



VETERANS EDUCATING AMERICA'S STUDENTS

CLASSROOM DISCUSSION POINTS FOR NIGERIA:

1. PEOPLE & SOCIETY:

GOALS: This series of questions is designed to elicit a student's knowledge of the Nigerian people, religious beliefs and standard of living

BACKGROUND INFORMATION FOR STUDENTS: Nigeria is the most populous and economically prosperous country in Africa. It is home to some 177 million people of varying ethnicities and languages, although English is the official language. 50% of its citizens are Muslim; 40% are Christian.

FILM CLIPS: Under FACTS, have students watch the following: **(5:24)**

- Religions: Islam & Christianity
- People: Multi-Cultural Population
- Living Conditions: Poverty & Corruption
- Economy: Oil & Corruption

QUESTIONS FOR DISCUSSION:

- Do Nigerians share a common ethnicity?
- What religions are prevalent in Nigeria and do they play an important role in everyday life? If so, how?
- By living in an "economic powerhouse" country, do most Nigerians enjoy a relatively high standard of living? Describe the ever-present challenges within Nigerian society.
- An oil-dependent economy may cause what Mr. Bennett calls "Dutch disease". How does this phenomenon impact government services?

2. GOVERNMENT & MILITARY:

GOALS: These two questions focus on the similarities of the U.S. and Nigerian government structures and our cooperative, joint military operations.

BACKGROUND INFORMATION FOR STUDENTS: Nigeria is a federal republic with 36 states and one territory. Its legal system is based on English and traditional common law, except in 12 northern states where Islamic law is used for guidance.

FILM CLIPS: Under FACTS, have students watch the following: **(2:14)**

- Government: State Rights
- U.S. Military Presence/Support: Joint Military Operations

QUESTIONS FOR DISCUSSION:

- Describe one way that Nigeria's government is strikingly similar to the U.S. government structure.
- How do Nigerian and U.S. military organizations cooperate?

3. CIVIL UNREST & TERRORISM:



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GOAL: This series of questions is designed to promote analysis and critical thinking skills in students about the impact of the Boko Haram terrorist group in Nigeria.

BACKGROUND INFORMATION FOR STUDENTS: For more than a decade, the Islamist militant group Boko Haram has been terrorizing primarily northern areas of Nigeria and some nearby countries. The group wishes to impose very strict social norms and laws and has resorted to kidnappings, violence and murder while trying to force its will on local populations.

FILM CLIPS: Under HOT TOPICS, have students watch the following: **(4:07)**

- [Boko Haram Terrorists](#)
- [Kidnapping of School Girls](#)
- [Social Media Reaction to Kidnapping](#)
- [Tackling Boko Haram](#)

QUESTIONS FOR DISCUSSION:

- Describe the Boko Haram terrorist group and its goals.
- Why has Boko Haram targeted school girls for kidnapping? How would you react if this happened at your school?
- What role has the Internet and social media played in unifying global outrage over the kidnapping of school girls, and do you think it matters?
- Are you in favor of the U.S. helping Nigeria battle the Boko Haram terrorists? Why or why not?

4. OIL, CORRUPTION & POLLUTION:

GOAL: This series of questions is designed to explore the ramifications of Nigeria's dominant oil industry and the substantial environmental challenges confronting the country.

BACKGROUND INFORMATION FOR STUDENTS: Nigeria faces widespread and devastating water and ground pollution that has undermined the traditional way of life for local tribes, particularly in the Delta region.

FILM CLIPS: Under HOT TOPICS and FACTS, have students watch the following: **(5:50)**

- [Environmental Devastation](#)
- [Causes of Devastation](#)
- [People: Internal Conflict](#)

QUESTIONS FOR DISCUSSION:

- Why is there so much pollution in Nigeria and how does it impact local populations?
- What is bunkering? Describe in detail how it happens and its role in polluting the environment.
- How have oil production revenues and Nigerian government services caused internal conflict and a lack of national identity within the country?
- Given that the Nigerian government is almost completely dependent on oil revenues, what changes would you make so that both pollution and political corruption are minimized?



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5. THE EBOLA EPIDEMIC:

GOAL: This series of questions is designed to assess student understanding and thought about the impact of the deadly disease, ebola.

BACKGROUND INFORMATION FOR STUDENTS: The recent ebola epidemic in West Africa began in Guinea and then spread to several neighboring countries. Only Nigeria was prepared to successfully eradicate the disease relatively quickly with its own resources.

FILM CLIPS: Under HOT TOPICS, have students watch the following: **(2:21)**

- [Ebola Eradicated in Nigeria](#)
- [Fear of Ebola](#)

QUESTIONS FOR DISCUSSION:

- Can the world learn something from the Nigerian example of how to handle an ebola outbreak? What did they do right?