and read this book. We don't become men by circumcision but by *responsibility*.

You may be in senior school, or you are just planning to join, or you have been there for some time, or you are just entering puberty, or you are just an adolescent. Whatever the case, I wish to remind you that adolescence is a pathway to adulthood. For sure, you are on the journey to independence. If don't behave responsibly you will spoil, you future.

In some communities, the start of this journey is marked with a significant mark of the *cut* in boys, and it takes time and courage to travel through it. So, watch out for how you conduct yourself. The major activity today for those who wish to have significance in life is education and career development. I trust you will sacrifice for it.

The men's *cut* is important, but not as behaving responsibly. The society expects young men in any form of transition to behave well, work hard, be obedient, think big, think right, and think outside the box and also say think outside the book. To think in this manner, one should positively engage their mind and consult widely by taking counsel from elders.

Remember that respect, obedience, reverence, and self-control remain the driving values as we relate with parents and those in authority.

### **Junior to Senior School Transition**

Although learners in Kenya select senior schools at grade, it has never been obvious for them to join the schools of their choice. Upon realizing that you did not manage to attend the school that you chose, it is logical to be realistic and note reasons for joining a different school.

If you are in a school that you never chose, you just need to relax and work. Some of these reasons include the fact that parents may not have the money to take their children to the school they chose, or they may fail to attain the required marks. *All schools work, but not all students who work hard.*

It is prudent therefor, to adhere to the decision of parents. If one feels that parents are not honest enough, then he /she can consult with their uncles, aunties, grandparents, mentors, or spiritual leaders or the previous school.

Today the world is changing daily however not everything that glitters is gold. Some schools can have a bad reputation, although you may have friends studying there. So, let your parents do the research on the school you are to join before. Your junior schoolteachers can guide you here.

I once met a young man who repudiated listening to his parents, pushed them left and right, such that they eventually succumbed to his heart's desire and took him to the school where his friend was studying. Little did he know that the school was a home of unbelievably bad boys? Not in many days did the boy find himself hooked in both drugs and same-gender attraction, both of which he kept as a top secret. It took counselling to heal.

On my list of young friends, I also had others who had come from deeply humble backgrounds, whose parents could not manage to pay boarding school fees, and so they were taken to the village day schools. I can recall attending a colourful graduation ceremony for one of them, followed by a colourful, romantic wedding a few years later. Just as I have always said, "it is not where one is that matters but who one is where he is."

Transition from junior school to senior boarding school has both positive and negative effects. Negative influence in the new boarding school environment is likely to affect directly both the student and the parents. With both parent and the child feeling loss and grief, a feeling which normal and temporary. Especially where the parents have been too close and supportive in school projects.

Always remember, you attract people of your kind. If you choose to be good, you will attract good friends, and vice versa. Below are some of these effects.

## **Fears of boarding school -the normal challenges.**

### **1.Broken Bond between Parent and Child**

The daily strong guidance and bonding may temporarily break because they are no longer under their direct parental care. In this case, boys have to make decisions without close parental guidance. This can cause homesickness, worry, or fear, which may affect their performance in the new boarding school. To overcome this, boys need to develop good social skills, make friends they can trust, and talk to teachers or mentors.

### **2.Less Supervision by Parents**

Once a child moves to a boarding school, parents' supervision is reduced, and teachers become their main guides. Sometimes this confuses teachers who may not know them well yet especially to those with poor social skills.

### **3.Less Healthy Interaction with the Opposite Sex**

Single-sex boarding schools can limit natural interaction between boys and girls during a critical stage of development. This may hinder the growth of healthy communication skills, create social discomfort, and reinforce stereotypes about the opposite sex. As a result, some students struggle with confidence, emotional intelligence, and balanced relationship formation later in life. Although single-sex education does not determine sexual orientation, prolonged gender separation can negatively affect social maturity and readiness for healthy adult sexual relationships.

### **4. Children with special needs**

It goes without asking this category of students experience difficulties in new environment is unfamiliar. Especially the care and the love. These kids expect the new environment to understand their emotional and physical needs which are mostly affected . When they go to totally in a strange environment. It is important for everybody to extent a helping hand. When busy greet them.

## **Positive effect of joining boarding school**

### **1. Increased Responsibility**

One becomes more independent and has to plan and make decisions on their own. This gives the child confidence and trust that they can indeed be responsible without relying on the parent.

### **2. Improved Emotional Intelligence**

You'll learn to handle conflicts and disputes better, which builds your self-defence and empathy.

### **3. Self-Realization**

senior school is a place where you discover your personality, talents, and abilities. With the right mind-set, this transition has more positive effects than negative ones.

### **4. Independence**

Children learn to make independent decisions, and they learn social skills which are important in life.

### **5. Students become more creative and innovative due to independent thinking**

## **MANAGING *BULLYING*.**

The initial thoughts of junior school graduates regarding boarding senior school admission are dominated by the term "monolization," a colloquial expression in Kenya that refers to bullying or teasing. This phenomenon leads to significant mental unrest among newcomers who may find themselves preoccupied with the prospect of evading bullies rather than focusing on their academic responsibilities. Regrettably, these apprehensive students may experience prolonged difficulties in acclimating to their new school environment due to the fear of harassment. Indeed, the concept of bullying remains deeply ingrained in the minds of newcomers.

The Kenyan government has made commendable strides in combating student bullying, particularly in boarding schools, where traditional forms of bullying have been addressed. However, instances of minor bullying continue to persist in certain educational institutions.

There are incidences where newcomers buy goodies such as *mandazi*, commonly known as '*kedj*' or a bottle of soda for a senior student(s) or share part of their shopping by force with somebody who claims to have some rights characterizes the common forms of bullying in our schools.

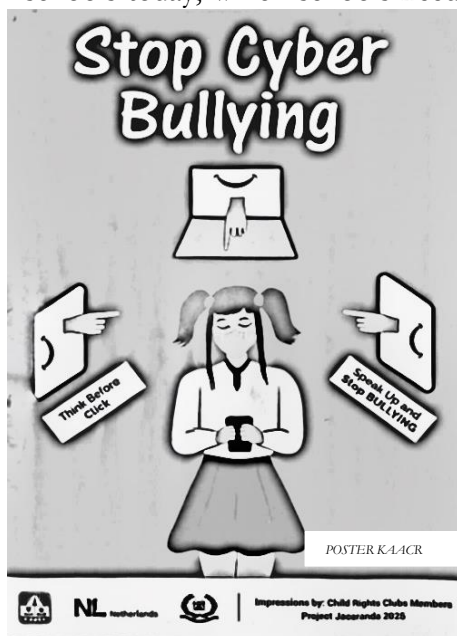
Other cases are incidents where the senior fellows snatch from those pieces of bread or meat served in the dining hall. Stealing from newcomers is another form of bullying among high school students. All these are physical forms of bullying, which may not physically endanger the life of the little ones, but the fact is that they have psychological negative effects, which need to be discouraged.

Since any form of bullying can lead to mental torture causing low self-esteem and obviously leading to poor academic performance, it is a good reason to eliminate it in schools. It is in my view that, some of the students linked with the serious offenses and gross misconduct such as arson are likely to be acting out due to negative effects of silent bullying and childhood trauma.

### **Dangerous Forms of Bullying to Avoid.**

The latest forms of bullying in high schools today, which schools need to deal with seriously, are what I will refer to as psychological bullying. This is mostly happening via social media as well as offline. This kind of mistreatment is causing deep scars in the lives of the students.

Students are in several ways mistreated, such as newcomers paying for using their own items, such as blankets, besides paying in order to buy items from the school shop. Students also pay for protection, or they have to buy treats for seniors. This kind of situation is detrimental. It promptly needs to be exposed and discouraged through punitive measures on perpetrators.



### 1. Possible Sexual- related forms of bullying

1. Sodomy and gay advances.
2. Voyeurism-viewing one's sexual organs and others' sexual disorders.
3. Patting, sexual harassment, and 'night warming' senior students.
4. Introduction to pornography and masturbation.
5. Being forced to hug or kiss girls during school functions
6. Being labelled as a gay both online and offline.

### 2. Drug-related forms of bullying

This is one of the worst forms of bullying, where boys are forced to take, sell or hide both illicit drugs & phones in their boxes. In addition, boys are lured to take lab chemicals such as ethanol, methanol, and other such substances as methylated spirit. Boys take these substances mostly in class.

### 3. Illicit groups related to bullying

Secret groups introduce students to their ideologies warning them never to speak out. Such groups are *Gaza*, *Alshabaab*, *Mungiki*, cultic groups such as the *Shakaola* mania, *Illuminati*, etc., which are difficult to divorce.

### 4. Cybersex and internet bullying

Under the guise of being protected from being bullied. Students share their contacts with others, 'protectors,' who later use these contacts to involve them in illicit acts and abuse during school holiday.

### 5. Physical bullying

Due to conflicts within schools, new students experience physical fights during school holiday breaks from their rival schools in major towns. Boys should outgrow these kinds of conflicts by creating peace and unity.

## Dealing with Dangerous Bullying:

Stay connected with trusted adults and speak out about abuse. Never agree to harmful requests, move away from abusers, and seek help. Sharing your struggles shows honesty, not weakness. If afraid to name the abuser, consult a counsellor outside school. **Key rule: Speak out!** *Resist the devil and he will flee!*

In a case you choose not to disclose the names of the abusers either due to fear of victimization or for any other reason, then, seeing a counsellor outside school can be helpful. The cardinal rule is **share-Speak out!**

## Maintaining focus and types of students

**Focus** stand for; Follow-One- Cause- Until-Success.

### The five common types of students in senior school

1. Those who work hard, learn and drive self - *these are building students.*
2. Those who are just on their *rite of passage* missions, who pass time.
3. Those on a mission to destroy others. *These are the heads of negative peer influence into drugs or illegal groups. They are opportunity wasters who ruin others.*
4. Those who just follow- *they are aimless, dreamless and without personal agenda. They take whatever comes on their way.*
5. The 'do not cares' - *they refuse to take advice though they may have ability.*

### Other five categories of students found in school are:

1. The dumb students who remain dumb -*these are guys who are stagnating.*
2. The dumb students who become wise - *these are students who make improvement.*
3. The wise students who become dumb- *these are students who lose focus.*
4. The wise students who become wiser- *these are bright students who do marvellous.*
5. The dumb who becomes dumber -*these are fools who get lost.*

## Always strive to get the best score!

*The key marks in school*

There are four major marks in school namely; (EE),(ME),(AE) & (BE), Among these four levels students need to aim at the first two nevertheless do your best.

The Power of Early Effort in Academics success in school is built on consistent effort, early preparation, and smart decision-making. Waiting until the final year to work hard leads to difficulties, especially when exams cover content from Grade ten.

Remember  
Students perform  
these acts  
secretly, and  
warn their juniors.  
never to disclose  
it; otherwise, a  
very bad thing  
could happen to  
them.

If exam points start slipping, seek help from mentors and teachers immediately. Academic decline can result from various factors, but refusing to work—especially in grade 10—makes syllabus coverage overwhelming and affects final exit performance.

While academics may not define one's future entirely, strong performance offers better opportunities and leverage. Those who focus on the right goals and put in the necessary effort avoids regrets later in life.

*Beware of negativity*—some may dismiss education's importance, but this often stems from lost hope. Never settle for poor performance based on external opinions. Good marks provide advantages, and even an average score achieved through hard work is worth being grateful for.

*Maintain a determined mind set*—do not decide early on that you'll finish school with low marks. Success is built through effort, sacrifice, and continuous improvement. Concluding that you're a weak student is invalid.

### **Always strive for the best.**

Learn to set higher targets. Remember that you have not attained your full potential (goal) until you do your best and get your best; just as Lenana School puts it in their school *motto* - *Nothing but the Best*.

## **IMPORTANT TIPS FOR EVERY LEARNER**

### **1. Develop Vital Qualities for Excellence**

*Such qualities are:*

**1. Focus and Purpose** - This is being self-driven. It is also the idea of keeping your dream in mind and avoiding anything that causes distraction of any kind. Focused people are purpose-driven and have developed a long-term reason for living. They keep their dream in mind and know why they are on earth. They do not live to please others but to fulfil their life purpose.

**2. Self-responsibility** - This is the ability to take care of oneself. In other words, you become your own parent, you guide & drive yourself, you think by yourself own and you send yourself to achieve certain goals.

**3. Sacrifice and Hard Work** - Life is about demanding work. We all can work, but what varies is the level of *commitment*. When you go beyond what you think is enough, we say that you have sacrificed.

Work + Sacrifice = **Success.**

**5. The desire to Succeed** - You need to develop a mind to succeed in life, regardless of what your past looks like. There is always a better tomorrow. Never be comfortable with a low grade. Always desire to do better.

**6. Develop Self-Drive & Inner Motivation** - In my experience as a life coach and adolescent counsellor, I have found that **all** students have an inner ability, which, when fired out, they can do marvellously. I have also noticed that external motivation is good, but it fades away; its results are never permanent.

Everybody needs to develop an inner drive and motivation. A little motivation grown inside that is sustainable is better than a big success copied from others. No wonder those who cheat in exams fail in life.

**7. Self-Discipline** - Chinua Achebe, a Nigerian author, once wrote, *'If there is any discipline, then that discipline should be self-discipline.* Learners should be guided by personal principles. You should do right thing without being pushed. Self-regulation and governance are key.

***As a youth, identify personal vision, passion and career path early.***

**A vision** is the end value of a goal. It is what we see in the future of what we will have done. A vision is more like a dream, the only difference being those goals, have tasks and a plan of action for a compliment

**Mission** is the task undertaken in order to achieve a *vision* in life. It is the actual work. It involves the right **training and working teams.**

**A dream** is the *desire* that one has in life. A dream without goals is like a car without wheels. **We should always Desire, Decide, and then do.**

**DREAM** in acronym can stand for; ***Dedication, Responsibility, Education, Attitude & Motivation.***

**Goals** are the tangible, actual tasks that are both costly and involving. A goal must be right, positive, and far beyond **fame** or **wealth**. We set goals in order to attain dreams and a vision in life. *Goals* ought to be **SMART**:

**Specific** (clear),

**Measurable** - answer key questions (*how, what, who, why*)

**Achievable, (As if or Attainable)**

**Realistic** and within some given parameters

**Time limit** - (Answers *when* Question). Goals ought to be positive.

**Passion** is a strong interest and love for something. It is what keeps us working towards a particular area. You can have a passion for the girl-child.

**One goal at a time** - Learn to set one positive goal at a time. Avoid abstract and negatively formulated goals. Let not the past lead you. It is the right thing to consult your past; but do not stay there. Remember the Swahili saying that, *yaliyopita is ndwele, tugange- yajayo.*

## 2. HOW TO SCORE HIGH IN CLASS

**First, attend all classes** –As a student, you must ensure that you attend all lessons. Reduce the out-of-school trips that take you out of class unless they are educational. Student leaders and peer counsellors need to carry out their leadership duties during breaks.

**Secondly, be alert in class** – You need to be 100% alert while in class so that you may be able to take in new thoughts and questions. Avoid sleeping in class; Ensure to sleep immediately after the last (sleeping) bell goes. Avoid extending beyond midnight unless guided by a teacher.

**Third, participate in class** – Be part of the class. Sit at a place where you can see and hear the teacher; a place where you can clearly see the board. Listen actively and attentively. If you are short-sided, seek to sit in front.

**Fourth, be active in class** – Ask and answer questions, and contribute to class discussions. In your contribution, bring in something new from your private study. Never shy off from contributing since nobody knows everything.

**Fifth, have a cheerful attitude.**

Work on your attitude toward yourself, life, subjects, teachers, and others. Low feelings may signal negative thinking. Focus on positivity, monitor your thoughts, and avoid negative attitudes toward teachers to participate effectively in lessons.

### ***Ways of developing a positive daily attitude***

*If it is possible and allowed in school, do something you like or enjoy each day, such as sports, prayer, singing, playing piano, relaxing, talking to friends, dancing, drawing, writing, or helping others etc. Do what brings you closer to your dream daily.*

*Put negative attitude down and walk free! Your attitude affects you before it may affect others. Change the world inside, and definitely, results will change.*

***Sixth, own the day.***

Here is a proposal guide on how to make your day good.

- A good day starts with good preparation: e.g., Prayer and mindfulness
- Physical preparation (bathing, brushing, polishing, and dressing, etc.)
- The first thing in class would be taking a *notebook* and setting daily goals.

***Seventh, be mentally healthy*** – Your mind needs to be *quiet, attentive, and psychologically healthy*. Remember, our health comes first. So, take enough water at least *six glasses daily* or as your body may require, have exercises (*play cool*) and have enough sleep (*6- 8 hours per day*), but avoid oversleeping. Open the room's windows while studying to allow *fresh air to flow*. Avoid perfumes in class.

***Eighth, reward yourself*** – Occasionally, treat yourself nicely as you celebrate the results of your hard work. Develop a principle like '**No Work No Play**' or '**No Work No Treats**.' If you like football, ensure that you only play after a successful study session.

***Ninth, love and accept yourself the way you are*** – Stop bargaining with nature. You are the best person the way you are, and the only one who is that way in the world. Relax and move on with life; we cannot be like others. If you have life issues, share with someone you can trust.

***Finally, read when there are no exams***; during exam time the mind is fearful and experiencing anxiety. When you read before exams are announced, you create time to internalize and seek to know what makes you write wrong answers. This can help you reflect on your SWOT. After this, you can look for the right answers. Strive to find answers individually.

#### **4. Deal with common life distractions**

*There are many distractions in life that we need to overcome, such as:*

**i) Procrastination** – you should avoid postponing things that you can deal with at present. Treat urgent things with urgency. Always be on time.

**ii) Lack of priorities and focus** – you need to know what comes first and what is most important.

**iii) Deadline pressure** – to deal with deadline pressure, you need to start your assignments immediately. Have proper planning by keeping a diary, which will remind you of things you must do.

**iv) Unclear goals and objectives** – you need to have SMART goals and objectives to avoid confusion in life. *Objectives* are smaller segments of the goals. A SMART goal entails knowing what you really, really want, when and how to achieve it, and the importance and its value.

Setting *objectives* is a requirement, and it's key to successful time regulation.

**v) Lack of self-discipline** – self-discipline is the key thing in the steady improvement of school performance.

**vi) Poor planning** – Plan well. Planning is not just thinking. It is the art of putting things in order. It involves organizing activities, time, and oneself. Write down your plan, and follow it up with an action.

**vii) Negative Goals** – your reason for working always needs to be positive. For example, you should work hard to pass your exams as opposed to working hard to avoid failing. You need to wake up early to be on time, not to avoid being late.

**viii) Laziness and lazy friends** – as a successful student never tolerate laziness; lazy friends will influence you to be lazy, since birds of the same feather flock together. Keep a healthy social distance.

**ix) Media and Technology** at home– over the school holiday, you may need to keep your phone away or on silent mode during your studies. Let your friends know the time they can call or chat with you.

**x) Peer pressure** - remain focused, resist, and choose not to join losers and avoid fitting in.

#### **4. Effective Study Skills for Effective Learning**

While there is no specific scientific way of studying, self-study skills are extremely important. As you advance in your education, they will actually be useful.

There is a difference between studying and reading. Reading is about understanding the text, whereas studying involves interrogating and retaining the content. For learning to take place, we *read, absorb or understand and retain and remind* and so that we can *remember* and *retrieve* then *write* an exam.

#### **Studying involves (SQ4RS)**

**S- Scan** – Scrutinize through a text to alert the brain of what you are about to learn.

**Q-Questions** – Questions are actually important since they help us to know and seek more information during the learning process.

**R-Re-read** – This is an increased focus and attention to data, and it involves taking notes.

**R – Record-** as you read, do not just read but interact with the insight and information in the book. Underline any new idea and concept that you need to apply or research.

**Recall – Stop and think!** Let your mind internalize what you are reading allowing information to sink. At this point, you can make short notes.

**Review** – Revisit the information learned in class within 24 hours to increase your capacity to remember.

**S-Share-** when you share, you learn twice, and it shows that you know.

## How to practice (SQ4RS)

### i) **S** – *Survey (overview, preview)*

Just looking through a book or a section of it gives you an overall sense of what is ahead. Here, you speed-read to get the overview of what you will be reading and how it is organized. Pay attention to introductions, headings, diagrams, maps, pictures, and conclusions.

### ii) **Q** – *Questions*

Always have questions ready before you start reading. Mental preparedness is the key to effective learning.

### iii) **R** – *Read*

Now read actively, not passively. Read with the purpose of finding answers to the questions you prepared. Focus on understanding, not just finishing pages. Pay attention to key points, definitions, examples, and supporting details. Avoid rushing. Pause occasionally to reflect on what you have read and connect it with what you already know.

### iv) **R** – *Record*

As you read, take organized notes. Write down key ideas, concepts, keywords, and answers to your questions in your own words. **Highlight** or underline important sections. Use bullet points, diagrams, mind maps, or summaries to make the information easier to remember and revise later. This strengthens memory retention.

### v) **R** – *Recite*

After each section, stop and try to recall what you have read without looking at the book. Say it aloud or write it down from memory. This helps you test your understanding and identify areas you have not fully grasped. Reciting reinforces learning and boosts confidence.

#### vi) R – Review

Go back over your notes and the material regularly. Revision should not only happen before exams but as a continuous process. Review helps transfer information from short-term memory to long-term memory. Ask yourself questions again and evaluate how well you understand the content.

#### vii) S – Summarise and share

Finally, create a brief *summary* of the entire topic in your own words. Highlight the main ideas and core concepts. This step helps you consolidate knowledge and see the overall picture clearly. A good summary shows that you truly understand the subject.

e) *Share*- Sharing means showing and manifesting to others that you know. Use your social platforms for education, let others learn from you-*Teach*.

### General study skills everyone must have:

*Be resourceful:* *Actively* seek textbooks, notes, and past papers, even beyond your school.

*Build academic networks:* Connect with focused students to share ideas and resources.

*Study consistently:* Study regularly to understand concepts, research well, and correct mistakes early

### Importance of study skills

- They give us the ability to be in charge of our own learning.
- Planning is a study skill that creates more time and reduces stress.
- Help one to set goals, and **work hard** and **rightly** to achieve them.
- Help one to work SMART, master the content, and within the syllabus.
- Help in self-motivation and adjustment to increasing daily demands.

*Qualities needed for success:-Talent, Honesty, Knowledge, and Faith.-by Think Big- Ben Carson*

## 6. IMPORTANT TOOLS FOR PRIVATE STUDY

The following are key tools learners should have and use during personal study time:

### 1. *Textbooks and Approved Course Books*

Provide structured content aligned to CBC learning outcomes and competencies.

### 2. *Learner's Notebook / Journal*

For writing notes, reflections, summaries, and personal learning records.

### 3. *Study Timetable / Planner*

Helps organise time, balance subjects, and develop discipline in learning.

### 4. *Digital Devices (Tablet, Laptop, Smartphone)*

Support access to e-learning platforms, research, and interactive learning resources. To be used with parental or teacher guidance.

### 5. *Internet and Online Learning Platforms*

Enables access to videos, articles, simulations, and CBC-aligned digital content (e.g. KICD and MOE platforms).

### 6. *Dictionary and kamusi ya Kiswahili.*

Improve vocabulary, language comprehension, and communication skills.

### 7. *Revision Materials:*

Past papers, worksheets, flashcards, and practice quizzes for self-assessment.

### 8. *Mind Maps and Concept Charts*

Visual tools that help organise information and enhance understanding.

### 9. *Reference Books*

Provide deeper explanations and broader knowledge on subjects.

### 10. *Self-Assessment Tools*

Checklists, rubrics, and reflection sheets to track progress and identify areas for improvement.

### 11. *Stationery*

Pens, highlighters, rulers, sticky notes, and folders for organising study materials.

## QUALITIES OF AN EFFECTIVE STUDENT

1. *Take regular Revision & Notes-Taking* – Copies, revises, and organizes notes, ensuring thorough understanding.
2. *Completes Assignments independently* and on time– Takes full responsibility for personal academic tasks.
3. *-Consistent Class Attendance* – Attends all lessons unless faced with unavoidable circumstances.
4. *Engaged Learning* – Stays attentive, asks questions, and actively participates in class discussions.
5. *Structured Revision* – Reviews notes multiple times for retention and mastery.
6. *Monitors Progress* – Tracks performance with tools like graphs and self-evaluations.
7. *Accountability & Mentorship* – Connects with peers and mentors for growth and guidance.
8. *Consults Teachers & Parents* – Keeps open communication with educators and family regarding progress.
9. *Rewards Hard Work* – Balances effort with self-reward to maintain motivation.
10. *Prioritizes Study Over pleasure* – Invest time on academics before entertainment or leisure.
11. *Goal-Oriented Mind-set* – Sets SMART goals and stays committed to personal vision.
12. *Early Preparation for Success* – Plans and avoids last-minute cramming.
13. *Time Management & Planning* – Uses study schedules, timetables, and avoids wasting time.
14. *Effective Listening & Notes-Taking* – Captures key insights while learning.
15. *Balanced Involvement in Activities* – Engages in co-curricular pursuits alongside academics.
16. *-Integrity & Accountability* – Stays principled, avoids impersonation, and takes ownership of actions.
17. *Seeks Help When Facing Challenges* – Shares academic and personal struggles with mentors or parents.
18. *Maintains Healthy Relationships & Boundaries* – Cultivates positive connections with peers and teachers.
19. *-Positive Outlook & Self-Awareness* – Approaches life with optimism and self-confidence.
20. *Healthy Sleep Habits* – Maintains proper rest schedules for optimal focus and productivity.
21. *Respects Others* – Values relationships, acknowledges efforts, and appreciates life.
22. *Takes Responsibility for Actions* – Owns successes and setbacks without blaming others.
23. *Strong Family Bonds* – Invests time in meaningful interactions.

24. *Seeks Guidance in Personal Matters* – Consults mentors or counsellor for family-related concerns.
25. *Learns from Mistakes* – Corrects errors after exams and seeks teachers' advice for improvement.
26. *Effective Communication Skills* – Speaks confidently, clearly, and respectfully.
27. *Avoids Negative Influences* – Resists temptations that lead to academic failure.
28. *Adherence to School Rules* – Follows regulations and takes accountability when mistakes occur.
29. *Commitment to Hard Work* – Maintains diligence and strives for excellence.
30. *Faith & Inner Strength* – Believes in God and nurtures positive inner abilities.
31. *Resilience & Determination* – Stays ambitious, tries new things, and does not give up.
32. *Humility & Social Awareness* – Relates well with others, remains grounded, and values teamwork.

## 7. Time and Academic Success

Planning, which I refer to as *repositioning*, is the most powerful work which is done during the quiet time. For sure, this is our peak time.

A successful person has learned to *Plan*. To plan is to see the end from the beginning. We get what we see. **Planning** is the most difficult thing in life.

a) **PLAN AHEAD** is an acronym this can stand for:

**P** – Put things in order- know what needs to do and when.

**L** – List down your goals (written).

**A**– Alter your priorities to suit the most important and urgent activities.

**N** – Notify others, especially parents and friends of your plans.

**A** – Allocate time for acceptance, mostly by parents.

**H** – Head into action. Take responsibility first, start before others join.

**E** – Expect problems - challenges are definite. Persist to resist resistance.

**A** – All times point to successes - see the good in what you do.

**D**– Daily review - review of your progress on a daily basis.

**Remember**, *failing to plan is planning for a terrible failure!*

## b) Write down your plans

The more we organize our work, the better we use our time in attaining our school objectives. Planning means preparation for the realization of our objectives. The main purpose of planning is to save time.

## Why write it down?

*Because Mental PLANS are hard to control -it is said 'out of sight, out of mind.'*

**Written schedules** mean a reduced workload for the memory.

*A written plan* has psychological effects of inducing self-motivation. When carrying out assignments daily routine becomes more **goal oriented**, and we are more inclined to adhere to the set tasks for the day. As a result, we are less easily distracted, and we are more likely to persist in carrying out the planned tasks than we would without fixed guidelines in the form of a written *daily schedule*.

### Ben Carson's Motivating Story

Ben Carson, the author of "THINK BIG," experienced a challenging start to his academic journey, finding himself at the bottom of his class. His peers often ridiculed him, which led him to doubt his potential for academic success. However, a pivotal moment occurred when he shared his report card with his mother. She encouraged both him and his brother, Curtis, to prioritize their studies over recreational activities after school. Furthermore, she recommended that they read two books from the library each week.

As Ben immersed himself in reading, he uncovered a wealth of knowledge about various subjects, including animals, plants, rocks, and minerals. He quickly developed a keen ability to identify diverse types of rocks during his walks to school.

One day, during a classroom discussion, the teacher posed a question regarding a specific rock. To the astonishment of his classmates, Ben was the only student who could provide the correct answer. He was perplexed as to why the other academically gifted students did not participate. After successfully answering the question, he recognized his potential to read more extensively and enhance his academic performance.

*Written by: Mike Mumo -Moi Forces Academy, Nairobi.*

## c) Daily scheduling

First, it is important to plan each day individually as you begin to work with time schedules. The day is the smallest and most manageable unit in regular planning. If the previous day was not successful, you can begin each day afresh. If you do not have your daily work routines under control by way of planning, it will be hard to maintain plans for an extended period such as a month or a year.

By **checking daily results**, you keep track of tasks not yet carried out and transfer them to another day. You also establish a better estimate of time, needs, and distractions, and allow more shock absorbers that are realistic and time for unforeseen events.

#### **d) Set life and activity priorities**

This is the ability to handle numerous/different activities by devoting time to one single task at a time by setting priorities. This is what characterizes successful time managers. This means deciding on which tasks are of **top Priority** and of secondary priority, and then doing first things first.

**SAMPLE** of a general daily activity timetable (*Mostly used mostly at home*)

| Activity | Purpose | Start Time | End Time | Where | Remarks |
|----------|---------|------------|----------|-------|---------|
|          |         |            |          |       |         |

#### **e) Rank your tasks in order of importance & ensure that:**

You work first on the important and the most urgent tasks. If necessary, work on tasks according to their urgency

Concentrate on just one task at a time and handle the tasks more effectively within the time scheduled.

The set objectives are tackled as effectively and on time as possible.

At the end of the planned period, the most important matters are taken care of focusing your energy on education and not on passions, pleasure, or peer influences.

You devote over 80% of your time to school activities and in activities which are career based.

#### **f) Reserve quiet time for yourself daily**

"The greatest events are not attained during the loudest hours of the day, but rather in our most quiet." In the hustle and bustle of life, it is easy to get away with what happens around. It is important, therefore, to set aside some time on your own to think about your life, goals, spiritual life, how you are performing on your objectives, and your general progress.

**Evaluate** how you are going about achieving your goals. If things are not working out well, be humble enough to accept that you are not doing well and seek help. You can consult teachers, mentors, counsellors, or parents.

### **g) Defining Goals**

Success is only possible if you have clear well well-defined life objectives, with subsequent monitoring and self-evaluation. With well-defined objectives, you will retain a proper perspective even in these distressed days. Even under a heavy workload, you will establish correct priorities and make the best use of your resources in reaching your desired goals quickly and assuredly.

### **Notes:**

A person who has and pursues conscious objectives and goals, & directs his subconscious energy towards his activities through self-motivation and discipline will absolutely achieve his goals.

\**Remember*, clear objectives and set goals help one to focus and direct one's inner energy in the right direction and object.

\*Invest your time in the right activities, in the right way, in the right season, with the right people, and in the right place.

### ***Benefits of Successful Self and Time Management***

- You gain a better perspective of pending activities & priorities.
- You make more opportunities to be creative (taking initiative instead of reacting) and gain more leisure time to reward yourself.
- You consistently and systematically attain goals, which gives your life a sense of direction and meaning.
- It helps you to reach and revisit your true self due to calmness.
- Gives you room to socialize and venture into new opportunities.

### **10 key principles of effective study and personal growth:**

1. **Limit Distractions** – Keep your phone silent or off while studying, avoid multitasking, and focus on one task at a time.
2. **Seek Support & Guidance** – Involve parents, mentors, or teachers in managing study habits and academic progress.
3. **Structured Study & Planning** – Use a timetable with focused sessions, plan, and follow a calendar of events faithfully.
4. **Regular Progress Review** – Periodically assess your academic performance and correct mistakes after exams.
5. **Healthy Mental & Emotional Habits** – Avoid negative thoughts, list and release stressors, and seek help for challenges.

6. **Faith & Resilience** – Pray over difficulties, believe in yourself, and stay motivated despite setbacks.
7. **Time Management** – Set clear study hours, prioritize learning over distractions, and maintain a disciplined routine.
8. **Balanced Lifestyle** – Engage in co-curricular activities, maintain healthy relationships, and practice self-care.
9. **Clear Communication & Confidence** – Speak openly, listen attentively, and express yourself with clarity.
10. **Personal Responsibility & Ethical Conduct** – Follow rules, take ownership of actions, and avoid behaviours that lead to failure.

## HOW TO RECOVER WASTED TIME

In addressing the lost time, you need to **list down subjects and all specific topics** which you never covered well during the coursework. i.e. Any topic that you cannot score as you would wish (70%) and above needs attention if you have to do well in your final exams.

Note down as you start your revision work. The table below can guide you to achieve your desire. Always check time taken and quality of concentration

### Sample of Recovery Study Timetable

| Date | Time /<br>Start / End | Subject | Topic | How much can you<br>score, e.g. (30%) | Desired<br>Score e.g. 80%) | Comments |
|------|-----------------------|---------|-------|---------------------------------------|----------------------------|----------|
|      |                       |         |       |                                       |                            |          |

## GREAT P's OF SUCCESS IN SCHOOL

*P's, which I feel are of great priority in school life.*

**1. Plan** before - take some time in the morning and in the evening to evaluate what you have done as you plan what you are going to do in the time ahead, because **prior preparation prevents poor performance**.

**2. Prioritize** - do first things first. For example, you can test this question: What would you do first and now? Between: (1) *The studies*, (2) *Marriage*, (3) *Looking for a girlfriend*, (4) *Developing talent*, (5) *Looking for money*.

**3. Purpose** -This is the reason for existence. Do not just follow the day, but also have a good reason to live it.

Your life is your own, live it well. Every day, invest in something profitable that brings you closer to your dream.

**4. Prepare** - to pass your exams and be successful in life, you need to spend time *preparing* - and working for your future. You need to *prepare* for the senior school final exams. That is the main reason for being in school. Nothing can substitute an organized **hard work**. Research shows that the teacher contributes 20% while the remaining 80% is for the student. Astonishingly, with today's boy child, this theory is vice versa.

In order to carry out an effective study, one should score **100%** in every private study session. This means carrying out a thorough study on every topic. Avoid heaping a lot of work until the last minute. This can be stressful during the final year. Write down your notes early, and go through them several times. Do *assignments* for yourself not for the teacher etc..

**5. Positivity** - Be positive in life. Always point on the positive side of life. Learn to appreciate yourself and accept life situations. *Then, purpose:* Tell yourself, 'Oh! Yes, I can.' Be **positive** in life. See the good in your life before seeing the bad in it. Never despise yourself or dismiss a day before it ends. Nevertheless, positivism without action is dead.

**6. Proper Time Management** - always have a working timetable and know what you are doing at a particular time. Let a written plan guide your day.

**7. Participation** - always try to participate in class by actively asking and answering questions. Think for yourself - look for the answers by yourself. If you have not found it, do not settle with their answer. Seek it.

**8. Pray** - always pray and never give up just because of one-time deficient performance. God sees us differently. However, be careful that you do not substitute hard work with prayer - you must read, and God will reward the work of hands. Pray for your studies more than for exams!

**9. Play** - Physical exercises play a key role in our mental health. Our brain needs oxygen to break down calories into energy. *Remember that too much work and no play made Jack a dull boy.* Nevertheless, choose to play only after studying, otherwise, no work, and no play. You can reward yourself after excellent work. *Work hard but play easy.*

**10. Punctuality** - learn to perform duties and assignments on time. Do not keep school holiday assignments until the last week of the holiday.

**11. Presentation** - show what you have learned from your private study. Let others know that you *know*. Write down points without referring to the textbook: this will help you remember. Put your knowledge in action.

- 12. Pave/push** your way - struggle and never give up in life, since quitters never win, and winners never quit.
- 13. Pursue** - develop a dream and pursue it. Refuse to fail; instead push your dreams ahead: Do not allow losers to **pull** you down.
- 14. Progress-** always keep improving, stagnation is not developmental
- 15. Pay back** - keep every promise you make and meet deadlines.
- 16. Purity** - purity is extremely important in life. As a student, you need to be free from all forms of addiction such as drug abuse, online pollution, sex abuse and other forms of abuse that may lead to addictions. Say 'No' to porn and masturbations. Avoid dirty gatherings that may pollute your mind.
- 17. Peer pressure**, as a growing youth learn to say no to negative peer influence, avoid mimicking your peers blindly. Bad company corrupts good morals. You are a unique person with a great future!
- 18. Pass it over, lastly** - leave a legacy for the next generation; leave a mark to those who come after you-discover new things and write your name in historical books.

## **WATCH OUT ON SCHOOL TRANSFERS AND TRUANCY**

A good student avoids unnecessary school transfers, since they disrupt *syllabus progression* and learning continuity. Neither do they run away from school. Rather than moving schools impulsively, addressing challenges within the current environment is often more effective. Some of the transfers that originate from peers are never good at all.

Parents who have issues with a school while their children are doing well in those schools should deal with their own issues other than moving children to other schools. Since it takes time for a child to build trust in a school.

### **Wrong Reasons for Transfer:**

- Personal preferences (diet, school size, dislike for teachers, or peer influence).
- Running away from discipline, hardships, or baseless rumors.
- Seeking comfort at home to indulge in electronics and leisure.
- Wanting to be like other students in other schools.
- Just because you miss home and its comfort (phone, food etc.)

## Genuine Reasons for Transfer:

1. **Health concerns**—medically necessary relocation due to climate or other specific medical conditions.
2. **Abuse or threats**—fear of physical, psychological, or spiritual harm from the school community e.g. being accused of being gay etc.
3. **Critical issues**—disclosure of scandals or safety risks that endanger a student's well-being.
4. **Professional recommendation**—guidance from counsellor, teachers, or the government based on serious concerns.
5. **Serious stigma.** If you have been labelled as gay and students are not ready let it go you can move to a new school.
6. **If found out in the wrong.** If member of the school does not want to forgive you especially if it makes you guilt or unsafe.

Boys should learn to **embrace life's challenges** rather than avoiding them—adjusting to difficulties such as waking up early, unfamiliar meals such as *githeri*, being teased or mocked due to body image or losing items. Instead build resilience and maturity. Avoid acting emotionally.

## Words from renowned leaders in support of education

**Mr. William Kemei**, one of Lenana School's longest-serving, respected and most influential principals, taught me over our five years of interaction that positivity is essential in education. He often reminded me and his students that "we don't have weak or poor students; every student is unique in his own way."

His belief in the individuality and potential of every learner shaped how he communicated, always choosing language that uplifted rather than diminished. He encouraged students to write their own story and to see challenges as part of their growth. His wisdom continues to guide many and for me it reminds me that every adolescent deserves to be understood, affirmed, and spoken to with dignity.

By the **Author**

**"Education is the most powerful weapon which you can use to change the world."**

— *Nelson Mandela*

You are not a mistake,  
neither are  
you weak.

You are not a  
problem but a  
solution. You  
are a leader in  
the making.

Reposition  
and reclaim  
your identity  
and dignity.  
The future is  
yours to build  
— **start now.**

## CHAPTER 4: The Need to Know Your Self

### Self-awareness

This awareness begins in early childhood and evolves through adolescence, influenced by a combination of biological, social, and environmental factors. As an adolescent, it is crucial to recognize the significance of this developmental stage. The term 'adolescence' is derived from Latin, signifying the process of maturation. The adolescence years typically commence around the age of nine and can extend until the age of twenty-four. Physically adolescence is characterized by the completion of puberty, leading to sexual maturity. Puberty brings rapid growth spurts along with

development of secondary sex characteristics, such as breast development in girls and voice deepening in boys

During adolescence individuals undergo transformations affecting their moral, social, emotional, cognitive, and physical domains.



During this stage adolescents may experience mood swings due to hormonal changes and external pressures. Adolescents begin to question absolute moral standards, hence developing their own moral codes by reflecting on right and wrong.

Adolescents explore separate roles and ideologies, often questioning established norms and set rule hence seeking to establish their own beliefs. Peer relationships and romantic interests become more prominent, and there is a desire for increased autonomy from parents. Developing a positive 'self-identity' which is crucial for self-esteem and belonging.

Cognitively adolescents develop advanced reasoning capabilities, enabling them to think abstractly, debate philosophical concepts, and plans for the future. In educational settings, discussions often focus on the physiological changes associated with puberty; however, the emotional and psychological transitions are frequently overlooked. This gap in knowledge can lead to confusion among young individuals. It is essential to acknowledge that one's thoughts play a pivotal role in shaping identity.

At adolescence stage one should seek help so as to make right informed choices and decisions. As it were adolescents have these two major questions to ask i.e.; who am I? And what is my role?

Answering these two questions helps in affirming self-identity.

**Identity entails who one truly is.** It is who a person is when everything external is taken away—titles, names, makeup, and status. It refers to the inner person. When one understands and accepts this, he or she is able to be true to self. Failure to achieve this may lead to confusion and a weak sense of self. Therefore, developing a strong sense of self and personal identity is a major concern.

As an adolescent you are undergoing myriad forms of transition, and you need a mature role model; your parent(s) can help you to answer the key life questions regarding personal identity and responsibility. Remember adolescence stage carry major psychological concerns.

### **Why, do adolescents portray unique behaviour?**

As an adolescent, you are navigating one of the most dynamic and formative stages of life—and your behaviour reflects a complex interplay of internal and external influences.

#### *1. Psychological & Emotional Factors*

- ✓ **Identity formation:** Exploring who you are, often questioning values, beliefs, and roles.
- ✓ **Emotional instability:** Hormonal changes which lead to mood swings, impulsivity, and heightened sensitivity.
- ✓ **Self-esteem and body image:** These are deeply tied to behaviour, especially in social settings and peer interactions.

## 2. *Peer Influence*

- ✓ **Peer pressure:** Friends can influence choices around fashion, language, risk-taking, and even values.
- ✓ **Social acceptance:** The desire to belong may lead adolescents to conform—even against their better judgment.

## 3. *Educational Environment*

- ✓ **School culture:** Inclusive, empowering environments promote healthy behaviour; toxic or competitive cultures may do the opposite.

## 4. *Cultural & Societal Context*

- ✓ **Generation gap:** Conflicts between traditional values and modern influences can create tension and behavioral shifts.
- ✓ **Media and technology:** Exposure to social media, influences, and global trends which shapes attitudes, aspirations, and self-perception.

## 5. *Health & Lifestyle Factors*

- ✓ **Nutrition and physical activity:** These affect mood, energy, and cognitive function.
- ✓ **Access to healthcare and wellness education:** Adolescents with better access are more likely to adopt health-promoting behaviors.

## 6. *Spiritual and Moral Development*

- ✓ **Faith and belief systems:** These offer grounding, purpose, and behavioral guidance—especially in faith-based communities.

## 7. *Family Dynamics;*

**Family dynamics effects;** this significantly influence adolescents' behaviour and contribute to their uniqueness. Differences in parenting styles, parent-child relationships, emotional support, communication patterns, and sibling interactions shape how adolescents behave, respond to authority, relate with peers, and express emotions. As a result, adolescents from different family backgrounds display varied behaviours, attitudes, coping styles, and social interactions.

## Challenges faced by adolescents and their underlying causes.

Establishing a strong relationship with parents is crucial for teenagers.

### The author

1. *Emotional Challenges* Issues such as loneliness, guilt, anger, depression, and low self-esteem.

2. *Interpersonal Challenges:* Navigating the complexities of love versus infatuation, coping with rejection, dating dynamics, peer pressure, attraction, and maintaining friendships.

3. *Familial Challenges:* Difficulties arising from overprotective or absent parents, divorce, single parenthood, and feelings of misunderstanding or pressure from parents. Adolescents may overlook the sacrifices made by their parents on their behalf.

4. *Sexual Challenge;* Concerns regarding pornography, masturbation, same-gender attraction, early sexual experiences, and issues related to early pregnancies and online sexual interactions.

5. *Educational Challenges;* A substantial number of teenagers express a desire to leave school, perceiving education as a burden. They may undervalue the importance of schooling and harbour a dislike for homework. Parental expectations for high academic performance can exacerbate stress for students who struggle with their studies.

6. *Career Challenges;* the process of setting goals and selecting a career can be daunting. Teenagers need to seek guidance in this area to prevent future regrets. Balancing personal interests with academic responsibilities is essential, and parents should engage in discussions with mentors regarding their children's aspirations rather than imposing career choices.

7. *Negative Peer and Media Influence-*Teenagers engage in risky behaviours without fully understanding the consequences, often driven by peer or media pressure.

8. *Emotional Detachment-* Conflicts with parents can lead to emotional distance, prompting teenagers to seek independence or safety within social groups, which requires careful management.

9. *Lethargy and Oversleeping-* Adolescents may experience excessive sleep, particularly during stressful periods. Parents may struggle to differentiate between stress-related fatigue and laziness, potentially leading to rebellion and secretive behaviour.

## **Bad ways of dealing with adolescences' issues.**

- 1) Clinging to problems without seeking assistance.
- 2) Engaging in detrimental behavior such as substance abuse, truancy, theft, and pornography or associating with illegal groups.
- 3) Evading problems, whether at home or in school.
- 4) Shifting blame onto others instead of accepting responsibility.
- 5) Spending excessive time on video games, the internet, and mobile devices.
- 6) Concealing inner turmoil while presenting a facade of well-being.
- 7) Isolating oneself from supportive individuals.
- 8) Engaging in self-harm through substance abuse or other harmful actions.
- 9) Contemplating suicide, which is never a viable solution.
- 10) Creating a distorted self-image that negatively impacts self-identity.

## **Effective ways in Addressing teen's Issues.**

- 1) Cultivate self-awareness and resist peer pressure.
- 2) Maintain a positive outlook and confront challenges with resilience.
- 3) Prioritize tasks and concentrate on what is most important.
- 4) Uphold principles: take control of your life and remain authentic.
- 5) Foster a positive self-image by embracing your true self.
- 6) Exhibit persistence and consistency in your efforts.
- 7) Allow discipline to guide you while remaining adaptable.
- 8) Stay focused on your aspirations.
- 9) Consult mentors when making decisions; do not navigate challenges in isolation.
- 10) Address problems directly by engaging with friends, reading, or seeking professional help.
- 11) In tough times, place your faith in a higher power- God.
- 12) Practice humility; remain open to latest ideas and constructive feedback.

## **Self-Regulation & Emotional Awareness (Mindful Reactions)**

Learners are encouraged to manage their emotions and reactions when facing challenges. Pausing before reacting helps prevent harmful behaviours such as substance abuse, aggression, or poor coping habits. Positive emotional regulation supports healthy decision-making and personal growth. This leads to self-efficacy, Emotional intelligence

## **Critical Thinking & Responsible Decision-Making**

You should understand that decisions made during adolescence have long-term consequences. They are guided to avoid permanent decisions based on temporary emotions, peer pressure, or conflict. Values such as family, culture, faith, and national principles should inform responsible choices. This helps you to grow in Critical thinking and problem-solving skills.

## **Self-Awareness & Personal Development**

Self-awareness helps learners understand their identity, behaviour, strengths, weaknesses, interests, and goals. Reflective thinking supports emotional maturity, confidence, and responsible behaviour.

### **Self-Awareness Reflection Questions:**

1. What behaviours do I notice most about myself?
2. Why do I act this way in certain situations?
3. What habits slow down my progress?
4. What can I change to improve myself?

## **Self-Worth, Values & Integrity**

Learners are guided to appreciate their inherent worth and dignity. Understanding self-worth builds confidence, resilience, and the ability to resist negative peer influence. Learners are encouraged to live with integrity and purpose.

As a young individual, it is essential to seek the most effective methods for decision-making. Engage in thoughtful consideration and consider your family, cultural background, religious beliefs, and national values. Consistently ask yourself: 'Is this decision, right? Is it moral and ethical?' It is noteworthy that only 5% of individuals engage in deep thinking, while 15% believe they are thinking, and the remaining 80% tend to avoid critical thinking. Always strive to be among the 5% who think profoundly.

## CHAPTER 5. *The Need for **Emotional** Intelligence*

This chapter discusses the concept of emotional intelligence, beginning with the fundamental question: What is intelligence? Intelligence is



defined as the capacity to acquire and apply knowledge and skills effectively. It transcends mere academic performance; it encompasses the practical application of what we have learned.

### **Types of Intelligence**

The five primary types of intelligence:

1. Intelligent Quotient (IQ)
2. Emotional Quotient (EQ)
3. Social Quotient (SQ)
4. Adversity Quotient (AQ)
5. Artificial intelligence (AI)

**1. Intelligent Quotient (IQ)** pertains to cognitive abilities that facilitate learning in academic settings, problem-solving, and information retention.

**2. Emotional Quotient (EQ)** refers to the ability to interact harmoniously with others, establish boundaries, act responsibly, and demonstrate care and respect.

## Understanding **Emotions**

The term 'emotion' is derived from a Greek word '*haemovore*' meaning 'to move out.' Emotions play a crucial role in ensuring safety and fulfilling our needs. We have two kinds of emotions i.e. *positive* or *negative*; positive emotions foster joy, love, happiness peace, hope while negative ones may result in *anger*, fear, sadness, guilt, shame, and frustration. Negative emotions lead to behaviour like:

1. *Poor decision-making, aggressive or rebellious behaviour, withdrawal and social isolation, Low self-esteem, lack of confidence, poor academic performance and low concentration*
2. Risk-taking behaviours; *substance abuse, unsafe & delinquency sex*
3. *Difficulty forming and maintaining healthy relationships*
4. **Mental health challenges;** *such as anxiety, depression, and chronic stress,*
5. **Physical symptoms;** *like headaches, fatigue, and sleep disturbances*

## Defining Emotional Intelligence

Emotional intelligence encompasses the comprehension and regulation of our own emotions as well as those of others. E.g.

- 1) Stress reduction
- 2) Effective communication
- 3) Empathy
- 4) Problem-solving
- 5) Enhancing personal well-being

Emotional intelligence also incorporates social skills.

**3. Social Quotient (SQ)** focuses on the ability to form and maintain friendships. Individuals with elevated EQ and SQ often experience greater success in life compared to those who possess only a high IQ. Unfortunately, number of educational institutions prioritize IQ enhancement while neglecting EQ and SQ, potentially leading to issues such as violence and substance abuse among adolescents.

Individuals with high EQ and SQ can achieve success even with an average IQ. Emotional intelligence reflects character, whereas social intelligence pertains to reputation. It is essential to cultivate all three quotients, particularly EQ and SQ, to navigate various situations more effectively.

#### 4. The Adversity Quotient (AQ)

The Adversity Quotient (AQ) assesses an individual's ability to confront challenges. It serves as a predictor of success and influences attitude, resilience, and adaptability. Active engagement in social and physical activities is vital. For young individuals, participating in agricultural initiatives in rural areas can enhance EQ, SQ, and AQ, fostering independence and promoting a healthy lifestyle.

**5. Artificial intelligence (AI) refers** to computer systems that can perform tasks that normally require human intelligence — things like learning, reasoning, solving problems, recognizing patterns, or making decisions. Ai is everywhere — Often Invisible and so adolescents should learn not rely on Ai for emotional support or share sensitive personal information with Ai and they should talk to trusted adults when something online feels confusing or unsafe.

**Ai** is powerful, helpful, and everywhere — but it must be used wisely. Learn it. Question it. Use it to grow, not to replace your own thinking.

#### ***In addition, other intelligences exist:***

*Interpersonal Intelligence:* The ability to communicate effectively and empathize with others.

*Interpersonal Intelligence:* The capacity for self-reflection and understanding one's own emotions and desires.

*Security Intelligence:* The skill to identify and mitigate risks, including online threats.

*Spiritual Intelligence:* The embodiment of qualities such as wisdom and compassion, which imbue life with deeper significance and purpose. Every individual possesses a unique combination of this intelligence.

*Sexual intelligence:* This is the ability to understand one's sexuality, manage emotions and impulses, respect boundaries, and make responsible, informed decisions that promote personal wellbeing and healthy relationships.

## Importance of Emotional Intelligence

Emotional intelligence plays a crucial role in shaping our behavior and interactions with others. Individuals possessing high emotional intelligence typically exhibit the following characteristics:

- A profound understanding of their own emotions as well as those of others.
- The ability to forge connections that foster closeness and trust.
- The capacity to cultivate strong, enduring relationships.
- Achievement of professional objectives.
- A clear distinction between ethical and unethical behaviour.
- The ability to maintain composure and promote harmony during conflicts.

## Competencies associated with emotional intelligence.

1. *Emotional Awareness*: Recognizing when one is experiencing anger or losing control during discussions.
2. *Non-Verbal Communication*: Interpreting body language and other non-verbal cues effectively.
3. *Playful Communication*: Engaging in creative methods of self-expression, such either through games, dance songs or drawings.
4. *Conflict Resolution*: The skill to identify and address conflicts, both internally and externally. This includes two primary types of conflict: Intra-conflict (within oneself) and Inter-conflict (between individuals).
5. *Quick Stress Relief*: The ability to recognize and manage stress before it escalates into a more significant issue.
6. *Self-Awareness*: The practice of reflecting on one's thoughts and emotions to enhance interpersonal relationships.
7. *Resilience*: The fortitude to persevere through challenging circumstances while maintaining hope and faith.

In conclusion, emotional intelligence is vital for achieving success in both personal and professional realms, as it equips individuals to effectively manage their emotions and relationships.

## COMPONENTS OF EMOTIONAL INTELLIGENCE

### ***1. Self-Management***

Self-management refers to the ability to regulate one's emotions, engage in constructive discussions during disagreements, and refrain from behaviours that undermine self-esteem, such as panic or self-pity.

### ***2. Self-Motivation***

Self-motivation is characterized by an intrinsic drive to cultivate curiosity and derive satisfaction from productivity. This form of motivation is self-generated, rather than reliant on external rewards.

### ***3. Empathy***

Empathy involves the capacity to comprehend the emotions of others. Individuals who exhibit empathy excel in relationship management, active listening, and establishing connections. They refrain from judgment and maintain openness and honesty.

### ***4. Social Skills (People Skills)***

Social skills encompass the application of empathy to discern the needs of others and identify common ground. Proficient social skills facilitate effective self-management in both academic and domestic environments. Individuals with robust social skills foster inclusivity and are adept at seeking assistance from family members.

#### **Individuals with strong social skills,**

- 1. Collaborate effectively with others and exhibit friendliness.*
- 2. Prioritize the success of others.*
- 3. Resolve conflicts and maintain strong relationships.*
- 4. Communicate and listen effectively.*
- 5. Cultivate trust and demonstrate patience.*
- 6. Remain composed and approachable.*
- 7. Achieve success with ease and are valued by peers.*

Conversely, aggressive communication can lead to conflict and indicate a deficiency in empathy and inadequate social and emotional intelligence. This includes poor listening skills and a tendency to take offense easily.

## Developing Emotional Intelligence

1. Monitor your thoughts and emotions, transforming negative thoughts into positive, constructive ones.
2. Stay open-minded, avoid rigid beliefs, and pay attention to emotional cues such as body language and tone.
3. Take responsibility for your actions, stay focused on your goals, and accept accountability without blaming others.
4. Embrace feedback and advice, maintaining confidence without undermining yourself or others.
5. Build meaningful connections by making people feel valued, listening deeply, and respecting diverse perspectives.
6. Respect boundaries, avoid forcing conversations, and keep interactions balanced rather than dominating them.
7. Approach conflict with courage, calmness, and positivity while avoiding provocative behaviour that escalates tension.
8. Manage stress in healthy, constructive ways.
9. Engage in spiritual practices that ground and guide you, and use creative outlets like dance, drawing, or writing to express emotions.
10. Stay open to new ideas and avoid self-righteousness and pride.

## DANGERS OF POOR EMOTIONAL INTELLIGENCE

***Weak emotional intelligence can negatively impact an individual's behaviour, mental health, relationships, and personal development.***

### 1. Behavioural & Social Risks

- Criminal activities, substance abuse, radicalization, and susceptibility to coercion.
- Aggression, revenge-seeking tendencies, and poor conflict resolution.
- School absenteeism, academic failure, and lack of accountability.
- Excessive self-centeredness, manipulative tendencies, lack of empathy and victimization of others.

### 2. Mental & Emotional Struggles

- Anxiety, depression, despair, and persistent regrets.
- Indecisiveness, confusion, irrational thinking, and vulnerability to peer pressure.
- Fear, loneliness, social withdrawal, and isolation.

### 3. Relationship & Trust Issues

- Strained family relationships, difficulty maintaining friendships, and social anxiety.
- Mistrust, forgiveness, resentment, and emotional instability.
- Heightened risk of abuse, exploitation, and negative peer influence.

### 4. Personal & Psychological Challenges

- Unhappiness, agitation, lack of purpose, and low self-esteem.
- Difficulty making rational decisions and setting meaningful life goals.
- Poor hygiene, neglect of self-care, and lack of ambition.

*Developing emotional intelligence fosters resilience, self-awareness, and positive interpersonal connections, mitigating these risks and promoting personal growth.*

## **RESPONSIBLE MEN ARE ASSERTIVE**

Assertiveness is defined as the ability to express one's needs, feelings, and opinions confidently and without apology, while simultaneously respecting other people's needs and opinion. It is a fundamental component of effective communication and personal integrity.

### **Developing Assertiveness and confidence**

In quest to develop assertive skills, first articulate your feelings, needs, rights, and opinions clearly without infringing on the rights of others.

- Cultivate courage and confidence in your abilities.
- Learn to decline requests when necessary.
- Avoid the tendency to please others at the expense of your own well-being.
- Prepare in advance for discussions or decisions you need to make.
- Acknowledge your strengths and areas for improvement.
- Maintain honesty and resist negative peer influences.
- Take responsibility for your life; adopt a positive mind-set and strive for fulfilment.
- Educate yourself about your rights and entitlements.
- Stay informed through reading and continuous learning.
- Do not harbour guilt for actions you have not committed; if feelings of guilt arise, seek peace and forgiveness.

- Steer clear unethical behaviours, including involvement in illegal activities such as substance abuse, and other harmful practices.
- Politely decline invitations that may lead to compromising situations.
- Report any form of abuse to a trusted authority.
- Remain authentic and avoid self-deception; allow others to see your true self.
- Communicate your feelings effectively and express love towards your loved ones.
- Maintain faith and seek forgiveness to prevent moral dilemmas from obstructing your path.
- No is a better answer than yes when not sure.

### **Tips on Building self-esteem**

Step number one is avoiding a tendency to reduce yourself and instead believe in self. You must see the positive side of yourself and also;

Develop positive values about self.

Have positive both self-image and self-talk.

Accept yourself and stop comparisons.

Have confidence in whatever you do.

Believe in yourself and stop worrying.

Trust God if you cannot trust men Focus on your strength and be kind.

Build your talent and exercise daily.

Practice positive self-talk

Celebrate your little success.

Do your best in school.

Plan well and avoid procrastinations

Be prayerful and forget the past.

Learn to say No-this saves a teenager

### **BUILDING HIGH SELF-ESTEEM**

**Self-esteem** is a critical evaluation of one's self-worth and personal opinion. It significantly influences whether individuals perceive themselves as worthy or inadequate. High self-esteem fosters a positive self-image, while low self-esteem can lead to feelings of inadequacy.

A **constructive self-view** promotes confidence and resilience, whereas a negative self-perception can result in weakness. Self-expression is vital for personal fulfilment; it is important to communicate grievances rather than suppress them.

## HOW TO GROW SELF-ESTEEM

The initial step towards enhancing self-esteem is avoiding self-deprecation and instead, focus on your strengths and positive attributes. Avoid negativity, anxiety, depression, shame, or anger, self-blame and instead work towards resolving past conflicts.

*Learn to accept unchangeable aspects of life, such as:*

- Changes in social dynamics or just seating arrangements.
- Disruptive behavior in educational settings, which may indicate underlying issues such as low self-esteem or stress.

### **Examples of unchangeable aspects of life**

- *Cultural background & Family dynamics*
- *Age and birth order*
- *Body image*
- *Gender and sexuality & Ethnicity and physical attributes.*

However, this acknowledgment should not lead to complacency. Learners must consistently strive for excellence in all their endeavours. If your Achievement Level (AL) in the KJSEA is 6, 7, or 8, you should aim for a Senior School exit level of at least AL 6 or AL 5 and above. For those who score within AL 4 or AL 5, the expectation is to work toward achieving at least AL 3 or higher in Senior School. If you attain AL 3 in the KJSEA, your Senior School performance should always exceed AL 2. And if your score is AL 2, remain determined not to fall below that level—seek assistance, seek guidance, and refuse to give up. Growth demands resilience, consistent improvement, and a positive mind-set even when challenges arise. Under the former 8-4-4 education system, Josephat Mwangi Kamau of Mioro Secondary School, Mathioya Sub-County, Murang'a County demonstrated extraordinary academic growth from 27 marks in KCPE out of 500 (average performance). Who in KCSE scored an A– (79.4 points) in 2018, among the top national results? Leading commendation by the then Cabinet Secretary for Education Amina Muhamed for his remarkable improvement.

This example reminds every learner that the starting point does not define one's destination. With discipline, hard work, and the right support, extraordinary improvement is possible.

## ANGER MANAGEMENT

Anger is a potent emotion that emerges when individuals perceive a threat or feel wronged. It can arise from external circumstances or internal thoughts. People, especially men, may struggle with anger from an early age, often influenced by their relationships with paternal figures. Therefore, it is essential to manage anger constructively. *Whoever said men do not cry cheated us.* Angers have caused deaths in our society more than crying has!

### Major Causes of Anger in boys

Our thoughts serve as the primary catalysts for anger. It is not merely the events or actions of others that provoke this emotion; rather, it is our interpretation of these situations. Our self-perception and past experiences significantly shape our reactions to distressing events. Unresolved emotional pain can also fuel feelings of anger. Anger often surfaces when individuals do not receive what they desire or expect, leading to feelings of neglect or disrespect. Additionally, boys may suppress their anger. On the other hand, men do not express their issues

### *Effects of Anger*

Anger can have physiological effects, including increased heart rate and hormonal changes. It is a natural response to perceived danger. When individuals feel threatened, anger can dominate their thoughts and behaviours.

### Strategies for Managing Anger

Anger is a natural emotional response, but uncontrolled anger can affect your health, relationships, and decision-making. Research shows that understanding your triggers, regulating your emotions, and using practical techniques can help you manage anger effectively.

#### 1. Recognize Triggers

Anger often arises from identifiable triggers—stress, frustration, or perceived injustice. Keep a journal to track situations, thoughts, and feelings that provoke anger. Awareness is the first step to control.

## **2. Pause and Breathe**

Deep breathing activates the parasympathetic nervous system, reducing physiological arousal caused by anger. When angry, inhale slowly for 4 seconds, hold for 4, exhale for 6. Repeat 3–5 times before responding.

## **3. Use Physical Activity**

Exercise releases endorphins and reduces stress hormones, helping regulate mood. Go for a brisk walk, run, or do push-ups to release tension before addressing the issue calmly.

## **4. Cognitive Reframing**

Anger often distorts thinking, leading to extreme interpretations. However Cognitive Behavioural Therapy (CBT) teaches reframing thoughts to reduce emotional intensity and irrational thoughts.

Replace “This is unfair!” with “This is frustrating, but I can handle it constructively.” Avoid words like “always”, “never.” or “Must.”

## **5. Practice Assertive Communication**

Expressing anger assertively (not aggressively) improves relationships and reduces conflicts. Use “I” statements: “*I feel frustrated when...*” instead of blaming others.

## **6. Time-Out and Environment Modification**

Taking a brief break prevents impulsive reactions, giving the brain time to process emotions rationally. Step away from the situation, count to 15, or engage in a calming activity before responding.

## **7. Use Humour Carefully**

Positive humour can reduce tension and shift perspective, lowering anger intensity. Light jokes or finding funny angles in non-serious conflicts can calm the mind—but avoid sarcasm that may hurt others.

## **8. Problem-Solving Focus**

Focusing on solutions rather than venting reduces anger and improves coping. *Ask yourself*, “What steps can I take to improve this situation?”

## 9. Build Self-Awareness

Self-awareness of emotions, past experiences, and identity improves emotional regulation.

*Reflect on these questions:*

1. What triggers my anger most often?
2. How does my body react when I am angry?
3. Which coping strategies work best for me?

## 10. Seek Support When Needed

Social support and professional guidance reduce chronic anger and prevent mental health issues. Talk to a trusted adult, counsellor, or mentor if anger feels overwhelming or uncontrollable.

### SUMMARISED WAYS IN ANGER MANAGEMENT

1. **Expressing self assertively** - This is the healthiest way in responding to anger. This way, we make clear our needs and the way we want them met, and respect for others at the same time. When we express anger in a constructive way, we use feedback eyes. That is, each person has opportunities to respond, as it ought to be. Sometimes, just expressing our anger in the first place helps us to calm down and prevent more harm.

2. **Suppression** - There is danger in *repressing* anger because, anger may find other outlets if it is not rightfully redirected. Passive, aggressive and those people, who get back at others indirectly, do so because they are not expressing or redirecting their anger. People who are chronically critical, cynical and hostile are also those with *suppressed* anger.

*Repression* and redirection of anger involve focusing on something besides the source its source. You should stop running over what angers you in your mind but instead focus thoughts on something positive or constructive.

3. **Calming anger down** – This entails controlling aggressive words and actions. We can do this by using exercises such as breathing or press-ups, and other means to allow anger flow through the body and then dissolve naturally. Generally, emotions have a short life span if we do not hold onto our rage or keep obsessed about the source of our anger.

## CHAPTER 6 Relationships

*Human beings are social beings.*

The manner in which you engage with others significantly influences your capacity to adapt and thrive across various domains of life. The individuals in your vicinity can either facilitate your progress or impede it. Proficient social skills are essential. It is imperative to cultivate robust relationships with other especially the following:

**1. Parents:** Your parents need your **obedience, respect, and openness**. You should not compete against your parents, be open to them - they should be your first friends. You can share your secrets with them.

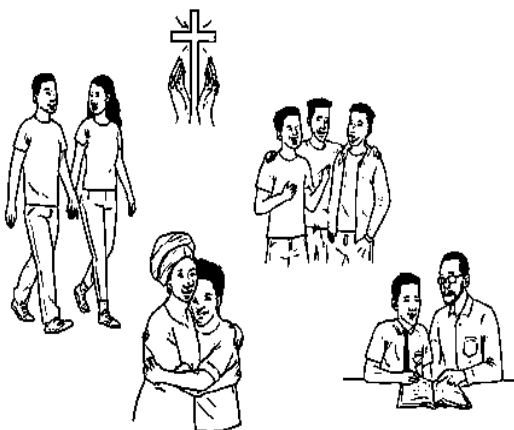
### **Single parent's sons!**

No doubt two are better than one: two parents who agree can give more protection,

more love and support to a child than one. Most children who grow up in a single parenting system have been made to think that it is not ideal to grow in such a family especially, those with absent or abusive fathers. This kind of mind-set affects one's self-esteem as well as the normal wellbeing of both the child and parent. Accepting your family is better.

It is advisable that children honour, obey & respect their both parents they should avoid talking negatively about the absent and the less supportive one. The fact that one of the parents may not be able to help or be present does not grant the children permission to mock that particular parent. Neither is it good to team-up with the supportive parent to mock the absent one. In most cases, we are children of two parents.

As a wise young man, desist from questioning your parents on issues regarding whom they get into sexual relationship with. It is not wise for adolescents, although, you have a right to understand the safety of the



relationship especially when you have attained adult age in case you perceive that your parent may be cheated, a case where you may lose property. In this case, in respect you need to consult with your wider family members preferably aunties, uncles and grandparents.

**2. God – *Man relationship*:** God created us, and we need to worship Him; be humble before God - He holds our lives. God expects us to be obedient repent our sins to God and to one another.

**3. The Government:** Obey and prepare to serve the government and to give your best to it. Do not oppose any of the three arms of the government unless government appoints you to do so.

**4. The Church/place of prayer:** Ensure that you render your talents and gifts to God; the place of worship is your second home. Be humble and honour your spiritual leaders. Visit them frequently: they are your community. Grow together with the other worshipers. As a youth do not desire to delink from your parent's place of worship. Serve diligently.

**5. Siblings:** your siblings expect:

- a) *Your patience*, love, protection, care, and kindness
- b) *Commitment* and physical support.
- c) *Sharing*, moral support and reasoning together
- d) *Respect* - the young siblings should honour and respect the older ones! While the older one should love and respect the young.

Siblings are to live harmoniously because their association is genuinely basic in reaching out to other friends. They should avoid negative coalition. This is a position where some siblings decide to team up against a parent(s), brother(s) or a sister(s) or any of the sub-systems.

The firstborn needs to be aggressive enough to watch over the other siblings. It is beneficial if they can give financial support to their parent(s) when called upon to educate their other siblings when in a position to do so. He can also mediate between the parents and the other siblings. Always pursue to listen to your siblings.

**6. Teachers:** Teachers are key people in shaping young lives. Those who keenly follow the teacher's directions and instructions become successful, while those who defy them fail. Always be careful to show respect and obedience to teachers. Avoid developing negative attitudes towards them.

**7. Girls;** to you boys, girls are your peers too, and can help you learn in the same manner boys do. To assess girl-boy relationship young men can attest whether they treat girls in a manner that is not significantly different from the way they would treat their grandmothers. Take heed to resist peer pressure that leads to doing things that are against the law, your values and beliefs.

**8. Peers and friends** (Same sex /opposite sex): They need patience, care, and protection. It is advisable for young men to have healthy and *pure* relationship with girls. When relating with girls, boys should treat them with respect, as friends or as they treat their sisters and not as *girlfriends*.

Peers and neighbours are not automatically friends. Somebody qualifies to be a friend subject to one's ability to earn trust of others. If you believe that you love a girl, let that relationship be open: do not make it too secret to parents and mentors. Telling a girl that you love her may or may not hurt her but check your words. Love does not mean lust. If sex is in your mind, then refrain from using the words I love or I miss you as you talk to girls even boys. When you are tempted to have teenage sex, you have a responsibility and right to resist it. Sexual intercourse at teenage normally creates terrible trouble in future.

Today, peer pressure is negatively influencing behaviours of teenagers leading to STD infection, drug abuse, and cyber bullying and joining illegal groups.

## **9. Boy- Girl Relationship.**

*Boy-Girl* relationship supports growth, safety, focus on education, emotional wellbeing and not pressure or harm.

### **Friends expects you to be;**

*Honest and fair-Careful-Cautious-Available-Hardworking-Principled- Prayerful -Sincere-Loving & kind -Hopeful -Focused -Straight -encouraging and positive-Cool & helpful  
Nevertheless. do not be honest to negative things be godly and you will never lose you steps.*

## **Qualities in a good boy- girl relationship:**

### *1. Mutual Respect;*

Values the other person's boundaries, opinions, and goals.

### *2. Clear Boundaries;*

Physical, emotional, and digital boundaries are respected.

### *3. Honest Communication*

Ability to talk openly without fear and listening to understand, not to dominate or respond.

### *4. Emotional Safety;* Feeling safe to express feelings and thoughts.

### *5. Positive Peer Influence:* Encouraging good choices, discipline, and moral behaviour.

### *6. Academic Support;* Supporting school goals and performance.

### *7. Self-Control & Responsibility;* Managing emotions and desires maturely

### *8. Trust Without Possessiveness;* trusting each other without spying, jealousy, or control

### *9. Shared Values;* Respect for family, faith, culture, personal principles and mutual agreement on what is right and wrong

### *10. Growth-Oriented;* Helping each other become better students and better people

**Note that:** Relationship adds value, not stress or confusion while adolescence is for preparation, not experimentation stage, it is a passage.

## **10 Signs of an Unhealthy Relationship**

1. Pressure for sex or secrecy
2. Extreme jealousy or control of the other
3. Frequent conflict or emotional exhaustion
4. Fear of disappointing or angering the other
5. Isolating each other from friends or family
6. Distraction from studies or exams
7. Monitoring phones or social media
8. Manipulation, threats, or emotional blackmail
9. Insults, humiliation, bullying or control
10. Pressure for sex, nude photos, or secrecy
11. Toxicity from either side- feeling unsafe
12. Misuse of resources
13. Disrespect and dishonour.

## Friendships

Every friendship needs to be official in order for it to be authentic, that is, it needs to start in a clear, definite, and open manner like you meet in a prayer meeting? Or in an official function.

Did you meet in school or in a good legal gathering? In addition, did your parents, teachers or spiritual leaders knew about it? Did you share about the friendship freely with your mentors or are you ready to share with them?

*Friendship* made in darkness or at the cafe can be risky for boys. Friends by the *roadside* are never friends not until they get to be known to your family. To *assess* a relationship, watch out on anybody who is not ready to meet your family members or your mentors. He/she may not be genuine.

### Five major types of friends.

- a) *Those who do what you want* – These are not the best type, since they are people pleasers who cannot correct your mistakes. They will lead you to the pit of destruction. You should avoid them.
- b) *Those who make you do what they want* – These are the peers who negatively influence others, who convince you to take their way and leave your own. This group will tear you down.
- c) *Two-faced friends*- these are people who are not honest and can do anything to betray you. Remember Judas of the Bible.
- d) *Those who use you*. These are fellows who take advantage of you.
- e) *Those who make you do what you should* – These are the best type of friends. They do not fear you, but they tell you the truth. They will warn you upon seeing a pit ahead. They will always pay attention to you. You can refer to them as accountability partners or *best friends*. These are the fellows to keep.

All these kinds of friends will always be around us. It is good to ensure that we deeply know those around us and wisely choose whom to bring closer. Watch out, there are many people out to destroy your life.

## **TRUE FRIENDS are:**

- T- True** to self and can be trusted by parents.
- R- Realistic** and do not agree with peer pressure.
- U- Unique** care for relationships
- E- Excels** in their vision and helps friends to excel too.
- F- Faithful** to every commitment they make.
- R- Realistic** by helping others objectively.
- I- Informative**; they give friends the right information about their identity.
- E- Encouraging**; they do not put down friends. They lift them when they fall.
- N- Never** forsake a friend due to lack of money or other challenges.
- D- Dearest** companion in one's goals, and do not lure friends.
- S - Sticks around** when forsaken. They are friends indeed.

## **GENERAL VIEW**

People need to have and keep good friendships. When family members disagree, they should not involve others. For example, if I argue with my brother, I need to make sure my relationship with my nephews stays strong. My brother and I should not let our problems affect my bond with them.

Parents should help their kids build relationships with their uncles and not use them in family fights. Boys should talk openly with their parents about how they have a good relationship with family, including aunts and uncles. In high school, students should try to have few close friends, ideally one each year from grade ten to grade twelve. This helps them avoid feeling overwhelmed by too many social connections and keeps them focused on school.

When trouble comes, there is no short cut whatsoever; you must face it head on, persevere as you seek help. Remember **you can never** ground in Godly principles and in correct doctrines. Be sensitive to the spirit of God. **By Stephen Njoroge-JKUAT**

*"Leadership is not about being in charge. It is about taking care of those in your charge."*— **Simon Sinek**

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*"You don't lead by pointing and telling people some place to go. You lead by going to that place and making a case."*

— **Ken Kesey**

## CHAPTER 7: DRIVE YOUR OWN LIFE AS A LEADER

As an adolescent, you might think that leadership is reserved for adults, but the truth is, leadership is about taking responsibility and stepping up, regardless of age. While you may not be an adult yet, you are still a leader in your own world. Leadership isn't about age; it's about how you carry yourself and influence others.

### What is Leadership?

Leadership is the ability to guide others by setting an example, giving direction, and maintaining a sense of stability. As an adolescent, leadership can look like being a role model, helping others achieve their goals, or standing firm in your beliefs. While leadership often gets associated with guiding others, it's just as much about how you lead your own life, make decisions, set goals and resiliently follow them.

You don't need to wait for an official leadership role to start leading. Whether in school, sports, or social circles, you can influence your environment by making responsible choices and setting a positive example for your peers.

**Every one of us is born to lead in some way.** You may not be the president of the student body, but you can lead in areas like academics, sports, or artistic talents. Leadership begins with small actions like being punctual, completing your work, or helping someone in need. Even the smallest acts of responsibility can reflect strong leadership qualities.

As Jesus Christ said, "The servant shall be called the greatest" (Matthew 23:11). True leadership combines humility, honesty, and service to others.

### QUALITIES OF A GOOD STUDENT LEADER

To lead others, you must first lead yourself. Here are some key qualities that make a strong leader, especially for adolescent

1. **Works Hard:** Your education and your future depend on the effort you put in today. It's easy to wish for success, but *SMART* and hard work is what gets you there.

2. **Confidence:** Believe in your abilities and trust yourself. You don't need to be the loudest voice in the room to be a leader, but having confidence in your actions will inspire others to follow.
3. **Courage:** Leadership requires stepping up, especially when it's difficult. Whether you face peer pressure, bullying, or challenging situations, having the courage to do the right thing is key.
4. **Reliability:** If people know they can count on you, you'll earn their respect. Be dependable, and take responsibility for your actions.
5. **Resilience:** Things won't always go as planned. It's your ability to keep going even after setbacks that makes you a true leader.
6. **Integrity and Honesty:** Be honest in everything you do. A leader with integrity stands out and earns trust. What's important is your character, not your social status or material possessions.
7. **Care for Others:** Leaders lead by serving others. Showing kindness and empathy to those around you builds strong relationships.
8. **Obedience:** Learning to follow guidance from trusted adults, like teachers or mentors, helps you develop discipline and respect. If you can't follow, you won't be able to lead.
9. **Focus:** Focus on what truly matters—your education, friendships, and personal growth. Avoid distractions that take you off course.
10. **Vision:** Leaders know where they want to go and keep their eyes on the prize. Stay focused on your goals, and let your vision guide you through life challenges.
11. **Purpose:** Every action should have a purpose. Don't do things just for the sake of doing them. Let everything you do contribute to your overall growth and goals.
12. **Decisiveness:** Making decisions is a part of leadership. Be confident in your choices, and learn from the results, whether good or bad.
13. **Humour:** Humour can help you stay grounded. Being able to laugh at yourself and in difficult situations helps you remain positive.
14. **Cheerfulness:** Approach everything with energy and enthusiasm. A positive attitude can motivate others.
15. **Authority:** Leadership doesn't mean being bossy. You can have authority while remaining fair and approachable.
16. **Initiative:** Don't wait for others to tell you what to do. Look for opportunities to lead, whether it's starting a project or helping a peer.
17. **Common Sense:** Make decisions based on wisdom and practicality. Always think before you act.

18. **Perseverance:** Life will throw obstacles your way. The key is not giving up when things get hard. Push through challenges and keep moving forward.
19. **Active Participation:** Whether in school or extracurricular activities, get involved. Being active in the community helps you practice leadership and gain confidence. At home cook watch and wash with the others.
20. **Service:** Leadership is about serving others, not just yourself. Helping others and showing kindness goes a long way in building a strong community.
21. **Optimism:** Stay positive, even when things don't go as planned. A good leader remains optimistic and takes responsibility for their actions.
22. **Empathy:** Understand the feelings of others, and consider their perspectives when making decisions.
23. **Self-Awareness:** Take time to reflect on your actions, strengths, and weaknesses. Knowing yourself is essential for growth and leadership.

*By focusing on these qualities, you begin to develop into a leader in your community, school, or group of friends. Leadership is about being the best version of yourself, learning from mistakes, and continuously improving.*

## Personal Improvement

For adolescents, personal improvement is key to becoming a strong leader.

*Here are some ways to work on improving yourself:*

- Listen to feedback from teachers, parents, and peers. It helps you understand your strengths and areas for growth.
- Ask questions and seek advice when you're unsure. No leader is perfect, and learning from others will make you better.
- Reflect on your actions and the outcomes of your decisions. Assessing both successes and failures allows you to grow.
- Observe the leaders around you—whether it's a teacher, a mentor, or someone you admire. Pay attention to how they handle challenges and try to apply their strategies.
- Don't be afraid to step back if a situation compromises your values or integrity.

## Etiquette and Diplomacy for Young Male Leaders

Etiquette is essential in building respect and trust. As an adolescent, practicing proper etiquette ensures that you are seen as a respectful and responsible individual. Here's what you should know and do:

- *Respect for Teachers:* Always greet teachers and adults respectfully. Use appropriate titles like "Sir" or "Madam," and remember to listen attentively.
- *Social Etiquette:* When introducing others, do so with respect. Greet people politely, whether they are peers or adults.
- *Thank You:* Express gratitude. A simple "thank you" can go a long way in building strong relationships with others.
- *Avoid Profanity:* The language you use reflects your character. Avoid swearing or using inappropriate words, especially in the presence of others.
- *Interrupting:* Practice patience and wait for others to finish speaking before responding. It shows respect for their thoughts and opinions.
- *Serve:* When an opportunity to serve arises, kindly be the first to serve. This will make you great and influential.
- *Avoid dominating conversations:* Leadership involves listening just as much as speaking. Be mindful of other people's input.

## The Power of Apology

As a *gentleman*, there will be times when you make mistakes. Apologizing shows maturity and self-awareness. It's important to own up to your mistakes and learn from them. A simple, heartfelt apology can strengthen relationships and build trust.

Remember, too many apologies can make you seem insecure, but a well-timed apology is a sign of strength and leadership.

## Rules for Young Gentlemen

- *Shower and Maintain Hygiene:* Cleanliness is important not just for your health but also for your appearance. Make it a habit to shower daily and practice good hygiene.
- *Dress Appropriately:* Wear clean, well-fitted clothes that suit the occasion. Your clothing reflects how you see yourself and how others see you.
- *Be Mindful of behaviour:* Good manners, politeness, and respect are crucial to being seen as a leader. Avoid behaviours that might make others uncomfortable.

## **Etiquette for Responsible Leadership**

Your behaviour, manners, and how you treat others are essential parts of leadership. Practicing good etiquette not only earns respect but also helps you maintain positive relationships. Being a responsible young leader involves much more than just leading others; it's about leading yourself, showing care for others, and living with integrity.

## **Thought for Reflection**

Research shows that the absence of a father figure has a strong correlation with poor behaviour and even incarceration in some cases. As an adolescent boy, having positive male role models in your life—whether it's a father, uncle, or mentor—can make a significant difference in how you view leadership and responsibility.

## **Personal Reflection questions**

### **1. Leadership & Responsibility:**

How do you define leadership, and in what ways do you show it through your daily actions, responsibilities, and interactions with others?

### **2. Communication & Respect:**

Reflect on how you communicate with teachers, parents, peers, and adults. Are your words and actions respectful? What improvements can you make?

### **3. Emotional Awareness & Self-Control:**

Think of a moment when you felt angry, sad, or frustrated. How did you manage your emotions, and what strategies can help you stay calm and composed in future situations?

### **4. Honesty, Apologies & Relationships:**

Consider a time you told the truth despite difficulty or apologized sincerely. How did this affect your relationship with others and your own sense of integrity?

### **5. Growth, Challenges & Motivation:**

Reflect on a recent challenge, failure, or moment of demotivation. What did you learn from it, and how can you use such experiences to grow, stay focused, and strengthen your personal skills?

## THOUGHTS FROM GREAT LEADERS TO YOUNG FELLOWS

Have you ever heard of someone referred to as a ‘**born to lead**’ or a **born leader**? According to this point of view, great leaders are born with the necessary internal characteristics such as charisma, wisdom, intelligence, and social skills, which make them naturally born leaders.

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Mr. Kariuki, one time principal at Chania Boys High School in Thika, used to remind his students that, ***‘If you can’t obey then you can’t command’***.

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**Griffins (Starebe Boys’ Centre founder’s) last words to the boys:** *“This world is full of people who do their duty half-heartedly, grudgingly and poorly. Do not be like them. Whatever is your duty, do it as fully and perfectly as you possibly can. And when you have finished your duty, go on to spare some time and talent in service for less fortunate people, not for any reward at all, but because it is the right thing to do. Follow my advice in this, and I promise you that your lives will be happy and successful.*

May God bless you all”

### A Portion for Thought

Research in Kenya shows that many young offenders grew up without fathers. This highlights the importance of fathers and positive male role models in a boy’s life.

Fathers should give more than money by offering time, guidance, and good values. Their presence helps boys make responsible choices.

Boys raised by single parents should seek information about absent fathers with respect and maturity. Single parents, especially mothers, deserve honour for their sacrifices.

**In conclusion**, true leaders take responsibility, show respect, and make a positive impact in their families, schools, and communities.

**Doubt kills more dreams than failure does!**

By Andrew- Moi Kabaraka High School.

## Chapter 8 **SEX, GENDER AND SEXUALITY**

### **Adolescents' REAL concerns**

**What is sex?** This can just be the state of being male or female.

The word **sex** also stands for a sexual act where sexual organs or pleasures are involved. It involves sexual intercourse or deliberately touching the sexual organs of the other person. Sex is for duo purpose of reproduction and enhancement of marital solidity.

**Sexual relationship** is an issue of morality only practised in marriage. It is between mature males and mature females. This excludes members of the same family and sex. The society expects young people to avoid sex until marriage, and even in marriage, individuals are to stick with one marriage partner of opposite gender. Avoiding engaging sex before Marriage is the best way to tell a marriage partner 'I love you.' On the other hand, sex between people of the same sex or of people below 18 years is unacceptable in Kenya.

**Sexuality** is part of a person's growth and development. It includes thoughts, feelings, and behavior related to attraction, love, and sexual relationships. This can involve emotional closeness like kissing, hugging, and touching, as well as understanding and maintaining boundaries.

**Gender** is about how society thinks people should act, look, and feel based on whether they are male, female. Gender is assigned at birth. However, It is different from **sex**, which is about biological differences like body parts and chromosomes. This is what doctors use at birth to assign gender.

### **More about Gender:**

*Gender Identity:* This is how you feel inside about being a boy, girl, or something else. It might match what people expect based on your body, or it might be different. For example, you might be born as a girl but feel like you are a boy or do not feel like either.

*Gender Expression:* This is how you show your gender to others. It includes things like your clothing, hair, how you talk, makeup and the way you act. People might express their gender without fear since it is natural.

Those with a different opinion from the assigned gender should be open and talk to someone they can trust before concluding sexual orientation.

*Feelings are normal.*

*Cultural Expectations:* Diverse cultures have different ideas about how children should behave. For example, some people might expect boys to be tough or girls to be nurturing, but these ideas are changing. Even as they change the society has its expectation which acts as a common mirror.

*Gender Spectrum:* Gender is not just "boy" or "girl." Some people feel like they are a mix of both, or they might not fit into either category. There are many ways to identify oneself.

*It Can Change:* How you feel about your gender might change over time. People discover new things about themselves as they grow. Never conclude that you are gay because of attractions.

*Gender Roles:* these are societal expectations for behaviours and traits associated with gender.

*Gender Dysphoria:* Distress due to incongruence between assigned sex and gender identity sometimes due to feeling.

*Cisgender* - gender identity matches assigned sex (i.e. a person whose gender identity corresponds to their sex assigned at birth)

*Transgender* identity- people whose sense of their own gender is different to the sex assigned at birth

## SEXUAL ORIENTATION

This is an enduring pattern of romantic or sexual attraction of an individual, which can be either be:

**a) Asexual:** Individuals who do not experience sexual attraction toward others, and some asexual individuals may still engage in sexual activities for assorted reasons.

**b) Allosexual:** this is an umbrella term describing individuals who experience sexual attraction toward others.

**c) Aeromantic:** Individuals who do not experience romantic attraction toward others.

**d) Bisexual:** Individuals who experience sexual attraction toward more than one gender, typically both their own gender and other genders.

**e) Pansexual:** Individuals who experience sexual attraction toward others regardless of their gender identity or biological sex.

**g) Heterosexual:** Individuals who experience sexual attraction exclusively toward people of the opposite gender. Commonly referred to as straight.

**g) Gay:** A term referring to men who are exclusively attracted to men

**h) Lesbian:** A term identifying women who are sexually attracted to women

**i) Queer:** An umbrella term encompassing a variety of sexual orientations and gender identities that differ from the heterosexual and cisgender norm.

**j) Intersex individuals** born with sex characteristics (chromosomes, hormones or genitalia) that do not fit typical binary notions of male and female. It is neither a disease nor a disorder.

**k) Coming out-** This is the process of revealing one's sexual orientation or gender identity to others. When young men approach peer-girls, it may mostly communicate that they are male, and it may not necessarily mean that they want to have sex. It is important to note that asexuality exists on a spectrum. When other claim to be gays or lesbians it equally the same. *Telling other boys of your feeling it is risky. This can betray you- talk to a (peer) counsellor.*

## WHY, WAIT UNTIL MARRIAGE

### Purity and Virginity — What Does It Really Mean?

Virginity simply means choosing not to engage in any sexual activity before marriage. But purity goes even deeper — it's about keeping your *heart, mind, and body* free from sexual habits or behaviours that can confuse, pressure, or harm you.

In today's world, sexual temptation is everywhere — from social media challenges to pornography and sexting. Many teens fall into pornography and masturbation without realizing how powerfully these habits reshape the brain, fuel unhealthy desires, and weaken self-control.

Choosing purity or virginity is not about being “old-fashioned”; it's about protecting your dignity, mental health, and future relationships. It's strength, not weakness. It means avoiding anything that pushes you toward sexual activity — including explicit content, dirty talk, and emerging forms of sexual behaviour that many young people experiment with today.

Purity is a **personal decision** to respect yourself, honour your values, and build a strong foundation for adulthood. Avoid sexual cyber bullying.

## Why Virginity Still Matters Today for Young Men

Virginity simply means choosing to abstain from any sexual activity before marriage. It's not just about the body — it's about protecting the heart, mind, and future. Today's generation faces constant pressure from social media, pornography, peer influence, and modern sexual trends. Because of this, purity has become more valuable than ever before.

### Virginity gives the adolescents;

- Clarity of mind and Emotional stability
- Protection from harmful habits like pornography and masturbation
- A healthy view of sex and relationships
- A stronger, more confident identity and brighter future.

In a world full of mixed messages, choosing purity isn't weakness. Its strength, wisdom, and self-respect.

### Dealing with a broken virginity

Virginity can be categorized as **primary** (never had sex) or **secondary** (abstaining after a sexual experience). If primary virginity is lost, one can still maintain secondary virginity by committing to abstain from further sexual activity. Avoiding sex after breaking virginity is important for it prevents emotional, social, and marital complications.

## What Teenagers Should Know About Sex

1. Sex is serious, not casual. It's a meaningful act meant for committed relationships in marriage.
2. There's no rush or emergency. Waiting is both safe and wise.
3. Sex is not a reward. It should never be used to gain approval, attention, or love.
4. Sex is a precious gift reserved for marriage. It becomes meaningful in the right context.
5. It is sacred, not secret. Respecting your body and sexuality is part of valuing yourself.
6. Teens are not emotionally ready. Early sexual activity can lead to regret and emotional stress.
7. Casual sex can have lasting effects. It may affect your mental and emotional wellbeing for years.
8. Healthy sexual life starts with self-control. Taking care of your sexuality as a teen leads to better intimacy in marriage.
9. Waiting is responsible, not just religious. Choosing abstinence shows maturity and foresight.

## **Question Before Engaging in Premarital Sex;**

*As a teen, it's important to pause and reflect before considering any sexual activity. Ask yourself: Am I ready for a child? Could I take responsibility if a pregnancy occurs?*

1. Do I have a home to provide for a family? Stability matters.
2. Do I have a source of income to support a child and the mother?
3. Am I legally allowed? Am I of legal age to consent?
4. Have I considered my values and family's views? Have I prayed or sought guidance?
5. Would I be honest with my future spouse about this choice?
6. Am I aware of parental responsibilities? A child born will carry your name and identity.
7. Am I acting responsibly? Am I prepared to be a good father?
8. Would I treat others in my family this way? If not, why risk it with someone else? Am I prepared to face risks like HIV or STDs

## **Consequences of Premarital Sex**

*Engaging in sexual activity before marriage can have serious physical, emotional, social, and spiritual consequences:*

1. Emotional stress – guilt, sadness, anxiety, and low self-esteem.
2. Early parenting responsibilities – taking care of a child before being ready, which can affect both boys and girls.
3. Legal problems – in some cases, boys may face legal consequences.
4. School challenges – poor performance, dropping out, and loss of future dreams.
5. Difficulty focusing – stress and worry can affect learning and personal growth.
6. Risky behaviours – increased chance of addiction to sexual activity, trauma, and unsafe practices.
7. Spiritual impact – feeling distant from God and struggling with moral conflicts.
8. Reputation and social issues – shame, fear, mistrust, and family disagreements.
9. Health risks – teenage pregnancy, sexually transmitted infections (STIs), and loss of virginity.
10. Relationship instability – mistrust and difficulty forming healthy future marriages.

## **Abuse of Sex and Sexual Safety for Teens**

### **What It Means**

*Abuse of sex:* Involvement in sexual activity that is harmful, unsafe, or against the law. This includes sexual activity before marriage.

*Sexual abuse:* Any action that involves inappropriate sexual behaviour toward someone under 18, which can harm them emotionally, mentally, or physically.

### **Examples of Abusive or Harmful Sexual Behaviour**

Abuse can happen through words, touches, signs, pictures, or online activity.

Examples include:

- Sexual harassment or insults – sexual jokes, comments, or teasing.
- Inappropriate touching – touching someone’s private areas or body in a sexual way.
- Defilement – any sexual act involving children under 18 (illegal).
- Pornography – watching or sharing sexual videos or images.
- Online sexual activity – sexual chats, messages, or content online.
- Unwanted sexual exposure – looking at or sharing sexual images of others.
- Homosexuality-is being introduced to sex by member of your same sex
- Incest or sexual activity with relatives – sexual contact between family members (illegal in Kenya.)

### **How to Protect Yourself from Sexual Abuse**

1. Be careful who you share a bed with – avoid sleeping with anyone other than family members of the same sex.
2. Be cautious when visiting others’ homes, especially strangers.
3. Stay in safe places and good company – surround yourself with trustworthy people.
4. Avoid accepting gifts or befriending strangers online.
5. Stay away from pornography – it can be unsafe and harmful.
6. Do not share your personal phone number or contact information with strangers.
7. Keep parents informed about your friends and activities – avoid keeping secrets from them.
8. Be careful with parties and gatherings – only attend those you trust.

9. Avoid free rides from strangers – never accept lifts without permission.
10. Listen to and respect your parents' advice – it helps you make safe decisions.
11. Respect others' privacy – do not enter bedrooms or personal spaces without permission, even though watch out!
12. Use living room principle-avoid bedrooms when only two of you.

### **My advice.**

Being aware, making smart choices, and respecting personal boundaries protects your safety, wellbeing, and future.

### **How to overcome sexual acts as a teenager**

- Avoid awakening love before the time (maturity age)
- Manage your sexual emotions with physical activities.
- Pursue your dream and avoid an idle mind.
- Be in a company of good people.
- Avoid online content that is obviously sexual.
- Commit your life to God, be prayerful and trust in him.
- Purpose to be pure and prepare to give a gift to your marriage partner.
- Do not allow others to influence your decisions negatively.
- Be principled, choose to wait, and ensure that you do not get sexually active before you mature emotionally. This can affect your sexual intelligence and orientation.

### **A confusing touch, hug, and words**

- A confusing touch or word, the one which is not clear; it is neither good nor bad; it is aimless.
- When one is not sure what the person really means by the touch
- When the person is saying something contrary to the way of the touch. Alternatively, when it is congruence.
- When a touch or hug is associated with a sexual intimacy experience
- When one is not used to a touch of such a kind, or when such a touch has a historically different message.
- A touch, hug, or word is confusing if it is directing someone towards sexual arousal or imagination.

On the other hand, a touch or a hug can be exploitative if forced in one's life – a touch that causes emotional pain as if something is being taken away or put in somebody, can be referred to as confusing.

Therefore, adolescents have a responsibility to be extra careful with any form of touch that they are not familiar with, and more so from strangers.

### ***How to avoid mental illicit sex***

- Keep your mind free from sexual thoughts.
- Examine those with whom you associate
- Do away with immoral media influence.
- Use your time and media wisely as you manage stress.
- Avoid masturbation and pornographic materials.
- Use your leisure and recreation time well.
- Avoid parties or events that can lead to being sexually abused.

### **Why adolescents should avoid premarital sex.**

1. To have a happy family without soul ties outside
2. To avoid wasting reproductive seeds & enjoy sex in marriage.
3. To prove manhood because real men wait
4. To earn respect as a virgin from a spouse
5. To escape the consequences of illicit sex mentioned earlier.
6. It helps one in gaining money-making intelligence.
7. To concentrate on life priorities since sexual sin affects success.
8. To avoid STD s, HIV/AIDS, and produce unplanned babies.

## HOMOSEXUALITY, MUSTURBATION & PORNOGRAPHY

Homosexuality is about feelings or attraction, not just behaviour. A person can experience same-sex attraction without acting on it, and these feelings are neither a crime nor a moral failure. Along with issues like masturbation and pornography, homosexuality is a topic that often causes confusion, questions, and concern among adolescents, parents, teachers, and society. These issues are influenced by biological growth, social environment, cultural values, religious beliefs, and the law. In Kenya, it is important to address them with care, clarity, and respect for both legal and moral frameworks. This section explores these topics from a guidance and counselling perspective, helping young people understand their feelings, exercise self-control, take personal responsibility, show respect for others, and develop in healthy ways. Understanding and talking about these issues responsibly supports adolescents as they grow into confident, responsible, and morally grounded adults. As we seek to understand homosexuality, it is important to understand issues of sexuality and sexual orientation. In this endeavour, look at this word LGBTQ which has hit the minds of many Kenyans in the past-

*LGBTQ* is an umbrella initialism for Lesbian, Gay, Bisexual, Transgender and Queer/Questioning people — used to refer to sexual and gender minorities. It's an inclusive term; different variants (LGBT, LGBTQIA+, etc.) add other identities (intersex, asexual, two-spirit, etc.).

### POSSIBLE CAUSES OF HOMOSEXUALITY

**Important principle *first*:** sexual orientation is not something that simple social “causes” can fully explain. Scientific consensus is that sexual orientation emerges from a complex interplay of biological, genetic, hormonal and social factors; there is no single proven cause. Studies also show social context affects whether and how people express or label their orientation.

***Secondly*,** let me point out some hypothesis believed to cause of same-gender attraction. They argue that male same-gender attraction develops when poor *affection* occurs between a boy and his father, especially when the boy identifies with a domineering mother. Also, boys who were sexually abused below the age of eight are likely to develop sexual confusion.

Going by these hypotheses and others, we are likely to have more gay people in the future than ever before due to the current trends in the family. Where

we see major absenteeism among parents and, more so fathers in society, and rampant child sexual abuse.

**Thirdly**, when members of the same sex sexually seduce children, and they give in, it may make the child divert his sexual drive (orientation) towards the members of sex. In fact, this ‘funny’ act conflicts with natural affection, hence, drives them to desire this type of sexual orientation. Children believe everything to be okay since they do not have another script to read from.

**Similarly**, Some Kenyan reports suggest that early same-sex sexual experiences—whether through seduction, coercion, or experimentation—may influence how some boys behave sexually during adolescence. When these encounters occur as a first sexual experience and remain undisclosed, they may be repeated or internalized as part of later behaviour. Boys who experience abuse and stay silent may re-enact the behaviour, while others may engage out of curiosity without understanding the consequences. In some cases, adolescents may also use sexual activity as a way to relieve stress, which can develop into a habitual pattern.

### **Other Factors Commonly associated to homosexuality**

1. *Socialisation & Cultural Change* – Shifts in cultural norms, negative socialisation, peer pressure, bullying, and influence from same-sex school environments.
2. *Family Dynamics & Parenting Practices*– Family conflict, absence of a parent figure, and parenting styles that blur gender expectations.
3. *Trauma, Stress & Emotional Coping* – Use of sexual behaviour to cope with stress, effects of trauma or abuse, and reactions to strict family or religious pressure.
4. *Media, Internet Exposure & Substance Use* – Exposure to pornography, LGBTQ-themed online spaces, and drug or alcohol use that lowers inhibitions.
5. *Gender Expression Pressures & Economic Factors*- Fear of expressing assigned gender and economic vulnerability influencing relationship choices.
6. *Bullying and peer pressure* –Boys have been heard saying that they learned it from an older friend
7. *Innate Attraction & Personal Development*– Many individuals describe same-sex attraction as naturally discovered rather than chosen.
8. *Belonging, Community & Identity Exploration*– Seeking acceptance, safety, and connection within communities where one feels understood.

## **Healthy ways to manage same sex attraction (without harm)**

- Begin with self-understanding rather than panic or rushed labels.
- Separate feelings from actions; individuals are responsible for behaviour, not every feeling.
- Avoid shame, insults, punishment, or violence, as these cause psychological harm.
- Seek guidance from qualified counsellors, psychologists, trusted mentors, or informed spiritual leaders.
- Strengthen identity through self-worth, confidence, purpose, life goals, and healthy friendships.
- Where faith is involved, guidance should be compassionate, non-coercive, and focused on character and growth.
- Families and schools should listen more than lecture, avoid public labelling, and prioritise emotional safety.

## ***If not hooked***

1. Limit exposure to pornography and sexualised online content.
2. Maintain safe physical boundaries; avoid inappropriate touching, sharing beds, or secluded spaces.
3. Strengthen supportive relationships with parents, guardians, and mentors.
4. Avoid early or pressured sexual activity and resist peer influence.
5. Report any sexual abuse, manipulation, or uncomfortable encounters early.
6. Seek professional counselling when confused or distressed.

### ***If already hooked***

If you are experiencing same-sex attraction, seek help from a licensed professional counsellor, a trusted and informed spiritual leader, or a reliable adult mentor. Ensure the person you open up to is trustworthy and acts in your best interest. The safety guidelines above still apply. Experiencing attraction does not define you permanently, especially below the age of consent, and it does not give anyone the right to exploit or abuse you. If talking to parents feels difficult, counselling centres, churches, or professional agencies can provide safe support. Remember, emotional vulnerability should never be used against you. Two wrongs do not make a right. Seek help, protect yourself, and focus on healthy growth and purpose.

- What must be avoided completely
- Influencing others into it
- Forced “conversion” practices
- Violence, humiliation, or threats
- Coming out and declaring yourself to be gay.
- Teaching hatred or exclusion
- Presenting the issue as hopeless or irreversible

### **Summary**

Dealing with homosexuality is not about attacking or condemning a person. It is about safeguarding emotional health, encouraging self-control, upholding values, ensuring safety, and protecting the dignity and wellbeing of adolescents.

**Note:** *Adolescents develop and grow differently regardless of their ages; we have those who mature earlier than others. The fact that one lacks or has some puberty developmental features does not mean proof of anything.*

## FRIENDSHIP AND ATTRACTION

### Friendship

Friendship is a relationship characterised by;

- Loyalty, safety, faithfulness, similar morals, and life interests
- Truth, genuineness, empathy, and companionship
- Togetherness-you like being in the company of the other
- Friendship is marked by care for the other person
- Patience, value addition, and encouragement are involved.
- Sharing and solving problems together

### Foolish attraction and confusion.

This is a strong feeling that pulls a person to another, which is mostly guided by short-term external interests. This kind of attraction can be from one person, while the other party is not aware of it. This type of attraction thrives on the sexual desires of the eye, the body looks, and not on the inner person. This is today common on social media.

I would say that, today, this kind of attraction is partly responsible for the suicidal and murder cases we hear and witness within marital and other sexual relationships, and more so among college-level learners. This kind of attraction is extremely fast and is a root cause of today's "sponsor mania," which leads young women and men to be attracted to the older 'rich clique.'

This kind of relationship is mostly driven by emotions, and it is short-lived. Those in it are emotionally blind and can do any manner of evil to sustain or hide it. While it is normal to be attracted to girls as a male adolescent, you need to take care not to follow the passion of your flesh; it can lead to lifelong trouble.

You should always differentiate between *love*, *friendship*, *infatuation* (lust), and *attraction*. In my view, although other factors contribute to issues in marriages, I presume that troubled marriages were not founded on love.

## LOVE v/s INFATUATION.

### Love (positive)

- It is based on character, takes time to grow, and it thrives in trust.
- Does not rely on the looks, but it sticks to on whole of the individual.
- Understands the other person and has no demands.
- Waits, and one is attracted more by qualities than looks.
- Cares and protects; it is conscious of the feelings of the other person.
- It is patient; it endures the weaknesses of others.
- It lasts for a long time; it can go, but will come back.
- It is open, truthful, committal, and forgiving in its nature.

### Infatuation or lust (negative)

- It comes too fast, and so it goes, and it can happen virtually.
- It says, 'Let me feel it now! -It calls for sexual feelings
- It is blind and it hurts both people - it carries regrets.
- It focuses on physical looks, attraction, and feelings.
- It is ready to die to have it (sex), and it is directed to sexual wants.
- It says *today, let me have it*, and it may have a lot of kisses, hugs, and touches.
- It is not concerned about the welfare of the other person.
- Infatuated sex is fast, and causes pain- it is a rough sexual act.
- It is a major cause of STDs and pregnancies among adolescents.
- It has no boundaries; it does not value or respect relationships.
- It confuses young people, and it lies to them that sex is love.

### Watch out for these pitfalls:

- Never desire or have sex with a married person other than your official wife in marriage, nor justify sex with even the unmarried before.
- Watching porn can lead to serious negative sexual mental functions.
- Drugs at bashes can lead to sexual abuse or being bashed.
- Goodies from strangers, which are an effective way to get you raped!
- Avoid websites that you are not sure or shearing your contracts
- Avoid car/bike lifts or any form of company from strangers.
- Avoid being too good to people, lest they take advantage of you.

Take care and differentiate between *love, infatuation, friendship, and attraction*.

Youth should avoid any relationship based on negative attraction.

### Watch this also!

1. If you realise that you are attracted sexually to older women, the age of your mother, then you need help to determine what could be happening with you. Boys who lack motherly love may be victims who innocently recompense in this form.
2. If you are in doubt regarding your sexuality or identity, a feel that something is not up to date or wrong, consult a urologist (Dr.) for clarity.

### How to Overcome Illicit Sexual Activities

#### 1. **CHILL**

**This acronym** commonly used by teenagers, stand for;

- C-** Change your feelings with an exercise, a prayer, or a song.
- H-** Hang around in open places and with good people, e.g., church.
- I-** Introduce irrelevant stories or move away.
- L-** Lessen chances of being sexually aroused, avoid pornography.
- L-** Listen to your inner conscience/voice that tells you DON'T.

2. **ALWAYS SAY NO** to all negative forms of sexual activities as a student
3. Have your own boundaries and respect them.
4. Always consult responsible people
5. Study good literature and use your media and phone wisely
6. Participate in a healthy discussion on sexuality to gain knowledge
7. Ask questions and share based on the challenges you face at your age
8. Be honest with your mentors and share any form of abuse.
9. Be prayerful and committed to your faith and walk with God
10. Avoid cyber battles which lead to sexual bullying and abuse.
11. **Obey** your parents and **respect** advice from the wise.
12. Avoid sex exploitive sites and friends
13. Avoid being away in too private places.
14. Overcome negative peer pressure to experiment sex as a teenager.

***What we do is a choice, so excuses do not exist, but reason do, if you fall in sex before marriage, it is a choice !!!!***

## **SPEAK OUT!**

All harmful sexual acts are illegal and unsafe. Protect yourself by avoiding abusive behaviours, staying away from sexual content, and reporting anyone who tries to involve you in inappropriate sexual activities.

I agree with those who fear to report such abusive action due to fear of being victimised but with an observation that, choosing not to share abusive behaviour has more consequences than reporting it. Come to think of childhood trauma especially where a child is sexually abused and is infected with STD or just the trauma.

### **Safe Guidelines for Adolescents (Home & School)**

1. Be cautious of negative peer pressure that encourages risky or inappropriate sexual behaviour.
2. Use shared spaces safely and avoid isolated, unfamiliar, or unsupervised environments.
3. Do not accept gifts, favours, money, or special help that may be used to manipulate or exploit you.
4. Be alert to inappropriate, suggestive, or overly intimate language that makes you uncomfortable.
5. Avoid strangers or older individuals who show unusual interest or offer gifts without a clear reason.
6. Avoid inappropriate physical contact, especially in private, dark, or secluded places.
7. Never allow anyone to see, touch, or involve you in activities concerning your private parts.
8. Avoid sharing a bed or sleeping space unless it is safe, appropriate, and supervised.
9. Do not accept drinks, food, or substances from strangers or untrusted individuals.
10. Stay away from pornography, explicit content, or anyone who pressures you into sexual acts.
11. Trust your instincts and report any behaviour that makes you feel uncomfortable or unsafe.

## CHAPTER 9: ***THE NEED for MATURE MENTORS***

MENTORSHIP—*A Call to Guiding the Next Generation of Responsible Men.*

**Mentorship** is a vital component in the developmental journey of young people, especially adolescent boys transitioning into manhood and adulthood. A mentor serves as a guide, a coach, and a positive role model—someone who invests time, wisdom, and experience to shape the mentee's character, behaviour, and decision-making abilities. A mentor is like a leader who knows and shows the way!

In essence, mentorship is the process of empowering another person by helping them unlock their potential, navigate life's challenges, and take personal responsibility for their future. The mentorship dynamic can be summarized as: ***I do—you watch; I do—you do; you do—I watch.*** This relationship transcends the mere transfer of knowledge—it fosters care and transformation.

### **The Significance of Mentorship**

Mentorship is one of the most powerful influences in shaping human behaviour and personal growth. According to *Korn Ferry International*, mentorship ranks as the fourth most influential relationship in a person's life and the second most important factor after formal education in determining long-term success.

Unfortunately, modern society has drifted from the communal child-rearing model, leaving many young people to rely solely on themselves or digital influences. The gap left by absent or unavailable parental figures has created a vacuum—one that must be intentionally filled with committed, value-driven mentors.

Every adolescent boy requires a mature, responsible mentor outside the nuclear family—ideally of the same gender—who can walk with them through critical stages of their development.

“As iron sharpens iron, so one person sharpens another.” *Proverbs 27:17 (NIV)*

## **The Nature of Mentorship**

Effective mentorship is rooted in trust, consistency, and mutual respect. It often mirrors a father-son relationship, in which the mentor first seeks loyalty, obedience, and openness from the mentee. In turn, the mentee looks for unconditional support, acceptance, and guidance.

Mentors must embody a high standard of personal ethics and discipline, serving as mirrors through which young men can reflect, learn, and grow.

## **Values of an Effective Mentor**

A mentor should consistently model and instill the following values:

- **Integrity** – Honesty, transparency, and moral uprightness
- **Responsibility** – Accountability to self, others, and society
- **Discipline** – Personal order, restraint, and commitment
- **Empathy** – The ability to understand and connect emotionally
- **Wisdom** – Sound judgment and the ability to offer counsel
- **Faith and Family** – Spiritual grounding and relational stability
- **Service** – A genuine desire to uplift others

## **Attributes of an Effective Mentor (G.O.A.L.S Model)**

- **G** – Godly Character
- **O** – Objectivity in decision-making
- **A** – Availability and presence
- **L** – Lifelong Learning
- **S** – Servant Leadership

## **The Purpose of Mentorship**

The primary goal of mentorship is to help juniors transition into responsible adulthood by unlocking their potential and instilling discipline, purpose, and vision.

Through mentorship, young people are equipped to avoid common pitfalls such as idleness, poor decision-making, destructive behaviour, and negative peer influence. Mentorship provides clarity, builds resilience, and encourages growth across *physical, emotional, and spiritual dimensions*.

## Models of Mentorship

### 1. **One-on-One mentorship**

this is a personalised guidance where the mentor invests deeply in the mentees journey. This setting is ideal for building trust, accountability, and customised support.

### 2. **Group mentorship**

A shared mentorship experience with multiple mentees, providing a platform for peer interaction, collective learning, and broader impact and assessment by the mentor

## Benefits of Mentorship

Mentorship yields significant outcomes for the mentee, the mentor, and the wider society:

- Provides direction and moral grounding during transitional life phases
- Enhances self-awareness and emotional intelligence
- Encourages academic and personal excellence
- Bridges generational and cultural gaps via intergenerational dialogue
- Cultivates leadership, vision, and personal initiative
- Offers a safe space for vulnerability, reflection, and accountability

## The Mentee's Role

A successful mentorship relationship is mutual. Mentees must be proactive, respectful, and fully engaged in the process. Their responsibilities include:

- Demonstrating loyalty and integrity
- Maintaining open communication with the mentor
- Seeking advice with humility and a teachable spirit
- Being honest about challenges and setbacks
- Applying the guidance provided with discipline and follow-through

## Five Responsibilities of a Mentor

- **Trainer:** Imparts knowledge, skills, attitudes, and values.
- **Supporter:** Offers emotional support and encouragement.
- **Resource Person:** Provides access to networks and learning tools.
- **Advocate:** Recommends the mentee for opportunities and development.
- **Accountability Partner:** Holds the mentee to high standards of behaviour.

Mentors must model integrity and communicate effectively. They must listen actively, observe, and guide without imposing. Their role is to cultivate character over charisma, discipline over talent, and purpose over popularity.

### **In conclusion**

Mentorship is not an optional luxury—it is a necessity. In today’s rapidly changing world, mentorship is the anchor that grounds young men, enabling them to rise with confidence, clarity, and purpose. It is the responsibility of families, institutions, faith communities, and society at large to ensure that every boy has access to a mature, trustworthy mentor. This is how we raise responsible men—and in turn, build a healthier, safer, and more visionary generation. Likewise, young men should look out for mentors with the help of the elders.

**Note:** *If a mentor exhibits inappropriate or unethical behaviour, the mentee should end the relationship immediately and seek alternative support from trusted adults or authorities.*

### **Self-Reflection Questions**

1. What does the word “mentor” mean to you personally?
2. Why do you think mentorship is considered one of the most powerful tools for personal growth?
3. Can you think of someone in your life who has acted as a mentor (formal or informal)? What impact did they have on you?
4. If you don’t have a mentor, what qualities would you look for in one?
5. How open are you to being guided or corrected by a mature, responsible adult?
6. Which values from the G.O.A.L.S. model (Godly, Objective, Available, Learning, and Serving) do you admire most in a mentor?
7. What values do you believe a mentee should uphold in a mentoring relationship?
8. How well do you listen and apply advice from trusted adults or mentors?
9. Have you ever failed to follow good advice from a mentor or elder? What was the result?
10. What could you do differently in your next mentorship interaction to grow more effectively?
11. Are there areas in your life right now where you feel lost, confused, or in need of guidance?
12. What steps can you take today to seek or strengthen a mentorship relationship?
13. How can you show appreciation and respect for your mentor if you have one?

***Imagine you are 25 years old. What kind of mentor do you hope to be for the next generation? What lessons would you pass down?***

## Chapter 10: LOSS, GRIEF, AND BEREAVEMENT

From my personal encounters with students, I've seen how unacknowledged grief can affect the behaviour, performance, and spiritual well-being of young minds. One boy rejected God after losing his father; another couldn't eat or function after a burial. One Form One boy I met still carried pain from his brother's death from Class (equivalent of grade two). He remembered the soda and bread they had bought for the brother, never delivered to him, who passed on their way to the hospital. These moments inspired me to write this chapter. Allow me to begin by making the point clearer by defining terms.

### Definition of Terms:

**1. Loss** is a universal human experience. It is a state or a feeling of being deprived or being without something one has always had. Whether it is the death of a loved one, the loss of health, property, or even a dream, grief is a natural emotional response. Young people, especially boys, often struggle silently through grief due to cultural expectations, lack of support, or misunderstanding of their feelings. In school, we lose items and relationships or even leadership positions daily.

**2. Grief** is the pain and suffering one experiences after a loss.

- It is natural-
- It is expected
- It is a reaction
- It takes time, and it's hard work
- It takes a lot of the depth of our grief is based on the quality of the relationship involved.

### **Types of Grief**

- a) **Normal grief** – this is a feeling of pain, hopelessness, restlessness, anxiety, anger, despair, guilt, hurt, or confusion due to loss is accepted as normal.
- b) **Abnormal grief** – also called complicated grief. It is marked either by the absence of grief or prolonged grief. Types of abnormal grief:

c) **Chronic grief** – prolonged grief whose duration is found to be in excess (beyond 2-3 years) and seems not to be coming to an end.

-**Delayed grief** – suppressed or postponed reactions of grief, only to reappear in a different form, such as chronic headache, backaches, displaced grief, etc.

-**Masked grief** – grief reactions are repressed or hidden and may turn up in form of visible symptoms and sicknesses that resemble what killed the deceased.

-**Exaggerated grief** – grief becomes too overwhelming until the person engages in maladaptive behaviour such as helplessness, depression, alcoholism, etc.

**3. Bereavement:** This is the reaction to a loss of a relationship or something. It involves both the physical sensation, emotional, cognitive, and behavioural reactions.

**4. Mourning:** is a period of time during which signs and symptoms of grief are manifested.



**5. Trauma:** is an emotional shock resulting from a sudden, overwhelming event or situation that produces a lasting, stressful, distressing, or unpleasant experience. Suddenness is included.

**6. Grief therapy** is a process of counselling by which a bereaved person identifies and resolves the conflicts of separation that prevent the completion of the mourning tasks in a person whose grief is absent, delayed, or prolonged. This can be done by a counsellor, and it can be done anywhere. Grieving is complicated when it is sudden. This type of loss requires immediate therapy.

**Asking for help during loss is an act of courage. Counselling helps you turn pain into understanding and strength.**

## The Grieving Process

Grief is not linear. It often includes several stages (*Kübler-Ross model*):

1. **Denial & Anger** – A sense of disbelief, emotional confusion, or rage.
2. **Bargaining** – Wishing things had been different: "If only I had..."
3. **Depression** – Deep sadness, guilt, and withdrawal.
4. **Acceptance** – Coming to terms with the reality of loss.

Each person's experience is unique. Some recover in months, others carry emotional wounds for years. Denying emotions or suppressing grief can lead to unresolved trauma, especially in boys taught to "be strong" and "not cry." You are a man!

## Grief in Young People

- For teenagers, the death of a parent, sibling, or close friend can shape their identity and future. It may lead to:
- Emotional numbness and body pain.
- Declining academic performance
- Risky behaviours (drugs, aggression, withdrawal)
- Fear, guilt, or shame, or even hopelessness
- psycho and pathological illness long term decisions,

## Healthy Ways to Process Grief

- **Acknowledge your pain** – It is okay to cry. Even King David, a great warrior, wept bitterly after the death of his son (Psalm 6:6).
- **Avoid blame** – Don't blame yourself or others for what happened.
- **Seek help** – A professional counsellor can support emotional healing.
- **Express yourself** – Talk to trusted adults, write, draw, or engage in creative outlets.
- **Pray and connect spiritually** – Faith offers comfort, but should not replace emotional processing.

## When to Seek Professional Support

If you experience the following, consider counselling:

- Prolonged sadness, anxiety, or hopelessness
- Difficulty eating, sleeping, or concentrating
- Use of drugs, withdrawal, or suicidal thoughts
- Nightmares or constant fear

*Trauma can stay hidden for years and silently affect future decisions. Healing requires acknowledgement, care, and often professional guidance.*

## Final Thoughts

Loss is painful, but it does not define you. Every person must walk through grief to find strength again. If you've experienced loss, do not walk alone. Seek support from parents, teachers, chaplains, or counsellors. The journey is hard—but healing is possible. Remember, you are never alone! Pain due to death may never leave easily, so seek help.

***Remember:*** *Crying doesn't make you weak. It makes you human. Let your pain shape your strength—not your silence.*

Adults believe that teenagers and children do not fully understand death that they struggle to comprehend its permanence. Adults may choose not to talk about death in the presence of children, a situation that affects children negatively.

## Reflection Worksheet: My Journey through Loss

*It's Okay to Feel: Processing Grief as a Young Man*

### **Instructions:**

*This worksheet is meant to help you process grief healthily. There are no right or wrong answers—just your truth. Take your time. Be honest. If you feel overwhelmed, talk to a trusted adult or counsellor.*

### **1. Understanding My Loss**

**a.** Have you ever experienced a significant loss (death, separation, injury, friendship, opportunity)?

☐ Yes ☐ No

If yes, describe what or who you lost: How old were you when it happened?

## CHAPTER 11: Radicalization and Child Abuse

In our world today, radicalization and child abuse have become real threats that young people, especially boys, must be aware of. As a boy



transitions to manhood, he must learn not only how to protect himself but also how to identify and avoid dangerous groups or individuals that can negatively influence his future.

Understanding these threats is not about creating fear, but about empowering you to be wise, alert, and proactive.

### What is Radicalization?

Radicalization is the process by which a person is pushed toward adopting extreme views, often

leading to violence or terrorism. This happens slowly, and it targets vulnerable young people who feel rejected, isolated, or angry at society. Radical groups prey on those who are searching for identity, meaning, or belonging.

**Radicalization** involves convincing someone, especially a young, impressionable mind, to adopt extreme beliefs or engage in harmful actions, often in the name of religion, politics, or revenge. Meanwhile, child abuse is the mistreatment of children physically, emotionally, or sexually, and it can happen anywhere—at home, school, church, or even online.

### Common Signs of Radicalization;

Sudden change in behaviour or friends

Withdrawal from family or school activities

Expressing extreme opinions (e.g., hate speech)

Being secretive about online activities

Receiving money or gifts from unknown sources. Radical groups who may promise you a "better life," fame, power, or even heaven—but what they really want is to **use you** as a tool for violence and chaos.

## **What is Child Abuse?**

Child abuse is any action that causes harm to a child. It can happen in many forms:

### ***Types of Abuse:***

1. **Physical Abuse** – Beating, slapping, or causing injury
2. **Emotional Abuse** – Constant belittling, threats, hate, or rejection
3. **Sexual Abuse** – Any sexual contact or exposure forced on a child
4. **Neglect** – Failing to provide basic needs like food, shelter, education, or care
5. **Online child-abuse**-exposing pictures of children without the consent of parents

Abuse can come from anyone—even people you trust. Sometimes, a smiling neighbour, coach, or family member could be an abuser. Learn to trust your instincts; if something feels wrong, it probably is.

## **Why Are Boys Targets?**

Boys are often seen as tough and strong, which makes it harder for them to admit they are victims. This silence can be dangerous. Radical groups and abusers target boys because:

- They're expected to be silent
- They may lack emotional support
- They often move around more freely than girls
- They want to prove they are “men” by taking risks
- They do not show their emotion easily.

**Responsibility, real manhood and protection of self and others.**

## **If You Are Already Affected**

If you've already been abused or tricked by a group, you are not alone. Speak up. Seek help. Healing is possible.

- Talk to a school counsellor, pastor, or call a child helpline at 116.
- Forgive yourself—it was not your fault.
- Get support from professionals and supportive peers.
- Talk to a family member.

# Self-Protection against Radicalization and Child Abuse

## 1. Build Self-Awareness

- Understand your emotions, values, and beliefs.
- Know your strengths and weaknesses so others can't easily manipulate you.
- Ask yourself: *-Why do I want to join this group?*  
*-What do they really want from me?*

## 2. Strengthen Your Support System

- Stay connected to family, teachers, mentors, or faith leaders.
- Talk regularly with someone you trust about how you feel and what's happening around you.
- Join positive peer groups like school clubs, sports teams, or church youth groups.

## 3. Learn to Say “No” Firmly

- Practice how to say no confidently to things that feel wrong—whether it's drugs, sex, violence, or secretive group invitations.
- Remember: *You don't owe anyone obedience when your safety is at risk.*

## 4. Guard Your Digital Life

- Be careful what you share online (photos, personal info, share feelings).
- Block and report anyone who asks for inappropriate content or tries to isolate you.
- Avoid private conversations with strangers—even if they seem nice or understanding.

## 5. Ask Questions and Think Critically

- Don't accept everything at face value. Ask: *Who are they? What is their motive? Why me?*
- Refuse to join any group that demands secrecy, isolation, or hatred of others.

## 6. Recognise Manipulation Tactics

- Be alert to flattery, gifts, guilt-tripping, threats, or promises of a better life.
- These are common tools used by abusers and recruiters to gain your trust and control.

## **7. Know Safe Places and People**

- Identify people you can run to in case of danger—teachers, relatives, police, or helpline officers.
- Avoid walking alone in dangerous areas or going to meet people secretly.

## **8. Report Anything Suspicious**

- If something feels off, trust your gut and report it—no matter how small it seems.
- Protecting yourself also means protecting others by speaking up.

## **9. Build Inner Confidence**

- Believe in your worth, even if others don't.
- Develop your talents and set clear goals for your future—that makes you harder to manipulate.

## **10. Educate Yourself and Others**

- Read and attend sessions on safety, child rights, and responsible online behaviour.
- Help teach younger boys what you've learned. When you protect others, you become stronger too.

## **Call to Action**

You are valuable. Don't let anyone use your pain, poverty, innocence, or loneliness to destroy your future. Stand strong. Walk away from danger. Be the kind of man who protects self and others, not the one who destroys.

## **Reflection Questions:**

- 1. Have you ever encountered someone online or in real life who tried to convince you to do something risky or wrong?*
- 2. How would you respond if your friend joined a suspicious group?*
- 3. Do you know where to report abuse or suspicious behaviour?*
- 4. Why is it important to speak out even when you feel afraid?*
- 5. What are some ways you can protect younger boys in your school or community?*
- 6. Which boundaries do you have that should not be crossed?*

## CHAPTER 12 **Managing Resources**

As a student you are a steward, we are all called to care for the resources entrusted to us. Many resources surround our lives, each requiring attention and protection. Below are examples:

### ***Money***

*Time*

*Internet*

*Property*

*Food*

*Water*

*Nature*

*Friends*

*Human resources*

*Relatives*

*Mentors*

*Community*

*Education*

*Children*

*Elderly*

*Hospitals*

*Professionals*



While all these resources are essential, let's explore a few crucial ones, beginning with time and property, but I will focus most on ***money***.

### **Time and Property**

Adolescents should manage resources like time, family property, and school materials responsibly. Never damage property or waste time, as both are valuable assets. A responsible man understands the importance of using time wisely.

### **Food and Water**

Food and water are essential resources that should never be wasted. They are gifts of life that require careful use and preservation. Never throw away food.

## **Nature**

Environmental stewardship is equally important. Avoid littering and, if possible, take care of nature by owning a farm or tending to animals. This teaches responsibility for the environment.

## **Family and Social Relationships as a Resource**

Family relationships are another vital resource. While we don't choose our relatives, we can choose our friends. It is important to maintain positive relationships with family members, respecting and cherishing them. These relationships provide support, health, and emotional well-being. Help those in need and nurture meaningful social connections.

## **Developing Financial Literacy and Intelligence**

### **A Guide for Students**

Financial literacy is the ability to understand how money works—how to earn it, manage it, save it, and use it responsibly. At your stage of life, financial intelligence is not about how much money you have, but how wisely you handle what you are given. The habits you form now will shape your future.

## **Is your money for Good or for Evil?**

Money is a universal resource that people from all walks of life use. Its power can either protect or undermine other resources. For example, my grandmother, now over 125 years old, still keeps her money tucked away in her clothing. Despite her age, she can distinguish different currency notes just by touch, even when tricked by her great-grandchildren. As an adolescent, you must manage money wisely. Open a junior bank account to secure your funds and avoid accepting money from strangers. Developing financial literacy is essential, as it equips you to make informed decisions about budgeting, saving, investing, and spending.

## **The Desire for Money: A Challenge for Adolescents**

Adolescents often desire more money as part of their search for independence and identity. As they grow, they seek freedom, sometimes manifesting in a desire to buy things without parental approval. Although this is a normal part of growing up, it can expose young people to risks. There for learn to control your use for money by budgeting in school, pocket money should be use carefully and with a budget.

## **Dangers of Love for Money**

- The worship of wealth can lead to disrespect for the less fortunate.
- Risky activities such as gambling and illegal investments.
- Involvement in illegal groups or radicalization.
- Sacrificing education for fame and wealth.
- Early marriage and childbearing.
- Exploitation or being “sponsored” for financial gain.
- Engaging in illegal activities like drug trafficking.
- Engaging in online money searching without guidance.

## **What Should Young Men Know About Money?**

- The desire to outspend peers is unnecessary. Focus on earning, not competing.
- Money should be earned, not given. Education is the best path to financial independence.
- Inheriting money should be followed by wise management, not dangerous actions.
- Avoid harmful ways of earning money, such as selling drugs or engaging in sex work.
- Pocket money should be used for education, not for indulgence.

## **Building Financial Discipline Early**

Pocket money plays an important role in a student’s life. How you manage it today shapes your habits, character, and financial future.

*Pocket money is not a reward or a competition tool—it is a responsibility.*

## **How Much Pocket Money Is Enough?**

There is no fixed amount of pocket money. What matters is that it matches your parents’ or guardians’ ability and supports your school needs. Always discuss your needs openly with them. If you receive extra money, use it wisely—consider saving toward meaningful goals such as a phone, laptop, or future education needs.

## **Pocket money**

Pocket money is money made to assist students for emergencies such as missing school food. It is made assist the learner buy most ten o’clock supplementary to the school tea. It should be used wisely, and it is not for pleasure it should be utilised with a budget. Below is how to use it.

## What to Do with Money

As a student, learn to handle money with purpose:

- ✓ **Earn Money the Right Way:** Focus on education, discipline, and patience. Long-term success comes from smart choices, not shortcuts.
- ✓ **Use Money Wisely:** Prioritize needs over wants. Think before you spend.
- ✓ **Save Money:** Set aside a portion of every amount you receive for emergencies and future goals.
- ✓ **Give Responsibly:** Support those in need and plan for charitable or religious giving.
- ✓ **Budget Always:** Every coin should have a purpose.

## Managing Money as a student.

As you grow more independent, money becomes a test of maturity. Pocket money is meant to support education and basic needs such as stationery, snacks, transport, and small personal expenses. When mismanaged, it can lead to peer pressure, conflict, indiscipline, and risky behaviour.

## Skills Every Student Must Learn

### 1. Budgeting

Plan what you're spending weekly or monthly. Know how much you receive, focus on essentials, and avoid impulse buying. If money runs out too quickly, it signals poor planning.

### 2. Saving

Save even while in school. Small amounts build discipline, independence, and protection—especially during holidays when temptations increase.

### 3. Avoiding Debt

Do not borrow or lend money in school. These habits often result in conflict, pressure, dishonesty, and broken friendships. Stay away from financial shortcuts and high-interest loans.

### 4. Giving and Generosity

Give freely but wisely. Generosity builds empathy, gratitude, and strong character.

## **Handling money at home**

Holidays bring freedom—and temptation.

Avoid wasting money on betting, drugs, excessive entertainment, or risky behaviour.

Use free time productively: learn new skills, volunteer, help at home, or engage in healthy hobbies.

## **Peer Pressure and Money**

Never spend money to impress others or fit in.

Your worth is not measured by spending power

Expensive habits lead to stress and poor decisions

True friends respect your limits and values

## **Common Money Mistakes to Avoid**

Showing off or competing with others

Using money to escape boredom

Comparing your family's financial situation with others

Hiding struggles instead of seeking guidance

## **The Right Money Mind-set**

Develop a healthy relationship with money:

Practice self-control and contentment

Focus on education and character

Be generous, but wise

Remember: money is a tool, not an identity

## **What Every Teen Boy Should Remember**

Never trade your values or dignity for money

Pocket money should serve education, not pleasure or fame

Avoid being financially influenced or “sponsored”

Do not borrow or lend money in school

That boys have been introduced to *LGBTQ* through money

## **Financial Character and Resilience**

Strong financial habits grow alongside strong character. So, build:

**Self-control** to resist impulsive spending

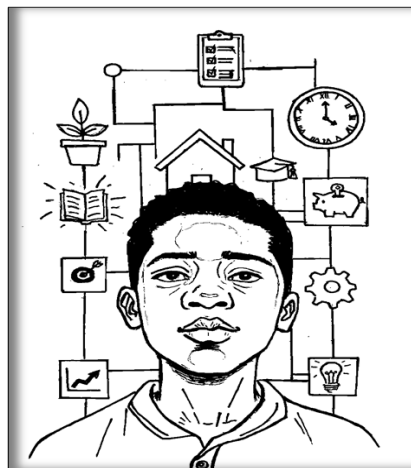
**Resilience** to learn from mistakes

**Consistency** to stay true to your values

## My Final Money Message to Adolescents

Pocket money is a test of responsibility. If you cannot manage small amounts now, larger amounts later will control you.

- ✓ Pray often and involve God in your decisions. Remember—you are a **steward**, not a consumer. **It is wisdom** to seek guidance from parents, mentors, or counsellors
- ✓ Holiday money should promote growth, not destroy discipline.
- ✓ **Work hard. Spend wisely. Save early. Live with purpose.**



Top of Form  
Bottom of Form

### Reflection Questions

#### Stewardship and Responsibility:

How well do you manage the resources God has entrusted to you—such as time, money, relationships, and opportunities? Which of these do you find most challenging to handle wisely?

#### Financial Discipline:

When you receive pocket money or any financial gift, what guides your spending decisions—need, peer pressure, or long-term goals?

#### Values and Money:

How can a young man ensure that his desire for money does not lead him into harmful or dishonest activities?

#### Growth Mind-set:

What does it mean to you to be a “steward, not a consumer”? How can you apply this principle to your school life and relationships?

#### Faith and Guidance:

How can prayer, mentorship, and wise counsel help you develop good financial habits and a resilient mind set toward money and other sources?

## CHAPTER 13: DRUG ABUSE AMONG DOLESCENTS

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A drug is a substance, which alters the normal functioning of the body system. *Drug abuse*, also known as *substance abuse*, involves the repeated and excessive use of chemical substances to achieve a certain effect. These substances may be "street" or "illicit" drugs; they are illegal due to their high potential for addiction and abuse. They also may be drugs obtained by prescription, but used for pleasure or wrong reason rather than for medical purpose.

Drug abuse is not a just matter of moral weakness or faulty willpower but a vicious cycle that actually causes changes in the brain, leading to stronger and stronger impulses to use them. Without help, drug abuse destroys families and takes lives. Every puff of bang eats away one's brain. Drug abuse has hit the boy child more than the girl child in Kenya.

### What Causes Teenagers to Get into Drugs?

Teenagers do not get into drugs for one simple reason. Drug abuse and addiction are usually the result of multiple, interconnected factors. A major driving force is the inability to cope with or self-soothe untreated mental, emotional, or physical pain. Childhood trauma—especially abuse, neglect, lack of parental attention, or violation of children's rights—creates deep emotional wounds that increase vulnerability to substance use.

Peer pressure and encouragement from drug pushers further, compounds this risk.

When teenagers lack resilience, guidance, and supportive relationships, drugs can seem like a quick escape from stress, pain, and life challenges. Because drugs rapidly alter brain functioning, even a single exposure can place a young person on the path toward addiction.

Additional factors contributing to teenage drug abuse include negative self-image, family exposure, harmful peer influence, unsafe environments, weak leadership, cultural pressures, economic hardship, lack of guidance, negative media influence, family stress, poor role modelling, and lack of purpose.

*Ultimately*, teenage drug use is often not rebellion, but a silent cry for help—an attempt to cope with pain, confusion, and unmet emotional needs in a modern world

## **How to Notice and Overcome Illicit Drug Use**

As a wise and responsible young person, learn to identify and avoid peers who engage in drug use. While a single sign may not be conclusive, the presence of several of the following strongly suggests involvement with illicit drugs. It is important to note that some medical conditions may also present similar symptoms.

### **Common Warning Signs;**

- Fluctuating energy levels: extreme restlessness, insomnia, or unusual fatigue
- Abnormally slow movements, speech, or reactions; confusion and disorientation
- Sudden weight changes, excessive sleep, or prolonged sleeplessness
- Unusual clothing choices (e.g. long sleeves to hide marks), heavy use of perfumes
- Hallucinations, temporary psychosis, or talking loudly to oneself
- Increased aggression or violent behaviour
- Persistent cough, bronchitis, mucus or blood in sputum; severe dental problems
- Extreme mood swings: excessive cheerfulness, irritability, withdrawal, or apathy
- Unusual calmness, “spaced-out” appearance, paranoia, or depression
- Declining school performance and loss of interest in responsibilities
- Stealing, constant complaints about lack of money, or poor financial control
- Red, watery, or unusually dilated eyes
- Risky and impulsive behaviour, unnecessary laughter or smiles
- Compulsive cravings, chronic dissatisfaction, and frequent use of chewing gum

### **Effects of drug abuse on students:**

- Social problems at home, schools and in society.
- Psychological problems (psychosis, depression, anxiety)
- Legal issues and rejection.
- Death of personal dreams, purpose, vision and radicalization.
- Poor concentration and mental damage.
- Spiritual issues and actual physical death.
- Poor academic performance and loss of focus in life.

## Overcoming Illicit Drug Use

- Choose friends wisely and distance yourself from negative peer influence
- Seek guidance from parents, teachers and trusted mentors
- Build healthy coping skills for stress and emotional pain
- Engage in positive activities such as sports, faith-based groups, and community service
- Set clear goals and purpose for your life

### ***My lament for boy child!!!***

*"I write this part on the charismas night after I have just witnessed the deaths of some young men who been gunned down the police and a case of few others who spent their night behind the bars. On top of all this, I have talked to some mothers with sons missing at home; as they lament that, their children are not in the house by 3.00 am. Mothers are wailing; I have just witnessed a mother bawling over the media because her son has gunned down by the police.*

*Drugs are taking the lives of our children, our fathers and mothers. I have just received a message that one of my young friends who had stopped taking bhang that has gone back to drugs. I do not know what to do, but I pose some questions here: 'Does it mean bhang is going to clear the next generation of our youth? Is it the third world war on our kids? If not, why is it that once somebody starts bhang is difficult to quit. In addition, why is it so difficult to share out with relatives about the problem? It would have been better if the person had not started. No, no! Imagine my other little friend has just gone mad after a relapse he has developed hostility with everybody, Ho! Poor me! He is sick, he need help; every day am witnessing young boys pushing drugs at our nearby playing grounds and towns. Drugs are taking lives of our youthful population.*

*Oh, God my father, help our children! Forgive us, Lord do not let our children suffer due to our sins. Our father- God forgive our sins. Amen".*

*I request you to share with me on +254723932379. For sure, I will treat it privately and with confidentiality. Or free Child help line 116*

**It is the responsibility of real men to put drugs at bay!**

THE BEST AND SURE WAY TO WIN WAR AGAINST DRUG ABUSE  
IS TO;

**SPEAK! Out**  
**Say**  
**TO**  
**DRUG ABUSE**



**Avoid** pleasing your friends for the sake of it. I once met a form one lad ten years ago at the Red Cross clinic at Nairobi International Trade Fair, whose friends had intoxicated and sexually abused him. After introducing myself to him, this is what he had to say “*Wewe! Adonijah tell your friends and your children to be careful with their friend’s cos all this has been done by my own friends’ (tears flowing)* ... imagine I have been raped (meaning sodomized) by my friends, the people I trusted! Imagine am in this clinic because of being betrayed by my own friends. *Haidhuru bata Yesu alisalitiwa na beste yake.*”

***Avoid*** & Resist illicit drugs and those who use them...

... If you are into drugs... STOP.

If you do not stop, they will ~~STOP~~ you. IF YOU DO NOT AVOID DRUGS, THEY WILL MAKE YOU **VOID!**

**Note;** if you encounter someone using drugs who is unwilling to involve their parents, encourage them to seek help from a professional counsellor, where confidentiality is respected.

Many young men are introduced to drugs through relatives, neighbours, or peers. Experience shows that the most effective protection is a firm and consistent “No”. Experimentation is dangerous—there is no safe “today neither tomorrow.” Drugs train the body to crave more, leading to loss of control, damaged futures, and in some cases, premature death.

If you value your future, drug abuse is not an option. Speak out early and seek help; counsellors are trained to support without judgment. If you have not started but feel tempted, share your struggle with a trusted person immediately. Prevention is far better than treatment. Rehabilitation can be costly, relapse is common, and life may never fully return to normal. The wisest choice is simple and final: Say **No** to drugs.

**Rehabilitation** Services help but can be too expensive. Even after rehabilitation, things may never be the same again. So, avoid drugs all together. You may think that your parents have money, but it would not save you. Relapse is difficult to manage without proper support.

### **Addiction**

Addiction occurs when any behaviour or substance begins to control your life, causing harm to yourself or those around you. It is not just drugs—addiction can take many forms: it is sicknesses.

- **Substances:** Drugs, alcohol, or cigarettes that dominate your daily life.
- **Media & Screens:** Excessive social media, video games, or internet use that affects sleep, focus, and relationships.
- **Sexual Behaviours:** Compulsive pornography or masturbation that interferes with responsibilities or well-being.
- **Other Habits:** Gambling, shopping, or anything that consumes your time and energy.

**Addiction** often fills a void—an attempt to escape pain, stress, or boredom. Left unchecked, it can take over your choices and future.

## Why Relapse Happens

Returning to addictive behaviour, or relapse, is common. Triggers include:

- Stress or emotional struggles
- People, places, or situations linked to past habits
- Loneliness, anger, or boredom
- Weak support systems or unsupportive family
- Social events, free time, or old routines

## How to Stay Free from Addiction

- Say **No** firmly and consistently—don't start even once
- Avoid triggers and negative influences
- Replace harmful habits with positive activities: sports, creative projects, mentorship, church, or community groups
- Build a strong support network of family, friends, and counsellors
- Focus on purpose, goals, and a healthy future

Remember: Addiction is a silent thief of dreams. The best protection is awareness, early action, and the courage to ask for help. *Say No. Seek Help. Protect Your Future*

*In my work, I have met hundreds of teenagers who struggled with drugs, especially so glue and bhang. I have observed a couple of youths losing their lives due to drug addiction. My own father died in my hands on 25<sup>th</sup> July 2019 due to chronic subdural hematoma, believed to be due to heavy smoking. (May his soul Rest in Eternal Peace.)*

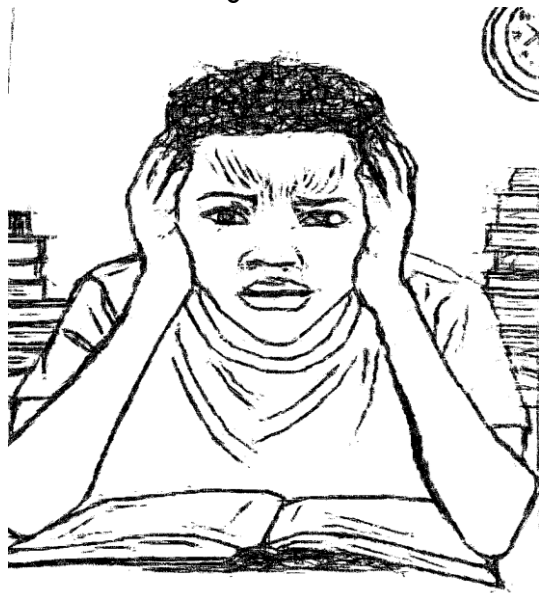
*In conclusion, regarding this subject, I appeal to all youngsters to resist drugs. If you have other problems share them out to avoid escaping them by way of taking drugs, drugs do not solve the problem, they just worsen the matter. They claim lives of prominent youth daily...*

**It is time to seek for help, call a counsellor and you will get help.**

**My last word on drug abuse is; Share and Stop**

## Chapter 14: KNOW AND MANAGE STRESS

Since the COVID-19 pandemic began in 2019 and continued for more than 2 years, a lot changed in human lives and world view on mental health issues significantly. Statistics indicate that a good population is experiencing mental health challenges. A lot of economic challenges begun from then. Even more concerning is the growing number of young men who are losing their sense of direction and potential in life due to the



overwhelming effects of stress. While both men and women experience stress, societal expectations place men in a more vulnerable position. Culturally, men are expected to protect and provide for their families. This perceived role keeps them in a heightened state of alertness and pressure. Furthermore, society perpetuates the harmful belief that men should suppress their emotions and endure pain silently, as a mark of masculinity. The

phrase "real men don't cry" only adds to the burden.

Research shows that men often do not share their struggles, even with close friends. Contrary to popular belief, this is not a strength but a weakness. Young men should learn to open up and share their challenges with trusted individuals. Remember, a problem shared is a problem half solved. Due to increasing societal pressures, today's boy child is experiencing more stress than ever before. Additionally, boys who are in constant conflict with their fathers often carry bitterness. Every man must learn how to manage his own stress and that of his family. Ager issues are a key contributor to men's metal health. While economic challenges act as a trigger together with childhood trauma.

## What Is Stress?

Stress is the body's response to events that provoke anxiety or demand change. It is a natural process of adjusting or reacting to circumstances that interrupt or threaten an individual's physical or psychological well-being. The body typically responds to stress through a "fight or flight" mechanism.

When the central nervous system (CNS) is unable to cope with stress, the effects become more evident and troubling. Since stress is a part of life, everyone should learn how to recognise and manage it effectively.

## Body Reactions and Effects of Stress

During stressful events, the body releases chemicals and hormones, especially adrenaline and cortisol, to help it respond to the challenge. Adrenaline increases heart rate and breathing, while cortisol regulates various bodily functions but spikes during periods of stress. This chemical imbalance can lead to:

1. High blood pressure
2. Depression and anxiety
3. Heart diseases
4. Blood sugar imbalances
5. Lowered bone marrow density
6. Reduced memory and concentration
7. Lowered immunity
8. hyperacidity

## Magnitudes of Stress

Stress affects the entire person—body, mind, and spirit. It should be taken seriously, as it can have devastating consequences.

### Four levels of stress:

1. **Hypo-stress:** Mild and often unnoticeable, harmless stress.
2. **Eustress:** Positive stress that motivates individuals to meet life's challenges (e.g., preparing for exams).
3. **Distress:** Negative stress that affects sleep, focus, and behaviour.
4. **Hyper-stress:** Severe stress that may lead to suicidal thoughts, burnout, violence, or mental illness.

*In general, stress falls into two categories: **eustress** (positive) and **distress** (negative)*

## **Major Causes of Stress**

Stress often arises from significant life changes or emotionally charged events—both positive and negative:

- Death of a loved one or loss of a valuable possession
- Gaining a sudden windfall (e.g., winning a prize)
- Failing an exam or awaiting important results
- Rejection, accusations, or peer pressure
- Bedwetting and subsequent ridicule
- Sickness or fear of disease outbreaks (e.g., COVID-19)
- Sexual abuse or disorders
- Poverty, fear of failure, or spiritual disturbances
- Child abuse, kidnapping, terrorism
- Guilt from hidden or unconfessed sins

## **Symptoms, Signs, and Behavioural Indicators**

Adolescence is a period of rapid growth, identity formation, and emotional transition. When stress becomes overwhelming or prolonged, it often manifests through physical, emotional, cognitive, and behavioural changes. Identifying these indicators is critical for early intervention, support, and holistic care.

## **Sources of Stress (where does stress come from?)**

### **1. Internal Sources:**

- Irrational thoughts and self-doubt
- Fear and anxiety.
- Physical illness or injury
- Personality traits (especially Type A: impatient, perfectionist, critical)

### **2. External Sources:**

- Social expectations and Life demands
- Sudden traumatic events (e.g., terrorism )
- Accidents or diseases and any form of personal loss

## **Common Stress-Related Manifestations in Adolescents**

Adolescents face a wide range of stressors—academic pressure, identity confusion, peer pressure, family conflict, and trauma. When these stressors become overwhelming, they can manifest in multiple ways. Understanding these signs is essential for timely support and intervention.

### **1. Psychological and Physical Symptoms**

*These include internal emotional experiences and physiological responses commonly reported by adolescents:*

1. Persistent anxiety, worry, or internal pressure.
2. Restlessness and excessive night sweating
3. Shallow breathing or shortness of breath
4. Mental confusion, forgetfulness, or difficulty concentrating.
5. Episodes of panic attacks or hallucinations
6. Disturbed sleep patterns (e.g., insomnia, nightmares, night terrors)
7. Significant loss of appetite or drastic weight changes
8. Unexplained physical complaints despite normal medical evaluations
9. Suicidal ideation or recurring thoughts of self-harm
10. Emotional dysregulation (e.g., excessive crying, yawning)
11. Difficulty adapting to new environments or social settings.

### **2. Observable Warning Signs**

1. These are external behavioural changes that can be noticed by educators, caregivers, or peers:
2. Sudden decline in academic performance or class participation
3. Unprovoked aggression or frequent angry outbursts
4. Withdrawal from social interactions activities previously enjoyed.
5. Involuntary leakage of urine or semen (psychosomatic response)
6. Talking to oneself or responding to internal voices or hallucinations
7. Neglected grooming, untidy appearance, or disorganised presentation
8. Poor time management, missed deadlines, or habitual forgetfulness.
9. Frequent complaints of fatigue, aches, or discomfort without a medical cause.

### **3. Behavioural Indicators of Emotional Distress**

*These patterns reveal unhealthy coping strategies or unresolved inner conflict:*

1. Avoidance of responsibilities and chronic procrastination
2. Intense irritability, rage, or hostile behaviour
3. Disordered eating habits (e.g., binge eating, vomiting, food avoidance)
4. Cynical or hopeless worldview, low self-worth
5. Risky sexual behaviours or excessive consumption of explicit content
6. Poor hygiene and neglect of personal well-being
7. Social isolation or choosing to remain alone for prolonged periods.
8. Use, abuse, or dependence on alcohol or drugs.
9. Self-harming behaviours (e.g., cutting, hitting oneself)
10. Detachment from family or emotionally significant relationships
11. Excessive or irrelevant talking, especially through mobile phones
12. Sudden emotional breakdowns or panic episodes
13. Impulsive spending or money mismanagement

### **4. Cognitive Behaviours of Stress**

*These involve how stress affects an adolescent's thought processes and mental clarity:*

1. Racing thoughts and mental overwhelm.
2. Forgetfulness, even with simple tasks
3. Poor concentration or attention span
4. Indecisiveness, even over small matters
5. Excessive negative thinking or self-blame
6. Obsessive or uncontrollable worrying
7. Mind blanking or mid-conversation forgetfulness.
8. Disorganisation and difficulty managing tasks.
9. Overanalysing or imagining worst-case scenarios.
10. Harsh self-criticism and inner judgment
11. Mental fatigue or brain fog
12. Tunnel vision—only seeing threats or problems.

## 5. Feelings and Behaviours during Stress

Stress not only affects thinking and behaviour but also deeply impacts emotional regulation:

### 1. *Common Feelings in Stress:*

1. Depression or persistent sadness
2. Loss of interest in hobbies or social life
3. Irritation, mood swings, or confusion

### 2. *Typical Behaviours:*

1. Difficulty making decisions.
2. Avoidance of responsibilities
3. Crying spells, nail biting, or teeth grinding
4. Oversleeping or insomnia
5. Bedwetting is not always
6. Excessive screen time or social media use
7. Loss of appetite or disinterest in food
8. Substance use or sexual indulgence as a coping mechanism.

## Negative Effects of Stress

1. Substance abuse and addiction
2. Family conflicts and divorce
3. Academic failure
4. School arson or destruction
5. Risky sexual behaviours
6. Violence, murder, and suicide
7. Depression and other mental health conditions
8. Weakened immune system.
9. Sexual dysfunction
10. Unwanted pregnancies
11. Criminal behaviour and truancy
12. Physical ailments (e.g., ulcers, hypertension)

## ***Healthy Ways to Manage Stress***

1. Confess wrongs and let go of guilt and self-blame.
2. Avoid perfectionism.
3. Set clear priorities.
4. Avoid procrastination.
5. Practice positive self-talk.
6. Drink enough water daily preferably 6–8 glasses
7. Get 6–8 hours of sleep regularly unless prevented by situations
8. Join spiritual activities (e.g., singing, dance or prayer groups)
9. Work SMART and regulate your time.
10. Communicate openly with family members.
11. Accept reality and focus on your role.
12. Identify your most productive hours.
13. Exercise (e.g., jogging, football, dancing)
14. Talk to trusted people (e.g., counsellors, parents, teachers)
15. Have faith in God and meditate.
16. Accept yourself and your background.
17. Join positive peer groups (e.g., church, school clubs and societies )
18. Engage in hobbies (e.g., farming, crafts)
19. Listen to uplifting music or watch healthy movies.
20. Practice mindfulness

## **Healthy stress management** (sports, journaling, music, counselling)

Safe, honest conversations about sex, emotions, and boundaries

Building self-esteem through affirmations, mentorship, and peer support

Spiritual grounding and guidance for values and identity

## **The Four A's of Stress Management**

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### **Change the Situation:**

Avoid the stressor

Alter the stressor

### **Change Your Reaction**

3. Adapt to the stressor.

4. Accept the stressor.

## Indicators a Teen Is Struggling

1. Academic decline – Sudden drop in performance due to emotional distress, stress, or poor concentration.
2. Aggression or misconduct – Unprovoked anger, stealing, or rule-breaking linked to unresolved emotional or behavioural issues.
3. Persistent anxiety or worry – Ongoing fear, insecurity, or excessive stress affecting daily functioning.
4. Sleep disturbances – Insomnia, nightmares, or irregular sleep patterns related to anxiety or trauma.
5. Social withdrawal – Isolation from peers and activities due to depression, bullying, or low self-esteem.
6. Appetite or weight changes – Noticeable loss or gain linked to emotional distress or unhealthy coping.
7. Compulsive or ritualistic behaviours – Repetitive actions driven by anxiety or obsessive tendencies.
8. Self-harm or suicidal ideation – Expressions of hopelessness or emotional overwhelm requiring urgent support.
9. Distorted perceptions – Hearing voices or responding to unseen stimuli, suggesting serious mental health concerns.
10. Maladaptive coping strategies – Substance use, excessive screen time, bullying, or destructive emotional venting.

## When Stress Strikes

When stress arises, remain calm and seek support from trusted friends, family members, counsellors, or mentors. Avoid isolating yourself, and stay connected to people who can offer emotional and spiritual support, including prayer. If stress comes from home or school, speak openly with responsible adults or use available school counselling services. Protect your mental space by reducing excessive screen time and avoiding negative coping behaviours, as these only worsen stress and its effects.

### **Grow Your Faith.**

Faith plays an important role in managing stress. Trusting in God, engaging in prayer, and staying connected to a spiritual community can bring peace, hope, and strength during difficult moments. Stay grounded, seek help when needed, and remember that you are not alone.

**Reflection questions for stress**

What is stress, where it comes from, and how it affects adolescents.

- a) What of the most common causes of stress in your life today, and how do they make you feel?
- b) In what ways have societal or cultural expectations (e.g., “real men don’t cry”) shaped how you deal with stress?
- c. What physical, emotional, or behavioral signs show you that you are under stress?
- d. How can understanding the distinct types and levels of stress (hypo-stress, eustress, distress, and hyper-stress) help you manage challenges better?

**2. Emotional Intelligence & Self-Awareness**

- a. How easy is it for you to talk about your feelings when you are stressed, and why?
- b. How do you usually react when you feel overwhelmed emotionally—do you isolate, lash out, or seek help?
- c. What unhealthy emotional or mental habits have you noticed in yourself when stressed (e.g., negative self-talk, irritability)?

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***Letters to you others, (I request young men to skip these 1sts two letters)***

Dear Parent,

I commend you for the noble and demanding responsibility of raising God’s children, particularly the boy child. Parenting a boy is both a privilege and a journey filled with sacrifice, courage, and patience. Boys often express their growth through adventure, risk, curiosity, and bold behaviour. While this can be worrying, it is also part of their natural development toward manhood.

The boy child grows quickly, sometimes before we realise it, and soon faces adult responsibilities and rites of passage. This reality calls for intentional guidance—neither neglect nor overprotection, but wise direction that allows him to grow into himself. His risky behaviour is often not rebellion, but a call for trust, responsibility, and affirmation.

As parents, our role is to shape character early. Boys must be reminded of their responsibility, leadership potential, and place in society. They thrive when affirmed, respected, and guided by good role models. Teaching discipline in time

management, money, work ethic, and education helps them balance talent with purpose and avoid destructive distractions.

It is important that we never belittle boys, as this damages self-esteem and confidence. Instead, we must create hope in them through unconditional love, accountability, and responsibility. Assigning meaningful household and community tasks helps them develop maturity and respect. A boy's friendships also reflect his character; guiding him wisely in peer relationships is essential.

**To mothers,** I offer special appreciation—many of you carry this responsibility with immense strength, sometimes alone. While emotional closeness is important, authority must remain clear. Mothers shape boys into good men, but positive male mentorship is equally vital in teaching them what responsible manhood truly looks like.

**To fathers,** your role is irreplaceable. Sons need your presence, guidance, and example. While they need direction, they should not be forced to replicate your path. Each boy is unique. Lead by example, create time for him, and teach him perseverance, courage, faith, discipline, and integrity. Be present in daily life, conversations, and moral guidance, including matters of sexuality and values.

Raising a boy is a communal responsibility. Society expects the best from him, and parents are the first teachers, mentors, and role models. When guided with wisdom, patience, and love, boys grow into strong, responsible, and purposeful men.

With respect and commitment to the future of our sons,

**Adonijah Kimanzi- Coach & Counsellor.**

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**Dear young Girls,**

I take this opportunity to sincerely commend you for the respect you show toward your brothers. I recognise that you, too, are growing and doing your best to shape a better future for yourself. You are among the most gifted young people in our society, and your role in shaping healthy relationships—especially with boys as they grow—is very important.

As brothers and sisters, you are meant to grow together in mutual respect and understanding. Your brothers go through a unique rite of passage designed to prepare them for responsibility, maturity, and leadership. Part of this journey includes learning accountability, respecting women, and engaging with positive male mentors who guide them in becoming responsible men. This process may sometimes require privacy and structure, not exclusion, but growth.

At times, your brothers may take responsibility for ensuring your safety, such as escorting you home. This is a sign of care and responsibility, not control. You may encourage them, when appropriate, to greet your parents and guardians, as this helps build trust and accountability. Parents are more likely to trust young men who demonstrate respect, transparency, and responsibility.

I encourage you to remain mindful of your safety. Walk in open and safe places, and ensure you are home early, especially when it gets dark. Always maintain clear boundaries. Respect your brothers and do not place them in situations that could emotionally harm them or compromise their values.

I speak clearly and firmly here: **refuse all sexual contact**. Sexual involvement at this stage can lead to guilt, emotional distress, early pregnancy, and life-altering consequences for both of you—at a time when neither of you is emotionally, mentally, nor socially ready for parenthood. No parent wishes to raise two children at once—one being a teenage parent to a child who came too early.

Once again, I commend you for maintaining healthy boundaries. I urge you to wait, to grow, and to prove yourself a responsible young woman. A real woman does not seduce boys into sexual activity—**she waits**.

Noticing that a boy is handsome is natural. Attraction is human. However, respect must guide your actions. If a boy is truly respectful and mature, he will honour your values and treat you with dignity. During your school years, you may encounter boys who say they love you. Some may be sincere, others may not fully understand what love means.

If a boy asks you for sex, a deep kiss, inappropriate touching, or private physical intimacy, look him in the eye and firmly ask, “*What do you mean?*” Tell him to think again. If he returns, be clear and direct: “**No**.” Ensure you are in a safe environment where you cannot be harassed. If the behaviour continues, tell someone you trust immediately.

Seek help from a mentor, teacher, counsellor, parent, or any responsible adult. Silence is never protection. Respect yourself in how you dress and present yourself—not because your worth depends on appearance, but because self-respect invites respect from others. When you say “No” to premarital sex, you give both yourself and the boy the opportunity to think, grow, and mature before acting.

True friendship does not develop in secrecy or haste. It grows over time and is built on shared values, trust, and virtue—not hidden actions.

As a young woman, you play a powerful role in encouraging boys to behave responsibly. Do not fear telling them to wait. If they refuse to respect your boundaries, tell them to step aside and seek help. Some may suggest using protection such as condoms. Accepting this often creates a dangerous pattern that becomes difficult to stop. Emotions change. Condoms can fail. What if one of you has an STI or HIV? What if pregnancy occurs? Are you ready for that responsibility? If not, the safest choice is to avoid sex altogether.

Healthy friendships with male peers are acceptable—but maturity must come first. Never tolerate behaviour that thrives in secrecy or darkness.

Keep your boundaries clear.

Choose wisely.

Grow with dignity. I trust you.

**Truly, Counsellor Adonijah Kimanzi**

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***Dear Orphans and Sons with Special Needs,***

*I commend you for the courage you show in pursuing your dreams despite the challenges you face. Your situation may feel permanent, but it should never define you emotionally. Though loss is painful, it must not limit your future.*

*Lift your eyes and pursue your dreams with discipline, trusting in God's promise that He is near to the helpless. Accept your situation wisely, walk with faithful people, and remain grateful to your caregivers, praying that God grants them strength and long life.*

*To those who experience rejection or hatred daily: stay focused on your education, never curse the day you were born, and never give up. You are valued, and your life has purpose. I, together with other servants of God, continue to pray for God's blessings upon you.*

*God Bless you all.*

*You are wonderful people*

Yours in love and service,

*Mentor & Counsellor*

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