

SOCIAL STUDY

Junior Secondary School

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FIRST TERM NOTES ON SOCIAL STUDIES

Week 1

Topic- Drug Trafficking

Contents

1. Meaning of Drug Trafficking
2. Consequences of Drug Trafficking
3. Prevention of Drug Trafficking

Drug Trafficking is the transferring, carrying of drugs especially hard drugs like heroin, cocaine and marijuana from where they are produced to where they will be consumed.

It is an illegal transfer of hard drugs from one place to another. Drug trafficking is the term used to describe the production, distribution and sale of illegal drugs. In the United States, such drugs include cocaine, heroin, PCP, LSD, methamphetamines and marijuana

Penalties for trafficking may vary, but in most places penalties are intended to be severe enough to discourage individuals from engaging in selling drugs.

Drug trafficking is a major source of crime worldwide. Not only is there physical danger inherent in the use of illegal drugs, but drug smuggling is also frequently accompanied by other crimes such as murder, kidnapping, prostitution and assault. Authorities work full time all over the world to prevent the use and sale of illegal drugs, as both represent enormous dangers to society.

While laws vary according to jurisdiction, individuals charged with drug possession usually face stiff penalties, which include property forfeiture. Hefty fines and time in prison. In some countries, such as China, drug sales may be punishable by death. In certain jurisdictions, when people are caught smuggling or selling drugs, individuals will sometimes hire a drug lawyer who specializes in defending individuals accused of such crimes. Even with legal counsel, however, drug trafficking laws designed to deter people from producing and selling drugs are strictly applied.

Factors that Are Responsible for Drug Trafficking

Some of the reasons why people engage in drug trafficking are:

1. Poverty

2. Bad company
3. Unemployment
4. Ignorance
5. Lack of contentment
6. Indiscipline
7. Deceit
8. Profit
9. Because of its high demand
10. Corruption

Consequences of Drug Trafficking

The effect/consequences of drug trafficking cannot be overemphasized, they are

1. Drug trafficking leads to crime and violence in the society
2. In some countries, it leads to immediate and shameful death of the traffickers
3. Drug trafficking will also lead to high rate of corruption in the society
4. They are arrested and regarded as criminals
5. It destroys the youth of a nation
6. A country that is known as drug trafficking country are usually avoided by other countries

Measures for preventing drug trafficking; the following ways and measures can be used to prevent drug trafficking, these are

1. Employment should be made available to the youth
2. Appropriate punishment should be given to arrested drug traffickers to teach others lesson
3. Appropriate information should be made available to everyone about drug trafficking.
4. The police, immigration department and the national drug law enforcement agency must be well equipped to tackle and fight against drug trafficking
5. Everyone should learn to respect the law of the country

6. Poverty eradication measures must be properly implemented
7. Both developed and developing countries must co-operate with one another war against drug trafficking
8. The government and nongovernmental organizations should made massive advert against drug trafficking.

Exercise

1. List and explain some of the factors that facilitate human and drug trafficking.
2. What are the consequences of drug trafficking that you know?
3. The illegal transfer of drugs especially hard drugs from one place to another is——? (a) drug trafficking (b) human trafficking (c) drug abuse (d) drug dependence.
4. All are examples of hard drugs except (a) heroin (b) cocaine (c) paracetamol (d) marijuana.
5. Some of the reasons why people engage in drug trafficking are all of these except (a) poverty (b) ignorance (c) greed (d) contentment.
6. Which of these ways can drug trafficking be prevented——? (a) sponsoring the traffickers (b) promoting the traffickers (c) through poverty eradication measures (d) consistent purchase of the hard drugs.
7. All the reasons for drug trafficking are genuine, so drug trafficking should be encouraged. Yes/ No.

Week 2

Topic: Drug Abuse

Contents:

1. Meaning of drug abuse/drug dependence
2. Causes of drug abuse
3. Implication or Effects of Drug Abuse
4. Measures for Preventing Drug Abuse

Meaning of drug abuse

Substance abuse, also known as **drug abuse**, is a patterned use of a drug in which the user consumes the substance in amounts or with methods which are harmful to themselves or others, and is a form of substance-related disorder. Widely differing definitions of drug abuse are used in public health, medical and criminal justice contexts. In some cases criminal or anti-social behavior occurs when the person is under the influence of a drug, and long term personality changes in individuals may occur as well. In addition to possible physical, social, and psychological harm, use of some drugs may also lead to criminal penalties, although these vary widely depending on the local jurisdiction.

Public health practitioners have attempted to look at substance use from a broader perspective than the individual, emphasizing the role of society, culture, and availability. Some health professionals choose to avoid the terms alcohol or drug “abuse” in favor of language they consider more objective, such as “substance and alcohol type problems” or “harmful/problematic use” of drugs.

Drug abuse: It is the use of drugs or other substance in a wrong way. It is the consumption of a drug or any other substance beyond what is required.

Drug dependence: It is the same thing as drug addiction, it is when drug abuse is no longer under the control of the person taking the drugs, and this is when the person becomes addicted to the drugs or substance, when the drugs becomes a dictator to a person’s life.

Physical dependence means that the affected person becomes physically ill and cannot stop taking the drugs.

Psychological dependence means when the person involved seeks a great need for the drug and will go any length to get the drugs he needed.

Examples of drug abuse are

- Taking drugs not prescribed by the doctor
- Smoking so many cigarettes
- Taking alcoholic drinks to the extent of getting drunk
- Taking easily available substances like analgesic tablets, coffee at all times.
- Taking hard drugs like cocaine, marijuana and heroin.
- Forms of drug abuse
- Powerful pain killer (narcotics), example of this are: opium, heroin and cocaine.
- Sleep inducing drugs: examples of sleep inducing drugs are: barbiturates, this drug makes a person slow.
- Stimulants like cocaine and amphetamines
- Hallucination producing chemicals, they are drugs like marijuana.

Causes of drug abuse

Drug abuse occurs when you're unable to control your use of prescribed drugs or you're using another legal or illegal substance to the point that it interferes with your ability to function. According to the National Institute on Drug Abuse. Each year, more than 22,000 people die from prescription drug abuse alone.

The following points below are causes of drug abuse

1. Bad influence and pressure: So many people involved in drug abuse not because they want to but because of bad influence from friends and people they walk with, pressure from friends make people to get involved in drug abuse.
2. Anxiety and frustration: People get involved in drug abuse because of frustration that they are passing through and they believe that the drug will help them to be relieved of every frustration and anxiety.

3. Some people take drugs in order to escape mentally from their ordinary and boring life.
4. Some takes the drugs because they want to carry out some bad act, with the help of the drugs they will not be scared.
5. Accessibility to the drugs make people to take it
6. Some drivers who drive long distance and students who do not want to sleep because they want to read uses amphetamines and other stimulants

Measures for Preventing Drug Abuse

Drug Abuse can be Prevented Taking the Following Measures

1. Young people should be educated about the effect of drug abuse at a very early age before they engage into it.
2. The mass media can also help to make advert on the effect of drug abuse through the television, radio, newspaper and all other media.
3. Guardians, parents and teachers can also help in inculcating good morals into their young children.
4. The government must be ready to work with international agencies to combat and fight against drug abuse and all related situations.
5. Strict vigilance at our ports, sea ports and other entry ports will help to reduce drug abuse and drug trafficking in our country.

Government Agencies in Preventing Drug Abuse

The NDLEA (National Drug Law Enforcement Agency}

The establishment of the National Drug Law Enforcement Agency (NDLEA) by the promulgation of Decree Number 48 of 1989, now Act of Parliament, was aimed at exterminating illicit drug trafficking and consumption in the Nigerian society. It is a well-known fact that any involvement in drugs, especially their importation, exportation, sale, transfer, purchase, cultivation, manufacture, extraction and possession is universally unacceptable. The establishment of the NDLEA was Nigeria's deliberate attempt at joining the rest of the world in getting rid of this cankerworm within her borders.

Exercise

1. Explain what you understand by drug abuse.

2. Is there a difference between drug abuse and drug dependence? Briefly explain.
3. List and explain some forms of drug abuse that you know.
4. What are some of the causes of drug abuse that you know?
5. Explain the implications of drug abuse.
6. What measures can be employed towards preventing drug abuse?

Week 3

Topic: Corruption 1

Outline:

- Meaning of corruption
- Forms of corruption
- Causes of corruption

Meaning:

Corruption is a form of dishonest or unethical conduct by a person entrusted with a position of authority, often to acquire personal benefit.

Corruption may include many activities including bribery and embezzlement, though it may also involve practices that are legal in many countries.

Government, or 'political', corruption occurs when an office-holder or other governmental employee acts in an official capacity for personal gain.

Forms of corruption

1. In the private sector, staff in charge of finances may embezzle company's money.
2. Corruption is also very common in the award of contracts.
3. Bribery is another form of corruption.
4. Advanced free fraud(491)

Causes of corruption

1. Greed
2. Poverty
3. Excessive attachment to material wealth
4. Breakdown in societal values
5. Economic situation of a nation

Exercise

1. What is corruption?
2. Briefly explain the various forms of corruption that you know.
3. What are the causes of corruption?
4. Briefly talk about the agencies responsible for tackling corruption in Nigeria.

Week 4

Topic: Corruption 2

Outline:

- Consequences of Corruption

Consequences of corruption

Impact of corruption is very hard on public life. This is more of awkward and defaming condition than being problematic, but it appears that the corruption is ever rising and unstoppable.

Further the people involved in corruption seem to be hiding themselves by blaming others. Even they are proud of themselves as they made more money in short time.

To worsen the condition further, those involved in corruption are able to get better promotions and opportunities. People also have developed an opinion that it is the only way to get their work done. If not, the work will be pending for long or even might not be done.

Effects of corruption on people

1. Lack of quality in services: In a system with corruption there is no quality of service. To demand quality one might need to pay for it. This is seen in many areas like municipality, electricity, distribution of relief funds etc. If a person has to purchase a like medicine, due to corruption in education then the candidate after completion of his course will not like to provide quality health service if there is not enough remuneration for his service. Further candidates who do not have the ability can also get into the same seat by purchasing it. So though he becomes a medical practitioner, he may not be competent enough.

2. Lack of proper justice: Corruption in judiciary system, leads to improper justice. And the victims of offense might suffer. A crime may be proved as benefit of doubt due to lack of evidence or even the evidence erased. Due to corruption in the police system, the investigation process goes on for decades. This lets the culprits roam free and even perform more crimes. There are even chances that criminals due to old age due to delayed investigation. So it lead to “Justice delayed is justice denied.”

3. Chances of Unemployment: This we can see with an example. The private education and training institutes are given permits to start providing education. This permit is given based on the infrastructure and sufficient recruitment of eligible staff. Here there are good chances of corruption. The institute or college managements try to bribe the quality inspectors so as to get permits. Though there are no sufficient eligible staff these institutes get permission by the inspectors leading to unemployment. Instead of 10 faculty a college is run by 5. So, even if well qualified persons wish to get job there, they will not be offered. If there was no corruption by inspectors, then there would be chance for more employment.

4. Poor Health and hygiene: In countries with more corruption one can notice more health problems among people. There will be no fresh drinking water, proper roads, quality food grains supply, milk adulteration, etc.

These low quality services are all done to save money by the contractors and the officials who are involved. Even the medicine provided in hospitals for the hospitals are of sub-standard quality. So all these can contribute to ill health of common man.

5. Pollution: Pollution is mostly emitted in the form of water pollution, air pollution and land pollution. This pollution is from vehicles and factories. The governments have a monitor on this pollution by regular check of vehicle emissions and also industrial exhausts.

Corruption in the government department lets the industry people opt to release of untreated and harmful waste into rivers and air. If there is no corruption, there can be fair probes. Then the industry personnel will treat the waste such that it is less toxic and harmless to environment and people in it. So we can mean that corruption is also the main cause of pollution.

6. Accidents: Sanction of driving license without proper check of driving skills in the driver leads to accidents and death. Due to corruption, there are countries where one can driving license without any tests.

7. Failure of genuine research: Research by individuals needs government funding. Some of the funding agencies have corrupt officers. These people sanction the funds for research to those investigators who are ready to bribe them. In doing so, they do not sanction the funds to genuine and hardworking investigators. Thus the research and development will be lagging. This seems to be not a problem to the common public. But if we notice the resistance of microbes to drugs, we can know

that there were no new compounds discovered in the past few decades for efficient treatment of resistant microbes.

Effects of corruption on Society:

1. Disregard for officials: People start disregarding the official involved in corruption by talking negatively about him. But when they have work with him or her, they again approach them by a thought that the work is done if some monetary benefits are provided. Disregard towards officials will also build distrust. Even lower grade officer will be disrespectful to higher grade officer. So even he may not obey his orders. There were even incidents where a lower grade police officer kidnapped higher grade officer for not offering him leave when asked.

2. Lack of respect for rulers: Rulers of the nation like president or prime ministers lose respect among the public. Respect is main criteria in social life. People go for voting during election not only with the desire to improve their living standards by the election winner but also with respect for the leader. If the politicians involve in corruption, people knowing this will lose respect for them and will not like to cast their vote for such politicians.

3. Lack of faith and trust on the governments: People vote to a ruler based on their faith in him/ her. But if found to be involved in corruption people lose faith in them and may not vote next time.

4. Aversion for joining the posts linked to corruption: Sincere, honest and hardworking people develop aversion to apply for the post though they like to as they believe that they also need to be involved in corruption if they get into post.

Effects of corruption on Economy

1. Decrease in foreign investment: There are many incidents where in foreign investments which were willing to come to India have gone back owing to heavy corruption in the government bodies.

2. Delay in growth: Due to desire to mint money and other unlawful benefits, the official who need to pass the clearances for projects or industries delay the process. A work which can be done in few day may be done in months' time. This leads to delay in investments, starting of industries and also growth. Even if started, company growth hinders as every work linked to officials get delayed due to need to provide bribes or other benefits

3. Lack of development: Many new industries willing to get started in particular region change their plans if the region is unsuitable. If there are no proper roads, water and electricity, the companies do not wish to start up there. This hinders the economic progress of that region.

4. Differences in trade ratio's: Some countries have inefficient standard control institutes. Or in other word these standard control institutes are corrupt that they can approve low quality products for sale in their country. Hence you can see countries manufacturing cheap products dump them in big markets. These countries can manufacture cheap quality products but cannot dump in countries with strict standard control institutes. They can do so only in countries with chances of corrupt officials in standard control. One best example is China products which can't be just dumped into Europe and US markets. But can be done in Indian and African markets. So there arises trade deficit that these countries cannot manufacture their own products at cheaper price than those exporting to them. So if corruption is minimized than these countries will have less trade deficits in-terms of exports and imports with other countries and their economies can prosper.

ASSESSMENT

1. List FOUR effects of corruption on people?
2. List FOUR effects of corruption on Society?
3. List FOUR effects of corruption on Economy?

Week 5

Topic: Corruption 3

Outline:

- Roles of EFCC, ICPC

Unfortunately, corruption still prevails in Nigeria. It is like a devil-fish with huge tentacles which reaches almost all areas of our life! However, there are two main organizations – EFCC and ICPC – whose ultimate goal is to protect us from corruption.

The Economic and Financial Crimes Commission is charged with the responsibility of enforcing laws that has to do money laundering, fraudulent banking, miscellaneous offenses, advance fee fraud, and other criminal acts that are financial and economic in nature. They strive to put an end to any act that breaks the penal and criminal codes. Also, the EFCC doesn't have any time restrictions when it comes to when the crime was perpetrated. In addition, the Economic and Financial Crimes Commission has the power to prosecute immediately without going through the Attorney General's office. The Independent Corrupt Practices Commission, on the other hand, concentrates on corruption and curbing bribery in the civil and public services, and has time a limit where they only deal with offenses which were committed from 2000.

Functions of EFCC Well, the Operations Department is the center of all the Commission's investigation activities. It has a responsibility to look into judicial proceedings that are within the mandate of the Commission. Such proceedings involve violations that are against the provisions of the Commission's empowering law.

The Operations Department activity mainly focuses on the following areas:

- Advance Fee Fraud;
- Bank Fraud;
- Economic Governance;
- Counter;
- Terrorism;
- General Investigation.

Functions of ICPC The ICPC main functions are:

- to eliminate corruption in the country;
- to find and bring to justice any act of corruption;
- to investigate, impose, and reconstruct corruption;
- fighting organisations and procedures in the country;
- to prosecute any criminal found guilty of acts of corruption;
- to nurture and illuminate the public about corruption and other related crimes with aim of recruiting and encourage public support for the fight against corruption.

ASSESSMENT

1. Identify FIVE roles of the EFCC and ICPC?

Week 6

Topic: Cultism

Content:

1. Meaning of cultism
2. Causes of cultism
3. Effects / consequences of cultism
4. Solution to cultism

Meaning of Cultism

Cultism can be defined as any form of organization whose activities are not known to the general member of the public and are carried out at odd hours of the day.

Cultism is a kind of evil behavior that goes on in our educational institutions. Cultists which are the members of cultism use charms and arms to assert their influence on university campuses and some secondary schools.

Individuals who belong to this group see themselves as being above the law and believe they can get anything they want such as good grades, money, position, girls, favor etc. Their activities lead to the oppression of the other students in school.

Cultism in Nigerian Universities has been traced to the Pirates Confraternity (sea-dogs) founded at the University of Ibadan by Professor Wole Soyinka and his friends in 1952

Causes of Cultism

Cultism is caused by the following reasons:

- For desire for respect and recognition that are given to known members of campus cults.
- Faulty upbringing by parents and guardian
- poor social life and poor academic standards
- The need for security because of the individual's inability to act, think and survive independently
- Drug abuse and drug addiction

- The ability of youths to illegally acquire arms
- A desperate urge to boost one's ego.
- Social injustice resulting from bad leadership
- The urge for protection against sanctions from lecturers, university authorities and Government.

Consequences of Cultism

Cultism results into the following

- Killing and maiming of nonmembers, bribery, prostitution, criminal activities such as rape, destruction of properties etc.
- Breakdown of social values, moral decadence and uncertainty in the academic environment
- Examination Malpractices
- The use and abuse of hard drugs
- Influence of peer groups

Solutions to cultism

- Parents should monitor their children even while there are in school
- There should be bold and clear bill boards warning against cultism
- Government should provide adequate fund for schools with a view to providing infrastructural facilities, provision of sport activities, recreational centers etc to engage students
- University authorities should be empowered to take swift disciplinary actions against cult members.

Test and Exercise

1. The form of organization whose activities are kept from the public with a negative motive is (a) cultism (b) social group (c) students union (d) leader's group
2. One of the solutions to cultism is (a) joining of bad association (b) pride (c) good monitoring of students by parents (d) encouraging students failure

3. Reasons why individual join cultism is all except (a) drug abuse and addiction (b) desire for success (c) desire for power (d) the quest to acquire arms illegally
4. The members of cultism are called (a) cultist (b) solicitor (c) lecturers (d) supervisor
5. Cultism was founded in the year (a) 1960 (b) 1990 (c) 1950 (d) 1952

Week 7

Topic: Group Behavior

Outline:

- Meaning of group behavior
- Reasons for group behavior
- Distinguish between the different types of group behavior
- Benefits of group behavior

Meaning of Group Behavior:

Individuals form groups. They live in groups. They move in groups. They work in groups. Groups are important. They influence work and work behavior. They cannot be ignored. They exert significant influence on the organization. They are inseparable from organization. They are useful for the organization. They form foundation of human resources. The study of group behavior is important. Individual and group behavior differs from each other. Group behavior affects productivity.

The importance of group behavior has been realized from time to time. Elton Mayo and his associates way back in 1920 conducted the famous Hawthorne experiments and came to know that the group behavior have major impact on productivity.

Reasons for Group Behavior:

Man is a social animal and he lives in groups, he moves in groups. So, group is inherent to human beings.

Following are the few reasons why group is essential:

1. Management of modern organizations is making concerted efforts to introduce industrial democracy at workplace. They are using task force, project teams, work committees where workers get due representation. They participate very often in decision-making. This takes place in groups.

2. The tasks in modern industries are becoming more complex, tedious and monotonous. To change these conditions and make the environment at workplace more lively, work committees and work groups and teams are formed to monitor the work and change.

3. To make participative management more effective and relieve executives of petty responsibilities employees are given these responsibilities to carry on successfully and effectively. Group of employees are also given joint responsibility to carry on the work.

4. Groups of all kinds and types are used by inviting their cooperation in all matters related to production as well as with human relations to make the organization effective.

5. There are several works which an individual cannot perform. To complete such tasks, group efforts are required for its completion, e.g. building of a ship, making of a movie, construction of a fly-over, a complex etc.

All these require coordinated and unified efforts of many individuals i.e. groups. A group can do the work which cannot be performed by an individual or beyond his capabilities.

6. A group can make better judgment as compared to an individual.

7. While accomplishing tasks group can use creative instinct and innovative ideas than a single individual.

8. When group is working, all the benefits of division of labor accrue.

9. Individuals in a group communicate with each other and discuss work performance and suggestions to make it better and excellent.

10. Group efforts substantially affect individual, his attitude and behavior.

11. Group has the ability to satisfy the needs of its members. In a group an individual member feels secured and he can directly get technical and work related assistance. They also get special support when they are emotionally depressed.

Types of Groups:

Groups can be classified in many different ways on various bases.

Following are the basic groups:

1. Formal Groups:

Formal groups are created as part of organization structure to accomplish organizational tasks. A work group in a plant is the example of formal group. They are bound by hierarchical authority in the organization. They have to follow rules, regulation and policy of the organization. These groups are required by the system. The organization provides a system of rules and regulation for attaining organizational objectives.

According to A.L. Stencombe, “a formal group is said to be any social arrangement in which the activities of some persons are planned by others to achieve a common purpose”.

Formal groups help in achieving goals without any difficulty. They facilitate coordination of activities and help in forming logical relationship among people and positions. They create group unity. Leonard R Sayles has subdivided formal group into command group and task group.

(a) Command Group:

Command group consists of subordinates who are directly responsible to a supervisor. Command groups are structured by the organization. The subordinates working in enforcement department of a town planning authority are reporting to and directly responsible to the enforcement officer. This group is responsible for removal of encroachment on public land. There is a specific department established for the purpose and is busy throughout with its activities.

(b) Task Group:

Task group is formed to complete a project. This type of group is also known as task force. The job of the group is to complete the task within allotted time period. If one task is completed they are allotted new task to work with. Project teams, quality circles, audit teams are the examples of task group.

2. Informal Groups:

Informal groups exist within the formal organizations and arise because of individuals' social needs and desire to develop and maintain relations with people. Working at a plant or office leads to formation of informal groups. They work together and this leads to their interaction. Through interaction groups are formed. These groups are spontaneous and emotional. Keith Davis has defined informal group as, “the network of persons and social relations which is not established or required for formal organization.”

These are the groups formed by the employees themselves at the workplace while working together. The organization has not taken any active interest in their formation. According to M. Dalton, “informal groups are cliques.” Cliques are a group of people of different organization levels coming together with a common interest. Cliques are horizontal, vertical, and random. Horizontal Cliques comprise people from the same rank and work area. Vertical Cliques consist of people of different organization levels. Random Cliques are made up of employees from both horizontal and vertical lines coming together with a common interest.

Informal groups are very effective and powerful. Some managers view them harmful and disruptive to the interest of the organization. They suspect their integrity and consider as a virtual threat. Some managers seek their help in getting the task completed quickly. They do not consider them as threat. The strength of these informal groups can be utilized for accomplishment of organizational objectives.

Informal groups are of following types:

(a) Interest Group: A group of employees coming together for attaining a common purpose. Employees coming together for payment of bonus increase in salary, medical benefits and other facilities are the examples of interest group. The people with common interest come together.

(b) Membership Group: A group of persons belonging to the same profession knowing each other e.g. teachers of the same faculty in the university.

(c) Friendship Group: A group outside the plant or office, having similar views, tastes, opinions, belonging to same age group. They form clubs and associations based on the friendship.

(d) Reference Group: It is a primary group where people shape their ideas, beliefs, values etc. They want support from the group. Family is an important reference group. A team of players playing a game is a reference group.

Again according to purposes groups can be classified into the following:

Vocational Groups:

Association of the same vocation e.g.: Class I officers association, teachers association etc.

Instructional Groups:

The people who have enrolled themselves for the same course e.g. students doing M. Tech in the same subject

Government Group:

Association formed for the governing e.g. municipal council, management board.

Religious Group:

People belonging to same religion coming together and forming a group.

Recreational Group:

Group formed with a purpose of recreation e.g. football club, cricket club etc...

Benefits of Group Behavior:

Group is a social setting that offers knowledge, hard work and opportunities. The group influences individual member's attitude and behavior. A group's effectiveness brings about organizational effectiveness which is essential for growth and prosperity of organization. There are certain measures of group effectiveness.

They include:

(1) Productivity: Higher the productivity effective is the group. Quality and quantity of product speaks for group effectiveness,

(2) Attendance: Each group member must attend the work regularly. Absenteeism and high employee turnover speaks for laxity of the group. Fair attendance makes the group effective.

(3) Job Satisfaction: Job satisfaction motivates the group for hard work to make it more effective. Management should take steps to ensure job satisfaction of its employees.

(4) Attitude: Attitude of group members towards work also is a measure of group effectiveness and must be taken seriously. Efforts must be made to develop and nurture positive attitude of the group member.

(5) Employee Well-being: Physiological and psychological welfare of the employee keeps them fit. Efforts should be made to assure the mental and physical fitness of the employees to ensure group effectiveness.

(6) Learning: Knowledge comes through learning i.e. education, training, knowing things from fellow employee and making one suitably knowledgeable and skilled in working. This makes the group effective. Knowledge is power.

(7) Retention: Retaining the human resources makes the group effective. Firing them very often leads to chaos because every time a new person enters the group disturbing the group cohesiveness having negative effects.

ASSESSMENT

1. Define Group behavior?
2. List SIX reasons for group behavior?

Week 8

Topic: Child Abuse

Contents:

- Definition
- Types
- Effect
- Identifying
- Correction
- Risk

Definition:

Child abuse or **child maltreatment** is physical, sexual, or psychological maltreatment or neglect of a child or children, especially by a parent or other caregiver. Child abuse may include any act or failure to act by a parent or other caregiver that results in actual or potential harm to a child, and can occur in a child's home, or in the organizations, schools or communities the child interacts with.

The terms *child abuse* and *child maltreatment* are often used interchangeably, although some researchers make a distinction between them, treating *child maltreatment* as an umbrella term to cover neglect, exploitation, and trafficking.

In general, *abuse* refers to (usually deliberate) acts of commission while *neglect* refers to acts of omission. *Child maltreatment* includes both acts of commission and acts of omission on the part of parents or caregivers that cause actual or threatened harm to a child. Some health professionals and authors consider neglect as part of the definition of *abuse*, while others do not; this is because the harm may have been unintentional, or because the caregivers did not understand the severity of the problem, which may have been the result of cultural beliefs about how to raise a child. Delayed effects of child abuse and neglect, especially emotional neglect, and the diversity of acts that qualify as child abuse, are also factors.

Types

The World Health Organization distinguishes four types of child maltreatment: physical abuse; sexual abuse; emotional and psychological abuse; and neglect.

1. Physical abuse: Among professionals and the general public, people often do not agree on what behaviors constitute physical abuse of a child. Physical abuse often does not occur in isolation, but as part of a constellation of behaviors including authoritarian control, anxiety-provoking behavior, and a lack of parental warmth. The WHO defines physical abuse as:

Intentional use of physical force against the child that results in – or has a high likelihood of resulting in – harm for the child’s health, survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating. Much physical violence against children in the home is inflicted with the object of punishing.

Joan Durant and Ron Epsom write that most physical abuse is physical punishment “in intent, form, and effect” Overlapping definitions of physical abuse and physical punishment of children highlight a subtle or non-existent distinction between abuse and punishment. For instance, Paulo Sergio Pinheiro writes in the UN Secretary-General’s Study on Violence Against Children:

Corporal punishment involves hitting (‘smacking’, ‘slapping’, ‘spanking’) children, with the hand or with an implement – whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices).

Most nations with child abuse laws deem the deliberate infliction of serious injuries, or actions that place the child at obvious risk of serious injury or death, to be illegal bruises, scratches, burns, broken bones, lacerations, as well as repeated “mishaps,” and rough treatment that could cause physical injury, can be physical abuse. Multiple injuries or fractures at different stages of healing can raise suspicion of abuse.

The psychologist Alice Miller, noted for her books on child abuse, took the view that humiliations, spankings and beatings, slaps in the face, etc. are all forms of abuse, because they injure the integrity and dignity of a child, even if their consequences are not visible right away.

Often, physical abuse as a child can lead to physical and mental difficulties in the future, including re-victimization, personality disorders, post-traumatic stress disorder, dissociative disorders, depression, anxiety, suicidal ideation, eating

disorders, substance abuse, and aggression. Physical abuse in childhood has also been linked to homelessness in adulthood.

2. Sexual abuse: Child sexual abuse (CSA) is a form of child abuse in which an adult or older adolescent abuses a child for sexual stimulation. Sexual abuse refers to the participation of a child in a sexual act aimed toward the physical gratification or the financial profit of the person committing the act. Forms of CSA include asking or pressuring a child to engage in sexual activities (regardless of the outcome), indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact with a child, physical contact with the child's genitals, viewing of the child's genitalia without physical contact, or using a child to produce child pornography. Selling the sexual services of children may be viewed and treated as child abuse rather than simple incarceration.

Effects of child sexual abuse on the victim(s) include guilt and self-blame, flashbacks, nightmares, insomnia, fear of things associated with the abuse (including objects, smells, places, doctor's visits, etc.), self-esteem difficulties, sexual dysfunction, chronic pain, addiction, self-injury, suicidal ideation, somatic complaints, depression, post-traumatic stress disorder, anxiety, other mental illnesses including borderline personality disorder and dissociative identity disorder, propensity to re-victimization in adulthood, bulimia nervosa, and physical injury to the child, among other problems. Children who are the victims are also at an increased risk of sexually transmitted infections due to their immature immune systems and a high potential for mucosal tears during forced sexual contact. Sexual victimization at a young age has been correlated with several risk factors for contracting HIV including decreased knowledge of sexual topics, increased prevalence of HIV, engagement in risky sexual practices, condom avoidance, lower knowledge of safe sex practices, frequent changing of sexual partners, and more years of sexual activity.

In the United States, approximately 15% to 25% of women and 5% to 15% of men were sexually abused when they were children. Most sexual abuse offenders are acquainted with their victims; approximately 30% are relatives of the child, most often brothers, sisters, fathers, mothers, uncles or cousins; around 60% are other acquaintances such as friends of the family, babysitters, or neighbors; strangers are the offenders in approximately 10% of child sexual abuse cases. In over one-third of cases, the perpetrator is also a minor.

3. Psychological abuse: There are multiple definitions of child psychological abuse:

- In 2013, the American Psychological Association (APA) added Child Psychological Abuse to the DSM-5, describing it as "no accidental verbal or

symbolic acts by a child's parent or caregiver that result, or have reasonable potential to result, in significant psychological harm to the child."

- In 1995, APSAC defined it as: spurning, terrorizing, isolating, exploiting, corrupting, denying emotional responsiveness, or neglect" or "A repeated pattern of caregiver behavior or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value in meeting another's needs"
- In the United States, states laws vary, but most have laws against "mental injury"
- Some have defined it as the production of psychological and social defects in the growth of a child as a result of behavior such as loud yelling, coarse and rude attitude, inattention, harsh criticism, and denigration of the child's personality. Other examples include name-calling, ridicule, degradation, destruction of personal belongings, torture or killing of a pet, excessive criticism, inappropriate or excessive demands, withholding communication, and routine labeling or humiliation.

In 2014, the APA stated that:

- "Childhood psychological abuse [is] as harmful as sexual or physical abuse."
- "Nearly 3 million U.S. children experience some form of [psychological] maltreatment annually."
- Psychological maltreatment is "the most challenging and prevalent form of child abuse and neglect."
- "Given the prevalence of childhood psychological abuse and the severity of harm to young victims, it should be at the forefront of mental health and social service training"

Victims of emotional abuse may react by distancing themselves from the abuser, internalizing the abusive words, or fighting back by insulting the abuser. Emotional abuse can result in abnormal or disrupted attachment development, a tendency for victims to blame themselves (self-blame) for the abuse, learned helplessness, and overly passive behavior.

Neglect

Main article: Child neglect

Child neglect is the failure of a parent or other person with responsibility for the child, to provide needed food, clothing, shelter, medical care, or supervision to the degree that the child's health, safety or well-being may be threatened with harm. Neglect is also a lack of attention from the people surrounding a child, and the non-

provision of the relevant and adequate necessities for the child's survival, which would be a lacking in attention, love, and nurture.

Some observable signs of child neglect include: the child is frequently absent from school, begs or steals food or money, lacks needed medical and dental care, is consistently dirty, or lacks sufficient clothing for the weather.

Neglectful acts can be divided into six sub-categories:

- Supervisory neglect: characterized by the absence of a parent or guardian which can lead to physical harm, sexual abuse or criminal behavior;
- Physical neglect: characterized by the failure to provide the basic physical necessities, such as a safe and clean home;
- Medical neglect: characterized by the lack of providing medical care;
- Emotional neglect: characterized by a lack of nurturance, encouragement and support;
- Educational neglect: characterized by the caregivers lack to provide an education and additional resources to actively participate in the school system; and
- Abandonment: when the parent or guardian leaves a child alone for a long period of time without a babysitter.

Neglected children may experience delays in physical and psychosocial development, possibly resulting in psychopathology and impaired neuropsychological functions including executive function, attention, processing speed, language, memory and social skills. Researchers investigating maltreated children have repeatedly found that neglected children in foster and adoptive populations manifest different emotional and behavioral reactions to regain lost or secure relationships and are frequently reported to have disorganized attachments and a need to control their environment. Such children are not likely to view caregivers as being a source of safety, and instead typically show an increase in aggressive and hyperactive behaviors which may disrupt healthy or secure attachment with their adopted parents. These children have apparently learned to adapt to an abusive and inconsistent caregiver by becoming cautiously self-reliant, and are often described as glib, manipulative and disingenuous in their interactions with others as they move through childhood. Children who are victims of neglect have a more difficult time forming and maintaining relationships, such as romantic or friendship, later in life due to the lack of attachment they had in their earlier stages of life.

ASSESSMENT

1. Define child abuse?
2. What are the types of child abuse you know?

Week 9

Topic: General Objectives of Social Studies

Contents:

- Itemize the objectives of Social Studies
- Explain the general objectives of Social Studies

Introduction:

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The field is motivated by a desire to understand and explain real-world social phenomena while academia in the field is not purposely directed towards that end. Instead, social scientists are taught a theoretical framework and then apply it to every problem they work on. Academics are rewarded by publishing papers in peer-reviewed journals. Examples of theoretical frameworks are critical analysis, new institutionalism and instrumental variables. These are applied singly and little effort is dedicated to reconciling conflicting hypotheses or results emanating from the use of differing frameworks. Proposed theories are seldom tested in practice as seldom make an attempt to predict outcomes and in the cases they do, they come with large margins for error. Forwarded hypotheses may also either be untestable or the test may require larger resources to test than anyone is willing to provide. Thus hypotheses in the field gain support for other reasons than their ability to account for empirical observations.

Itemizing and Explaining the objectives of Social Studies

First Objective-Be Systematic

In overall pattern the course may be likened to an extended five-ribbed fan with the parchment covering only the upper two-thirds of the length of the ribs. Then Social Studies 7, the introductory or supporting course, entitled "Our Beginnings", is represented by the area below the parchment. Social Studies 8, 10, 20, 30, are modern courses, and are represented by the unbroken parchment band wherein four divisions are indicated by the supporting ribs yet wherein no real division exists. While all five courses must attempt to serve diverse purposes, still each has a distinctive pattern: for Social Studies 7 it is Ancient Times; for Social Studies 8 it is Canada among the Nations; for Social Studies 10 it is the effect of environment on Culture; for Social Studies 20 it is the non-government aspects of World Cultures

today; for Social Studies 30 it is Modern Problems of Government, especially self-government.

Second Objective—Survey the Course of History

This objective is no doubt legitimate, but must be held within reasonable limits. Consequently, the story approach, well suited to a condensation of the findings of the academic historians, has been used in Social Studies 7 and Social Studies 8, and the chronological order has been purposely preserved in Social Studies 20 and 30, and in sections of Social Studies 10. Even when the story approach is used, however, its rapid pace must be broken for occasional leisurely and more intimate study of a few periods and a few selected personalities. Consequently, the course moves hastily often that it may proceed leisurely at times; that it may yield the overall perspective the “time-sense” desired and still serve other objectives too.

Third Objective—Survey the Globe

Here again we have an indisputable, legitimate aim, but again one whose demands have to be reconciled with those of other equally legitimate objectives. Consequently, geographic areas studied carefully while tracing the course of history are given only nominal geographic consideration in Social Studies 10, where the effects of the environment on the nature and development of regional cultures is specifically studied. Thus some time-saving is effected. Ten further, a classification of climatic-vegetation regions is built up in Social Studies 10, which enables all regions in a single classification to be treated with reasonable thoroughness by merely noting their special features. Likewise, it is partly to meet the requirements of the third objective above that maps and atlases are to be prominently featured in all courses and are commended as an invaluable tool for the consideration of current events throughout all courses. Likewise, films which may contribute generously to an understanding of the geography of other lands are consistently commended as instructional aids. Despite all this, however, further coverage may be justified. When it is and when it can be effected without encroaching unreasonably on the time required for other objectives it should be undertaken incidentally or specifically as the educational needs of specific times or classes require.

Fourth Objective—Do Not Overlook Any of the Social Sciences

The entire course is intended to be a true Social Studies programme—one where the findings of any or all the social sciences are adapted to the student level and employed whenever they afford additional insight into problems under consideration. For example, Social Studies 10 extensively employs the geographer’s or environmentalist’s approach. Nevertheless, without the contribution of historians, economists, sociologists, and others, Social Studies 10 would be inexcusably restricted. Conversely, other courses in the programme, not primarily concerned with geography, all require a certain amount of map work. Thus some “geography” is a part

of every course. Likewise, some contribution from each of the social sciences should find its way into every course. Nevertheless, in the interests of the First Objective (Be Systematic) as well as the Fourth Objective, each of the principal social sciences is given prominence—but not monopoly—in certain of the courses.

- In Social Studies 7 and 8 it is history and civics.
- In Social Studies 10 it is geography.
- In Social Studies 20 it is economics, sociology and cultural history.
- In Social Studies 30 it is studies in government.

Thus it is hoped that the interests of both “integration” and “concentration” may be served.

Fifth Objective—Make it Interesting

Wishful thinking to the contrary, “making it interesting” remains the teacher’s prerogative and art. Courses of study can only provide the necessary tools, and perhaps suggest alternate ways and means of using them; the teacher alone can “finish the job.” Many “tools” are provided: these are too obvious and too numerous to require specific listing. Indeed, perhaps too much assistance has been given or preferred. If so, this has been done to orient the beginning teacher and must not be regarded as a limitation on, or a substitute for, the initiative, resourcefulness, and adaptability of the more experienced teacher. Teachers make their programmes of instruction from the course. *The course itself is only a framework for numerous instructional programmes which, under varying yet specific circumstances, best serve the general and special objectives⁵ of social studies instruction.* Thus, topical outlines, textbook treatment, illustrative units, sample tests, and the like herein generously provided must be regarded as suggestive leads only. They are especially designed to aid the inexperienced, not to prescribe rigidly standardized pattern or routine for all instructional programmes for all teachers. *To so limit the freedom of Social Studies teachers in the exercise of their professional judgment, within the framework of the course as prescribed, as to the best way of achieving the general and specific objectives of the course, would militate strongly against student interest, and consequently against the objectives which the course endeavors to achieve.*

Sixth Objective—Do Not Make the Course Too Heavy

After being urged to trace the time-line, cover the globe, sample all the social sciences, high-light things Canadian, and above all make it interesting, one cannot help feeling that the injunction “do not make the course too heavy” comes as something of an anti-climax. Yet this sixth objective must be met fully or all suffer—the other objectives, the teachers, and the pupils; and verbal glibness about many topics poses as a training in citizenship.

Consequently, throughout the programme a variety of devices have been used in an attempt to keep the course from becoming overloaded. For example, it was felt that the substantial body of material of Britain's development normally provided for Canadian scholars should be retained, even augmented. Yet it was not possible to do this in conventional fashion with a separate course or course on British history. And, since such isolated treatment of national cultures is further condemned, as militating against integration, there is no single course in the programme devoted exclusively to Britain's history and culture. Instead, Britain's history and cultural achievements have a prominent place in every course.

As a part of Social Studies 7, Britain's story begins in pre-Roman times and is carried forward to about 1500. In Social Studies 8 it is carried forward in chronological survey fashion to modern times. This overview treatment is provided in Social Studies 8 as an introduction to the integrated study of Canada Among the Nations, and as a preview for the more detailed study of special facets of British culture undertaken in later courses. In Social Studies 10 the geography of Britain is studied, and the environmental approach is used to bring the British Commonwealth and Empire into focus that it may be studied from other aspects as well as the geographical one. In Social Studies 20 the non-governmental aspects of Britain's culture are studied; Literature, Art, Music, Economics, and so forth. Herein Britain's industrial development, her co-operative movement and her labour unions come up for careful attention. In Social Studies 30 Britain's contributions to the art of government—notably democratic government—are carefully reviewed and studied. Thus by using the integrated approach, it is hoped that little if anything has been lost in “coverage” while something has been gained in economy and educational effectiveness by displaying Britain's development along with that of other nations—notably Canada, of course—and not as an isolated phenomenon.

Other techniques as well as the foregoing have been used to keep the programme from being “too heavy”—survey treatment, sampling, multiple purpose treatment (as for Britain and Canada), choice of synoptic texts and the like. Nevertheless, the sole responsibility toward the Sixth Objective cannot be discharged by any printed outline. Insofar as possible the courses published herein have been tried out in sample classrooms. It was found they were not too heavy if the teacher took his full share of responsibility for making professional judgments as to the amount of detail to be included and the number of topics that should be treated in survey fashion that others might be treated in greater detail. If these judgments are not assumed by the teacher, all courses are obviously too heavy in the sense that they can be made so. Any topic, The French Revolution, The Industrial Revolution, or what you will, is too heavy for a whole year's work let alone a month's work, if one's perfectly natural—and commendable—desire for thoroughness is not carefully scrutinized and brought within reasonable limits.

Unfortunately, the programme may even have increased the teacher's difficulty with the Sixth Objective by endeavoring to provide plenty of outlines, suggestions, references, flexible time limits, and so forth on many topics in an endeavor to invite students and teachers to make occasional interest-directed excursions from the beaten track. If these leads prove too inviting, if the teachers try to follow all or too many of them, overloading is inevitable. Consequently, the Sixth Objective requires that teachers are fully appraised of their freedom to adapt topical outlines, detailed suggestions, unit plans and the like to secure the greatest possible returns from the particular social studies classes in which these courses are employed. With this freedom, of course, goes an equal amount of professional responsibility. It is earnestly hoped, therefore, that teachers will not lightly regard this freedom to exercise their professional responsibility, within the framework and objectives of the programme, to keep the following courses from becoming too heavy. No other safeguard against overloading seems adequate.

Seventh Objective-Be Democratic in Leadership

From its very beginning, in public meetings called by the Minister of Education in Victoria and Vancouver to its classroom trials in representative classes of teen-age students, this programme has been throughout a venture in co-operation.

Herein no attempt could be made to acknowledge by name all those persons whose suggestions, submissions, sample units and the like were used in building this course, because of the space such a listing would require. Nor is it felt that any such listing is necessary because of the spirit in which the contributions of time and effort were made. Herein, regrettably from the point of view of the Seventh Objective, only the conventional listing of those most directly concerned could be included. Even this listing, however, speaks clearly of the wide variety of talents drawn upon in building this programme. Probably the prominence of teachers among the curriculum personnel is one of its most notably and noteworthy features. It is especially noteworthy by the teachers themselves for it displays not only a rightful share of recognition to teachers of their work in building the curriculum, but also emphasizes the continuing nature of their responsibility that the programme may be progressively improved and effectively adapted to meet the varying class room needs of particular classes. Thus the following course is not regarded as a project completed, a fait accompli as it were, but only as the co-operative beginning of a co-operative process.

ASSESSMENT

1. Itemize the objectives of Social Studies?

SECOND TERM NOTES ON SOCIAL STUDIES

SECOND TERM

WEEK 1	TOPIC: VALUE
WEEK 2	TOPIC: CULTURE AND SOCIAL VALUES (1)
WEEK 3	TOPIC- MARRIAGE
WEEK 4	TOPIC- MARRIAGE II
WEEK 5	TOPIC: FAMILY AS THE BASIC UNIT OF SOCIETY
WEEK 6	TOPIC: GENDER
WEEK 7	TOPIC: GENDER AND STEREOTYPES II
WEEK 8	ACCIDENTS
WEEK 9	TOPIC: HEALTH ISSUES
WEEK 10	TOPIC: RELIGIONS IN NIGERIA

Week 1

Topic: Value

Outline:

- Meaning of Values
- Importance of Values
- Levels of manifestation of Values
- Factors that promote good value system

Meaning of Value

Value can be define as the degree of quality or worth of a thing. It can also be defined as the lay down rules or standard that guides our interaction with people. Value influences our character and attitude towards other people. Values can be defined as conceptions or standards by which things are compared and approved or disapproved, desired or undesired. Values may also refer to interest, pleasure, likes preferences, duties moral obligations, wants, needs, aversions and attractions. Values can be defined as the worth, merit or esteem which a person, individuals or group of people in the society or community have for an objects or an idea. For example when someone says 'I value my life' or 'I value my certificate', it means that such person cherishes or loves his life or certificate. Values therefore holds attraction for us and we cherish to possess them. What has value is actually valuable or good, as opposed to what is regarded as good or valuable. The values are things that have value, things that are good, things that are right, obligatory, beautiful or even true, or even moral values.

In other words value can also be described as the measure of those qualities that determine merit, desirability, usefulness and importance. These involve levels of superiority that are usually high.



Importance of Values to the Society

1. Values provide an avenue for criteria in Judgement
2. Values provide means through which culture are learnt and transmitted from generation to generation
3. Through values, order is maintained and responsibilities are carried out
4. Through values unity and cooperation are enhanced in the society
5. Values foster growth and development in the society.



Levels of Manifestation of Values

There are six levels

1. Spiritual Values – These have to do with importance attached to things and relating to someone's mind and their deepest thoughts, feelings, beliefs as regards religious affinity.
2. Family Life Values – These relate to what the member of a given family attaches importance to
3. Societal Values – These refer to important places, people and the way they live together. They also refer to activities in which one enjoys the company of other people
4. Economic Values – These involve importance attached to trade, industry or commerce, what to engage in and the motives behind it. either to make profit or otherwise

5. Political Values – These refer to the importance attached to power, relationship and government of a country. i.e. political beliefs
6. Personal Values – These refer to what an individual holds in esteem i.e. privacy, interacting with others.

Factors that Promote Good Value System

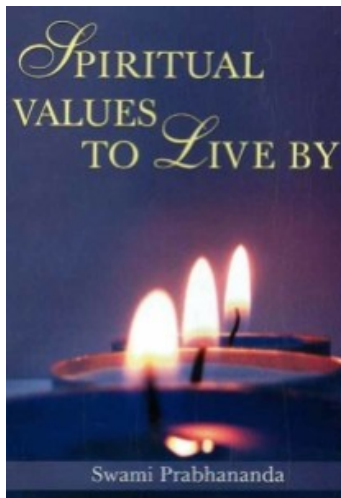
1. Consistency – For a particular value to be upheld, there is the need for quality behaviour in the same way or having the same opinions or standard. You can not allow one thing today when you are feeling fine and tomorrow forbids it because you are tired
2. Trust – This has to do with having belief or confidence in the honesty, goodness, skill or safety of a person, organisation or thing. In the same vein, if a group of people believe in a particular thing and have confidence in each other there is every tendency for them to achieve a desirable goal as a result of element of trust among them.
3. Tolerance – This arises when an individual or group of individuals develop the ability to bear something unpleasant or annoying or continue existing despite disadvantageous condition. There is therefore need for willingness to accept behaviour and beliefs which are different from one's own.
4. Fairness – There is a need to treat people in the society equally in a way that is right or reasonable in order to promote good value system
5. Integrity – For a particular value system to be held, members of the society must exhibit the quality of being honest and having strong moral principles that they will refuse to change
6. Commitment – This has to do with being loyal and promise to support or behave in a particular way.



Political value



Family values



Assessment

1. ——— can be defined as the worth of a thing
 - a. moral
 - b. value
 - c. behaviour
 - d. character
2. The ability to be truthful and straight forward is
 - a. co-operation
 - b. integrity
 - c. contentment
 - d. honesty

3. ——— can influence our value and character towards other people
 - a. behavior
 - b. value
 - c. money
 - d. houses
4. The means of being happy with and satisfied with what one has is
 - a. justice
 - b. fairness
 - c. contentment
 - d. none of the above
5. All of these are types of value except
 - a. fairness
 - b. envy
 - c. justice
 - d. sincerity

Answers

1. A
2. D
3. B
4. C
5. B

Week 2

Topic: Culture and Social Values (1)

Content-

1. Meaning of culture
2. Importance of culture
3. Features of culture
4. Characteristics of culture

Meaning of Culture

This is the totality of the way of life of the people. It includes the people's beliefs, their way of worship, their arts and crafts, language, religion, dressing, way of thinking, dancing, greeting and eating habits.

The **culture of Nigeria** is shaped by Nigeria's multiple ethnic groups. The country has 527 languages, seven of them are extinct. Nigeria also has over 1150 dialects and ethnic groups. The six largest ethnic groups are the Hausa and Fulani in the north, the Igbo in the southeast, and the Yoruba predominate in the southwest, Efik – Ibibio, and Ijaw of the southsouth.

The Edo people are most frequent in the region between Yorubaland and Igboland. Many of the Edo tend to be Christian. This group is followed by the Ibibio/Annang/Efik people of the coastal south southern Nigeria and the Ijaw of the Niger Delta.

Nigeria's other ethnic group, sometimes called 'minorities', are found throughout the country but especially in the north and the middle belt. The traditionally nomadic Fulani can be found all over West and Central Africa. The Fulani and the Hausa are predominantly Muslim while the Igbo are predominantly Christian and so are the Efik, Ibibio, and Annang people. The Yoruba are equally likely to be either Christian or Muslim. Indigenous religious practices remain important to all of Nigeria's ethnic groups, and frequently these beliefs are blended with Christian beliefs, a practice known as syncretism

Importance of culture

The way of life of any society involves a number of areas (labour, politics, economics, ethics, aesthetics, law, family, religion, etc). The importance of culture in Nigeria cannot be overestimated.

Nigeria culture plays an important role in lives of separate individuals and the society as the whole. Culture helps to accumulate, control and organise the human experience. It is basically what makes a person human. When a person becomes a member of the society, he accumulates knowledge about language, symbols, values, norms, customs and traditions of that environment. In this country, individuals usually become a part of one or more ethnic groups in Nigeria. A person's immersion in a culture is determined by his/her socialization, familiarity with cultural heritage, as well as the development of his individual abilities. All these are usually achieved in the process of upbringing and education. Culture unites people, integrates them, and ensures their strength as a community. Unfortunately, in our country, some subcultures oppose each other which lead to the spread of cultural differences in Nigeria. Cultural conflicts can arise within large communities as a result. To prevent this, it is important to control the formation of cultural values in a society. This is one of the tools used by the government to create a more conducive and secured environment.

Features/characteristics of culture

1. Culture is dynamic and flexible
2. Culture is learnt over a period of time
3. Culture is continuous and does not die with people
4. Culture differs from place to place
5. Culture is universal to mankind and not particular to a peculiar group of people.

Exercise

1. What is culture?
2. Briefly explain the two components of culture.
3. Mention the general characteristics of culture and explain whether and how they are obtainable in your specific cultural background.

Week 3

Topic- Marriage

Outline:

- Meaning of Marriage
- Types of Marriage
- Purposes of Marriage

WHAT IS MARRIAGE?

Marriage is the union of a man and a woman as husband and wife. Marriage is a legally or formally recognized union of a man and a woman as partners in a relationship. Marriage is the legally or formally recognized union of a man and a woman as partners in a relationship. *Marriage*, also called matrimony or wedlock, is a socially or ritually recognized union or legal contract between spouses that establishes rights and obligations between them, between them and their children, and between them and their in-laws, as well as society in general.

Marriage is an intimate and complementing union between a man and a woman in which the two become one physically, in the whole of life. The purpose of marriage is to reflect the relationship of the Godhead and to serve him. Although the fall has marred the divine purpose and function of marriage, this definition reflects the God-ordained ideal for marriage from the beginning.

As creator of the marriage relationship, God becomes the essential supporting party to a marriage, giving wisdom, discretion, understanding, and love to protect the union and to enable it to honor God; continued reliance upon God is imperative for spouses to have a successful marriage.

MARRIAGE SYSTEMS IN NIGERIA

Nigeria is made up of different ethnic group. Each ethnic group often has its own marriage system

1. **Traditional or Customary Marriage:** This is a marriage entered into according to native law and customs. It differs from one area to another in Nigeria. Thus, there are traditional marriage customs for the Igbos, Hausas, Yorubas, Edos, Effiks e.t.c. Traditional marriage can be either monogamy or polygamy. It is

common practice for people to perform the traditional marriage rites first before the other forms such as the church marriage or court marriage.

2. **Marriage under Ordinance or Court marriage:** It is contracted in the court before a court registrar.

Features of Court Marriage

- It does not allow either of the couples to enter into a second marriage, unless at the death or official divorce of the other partner
- It is provided by the government
- It is a monogamous form of marriage
- A marriage ordinance certificate is given to the couple who marry this way

3. **Church marriage:** It is conducted in a church according to the holy bible by a Pastor. Christians perform church marriage. It is a monogamous form of marriage, where a man marries only one wife. Many community recognize this type of marriage as wedding.

4. **Muslim or Islamic marriage:** This type of marriage takes place in a mosque or the house of the parents of the woman. It is carried out according to the instructions in the Holy quran and Hadith. In this form of marriage, the man is allowed to marriage many wives. It is polygamous, however, he should not live with more than four wives at a time and the woman are to be treated equally. This marriage is conducted by an Imam.

5. Other forms of marriage

- **Gift marriage:** A girl may be given out for marriage by her parents as a sort of gift even without her consent. In this case, there will be no courtship or bride price.
- **Widow Inheritance marriage:** This is a marriage where a male kinsman such as the son of a dead man or very close relatives marries his dead father's or brother's wife. He becomes the legal husband and the children belongs to him.

- Ghost marriage: This is a system of marriage where the younger brother of a dead husband to be is expected to marry and have children in the dead man's name. Both the wife and children belong to the dead man.

C. WHY PEOPLE MARRY

1. For companionship
2. Desire to overcome loneliness
3. Desire to have children
4. To satisfy parents wish for their children to get married
5. Desire to become economically secure
6. Fear of remaining single
7. Opportunity to gain social stakes
8. Desire for freedom from parents
9. For protection

Exercise

1. What is marriage?
2. List and explain the factors to consider when choosing a marriage partner.
3. Discuss the various marriage systems that we have in Nigeria.
4. List and explain the features of a court marriage.
5. Why do people marry?
6. List and explain the functions of marriage.

Week 4

Topic- Marriage II

Outline:

- The conditions for marriage
- Effects of lack of readiness on marriage relationship

B. FACTORS TO CONSIDER WHEN CHOOSING A PARTNER

A marriage may be entered into in a church, mosque or civil ceremony.

A civil ceremony is usually conducted by a judge at a District Court. Couples can also be married by a belief community that is entitled to perform wedding ceremonies.

Church weddings may be conducted by a clergyman or a priest or minister of a registered religious community. If the wedding is to take place in a religious community, this community must be registered and licensed to perform wedding ceremonies. Persons wanting to get married can contact a person authorised to perform wedding ceremonies (civil or church) at the location where they want to get married.

Conditions for marriage:

Before a marriage can be entered into, the conditions for marriage must be proven. This means it must be checked that those who are going to get married fulfil the conditions stipulated in the Marriage Act. It is the National Registry (the tax office) that checks whether the conditions for marriage have been met. The conditions include:

• **Age requirement.** A person who wants to get married must be at least 18 years old. If anyone under 18 years of age wants to get married, they must have the consent of the person or persons who have parental responsibility for them and of the County Governor. The County Governor may only give such consent when there are strong grounds for a marriage. The County Governor may not give consent if the person wanting to get married is under 16 years of age. Anyone who marries someone under 16 years of age or is guilty of aiding and abetting in this may be punished by imprisonment for up to four years.

- **Voluntariness.** A marriage must be voluntary on the part of both parties. According to the General Penal Code, anyone who forces someone to get married may be sentenced to imprisonment for up to six years. Aiding and abetting in this is punishable in the same way.

- **Not closely related.** The parties who are getting married must not be closely related to each other. This means they must not be siblings or relatives in a direct ascending or descending line (i.e. parents and children).

- **Not already married.** A person may not get married if he or she is already married or in a registered partnership. A person who gets married despite the fact that he or she is already married may be sentenced to imprisonment for up to four years. If the other spouse did not know about this fact, a prison sentence of up to six years may be imposed. Aiding and abetting is punished in the same way. Married persons who reside in Norway may be punished according to this provision if they enter into a new marriage abroad.

- Anyone getting married must be legally entitled to be in the country. It is up to the person getting married to document that he/she is legally entitled to be in his or her country.

- If any previous marriage or registered partnership has ended through divorce or death, the administration and division of the previous matrimonial property must have been started on or completed.

- If either of the parties has been divorced in a foreign country, this divorce must usually be approved by the County Governor. This takes place pursuant to the Act relating to the recognition of foreign divorces and separations.

- A person who is resident abroad must bring with him/her a certificate of no impediment to marriage in order to get married in Norway. This certificate states that, according to the laws of the country where the person resides, there is no impediment to him/her getting married in Norway.

If the National Registry (tax office) finds that the conditions for marriage have been met, the tax office issues a certificate of no impediment to marriage. The official who

is to perform the wedding ceremony must have this before the wedding can take place. A certificate of no impediment to marriage from the National Registry is valid for four months from its date of issuance.

Valid marriage

Marriage is entered into by the persons who are getting married coming before an official who is to perform the wedding ceremony. While both are present, they must declare that they want to get married to each other. Thereafter, the official who is to perform the wedding ceremony will declare them to be a married couple.

If this wedding procedure is not followed, the marriage is not regarded as having been entered into and is invalid. This means that marriages entered into by proxy or by telephone are not recognised as being valid. A marriage will also be invalid if the official performing the ceremony was not authorised to do so or there was no valid certificate of no impediment to marriage from the National Registry.

Marriage entered into abroad

It is possible to be married by a foreign authority in accordance with the country in question's laws and regulations. The Ministry of Foreign Affairs has information on foreign weddings on its country pages. Many countries require a certificate of no impediment to marriage issued by the National Registry. Persons who get married abroad must notify the Tax Administration and submit a marriage certificate or proof that he or she has entered into a marriage. A marriage entered into abroad under foreign law is recognised provided it was validly entered into in the country where the wedding took place. A marriage entered into abroad will not, however, be recognised if it will obviously offend the country's legal order. If there is any doubt about whether a marriage exists, a court action may be brought to prove the validity of the marriage. A marriage entered into abroad will not be recognised if:

- one of the parties is a minor, i.e. under 18 years of age, when they get married,
- the marriage has been entered into without both parties being present at the wedding (a telephone marriage or proxy marriage) or,
- one of the parties is already married.

Other conditions to be considered include:

1. Background
2. Economic security
3. Character
4. Health
5. Love

6. Compatibility
7. Parental consent
8. Blood group

FUNCTIONS OF MARRIAGE

God designed marriage to fulfill six important and vital functions. When we understand them, we will be better able to honor marriage.

1. Companionship

Companionship – In Genesis 2:18 God said “it is not good that the man should be alone; I will make him a helper”. True companionship grows out of a oneness of spirit. This occurs in marriage when both the husband and wife can say, “My spouse is my best friend.” “Can two walk together, except they be agreed?” (Amos 3:3).

2. Enjoyment

The principle behind enjoyment is self-control. “Marriage is honorable [precious] in all, and the bed [should be kept] undefiled: but whoremongers and adulterers God will judge” (Hebrews 13:4). Also, marriage is for the Prevention of Sexually Transmitted Diseases, because marriage encourages couples to have responsible behaviour which helps them to live a healthy sexual life and prevents them from contracting HIV and other sexually transmitted infections.

3. Completeness

God designed Eve to complete that which was lacking in Adam’s life. “And Adam said, ... She shall be called Woman, because she was taken out of Man” (Genesis 2:23). Responsibility is a major thing, and marriage demands responsible behaviour and faithfulness.

4. Fruitfulness

Procreation – This means to conceive, birth and train children in the way God wants. God’s first command in Scripture is this: “... Be fruitful [bear fruit], and multiply [increase], and replenish [fill] the earth ...” (Genesis 1:28).

The very nature and character of God is to multiply life, whereas the nature and character of Satan is to multiply death.

5. Protection

A husband is to protect his wife by laying down his life for her. (See Ephesians 5:25.) A wife is to protect the interests of her home. (See Titus 2:4–5.) Parents are to protect their children to raise up a Godly seed.

6. Typify Christ and the Church

Marriage is to be a human object lesson of the divine relationship between Christ and believers. (See Ephesians 5:31–33.)

ASSESSMENT

1. List FOUR conditions of marriage?
2. List and explain FOUR functions of marriage?

Week 5

Topic: Family as the basic unit of society

Content:

1. Meaning of family
2. Living together in the family
3. Advantages of living together as family
4. What happens when family don't live together

Meaning of family

A family is a group of people who are related by birth or blood. It is a group of people closely related by blood, marriage ties and adoption. The topic on family has been discussed in our previous classes.

In the context of human society, a **family** (from Latin: *familia*) is a group of people affiliated either by consanguinity (by recognized birth), affinity (by marriage or other relationship), or co-residence (as implied by the etymology of the English word "family") or some combination of these. Members of the immediate family may include spouses, parents, brothers, sisters, sons, and daughters. Members of the extended family may include grandparents, aunts, uncles, cousins, nephews, nieces, and siblings-in-law. Sometimes these are also considered members of the immediate family, depending on an individual's specific relationship with them.

In most societies, the family is the principal institution for the socialization of children. As the basic unit for raising children, anthropologists generally classify most family organizations as matrifocal (a mother and her children); conjugal (a wife, her husband, and children, also called the nuclear family); avuncular (for example, a grandparent, a brother, his sister, and her children); or extended (parents and children co-reside with other members of one parent's family).

Living together in the family

Living together in the family is a situation where every member of the family i.e the father, wife or wives and children including the extended families at times live together in unity. It is a situation where there is no separation between the families.

One of the primary functions of the family involves providing a framework for the production and reproduction of persons biologically and socially. This can occur through the sharing of material substances (such as food); the giving and receiving of care and nurture (nurture kinship); jural rights and obligations; and moral and sentimental ties. Thus, one's experience of one's family shifts over time. From the perspective of children, the family is a "family of orientation": the family serves to locate children socially and plays a major role in their enculturation and socialization. From the point of view of the parent(s), the family is a "family of procreation", the goal of which is to produce and enculturate and socialize children. However, producing children is not the only function of the family; in societies with a sexual division of labor, marriage, and the resulting relationship between two people, it is necessary for the formation of an economically productive household.

Advantages of living together as family

Living together in a family have so many advantages; which are:

1. Provision of security; living together as a family ensures every member of the family to be secured from any form of threat from any outsider and give them rest of mind than living separately.
2. The love in the family becomes stronger
3. Economic strength for one another and the psychological well-being it imposes on the group
4. Living together builds confidence in the children
5. It helps the children and other member of the family to show love to their friends and members of the society
6. Living together as a family brings happiness, protection and growth in the family
7. It helps to build good reputation for the family

What happens when family don't live together

When family members don't live together; the following are the consequences:

1. There will be no growth and development in such family
2. The children can end up becoming violent because of lack of love
3. Children from separated family lacks confidence and usually feel unsafe

4. It breeds unhealthy children

Exercise

1. A family is defined as-----?
2. Briefly explain what it means to live together as family.
3. One of the advantages of living together as family is-----? (a) it brings happiness, protection and growth (b) it causes children to be violent (c) it causes backwardness in the family (d) all of the above
4. What happens when family doesn't live together?

Week 6

Topic: Gender

Outline:

- Meaning of gender
- Similarities and differences between male and female
- Meaning and examples of gender roles

Meaning

The state of being male or female (typically used with reference to social and cultural differences rather than biological ones).

Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, these characteristics may include biological sex (i.e. the state of being male, female or an intersex variation which may complicate sex assignment), sex-based social structures (including gender roles and other social roles), or gender identity. Some cultures have specific gender roles that can be considered distinct from male and female, such as the hijra (chhaka) of India and Pakistan.

According to World Health Organization (WHO), gender refers to the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed. While most people are born either male or female, they are taught appropriate norms and behaviours – including how they should interact with others of the same or opposite sex within households, communities and work places. When individuals or groups do not “fit” established gender norms they often face stigma, discriminatory practices or social exclusion – all of which adversely affect health. It is important to be sensitive to different identities that do not necessarily fit into binary male or female sex categories.

Gender norms, roles and relations influence people’s susceptibility to different health conditions and diseases and affect their enjoyment of good mental, physical health and wellbeing. They also have a bearing on people’s access to and uptake of health services and on the health outcomes they experience throughout the life-course.

There are often misconceptions about terms related to gender. Learn more by reading the glossary of terms related to gender, equity and human rights.

Similarities and difference of gender

There is a popular notion that men and women are very different in their cognitive abilities. The evidence for this may be weaker than you expect. A recent review states:

According to meta-analyses, however, among both children and adults, females perform equally to males on mathematics assessments. The gender difference in verbal skills is small and varies depending on the type of skill assessed (e.g., vocabulary, essay writing). The gender difference in 3D mental rotation shows a moderate advantage for males.

So from three celebrated examples of differences in ability only two actually show a moderate gender difference. Other abilities show no or negligible gender differences, Hyde concludes. Gender differences in ability may be overinflated in the popular imagination.

Worth noting is that the name of the game here isn't to find gender differences in behaviour. That's too easy. Women wear more make-up for example, men are more likely to wear trousers. The game is to find a measure which reflects some more fundamental aspect of mental capacity. Hence the focus on vocabulary size, mental rotation ability, maths ability and the like. These *maybe* less subject to the vagaries of exactly what is expected of each gender, but that's a shaky assumption. Indeed, it would be weird if different roles and expectations for men vs women didn't produce different motivations and opportunities for practice of cognitive abilities such as these.

The real challenge is to find immutable gender differences, or to track differences in how abilities develop under different conditions. Without this evidence, we're not going to be sure which gender differences are immutable, and which are contingent on the specific psychological history of particular men and particular women living in our particular societies.

One way of addressing this challenge is to look at how gender differences change across different societies, or across time as society changes. A 2014 study, 'The changing face of cognitive gender differences in Europe' did just that, showing that less gender-restricted educational opportunities tended to decrease some gender differences but not others. In other words, increasing equality in educational attainment magnified some differences between the sexes.

Further similarities and difference:

Similarities

1. They are both human beings
2. They can both think

3. They both need to eat to stay alive and healthy

Differences

1. Men have stronger muscles than women
2. Most men have deeper voice
3. Men grow beards and moustach while women dont

Meaning of Gender Role

A **gender role** is a set of societal norms dictating the types of behaviors which are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex or sexuality. Gender roles are usually centered on conceptions of femininity and masculinity, although there are exceptions and variations. The specifics regarding these gendered expectations may vary substantially among cultures, while other characteristics may be common throughout a range of cultures. There is ongoing debate as to what extent gender roles and their variations are biologically determined, and to what extent they are socially constructed.

Various groups, most notably the feminist movement, have led efforts to change aspects of prevailing gender roles that they believe are oppressive or inaccurate.

The term *gender role* was first coined by John Money in 1955, during the course of his study of intersex individuals, to describe the manners in which these individuals expressed their status as a male or female in a situation where no clear biological assignment existed.

ASSESSMENT

1. What is Gender?
2. List TWO Similarities and differences between male and female

Week 7

Topic: Gender and Stereotypes II

Outline:

- Meaning and examples of gender stereotypes
- Negative effects of gender roles/stereotypes
- Solution to gender roles/stereotypes

Meaning:

Gender stereotypes are simplistic generalizations about the gender attributes, differences, and roles of individuals and/or groups. Stereotypes can be positive or negative, but they rarely communicate accurate information about others. When people automatically apply gender assumptions to others regardless of evidence to the contrary, they are perpetuating gender stereotyping. Many people recognize the dangers of gender stereotyping, yet continue to make these types of generalizations.

Traditionally, the female stereotypic role is to marry and have children. She is also to put her family's welfare before her own; be loving, compassionate, caring, nurturing, and sympathetic; and find time to be sexy and feel beautiful. The male stereotypic role is to be the financial provider. He is also to be assertive, competitive, independent, courageous, and career-focused; hold his emotions in check; and always initiate sex. These sorts of stereotypes can prove harmful; they can stifle individual expression and creativity, as well as hinder personal and professional growth.

The weight of scientific evidence demonstrates that children learn gender stereotypes from adults. As with gender roles, socializing agents—parents, teachers, peers, religious leaders, and the media—pass along gender stereotypes from one generation to the next.

One approach to reexamining conventional gender roles and stereotypes is androgyny, which is the blending of feminine and masculine attributes in the same individual. The androgyne, or androgynous person, does not neatly fit into a female or male gender role; she or he can comfortably express the qualities of both genders. Parents and other socializing agents can teach their children to be androgynous, just as they can teach them to be gender-biased.

Emerging as a powerful sociopolitical force beginning in the 1960s, the feminist movement, or women's liberation movement, has lobbied for the rights of women and

minorities. Feminists have fought hard to challenge and redefine traditional stereotypic gender roles.

It is a situation in which someone is treated less well because of their sex, usually when a woman is treated less well than a man: Gender discrimination occurs when sexes are treated unequally. Gender discrimination is not based solely on gender differences but on how people are treated differently because of their sex. Employers who provide different working conditions and promotional opportunities for men and women violate anti-discrimination laws

Some areas where Gender Discrimination occurs;

1. Education
2. Politics
3. Family roles
4. Inheritance

Negative effect of gender stereotyping

There are several effects and consequences of gender discrimination, especially in employment. Gender discrimination in the workplace leads to an increase in employee turnover and creates a hostile work environment. Gender discrimination also promotes harassment and possible workplace violence. Victims of gender discrimination have the right to file lawsuits to recover damages suffered as a result of discriminatory practices.

- **Lost Productivity.** If employees have to focus on dealing with sexual harassment, the attention they are able to give work may be significantly diminished.
- **High Employee Turnover.** A hostile work environment may lead to a high employee turnover. Employees who do not leave may be overburdened or distracted by having to train replacement employees.
- **Damaged Morale.** A hostile work environment can lower the morale of those directly affected, which can also lead to widespread discontent throughout the workplace.

Solutions **Gender Discrimination**

Several state and federal laws prohibit gender discrimination and offer remedies for such behavior in employment as well as in education and financial institutions. The Civil Rights Act prohibits discrimination on the basis of sex. The Equal Pay Act promotes equality between men and women who perform the same job duties in the

same workplace. Diversity and inclusion policies also help to remedy gender discrimination by promoting equality between the sexes.

You probably see gender stereotypes all around you. You might also have seen or experienced sexism, or discrimination based on gender. There are ways to challenge these stereotypes to help everyone — no matter their gender or gender identity — feel equal and valued as people.

- Point it out — Magazines, TV, film, and the Internet are full of negative gender stereotypes. Sometimes these stereotypes are hard for people to see unless they're pointed out. Be that person! Talk with friends and family members about the stereotypes you see and help others understand how sexism and gender stereotypes can be hurtful.
- Be a living example — Be a role model for your friends and family. Respect people regardless of their gender identity. Create a safe space for people to express themselves and their true qualities regardless of what society's gender stereotypes and expectations are.
- Speak up — If someone is making sexist jokes and comments, whether online or in person, challenge them.
- Give it a try — If you want to do something that's not normally associated with your gender, think about whether you'll be safe doing it. If you think you will, give it a try. People will learn from your example.

If you've been struggling with gender or gender identity and expectations, you're not alone. It may help you to talk to a trusted parent, friend, family member, teacher, or counselor.

ASSESSMENT

1. List FOUR areas where Gender Discrimination occurs?
2. List THREE Negative effect of gender stereotyping?

WEEK 8

ACCIDENTS

Contents:

1. **Meaning of Accidents**
2. **Forms of accidents in school**
3. **Causes of Accidents**
4. **Ways of preventing accidents in school**

Meaning of Accidents

Accident is an unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury. It is an unplanned, unexpected, and undesigned (not purposefully caused) event which occurs suddenly.

An **accident**, also known as an **unintentional injury**, is an undesirable, incidental, and unplanned event that could have been prevented had circumstances leading up to the accident been recognized, and acted upon, prior to its occurrence. Most scientists who study unintentional injury avoid using the term “accident” and focus on factors that increase risk of severe injury and that reduce injury incidence and severity.

School accident is simply the accident that occurs to students in school.

Forms of Accident in school

- slipped or tripped within the school building or school grounds
- been injured by defective equipment such as chairs, desks or play equipment
- been asked to lift or carry heavy objects without the correct training or equipment
- been injured in a sport accident
- contracted food poisoning

Causes of Accidents in school

- Carelessness

- Ignorance
- Anger
- Quarrels
- Playfulness

Results of Accidents

- Causes injury
- Decrease in value of the resources
- An increase in liabilities
- Loss of life

Ways of preventing accident in the school

The following ways are means by which accident can be prevented in Schools:

- Create a safety committee of teachers, administrators and students: students should be involved in elementary school, so students feel part of keeping the school safe. Ask each committee member to submit one or two accidents he has witnessed at school or identify areas of the facility that may pose a safety threat.
- Design a set of safety rules that all students and staff must follow: create a set of school-wide safety rules. Rules could include telling the custodian about all spills on the floor immediately (or wiping up any spills you see) to no running in the hall.
- Repair all unsafe areas within the facility: Refer to your list of hazardous areas and make repairs are taken seriously
- Conduct monthly inspections of playground equipment and facilities: Ask safety committee members to conduct routine checks of designated “unsafe” or hazardous areas. Supply the group with a checklist to assist with the monthly review.
- Reporting any form of discomfort to teachers: A students who is not comfortable with any situation in the class e.g the sound of the fan; should report immediately to the teacher.

ASSESSMENT

1. Define Accident
2. What are the causes of accidents in the school?
3. What are the ways of preventing accidents in school
4. List out the end result of accidents
5. It is possible to overcome accidents in school. *True / False*

Week 9

Topic: Health Issues

Content:

- Harmful substances
- Ways of preventing intake of harmful substances

Meaning of Harmful substances

Many materials or substances used or created at work could harm your health. These substances could be dusts, gases or fumes that you breathe in, or liquids, gels or powders that come into contact with your eyes or skin. There could also be harmful micro-organisms present that can cause infection, an allergic reaction or are toxic.

Harmful substances can be present in anything from paints and cleaners to flour dust, solder fume, blood or waste. Ill health caused by these substances used at work is preventable. Many substances can harm health but, used properly, they almost never do.

Examples of harmful substances

- Dusts
- Alcohol
- Gases or fumes, including cigarette smoke
- Liquids
- Gels or powders
- Stale or expired foods and drugs
- Impure water

Effects of Harmful Substances on Humans

What are the hazards? Some substances can cause asthma or other diseases, including cancer. Many can damage the skin, and some can cause serious long-term damage to the lungs.

The effect can be immediate, such as dizziness or stinging eyes, or can take many years to develop, such as lung disease. Many of the long-term or chronic effects cannot be cured once they develop.

- It can cause ill health
- It can lead to death
- It may lead to permanent deformity
- It may affect normal growth

Ways of preventing intake of harmful substance

What do I have to do? The law requires you to adequately control exposure to materials in the workplace that cause ill health. This is the Control of Substances Hazardous to Health Regulations (COSHH) and means:

- identifying which harmful substances may be present in the workplace
- deciding how workers might be exposed to them and be harmed
- looking at what measures you have in place to prevent this harm and deciding whether you are doing enough
- providing information, instruction and training
- in appropriate cases, providing health surveillance
- Leave in a clean and healthy environment
- Choose healthy lifestyle
- Avoid smoking or smoking areas
- Ensure your foods are well preserved and cooked before eating
- Expired food and drinks should be disposed off immediately
- Check expiry date of everything you consume

ASSESSMENT

1. Define Harmful substance?
2. List FIVE examples of harmful substances?
3. Mention THREE effect of harmful substance?

Week 10

Topic: Religions in Nigeria

Content:

1. Meaning of Religion
2. The three major religion in Nigeria
3. The teachings of religion

Meaning of Religion

Religion is a fundamental set of beliefs and practices generally agreed upon by a group of people. These set of beliefs concern the cause, nature, and purpose of the universe, and involve devotional and ritual observances. They also often contain a moral code governing the conduct of human affairs.

Three major religion in Nigeria

The three major religion we have in Nigeria are:

- Christianity
- Muslim
- Traditional

Christianity: It is the world's biggest **religion**, with about 2.1 billion followers worldwide. It is based on the teachings of Jesus **Christ** who lived in the Holy Land 2,000 years ago. It is the belief of the Christians i.e. the followers of Jesus Christ that He came to the world to die for the sins of men and they have the assurance that He rose again and that He will still come back to take the saints to Himself. People who practices Christianity are called Christians. The Christians follow the teachings of the Bible.

Islamic Religion: **Islam** began in Arabia and was revealed to humanity by the Prophet Muhammad. Those who follow **Islam** are called **Muslims**. **Muslims** believe that there is only one God. The Arabic word for God is Allah. Islam is a religious system begun in

the seventh century by Muhammad. Muslims follow the teachings of the Qur'an and strive to keep the Five Pillars.

The Five Pillars of Islam

These five tenets compose the framework of obedience for Muslims:

1. The testimony of faith (*shahada*): "*la ilaha illa allah. Muhammad rasul Allah.*"
This means, "There is no deity but Allah. Muhammad is the messenger of Allah."
A person can convert to Islam by stating this creed. The *shahada* shows that a Muslim believes in Allah alone as deity and believes that Muhammad reveals Allah
2. Prayer (*salat*): Five ritual prayers must be performed every day
3. Giving (*zakat*): This almsgiving is a certain percentage given once a year.
4. Fasting (*sawm*): Muslims fast during Ramadan in the ninth month of the Islamic calendar. They must not eat or drink from dawn until sunset
5. Pilgrimage (*hajj*): If physically and financially possible, a Muslim must make the pilgrimage to Mecca in Saudi Arabia at least once. The *hajj* is performed in the twelfth month of the Islamic calendar.

Traditional Religion

The traditional beliefs and practices of African peoples include various traditional religions. Generally, these traditions are oral rather than scriptural, include belief in a supreme creator, belief in spirits, veneration of ancestors, use of magic, and traditional medicine. The role of humanity is generally seen as one of harmonizing nature with the supernatural. Examples of traditional gods are ogun, sango etc

The Teachings of Religion

Every religion teaches the following:

- - Spiritual Knowledge is accessible to Everyone
 - Morals; don't kill, lie, steal
 - To be peaceful
 - Compassion and respect for everyone
 - That God is inside us

- God is everywhere
- The existence of the soul

Exercise

1. What is religion?
2. There are three major religious movements in Nigeria; true or false?
3. Worldwide, Christianity has about how many followers? (A) 2.1 billion (B) 3 billion (C) 5 billion (D) None of the above
4. What are the five pillars of Islam?
5. List and explain the common teachings of every religion.

THIRD TERM NOTES ON SOCIAL STUDIES

THIRD TERM

WEEK 1	TOPIC: SCIENCE, TECHNOLOGY AND THE SOCIETY 1
WEEK 2	TOPIC: SCIENCE, TECHNOLOGY AND THE SOCIETY 2
WEEK 3	TOPIC: SCIENCE, TECHNOLOGY AND THE SOCIETY 3
WEEK 4	TOPIC: SCIENCE, TECHNOLOGY AND THE SOCIETY 4
WEEK 5	TOPIC: ASSERTIVENESS 1
WEEK 6	TOPIC: NATIONAL ECONOMY I
WEEK 7	TOPIC: NATIONAL ECONOMY 2
WEEK 8	TOPIC: NATIONAL ECONOMY 2
WEEK 9	TOPIC: FINDING HELP

Week 1

Topic: Science, Technology and the Society 1

Outline:

- Meaning of Science and Technology
- Importance of Science and Technology

Meaning of Science and Technology

Science and technology is a topic that encompasses science, technology, and the interactions between the two. Science is a systematic enterprise that builds and organizes knowledge in the form of explanations and predictions about nature and the universe. Technology is the collection of techniques, methods or processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation, or any other consumer demands.

Science may drive technological development, by generating demand for new instruments to address a scientific question, or by illustrating technical possibilities previously unconsidered. In turn, technology may drive scientific investigation, by creating demand for technological improvements that can only be produced through research, and by raising questions about the underlying principles that a new technology relies on.

For the majority of human history, technological improvements were achieved by chance, trial and error, or spontaneous inspiration. When the modern scientific enterprise matured in the Enlightenment, it primarily concerned itself with basic questions of nature. Research and development directed towards immediate technical application is a relatively recent occurrence, arising with the Industrial Revolution and becoming commonplace in the 20th century.

Importance of Science and Technology

Today, we cannot expect our life without science and technology revolving around it every single second! Science and technology are extremely essential in our everyday life as they have made things more simple, fast and secured.

Science and technology are both closely related terms. Scientific studies & progress result into wonderful technologies! *Science and technologies are not only subjects. Rather, they are the means that provide us with ways and objects that help us live a better life!*

While **science** is the study of entire universe from the cellular level to the highest level, **technology** is the application arising from science! Hence, we need both of them in our life.

While science involves explanation, phenomenon, analysis and predictions on various subjects, technology is something that simplifies all these things. For instance, computers help scientists by storing big data, analyzing and organizing it. *Thus, science works better and keep progressing when technology keeps on supporting it*

Importance of Science & Technology in our Daily Life

Almost everything that we see around us is the gift of science and technology. Be it the smart-phones, fan, wheel, vehicles, cloth, paper, toothbrush, electricity, microwave, vehicles, radio, television, laptops, etc., everything is the result of science and technology. Let us glance through the importance of science & technology in detail:

1. **It helps us save time & money** – Various contributions of science and technology have helped us save time and money. While science has given us the knowledge why baked or steam-cooked food is better than the fried or oily food, technology has gifted us with microwave and steam-cookers that help us bake and steam cook our food. Various objects and devices like computers, modes of transport, washing machines or just anything else help us save our time and money.
2. **Education** – Science & technology have made significant contribution in the education field as well. Science has given us immense knowledge and therefore, we have got important matter to study. Technology has made education itself easier. It has provided us options like smart classes, multimedia devices, e-libraries, e-books, etc.
3. **Internet** – Information technology, including internet, is an excellent gift of technology. With the help of internet, we do not only get immense knowledge on science and other subjects, but we also get to stay connected with our friends and family, continuously.
4. **Provides us devices for comfortable sleeping, quick cooking and fast commute**– In short, science and technology have made our life easier. With the help of objects like A.C, microwave, and vehicles, science and technology have made our sleeping, cooking and commute process easier and faster, respectively!
5. **It helps us live a better life** – While science has made significant contributions in health by providing treatment for various chronic diseases, technology has benefited us in receiving those treatments through various ways and devices like X-ray, scan machines, operation devices, pacemaker and much more! We

are also blessed with numerous exercising equipment, various health apps, online doctor and other things that help us maintain good health and life.

Conclusion: *Undoubtedly, science and technology have made our life easier and faster. We should always hope, make an effort and ensure that the inventions and discoveries in these fields are always used for the benefit of entire human race! Henceforth, with the help of science and technology, let's make world a better place, for you, me & the entire human race!*

Assessment

- Mention four importance of science and technology

Week 2

Topic: Science, Technology and the Society 2

Outline:

- Types of traditional science and technology
- Some traditional science and technologies influenced by modernization

Before the advent of the modern science and technology, people who lived in the traditional societies had their own science and technology. For instance, these people engaged in gathering of fruits by wandering in the bush and even hunting for animals using clubs, arrows, and stone s and later dane guns and catapult. Initially, they ate the animals killed raw but later with the discovery of fire through the scratching of stone with stone they started cooking their food through the use of fire. They engaged in the domestication of animals through fringe range, cultivation of crops by the use of “crude” implements such as hoes, cutlasses etc. and in fact, they engaged in preventive and curative medication through the use of herbs. MODULE 4 Social Studies and the Concepts of Science & Technology (PDE 115) 81 Therefore, in the tool making, building construction, pottery, fire lighting, bronze casting, iron smelting, sculpture, basket weaving, leathery, black-smithing, mat weaving among others are the products of traditional science and technology, most especially in African societies and particularly in traditional Nigeria society. DEVELOPMENT OF MODERN SCIENCE AND TECHNOLOGY Modern science and technology was developed from the traditional science and technology as a result of the recognition that the cultural world around the man today is based mostly on the application of the scientific knowledge, that is, technology. More so, science has become less visible and yet to obtain a new technological literate society, there is need for people to receive a more relevant grounding in science. This grounding involves the new technology that surrounds them and in addition, the issues and conflicts that are related to the use of that new technology in the society. This leads to the development of the science related to that technology and to an informed opinion on the likely benefits and problems of promoting various technologies. It also leads to recognition of problems, of considerations of how to solve problems and an ability to make decisions based on sound judgment. In the development of modern science and technology, emphasis is laid on responsible decision-making concerning any issue in the real world of the learner whereby the learner considers the following: (a) Is it a problem? (b) How did it become a problem? (c) What are some alternative approaches to its solutions? (d) What are the potential effects of applying the alternatives on individuals and/or society? Solutions to such questions are necessary because of the role modern science and technology are playing in the environment and the need to combat the

very negative ideas about science and technology because of issues such as pollution, social concerns and fears. Furthermore, the modern science and technology, creates a techno-scientific awareness in individuals concerned in the society in which they live. Thus, they develop the ability to think or analyse situations in the society critically and resolve them effectively by techno scientific strategies. Moreover, the development of modern science and technology is to inculcate in the citizenry the abilities to: (i) use concepts from science and technology and ethical values in the solving everyday problems and making responsible decisions in everyday life, including work and leisure; (ii) defend decisions and actions using rational arguments based on evidence; (iii) distinguish between scientific evidence and personal opinion and between reliable and unreliable information. MODULE 4 Social Studies and the Concepts of Science & Technology (PDE 115) 82 (iv) engage in responsible personal and civic actions after weighing the possible consequences of alternative options. (v) locate, collect, analyse and evaluate sources of scientific and technological information. (vi) use these sources in solving problems, making decisions and taking actions. (vii) offer explanations of natural phenomena which may be tested for their validity. (viii) value scientific research and technology problem solving. (ix) Remain open to new evidence and the tentativeness of scientific knowledge. (Yager 1992).

However, the scope of modern science and technology involves:

- Biology
- Agriculture
- Astronomy
- Automation and Computer
- Chemistry
- Biotechnology
- Geology
- Chemical technology
- Physics
- Communication
- Construction
- Military
- Power and Fuel
- Space
- Transportation

By and large, the development of modern science and technology has contributed immensely to the following global issues: armament, nuclear proliferation, global warming, toxic waste management, cloning and information technology. These issues have both positive and negative impact on mankind.

Assessment

- Mention five scopes of modern science and technology you know

Week 3

Topic: Science, Technology and the Society 3

Outline:

- Meaning and uses of home appliances
- Danger of wrong use of home appliances

Meaning and uses of home appliances:

Science, technology and society studies, or science and technology studies (both abbreviated STS) is the study of how society, politics, and culture affect scientific research and technological innovation, and how these, in turn, affect society, politics and culture.

Home appliances are devices or machines, usually electrical, that are in your home and which you use to do jobs such as cleaning or cooking e.g. the vacuum cleaner, the washing machine, and other household appliances. Home appliances are electrical/mechanical machines which accomplish some household functions, such as cooling/heating, cooking or cleaning.

Home appliances can be divided into three classifications, which include:

- Major appliances, or white goods
- Small appliances,
- Consumer electronics, or brown goods in regions with UK influence

This division is also noticeable in the maintenance and repair of these kinds of products. Brown goods usually require high technical knowledge and skills (which get more complex with time, such as going from a soldering iron to a hot-air soldering station), while white goods may need more practical skills and force to manipulate the devices and heavy tools required to repair them.

This is a list of home appliances. A home appliance is an electrical/mechanical machine which accomplish some household functions, such as cooking or cleaning.

- Air conditioner
- Evaporative cooler
- Air ionizer
- Air purifier

- Appliance plug
- Aroma lamp
- Attic fan
- Automatic Roti maker
- Bachelor griller
- Back boiler
- Beverage opener
- Blender
- Box mangle
- Can opener
- Ceiling fan
- Central vacuum cleaner
- Clothes dryer
- Clothes iron
- Cold-pressed juicer
- Combo washer dryer
- Dehumidifier

Danger of wrong use of home appliances

Appliances serve many purposes within the modern home, and help homeowners complete a wide range of tiresome tasks. Some appliances, however, can become hazards if they are improperly installed or maintained. The most common appliance dangers are fire, electric shock and gas emissions. Learning about how appliances work and what dangers they may pose can help keep you safe while still enjoying their benefits.

Fire

Fire is a real danger in any household. If not caught quickly, it can destroy a house and even endanger nearby houses. Improperly wired appliances can cause shorts and sparks that lead to fire. Although these problems usually cause a fuse to blow or breaker to trip, in some situations this will not prevent a fire. Space heaters present another fire threat. Electric or gas space heaters can ignite any flammable items left

too close to them. Keep space heaters at least three 3 feet away from boxes, clothing, drapes, paper, or anything else that could burn, and never leave space heaters running in an unoccupied room.

Electric Shock

Any appliance that uses electricity can deliver a dangerous or even fatal shock. This is most likely with appliances that feature exposed heating coils such as space heaters and toasters. Any electric appliance with a worn or broken cord also can deliver a shock. Check cords periodically for damage, and never let pets or children chew on or play with them. Never stick a knife or implement into a toaster without unplugging it first. Particularly if there are children in the household, unplug appliances that are not used for long periods, and put caps onto unused outlets.

Carbon Monoxide

Appliances that emit gas can release dangerous carbon monoxide if they are not properly vented. Appliances that may present this danger include furnaces, gas space heaters, clothes dryers, gas fireplaces and generators. Vent any of these appliances properly, and periodically inspect their vents to ensure they are unobstructed and working properly. Without effective venting, carbon monoxide can build up inside a home and potentially kill those inside. Your home should also be equipped with a carbon monoxide alarm that will alert you to dangerous levels of this potentially lethal gas.

Assessment

- Define the following terms briefly; science and technology and Home appliances.
- List three dangers of wrong use of appliances

Week 4

Topic: Science, Technology and the Society 4

Outline:

- Breakdown of appliances
- Correct ways of using appliances

Breakdown of appliances

Occasional disturbances in the electricity network are inevitable. They can happen because of breakdowns in the line, planned outages or events beyond our control, such as thunderstorms.

1. Overvoltage

Overvoltage can be caused by:

- lightning striking a house, a power line or an area nearby;
- the switching on or off of power lines or substations.

Overvoltage causes most damage to the power units of electrical appliances such as televisions, set top boxes or computers. A damaged power unit can sometimes also damage the appliance connected to it. Areas with regular thunderstorms or with a lot of overhead lines are at greater risk of overvoltage. Although our electricity system has surge protection devices installed, they do not always protect against lightning strikes. Lightning creates an electrical field that is very powerful and can cause overvoltage in power lines even if it does not strike the line directly.

For protection from overvoltage we recommend:

- **type 1 and type 2** surge protection devices or a **type 1+2** combined protection device in the junction boxes of houses, especially houses in the riskier areas.
- **type 3** surge protection devices, which need to be installed directly before the appliance, or sockets with pre-installed protectors for extra sensitive electronic appliances no matter where your place of consumption is.

2. Voltage dips and fluctuations

Voltage dips and fluctuations can be caused by:

- the switching on or off of power lines or substations;

- breakdowns in power lines caused by trees falling on the lines, icing or similar events;
- the start-up of powerful electric motors.

Voltage dips and fluctuations can particularly cause damage to sensitive electrical and electronic appliances and their power units. If lights are constantly flickering it can minimise the service life of the bulbs and make it harder to see clearly. Voltage dips and fluctuations are more common in urban and rural buildings near large industrial and production plants and factories.

For protection we recommend using:

- voltage stabilizers;
- a UPS.

3. Planned outages and breakdowns

Occasionally disruptions in the power lines are caused by breakdowns or are planned.

Breakdowns mainly occur because of:

- short circuits or breakdowns in power lines, which may for example be caused by trees falling on a line;
- damage caused to underground or overhead lines during construction work, usually in towns;
- Breakdowns in old power lines or substations.

Planned outages are necessary when we repair and maintain old electricity networks and build new ones. We notify customers about these outages in plenty of time.

Breakdowns or unexpected outages can last for a short or long time. Short outages of up to three minutes affect electronic appliances the most. Short outages mostly occur in towns, where it is possible to restore the electrical supply after a breakdown by using another line. Longer outages of more than three minutes occur in country areas where the electricity network mainly uses overhead lines.

Severe weather conditions such as heavy snowfall, trees falling in storms, icing on the wires or very low or high temperatures can affect the reliability of overhead lines and cause breakdowns. Breakdowns can also be caused by forestry or digging work in nearby areas.

If a breakdown occurs while you are working on your computer it might not save the files you were working on at that time. Switching caused by outages might also damage sensitive electrical appliances such as electronic clocks or set top boxes.

Sometimes the outage may not be complete, meaning that only one or two phases lose voltage. In this case most of your home appliances might work normally but you might not be able to start appliances that use three-phase electric motors such as chainsaws and electric pumps. In the worst case scenario they might even get broken.

For protection we recommend:

- a UPS installed directly before the appliance for extra sensitive electronic appliances;
- a generator during long-term electricity outages if you use electrical appliances that require a constant supply of electricity;
- a special motor protection switch for appliances that work with 3-phase electric motors such as chainsaws.

You can find out more from electrical or construction shops.

We recommend that you unplug your electrical appliances when you leave home or when there is a thunderstorm.

Correct ways of using appliances

1. Washer/Dryer

Between family, work, and social obligations, most Americans find themselves doing laundry at least twice a week. With all this washing up, it's a good idea to service your washing and dryer every five years, to make sure your clothes come out as fresh as they did after the first use. After repeated use, your hose could build up unwanted filth causing it to work harder than it was built to.

Removing the old hoses on your washer and replacing them with new ones will help water move more easily into the machine, meaning it will work less, cost less, and last longer. Cleaning the dryer exhaust every three to six months can help your clothes dry faster, using less energy. It will also reduce the risk of fire.

You can also add a drip pan under your washer/dryer combo. This will not only protect your floor and other mechanical items surrounding the machines, but will also allow you to easily see if your machine is leaking sooner rather than later.

2. Riding Lawn Mower

Your riding lawn mower works hard during the spring and summer seasons, as your lawn transforms into a lush, green carpet for cartwheels and other forms of family fun.

You can think of your riding lawn mower as a miniature car – you should change its oil every 50 hours, check its tire inflation regularly, and clean the undercarriage every few weeks to prevent it from clogging.

Although regular maintenance is certainly important, the best way to help your mower live longer is to prep it before storing it during the colder seasons. Some key ways to prep your machine for winter include changing the oil, draining the gasoline, lubing the front axles, and cleaning under the hood. Become familiar with your riding mower's maintenance schedule to improve the longevity of your mowing machine.

3. Refrigerator

Arguably the most used machine in any household, your refrigerator has to be dependable because your food needs to be kept at a certain temperature in order to remain safe for consumption. Maintaining a refrigerator isn't difficult, and can potentially save you hundreds of dollars in professional repairs or a replacement.

First and foremost, temperature control settings should be set to middle temperatures to increase efficiency by using less energy, and therefore extend the life of your fridge. It is important to clean the condenser coils to avoid retaining heat which will cause your compressor to work harder. You can do this yourself with a stiff brush, but be sure to unplug your fridge and power it off at the breaker before you start to avoid injury.

4. Oven

From weekday casseroles to Saturday-afternoon pies, your oven works hard to keep you fed. To keep it in good order, be sure to clean your oven at least twice a year, but avoid removing the cooktop knobs to clean beneath them. If something spills in your oven, apple pie filling, for example, be sure to wipe that up right away. And be sure not to cool your pies on the open door! This can cause wear and tear to the door hinges.

5. Boiler

By preparing your boiler before winter, you could save yourself the stress and the expense of having to replace the entire machine. Each fall, have your boiler serviced by a licensed professional who will inspect and clean it.

In addition to calling in a professional, there are steps you can take all year round to keep things running smoothly. For instance, be sure to keep items far away from the boiler's vents, as blocked vents can prevent the boiler from working properly. You

should also inspect your boiler for lime-scale. Too much build-up can compromise the heating efficiency of your boiler, so de-scale it as necessary.

Assessment

- Explain why breakdowns occur.

Week 5

Topic: Assertiveness 1

Outline:

- Meaning of Assertiveness
- Difference between passive, aggressive and assertive

Meaning of Assertiveness

Assertiveness is the quality of being self-assured and confident without being aggressive. In the field of psychology and psychotherapy, it is a learnable skill and mode of communication. It can also be defined as a form of behavior characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view.

Assertiveness is a skill regularly referred to in social and communication skills training. Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'. Assertive individuals are able to get their point across without upsetting others, or becoming upset themselves.

Difference between Passive, Aggressive and Assertive

Many people are concerned that if they assert themselves others will think of their behavior as aggressive. But there is a difference between being assertive and aggressive.

Assertive people state their opinions, while still being respectful of others. Aggressive people attack or ignore others' opinions in favor of their own. Passive people don't state their opinions at all.

The example below gives some examples of the differences between passive, aggressive, and assertive behavior.

Differences Between Passive, Aggressive, and Assertive Behavior. Passive Behavior (*The Passive Person*) — Aggressive Behavior (The Aggressive Person) — Assertive Behavior (**The Assertive Person**).

Passive Behavior: Is afraid to speak up

Aggressive Behavior: Interrupts and 'talks over' others

Assertive Behavior: Speaks openly

Passive Behavior: Speaks softly

Aggressive Behavior: Speaks loudly

Assertive Behavior: Uses a conversational tone

Passive Behavior: Avoids looking at people

Aggressive Behavior: Glares and stares at others

Assertive Behavior: Makes good eye contact

Passive Behavior: Shows little or no expression

Aggressive Behavior: Intimidates others with expressions

Assertive Behavior: Shows expressions that match the message

Passive Behavior: Slouches and withdraws

Aggressive Behavior: Stands rigidly, crosses arms, invades others' personal space

Assertive Behavior: Relaxes and adopts an open posture and expressions

Passive Behavior: Isolates self from groups

Aggressive Behavior: Controls groups

Assertive Behavior: Participates in groups

Passive Behavior: Agrees with others, despite feelings

Aggressive Behavior: Only considers own feelings, and/or demands of others

Assertive Behavior: Speaks to the point

Passive Behavior: Values self-less than others

Aggressive Behavior: Values self-more than others

Assertive Behavior: Values self-equal to others

Passive Behavior: Hurts self to avoid hurting others

Aggressive Behavior: Hurts others to avoid being hurt

Assertive Behavior: Tries to hurt no one (including self)

Passive Behavior: Does not reach goals and may not know goals

Aggressive Behavior: Reaches goals but hurts others in the process

Assertive Behavior: Usually reaches goals without alienating others

Passive Behavior: You're okay, I'm not

Aggressive Behavior: I'm okay, you're not

Assertive Behavior: I'm okay, you're okay

Assessments

- Differentiate between passive, aggressive and assertiv

Week 6

Topic: National Economy I

Contents

1. Meaning of savings
2. Reasons for savings
3. Ways of saving in the past
4. Modern ways of savings

Meaning of Savings

Savings is defined as the avoidance of excess expenditure. It is the portion of a person's income that is not spent on consumption but kept to be used later. It is part of income that is not spent. Sometimes the hardest thing about saving money is just getting started. It can be difficult to figure out simple ways to save money and how to use your savings to pursue your financial goals. This step-by-step guide to money-saving habits can help you develop a realistic savings plan.

Money is anything that is generally acceptable as a medium of exchange.

The following are the reasons for savings

- People save money for the purpose of having money for future use.
- Another reason for saving money is to have money for investment
- For the purpose of solving unexpected problems
- People save money for the purpose of acquiring asset
- For the purpose of furthering Education
- People save money for the purpose of doing business
- To acquire asset

Ways of saving money in the past (Traditional ways of saving money)

This is the traditional means of saving money. The following are the ways by which money is saved in the past.

- Every day put all of your loose change into a jar. Every once in a while deposit the money in your savings account. In time the money will grow into a little nest egg.
- Try to set aside a certain amount of money each month or each paycheque for your savings. People have been doing this for years, but it takes discipline.
- Money is kept in the pots; people in the olden days keep their money in a precious pot because they believe it is safe and so that they don't spend it.
- Money is kept in the ground; this is a means where people dig the ground and keep their money in the ground and they put something to identify the particular place where the money is kept.
- Keeping money with relations; people of the past keep their money with their relatives so that they don't spend it.
- Under the bed, inside the pillow are the other ways money are kept in the past.

Ways of saving money in the present (Modern ways of saving money)

- Banks; this is the safest means of saving money in these present days
- Buying of stock and shares; people save their money by buying stock and shares that will earn them more. It is a form of investing.
- Co-operatives; here people keep money among their groups in form of contribution and give to members at different times.
- Keep a budget; when you keep a budget, you will not spend unnecessarily

Further ways include:

1. Pay Yourself First. How does this Work?

One of the best saving strategies is to pay yourself first. What this means is that you designate a certain amount of your pay cheque as your pay (how novel) and you pay that money to yourself before you pay your bills or anyone else. This amount can be N500, N1000 or maybe 10% of your pay cheque. It can be any amount that you decide. The important part is that you pay yourself first rather than last. Most people pay all of the bills first and then save anything that might be left over. For most people, that method of saving doesn't really work because nothing is left over to save.

If you pay yourself first, then money will get saved because paying yourself is now your first priority. The nice thing about this method is if your budget is a little tight, it forces you to make adjustments elsewhere and your savings continue to grow.

Paying yourself first also makes sense. Why are you going to work every day anyway? To earn money for someone else? No way. You go to work to earn money for you and your family. That's why you should pay yourself first—to make sure that your first priority is taken care of: you. It is not likely that anyone else is going to take care of you because they assume that you are taking care of yourself.

2. Pay Yourself Automatically

When you pay yourself first, you should set up an automatic way of doing this so that you don't even have to think about it—it just happens. You can get your employer to deduct a certain amount and put it in your RRSP or you can set up automatic transfers with your bank (either online or at your local branch).

Most people who use this method find that they very quickly get use to living on a little less and soon they don't miss the amount that they are paying themselves in their savings account. When you almost forget about automatic savings and let them grow, amazing things happen—automatically. Automatically saving N250 a week turns into N13000 a year. Now if someone did this over a lifetime, they would get some fantastic results—automatically. If someone automatically saved N100 every paycheck (bi-weekly) from when they were 25 until they were 65, they would end up with almost N415,000 if they only received a 6% rate of interest. Of course someone could afford to save more once they got their house paid off. So their final amount could be much higher. Hopefully you can see how easy it can be to accomplish big things with just a simple automatic setup where you pay yourself first.

3. How to Become a Millionaire—Automatically

Another amazing thing about using automatic deductions or transfers to pay yourself first is that you can use it to become a millionaire—automatically. This may sound crazy, but it actually works. If someone automatically had N2 transferred from each of their bi-weekly paycheques into their investment account from when they were 25 until they were 65, they would end up with over N1,000,000 if they averaged a 7% rate of return on their investments. So a normal person can become a millionaire automatically without winning the lottery. This plan would require a little more sacrifice than most people are willing to make in their twenties, but it is entirely possible. Now you know how to become a millionaire.....if only you were 25 again.

4. The Smartest Method to Save Money: Have a Spending Plan

The very best method to saving money is to create a Spending Plan or a Budget (learn how to make a budget). With a budget you figure out what your income is and what your expenses are. Once you know these two things, you can look for ways to reduce your expenses or increase your income to allocate an amount of money that you can afford to save. This is how the world's largest corporations do it and this is how most of the world's successful business people do it. This method takes a little bit of work at the beginning and a check-up every year or two, but it works.

The secret to this method (if you want to call it that) is to identify what you are spending money on so that you can begin to plan your spending. Once you begin to plan your spending, you will gain control over it and you will be able to plan to spend money on your savings. In other words, you will plan to put money into your savings account. Many people don't like to plan their spending because it involves a little bit of work (once a year). No one is saying that success will come easily, but this little bit of work will pay off big time in many areas of your finances. We dare you to try it – what have you got to lose?

Test and Exercise

1. The portion of a person's income that is not spent on consumption but kept to be used later is (a) savings (b) spending (c) investing (d) losing
2. The way of keeping money in the past is (a) investment (b) in the pot (c) cooperatives (d) buying of shares
3. People save money for the following reasons except (a) for future use (b) for investment (c) for destruction (d) for business purpose
4. money is ————
5. Saving money is a good way of planning for a bright future. True/ False.

Week 7

Topic: National Economy 2

Content:

1. Meaning of bank
2. Things people keep in the bank
3. Types of banks
4. Meaning of commercial banks
5. Characteristics of commercial bank
6. Meaning of central bank
7. Characteristics of central bank
8. Advantages of keeping money in the bank

Meaning of bank

A bank is a place where money and other valuables are kept.

Also, a bank is an establishment authorized by a government to accept deposits, pay interest, clear checks, make loans, acts as an intermediary in financial transaction, and provide other financial services to its customers. A bank is a financial institution licensed to receive deposits and make loans. Banks may also provide financial services, such as wealth management, currency exchange and safe deposit boxes. There are two types of banks: commercial/retail banks and investment banks. In most countries, banks are regulated by the national government or central bank.

Things people keep in the bank

Things people keep in the bank are the following

- Money
- Valuables; such as gold, diamond, jewelry, important document

Types of bank

Types of bank in Nigeria are:

- Commercial banks
- Central banks
- Merchant banks
- Development banks
- Mortgage banks. The major ones that will be discussed at this level is

The Commercial banks: Commercial banks are typically concerned with managing withdrawals and receiving deposits as well as supplying short-term loans to individuals and small businesses. Consumers primarily use these banks for basic checking and savings accounts, certificates of deposit (CDs) and home mortgages. Examples of commercial banks include JPMorgan Chase & Company and Bank of America Corporation. The commercial bank is the bank that offers services to the general public and to companies. It accepts deposits and other valuables for safekeeping. Examples of commercial banks are Zenith Bank PLC, Wema bank Plc etc.

Characteristics of commercial bank

- They accept money and valuables for safe keeping
- They are members of the money market
- Its motive is for making profit

The Central bank:

The central bank of Nigeria was established by the CBN Act of 1958 and commenced operations on July 1, 1958.

Central banks are chiefly responsible for currency stability, controlling inflation and monetary policy and overseeing money supply. Several of the world's major central banks include the U.S. Federal Reserve Bank, the European Central Bank, the Bank of England, the Bank of Japan, the Swiss National Bank and the People's Bank of China.

It issues the Nigeria maintains foreign currency reserves and is charged with maintaining monetary stability. It is also the lender to last resort for Nigerian banks.

It was established by law in 1958

Characteristics of the Central Bank of Nigeria

- The central bank is the lender to other banks
- Its aim is not to make profit
- It is owned by the government
- It is the highest financial institutions
- It regulates and oversee commercial banks

Advantages of keeping money in bank

While many banks have both a brick-and-mortar and online presence, some banks have only an online presence. Online-only banks often offer consumers higher interest rates and lower fees. Convenience, interest rates and fees are the driving factors in consumers' decisions of which bank to do business with. As an alternative to banks, consumers can opt to use a credit union.

- It helps to safe keep your money
- It helps to grow your money because it yields interest
- It gives a person rest of mind because it is the safest place to save money
- Opportunity for other services like getting of loan, use of overdraft etc.

Test and Exercise

1. The following are advantages of keeping money in bank except (a) it is safe (b) it yields interest (c) the money and valuables can be stolen (d) opportunity to get loan
2. One of the characteristics of central bank is (a) it's aim is to make profit (b) it accept deposits (c) example is Zenith Bank Plc (d) it's owned by the government
3. A place where money and other valuables are kept is (a) bank (b) market (c) toilet (d) bed room
4. The major aim of the commercial banks is (a) to serve as lender to central bank (b) to make profit (c) to serve as government's bank (d) to regulate other banks
5. The following are what people keep in the bank except (a) money (b) gold (c) clothes (d) document

Week 8

Topic: National Economy 2

Content:

- Means of communication – Traditional and Modern
- Roles of communication in National Economy

Communication (from Latin *commūnicāre*, meaning “to share”) is the act of conveying intended meanings from one entity or group to another through the use of mutually understood signs and semiotic rules.

The main steps inherent to all communication are:

1. The formation of communicative motivation or reason.
2. Message composition (further internal or technical elaboration on what exactly to express).
3. Message encoding (for example, into digital data, written text, speech, pictures, gestures and so on).
4. Transmission of the encoded message as a sequence of signals using a specific channel or medium.
5. Noise sources such as natural forces and in some cases human activity (both intentional and accidental) begin influencing the quality of signals propagating from the sender to one or more receivers.
6. Reception of signals and reassembling of the encoded message from a sequence of received signals.
7. Decoding of the reassembled encoded message.
8. Interpretation and making sense of the presumed original message.

Means of communication:

1. Traditional Means

Traditional Forms of Communication in Nigeria There are various traditional forms of communication in different parts of Nigeria.

This means is broadly categorized them into the following classes, namely:

- (i) Idiophones
- (ii) Membranophones
- (iii) Aerophone
- (iv) Symbology
- (v) Signals
- (vi) Signs
- (vii) Objectifies
- (viii) Colour schemes
- (ix) Music
- (x) Extra-mundane communication
- (xi) Symbolic display

The “town criers”, also known by other appellation as traditional newsmen, newsvendors, news reporters, correspondents, news agents, messengers (emissaries), spokesmen (or women), envoys (ambassadors), contact men, couriers, postmen, broadcasters, heralds etc., employed all the forms of communication in the performance of their duty.

(i) **Idiophones:** These are self-sounding instruments or technical waves which produce sound without the addition or use of an intermediary medium. The sound or message emanates from the materials from which the instruments are made, and they could be shaken, scratched, struck, pricked (pulled) or pressed with the feet. In this group are gong, woodlock, wooden drum, bell and rattle. The loud-sounding gong common among the people of the Niger-Delta of Nigeria, the wooden drum called “ekwe” among the Igbo of eastern Nigeria are used to announce the promulgation of laws and regulations, meetings, arrangements for communal works and generally spread “official” information to the community (Wilson, 1981).

(ii) **Membranophones:** These are media on which sound is produced through the vibration of membranes. They include all skin or leather drum. These drums are beaten or struck with well-carved sticks. Among the various Nigerian traditional societies, skin or leather drums of various sizes and shapes abound. The most popular however is the Yoruba “talking drum” locally called “dundun”. The “talking drum” is commonly used during traditional ceremonies. In his comment Omu (1978) asserted that from exploratory investigations, the Yorubas have an impressive array of talking drum-sets, and probably possess the richest heritage of drums in the south-western zone of Nigeria. It is widely acknowledged that when some of these drums are expertly

sounded, they are capable of conveying specific meaning. In Yoruba land for instance, the “talking drums” are able to imitate all the tones and gibes in Yoruba speech. In addition to producing music for dancing, the drums direct the movements of dancers and, at social gatherings, the “talking drums” could also be used to announce the arrival and departure of important persons. The Yoruba “talking drums” also had the capacity for mischief. As the drum is used to recite and multiply praise-names, so also, it can be used to expose the wrong or evil deeds of persons, as well as pour abuses on such person in the community. It was used during the “free-speech festivals” to freely ventilate the people’s opinion about their ruler and his administration. It also acted as a check on government on issues pertaining to bad governance. In modern times however the use of talking drums in Yoruba land to checkmate government especially in this era of modern democracy, has often led to outbreak of violence. Some other ethnic groups in Nigeria also have a variety of “talking drums”. The Itsekiri call it Oji, Okha in Edo, Ogri or Igede in Urhobo and Isoko etc. Apart from using them to produce musical sound for dancing, the drums are also used to summon special meetings, proclaim the arrival and departure of important visitors to palace, announce serious acts of sacrilege and disasters, alert the community against invasion and in war advertise the presence of war chief. Today, the story is different. Modern facilities for disseminating information have taken over the functions of traditional information system.

(iii) **Aerophones:** These comprise media of the flute family-whistle, reed pipes, horns and trumpet. They produce sound as a result of the vibration of a column of air. Common in traditional societies in Nigeria are the gourd horn, and ivory horn called “ekpere” among the Ika people of Delta State. Apart from being used as musical instrument, they are also used to announce the arrival and departure of icons at gatherings.

(iv) **Symbolography:** This simply means symbolic writing or representation. They are used to convey a message which is understood within the context of a known social event and an accompanying verbal message. It is a descriptive representational device for conveying meaning. Symbols usually carry along with them connotative meanings which according to Rose (1962) requires an interpreter who knows something about the system by virtue of which the symbol has meaning. For instance, among the communities of Delta State, the fresh unfolding frond of the palm tree usually greenish yellow in colour tied at the front and the back of a vehicle, indicates that the vehicle is carrying corpse. There are several of this in other communities in Nigeria.

(v) **Signals:** These are the physical embodiments of a message. Signals include fire, gunshots, cannon shorts, smoke, drum (wooden or skin). Signals generally attract attention. In Nigeria for example, broadcasting stations begin transmission on daily basis by first drawing the attention of listeners with drum signals. Similar signals are also sounded at the close of the day’s transmission of programmes. Elsewhere in

Nigeria, the booming of gun is used to either announce the death of important personalities or to warn the people against imminent danger. The internment of the remains of great personality especially among the Urhobo and other communities of Delta State, is also announced by booming of cannon shots. The use of smoke was also a signal that danger was imminent. Different thickness had particular significances.

(vi) **Signs:** Any meaningful marks or objects or symbols used to represent something are signs. They were commonly used in time past during inter tribal or ethnic wars or invasion to convey non-verbal messages. Sign language is used to communicate with the deaf. During the colonial era, different communities in Nigeria developed different sign languages through which the presence of colonial agents in the community was announced to the able-bodied men. Immediately the sign alert was made, the youths and other able-bodied men went into hiding to avoid being used by the colonial government as forced labour.

(vii) **Objectifics:** Media presented in concrete forms which may have significance for a specific society only, or may be universal through their traditional association with specific meanings. Objectifics include Kola-nut, the young unopened bud of palm frond, charcoal, white pigeon or fowl, white eggs, feather, cowries, mimosa, flowers, sculptures, pictures, flags, etc. The most common and perhaps most universal is the use of flowers to convey love. In most Nigerian communities, the presentation of kola nut to visitors shows that such a visitor is loved and welcomed to his host residence.

(viii) **Music:** The significance of music in any society is overwhelming. Itinerant musical groups sing satirical songs, praise songs and can also use music to criticize wrong doings of individuals in society. They describe the physical or personality attributes of such individuals, where they live or what they do for a living.

(ix) **Colour Schemes:** The use of colours conveys different meanings. Among the prominent colours used to communicate different meanings are red, white, black, green, yellow, brown and turquoise. Of all these colours, red, white and black convey a universal meaning in the Nigerian society. Red signifies danger; black is evil and white is love. Combinations of these colours convey certain significant meanings for the traditional society, as well as in modern advertising.

(x) **Extra-Mundane Communication:** This is communication between the living and the dead, the supernatural or Supreme Being. It is not restricted to Nigeria traditional society alone, other African countries and beyond are involved in extra-mundane communication. It is usually done through incantation, spiritual chants, rituals, prayers, sacrifice, invocation, séance, trance, hysterics or libation. Cultural ritual performance evokes intensity of emotion which may lead to a temporary spiritual transmigration of the participants as in religious or spiritual ceremonies. Such a performance conveys the elements of a cultural celebration, dedication and consecrations as witnessed in funeral rites and marriage. Modern forms of extra-mundane communication are found

in obituary and in memorial notices published in newspaper, radio, television and so on.

(xi) Symbolic Displays: These have the following attributes, smiling, sticking out the tongues, winking the eyes, expression of anger, disgust, happiness and fear. All these convey meanings at different times and in different traditional environment in Nigeria.

2. Modern means

Modern technology has enabled the creation of a myriad of new communication tools, sites and software. Likewise, improvements and additions are constantly being made to existing devices to maintain the highest quality of communication possible. There are many types of communication available; the choice depends on where you are, how much time you have and how much (if any) you prefer to pay.

(i) The Cell Phone – The capabilities of cell phones have continued to increase since their introduction in the late 1980s. In addition to basic text messaging and wireless phone conversations, many cell phones enable their users to send and receive email, pictures and recorded videos. Bluetooth technology has further increased the communicative value of cell phones, allowing talkers to carry on their conversations hands-free with the use of a small, one-sided headset.

(ii) Skype – Skype is a downloadable software that enables users to make free phone calls and send messages via the Internet. The service also offers video phone calling, allowing users to watch each other in real time while they speak. Use of Skype's free features requires a broadband Internet connection as does its paid features. Both businesses and private individuals have benefited from the convenience and immediacy of Skype's communication tools.

(iii) Instant Message – Instant messaging (or IMing) enables users to communicate with each other on the Internet via short written (or sometimes spoken) messages delivered almost immediately after the content is created. Instant messaging is a less cumbersome form of email as well as a faster way of facilitating complete conversations in real time. Whatsapp, Yahoo, Facebook, Twitter, Instagram, Telegram etc. are a few of the services that offer messaging tools and programs for their users.

(iv) E-mail – Although email is not brand new, there are definitely new and innovative ways of accessing this tool remotely and without the usage of a computer. Many PDAs and cell phone services offer access to email, with the capability of sending and receiving messages from the devices themselves. This technology can be extremely helpful for those who must stay in constant communication with family members, co-workers or other acquaintances without being bound to larger computers or laptops.

Roles of communication in National economy

A playwright and essayist, once described a newspaper as a nation having a dialogue with itself. More importantly, he pointed out that the quality of that dialogue helps shape the future of the country. Indeed, it is difficult to imagine a national development process without communication playing an essential part. But what exactly are the key roles of communication in the modernization of a nation? As developing countries reach important crossroads in their path to modernity, we need sharper answers to this question. The range of possible answers is wide but, in my experience, three key roles stand out.

1. **Foster meaningful dialogue among different sectors of society.** Most developing countries have a diverse society. Likewise, they often have a complex set of socio-economic and cultural stratifications that befuddles most foreigners. On one hand, we may have a segment of the country's elites plugged into the Internet, fax machines, iPads, iPhones and MP3s, which are continually updated with the latest in technology and world events. On the other hand, we may have large segments of citizens who do not even have access to electricity or modern conveniences. They are deprived of access to the mass media, and thus ever silent in the process of national dialogue. This great divide, both in terms of access to information and contribution to knowledge, generates social and political tension, not to mention horrendous economic injustice. This cannot go on. We, in the field of communication, need to exert our best in bringing together the diverse cultures in the developing world into a mosaic with distinct parts or a fully integrated rainbow of colors that every citizen is proud of.
3. **Nurture a shared vision for the country's future.** Communicators are leaders. They help others see opportunities and current realities with a new lens and thus enable everyone to act in harmony. Every citizen is an actor and object of development. Everyone contributes to nation building or sadly serves as a drag, generating friction and causing a huge waste of scarce resources and energy. Perhaps, only when citizens of a country have nurtured a true-shared vision, transcending personal agendas, can the process of national development reach the tipping point for accelerated growth. Indeed, a country may develop only when its leaders realize the wisdom in the principle – power shared is power multiplied, not power diminished.
4. **Harness non-material and material resources to realize the national shared vision.** There is growing recognition in the developing world that we have seriously neglected the value of non-material resources –leadership, discipline, teamwork, self-efficacy, creativity, harmony, etc. In a sense, we have overplayed the importance of money and machines and undervalued social capital. Yet, as we see development efforts struggle despite access to huge amounts of money, we begin to appreciate the value of non-material resources.

Assessment

- Briefly explain the means of communication
- What are the roles of communication in National Economy

Week 9

Topic: Finding Help

Here, what is listed are some things that people might have to deal with. If you chime in and help, however, then that person might get some relief that he or she is getting help. Let us see what there is:

1. Taking out trash and recycling- Nobody would want to try to take their trash up. That means that they might need somebody to assist them or stick up for them and be able to make an offer. You might be one of those people who doesn't want to take it out, but at least you are trying to help someone.



2. Wash dishes- The boring part that comes after dinner, when we get the soap and sponge and put them to work. If somebody is busy doing something else after eating and has not washed their dishes and utensils yet, then stand up and do something by helping to clean off the dirty stuff. That'll make things better for the other person, so think about it.



3. Carrying heavy items- Do not let a single person handle this. He or she will need assistance with objects that are large or heavy. It'll be helpful, which means to both the person wanting the assistance and the environment around you because it is easier to guide when there are more people carrying it.



4. Pulling weeds- This is one of those things that not too many people out there want to do, but must be done. You might as well be the one doing since nobody else is willing to. You might not like doing it, but when you're doing it, that means you will make another person happy.



5. Making beds- When someone wakes up in the morning, he or she might not always think about the tidiness of their bed. If you find that someone's bed is cluttered or a bit of a pigsty, then do the favor by straightening everything on it until it looks nice. Seems convenient for whoever owns the bed, since they realize somebody else is doing their work.



6. Sweeping the porch- The front or back of someone's house should probably well kept if people want to come in. If it looks unsanitary or dusty, then you might need to get in the game just in case the owner of the house doesn't notice or feel like cleaning it. Another good way to stick up for someone.
7. Locking the doors for the night- As people go to sleep, one must make sure the doors are locked to ensure strangers do not break in while everyone is slumbering. These people might count on you to help them do that and double check if the knob and lock work properly. You may sleep once you have locked every door that leads outside in the house.

If you are a person that offers to help other people do something they need help with or do not want to do, then you might be looked as somebody good. It really helps in the end, you know.

Assessment

- List some help you can offer to people.