

Basic
Social Studies
for Primary Schools

5

with Security Education

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Second Edition



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Preface

Basic Social Studies (with Security Education) for Primary Schools is a revised course of six books written to ensure excellent performance of pupils in common entrance examinations and various scholarship tests.

It satisfies the requirements of the Social Studies and Security Education components of the new Nigerian Educational Research and Development Council (NERDC) curriculum for Religion and National Values for Primary Schools.

The book divides the work into themes and units for convenience of study. Each unit is concluded with a comprehensive multiple-choice and essay revision exercise to help assess how well pupils have learnt the topics treated.

The book is divided into two parts: Social Studies and Security Education. Each part discusses emerging global issues. The first part discusses topics, such as family life, environmental education, conflict and cooperation, drug abuse, gender equality and personal hygiene, while the second part discusses neighbourhood security and safety.

It is, therefore, our hope that the users of this book will find it useful and rewarding.

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2015



Curriculum matching chart

Theme	Performance objectives
1 Influence of man and his environment	Pupils should be able to: <ol style="list-style-type: none"> 1 define man. 2 define environment. 3 mention the types of influence between man and his environment. 4 explain the types of influence between man and his environment.
2 Other people in the family	Pupils should be able to: <ol style="list-style-type: none"> 1 identify other people that can be found in the family. 2 list the obligations of other people in the family. 3 state the importance of accepting other people in the family. 4 identify and explain values that promote relationship in the family.
3 Unity in cultural diversity – diversity in customs and traditions	Pupils should be able to: <ol style="list-style-type: none"> 1 explain culture, diversity and unity. 2 explain in simple term what unity in cultural diversity means. 3 give examples of different ways of promoting unity in cultural diversity in our community.
4 Marriage customs and practices	Pupils should be able to: <ol style="list-style-type: none"> 1 identify steps in selecting marriage partners. 2 identify and explain values relevant to the selection of partners. 3 identify the role played by families and others in the selection of marriage partners. 4 identify the consequences of some unhealthy marriage practices.

matching chart

	Curriculum topic	Textual topic	Page
	1 Man and his environment.	1 Meanings of man and environment. 2 Influence of man on his physical and social environment.	1 5
	1 Other people that can be found in the family and how they relate with other members of the family. 2 Obligations of other members of the family. 3 Importance of tolerating other people in the family.	1 Other members of our family. 2 People we welcome into our family. 3 Obligations of other members in the family. 4 Advantages of accepting other people into our family. 5 Disadvantages of accepting other people into our family. 6 Values that promote good relationship in the family.	9 10 10 11 11 11
	1 Meaning of culture, diversity and unity. 2 Unity in cultural diversity. 3 Ways of promoting unity in cultural diversity in our community.	1 Meaning of culture, diversity and unity. 2 Customs and traditions in the community. 3 Cultures we need to keep. 4 Cultures that need to be changed. 5 Why some of our customs and traditions must be changed. 6 How to change undesirable customs and traditions. 7 Ethnic groups in Nigeria and the language they speak. 8 How to treat people who do not speak our own language.	15 16 19 19 20 21 22 23
	Nil	1 Steps in selecting marriage partners (Marriage procedure). 2 Values relevant to the selection of marriage partners. 3 Role played by families and others in the selection of marriage partners. 4 Some unhealthy marriage practices and their consequences. 5 Ways of preventing unhealthy marriage practices.	26 28 28 29 30

Theme	Performance objectives
5 Responsible parenthood	Pupils should be able to: <ol style="list-style-type: none"> 1 list various characteristics of responsible parenthood. 2 mention some of the problem of irresponsible parenthood. 3 identify values that can be developed to avoid irresponsible parenthood. 4 explain the concept of STDs and AIDS. 5 mention sources of HIV infection. 6 list the effects of STDs and HIV/AIDS on the family. 7 list responsible sexual behaviours.
6 Traditional marriage and modern marriage	Pupils should be able to: <ol style="list-style-type: none"> 1 describe the features of traditional marriage. 2 highlight the advantages and disadvantages of traditional marriage. 3 describe the features of modern marriage in Nigeria. 4 identify values associated with Christian marriage and Islamic marriage.
7 Religion	Pupils should be able to: <ol style="list-style-type: none"> 1 list the type of religious practices in Nigeria. 2 explain the meaning of religious intolerance. 3 identify problems of religious bodies in Nigeria. 4 state five roles of religious groups to national development. 5 state how religious conflicts can be controlled.
8 Leadership: Political parties	Pupils should be able to: <ol style="list-style-type: none"> 1 explain the term 'political party' 2 state the functions of political parties. 3 describe how a political party is formed. 4 mention three things which a good leader must do. 5 state four ways of controlling the power of a leader.
9 Government	Pupils should be able to: <ol style="list-style-type: none"> 1 list four main services the government provides for the people. 2 identify the standard of government services. 3 explain how population increase affects distribution of amenities. 4 state why government is unable to provide essential services. 5 list four ways in which people can assist government to provide certain services.
10 Resource preservation (Savings)	Pupils should be able to: <ol style="list-style-type: none"> 1 explain what resource preservation means. 2 identify how people saved money in the past. 3 identify how people save money now. 4 identify causes of poor savings. 5 explain why saving money is important.

	Curriculum topic	Textual topic	Page
	1 Characteristics of responsible parenthood. 2 Some problems of irresponsible parenthood. 3 Values that can be developed to avoid irresponsible parenthood.	1 Characteristics of responsible parenthood regarding marriage. 2 Problems of irresponsible parenthood (STDs and AIDS). 3 Sources of HIV infection. 4 Effects of STDs, HIV and AIDS on the family. 5 Responsible sexual behaviours. 6 Values relevant to responsible sexual behaviour.	33 34 35 35 36 36
	Nil	1 Main features of traditional marriage. 2 Advantages and disadvantages of traditional marriage. 3 Main features of modern marriage. 4 Advantages and disadvantages of modern marriage. 5 Values associated with modern marriage.	38 38 39 41 41
	Nil	1 Types of religious practices in Nigeria. 2 Meaning of religious intolerance. 3 Effects of religious conflicts on society. 4 Role of religious groups in national development. 5 How to control religious conflicts.	45 45 46 46 47
	NIL	1 Meaning of political party. 2 Functions of political parties. 3 Formation of political parties. 4 Problems of bad political leadership. 5 How the power of a leader can be controlled.	51 52 52 54 54
	Nil	1 Main services provided by the government to the people. 2 Qualities of a good government. 3 Effect of increase in population on amenities. 4 Reasons why government is unable to provide services. 5 How to assist government to provide services	59 60 60 61 62
	Nil	1 Meaning of preservation of resources 2 How and why people keep their money in the locality 3 How money was saved in the past. 4 Modern ways of saving money. 5 Banking facilities in the locality. 6 How family size and income affect savings. 7 Why we have to save money in modern ways	66 66 66 67 68 69 70

Theme	Performance objectives
11 Capital resource development	Pupils should be able to: <ol style="list-style-type: none"> 1 define the term 'capital'. 2 describe how we can raise funds. 3 mention three things which show that we need money. 4 suggest how to discourage laziness and encourage hardwork.
12 Resource distribution	Pupils should be able to: <ol style="list-style-type: none"> 1 explain the term 'resources'. 2 identify four types of resources. 3 state why resources are not distributed evenly in Nigeria. 4 list possible dangers of over-concentration of industries in an area. 5 suggest how resources can be distributed equally.
13 Employment	Pupils should be able to: <ol style="list-style-type: none"> 1 explain the following: employment, unemployment, and underemployment. 2 mention causes of unemployment. 3 list the causes of underemployment. 4 list some effects of underemployment. 5 identify the constraints in employment that are based on sex differences.
14 Wages and income	Pupils should be able to: <ol style="list-style-type: none"> 1 explain the concepts of 'wages' and 'salaries'. 2 give reasons why some people can earn higher salaries than others. 3 explain why workers protest when they are not paid promptly.
15 Electronic communication	Pupils should be able to: <ol style="list-style-type: none"> 1 explain what is meant by electronic communication. 2 identify and explain the uses of the following electronic devices: telephones, television, email, satellite, radio, ipad, www, fax, handset. 3 state four reasons why electronic devices often fail to work properly in Nigeria. 4 Mention four things which we can do to make electronic devices work better in Nigeria.
16 Land transport	Pupils should be able to: <ol style="list-style-type: none"> 1 explain what we mean by land transport. 2 mention four means of land transport. 3 name two types of land transport. 4 mention four problems of land transport in Nigeria. 5 state four ways of solving the problem of land transport.

	Curriculum topic	Textual topic	Page
	Nil	1 Meaning of capital. 2 How we can raise more funds. 3 Sources of revenue. 4 Why we need money. 5 How to discourage laziness and encourage hardwork.	73 73 73 75 75
	Nil	1 Meaning of resources. 2 Other types of resources. 3 Why resources are not evenly distributed. 4 Problems arising from over-concentration of industries. 5 How to ensure even distribution of resources.	79 80 80 82 83
	Nil	1 Meaning of employment, unemployment and underemployment. 2 Causes of unemployment. 3 Reasons for underemployment in public and private sectors. 4 Problems caused by unemployment and underemployment. 5 Constraints in employment that are based on sex differences.	86 86 87 88 88
	Nil	1 Salaries and wages. 2 Other incomes. 3 Why some workers receive higher salaries and wages than others. 4 Effects of unequal wages and salaries.	92 92 93 93
	Nil	1 Meaning of electronic communication. 2 Electronic communication devices. 3 Why electronic devices do not always work. 4 What to do to make electronic devices work well.	96 96 97 97
	Nil	1 Meaning of transport. 2 Types of land transport. 3 Problems of land transport. 4 Ways of solving the problems of land transport.	103 104 105 105

Theme	Performance objectives
17 National water supply	Pupils should be able to: <ol style="list-style-type: none"> 1 identify sources of water supply. 2 give reasons why water is sometimes scarce. 3 list the consequences of water shortage in Nigeria. 4 suggest ways of overcoming water shortage. 5 discuss the relationship between population and water supply.
18 Housing	Pupils should be able to: <ol style="list-style-type: none"> 1 name five different types of houses. 2 explain how houses in some parts of Nigeria are different from those in other parts. 3 list some factors that affect types of houses and explain the need for houses. 4 mention three agencies that help people to own houses. 5 list five reasons why everybody does not own a house of his or her own.
19 Physical development and personal hygiene	Pupils should be able to: <ol style="list-style-type: none"> 1 mention four stages of child development. 2 list three changes that take place in the body after ten years of age. 3 state three things that badly affect a child's development. 4 explain what puberty means. 5 list three things which we can do to keep the body physically fit.
20 Drug abuse	Pupils should be able to: <ol style="list-style-type: none"> 1 list four factors that are responsible for drug abuse. 2 mention the effects of drug abuse. 3 identify the major sources of drugs in society. 4 list behaviours that promote physical wellbeing.
21 Air and land pollution	Pupils should be able to: <ol style="list-style-type: none"> 1 explain pollution. 2 name four things that can pollute the air. 3 state four ways in which the land is polluted. 4 mention three harmful effects of air and land pollution. 5 state two ways in which government can reduce or prevent pollution. 6 list four things which individuals can do to prevent or reduce pollution. 7 explain the need for people to know about the environment.
22 Natural disasters	Pupils should be able to: <ol style="list-style-type: none"> 1 give the meaning of natural disasters. 2 show the difference between natural and man-made disasters. 3 mention three types of natural disasters. 4 list the causes of these natural disasters. 5 list four things that happen when natural disasters occur. 6 mention four things we can do to stop or control natural disasters.

	Curriculum topic	Textual topic	Page
	Nil	1 Sources of water supply. 2 Reasons why water is sometimes scarce. 3 Consequences of water shortage in Nigeria. 4 Ways of overcoming water shortage. 5 Relationship between population and water supply.	109 110 111 111 112
	Nil	1 Types of houses that people live in, and factors that determine them. 2 Housing agencies. 3 Why everybody does not own a house. 4 Solving the problems of housing. 5 Relationship between population and available number of houses.	115 118 119 119 120
	1 Characteristics of physical development of children at pre-adolescent age (10 years and above). 2 Factors that can hinder growth in children.	1 Stages of child development. 2 Characteristics of children of ten years and above. 3 Factors that hinder physical growth. 4 How to keep the body physically fit. 5 Characteristics of household population on personal hygiene.	123 123 124 126 127
	Nil	1 Causes of drug abuse. 2 Effects of stimulant abuse. 3 Sources of drugs. 4 Prevention of drug abuse, and life-coping skills.	131 132 132 132
	Nil	1 Meaning of air and land pollution. 2 Ways by which air and land are polluted. 3 Harmful effects of pollution. 4 Ways of preventing pollution.	136 137 137 138
	Nil	1 Meaning of natural and man-made disasters. 2 Types and causes of natural disasters. 3 Effects of natural disasters. 4 How natural disasters can be controlled. 5 Our attitude to victims of natural disasters.	141 141 143 144 145

Theme	Performance objectives
23 Mechanised agriculture	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 explain the concept of mechanised agriculture. 2 identify some agricultural machines. 3 explain the problems associated with mechanised agriculture. 4 explain how modern agricultural technology can be applied to fishing and farming. 5 list three advantages and three disadvantages of mechanised agriculture.
24 Difference between man and woman	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 list ways in which men and women are the same, and the ways in which they are different. 2 list the traditional role of men and women in society. 3 list the changing role of present day women in society. 4 identify some problems of inequality.
25 Gender discrimination	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 differentiate between sex and gender roles. 2 explain the concept of gender discrimination. 3 explain the consequences of gender discrimination. 4 suggest solutions to gender discrimination.
26 Peace education	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 explain the meaning of peace education. 2 identify the effects of chaotic situation. 3 list the basic skills necessary for keeping friendly relationships. 4 mention ways of maintaining peace in our society/community.
27 Introduction to personal security	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 explain the meaning of personal security. 2 state the precautionary measures on personal security. 3 Duties and responsibilities of a child in personal security.

	Curriculum topic	Textual topic	Page
	Nil	1 Meaning of mechanised agriculture. 2 Problems associated with mechanised farming. 3 Application of agricultural technology to fishing and farming. 4 Advantages of modern agricultural technology.	147 148 149 150
	Nil	1 Similarities between man and women. 2 Traditional role of men and women in society. 3 The changing role of women in present day society.	154 155 155
	Nil	1 Differences between sex roles and gender roles. 2 Meaning of gender discrimination. 3 Problems of inequality 4 Consequences of gender discrimination. 5 Solutions to gender discrimination.	159 159 159 160 160
	Nil	1 Peace education. 2 Consequences of chaotic situations. 3 Basic skills for maintaining friendly relationships. 4 How to apply skills to make peace. 5 Ways of maintaining peace in our community.	163 164 164 165 166
	1 Meaning of personal security. 2 Precautionary measures on personal security.	1 Meaning of personal security. 2 Precautionary measures on personal security.	169 169



Social Studies

Theme

1

Influence of man and his environment

Objectives

By the end of the theme, you will be able to:

- 1 define man.
- 2 define environment.
- 3 mention the types of influence between man and his environment.
- 4 explain the types of influence between man and his environment.

Unit 1 Meaning of man and environment

Meaning of man

Man or human being is a word used to describe a member of the species to which men, women (and children) belong. Man has the ability to communicate with both language and signs. Man belongs to the species called *homo sapiens*.

There are several differences between man and animal. The major ones are as follows:

- 1 Man knows he exists, but animals do not.
- 2 Man can communicate in a language that is highly developed, but animal cannot.
- 3 Man can experience complex emotions, such as happiness, sadness, anger, laughter and compassion in a way that animals do not.
- 4 Man has culture; that is, a way of life while animals do not.
- 5 Man is a creative being; he can invent and build things whereas animals cannot.
- 6 Man is a humorous animal. He can tell jokes while animals cannot.
- 7 Man has moral and legal duties towards God. He believes there is a supernatural being, called God, but animals do not.

Because of all these differences, man is regarded as a *higher animal*.

Meaning of environment

Environment is the total surroundings in which people live. It is everything that is found within society. An environment could be physical or social.

A physical environment is the type of surroundings with materials that can be seen, felt and touched. Physical environment can be natural or man-made.

It is natural if it is created directly by God. Examples include mountains, rivers, trees, valleys, lakes, oceans and seas. A man-made physical environment is the type of surroundings that is created by man. Examples include roads, houses, wells, bridges and markets. Both natural and man-made physical environments are useful to man.

Social environment, on the other hand, refers to the people in our surroundings and how they live and interact (relate) with one another. Examples of social environment are family, culture and religion. Man interacts with other people in his environment. Man is called a social being because he does not live alone but lives with other people. He is also called a gregarious animal because he likes to relate with people.

Unit 2 Influence of man on his physical and social environment

Both man and his environment (social and physical) benefit from one another in several ways:

How man influences his physical environment

Man influences his physical environment in the following ways:

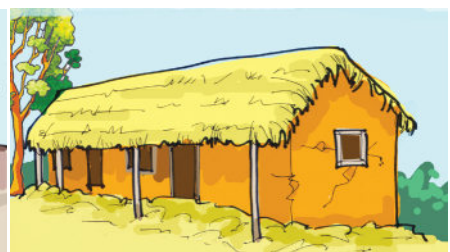
- 1 **Building of houses:** The type of house a man builds depends on the part of the environment he finds himself. In Nigeria, for example, the houses that are suitable in the northern part of the country may not be suitable in the southern part. This is due to the difference in the climatic conditions of both areas. Examples of these houses include bungalow, storey building, skyscraper, mud house, duplex, brick house, glass house and steel house.



Stilt house



Brick house



Mud house

Different types of houses in Nigeria

Man stays in some of these houses and use others for commercial purposes, such as schools, hospitals and shops. By building these houses, man has altered the original structure of the environment.

- 2 **Construction of waterways (canals and dams):** Man has continued to change his natural environment with the construction of artificial waterways, such as canals and dams.



Waterway

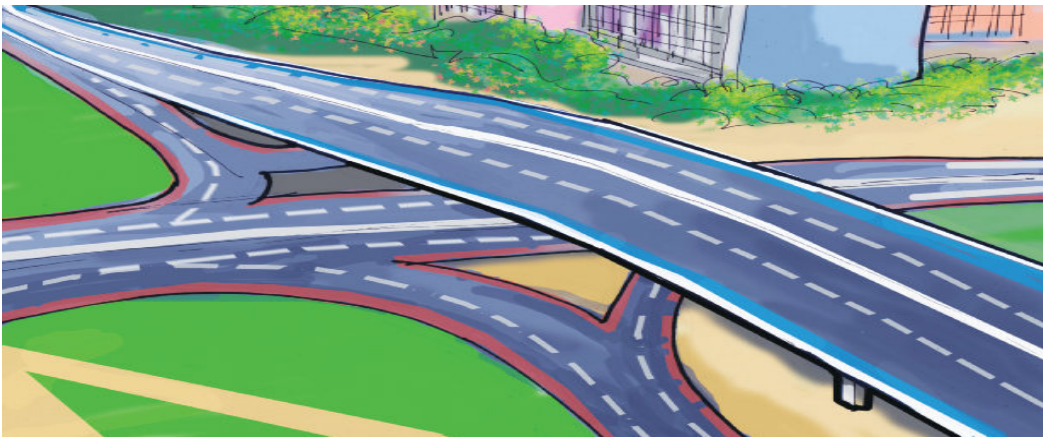


Canal



Dam

- 3 **Use of manure and other forms of fertilisers:** Another way man influences his physical environment is by using manure and other fertilisers to enrich the soil. The use of manure and fertilisers has changed barren lands to fertile lands.
- 4 **Construction of roads:** Construction of roads and bridges has also changed the natural outlook of the physical environment.



A road network

- 5 **Deforestation:** Deforestation is the cutting or burning down of trees in an environment. This has changed forests to deserts. Through the felling of trees for domestic use and the cleaning of land for agricultural purposes, many forests have been deforested.

How man influences his social environment

Man influences his social environment in the following ways:

- 1 **Making laws:** Man makes laws to guide the behaviours or actions of people. Through such laws or rules, people live together in peace and unity. Different people or agents are chosen or elected to ensure that these laws are obeyed. Examples are police officers and traditional rulers.
- 2 **Engaging in commercial activities:** People engage in different economic activities to provide themselves with the necessities of life. They exchange goods and services among themselves. This takes place among ethnic groups, communities or societies.



Cattlemen



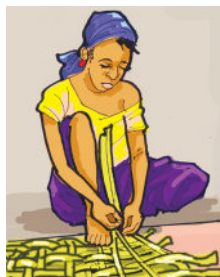
Brickmaker



Fishermen



Welder



Mat weaver



Blacksmith



Musicians

People engaging in different commercial activities

- 3 **Working together:** People cooperate and work together for the progress of the community they live in. For example, people work together to clean the surroundings, and build community roads, drainages and bridges. Such activities are called communal activities.
- 4 **Creation of music for relaxation:** Man creates music, dance and other forms of relaxation to make himself and others around him happy. Music is played by an individual or a band during celebrations, such as naming, birthday, wedding and burial.
- 5 **Worshipping God:** People gather regularly to worship God. This takes place in the church, mosque or other public places. Man sees the worship of God as a duty he owes his creator (God).

How the physical environment influences man

The physical environment also shapes the behaviour of man. This happens in the following ways:

- 1 Man is controlled by the period of the day. For example, he sleeps in the night and wakes up in the morning.
- 2 **Difference in climate:** The weather conditions in different parts of the world determine what people wear at certain periods. In the dry season, people wear light clothes but in the wet season, they wear thick clothes. The type of clothes people wear is also determined by the particular place they find themselves.
- 3 The physical environment also determines the type of occupation one does. Those who live in riverine areas are mostly fishermen while those who live in savannah region, especially in Nigeria, are cattlemen.
- 4 The physical environment also determines the types of houses people build. People who live in the northern part of Nigeria, for example, always build their houses with parapet because of heavy wind or storm. Those who live in the southern part build their houses with bricks or mud.
- 5 The physical environment also influences the type of religion people practise. Physical environment, such as rivers and rocks are seen by people as objects of worship. Before the introduction of Christianity and Islam to Nigeria, people who lived in the riverine areas believed and worshipped gods and goddesses of rivers while those who lived in the forest regions carved different images with stones and worship them as their gods.

How social environment influences man

The social environment affects man as follows:

- 1 **Obedience to rules and regulations:** People obey the rules and regulations in the particular place they find themselves. These rules and regulations vary from place to place.
- 2 **Practice of popular religion:** Although everybody is free to worship the religion he/she believes, but people often practise the religion that is common in a particular place. For example, majority of people in the southern part of Nigeria practise Christianity while those in the northern part practise Islam.
- 3 **Family structure:** Man is influenced by the type of family structure that is common in his locality. Somebody who grows up in a nuclear family environment may likely end up embracing such, while somebody who grows up in an extended family setting may practise the extended family system.

A Choose the best answers for the following questions:

- 1 Man belongs to the group of animals called _____.
A ape B living thing
C homo sapiens D man
- 2 Man is different from other animals in all of the following ways **except** _____.
A he is aware of his existence
B he can walk on two legs
C he has the ability to communicate with languages
D he can experience complex emotion
- 3 Having a sense of obligation towards a supernatural being is one of the characteristics of _____.
A nature B man
C animal D plant
- 4 Another name for environment is _____.
A atmosphere B sky
C surroundings D climate
- 5 A physical environment could be _____.
A natural or climatic B social or man-made
C man-made or artificial D man-made or natural
- 6 A physical environment can _____.
A not be seen but can be touched
B be touched but cannot be seen
C neither be touched nor seen
D be touched and seen
- 7 One of the following is not an example of physical environment.
A Rock B People's religion
C Valley D Mountain
- 8 Roads, wells, markets and houses are examples of _____.
A man-made physical environment
B man-made social environment
C natural physical environment
D natural social environment
- 9 The people in our surroundings and how they live and interact with one another is referred to as _____.
A culture B social environment

- C physical environment D man-made environment
- 10 Man is regarded as a gregarious animal because _____.
A he can live alone B he lives in company of others
C he builds tall houses D he is a higher animal
- 11 _____ is not a part of our social environment.
A Religion B Culture
C Family D Market
- 12 Construction of waterways, canals and dams is one of the ways _____.
A man influences his environment
B man destroys his environment
C the environment influences man
D the environment destroys man
- 13 People in the forest region in Nigeria are likely to be _____.
A fishermen/women B livestock farmers
C cattlemen D lumbermen
- 14 Working together for the progress of the community is one of the ways _____.
A the social environment influences man
B man influences his social environment
C the physical environment influences man
D man influences his physical environment
- 15 Making man to adapt the type of family structure that is common around him is a form of _____.
A man's influence on his environment
B social environment's influence on man
C physical environment's influence on man
D social environment's influence on animals

B Answer the following questions in your exercise book:

- 16 What is man?
- 17 What is environment?
- 18 Define social environment.
- 19 Define physical environment.
- 20 Mention two (2) examples each of the following:
a) Man-made physical environment.
b) Natural physical environment
- 21 Mention two (2) ways man influences his physical environment.

- 22 Mention two (2) ways man influences his social environment.
- 23 Mention two (2) ways the physical environment influences man.
- 24 Mention two (2) ways the social environment influences man.
- 25 Give three (3) examples of social environment.

Homework

- 1 Mention two (2) differences between physical environment and social environment.
- 2 Mention five (5) occupations the people in the forest region in Nigeria are likely to do.
- 3 Mention two (2) occupations people in the riverine areas in Nigeria are likely to do.
- 4 Use your dictionary to find the meanings of the following words:
 - a) Afforestation b) Deforestation
 - c) Agent d) Occupation
 - e) Weather f) Exist
 - g) Creative h) Riverine
 - i) Gregarious j) Obligation

Theme

2

Other people in the family

Objectives

By the end of the theme, you will be able to:

- 1 identify other people that can be found in a family.
- 2 list the obligations of other people in the family.
- 3 state the importance of tolerating other people in the family.
- 4 identify and explain values that promote relationship in the family.

Unit 1 Other members of our family

We know that the family is a group of people related by blood, marriage or social relationship. We also know that our family is made up of ourselves, our father, our mother, our brothers and our sisters.

The blood relations of our father and mother are also members of our family. They are part of the extended family. They have their own families, but some of them live with our family for some time.



An extended family

Our grandparents (grandfathers and grandmothers) sometimes visit us, and may want to stay around for a while. We should respect them, go on errands for them, and help to make them comfortable. They are the parents of our parents. As a result, we should give them more respect.

Sometimes, other people who are not our blood relations live in our house. Anybody who lives in our house is a member of our family. We should live happily with them. We should not refuse to play or associate with them, because they are not our relations.

Unit 2 People we welcome into our family

Some of the people who may live with us are our father's or mother's parents (grandparents), our mother's sisters, the children of our parents' brothers and sisters (cousins), and other people who are not related to us by blood. These people come to live with us in our house, so that we can take care of them.

Parents help their children when they are young, and the children should help their parents when the parents are old and weak.

If our father's brother dies, his children may come to live with us. We should, therefore, welcome them as our brothers and sisters.

Other people we welcome into our family include people who are either working on our farms or helping us at home. Although our parents sometimes pay such people for their work, they should be seen as part of our family.

Unit 3 Obligations of other members in the family

Other members of our family have important duties to perform. When children are born into the family, they help to look after these children. As the children grow older to become boys and girls, these other members of the family help to teach and show them good manners.

Other members of the family who are elders teach the younger ones the good traditions and customs of their ethnic group. They also help in settling quarrels among members of the family. These other members of the family must show gratitude to the family, even after they have finally gone back to their own families.

Unit 4 Advantages of accepting other people into our family

These are some of the advantages of accepting other people into our family:

- 1 **Grandparents:** Our grandparents advise our parents on how to live happily as husband and wife. They also advise the children on how to live well, and how to be good citizens. If they are not too old to work, they also help with some housework.
- 2 **Cousins:** Our cousins sometimes help us on our farms, if our parents are farmers. They help us to do household chores like washing clothes and plates, sweeping the house and ironing our clothes. If they are older, they can also look after the younger ones.
- 3 **Other people:** Some of these other people living in our house are employed by our parents, so they can help to produce more food on the farms, or help to graze the cattle, if our parents are farmers. Where our parents are traders, they act as helpers or shop attendants in our shops and stalls.

Unit 5 Disadvantages of accepting other people into our family

These are the disadvantages of accepting other people into our family:

- 1 **Grandparents:** Some grandparents do things to make their children quarrel. Some mothers-in-law even quarrel or fight with their daughters-in-law. Such persons who bring quarrel should be discouraged from living with us.
- 2 **Cousins:** Some cousins have bad behaviours or habits which can affects others in the family. Such people should also be discouraged from living with us.
- 3 **Other people:** Some other people who live in our houses are not well behaved. Some steal, drink alcohol or smoke cigarettes. Some even cause trouble outside the house, sometimes.

However, if we compare the advantages and disadvantages of accepting other people to live in our homes, we shall see that the advantages are more than the disadvantages.

Unit 6 Values that promote good relationship in the family

In order to promote good relationship in the family, it is important to practise the following:

- 1 **Cooperation:** If members of the family agree or come together to do things, there will be peace and progress in such family.
- 2 **Tolerance:** People do not have the same behaviour; and for peace to reign in

the family, it is important that members of the family learn to tolerate or accept each other's behaviour.

- 3 **Respect:** Members of the family should learn to respect one another, no matter the age difference. This will promote good relationship in the family.
- 4 **Justice:** There should be fairness in the settlement of quarrels in the family. Judgment should not be given to favour one person at the expense of another. Being fair in judgment will also promote good relationship in the family.



An elderly man settling quarrel between two girls



A man and his children
working on the farm



A woman cooking in her kitchen,
being assisted by her daughter

Exercise

A Choose the best answers for the following questions:

- A group of people related by blood, marriage or social relationship is a _____.
A family B church
C mosque D peers
- The blood relations of one's father and mother are members of our _____ family.
A nuclear B extended
C intimate D partial
- Our grandparents are the parents of our _____.
A neighbours B cousins
C parents D friends
- Those who are not related to us by blood but live with us are also _____.
A members of our family B our enemies
C our peers D our neighbours
- Our grandparents live with us because they are old and weak so that we can _____ them.
A beat B help
C push D laugh at

- 6 Other people who live with us but may not be related to us include _____.
A maid B gatekeeper
C cook D all of the above
- 7 Other members of the family help to _____ the children in the family.
A punish B take care of
C abuse D fight
- 8 Other members of the family who are older help to teach the children _____.
A bad morals B good morals
C social vices D intolerance
- 9 Children also learn _____ from the elders in the family.
A traditions and customs B bad behaviours
C malice D insults
- 10 Our _____ advise our parents on how to live happily as husband and wife.
A friends B grandparents
C neighbours D enemies
- 11 When our grandparents are not too old to work, they help with some _____.
A reading B housework
C sleeping D singing
- 12 Our cousins can help us on the _____ if our parents are farmers.
A streets B farm
C balcony D garden
- 13 Those who live in our house and are paid by our parents are called _____.
A domestic workers B children
C grandparents D cousins
- 14 Some grandparents cause trouble in the house by _____ with their daughters-in-law.
A fighting B playing
C cooking D joking
- 15 Children can also learn bad habits from their _____ living with them.
A pastors B imams
C cousins D nobody
- 16 _____ is when members of the family agree to do things to bring peace and progress.
A Intolerance B Cooperation
C Insult D Fear

- 17 When we are able to accept the different behaviours of the members of our family, it is called _____.
 A tolerance B cooperation
 C intolerance D none of the above
- 18 Members of the family should learn to _____ one another no matter the age difference.
 A respect B hate
 C push D intimidate
- 19 There should be _____ in the settlement of quarrels in the family.
 A fairness B partiality
 C fear D disrespect
- 20 Family members should be able to _____ their differences without exposing them to other people outside the family.
 A settle B scatter
 C indulge D share

B Answer the following questions in your exercise book:

- 21 Mention three (3) classes of people we can accept into our family.
 22 Write two (2) obligations of other members of our family.
 23 Write two (2) advantages of accepting other people into our family.
 24 Write two (2) disadvantages of accepting other people into our family.
 25 Mention five (5) values that promote good relationship in the family.

Homework

- 1 a) Write other people that live in your family apart from your parents, sisters and brothers.
 b) Mention the role each of them plays in the family.
- 2 Use your dictionary to find the meanings of the following words:
- | | |
|-----------------|----------------|
| a) Obligation | b) Gratitude |
| c) Fairness | d) Comfortable |
| e) Grandparents | f) Customs |
| g) Employ | h) Graze |
| i) Quarrel | k) Chores |
| | l) Partiality |

Theme 3

Unity in cultural diversity – diversity in customs and traditions

Objectives

By the end of the theme, you will be able to:

- 1 explain the words: culture, diversity and unity.
- 2 explain in simple terms what unity in cultural diversity means.
- 3 give examples of different ways of promoting unity in cultural diversity in our community.

Unit 1 Meaning of culture, diversity and unity

Culture is the total way of life of a group of people. It includes language, mode of dressing, way of greeting, music and dances, religious festivals and farming techniques.

Diversity refers to a variety or wide range of culture. Unity, on the other hand, refers to oneness. Unity in cultural diversity, therefore, refers to oneness, in spite of the differences in culture, i.e. customs, traditions and languages.



Different modes of dressing in Nigeria's minority groups: Efik, Edo, Ebiraland and Fulani

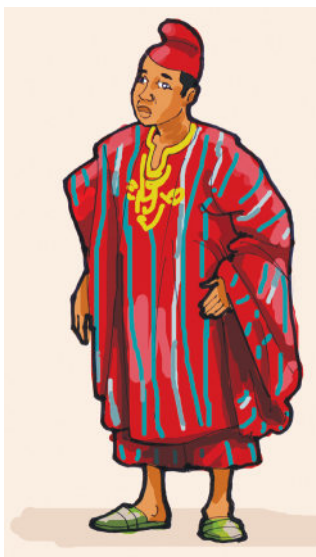
Unit 2 Customs and traditions in the community

Nigeria is a country of many cultures. Each of the many ethnic groups in Nigeria has a different culture. For instance, in Edo and Delta states alone, there are more than ten ethnic groups with different cultures, although certain things are common to all of them.

Differences in customs and traditions

The way of life of Nigerians is similar in many ways, but some differences can be seen among the different cultures. These differences include the following:

- 1 **Language:** Each ethnic group has its own language. For instance, the Fulani speak Fulfulde, while the Yoruba speak Yoruba.
- 2 **Dressing:** The Igbo men wear long shirts on trousers. Agbada and buba are two of the traditional clothes of Yoruba men. Many Hausa men wear long white clothes, while the Urhobo prefer brightly coloured clothes.



A Yoruba man



A Hausa man



An Igbo man

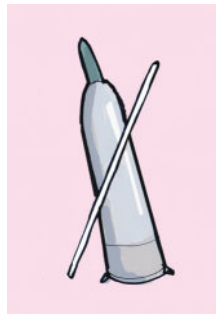


An Urhobo man

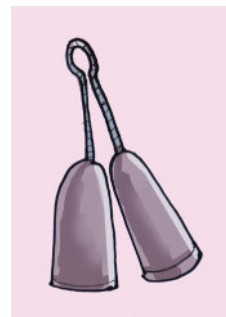
- 3 **Music and dance:** There are various types of drums all over Nigeria. These include the Yoruba talking drums and the Hausa *kannago*. *Apala music* is a traditional music of the Yoruba. *Udje* and *opiri* are two types of music in Urhoboland. The Edo people play *ema* music.



Yoruba talking drum



Hausa Kannago



Igbo long gong

Music and dance go together. For example, *Atilogwu* dance and *Nkwa umu agbogho* dance among the Igbo are very important. Drums and music are played on important occasions only, and not just for mere entertainment. These occasions include funeral, marriage and coronation ceremonies.



Yoruba people enjoying apala music



Urhobo people dancing



Atilogwu dancers of the Igbo

- 4 **Body beautification:** Facial and other body marks differ from one place to another. By looking at the marks on someone's face, one can tell the family or ethnic group of that person. For instance, three straight marks, on each cheek, identify the Oyo people. Also, hairstyles, especially among women, show differences from place to place.



A Nigerian woman hairstyle

- 5 **Works of art:** Local weaving, carving, sculpture, smithing, pottery and painting vary from place to place. For example, calabash carving in Yorubaland differs from calabash carving in Hausaland. Kano city is famous for leather works.



Yoruba aso oke clothes

- 6 **Ways of showing respect:** Nigerians regard greeting as a sign of respect. There are also other ways of showing respect. Igbo young men bow before elders as a sign of respect. The elders tap the younger men on their shoulders in return. Yoruba young men prostate, while the women kneel before elders. Younger Hausa men crouch when greeting elders.

Respect for elders also includes not talking when elders are talking, not calling elders by their first names, and children running errands for their parents or elders.

Similarities in customs and traditions

There are things that are similar among the different cultures in Nigeria. For instance:

- 1 All Nigerians have traditional religious practices.
- 2 Nigerians show respect to people because of their age and experience, and not because of their money.
- 3 The same types of clothes are worn by two or more ethnic groups.
- 4 All Nigerians have extended families. Everybody is his/her brother's keeper.
- 5 All Nigerians are kind and friendly to everybody, especially strangers.
- 6 Some members of an ethnic group can speak the languages of their neighbouring ethnic groups (apart from their own).
- 7 All ethnic groups have traditional chieftaincy institutions.
- 8 Some languages have certain words in common. For instance, certain words in Igbo and Yoruba, and Yoruba and Igala are the same, and have the same meanings.



A Hausa man and his wife being given traditional titles

Unit 3 Cultures we need to keep

Many things or factors have helped to bring about changes in our society. These include technology, religion, politics, education and the ways in which people make money. Changes take place all the time in almost all aspects of Nigerian life. However, we should still keep some of our customs and traditions. Those we should keep include the following:

- 1 Our extended families
- 2 Our mode of dressing
- 3 The way our houses are designed
- 4 Our hairstyles
- 5 Our kindness to visitors and strangers (hospitality)
- 6 Our respect for elders
- 7 Our music and dances
- 8 Our arts and crafts

If we keep and preserve these customs, we would become special, and other countries would recognise our people anywhere in the world.

Unit 4 Cultures that need to be changed

Some aspects of our cultures need to be changed. Some are already being changed. These include:

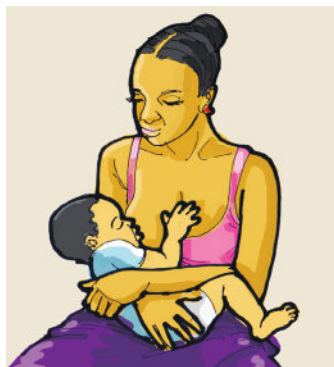
- 1 **The killing of twins:** Due to religious teachings and civilisation, this practice has been condemned as evil, and has since been stopped.

- 2 **The existence of cults:** There are some groups who engage in evil acts and do evil in secret. They do this to get into positions where they will rule others, or to make money. Such groups should be stopped.
- 3 **Our attitude to wealth:** Most Nigerians want to be rich. This desire is not bad in itself. What is bad is wanting to be rich at all costs, and wanting to get rich very quickly. This makes people do evil things, like giving and receiving bribes and, sometimes, stealing in order to become rich.
- 4 **Our attitude to work:** Some Nigerians work hard, no matter the type of work. Some others do not like to do some jobs, especially when it is a menial job. They see it as disrespectful. Examples of menial jobs are rural farming and daily paid jobs. We should do any job we have very well.
- 5 **Female circumcision:** This is the removal of a body part or tissue in the body of females. This practice is dangerous to young girls and should be stopped.

Unit 5 Why some of our customs and traditions must be changed

There are many reasons why we need to change certain aspects of our way of life (customs and traditions). Here are some of them:

- 1 When some of our people get ill, they depend on traditional healers, or medicinemen and charms, to make them well again. This was the practice in the past. However, since modern medicine is much better and effective, everybody should adopt it. This will make us have better health.
- 2 Breastfeeding babies is traditional. It then changed to bottle-feeding or using baby formula because women wanted to work outside the home. Breast milk is the best food for babies. We should give it to our babies, even if it means using it along with baby formula.



A woman breastfeeding her baby



Feeding bottle and baby formula

- 3 In the rural areas especially, it was not necessary before to use burglary proof devices in our homes. With the increase in the rate of armed robbery and stealing, it is now important for people to change and start using burglary proof and other modern security devices.



A modern house with burglary proof



A rural house without burglary proof

- 4 In traditional or rural societies, farmers used crude means of farming like the hoe and the cutlass. But today, the modern world has been able to produce a better means of farming, which is called *mechanised farming*. It involves the use of machines like tractors and other modern farming equipment.



Farming with a hoe



A tractor working on a farm

Unit 6 How to change undesirable customs and traditions

Most of the bad aspects of our cultures can be changed through education. Such education must be given in schools, on television and radio, on the Internet and in newspapers. Government agencies, like the National Orientation Agency, and religious bodies can help to provide this education.



A road marshal stops vehicles to enable some children to cross the road

The following are other agents which can help Nigerians to do away with bad customs:

- | | |
|----------------|-------------------------------------|
| 1 The home | 2 Market places |
| 3 Magazines | 4 Musicians |
| 5 Youth groups | 6 Political parties or associations |

Unit 7 Ethnic groups in Nigeria and the languages they speak

Nigeria is a very large country. There are more than 300 ethnic groups in Nigeria, speaking different languages. Here are some of the ethnic groups:



Various ethnic groups in Nigeria

State	Ethnic groups
Akwa Ibom	Ibibio, Anang
Anambra	Igbo
Bauchi	Hausa, Tangale, Fulfulde, Korkera, Poli, Yolla, Eleme
Bayelsa	Ijaw
Benue	Igala, Tiv, Idoma, Igede
Bornu	Kanuri, Shuwa, Bedde, Fulfulde, Bura, Ngizim, Hausa, Kanembu
Cross River	Efik, Efut, Qua, Ejagham, Ekoi
Delta	Urhobo, Itsekiri, Kwale, Igbo, Isoko, Ijaw
Edo	Bini, Afemai, Esan, Owan
Imo	Igbo
Kaduna	Hausa, Kaje, Gwari
Lagos	Yoruba
Niger	Gari, Nupe, Koro, Hausa
Ondo	Yoruba
Oyo	Yoruba
Plateau	Birom, Agas, Miango, Hausa
Rivers	Ijaw, Igbo, Ikwerre

Unit 8 How to treat people who do not speak our own language

Some people who speak other languages live among us in our states. Some of our people also live among people who speak other languages.

There are people who speak Hausa and Fulfulde languages, who live in places like Lagos, Ibadan and Onitsha. Also there are people who speak Igbo language, living in places like Kano, Kaduna, Sokoto and Akure. We should, therefore, accept people who do not speak our language, and be friendly with them. If we do not accept other people in our area, our people living in other areas will not be accepted by others. We are all human beings, and we are equal before God. Also, as citizens of the same country, we should learn to work together in unity for the progress of our country.

Exercise

A Choose the best answers for the following questions:

- 1 The total way of life of a group of people is called _____.
 - A culture
 - B heritage
 - C movement
 - D group life

- 2 Culture includes _____.
A language B dressing
C religion D all of the above
- 3 A wide range of culture in a society is called _____.
A diversity B cultures
C many cultures D similarity
- 4 _____ refers to oneness in spite of differences in culture.
A Unity in diversity B Unity of purpose
C Division D Malice
- 5 Nigeria is a _____.
A mono-lingual culture B multi-lingual culture
C mono-society D non-secular nation
- 6 The three major tribes in Nigeria are _____.
A Hausa, Nupe and Edo
B Hausa, Fulani and Ibo
C Hausa, Ibo and Yoruba
D Niger Delta, Yoruba and Calabar
- 7 Atilogwu dance is common among the _____.
A Yoruba B Igbo
C Hausa D Urhobo
- 8 An aspect of Nigerian cultures we need to keep is _____.
A dressing B music and dance
C hairstyle D all of the above
- 9 An aspect of Nigerian cultures that need to be changed is _____.
A greetings B food
C female circumcision D family tie
- 10 Most of the bad aspects of our culture can be changed through _____.
A education B indoctrination
C the use of force D violence
- 11 Ibibio and Anang people are found in _____.
A Akwa Ibom B Anambra
C Bauchi D Abuja
- 12 Birom, Agas, Miango and Hausa people are found in _____ State.
A Plateau B Niger
C Rivers D Oyo

13 We should treat people who do not speak our language _____.

- A harshly B with respect
C with insult D none of the above

B Answer the following questions in your exercise book:

- 14 Write five (5) differences in the cultural practices of Nigerians.
15 Write five (5) areas of similarities in Nigerian cultures.
16 Mention five (5) cultures that we must keep in our communities.
17 Mention four (4) cultures in our society that need to be changed.
18 Mention five (5) agents that can help Nigerians change their bad cultures and customs.
19 Atilogwu dance is popular among _____.
20 The Kannago is popular in _____.
21 The talking drum and apala music belong to _____.
22 A modern and better means of farming is called _____.

Homework

- 1 Mention the six (6) geo-political zones in Nigeria.
2 For each of the geo-political zones you have written, write the ethnic group(s) that can be found in them.
3 How do you treat (relate to) people who do not speak your language in the community?
4 Mention the type of cloth, music and food that are common in your ethnic group.
5 Use your dictionary to find the meanings of the following words:
- | | | |
|-----------------|-------------------|-------------------|
| a) Similarity | b) Funeral | |
| c) Coronation | d) Beautification | |
| e) Chieftaincy | f) Breastfeeding | |
| g) Circumcision | h) Burglary | |
| i) Tractor | j) Mechanisation | k) indoctrination |

Theme

4

Marriage customs and practices

Objectives

By the end of the theme, you will be able to:

- 1 identify steps in selecting marriage partners.
- 2 identify and explain values relevant to the selection of partners.
- 3 identify the role played by families and others in the selection of marriage partners.
- 4 identify the consequences of some unhealthy marriage practices.
- 5 suggest ways of preventing unhealthy marriage practices.

Unit 1 Steps in selecting marriage partners (Marriage procedure)

Marriage is the union of a man and woman as husband and wife. Marriage does not just happen. A number of steps lead to marriage. First, the man and the woman meet.

This usually takes place:

- 1 In social gatherings like parties.
- 2 Where they live.
- 3 At school.
- 4 In religious gatherings.
- 5 When their families come together in village or town ceremonies.
- 6 In their places of work.

The proposal

These days, the man usually asks for friendship and marriage directly from the woman. This is called *marriage proposal*. She usually does not agree at once. Instead, she and her parents do a number of things, such as:

- 1 Finding out if the man behaves well.
- 2 Finding out if the man's parents are good people.
- 3 Praying about the matter in their home.
- 4 Asking for the advice of family members and relations.

Courtship

If the woman agrees to marry the man (known as the suitor), both of them would start to *court* each other. Courtship involves many things, such as:

- 1 Frequent visits of the suitor to the lady's family.
- 2 Frequent gifts from the suitor to the lady and her parents.
- 3 Exchange of gifts between the lady and the man.
- 4 Frequent exchange of visits between the man and the woman who are to be married.

After a period of courtship, a *betrothal* ceremony is arranged. This is the ceremony during which both families openly accept that the man and the woman are to be married; they (the couple-to-be) are now *engaged*.

The engagement ceremony takes place at the family home of the woman. Many times the ceremony involves:

- 1 Bringing of gifts like kolanuts, alligator pepper, honey, strong drinks and money by the suitor's family to the lady's family.
- 2 Praying for the couple.
- 3 Singing, dancing, eating and drinking.
- 4 Doing important duties like breaking of the kolanuts and pouring wine on the ground (in some places).

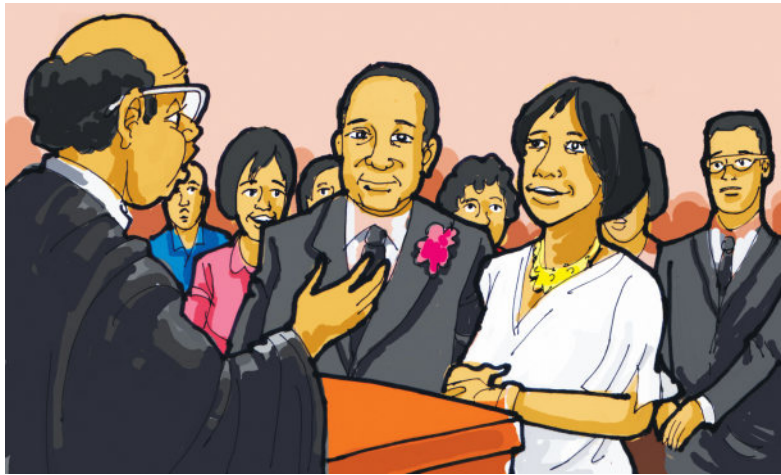
The engagement ceremony gives the couple some social rights over each other. For example, she may no longer agree to marry someone else, and he would not propose marriage to another lady.

After the engagement ceremony, the suitor is expected to continue wooing the woman. This means showing her love by buying her gifts, visiting her, and being good to her.

The marriage ceremony

The marriage ceremony is the last stage. The ceremony takes any suitable form. Generally, the preparation and the actual ceremony take this form:

- 1 A special place, usually a big hall, is arranged for a party.
- 2 The lady gets a wedding dress and the man gets a suit. The couple's parents, friends and relations also get their dresses ready.
- 3 The first part of the ceremony is often a religious ceremony performed by religious leaders.
- 4 Music is also arranged for the event.
- 5 The couple makes their relationship officially recognised, by going to the marriage registry to get an official marriage certificate.



A wedding ceremony in a registry

Unit 2 Values relevant to the selection of partners

It is important for people seeking marriage partners to look for basic qualities before selecting a partner. These qualities include:

- 1 **Trust:** It is important to choose partners who are trustworthy and dependable, in order to have a good and long-lasting relationship.
- 2 **Love and affection:** When selecting partners for marriage, it is important for both partners to love and show affection to each other. If one of the partners shows love and affection, while the other does not, the relationship may not last long. It would break up eventually.
- 3 **Tolerance:** People should only select those that can tolerate or accommodate their behaviour as partners. Otherwise, there will be quarrels and disagreements between them.
- 4 **Honesty:** People seeking partners should select those that are honest, and not fraudsters, liars or backbiters.

Unit 3 Role played by families and others in the selection of marriage partners

- 1 The families of both the suitor and the bride-to-be provide useful advice to both of them on how to go about the task of selecting a suitable husband or wife.
- 2 The family of the bride-to-be tries to get some important information about the man, such as his character, his background, and his family. The family of the suitor also does the same.

- 3 The lady's family and other relations meet to make useful suggestions on how to plan the marriage ceremony, and suggest steps to be followed in order to organise a successful marriage ceremony.
- 4 The family members of the suitor also meet to plan how to meet the family of the lady. They also make arrangements for the gifts and money to be taken to the family.

Unit 4 Some unhealthy marriage practices and their consequences

Some unhealthy marriage practices common in our society include the following:

- 1 Early marriage
- 2 Same-sex marriage
- 3 Trial marriage
- 4 Forced marriage
- 5 Widow (or wife) inheritance

Early marriage occurs when two persons who are not mature to marry get married at a very early age. Most times, this marriage does not last long, and couples get divorced or separated shortly after marriage, because of lack of understanding and maturity.

Same-sex marriage occurs when two people of the same sex, for example, a man and a man or a woman and a woman, live together as a couple. This is not accepted by most ethnic groups in Nigeria. But there are occasions when people of the same sex get married. Such people are not accepted in most societies, and people generally condemn this kind of marriage.

Trial marriage does not last long, because it is based on experiment to test whether such a marriage would work well or not. Most times, the partners are not compatible; so they often disagree.

Forced marriage is marriage that is not based on consent or agreements between both partners. Such a marriage often has trouble and disagreements between both partners. This kind of marriage does not last for a long time.

Widow inheritance occurs when the brother or any mature male member of a dead man's family inherits his wife. This practice is common amongst the Yoruba and Igbo ethnic groups in Nigeria. This marriage practice also comes with trouble and disagreements, because the woman is forced to marry someone she may not love.

Unit 5 Ways of preventing unhealthy marriage practices

- 1 Early marriage should be discouraged.
- 2 Same-sex marriage is immoral, unlawful in Nigeria and not ideal. Most religions preach against it. It should, therefore, be discouraged.
- 3 Widow inheritance is barbaric and ancient. It should, therefore, be stopped.
- 4 Marriage should be based on love and agreement between the man and woman. People should not be forced into marriage. The practice of forcing people into marriage should be discouraged.

Exercise

A Choose the best answers for the following questions:

- 1 The union of a man and a woman as husband and wife is called _____.
A marriage B family
C agreement D togetherness
- 2 The first step of marriage is for the man and woman to _____.
A dance B sleep together
C meet D eat together
- 3 When a man asks for friendship and marriage directly from a woman, it is called _____.
A marriage request B marriage proposal
C toasting D wooing
- 4 After the proposal for marriage, a woman does not usually agree at once because _____.
A the man may not be serious
B the man may not behave well
C she wants to pray about it
D all of the above
- 5 When the woman agrees to marry the man, both of them would start to _____ each other.
A hate B court
C laugh at D sleep with
- 6 After a period of courtship, the _____ ceremony is arranged.
A eating B betrothal
C knowing people D childbearing

- 7 Engagement ceremony takes place at the family home of the _____.
A man B woman
C friends D nephews
- 8 _____ is/are important in marriage for it to last.
A Love and hatred B Hatred and anger
C Love and affection D Misunderstanding
- 9 It is important to choose a partner who is _____ for marriage.
A harmful B honest
C undependable D backbiter
- 10 Planning a marriage is the duty of _____.
A the woman's family only
B the man's family only
C the woman's friends only
D both the man's and the woman's families
- 11 _____ is when two persons who are not mature get married at a very tender age.
A Same sex marriage B Early marriage
C Children marriage D Trial marriage
- 12 _____ marriage is when two people of the same sex live together as a couple.
A Same sex B Early
C Forced D Trial
- 13 A marriage based on experiment to test whether such marriage will work or not is called _____.
A forced marriage B trial marriage
C early marriage D love marriage
- 14 A marriage that is not based on consent or agreement between the man and woman is _____.
A same sex marriage B forced marriage
C trial marriage D early marriage
- 15 When a man inherits the wife of his dead brother, it is called _____.
A wife taking B widow inheritance
C trial marriage D forced marriage
- 16 Same sex marriage is immoral and does not give room for _____.
A understanding B childbearing
C cooperation D love

- 17 Marriage should be based on love and _____ between the man and woman.
A misunderstanding B agreement
C hatred D understanding
- 18 Same-sex marriage is generally not allowed in most ethnic groups in Nigeria.
A True B False
- 19 A marriage ceremony can take place in the _____.
A church B mosque
C family compound D all of the above
- 20 In a marriage, the man is called the groom, while the woman is called the _____.
A gentleman B lady
C bride D mistress

B Answer the following questions in your exercise book:

- 21 Mention five (5) places a man can meet a woman he wishes to marry.
- 22 Mention four (4) things a woman and her parents need to do before she can accept a marriage proposal from a man.
- 23 Mention four (4) items that are required for use in an engagement ceremony.
- 24 Mention four (4) relevant values to be considered in selecting a partner for marriage.
- 25 Write three (3) roles families and friends play in the selection of marriage partners.
- 26 Mention five (5) unhealthy marriage practices in Nigerian society.
- 27 Mention three (3) ways of preventing unhealthy marriage practices.

Homework

- 1 What is betrothal?
- 2 What is engagement ceremony?
- 3 Ask your parents how marriage is contracted in your ethnic group. Write it in your exercise book.
- 4 Use your dictionary to find the meanings of the following words:
- | | | |
|---------------|-----------------|----------------|
| a) Courtship | b) Union | c) Proposal |
| d) Exchange | e) Relationship | f) Engagement |
| g) Suitor | h) Divorce | i) Inheritance |
| j) Immaturity | | |

Theme 5

Responsible parenthood

Objectives

By the end of the theme, you will be able to:

- 1 list various characteristics of responsible parenthood.
- 2 mention some of the problems of irresponsible parenthood.
- 3 identify values that can be developed to avoid irresponsible parenthood.
- 4 explain the concepts of STDs and AIDS.
- 5 mention sources of HIV infection.
- 6 list the effects of STDs and HIV/AIDS on the family.
- 7 list responsible sexual behaviours.

Unit 1 Characteristics of responsible parenthood regarding marriage

After marriage, the husband and wife are expected to behave well, live responsibly and prepare to be good and responsible parents. Some of the characteristics of responsible parenthood include:

- 1 **Preparing for a new baby:** Procreation, or producing babies, is one of the characteristics of marriage. It is the duty of the married couple to prepare well and provide the necessary materials needed for a new baby.
- 2 **Attending antenatal clinics regularly:** Expectant mothers or pregnant women are expected to register in a clinic or hospital for regular checkup, in order to ensure that the mother and baby are healthy.



A nurse advising expectant mothers

- 3 **Eating nourishing food:** Expectant mothers are supposed to eat nourishing foods in order to ensure a healthy growth of the baby, and to nourish the mother, to make her healthy and strong till the day of delivery.
- 4 **Ensuring immunisation:** Immunisation is the drug administered to people, in order to prevent sickness or illness. Parents should ensure that their babies are given complete immunisation, in order to prevent such babies from contracting diseases like polio, meningitis, measles, smallpox, and yellow fever.



A nurse immunising a baby

- 5 **Breastfeeding:** It is the responsibility of mothers to place their babies exclusively on breast milk, instead of using baby formula, which is not as good as breast milk.

Unit 2 Problems of irresponsible parenthood (STDs and AIDS)

Meaning of STDs, HIV and AIDS

STDs are sexually transmitted diseases, which mean that they can be contracted through sexual intercourse.

Examples of STDs are gonorrhoea and syphilis. They may make it difficult for a woman to get pregnant in future. Another STD that is deadly is HIV/AIDS.

HIV means Human Immunodeficiency Virus. This virus attacks the white blood cells, and causes Acquired Immune Deficiency Syndrome (AIDS). The virus normally damages the system that fights diseases in the human body.



An AIDS patient

Unit 3 Sources of HIV/AIDS infection

HIV/AIDS can be contracted through the following sources:

- 1 Sexual intercourse.
- 2 Exchange of body-piercing objects, such as pins, needles, syringes, clippers, and razors.
- 3 Through the blood of an AIDS patient entering a cut or a wound of another person.
- 4 Blood transfusion, i.e. passing of blood from one person to another. If the blood is infected with AIDS virus, the person who receives it could contract AIDS.

We cannot contract AIDS from food, water, handshake, toilet, furniture or telephone. There is no cure yet for AIDS. The best way to prevent it is **not to have sexual intercourse outside marriage**. Antiviral drugs are also available to those who have AIDS, to help them reduce the effect of the disease.

Unit 4 Effects of STDs, HIV and AIDS on the family

- 1 **Marriage failure:** A man or woman can contract HIV/AIDS through any of the sources mentioned earlier. If either of them happens to get the infection, it might eventually lead to marriage failure or divorce.

- 2 **Reduction in family income:** Another effect it would have on the family is the reduction in income, because a major part of the family income would be used to buy drugs and pay for treatments, in order to sustain the patient; and since there is no cure for HIV/AIDS, the family would have to keep spending money to keep the patient alive and healthy.
- 3 **Stigma from members of the community:** Even though it is bad to neglect or look down upon anyone who is ill, some people still do this to HIV/AIDS patients. That is what *stigma* means. Such behaviour is very bad.

Unit 5 Responsible sexual behaviour

It is very important for the husband and wife to live responsibly, and remain faithful to each other. In order to ensure a happy, peaceful and harmonious married life, people should not engage in sex outside marriage.

Unit 6 Values relevant to responsible sexual behaviour

- 1 **Faithfulness:** The husband and wife should remain faithful to each other all their lives.
- 2 **Discipline:** The man and the woman should also be disciplined, and should not engage in extramarital affairs.
- 3 **The fear of God:** People should fear God, and always do the right things, as stipulated in the holy books.

Exercise

A Choose the best answers for the following questions:

- 1 The husband and wife should prepare for a responsible parenting after _____.
A courting B proposal
C marriage D betrothal
- 2 The new couple should prepare well for _____ after marriage.
A welcoming visitors B producing babies
C fighting one another D calling relatives
- 3 A pregnant wife should go for _____ regularly at the clinic or hospital.
A briefing B antenatal
C meeting D prayer

- 4 Gonorrhoea and syphilis are examples of _____.
A STDs B HIV
C AIDS D none of the above
- 5 HIV attacks the white blood cells and causes _____.
A STD B AIDS
C virus D malaria
- 6 One can get infected with AIDS through _____.
A handshake B laughing with others
C blood transfusion D walking with an infected person
- 10 To avoid AIDS, the couple must be _____.
A faithful B untrustworthy
C intolerant D unfaithful

B Answer the following questions in your exercise book:

- 11 Mention three (3) values required for responsible sexual behaviour.
- 12 Mention two (2) types of STDs.
- 13 Mention three (3) effects of STDs and HIV on a family.
- 14 Write four (4) ways HIV can be contracted.
- 15 What is the commonest way to contract HIV/AIDS?
- 16 Write the meanings of the following:
a) STD b) HIV c) AIDS
- 17 Write four (4) characteristics of responsible parenthood.
- 18 What is best way to prevent HIV/AIDS?

Homework

- 1 Write four (4) ways of preventing HIV/AIDS infection and explain each of them in your exercise book.
- 2 Use your dictionary to find the meanings of the following words:
- | | |
|-----------------|-----------------|
| a) Expectant | b) Procreation |
| c) Immunisation | d) Polio |
| e) Meningitis | f) Measles |
| g) Transfusion | h) Stigma |
| i) Harmonious | j) Faithfulness |

Theme 6

Traditional marriage and modern marriage

Objectives

By the end of the theme, you will be able to:

- 1 describe the features of traditional marriage.
- 2 highlight the advantages and disadvantages of traditional marriage.
- 3 describe the features of modern marriage in Nigeria.
- 4 identify values associated with Christian marriage and Islamic marriage.

Unit 1 Main features of traditional marriage

Traditional marriage is conducted in accordance with the traditions and customs of the people. These traditions have been with the people for a long time, even before other people's ideas were introduced. Here are some of the features of traditional marriage:

- 1 Traditional marriage is mainly between the families of the man and the woman.
- 2 There is always a betrothal ceremony.
- 3 Traditional marriage is not held without the payment of a bride price.
- 4 It usually involves traditional rites and prayers.
- 5 In many Nigerian cultures, the woman is taken to her husband's house the same day the marriage ceremony is held.
- 6 In some cultures, the woman goes, in a ceremony, with her own parents to her husband's house. For example, the Edo and Urhobo ethnic groups perform this ceremony.
- 7 In traditional marriage, a man can marry as many wives as he wants.
- 8 The marriage takes place in the family home of the wife-to-be.

Unit 2 Advantages and disadvantages of traditional marriage

Advantages of traditional marriage

- 1 It allows a man to marry many wives, who could help him on his farm or in his business.
- 2 A man is able to have as many children as possible from this type of marriage. These children help on the farm and in the family business. They also provide

support when their parents are old.

- 3 A large extended family, made up of the families of a man's wives, is produced from this type of marriage. This large family is usually helpful to the man in bad times.



A man and members of his family working on a farm

Disadvantages of traditional marriage

- 1 Since his wives and children are many, the man may not be able to take care of them adequately.
- 2 There may be frequent quarrels among the wives and children.
- 3 Most times, the man does not give equal love and care to his wives and children.

Unit 3 Main features of modern marriage

Modern marriage was brought into Nigeria from outside the country. There are three types of modern marriage, namely:

- 1 Christian marriage or church marriage
- 2 Muslim marriage
- 3 Marriage by the Marriage Act

Christian marriage

- 1 Christian marriage is conducted in accordance with the rules of the church.
- 2 The marriage is celebrated in the church.
- 3 A reverend or pastor conducts the marriage.

- 4 The marriage is expected to be guided by the dictates of the Holy Bible.
- 5 The man puts a ring on the fourth finger on the left hand of the woman and the woman does the same to the man. Usually, the woman already has an engagement ring on that same finger.
- 6 A man can be married to only one woman at a time.
- 7 After the wedding, there is usually a party. Here, among other ceremonies, the couple is advised by their friends and relations, on how to have a successful marital life.



A Christian marriage

Muslim marriage

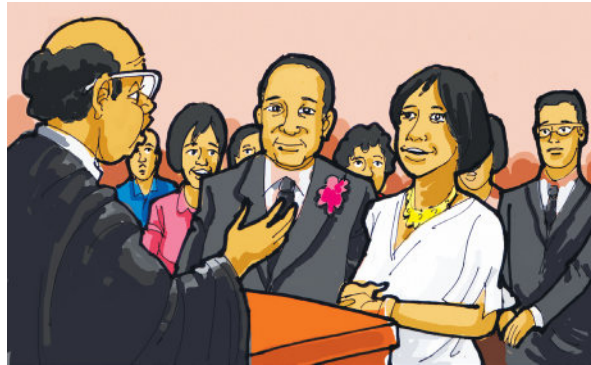
- 1 The Muslim marriage starts with the traditional steps we have learnt about in the previous unit.
- 2 An Imam conducts the wedding.
- 3 The man is permitted to marry up to four wives.
- 4 The marriage is conducted in the mosque.
- 5 The man pays a bride price called *yigi*.
- 6 Guests are entertained with food and drinks to celebrate the marriage.



A Muslim marriage

Marriage by the Marriage Act

Marriage by the Marriage Act was brought into the country by the Europeans. The marriage follows the laws of the government office called the Marriage Registry. The person who joins the couple is called a Registrar. In this kind of marriage, a man may only marry one wife. The couple swears to certain statements, and may exchange rings. Parents and friends are usually present at the registry.



A registry marriage

Unit 4 Advantages and disadvantages of modern marriage

Advantages of modern marriage

- 1 It is based on good traditional customs.
- 2 It is backed up by the religion or law, which the couple strongly holds on to.
- 3 It makes divorce difficult.
- 4 It is guided by written laws.

Disadvantages of modern marriage

- 1 It does not follow our customs and traditions.
- 2 It tries to limit the influence of parents on the affairs of the couple who, however, may not be ready to bear the problems of a married life.

Unit 5 Values associated with modern marriage

The Christian marriage, Islamic marriage and marriage by the Marriage Act are based on love and submission, which must be adhered to strictly by both the husband and wife.

Both husband and wife should fear God, as stipulated in the Christian and Islamic doctrines. Both of them should learn to forgive each other. This attitude will encourage peace and prolong the relationship.

Exercise

A Choose the best answers for the following questions:

- 1 When people marry according to their traditions, it is called _____.
A ethnic marriage B village marriage
C compound marriage D traditional marriage
- 2 In a traditional marriage, a man can marry _____.
A only one woman B only two women
C more than one woman D no woman
- 3 One reason why men marry more than one wife is to _____.
A have more children to feed
B have more children to help on the farm
C have more male children
D to beat their mothers
- 4 Having more than one wife may also lead to _____.
A harmony B quarrels between the wives
C love D togetherness
- 5 There are _____ types of modern marriage.
A four B five
C three D two
- 6 Marriage contracted in the church and according to biblical rules is called _____.
A social marriage B Christian marriage
C court marriage D Muslim marriage
- 7 Marriage contracted according to Islamic rules is _____.
A Christian marriage B Arab marriage
C Traditional marriage D Muslim marriage
- 8 _____ is/are exchanged between a man and a woman as a sign of their wedding in the church.
A Love letter B Handkerchief
C Phone numbers D Rings
- 9 In a _____ marriage, a man can marry only one woman.
A Muslim B Christian
C Traditional D police officer
- 10 In a Muslim marriage a/an _____ conducts the wedding programme.
A pastor B imam
C judge D police officer

- 11 In Islam, a man is permitted to marry up to _____ wives.
 A four B three
 C five D six
- 12 Marriage by Marriage Act was brought into our country by _____.
 A Americans B Ghanaians
 C Europeans D Asians
- 13 Marriage by Marriage Act follows the law of _____.
 A the church B mosque
 C groups D government
- 14 Marriage by Marriage Act takes place in a _____.
 A marriage compound B secretariat
 C marriage registry D local group office
- 15 A modern marriage gives more _____ to the woman.
 A right B ability
 C encouragement D trouble
- 16 Both Christian and Islamic marriages are recognised by law.
 A true B false
 C maybe D never

B Answer the following questions in your exercise book:

- 17 Mention five (5) main features of traditional marriage.
- 18 Mention two (2) advantages and two (2) disadvantages of a traditional marriage.
- 19 Mention the three (3) types of modern marriage.
- 20 Write five (5) ways of conducting a Christian marriage.
- 21 Write five (5) ways of conducting a Muslim marriage.
- 22 Marriage by the Marriage Act was brought into Nigeria by the _____, and it follows the laws of _____.
- 23 Write two (2) advantages and two (2) disadvantages of modern marriage.
- 24 The person who joins the couple together in a marriage by Marriage Act is called _____.
- 25 Marriage by Marriage Act allows for only one man and _____.
- 26 Is divorce allowed in traditional and modern marriages?

Homework

- 1 Ask your parents the types of marriage they contracted when they got married.
- 2 Let them explain to you how they prepared for the marriage. Write it down in your exercise book.
- 3 Use your dictionary to find the meanings of the following words:
 - a) Rites
 - b) Dictates
 - c) European
 - d) Registry
 - e) Submission

Theme 7

Religion

Objectives

By the end of the theme, you will be able to:

- 1 list the types of religious practices in Nigeria.
- 2 explain the meaning of religious intolerance.
- 3 identify problems of religious bodies in Nigeria.
- 4 state five of the role of religious bodies in Nigeria.
- 5 state how religious conflicts can be controlled.

Unit 1 Types of religious practices in Nigeria

We already know that there are three main religions in Nigeria. These are the African traditional religion, Islam and Christianity. There are various groups or sects in each of these religions. These sects have some belief which are different from those of the larger group. Some of the sects in the Muslim religion are the Ansar-ud-deen, the Ahmadiyya and the Nawar-ud-deen sects.

In African traditional religion, there are, among others, the Sango worshippers, the Obatala worshippers, the Amadioha worshippers and the Olokun worshippers.

Among the Christians, there are the Roman Catholic, the Church Missionary Society (CMS), the Baptist and the Pentecostal Movement, among others.

Each of the sects in Islam, Christianity and African traditional religion interprets aspects of the Holy Quran, the Holy Bible, and the teachings of the African traditional religion in different ways. However, they all claim to serve and worship the same God.

Unit 2 Meaning of religious intolerance

Religious intolerance is the inability to accept that others have the right to practise their own religion. Religious intolerance occurs when some members of society refuse to accept or tolerate the religious practices of other people. For instance, some people want everybody to belong to their own religion or sect. Such people sometimes attack or kill those of other sects.

Sometimes ago, there were religious riots in some parts of the northern states especially in Kano. Some Muslims tried to force others to join their own sect of the Islamic religion. This group was known as the Maitatsine group. They killed many people and destroyed property. Recently, the Boko Haram has also destroyed lives and properties in parts of northern Nigeria. This is not a good religious practice. There have also been religious riots in Kaduna, Kafanchan, Maiduguri, Bauchi and Katsina towns.

God is merciful, kind and peaceful. He does not want violence. People should, therefore, not fight or kill one another because of religion. Such actions do not help the country to be united.

Unit 3 Effects of religious conflicts on society

Some of the bad effects of religious quarrels on society are:

- 1 **Loss of lives:** People are often killed during religious riots. The killing may be planned, or it may be by accident.
- 2 **Loss of property:** Houses of worship are often burnt. Cars and other property belonging to people are destroyed.
- 3 **Public disturbances:** Religious crises disturb public peace. People, therefore, leave their work to hide in safer places, and this is bad for the country's progress.
- 4 **Wasteful spending:** Government usually helps people who are affected by religious riots. This help is often in the form of money or materials. Often, places of worship, which have been damaged, have to be rebuilt. This is wasteful, as such money could be put to better use.
- 5 **Hatred:** Religious riots also affect national unity. People begin to hate one another, and this is not good for the peace and unity of Nigeria.

Unit 4 Role of religious groups in national development

- 1 Religious groups were the first to provide formal education in schools. They have continued to build and run schools in which children receive their education. For instance, several Muslim and Christian groups have continued to do this.
- 2 Religious groups have built hospitals in which the sick are treated.
- 3 Religious bodies encourage people to live a good life, according to the laws of God.
- 4 They have formed youth associations to help the youth to develop.

- 4 The Roman Catholic, Baptist, and Pentecostal movement can be found in _____ religion.
- A traditional B Islamic
C Christian D Hindu
- 5 All religions in Nigeria claim to worship and serve _____.
A Lucifer B God
C the president D an angel
- 6 _____ occurs when some members of society refuse to accept or tolerate the religion of other people.
A Religious conference B Religious convention
C Religious war D None of the above
- 7 Religious intolerance is the _____.
A ability to accept that others have the right to practise their own religion
B inability to accept that others have the right to practise their own religion
C freedom of others to practise their own religion
D freedom to practise two or more religions
- 8 The group which tried to force others to join its religion in Kano in the 1980s is _____ group.
A Maitama B Maitatsine
C Jihad D MASSOB
- 9 Religious intolerance among people will lead to _____.
A progress B peace
C killing D togetherness
- 10 Religious intolerance does not encourage _____.
A progress B peace
C friendship D all of the above
- 11 Religious leaders perform roles in national development, such as _____.
A teaching good morals B preaching peace
C encouraging youth D all of the above
- 12 Each religion that people practise has its own doctrines and _____.
A stories B dogmas
C company D rules
- 13 All religions have practices and _____.
A celebrations B torture
C drinks D food
- 14 The laws of our country do not allow people to _____ others to join

their religion.

- | | | | |
|---|--------|---|-------|
| A | invite | B | force |
| C | push | D | draw |
- 15 Traditional African religion worshippers worship in the _____.
- | | | | |
|---|--------|---|--------|
| A | mosque | B | church |
| C | garden | D | shrine |
- 16 The Christian religion worshippers read the _____.
- | | | | |
|---|------------|---|------------|
| A | notebook | B | textbook |
| C | Holy Bible | D | Holy Quran |
- 17 The Islamic religion worshippers read the _____.
- | | | | |
|---|------------|---|------------|
| A | Holy Quran | B | Holy Bible |
| C | omens | D | textbook |
- 18 As a traditional religious sect, Obatala is worshipped among the _____.
- | | | | |
|---|--------|---|-------|
| A | Ibibio | B | Igbo |
| C | Yoruba | D | Hausa |
- 19 Amadioha is worshipped by the _____.
- | | | | |
|---|-------|---|----------|
| A | Hausa | B | Yoruba |
| C | Igbo | D | Itsekiri |
- 20 Religious intolerance and crisis can _____
- | | |
|---|---|
| A | facilitate the development of a country |
| B | promote peace and unity |
| C | encourage national cohesion |
| D | hinder the development of a country |

B Answer the following questions in your exercise book:

- 21 Mention the three (3) major religions in Nigeria.
- 22 Mention three (3) sects in Islam you know.
- 23 Mention four (4) Christian denominations you know.
- 24 Mention three (3) traditional religion groups you know.
- 25 What is religious intolerance?
- 26 Mention five (5) cities in Nigeria that have experienced religious intolerance and crisis before.
- 27 Mention five (5) effects of religious conflicts on Nigeria and her people.
- 28 Mention three (3) roles that religious groups have played in national development.
- 29 Write four (4) ways of controlling religious conflicts.

30 All religions, whether traditional, Islamic or Christian, claim to serve and worship _____.

Homework

- 1 Write the religion and denomination/sect you belong to.
- 2 Mention five (5) denominations you know in Christian religion.
- 3 Mention three (3) sects you know in Islamic religion.
- 4 Use your dictionary to find the meanings of the following words:

a) Sect	b) Denomination	c) Pentecostal
d) Intolerance	e) Formal	f) Doctrine
g) Dogma	h) Riots	i) Fanatic

Theme 8

Leadership: Political parties

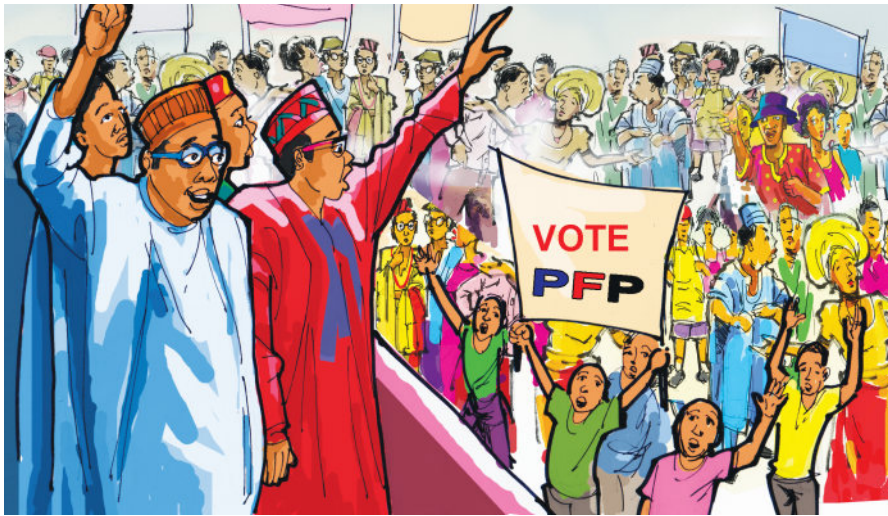
Objectives

By the end the theme, you will be able to:

- 1 explain the term, 'political party'.
- 2 state the functions of political parties.
- 3 describe how a political party is formed.
- 4 mention three things which a good leader must not do.
- 5 state four ways of controlling the power of a leader.

Unit 1 Meaning of political party

A political party is an organisation of people who have similar political views and ideas about government, and want to take part in running the government.



A political party rally

Each political party has reasons for wanting to run the government. The reasons are usually written, printed and given to people. This printed document is called the *manifesto*. It contains all the plans, actions and programmes of the party, which it intends to execute if it finally gains control of the government.

Political parties usually come into government through elections.

Unit 2 Functions of political parties

Political parties are important, because it is usually through them that candidates for any election are elected. The following are the functions of political parties:

- 1 Political parties identify the needs of the people, which must be satisfied by the government.
- 2 They select and sponsor political leaders for various public offices.
- 3 They ensure that winners fulfil their election promises.



Voters casting their votes

- 4 They let people of the country know how to vote for the right candidates.
- 5 They ensure peace and monitor the political activities of elected officials.
- 6 They discipline (punish) members who have disobeyed the rules of the party.
- 7 They prepare a plan on how to rule if the party wins.

Unit 3 Formation of political parties

Political parties are usually formed through the following steps:

- 1 A group of people come together and agree to form a political party.
- 2 These people choose a leader and other officers to work for the party.
- 3 The people open an office in the capital city of the country, to be known as the headquarters of the party.

- 4 They set up offices in all the states in the country.
- 5 They apply to the electoral commission for registration.
- 6 If the electoral commission finds out that the proposed party has met all the requirements, the party is registered.

Registered political parties in Nigeria

The following are some of the registered political parties in Nigeria:

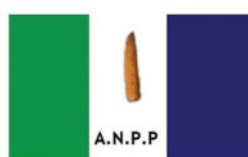
- 1 Peoples Democratic Party (PDP).
- 2 All Progressives Congress (APC).
- 3 Labour Party (LP).
- 4 All Progressives Grand Alliance (APGA).

The Peoples Democratic Party (PDP) won the first election for the post of President in the Fourth Republic in Nigeria in 1999. Its candidate, Chief Olusegun Obasanjo, therefore, became the President of the country. The PDP also won the greatest number of seats in the Senate and House of Representatives. As a result, one of the party's senators became the Senate President. One of its members also became the Speaker of the House of Representatives.

Over the years, however, other parties have emerged. Notable among them is the All Progressives Congress (APC), which has also won the positions of governors, senators and House of Representative members. APC is the coming together of some parties. These parties include All Nigerian Peoples Party (ANPP), Congress for Progressive Change (CPC), and All Progressives Grand Alliance (APGA). Some candidates of each of the three parties have won the elections for the post of governors of the thirty-six states of Nigeria. In Nigeria, states and national elections are held every four years.

Parties that won presidential elections in Nigeria in the Fourth Republic are as follows:

Year	Party	Candidate
1999	Peoples Democratic Party (PDP)	Chief Olusegun Obasanjo
2003	Peoples Democratic Party (PDP)	Chief Olusegun Obasanjo
2007	Peoples Democratic Party (PDP)	Alhaji Umaru Y'adua
2011	Peoples Democratic Party (PDP)	Dr Goodluck Jonathan
2015	All Progressives Congress (APC)	Mohammadu Buhari



Unit 4 Problems of bad political leadership

A leader is expected to work happily with his people. He is expected to listen to what his people tell him. He should know their problems and try to solve these problems. There are many things a good leader should not do. These include the following:

- 1 He should not steal public money.
- 2 He should not punish his own people, except as the law permits.
- 3 He should not work with only some of his people, while keeping the others as enemies.

A leader who does bad things is seen as a problem leader, because he does things that he is not supposed to do. Most times, such leaders get arrested, tried in a law court, and jailed. The people also refuse to re-elect them. Problems created by bad leaders in government include the following:

- 1 The followers are likely to lose interest in the government.
- 2 People become disloyal to the government and refuse to cooperate with such government.
- 3 Little or no attention is paid to education, health, transportation and other aspects of life.
- 4 The people no longer respect the government, so they do not obey the laws.
- 5 Society becomes confused because the people are lawless.

Unit 5 How the power of a leader can be controlled

If a leader's power is not controlled, he is likely to become too powerful. He will not serve his people, but will follow his own wishes always.

In order to see that the power of a leader is not too much, the following steps are usually taken:

- 1 The leader is removed by those who chose him. If he is an elected leader, he is removed through another election. If he is a traditional ruler, he is removed by the elders.
- 2 The leader usually has a specific and limited number of years to lead. In Nigeria, an elected leader, like a president or a governor, has four years to lead. Then another person takes over that position from him or her.
- 3 The leader may even be killed, either through a riot staged by his people.
- 4 The rules which make up the leader's power are changed, and the number of duties performed by such leader is reduced.
- 5 The number of staff and the facilities he uses may be reduced.

Exercise

A Choose the best answers for the following questions:

- 1 An organisation of people who have the mission of running the government with the same political views and ideas is called _____.
A a pressure group B a political party
C an organisation D a government agency
- 2 The plans, actions and programmes a party intends to execute if it finally takes control of the government is called the _____.
A policy B programme
C manifesto D agenda
- 3 For a political party to come into power, there must be _____.
A election B political meeting
C manifesto D census
- 4 One of the following is not a function of a political party:
A Selection and sponsoring of political leaders
B Ensuring that the leaders fulfil their election promises
C Preparing plans on how to rule if the party wins
D Counting of people that live in a particular place
- 5 Before election is done, political parties usually engage in _____.
A political demonstration C political war
B political rally D political argument
- 6 In a democratic system, people choose their leaders through _____.
A nomination B election
C selection D adoption
- 7 The minimum voting age in Nigeria is _____ years.
A 30 B 10
C 16 D 18
- 8 To form a political party, _____.
A members must be from the same tribe
B members must be from the same religious group
C members must apply to the electoral commission for registration
D there are no requirements to be met
- 9 The electoral commission in Nigeria is known as _____.
A Federal Electoral Commission
B Independent National Electoral Commission
C Independent Nigerian Electoral Commission
D National Electoral Commission of Nigeria

- 10 The electoral commission in Nigeria serves as the _____.
 A regulatory body B registration agency
 C advisory body D all of the above
- 11 _____ is not a political party in Nigeria,
 A PDP B APC
 C Labour party D ANC
- 12 The political party that won the presidential election in Nigeria in 2015 was _____.
 A PDP B ACN
 C APP D APC
- 13 The full meaning of PDP is _____.
 A Power Democratic Party C Progressive Democratic Party
 B Peoples Democratic Party D People Democratic Party
- 14 The full meaning of APC is _____.
 A Alliance Progressive Committee
 B Alliance People's Congress
 C All People's Congress
 D All Progressives Congress
- 15 A good leader should _____.
 A not steal public money
 B steal public money
 C take care of his own party members only
 D neglect the welfare of his own people
- 16 If a leader's power is not controlled, he _____.
 A will become powerless C will become a dictator
 B will lose his people D will rule well
- 17 A leader who does not listen to the requests of his followers _____.
 A can be removed by the people that voted for him
 B cannot be removed by the electorate
 C will be re-elected into the office
 D will be democratic in nature
- 18 Election is _____.
 A when people nominate their leaders
 B when people vote to choose their leaders
 C when people remove their leaders
 D when leaders are impeached

- 19 A leader who does not respect the wishes of his subjects in a democratic setting can be _____.
- | | |
|----------|-------------|
| A killed | B beaten |
| C sacked | D impeached |
- 20 The leader of the House of Representatives in Nigeria is called _____.
- | | |
|-------------|------------|
| A President | B Leader |
| C Speaker | D Chairman |

B Answer the following questions in your exercise book:

- 21 What is a political party?
- 22 What is a manifesto?
- 23 Explain the meaning of political rally.
- 24 State five (5) functions of a political party.
- 25 Mention five (5) of the registered political parties that contested the 2015 election in Nigeria.
- 26 Mention three (3) things a good political party must do.
- 27 List four (4) problems that can be created by bad political leaders.
- 28 State four (4) ways of controlling the powers of a leader.
- 29 What is political campaign?
- 30 Who is the chairman of INEC?

Activity

Class debate

Civilian rule is better than military rule. Speak for or against it.

Homework

- 1 Who is the president of Nigeria?
- 2 Who is the president of the Senate?
- 3 Who is the speaker of the House of Representatives?
- 4 What do we call the lawmaking body at the state level in Nigeria?
- 5 Write out the six (6) geo-political zones we have in Nigeria.
- 6 Write out the governors of all the 36 states in Nigeria.
- 7 Mention two (2) leading political parties in Nigeria.
- 8 Write the party that won the presidential election in Nigeria in:
a) 1979 _____

- b) 1983 _____
- c) 1993 _____
- d) 1999 _____
- e) 2003 _____
- f) 2007 _____
- g) 2011 _____
- h) 2015 _____

9 Use your dictionary to find the meanings of these words:

- | | |
|-----------------|--------------|
| a) Organisation | b) Election |
| c) Candidate | d) Electoral |
| e) Requirement | f) Impeach |

Theme 9

Government

Objectives

By the end of the theme, you will be able to:

- 1 list four main services the government provides for the people.
- 2 identify the standard of government services.
- 3 explain how population increase affects the distribution of amenities.
- 4 state why government is unable to provide essential services.
- 5 list four ways in which people can assist government to provide certain services.

Unit 1 **Main services provided by the government for the people**

We defined government in Book 4 as the group of people given power and authority to make, interpret and execute the laws in society.

There are three levels of government in Nigeria: the federal government, the state government, and the local government. Each of these governments has its own duties. You already know some of the duties of local and state governments. We shall now find out more, as well as the duties of the federal government to its people.

One of the most important services the government provides for us is education. The government ensures that we all have good education. The three levels of government provide this service. The government also makes and implements good policies which will make life better for the people.

The federal government constructs Trunk A roads, which link one state with another, the state governments construct Trunk B roads, which link the towns and local governments in the states. The local governments construct Trunk C roads, which link the villages within the local government areas. These roads enable us to move freely from one place to another, and to transport our agricultural produce and other goods easily. We also use these roads to get to school everyday.

The government also provides employment for people who are looking for jobs. Government provides health services by building hospitals, clinics, and medical centres for the people.

The government provides pipe-borne water that runs in our communities and homes. This is normally provided by the state government.

The government provides these services because it wants us to be happy and healthy. If there are no schools, we cannot have good education. If there are no roads, we cannot get to school, and our parents cannot move from place to place, or transport their agricultural produce to other parts of our state and country for sale.

Unit 2 Qualities of a good government

For a government to be acceptable to the people, such a government is expected to have certain qualities and standards, which meet the expectations of the people.

Such qualities include the following:

- 1 **Honesty:** A government that does not cheat people, steals or lies, is said to be honest, and generally accepted by the people.
- 2 **Accountability:** A government that does not do things in secret, but explains things to people without hiding anything, is a good government. A government that spends public money wisely, and uses such money to provide for people's needs without stealing such money is also a good government. It is said to be accountable to the people.
- 3 **Transparency:** A transparent government is honest, upright and responsible. It is ready to be criticised by the people, and ready to fulfil the will of the people.

Unit 3 Effects of increase in population on amenities

A lot of people migrate, or move from one geographical area to another, in search of jobs, social amenities and education. When many people move to a particular area, it affects the distribution of social amenities in such areas.

The effects of population increase include the following:

- 1 **Shortage of available amenities:** When the population of a particular area increases, there will be pressure on the available amenities, such as schools, pipe-borne water, electricity and health centres. These facilities would not be enough for people because of the sudden increase in population.
- 2 **Increase in poverty level:** Increase in population could lead to shortage of food and the various sources of making money, thus leading to poverty among the people.
- 3 **Unemployment and increase in crime:** Increase in population could eventually

lead to unemployment, because government can only provide jobs for people originally inhabiting the area. When more people come in, there could, therefore, be scarcity of jobs. Those without jobs may become desperate and, in order to make money, may steal other people's money and belongings.



A congested area

Unit 4 Reasons why government is unable to provide services

Certain things hinder government from providing certain services. They include the following:

- 1 **Increase in population:** Government would not be able to provide essential services if there is a sudden increase in the population of a nation or state. Government would have to look for other ways of making more money to provide for the needs of the large population.
- 2 **Corrupt government:** A government that is corrupt and not sincere with the people would definitely refuse to provide essential services because such a government would spend public money for the personal use of its leaders.
- 3 **Refusal to pay tax:** A tax is an amount of money certain citizens pay to the government. This money is normally paid by government workers, businessmen, traders, buyers and those who use government facilities. However, the money that is realised from those sources is not always sufficient for government to pay workers' salaries and provide all the essential services needed by the people. This is because many people do not pay their taxes, and people tend to avoid paying taxes to a corrupt government. If people refuse to pay taxes and levies, the government would not have enough funds to satisfy the needs of the citizens.

Unit 5 How to assist government to provide services

Good citizens should not only think about what the government can do for them. They should also think about what they can do to help the government. Before we demand that the government should provide essential services, such as good roads, water, schools and hospitals in our area, we must do our duty.

To help the government, a good citizen must:

- 1 Pay his tax promptly, when he is old enough to do so, and is working.



A tax office

- 2 Pay his school fees promptly.
- 3 Use the amenities given by the government with care.
- 4 Always be law-abiding, so that government spends less money in providing for the police, the courts and the prisons.

If we do not pay our taxes, then the government will have less money. If the government does not have enough money, it cannot provide us with essential services.

The schools which we now attend, the water that runs from the tap, and the hospitals we go to, are all paid for by our parents. However, if some parents refuse to pay their taxes, the government would not be able to provide these services adequately.

Exercise

A Choose the best answers for the following questions:

- 1 The group of people given the power to make, interpret and execute laws is called _____.
A agency B parastatal
C government D police
- 2 One of the following is **not** a level of government in Nigeria.
A Local government B State government
C Federal government D Community government
- 3 The closest level of government to the people is the _____.
A local government B state government
C federal government D community government
- 4 The highest level of government in Nigeria is the _____.
A local government B state government
C federal government D community government
- 5 Which level of government provides education for the people?
A Local government B State government
C Federal government D All levels of government
- 6 The type of roads constructed by the federal government is called _____ roads.
A Trunk C B Trunk B
C Trunk A D Grade A
- 7 The local government constructs _____ roads.
A Trunk A B Trunk B
C Trunk C D Grade A
- 8 The state government constructs _____ roads.
A Trunk A B Trunk B
C Trunk C D Grade A
- 9 One of the following is **not** a quality of a good government.
A Corruption B Accountability
C Honesty D Transparency
- 10 One of the following is an effect of increase in population.
A Availability of food B Full employment
C Surplus of social amenities
D Increase in crime
- 11 If people refuse to pay taxes _____.
A the government will be rich

- B the people will be rich
 - C the government will not be able to provide services
 - D the country will have surplus of resources
- 12 Corruption in government is _____.
- A influencing people to do the right work at the right time
 - B the use of powers for illegitimate private gain
 - C the use of powers to oppress people
 - D forcing people to do their work
- 13 We can assist the government by _____.
- A paying our taxes promptly
 - B vandalising government property
 - C evading taxes
 - D public protest
- 14 The head of the federal government in Nigeria is called _____.
- A chairman
 - B head of government
 - C governor
 - D president
- 15 _____ are provided by the government to make life easy for citizens.
- A Cloths
 - C Televisions for home use
 - B Social amenities
 - D Furniture for domestic use
- 16 Those who work in government ministries or establishments are called _____.
- A workers
 - B employees
 - C civil servants
 - D ministers
- 17 The head of a state government in Nigeria is called _____.
- A governor
 - B president
 - C chairman
 - D leader
- 18 _____ are found at the local government.
- A commissioners
 - B directors general
 - C ministers
 - D counsellors
- 19 Pipe-borne water that runs in our communities and homes are usually provided by the _____.
- A federal government
 - B state government
 - C national government
 - D military government
- 20 Schools, pipe-borne water, electricity and health centres are examples of _____.
- A institution
 - B private facilities

C social amenities

D domestic facilities

B Answer the following questions in your exercise book:

- 21 What is government?
- 22 List four (4) main services provided by the government for the people.
- 23 Mention three (3) levels of government in Nigeria.
- 24 Write the level of government that constructs the following type of roads:
 - a) Trunk A _____
 - b) Trunk B _____
 - c) Trunk C _____
- 25 Mention two (2) qualities of a good government.
- 26 Write two (2) effects of increase in population on social amenities.
- 27 Mention two (2) reasons why government is unable to provide services for the people.
- 28 Mention two (2) ways of assisting the government in providing services for the people.
- 29 What is tax?
- 30 List five (5) examples of social amenities.

Homework

- 1 Write five (5) functions of the federal government.
- 2 Write five (5) functions of the state government
- 3 Write five (5) functions of the local government.
- 4 Mention five (5) things the government uses taxes to do.
- 5 Use your dictionary to find the meanings of these words:
 - a) Duties
 - b) Implement
 - c) Expectation
 - d) Evade
 - e) Transparent
 - f) Accountability
 - g) Criticise
 - h) Unemployment
 - i) Desperate
 - j) Corrupt

Theme 10

Preservation of resources (Savings)

Objectives

By the end of the theme, you will be able to:

- 1 explain what resource preservation means.
- 2 identify how people saved money in the past.
- 3 identify how people save money in these modern times.
- 4 explain how family size and income affect savings.
- 5 identify causes of poor saving.
- 6 explain why saving money is important.

Unit 1 Meaning of preservation of resources

Preservation is the process of keeping things for future use. Resource preservation is the proper use of our resources, like money and other material resources.

Unit 2 How people save their money in the locality and why

Money is very important. We use it to buy the food we eat and the books we read in school. We also use it to pay our school fees and to buy other things we need.

Without money, the government cannot provide us with the essential services we need. Schools, hospitals, electricity and pipe-borne water are provided with money. This is why money should be saved for future use.

Unit 3 How money was saved in the past

In the past, many people kept their money at home, especially under their beds. Some dug up the floor of their houses and buried their money there. Some kept their money in such secret places as rocks, rooftops and shrines. Others kept their money, trinkets and other precious things in trunks and hollows of trees.



A man digging up the floor of his house to save money

Unit 4 Modern ways of saving money

Nowadays, there are many safe places where money can be kept. Money can be kept with banks, thrift and credit societies, cooperative societies, insurance companies and mortgage houses.

A person may also buy shares in a company. By doing so, the person becomes one of the owners of the company. This is another way of saving money.

A little amount money can still be kept at home. It should not be more than the amount of money that we can use to buy food and other things we need at short notice.

If we do not keep some money in the house, we may have to go to the bank everyday to withdraw money for our need. This leads to waste of time and energy. Nowadays, however, we can withdraw money from any Automated Teller Machine (ATM) in any bank close to us for any urgent need, even on weekends and holidays. So we do not have to enter into the banking hall or wait until banks are opened to withdraw money. We withdraw money from ATM with our ATM cards, issued by Visa, Verve or Master Card.



People withdrawing money from the ATM

Unit 5 Banking facilities in the locality

Keeping money in a commercial bank

We can keep or save money in a commercial bank. There are many commercial banks in the country. Some of the commercial banks in Nigeria are the First Bank of Nigeria, United Bank for Africa, Union Bank of Nigeria, Ecobank, GTBank, Skye Bank and Zenith Bank.



Transaction in a banking hall

We can open a savings account in any of the banks close to us. To open an account, we will fill certain forms and put our usual signature. Then, we will fill another form called a pay-in-slip or deposit slip. On this form, we will fill in the amount of money with which we want to open the account. The bank cashier will then enter the amount in a computer and hand over a duplicate copy of the slip

to us. To pay in money, we will first fill in the pay-in-slip and then write the correct amount.

To withdraw money from our savings account, we will fill a withdrawal form or slip and give it to the cashier who will take the amount from our account and give us the money.

Banks also give interest on savings accounts. We can also open a current account. Cheques are used to withdraw money from a current account.

Keeping money in a mortgage bank

People also save money in a mortgage bank. A mortgage bank is not a commercial bank. If someone saves money in a mortgage bank, it is for a special purpose. The mortgage bank helps people to save money, so that they can build their own houses with the help of the bank.

People can open an account in any branch of a mortgage bank, and must save a fixed amount of money in the bank every month. A person having an account in a mortgage bank can apply for a loan to build a house.

If the cost of the house is, for example, three hundred thousand naira (N300 000.00), the person must have saved one-third of this amount before the bank can give him or her two hundred thousand naira. This means that the bank lends the person two-thirds of the cost of the house.

Other places where we can also keep our money are thrift and credit societies, insurance companies, and cooperative societies.

Unit 6 How family size and income affect savings

A lot of money is needed to maintain a large family. For instance, money is needed to pay bills like house rents, electricity bills, water rate and school fees. Money is



A large poor family

also needed to provide food, clothes and other items for the family.

When the family is too large, then it will be difficult to maintain such a family. Saving up some money, therefore, becomes difficult or even impossible. Also, one cannot save if the income realised in the family is little.

Bad economy and decrease in the standard of living in our society can also make it difficult to maintain a large family. These things also prevent savings.

Other causes of poor savings include:

- 1 Inability to manage income properly.
- 2 High level of spending.
- 3 Having too many financial obligations or responsibilities.

Unit 7 Why we have to save money in modern ways

We must save money in modern ways for the following reasons:

- 1 We save money to earn interest or profit on it.
- 2 We save money to prevent it from being stolen by armed robbers or thieves.
- 3 We save money in order to make it possible to borrow large amounts of money.
- 4 We save money in order to have it for use when needed.

Exercise

A Choose the best answers for the following questions:

- 1 _____ is the process of keeping things for future use.
A Restoration B Preservation
C Investment D Investigation
- 2 _____ is the proper use of our resources and other material resources.
A Resource usage B Resource pushing
C Resource keeping D Resource preservation
- 3 Money can be used to provide _____ for the children.
A schools B hospitals
C pipe-borne water D all of the above
- 4 In the past, people kept their money _____.
A with pastors B at home
C in the bank D on the mountains
- 5 In the past, some people dug the floors of their houses to _____ their money there.
A plant B throw

- C bury D wrap
- 6 One of the safe places to keep our money is _____.
- A at home B with mallams
C the village D the bank
- 7 Other safe places where we can keep our money are _____.
- A thrift and credit societies C cooperative societies
B insurance companies D all of the above
- 8 Not keeping some money at home for our use will make us go to the bank all the time we need money, and it _____ our time and energy.
- A saves B adds to
C wastes D increases
- 9 One can buy the _____ of a company to become one of the owners of the company.
- A property B shares
C cars D building
- 10 To save money in a bank, we need to open an/a _____ with the bank.
- A agreement B account
C shop D house
- 11 To pay in money into a bank account, we will first fill in the _____ and then write the correct amount.
- A demand slip B pay-in-slip
C cheque D withdrawal slip
- 12 To withdraw money from our bank savings account, we will fill in a _____ and give it to the cashier.
- A deposit slip B paper slip
C reference form D withdrawal form
- 13 _____ is used to withdraw money from a current account.
- A Paper B Deposit slip
C Teller D Cheque
- 14 _____ helps people to save money so that they can build their own houses.
- A Commercial bank B Central bank
C Agricultural bank D Mortgage bank
- 15 _____ is an example of a commercial bank.
- A Union bank plc B First bank plc

- C Ecobank plc D All of the above
- 16 We can also withdraw money with _____.
 A identity card B ATM card
 C business card D complementary card
- 17 The full meaning of ATM is _____.
 A Automatic Teller Mail
 B Automatic Teller Machine
 C Automated Teller Machine
 D Authentic Teller Machine

B Answer the following questions on your exercise book:

- 18 Give three (3) reasons for saving money.
 19 Write four (4) causes of poverty.
 20 What is the purpose of a mortgage bank?
 21 Mention five (5) commercial banks in Nigeria.
 22 Write the processes of opening a savings account.
 23 Write the processes of withdrawing money from a savings account.
 24 Apart from the bank, mention three (3) other modern ways of saving money.
 25 Why do we need to keep some money at home?
 26 Mention four (4) ways people saved money in the past.
 27 Mention three (3) things the government can use money to do for us.

Homework

- 1 Write five (5) things or objects your parents bought in your house recently.
- 2 Mention the names of the banks in the place you live.
- 3 Describe the inside of a bank that you have entered recently.
- 4 Use your dictionary to find the meanings of the following words:

a) Trinkets	b) Trunk
c) Hollow	d) Thrift
e) Insurance	f) Withdraw
g) Cashier	h) Mortgage
i) Obligations	j) Responsibilities

Theme 11

Development of capital resources

Objectives

By the end of the theme, you will be able to:

- 1 define the term 'capital'.
- 2 describe how we can raise funds.
- 3 mention three things which show that we need money.
- 4 suggest how to discourage laziness and encourage hard work.

Unit 1 Meaning of capital

Capital is the amount of money used by a person or group of people to start a business. For instance, someone who wants to start the business of selling household items or goods needs a reasonable amount of money (capital) to rent a shop, buy the goods in bulk and furnish the shop.

Unit 2 How we can raise more funds

We want the government to provide several services for us to enjoy. The government can only provide these services if and when it has enough funds to do so.

We can help the government to raise more funds by paying our taxes and rates regularly. This is because they are some of the sources through which the government gets money to provide essential services for the people.

We can also assist the government in raising some funds by engaging in one form of economic activity or another. If we do this, we are contributing to the economic development of our nation.

Unit 3 Sources of revenue

We can contribute to the economic development of our nation in any of the following ways:

- 1 **Agriculture:** Agriculture is the cultivation of crops and the rearing of animals.

Products from the agricultural sector are used in our country, or exported to other countries in exchange for foreign exchange (foreign money). People from other countries buy cotton, palm produce, timber, cassava, cocoa and rubber from us. We can raise funds through the sale of these crops.

- 2 **Commerce:** Commercial activity is the buying and selling of goods, including agricultural products. People from the northern part of the country travel to the south to buy things like fruits, vegetables and palm oil, which they take back and sell to people in the north.



A rural market in Nigeria

Similarly, people from the south travel to the north to buy things like millet, groundnut, guinea corn, beans and leather, which they sell to others in the south. People who make money through buying and selling use the money to buy the things they need. They do not depend on the government to provide everything for them.

- 3 **Finance:** A bank is also known as a finance house. It gives loans to people. When people take loans from the bank, they use the money to do things that help them to make more money, and also repay the loan.

The banks employ people who are paid for their work. If people in the banks work very hard, the banks make more money and give more loans to help people. If many people get the money they want from the banks, there will be more economic activity. This will help the country to develop more. This way, the banks and their workers contribute to the economic development of our nation.

- 4 **Cooperative societies:** People engage in cooperative activities for one reason or the other. Several people who engage in the same occupation, or work in the same company or outfit, may come together to form a cooperative society. These people make monthly contributions and combine their resources for the purpose of obtaining loans. They use the loans to buy goods, or engage in one form of business or another. This way, people are also contributing to the economic development of the nation.

Unit 4 Why we need money

- 1 We need money to build the houses we live.
- 2 We use money to construct roads and bridges for cars and pedestrians.
- 3 We use money to build schools.
- 4 We also need money to build our places of worship.
- 5 We need money for the provision of electricity, pipe-borne water and hospitals in our towns, villages and cities.

If all these things require money, then it is important for us to work hard to develop our economy, and make money available to us and the government.

Unit 5 How to discourage laziness and encourage hard work

We can develop or improve ourselves, our standard of living and our economy by working hard.

We cannot achieve any useful thing through laziness. Neither can we get any of the good things of life through it.

The community should push people who do not want to work and make them work. Such people are described as lazy people. In some communities, lazy people are fined. Most times, their attitude is made public, and they are often advised to change their bad attitude to work.

Those who often come late to work, or are lazy at work, should be punished according to the rules of their workplace.

However, hard work can be encouraged among people in many ways, including the following:

- 1 Private companies and the government should provide jobs for everyone who is able to work. Today, many school leavers and graduates do not have jobs. This should not be so.
- 2 Government should encourage people to set up more farms, factories and business outfits. One way of doing this is by making it easier for people to

obtain loans. Another way is by providing people with materials to work with.



People going to work

- 3 All workplaces should reward people who work hard. The reward may be in the form of promotion, prizes, grants and increased earnings.

Exercise

A Choose the best answers for the following questions:

- 1 The amount of money used by a person to start a business is called _____.
- | | |
|-----------------|-----------|
| A initial money | B capital |
| C deposit | D loan |
- 2 We need capital to _____.
- | | |
|---------------------|--------------------|
| A rent a shop | B buy goods |
| C furnish an office | D all of the above |
- 3 One way through which the government raises funds is by _____.
- | | |
|--------------------|----------------------------|
| A paying salaries | B buying houses |
| C collecting taxes | D sending people to prison |
- 4 _____ is the cultivation of crops and rearing of animals.
- | | |
|---------------|-------------|
| A Banking | B Trenching |
| C Agriculture | D Mining |

- 5 The government can raise funds through _____ agricultural products.
A importing B exporting
C shifting D fallowing
- 6 Buying and selling of goods is called _____.
A buying activity B selling activity
C commercial activity D marketing
- 7 A bank is a financial institution that gives _____ to people.
A loan B property
C wealth D materials
- 8 People who are in the same occupation or work in the same company may come together to form a _____.
A group society B colleague society
C cooperative society D bank
- 9 _____ is a good way of developing our economy and improving ourselves.
A Laziness B Hard work
C Loitering D Watching
- 10 One way of encouraging hard work is for _____ to be provided for those who are ready to work.
A jobs B money
C houses D cars
- 11 People who work hard should be _____ for their work.
A rewarded B sacked
C discouraged D punished
- 12 People go to work so that they can _____.
A keep busy B gain experience
C earn a living D catch fun
- 13 Private companies are owned by _____.
A universities B government
C individuals D government workers
- 14 Laziness can lead to _____.
A good health B poverty
C illness D overfeeding

B Answer the following questions in your exercise book:

- 15 Mention four (4) ways we can raise funds for business.
- 16 State four (4) sources of revenue.
- 17 Mention five (5) products Nigeria exports to other countries to get money.
- 18 Mention three (3) benefits of belonging to a cooperative society.
- 19 State five (5) reasons we need money.
- 20 Write two (2) ways we can discourage laziness and encourage hard work.

Activity: Class debate

It is good to export goods to other countries. Speak for or against it.

Homework

- 1 Write four (4) agricultural produce you know and how we can use them.
- 2 Do your parents belong to any thrift and credit society? Write down the name of the thrift and credit society they belong to.
- 3 Use your dictionary to find meanings of the following words:

a) Fund	b) Furnish	
c) Household	d) Plantation	
e) Promotion	f) Earnings	g) bulk

Theme 12

Distribution of resources

Objectives

By the end of the theme, you will be able to:

- 1 explain the term 'resources'.
- 2 identify four types of resources.
- 3 state why resources are not distributed evenly in Nigeria.
- 4 list possible dangers of over-concentration of industries in an area.
- 5 suggest how resources can be distributed equally.

Unit 1 Meaning of resources

Resources are the wealth and goods of a nation, such as land, materials and natural energy which can be used to increase its wealth.



Learn Africa head office

There are human and material resources. Human resources are people who use their abilities and labour to develop the economy. Material resources are the wealth of a nation. These are in the form of goods and other things that make the citizen live happily and comfortable in the country.

For the citizens to be happy, they must have land to farm and build their houses. People who are not farmers also need land for other kinds of work. Those who want to work should be able to find jobs in companies, government offices, industries and schools. The money available in a country is also part of that country's resources.

Unit 2 Other types of resources

Apart from human and material resources, there are also natural resources. Natural resources are not made by man. They are made available by nature. Minerals like tin, columbite, gold, coal, petroleum, iron, limestone and salt are natural resources. There are also resources which are obtained from the forest, such as firewood and timber.



A petroleum refinery

Unit 3 Why resources are not evenly distributed

Distribution of resources, that is, where they are found is due to many factors. Forest and natural resources are distributed by nature, and not by man. Human resources are partly distributed by nature and partly by human beings.

Human beings are found in all parts of Nigeria. Some areas, however, have more people than others. This is sometimes because nature has put more resources in some places than in others.

In order to make sure that everybody in the country enjoys the wealth of the country, the available resources need to be distributed equally among the different areas and people of the country. For instance, if your class teacher distributes



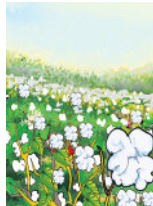
A forest reserve

certain things to the whole class, but fails to give you a share, you will not be happy. That is why it is necessary that all available resources must be distributed well and equally.

However, it is not always possible to distribute resources equally. This is because natural resources are not evenly distributed in the world. For instance, in Nigeria, resources are not evenly distributed because of certain factors, such as favourable weather condition, type of soil, availability of rocks, and availability of forests, rivers, lakes and lagoons.



Cocoa



Cotton



Rubber



Groundnuts pyramid

In addition, agricultural resources are not evenly distributed in Nigeria. For instance, cocoa is grown mainly in the south, precisely in the western part, while cotton is grown mostly in the north. Similarly, rubber is produced in the southern part, while groundnuts are produced in the north. Palm oil is produced in the east.

Nature is partly responsible for these differences

Human beings have little control over the distribution of natural resources because we cannot control the rain, moisture, soils and sunshine needed for crops to grow.

Industries and factories are also not evenly distributed. They are sited more in some areas of Nigeria than in others, and in some areas of our states than in others.

Many industries are located in a particular place because they are near the raw materials needed, or close to the market, supply of electricity and good roads.

Goods are also not evenly distributed. There are more large shops in the big cities than in the villages. As a result, there are more goods in the big cities of Nigeria than in the villages.

Money is also not evenly distributed. Some people have more money than others. Some schools have more teachers and more facilities than others. All these show that resources are not evenly distributed.

Unit 4 Problems arising from over-concentration of industries

Most industries in Nigeria are found in the major cities. These cities include Lagos, Ibadan, Kano, Kaduna, Enugu and Port Harcourt. Lagos is by far the busiest industrial town in Nigeria. So many industries are found in Lagos and its environs, and a few other cities.

Some of the problems of having too many factories in one place include the following:

- 1 In areas with many industries, waste from all types of chemicals is produced. This waste goes into the air and water, and causes pollution. It is dangerous to breathe such air and drink such water.
- 2 The concentration of industries in an area creates job opportunities for lots of people, and such people may decide to reside or live in such areas. This could lead to scarcity of accommodation.
- 3 Only a few people remain in the village and, as a result of this, there will be a decrease in food production.
- 4 In cities with many industries, amenities like drinking water, electricity and transportation may become inadequate for the people.
- 5 Concentration of industries in a particular area creates a lot of refuse. So there may be heaps of refuse in some places, if adequate care is not taken.



Heaps of refuse in a city centre, by the side of the road

- 6 Goods like clothes, shoes, bags and household utensils, may become expensive. This is because there are too many people who would need these things.

Unit 5 How to ensure even distribution of resources

If resources are not evenly distributed, a lot of people will not be satisfied, and some areas will develop faster than other areas.

In order to ensure even distribution of resources, the government should provide social amenities like electricity, pipe-borne water, health centres, good roads, schools and recreation centres in every place.

Apart from that, government should also introduce good policies and programmes for rural development, in order to boost the economic development of rural areas.

Exercise

A Choose the best answers for the following questions:

- Wealth and goods of a nation used to further increase wealth is called _____.
A goods B raw material
C resources D capital
- _____ are people who use their abilities and labour to develop the economy.
A Animal resources B Human resources
C Family resources D All of the above
- _____ is/are a part of a country's wealth.
A Money B Clothes
C Shoes D None of the above
- _____ resources are not made by man.
A House B Car
C Natural D Bags
- An example of natural resources is _____.
A columbite B gold
C petroleum D cotton
- Forest resources provide us with _____.
A firewood B timber
C herb D all of the above

- 2 _____ are people who use their abilities and labour to develop the economy.
- A Animal resources B Human resources
C Family resources D All of the above
- 3 _____ is/are a part of a country's wealth.
- A Money B Clothes
C Shoes D None of the above
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A Money B Clothes
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C Natural D Bags
- 5 An example of natural resources is _____.
A columbite B gold
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A firewood B timber
C herb D all of the above

- 4 _____ resources are not made by man.
- A House B Car
- C Natural D Bags
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- A columbite B gold
- C petroleum D cotton
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- A firewood B timber
- C herb D all of the above

- 6 Forest resources provide us with _____.
- A firewood B timber
- C herb D all of the above

- 7 Forest and natural resources are distributed by _____.
 A children B nature
 C man D government
- 8 One of the following is **not** a natural resource:
 A House B Limestone
 C Gold D Timber
- 9 _____ resources is partly distributed by nature and partly by human beings.
 A Natural B Mineral
 C Human D Material
- 10 For everybody to enjoy the wealth of a country, it has to be _____.
 A packed in one place B distributed equally
 C given to children only D thrown openly
- 11 Petroleum is an example of _____ resources.
 A forest B human
 C material D natural
- 12 _____ is/are the reasons why resources are not equally distributed.
 A Differences in weather condition C Availability of rivers
 B Differences in types of soil D All of the above
- 13 Cocoa can be found in the _____ part of Nigeria.
 A northern B southern
 C eastern D western
- 14 When too much resources are concentrated in a particular place, it causes _____ of the place.
 A underpopulation B overpopulation
 C population growth D population
- 15 When resources are in the hands of a few people to enjoy, many people will be _____.
 A rich and sad B rich and happy
 C poor and happy D poor and sad
- 16 For distribution to be equal, government should provide social amenities, such as _____.
 A electricity B pipe-borne water
 C health services D all of the above
- 17 Most of the industries in Nigeria are found in the _____.
 A rural areas B urban centres
 C riverine areas D forest regions

- 18 The concentration of industries in a particular place can lead to _____.
A even distribution of wealth
B scarcity of accommodation
C waste of material resources
D even distribution of employment
- 20 When social amenities are not provided in the rural areas, there will be _____.
A underutilisation of resources in the urban centres
B overutilisation of resources in the urban centres
C overutilisation of resources in the rural areas
D no utilisation of resources in both the rural and urban centres

B Answer the following questions in your exercise book:

- 21 Give five (5) examples of social amenities.
22 Write four (4) problems that will arise because of over-concentration of industries in one place.
23 Mention four (4) factors responsible for unequal distribution of resources.
24 Who are responsible for distribution of human resources?
25 Mention four (4) types of mineral resources.
26 What are human resources?
27 What are material resources?
28 Mention two (2) things we can get from forest resources.
29 Write one difference between human and natural resources.

Homework

- 1 a) Mention three (3) mineral resources you know.
b) In what way can those resources be used by man? Give two (2) ways for each.
- 2 Use your dictionary to find the meanings of the following words:
- | | | |
|--------------|-------------|------------------|
| a) Mineral | b) Wealth | c) Accommodation |
| d) Expensive | e) Utensils | f) Evenly |

Theme 13

Employment

Objectives

By the end of the theme, you will be able to:

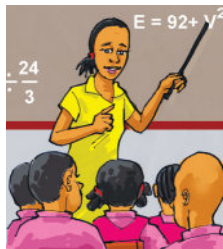
- 1 explain the following: employment, unemployment and underemployment,
- 2 mention causes of unemployment.
- 3 list the causes of underemployment.
- 4 list some effects of underemployment.
- 5 identify the constraints in employment that are based on sex differences.

Unit 1 Meaning of employment, unemployment and underemployment

Employment is work that one does to earn money. Some people work for other people. For instance, teachers work for the government or the owner of a private school. Some other people are self employed. For example, many watch repairers, shopkeepers, mechanics and medical doctors work for themselves.



Carpenters



A teacher



A cobbler

Unemployment is a situation when one does not have a job which brings income. It is the opposite of employment.

Underemployment is when one does not have a job that brings in sufficient income. For instance, underemployment occurs when a worker is only fully occupied for three hours, when he should be working for eight hours a day. He may spend more of his time reading newspapers in the office.

Unit 2 Causes of unemployment

- 1 **Shortage of money:** When government and private companies have little

money to pay salaries, many people may be sacked, and so become unemployed.

- 2 **Underdevelopment:** Some countries are yet to develop. As a result, many industries, large business firms or large farms that can employ many people cannot be set up there. The few places of work can only employ a few people. The rest of the people are, therefore, unemployed.
- 3 **Lack of necessary skills:** Some people do not have the requisite skills (skills needed to do a particular job) or qualifications to get employment. Such people may be refused employment in companies and industries, and they become unemployed.
- 4 **Overpopulation:** If there are too many people for the available jobs, unemployment may occur.
- 5 **Laziness:** Some people are too lazy to do any serious work. Instead, they prefer to beg.



A young boy begging at a motorpark

- 6 **Inability to work:** There are handicapped people, many of who are not capable of working. They include the deaf and dumb, crippled people, and blind people. Many of these people may not be able to do regular jobs because of their disability.

Unit 3 Reasons for underemployment in public and private sectors

The main reasons for underemployment in both government and private companies include the following:

- 1 Some workers were employed when there was enough money to buy the materials and equipment which they used in doing their work. But when there is less money to buy the materials and equipment, they now have little or no work to do. Examples are those who work in construction or manufacturing companies as casuals.

- 2 Some people cannot easily get the job for which they have been trained; so they make do with what they can find, while they hunt for the kind of work they are trained for. For example, the teaching profession is filled with people who are not trained to teach, but who use teaching temporally, awaiting the time they will get other jobs.
- 3 Some companies can no longer afford to pay workers properly, especially in times of global or national economic crisis.

Unit 4 Problems caused by unemployment and underemployment

- 1 Unemployed people find it hard to provide what they and their families need, such as food, housing and clothes.
- 2 Unemployment and underemployment can lead to a decrease in the standard of living, and low quality of life, because of lack of money.
- 3 People who do not have jobs, and those who lack sufficient money, could become frustrated. This might lead to criminal acts like cheating, stealing, armed robbery and prostitution.
- 4 Underemployment can also lead to low production in a company. If the company cannot employ full time workers, it will not have enough products to sell.

Unit 5 Constraints in employment that are based on sex differences

Normally, the government, business firms, companies and other organisations are supposed to employ qualified people, regardless of their sex or gender. At times, employers prefer a particular sex when employing workers. For instance, a particular employer might prefer to employ a lady to fill a particular position instead of employing a man. The man might even have more skills and qualifications, while the lady may not have the required skills or qualifications. This is unfair.

Most times, promotion in some companies or organisations may be based on sex differences. Some employers may give rapid promotion to the men while the women are not given any promotion. Some employers refuse to give maternity leave to expectant mothers, while some refuse to employ married or pregnant women.

The practice of employing a particular sex and not employing the other is called gender discrimination. Employment should not be based on gender. That would be unfair.

Exercise

A Choose the best answers for the following questions:

- 1 When one works to earn money, such person is said to be _____.
A employed B unemployed
C underemployed D jobless
- 2 Those who do not work for others but themselves are called _____.
A selfemployed B unemployed
C underemployed D employed
- 3 When someone is able and willing to work but cannot get a job to do, it is called _____.
A employment B unemployment
C deployment D underemployment
- 4 _____ is when someone is paid below his ability and the work he/she does.
A Employment B Unemployment
C Overemployment D Underemployment
- 5 Causes of unemployment include _____.
A shortage of money B overpopulation
C laziness D all of the above
- 6 Those who are not able to work as a result of one physical deformity or the other are called the _____.
A unemployed B unemployable
C employable D employees
- 7 If there are too many people for a few jobs, _____ may occur.
A employment B unemployment
C overunemployment D marriage
- 8 When people do the jobs they are not trained for and get little or insufficient money, it is called _____.
A cheating B underemployment
C in-employment D underpayment
- 9 When companies are no longer able to pay their workers, and retrench some of them, this will cause _____.
A underemployment B overemployment

- C in-employment D underpayment
- 10 Unemployment can lead to _____.
 A overpopulation
 B rapid economic development
 C decrease in the crime rate of a society
 D increase in the crime rate of a society
- 11 Underemployment can lead to _____.
 A low production B high production
 C increase in productivity D none of the above
- 12 Those who are employed earn _____ at the end of a month.
 A salaries B wages
 C profits D dividend
- 13 When employment is based on gender, it is _____.
 A unfair B fair
 C bad D great
- 14 The practice of employing people of a particular sex and not employing the other is called _____.
 A gender employment B employment discrimination
 C job discrimination D gender discrimination
- 15 Those who are able and qualified to work but will not search for jobs are _____.
 A sufficient B trial
 C lazy D relaxing
- 16 A wage is the money paid to a worker _____.
 A at the end of the month
 B at the end of the day or job
 C before the beginning of a job
 D as part payment for a job well done
- 17 All the following can employ people **except** _____.
 A the government B business firms
 C students D companies
- 18 Unemployment can cause _____.
 A urbanisation
 B industrialisation
 C underdevelopment of the country
 D growth and development

- 19 To create jobs for people, _____.
- A the people must pay their taxes regularly
 - B the government must provide social amenities
 - C the government must encourage the growth of small scale industries
 - D all of the above
- 20 An employer is someone who _____.
- A works for other people
 - B works for himself or herself
 - C is employed
 - D engages another person to work for him/her

B Answer the following questions in your exercise book:

- 21 What is gender discrimination?
- 22 Mention four (4) problems caused by unemployment and underemployment.
- 23 Give two (2) reasons for underemployment in public and private places.
- 24 Mention five (5) causes of unemployment.
- 25 What is employment?
- 26 What is unemployment?
- 27 Can overpopulation lead to unemployment?
- 28 What is underemployment?
- 29 Who are handicapped people?
- 30 Give (5) five reasons why there is gender discrimination in employment.

Homework

- 1 Are your parents employed, unemployed or selfemployed? Write the work they do.
- 2 Where do they work, if employed?
- 3 Use your dictionary to find the meanings of the following words:
 - a) Qualification
 - b) Handicapped
 - c) Disability
 - d) Maternity
 - e) Discrimination
 - f) Retrenchment

Theme 14

Wages and income

Objectives

By the end of the theme, you will be able to:

- 1 explain the concepts of 'wages' and 'salaries'.
- 2 give reasons why some people earn higher salaries than others.
- 3 explain why workers protest when they are not paid promptly.

Unit 1 Salaries and wages

Salaries and wages are the amount of money paid to workers by their employers after the workers have done their job.

The main difference between salaries and wages is that salaries are fixed, they are regular, and are usually paid every month. Wages, on the other hand, are paid according to the number of hours, days or weeks that a person works. Every worker should be paid by the employer.

Unit 2 Other incomes

In addition to salaries and wages, there are other incomes workers can get. The following are the other main incomes:

- 1 **Transport allowance:** This is paid to most workers to help them to come to work and go home easily by bus or taxi.
- 2 **Housing allowance:** This is paid by most employers to their workers, to enable them to pay the rents of the houses in which they live.
- 3 **Interest from saving:** People who have savings accounts in banks or cooperative societies receive interest. This interest is added to the money they save. The savings then increase.
- 4 **Dividends:** Some people buy shares in big companies. They get part of the profits made by these companies. This payment is called *dividend*.
- 5 **Gratuity:** Gratuity is paid to workers at the time they are retiring from work. It is paid once.

- 6 **Pension:** Workers who have retired from the government service or private companies get a monthly pension. A pension is a percentage of a person's former salary and allowances. This is usually paid by pension fund administrators.

Unit 3 Why some workers receive higher salaries and wages than others

All employees and workers do not earn the same salaries and wages. There are reasons for this. Here are some of such reasons:

- 1 A person with a higher qualification usually receives a higher pay than a person with a lower qualification in the same organisation. This is why, for instance, a medical doctor gets more pay than a clerk in the same hospital.
- 2 A person who does his work better and impresses his employers with his attitude to work may get a higher pay.
- 3 A very big industry or company will, most likely, pay higher salaries and wages to its workers than a small company.
- 4 Those who do more work than others may get higher pay.
- 5 Workers who do delicate or dangerous work often receive higher pay than people who do normal work.

Unit 4 Effects of unequal wages and salaries

Workers with the same qualification and experience should normally receive the same pay. This should be so in all workplaces.

However, in some cases, this is not so. When this happens, the workers who feel that they have been badly affected or treated usually do the following:

- 1 They may stage a demonstration or go on strike.
- 2 They may protest through action or by writing to their managers to complain.
- 3 They may work without giving their best, because they are unhappy.
- 4 They may decide to resign, or even reduce the rate at which they produce goods.

Exercise

A Choose the best answers for the following questions:

- 1 When one does a job, one is paid _____.
A emolument and salary B wages and salaries
C pension and rent D gratuity

B Answer the following questions in your exercise book:

- 11 Mention three (3) effects of unequal wages and salaries.
- 12 Mention four (4) reasons why some workers receive higher salaries and wages than others.
- 13 Mention four (4) types of income apart from salaries and wages.
- 14 Salaries are _____ while wages are not.
- 15 How are wages paid?
- 16 What is transport allowance?
- 17 What is housing allowance?
- 18 What is dividend?
- 19 What is gratuity?
- 20 What is pension?

Homework

- 1 What is the difference between a salary and a wage?
- 2 What is the difference between gratuity and pension?
- 3 Salaries are usually paid at the end of _____.
- 4 Use your dictionary to find the meanings of the following words:
 - a) Demonstration b) Protest
 - c) Complain d) Resign
 - e) Percentage f) Delicate

Theme 15

Electronic communication

Objectives

By the end of the theme, you will be able to:

- 1 explain what is meant by electronic communication.
- 2 identify and explain the uses of the following electronic devices: telephone, television, e-mail, satellite, radio, www, ipad, fax and mobile phone/handset.
- 3 state four reasons why electronic devices often fail to work properly in Nigeria.
- 4 mention four things which we can do make electronic devices work better in Nigeria.

Unit 1 Meaning of electronic communication

When people speak to and understand each other, we say that they are communicating. Sometimes, people use signs; yet other people can understand them. Usually people who are communicating are near each other.

Many times, we speak to people that are thousands of kilometres away from us. It is also possible to sit in a home in Nigeria and watch a football match on television as it is being played in New York, in the United States of America. This is electronic communication. Electronic communication simply means to communicate, using electronic devices.

Unit 2 Electronic communication devices

Electronic devices are instruments which work according to the principles (rules which explain the way something works) of electronics. There are many types of electronic devices. Most of them are used for communication. They include the radio, television, walkie-talkie, telephone, ipad and computer. Messages are sent from one person to another through these electronic instruments.

Radio: We listen to important announcements and news on the radio. If a governor or the president wants to talk to us, the message is broadcast through a radio station. We also listen to music and other forms of entertainment on radio.

Television: We often sit in our rooms and listen to important government announcements, news and advertisements on television. We also watch films and other forms of entertainment on the television. Through the television, the things that happen in far places are heard and seen. Watching a football match on television at the same time it is being played on the field is known as watching a *live match*.

Walkie-talkie: The walkie-talkie is a kind of telephone, but it has no wires. The police, the army and other security organisations use it to send and receive messages at any place. Some companies also use it.



A walkie-talkie

E-mail: An (Internet) e-mail message consists of three components: the message envelope, the message header, and the message body. The e-mail is a fairly recent means of electronic communication. Through the email, people and companies all over the world can communicate with one another very quickly. E-mail operates across the Internet and other computer networks. Electronic mail, commonly called email or e-mail, is a method of exchanging digital messages sent from one person (called the sender) to another person (called the recipient). Once a message is typed on the computer of the sender and sent, it is received almost immediately in the mailbox of the person to whom it is sent; and the person can read the message on any computer connected to the internet, anywhere in the world. E-mail is an information and communication technology.

Internet: This is a global system of interconnected computer networks that links several billions of devices (tools or machines designed to perform particular tasks) worldwide. The origin of the Internet dates back to expensive research commissioned by the United States government in the 1960s.

The World Wide Web (www): This is an information system of inter-linked hypertext documents that are accessed through the Internet. It is commonly known as the

web. Tim Berners-lee, a British computer scientist, invented the web.



A girl sending an e-mail through the Internet

Telephone: This is an electronic device with which we send messages to a person with a similar device in another location. The telephone is used to send and receive messages. The messages are sent from and received on the phone sets of the sender and the receiver respectively. The messages may be calls (voice messages) or short messages also known as text messages, especially on the mobile telephones or handsets. There are also table phones.



Mobile phone and table phone

Satellite: A satellite is a spacecraft that carries signals from the ground to space throughout the whole world. The satellite is used to carry thousands of telephone calls at once. It is also used in sending and receiving live television messages from any part of the world.



Satellite dish

All these electronic communication devices help us to send message quickly. Some of them, like the radio and the television, help us to send messages to a large number of people at the same time. For example, when the president 'in Abuja' makes a broadcast to the people of Nigeria, everybody hears him at the same time once they are tuned in. If the broadcast is on television, everybody who has a television set sees the president at the same time.

Unit 3 Why electronic devices do not always work

Sometimes, electronic devices do not work at all. Sometimes, they work poorly. There are many reasons for this. Some of the reasons are as follows:

- 1 They may not have been properly installed by engineers or technicians.
- 2 The person using them may not know how to use them correctly.
- 3 The user may not have properly cared for them by cleaning and servicing them properly.
- 4 Some of the parts may be old and need to be replaced.
- 5 The spare parts to replace bad or damaged parts may not be available.
- 6 Some people may have tampered with the electronic connections, perhaps, by stealing telephone cables.
- 7 Irregular supply of electricity can make some electronic devices work badly or damages them.

Unit 4 What we do to make electronic devices work well

We can do many things to make electronic devices work properly. These include the following:

- 1 We install the machines properly.
- 2 We keep spare parts where we can easily get them when needed.
- 3 We allow only people who know how to handle the machines to use them.
- 4 We make sure that most of the devices are made in such a way that they will work well in our environment.
- 5 The power supply company puts their electric wires and cables under the ground to save them from damage by trees, rainstorm and fire.
- 6 We give technicians and engineers better training and encourage them to work harder.
- 7 We ensure that qualified technicians service the machines regularly.

Exercise

A Choose the best answers for the following questions:

- 1 Talking with people in such a way that they will understand what we say to them is known as _____.
A communication B instruction
C talking gently D discussion
- 2 Another way of communicating with people is through _____.
A the use of signs B transportation
C shouting all the time D talking in foreign tongues
- 3 People who are very far from one another can communicate through _____ medium.
A electronic B oceanic
C face to face contact D sign language
- 4 Electronic communication devices include _____.
A sign language B walkie-talkie
C face to face contact D letter
- 5 An electronic device which broadcasts messages or information without one seeing the presenter is _____.
A a television B a telephone
C a radio D a scanner
- 6 _____ is an electronic device in which we can hear the voice and see the motion picture of the presenter of the message and information.
A A television B A radio
C A telephone D A telegraph
- 7 Security operatives, such as the police and military, use _____ to send important security information to one another.

- A laptops B letter writing
C walkie-talkie D photostat copier
- 8 WWW means _____.
A We Will Win B World Wide Web
C Win World War D World War Web
- 9 _____ is a message sent through an Internet-enabled computer.
A E-mail B M-mail
C F-mail D Internet mail
- 10 An electronic device which we talk into to send a message to a person with a similar device in another location is _____.
A a radio B a television
C a telephone D a scanner
- 11 _____ is an electronic device that can be used to communicate signals from the ground to space.
A Radio B Landline
C Satellite D Walkie-talkie
- 12 When an electronic device does not work at all or is working poorly, it may be because _____.
A it is not properly installed
B some of its parts need to be soaked in water
C the device is not exposed to the sun
D it was made in China
- 13 Irregular supply of electricity can _____.
A increase the performance of an electronic device
B damage or make the device work hardly
C increase the strength of the device
D make the device cool
- 14 To make devices work well, we must _____.
A buy them from China
B instal them properly
C allow qualified technicians to service them regularly
D B and C are correct
- 15 When electronic devices are exposed to rain, they _____.
A perform better B will never be damaged
C will be cold D will be damaged
- 16 Someone who repairs faulty computers is known as a _____.
A computer repairer B computer engineer

- C computer programmer D all of the above
- 17 Which of the following countries invented the Internet?
A Russia B USA
C Britain D Nigeria
- 18 The computer system was invented by _____.
A Charles Darwin B Charles Babbage
C Bill Gates D Barak Obama
- 19 Telephone was invented by _____.
A Michael Faraday B Orville Wright
C MTN D Alexander Graham Bell
- 20 Watching a football match as it is being played in another country through a television is called watching _____.
A a live match B a life match
C premiership match D a replay match

B Answer the following questions in your exercise book:

- 21 Explain electronic communication.
- 22 Give five (5) reasons why some electronic devices fail to work or do not work properly.
- 23 State five (5) ways we can ensure that electronic devices work properly always.
- 24 Give the full meaning of the following:
a) E-mail b) WWW
- 25 Mention two (2) things we can use the following electronic devices to do.
a) Computer b) Television
c) GSM Phone or handset

Homework

- 1 Mentions six (6) electronics devices that can be found in your home.
- 2 State two (2) ways each of the devices you mentioned above is important.
- 3 Use your dictionary to find the meanings of the following words:
a) Communication b) Electronic
c) Broadcast d) Spacecraft
e) Technicians

Theme 16

Land transport

Objectives

By the end of the theme, you will be able to:

- 1 explain what we mean by land transport.
- 2 mention four means of land transport.
- 3 name two types of land transport.
- 4 mention four problems of land transport in Nigeria.
- 5 state four ways of solving the problems of land transport.

Unit 1 Meaning of transport

Transportation or transport is the movement of people and goods from one place to another. Land transport, therefore, is the movement of people and goods from one place to another by land. It enables us to move from one village to another, from one town to another, and from one state to another. It also enables us to travel out of our country. For example, we can travel by road to Ghana, Niger, Chad, Benin Republic and Togo.



Vehicles on the road

Unit 2 Types of land transport

The two major types of land transport in Nigeria are road transport and rail transport.

- 1 **Road transport:** Road transport is the commonest type of land transport. It involves the use of paths, lanes and roads. In the villages, paths are made to link the parts of the whole village to one another, and one village to another. In the cities, roads are built to link the whole city, or one city to another. In road transport, animals, carts, trucks, bicycles, three-wheelers and motorcars are used. These are called means of land transport.



People travelling along a village path



Donkey and cart, used for transport

- 2 **Rail transport:** Rail transport is another type of land transport. The railway is the track on which a train runs. It is made up of two lengths of metal. Rail transport in Nigeria is controlled by the Nigerian Railway Corporation. It started in Nigeria in 1898. The rail transport was established in Nigeria by Britain. The railways run from Lagos and Port Harcourt to Nguru, Kaura-Namoda, Jos, Maiduguri and Kano. They have junctions at Kaduna, Zaria, Kafanchan and Minna. New



A train moving on railway

railways are being built from Agenebode in Edo State to join other parts of northern Nigeria to other areas in the south and other parts of the country. The railway system in Nigeria has undergone a lot of transformation over the years. There are now trains with air-conditioned coaches, especially in a place like Lagos.

Unit 3 Problems of land transport

Some of these means of land transport are faster than others. Some are also cheaper than others. The motorcar, for instance, is faster than the bicycle, and the train is faster than carts. Some of these means are better for transport between cities and villages than others. Some others are used within a city or a village.

Land transport faces many problems in Nigeria. Some of them are:

- 1 The roads within cities, and between cities and villages are usually not tarred; so they are rough.
- 2 The vehicles are usually not in good condition.
- 3 There are many accidents on our roads.
- 4 Some drivers do not obey traffic rules and regulations.
- 5 Some drivers carry too many people or too much load at a time. This practice damages the tyres of the vehicles quickly, and leads to accidents.
- 6 Some of the spare parts used to repair vehicles are too costly, and some of these parts are bad.
- 7 The prices of vehicles are too high. This means that there are not enough buses and taxis on the road.
- 8 Middlemen or touts in motor parks force passengers to travel in vehicles they may not like. These touts also harass the drivers and make life difficult for them.
- 9 There are often traffic jams or hold-ups in cities.
- 10 Transport fares are usually high.
- 11 The trains are very dirty.
- 12 The trains are very slow.
- 13 The trains are not enough.

Unit 4 Ways of solving the problems of land transport

The following are some of the ways of solving the problems of land transport.

- 1 Drivers should be made to read and obey traffic rules and signs.

- 2 Roads should be tarred and maintained regularly.
- 3 Policemen and road safety officials should patrol the roads to control drivers.
- 4 Bad vehicles should not be allowed to operate on the roads.
- 5 Prices of vehicles and spare parts should be reduced.
- 6 Trains should be cleaner and run more frequently.
- 7 Railways should be re-laid and made wider. More modern trains should be brought into the country, and the older ones discarded.
- 8 Traffic wardens must do their duties very well in big cities, to reduce traffic hold-ups.

Exercise

A Choose the best answers for the following questions:

- 1 The movement of people and goods from one place to another is called _____.
 A movement B transportation
 C ferrying D communication
- 2 Through _____ transportation, we can move from one town to another with vehicles.
 A space B air
 C land D water
- 3 _____ is a type of land transport that involves the use of paths, lanes and roads.
 A Road transport B Rail transport
 C Floating transport D Air transport
- 4 In _____, animals, bicycles and motorcycles are used.
 A rail transport B air transport
 C road transport D vehicle transport
- 5 In cities, the commonest means of transportation from one location to another within the city is the _____.
 A horse B leg
 C vehicle D aeroplane
- 6 A type of transportation in which trains running on tracks are used for moving people from one location to another is called _____.
 A road transport B rail transport
 C air transport D sea transport
- 7 Rail transport in Nigeria is controlled by the _____.
 A National Railway of Nigeria

- B National Rail Commission
 - C Nigerian Railway Corporation
 - D National Railway Group
- 8 The Nigeria Railway Corporation was established in _____.
- A 1888
 - B 1890
 - C 1800
 - D 1898
- 9 Rail transport was established in Nigeria by _____.
- A USA
 - B Britain
 - C France
 - D South Africa
- 10 In land transportation, the _____ can carry heavier goods than others.
- A train
 - B bus
 - C lorry
 - D bicycle
- 11 _____ are a common occurrence in land transport.
- A Accidents
 - B Armed robberies
 - C Traffic jams
 - D All of the above
- 12 Accidents often occur in road transport because of _____.
- A drivers who do not obey traffic rules
 - B drivers who are drunk while driving
 - C A and B
 - D None of the above
- 13 The problems of rail transport in Nigeria includes the following:
- A the trains are very dirty
 - B the trains are very slow
 - C trains are inadequate
 - D all of the above
- 14 The commonest means of transport in Nigeria is _____.
- A rail transport
 - B air transport
 - C land transport
 - D water transport
- 15 _____ help(s) to ensure safety on land transport.
- A The national flag
 - B Good roads
 - C Expensive cars
 - D Speeding

B Answer the following questions in your exercise book:

- 16 State five (5) ways of solving the problems of land transport.
- 17 Mention six (6) problems associated with land transport.

- 18 Mention five (5) cities in Nigeria with rail transport.
- 19 Mention four (4) means of road transport.
- 20 What is rail transport?
- 21 NRC means _____
- 22 Mention three (3) countries in West Africa we can easily travel to from Nigeria by land transport.
- 23 Give three (3) reasons why rail transport is not common in Nigeria.
- 24 What is transportation?
- 25 Define land transport.

Homework

- 1 Have you travelled by train before? If yes, write a half page about your experience on the train.
- 2 Mention three (3) other means of land transportation you know.
- 3 Use your dictionary to find the meanings of the following words:
 - a) Lanes
 - b) Paths
 - c) Three-wheelers
 - d) Middlemen
 - e) Touts
 - f) Tarred

Theme 17

National water supply

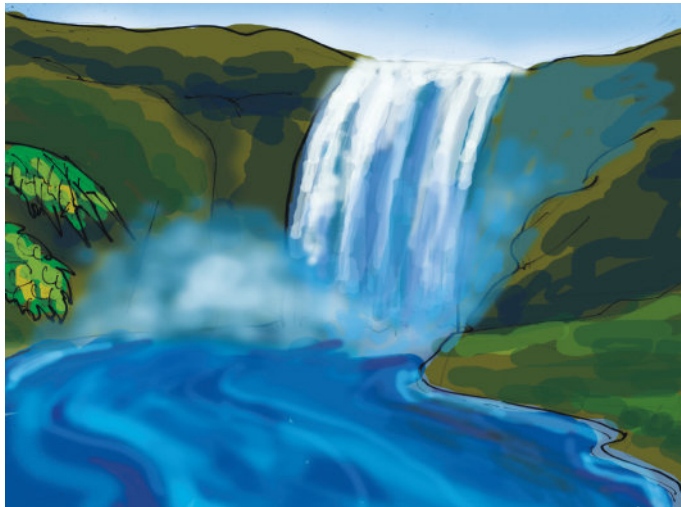
Objectives

By the end of the theme, you will be able to:

- 1 identify sources of water supply.
- 2 give reasons why water is sometimes scarce.
- 3 list the consequences of water shortage in Nigeria.
- 4 suggest ways of overcoming water shortage.
- 5 discuss the relationship between population and water supply.

Unit 1 Sources of water supply

Water is a liquid that comes from springs, rain, rivers, lakes and seas. Water is a common natural liquid, and it is very important to man, animals and plants.



A spring, e.g. Erin Ijesha waterfalls

Apart from rain, rivers, lakes, and seas, which are natural sources, we can also get water from artificial or man-made sources. These include taps, wells and boreholes.

Tap water is normally treated with chemicals such as chlorine, and it passes through pipes before it gets to our homes. A borehole is another man-made source

of water. It can be constructed by using special equipment to drill a big hole to a considerable depth underneath the earth's surface. Pipes and pumps are used to pass water from underneath the earth to our homes.

The government agency which produces or prepares pipe-borne water, and sends it to our homes, schools, and other places, is called the Water Corporation or Water Board. The water board gets the money it spends for its activities from the government.

The government spends a lot of money to make the water get to our homes. We pay rates to the water board for the water we use. Each state in Nigeria has a water board. If we do not pay for the water we use, the water board may not produce more water for our use.

There are also other agencies which provide drinking and irrigation water for the people. These include the Agricultural Development Project, the UNICEF (United Nations Children's Fund), and the World Bank. These last two agencies often assist governments with water projects.

Unit 2 Reasons why water is sometimes scarce

Water is very important to everybody. But sometimes, it becomes scarce because of certain factors or conditions.

Sometimes, climatic changes, such as dry season or drought can lead to water scarcity. This is due to the reduction of the water level of rivers. The water level may further decrease as a result of a longer dry season. This makes water scarce.

When the pipes carrying water to different homes burst or leak, this may cause water to be scarce, because the water gets wasted. If this continues, the water in the tank or reservoir may finish, leading to scarcity of water.



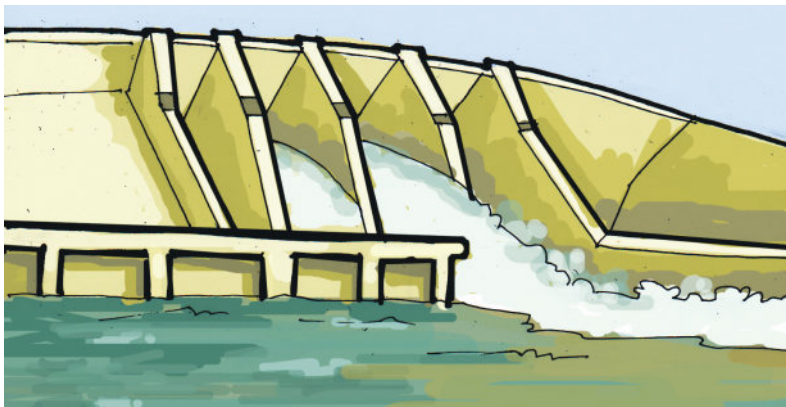
People scouping water from a burst pipe

Also, water may become scarce if the plant or machine used to pump water becomes faulty.

Unit 3 Consequences of water shortage in Nigeria

Scarcity of water can cause so many problems, such as increase in the time it takes to search for water. People thus spend longer time and energy in search of water instead of doing other things.

Scarcity of water can also lead to inadequate supply of electricity, due to a decrease in the water level in the dams used to generate electricity. For instance, the water in the Kainji Dam in Nigeria is used to produce electricity. However, when the water level in the dam reduces, there is a decrease in the amount of electricity produced, and an increase in power outage or inadequate supply of electricity.



Kainji dam

Also, when there is water shortage, industries and factories that need water for the production of goods may not be able to function well.

In the agricultural sector, shortage of water may lead to a decrease in the production of food.

Unit 4 Ways of overcoming water shortage

The problems caused by water shortage can be solved through the following measures:

- 1 Government should provide more funds for the water corporation, and people should pay their water rates promptly, so that the corporation can function well.

- B boreholes, rain and spring D seas, rains and tap
- 6 To make tap water drinkable, it must be treated with _____.
A petrol B acid
C sand D chlorine
- 7 Another name for artificial source of water is _____ water.
A man-made B god-made
C natural D all of the above
- 8 _____ is used to pass water from underneath the earth surface into homes for our use.
A Spoons and pipes B Buckets and pumps
C Pipes and pumps D Cups and pumps
- 9 Government regulates the processing and consumption of water by the people through _____.
A water commission B water group
C water corporation D water incubation
- 10 The _____ ensures that water is well treated for safe consumption and use in our homes.
A water commission B water board
C water group D water people
- 11 _____ can also be responsible for scarcity of water.
A Faulty pumping machine C Leaking of pipes
B Burst pipes D All of the above
- 12 The Kainji Dam in Nigeria needs enough _____ to produce electricity for our houses.
A water supply B plant supply
C irrigation D petrol supply
- 13 In the _____ sector, shortage of water may lead to decrease in production of food.
A agricultural B economic
C school D industrial
- 14 One way of preventing water shortage is that _____.
A government should provide more funds to improve water supply
B more roads must be constructed
C villages should look for water in the city
D everybody must drink well water

15 People should stop dumping refuse in river or lagoons to prevent _____.

- A purification
- C dehydration

- B pollution
- D water becoming sweeter

B Answer the following questions in your exercise book:

- 16 Mention the two (2) sources of water supply.
- 17 List four (4) sources of natural water supply.
- 18 Give three (3) sources of artificial water supply.
- 19 What chemical is used to purify tap/borehole water?
- 20 Name two (2) agencies that assist government in water projects.
- 21 What is scarcity of water?
- 22 Mention four (4) ways we can experience water scarcity in our community.
- 23 Give four (4) consequences of shortage or scarcity of water in Nigeria.
- 24 State four (4) ways of overcoming water shortage or scarcity.
- 25 Mention two (2) ways by which overpopulation can affect water supply in a community.

Homework

- 1 Mention six (6) important things we can do with water at home.
- 2 How can we process water for safe drinking? Give three (3) steps.
- 3 Use your dictionary to find the meanings of the following words:
 - a) Chemical
 - b) Borehole
 - c) Drought
 - d) Scarce
 - e) Population

Theme 18

Housing

Objectives

By the end of the theme, you will be able to:

- 1 name five different types of houses.
- 2 explain how houses in some parts of Nigeria are different from those in other parts.
- 3 list some factors that affect types of houses.
- 4 explain the need for houses.
- 5 mention three agencies that help people to own houses.
- 6 list five reasons why everybody does not own a house.

Unit 1 **Types of houses that people live in, and factors that determine them**

The early men and women lived in caves. Today, people no longer live in caves. People now build houses with what they can get from their surroundings. There are different kinds of houses in Nigeria. This is because there are different kinds of environment.



A house on stilts

Climate is a major factor which makes people decide on how to build the houses they live in. In hot places, the houses have large windows and doors, to let in plenty of air. In very cold areas of the world, the houses have few and small windows. The roofs are made to slope, so that snow can easily slide off them.

Land is another factor which makes people decide to build their houses in certain ways. For instance, in riverine areas, houses are built on supports to raise them above the level of water. Such houses are found in the extreme southern part of Nigeria. In areas where earthquakes are common, houses are built with light materials. This way, people are not injured when houses collapse during earthquakes.

Different types of building materials are used for different types of houses. Stone, wood, straw, mud, glass and other materials are used to build houses.

Housing is one of the basic needs of man. People live in houses to protect them from rain, sun, thieves and wild animals.

People live in different types of houses. The following are some of them.

- 1 **The mud house:** This has mud walls and a mud roof. The roof is usually flat. The entrance to the house is usually small. It is the traditional type of house in the northern part of Nigeria, where rainfall is not much.



A mud house



A thatched house

- 2 **The thatched house:** This is usually round and built in groups in a compound. The walls are built with grass. The roof is also made of grass. This is the traditional type of house of the Fulani people.

- 3 **The pointed-top house:** This is common in the eastern part of Nigeria. The roof is made of raffia palms or grass, and the walls are built with mud and sticks.



A pointed-top house



A bungalow

- 4 **The oblong house:** This is narrow and long, and is divided into several rooms. Almost all the rooms lead outside.
- 5 **The bungalow:** A bungalow does not have another building on top of it. Only one family usually lives in a bungalow. It has several rooms, and the toilet and bathroom are either inside or outside.



A two-storey block of flats



A duplex

- 6 **The storey building:** A storey building is a house with more than one floor. It usually contains more than one flat. The first floor in a storey building is called the ground floor, and the second becomes the first floor. Some buildings have about twenty-seven floors. A very tall storey building with many floors, is called a *skyscraper* or high-rise building.
- 7 **The duplex:** A duplex is a storey building for use by a family. The ground floor usually contains the sitting room, the kitchen, one bedroom, a toilet and a

bathroom. There is a staircase inside the house, which leads up from the ground floor to the top floor. The first floor usually contains only bedrooms, toilets and bathrooms. Some duplexes have another sitting room on the first floor, and this is used by the family.

- 8 **The brick house:** Brick houses are built with burnt bricks. They are not like the traditional mud houses. They are very modern. Sometimes, they are actually built with cement blocks, but the bricks are used to make them fanciful.
- 9 **Glass and steel houses:** These are found mostly in large cities like Ibadan and Lagos. In many cases, they are used as offices by banks and other private organisations.



A glass and steel house

Unit 2 Housing agencies

Some people own houses and live in them. Some people own houses, but because they work in other places, they live in other people's houses. People who do not yet have money to build their own houses rent houses built by either the government or other people.

Our government knows that people need to live in houses, yet many do not own any. This is why state governments and the federal government have agencies which help to provide houses for people. These agencies build houses in certain towns. People rent or buy these houses, and pay a little amount of money at a time. These government agencies are called *housing corporations* in some states, *property development corporations* in other states, and the *development and planning authority* in other states.

The federal government has a bank called the *Federal Mortgage Bank*. This bank gives loan to people who want to build houses. The loan is paid back gradually, with a little interest. Interest is a small amount of money, which is added to the actual amount borrowed. Loan enables people who have no money to build their own houses.

Some large banks lend money to their customers and workers to build houses. The United Bank for Africa and the Union Bank of Nigeria are examples of such banks.

Some other finance houses also lend money to their customers to build houses. Such finance houses are usually owned by individuals.

Unit 3 Why everybody does not own a house

There are several reasons why people do not have houses of their own. Some of those reasons are as follows:

- 1 The cost of building materials is too high.
- 2 The cost of land is very high in the towns. More houses are needed in towns than in villages, but the price of land is too high for most people. In parts of Lagos and Abuja, for example, a piece of land sells for a very large amount of money.
- 3 It is difficult to get loans from banks and other finance houses.
- 4 The cost of labour for building a house is very high. Labourers and other workers demand a lot of money per day.
- 5 It takes too long and costs too much to get a Certificate of Occupancy (C of O), or right to occupy the land from the government. The certificate makes the land on which the house is built a legal property.

Unit 4 Solving the problems of housing

Government cannot provide houses for everybody. However, government can help more people to build their own houses. Government can also help to improve the quality of houses. There are several ways of doing these two things. They include the following:

- 1 Duties on building materials should be reduced, to make them cheaper.
- 2 People should be encouraged to use local materials, which may not cost as much as imported materials.

- 3 Government should provide land for people where there are already roads, gutters, water and electricity. This also lowers the cost of building houses by individuals.
- 4 The Town Planning Authority should draw good plans and enforce them. This way, people will build good houses set out in good order, with playing and recreation areas.
- 5 People can form building groups to help one another to own houses. For example, cooperative societies can give loans to their members for building purposes.
- 6 Some of the existing houses are not fit for people to live in. Some have no good windows, while others are built along rivers. Also, some other houses have weak foundations. Such houses should be pulled down and rebuilt with adequate facilities to fortify their foundations.

Unit 5 Relationship between population and available number of houses

Population is the number of people who live in a particular area. When the population of a particular area increases from what it used to be, then there will be the need to provide more amenities, such as electricity, water, schools, wide roads, and houses.

Definitely, if the number of people residing in a particular area increases, there will be the need to provide more houses, because the ones available will not be adequate.

Exercise

A Choose the best answers for the following questions:

- Early men and women lived in _____.
A palaces B caves
C kingdoms D skyscrapers
- The differences in the kinds of houses in Nigeria is as a result of differences in _____.
A food B environment
C water D none of the above
- _____ is a major factor which makes people decide on how to build the houses they live in.
A Climate B Food

- C Water D Plantation
- 4 In areas where earthquakes are common, people build houses with _____.
- A climate B hot materials
C light materials D clayey materials
- 5 All of these are types of houses **except** _____.
- A mud house B thatched house
C oblong house D rubber house
- 6 A _____ is a house with more than one floor.
- A storey building B terrace house
C pointed-top house D bungalow
- 7 _____ houses are common in the eastern part of Nigeria.
- A Bungalow B Oblong
C Skyscraper D Water
- 8 Government agencies who build houses for people to rent or buy are called _____.
- A housing corporation
B property development corporation
C development and planning authority
D all of the above
- 9 The bank that gives loans to people to build their houses is called _____.
- A federal mortgage bank B central bank
C state-owned bank D commercial bank
- 10 _____ is an amount of money paid on the actual amount of money borrowed from a bank.
- A Loan B Interest
C Dividend D Warrant
- 11 One reason why many people do not have their own houses is because _____.
- A the cost of building materials is too high
B the cost of land is too high
C it is hard to get loans
D of all of the above
- 12 _____ is the total number of people who live in a particular area.
- A Amount B Population

Theme 19

Physical development and personal hygiene

Objectives

By the end of the theme, you will be able to:

- 1 mention four stages of child development.
- 2 list three changes that take place in the body after ten years of age.
- 3 state three things that badly affect a child's development.
- 4 explain what puberty means.
- 5 list three things which we can do to keep the body physically fit.

Unit 1 Stages of child development

Child development refers to the changes that take place in human beings between birth and the end of adolescence.

The major stages of child development are:

- 1 **Infancy:** The child is between one month and about two years.
- 2 **Early childhood:** The child is between two and six years.
- 3 **Childhood proper:** The child has started school. This stage lasts till the child is about ten years old.
- 4 **Adolescence:** The child is becoming an adult. This stage begins at about eleven years and ends at twenty years.

Unit 2 Characteristics of children of ten years and above

At about ten years old, a child starts developing a new way of life, and he starts behaving more like an adult. The child's body grows in special ways:

Height: Growth rate increases in children as from ten years of age. At this stage, boys and girls grow almost at the same rate. In some cases, girls grow faster than boys, but girls stop growing earlier than boys.

Weight: Weight increases in boys and girls almost at the same rate. Boys, however, have more weight than girls up to the age of ten years. Between ten and fifteen years, girls have more weight than boys; but from the age of fifteen years, boys have more weight than girls.



An adolescent boy and an adolescent girl

Physical maturity: Up to the age of ten years, boys and girls are in childhood. From the age of ten years, a few girls develop faster than boys into a stage called *puberty*. However, most boys still remain in childhood. By the age of thirteen and a half years, most girls have reached the stage of puberty and are almost physically mature. At this age of thirteen and a half years, only a few boys have reached puberty. However, boys do not show signs of physical maturity yet. At the age of eighteen years, most girls are fully mature, but most boys are not.

Unit 3 Factors that hinder physical growth

Every human being should grow normally. However, some children do not grow or develop normally like other children. Here are some reasons for this:

Lack of ventilation: The ability of air to enter and move around a room is known as ventilation. Some rooms do not have windows. Some have either small windows or very few windows, and as a result, the air in the room is hot. A child needs plenty of fresh air to grow well. If a child often stays in a room where the air is hot, the child cannot grow normally.

Dirty environment: A child that lives in a dirty place may not grow very well because there are usually many diseases in dirty places that may enter the child's body, and prevent the child from growing normally like other children.



Children cleaning their environment

Malnutrition: For children to grow normally, they must eat good and balanced food. Children should eat different types of food. They should also eat three times a day. But there are some children who eat only once, or do not eat enough, or eat only one type of food. Such children suffer from a poor state of health, called *malnutrition*.

Malnutrition is bad nutrition, and prevents the normal growth of children and adults. Malnutrition leads to an illness called *kwashiorkor*. Children who do not eat food with enough protein suffer from kwashiorkor, which prevents normal growth.

Poor body sanitation: People who do not take proper care of their body often contract diseases. We are to take our bath and brush our teeth regularly to avoid diseases. Decay of the teeth occurs when the teeth are not properly brushed, and this prevents normal growth of the teeth. It is good to be hygienic. Unhygienic conditions prevent the proper growth of people.



A boy brushing his teeth

Unit 4 How to keep the body physically fit

In order to keep the body physically fit:

- 1 We must eat well. We must eat different kinds of food, like meat, fish, rice, beans, maize, bananas, oranges, groundnuts, watermelon and carrots.



Banana



Beans



Carrot



Fish

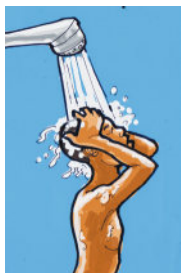
- 2 We must rest well. After work or play, we should rest well. We may sometimes sleep during the day, so that we can get enough rest. This is known as taking a *nap*.
- 3 We must exercise all parts of our body regularly.



Children doing physical exercise



- 4 We must be clean and neat always. We must take good care of our teeth, our hair, our fingernails and other parts of our body.



A boy taking his bath



A boy combing his hair



A mother helping her daughter to cut her fingernails

- 5 We must avoid accidents. For example, we should avoid dangerous games. We should wear shoes, and avoid having serious falls.

Unit 5 Characteristics of household population and its effects on personal hygiene

Most times, the size of the family and the level of education of members of the family can determine the level of personal hygiene of such a family or household.

People in large families, with little or no education, often tend to have or adopt bad health attitudes.



Children playing in a dirty environment

Such families often live in small rooms that are not well ventilated, and often fail to keep their environments clean and tidy.

Also, people in large families with little income find it difficult to maintain good personal hygiene. Most times, such families find it difficult to feed well or eat a balanced diet, in order to keep fit and stay healthy. This is because such families cannot afford to buy such food items.

Exercise

A Choose the best answers for the following questions:

- 1 When a child is between one month and two years of age, the child is

_____.

A a teenager
C an infant

B a youth
D an adult

- 2 _____ is when a child is between ages two and six years.
 A Adolescence B Early childhood
 C Infancy D Teenage
- 3 A child that is between ages thirteen and nineteen years is called _____.
 A a teenager B an infant
 C a toddler D an adult
- 4 When a child is becoming an adult which begins at age eleven years, the child is _____.
 A a lady B a gentleman
 C an adolescent D a chief
- 5 A child's body starts to develop in some special and sensitive ways from about _____ years.
 A age five B age ten
 C age six D age two
- 6 The special ways in which the body develops include _____.
 A height B weight
 C A and B D none of the above
- 7 The inability of air to enter and move around in a room is known as _____.
 A ventilation B poor ventilation
 C preservation D cross ventilation
- 8 When a place is poorly ventilated, it may _____.
 A enhance a healthy living C prolong life
 B cause suffocation D aid easy digestion of food
- 9 A poor state of health arising from lack of balanced diet and regular feeding is called _____.
 A nutrition B incubation
 C malnutrition D illness
- 10 Malnutrition in children can lead to _____.
 A dwarfness B nutrient
 C quietness D kwashiorkor
- 11 Kwashiorkor arises mainly from lack of consumption of enough _____.
 A carbohydrate B water
 C palm oil D protein

- 12 A state of regular bath, brushing of the teeth and putting on of clean clothes, all the time is called _____.
 A malnutrition B balanced life
 C hygienic condition D kwashiorkor
- 13 Eating a balanced diet, doing regular body exercise and avoiding dangerous games help to keep the body _____.
 A physically fit always C physically sound rarely
 B physically unbalanced often D spiritually fit always
- 14 Living in a dirty environment will _____.
 A improve the living standard of children
 B always expose children to sickness and diseases
 C improve children's level of intelligence
 D increase the income level of the family
- 15 A balanced diet is a diet that _____.
 A is balanced on the table
 B is eaten by all members of the family
 C contains all classes of food in reasonable proportion
 D contains food with soft drinks

B Answer the following questions in your exercise book:

- 16 Write four (4) disadvantages of having a large family.
- 17 From the pictures in Unit 4, mention four (4) things we can use to ensure personal hygiene.
- 18 State four (4) ways we can keep our body physically fit.
- 19 Mention four (4) nutrients a balanced diet must contain.
- 20 Write three (3) ways children should eat to grow normally.
- 21 What is malnutrition?
- 22 Describe a child suffering from kwashiorkor.
- 23 Mention four (4) factors that hinder physical growth in children.
- 24 What is ventilation?
- 25 Mention three (3) consequences of a dirty environment on a child's life.
- 26 Narrate how physical maturity occurs in children from ages ten years and above.
- 27 Mention three (3) characteristics of children of ten years and above.
- 28 Mention the four (4) major stages of child development.

Homework

- 1 From Unit 1, identify the stage of development in which you are in.
- 2 Mention three (3) physical changes you have noticed in your body recently.
- 3 Do you exercise your body regularly? if yes, mention three (3) types of body exercise you do.
- 4 Use your dictionary to find the meanings of the following words:
 - a) Kwashiorkor b) Hygiene c) Sanitation
 - d) Protein e) Balanced diet

Theme 20

Drug abuse

Objectives

By end of the theme, you will be able to:

- 1 list four factors that are responsible for drug abuse.
- 2 mention the effects of drug abuse on people.
- 3 identify the major sources of drugs in society.
- 4 list behaviours that promote physical well-being.

Unit 1 Causes of drug abuse

When drugs are wrongly taken by a person, they are said to have been *abused*, and can become harmful. Drugs must only be taken under proper guidance and advice, otherwise, they can be abused. Someone who cannot do without a particular drug is called a *drug addict*. Such a person is said to be into drug addiction. A drug addict is likely to perform poorly at school or work.

Several factors can cause drugs to be abused. Ignorance or illiteracy, on the part of the people, can affect their attitude towards drugs. When people are not educated, they may do things wrongly.



A nurse giving out packets and bottles of medicine

Also, some people take drugs to help them appear 'tough' to their mates. This is due to the bad habit of pride.

There are also those who cannot refuse to do what their friends or agemates are doing, or what they tell them to do. They do this even when they know that such things are bad. Such persons may begin to take or misuse drugs if their friends or agemates are doing so.

Unit 2 Effects of stimulant abuse

Stimulants are drugs taken by people for several reasons. These drugs, however, often have bad effects. Examples are cocaine and heroin.

Stimulants affect the nervous system of human beings, and can cause some health problems. Some of the problems are inability to rest, inability to sleep, loss of appetite, convulsion, withdrawal syndrome, and mental disorder.

Stimulants can also create serious social problems. One of these is poor attitude to study and work, because those who take them may not concentrate at school and work.

Apart from this, such persons may incur unnecessary debt in order to keep up with the drug habit. In the long run, they may get involved in such crimes as stealing and armed robbery. In some cases, they may find it difficult to keep on going to school, because they rarely can concentrate on their studies. They may eventually drop out of school.

Unit 3 Sources of drugs

As we have seen in Book 4, there are good and bad sources of drugs. The good sources are hospitals, clinics, pharmacies and other registered dealers in drugs. It is from these places alone that we should obtain the drugs we need.

Bad sources of drugs include hawkers, buses, hotels, beer parlours and nightclubs. Drugs obtained from these persons and places are likely to be fake or hard drugs. We should, therefore, never attempt to buy drugs from them.

Someone who buys and sells illegal drug is called a *drug baron*.

Unit 4 Prevention of drug abuse, and life-coping skills

In Book 4, we studied some of the things we can do to prevent drug abuse, and live

a healthier life. We may now put them in summary as follows:

- 1 We should have regular exercise.
- 2 We should make sure that whatever we eat or drink will be good for our health.
- 3 We should avoid bad friends. We should always refuse to do wrong things, even if all the people around us are doing them.
- 4 We should engage in such sports as football, tennis and athletics.



Children doing different kinds of sports

- 5 As much as possible, we should join such good youth clubs as Boy Scouts and Girl Guides.
- 6 We should obey our elders and religious leaders. This is very important because they teach us about what is right and wrong.

Exercise

A Choose the best answers for the following questions:

- 1 Drug abuse occurs _____.
 - A when drugs are swallowed with water
 - B when drugs are injected into the body
 - C when drugs are not used
 - D when drugs are taken without prescription
- 2 One of the reasons why people abuse drugs is _____.
 - A ignorance
 - B illiteracy
 - C pride
 - D all of the above.
- 3 One of the following is **not** an example of drug:
 - A Paracetamol
 - B Chlorine
 - C Vitamin C
 - D Panadol

- 4 If someone takes drugs without prescription, it can make him/her _____.
A mad B sad
C happy D strong
- 5 When someone cannot do without a particular drug, it is called _____.
A drug prescription B drug recommendation
C drug trafficking D drug addiction
- 6 An illegal way of getting drugs is from _____.
A hospital B medicine store
C barons D pharmacists
- 7 Stimulants are drugs that _____.
A increase alertness and attention in people
B make people grow well
C protect people from virus attack
D boost people's immune
- 8 A drug addict is likely to _____.
A be healthy B be intelligent
C perform poorly at work D behave well
- 9 To prevent drug abuse, we should have _____.
A regular bath B good table manner
C regular exercise D peer group
- 10 An example of bad sources of drugs is _____.
A through doctors B through pharmacists
C through hospitals D through peddlers
- 11 An example of hard drugs is _____.
A cocaine B alabukun
C cough syrup D vitamin C
- 12 Drugs that are in liquid form are called _____.
A tablets B injections
C syrup D capsules
- 13 An example of drugs that can be taken through the skin is _____.
A tablet B injection
C syrup D capsule
- 14 A drug baron is someone who _____.
A sells drugs in a medicine store
B sells drugs at the hospital

- C produces drugs
- D buys and sells illegal drugs
- 15 Those who dispense medications prescribed by physicians to patients are called _____.
 - A doctors
 - B drug peddlers
 - C pharmacists
 - D nurses

B Answer the following questions in your exercise book:

- 16 What is drug abuse?
- 17 Mention three (3) effects of drug abuse.
- 18 List four (4) factors that are responsible for drug abuse.
- 19 Mention five (5) sources of drugs in society.
- 20 Write five (5) ways of preventing drug abuse.

Homework

- 1 Lift the three (3) good places you can get drugs.
- 2 Use your dictionary to find the meanings of the following words:
 - a) Harmful
 - b) Abused
 - c) Ignorance
 - d) Illiteracy
 - e) Attitude
 - f) Habit
 - g) Misuse
 - h) Appetite
 - i) Athletics
 - j) Dropout

Theme 21

Air and land pollution

Objectives

By the end of the theme, you will be able to:

- 1 explain pollution.
- 2 name four things that can pollute the air.
- 3 state four ways in which the land is polluted.
- 4 mention three harmful effects of air and land pollution.
- 5 state two ways in which government can reduce or prevent pollution.
- 6 list four things which individuals can do to prevent or reduce pollution.
- 7 explain the need for people to know about the environment.

Unit 1 Air and land pollution

Pollution is a situation in which something is dangerously dirty and no longer safe for use.

Air pollution is when the air is no longer pure for people to breathe. This can be due to smoke from vehicles and factories, as well as harmful chemicals in the air. In land pollution, the ground is no longer safe for farming and other purposes. When land is polluted, it may be unsafe to dig a well there, because the water may



Smoke from lorries polluting the air

be polluted. This often happens where things, such as crude oil, petrol and some chemicals spill on the ground. Such soil is no longer good for farming and other uses.

Unit 2 Ways by which air and land are polluted

Pollution involves conditions which are harmful to man, animals and plants. Air is polluted in the following ways:

- 1 Burning of coal or oil, which gives off smoke, pollutes the air. Also, a lot of smoke produced from factories pollutes the air.
- 2 Car and buses, which run on diesel and petrol, give off bad gases which pollute the air.
- 3 Dust particles pollute the air, especially in the dry season. Harmattan winds carry a lot of dust in the dry season.
- 4 When too much insecticide is sprayed in a room, the air is polluted.
- 5 Smell from waste dumped on the land by factories pollutes the air.
- 6 Smell from household refuse also pollutes the air.

Land can be polluted in the following ways:

- 1 When petroleum from damaged pipes leaks onto the land and rivers, it pollutes the land and rivers. Such pollution sometimes happens in areas of Nigeria where crude oil or petroleum is found. Such land is useless for farming, and fishes can no longer live in such rivers.
- 2 Farmers sometimes use chemicals on the land. They also add fertilisers to the soil. All these chemicals can pollute the land.
- 3 In big cities, refuse dumps are found in some places, and such waste pollutes the land.
- 4 Farmers use insecticide to kill insects and animals which are harmful to crops. If the insecticide is too much, the land may become polluted, and no longer suitable for growing crops.
- 5 Some factories produce wastewater which runs into streams, and these streams are thereby polluted. Fishes are killed as a result.
- 6 Those who urinate and defecate (pass out faeces) in the streets pollute the land.

Unit 3 Harmful effects of pollution

We have learnt about some of the harmful effects of pollution. These effects include

the following;

- 1 The air is no longer safe for breathing. Such air brings diseases like cough, lung disease, sneezing and blood poisoning.
- 2 Polluted land smells bad, and diseases like cholera, dysentery and diarrhoea are common in such places.
- 3 Polluted land is no longer useful for growing crops.
- 4 Polluted water no longer contains good fish and animals.
- 5 Polluted water is unsafe for drinking by human beings.

Unit 4 Ways of preventing pollution

- 1 Smoking of cigarettes should not be allowed, especially in crowded places, such as buses or taxis.
- 2 We should provide toilets in our homes and public places for people to use.
- 3 Industries which produce a lot of smoke should make the smoke harmless to people.
- 4 Wastewater from industries must not be allowed to pass into streams.
- 5 We should not stay or sleep in a room which has just been sprayed with insecticide, instead, we should wait outside, until much of the smell has gone away.
- 6 We should always keep our surroundings clean.
- 7 Government must not only make laws on keeping a clean environment, it must also ensure that people and companies obey such laws.
- 8 Government must give people sound education about keeping the environment clean. This can be done through the radio and television.

Exercise

A Choose the best answers for the following questions:

- 1 When something is very dirty and no longer safe for use as a result of being exposed to contaminants, this is called _____.
A evaporation B pollution
C preservative D premature
- 2 Smoke from vehicles, factory emissions can cause _____.
A land pollution B air pollution
C car pollution D noise pollution
- 3 _____ can be caused by crude oil, petroleum and chemical spill on the ground.

- A Air pollution B Land pollution
C Water pollution D Wind pollution.
- 4 Burning of coal or oil that produces smoke causes _____.
A water pollution B coal pollution
C air pollution D noise pollution
- 5 _____ carries a lot of dust in the dry season and also pollutes the air.
A Rain B Thunder
C Harmattan wind D Whirlwind
- 6 Leaving dustbins open to emit offensive smell in the community can cause _____.
A chemical pollution B land pollution
C air pollution D sleeplessness
- 7 _____ is a form of land and air pollution.
A Smoke emission from cars C Cooking with charcoal
B Cooking with stove D Cooking with gas
- 8 Refuse dumps that are found in some big cities cause _____.
A air pollution only C both air and land pollution
B land pollution only D none of the above
- 9 All the following can cause air pollution **except** _____.
A emission from factories C open refuse bin
B smoke from cars D swimming in the stream
- 10 All the following can cause land pollution **except** _____.
A spraying insecticide in a room
B spilling crude oil
C urinating on the floor
D leaving dead rat on the floor to rotten
- 11 Coughing and lung disease are some of the consequences of _____.
A air pollution B not eating well
C water pollution D malnutrition
- 12 Smoking cigarette or Indian hemp will pollute the air and cause _____ to the smoker.
A cancer of the lungs B malaria
C long life D happiness
- 13 Land and air pollution can lead to _____.
A an outbreak of diseases B a clean environment
C good ventilation D malnutrition

- 14 Polluting a river or stream will lead to _____.
A death of the polluter B death of fishes in the river
C abundance of fishes D death of the river goddess
- 15 Drinking polluted water will cause water-borne diseases, such as _____.
A cholera B diabetes
C headache D back pain

B Answers the following questions in your exercise book:

- 16 Explain the following:
a) Pollution b) Land pollution c) Air pollution
- 17 Mention four (4) ways by which land can be polluted.
- 18 What is ground spillage?
- 19 Mention three (3) substances that can cause ground spillage.
- 20 How can land be polluted? State five (5) ways.
- 21 Write four (4) harmful effects of pollution.
- 22 Explain how the following can cause air pollution.
a) Car b) Factories
c) Refuse bins d) Noise
- 23 Mention four (4) ways we can prevent pollution.
- 24 Do you think smoking cigarette is dangerous to the health? If yes, give four (4) reasons.
- 25 What do you think government can do to prevent air and land pollution? Explain.

Homework

- 1 Identity and write four (4) places in your community that are polluted, e.g. market place.
- 2 How do people in your community dispose of their refuse?
- 3 Use your dictionary to find the meanings of the following words:
a) Spill b) Coal c) Particles d) Factories
e) Cholera f) Dysentery g) Diarrhoea

Theme 22

Natural disasters

Objectives

By the end of the theme, you will be able to:

- 1 give the meaning of natural disasters.
- 2 show the differences between natural and man-made disasters.
- 3 mention three types of natural disasters.
- 4 list the causes of these natural disasters.
- 5 list four things that happen when natural disasters occur.
- 6 mention four things we can do to stop or control natural disasters.

Unit 1 Meaning of natural and man-made disasters

A disaster is a sad event that happens suddenly. People often lose their lives and property in disasters. A disaster can come from nature, or by accident.

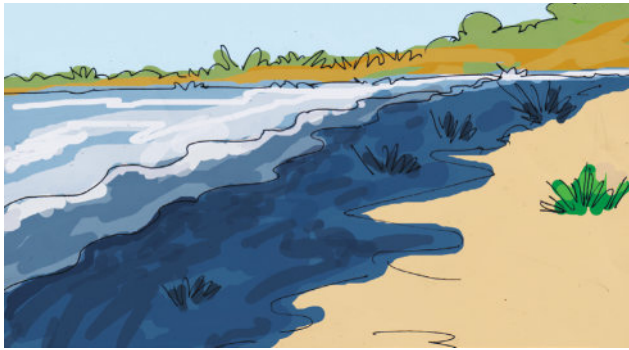
Natural disasters are caused by nature. They are not caused by man's carelessness. Examples of natural disasters are earthquakes, floods, tornadoes and windstorms. Erosion of the soil sometimes causes disasters in an area. Each of these disasters causes a lot of damage to the land, buildings, animals and people.

Man-made disasters are usually due to man's mistake or carelessness. Examples of man-made disasters are the crashing of airplanes, sinking of ships, derailment of trains, or collapse of big buildings in which many people live. Fire disasters and car accidents in which many people are killed are also man-made disasters.

Unit 2 Types and causes of natural disasters

Natural disasters are of different kinds. They are, therefore, caused in different ways, e.g.

- 1 **Floods:** When rain falls heavily for a long time, rivers overflow their banks. The buildings and farms along the banks become covered partly by water. This is called a flood. Sometimes, there is loss of buildings, crops, bridges and even lives.

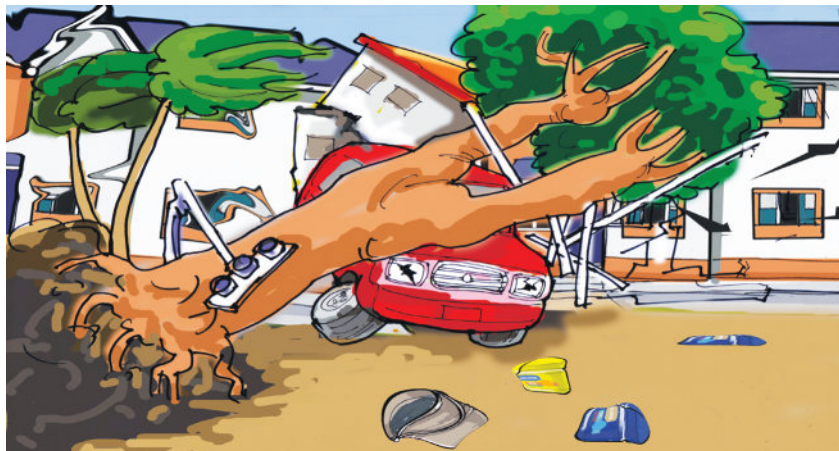


A land submerged by flood

The Ogunpa flood disaster in Ibadan, Oyo State in 1980, and several other floods in parts of Nigeria in 2012 caused a great loss of lives and property. The National Emergency Management Agency (NEMA) said Nigeria lost about ₦2.29 trillion to the 2012 flood disaster.

Floods also cause soil erosion. Erosion is the carrying away of the top soil. Anambra, Imo and Abia states of Nigeria have had serious problems of soil erosion. Soil erosion often destroys houses, crops and roads.

- 2 **Earthquakes:** An earthquake is a sudden shaking of the ground or the earth's surface. When the earth shakes strongly, the ground collapses or sinks. It is accompanied by a loud noise. Some of the countries worst hit by earthquakes are China, Syria, Indonesia, Haiti, Iran, Japan and Mexico.



Destruction caused by a fierce windstorm

- 3 **Tsunami:** When an earthquake takes place under the water, it is known as tsunami. It causes very terrible waves in the sea. This situation is so terrible that it destroys lives, buildings and other property. One of the worst tsunamis in

history occurred in Indian ocean on December 26, 2004. Several countries were involved. They include India, Indonesia, Malaysia, Somalia, Sri Lanka and Thailand.



A tsunami



A tornado

- 4 **Thunderstorm:** During heavy rains in the hot and wet areas of the world, there is thunder and lightning. When lightning strikes a tree or a house, it sometimes causes fire which burns forests, animals and people. Tornadoes are the most dangerous storm. They sometimes come with strong winds. They can destroy buildings, and uproot trees.



Lighting



A volcano

- 5 **Volcano:** Sometimes, a hot substance known as *lava* will suddenly erupt through a mountain. This eruption is known as a volcano, and it destroys everything around it, or through where the lava flows.

Unit 3 Effects of natural disasters

Natural disasters have many bad effects. Some of these are:

- 1 Loss of human lives.
- 2 Loss of animal lives.
- 3 Damage to buildings.

- 4 Damage to roads and bridges.
- 5 Destruction of farmlands.
- 6 Pollution of land, air and water.
- 7 Destruction of electric poles and cables.
- 8 Spread of diseases.

All these cost a lot of money and hard work to put right. These bad effects cause a lot of sorrow to the people affected.

Unit 4 How natural disasters can be controlled

There are several ways of controlling natural disasters. These include the following:

- 1 We should build houses far away from rivers.
- 2 Thunder-catchers should be used in areas where thunder and lightning are common. A thunder-catcher is usually made of steel, and placed on the roof to keep thunder and lightning from damaging a house.
- 3 Where earthquakes occur very often, the use of light materials is best for building houses.
- 4 We should plant trees around our houses. Trees planted around houses break the force of strong winds; so houses are safe.
- 5 As a result of their knowledge and skill, meteorologists (scientists who study the earth atmosphere) are sometimes able to tell when a disaster may occur. They should warn the people ahead of time, and the people in the areas concerned should leave those areas immediately.
- 6 Fires can be controlled if we use anti-fire paint and materials for our houses.
- 7 We should not throw refuse into the gutters because this causes flooding, especially during the rainy season (as it blocks the water passage).

Unit 5 Our attitude to victims of natural disasters

Disasters are unfortunate, and they can lead to injury and loss of lives and property. Most times, the people affected by these disasters need help and assistance. It is the duty of members of the community, or those that are not affected, to show positive attitude to the victims, as follows:

- 1 We should show love to the victims of disasters by being a part of the rescue team. We can help take them to the hospital.
- 2 We should visit them and help them to understand that their situation is not a hopeless one. We should say positive things to them.

- 3 We should pray with them.
- 4 We must give them gifts, such as clothes, blankets, food, books and money.
- 5 We could also take them into our homes and look after them until they can settle into new homes, or until their old homes have been repaired and made safe.

Exercise

A Choose the best answers for the following questions:

- 1 _____ is a sad event that happens suddenly.
A Ceremony B Marriage
C Disaster D Match
- 2 A disaster can be _____ or _____.
A natural or accidental B accidental or deliberate
C natural or divine D none of the above
- 3 Natural disasters are caused by _____.
A nature B man's mistakes
C too many resources D carelessness
- 4 Examples of natural disasters include the following **except** _____.
A breaking a flower vase C windstorms
B tornadoes D hurricane
- 5 Disasters caused by man's mistake or carelessness are _____.
A nature-made B man-made
C school-made D house-made
- 6 Man-made disasters include the following **except** _____.
A plane crash C car accident on the road
B building collapse D drought
- 7 Natural disasters in most cases lead to _____.
A loss of life B prosperity
C fortune D none of the above
- 8 Erosion is a _____.
A mandate disaster B man-made disaster
C natural disaster D none of the above
- 9 All of the following are effects of natural disasters **except** _____.
A loss of human lives C destruction of farmlands
B damage to buildings D organising workshops
- 10 A violently rotating storm that disturbs the air is called _____.
A erosion B flood

C tornado

D storm

B Answer the following questions in your exercise book:

- 11 Mention four (4) examples of natural disasters.
- 12 State two (2) types of natural disasters you have experienced or witnessed.
- 13 Mention four (4) types of natural disasters.
- 14 Explain two (2) of the four natural disasters you mentioned above.
- 15 Mention six (6) effects of natural disasters.
- 16 How can natural disasters be controlled? Mention five (5) ways.
- 17 Explain what our attitude to victims of natural disaster should be.
- 18 State four (4) ways of caring for victims of natural disasters
- 19 What is a thunder-catcher?
- 20 Define erosion.
- 21 Who is a meteorologist?
- 22 Give and explain four (4) effects of flooding.
- 23 What is the full meaning of NEMA?
- 24 What is drought?

Homework

- 1 Have you witnessed a natural disaster before? If yes, name the types accordingly.
- 2 Explain your experience in an accident at home. Narrate what happened.
- 3 Use your dictionary to find the meanings of the following words:

a) Earthquake	b) Tornado
c) Windstorm	d) Disaster
e) Tsunami	f) Thunderstorm
g) Volcano	h) Storm
i) Erosion	

Theme 23

Mechanised agriculture

Objectives

By the end of the theme, you will be able to:

- 1 explain the concept of mechanised agriculture.
- 2 identify some agricultural machines.
- 3 explain the problems associated with mechanised agriculture.
- 4 explain how modern agricultural technology can be applied to fishing and farming.
- 5 list three advantages and three disadvantages of modern agricultural technology.

Unit 1 Meaning of mechanised agriculture

In the olden days, our people farmed with only cutlasses, sickles and hoes. They used small fishes as a bait to catch fishes in small rivers and lakes around them. The food they produced was, therefore, small and not enough to sell to other people. This type of farming is called *subsistence farming*.



A sickle, a cutlass and a hoe

Today, the government of Nigeria is interested in agriculture. Each state government has a ministry of agriculture. Some state governments have departments of fishery. In order to produce plenty of food, the government and some wealthy citizens use machines on their farms. The use of machines for farming is called *mechanised farming*. On such farms, machines are used for clearing and weeding, and for planting crops and harvesting. These machines make the work of agriculture much easier and faster.



A tractor



A harvester

Types of agricultural machines and their uses

- 1 **Tractor:** A tractor is a multi-purpose motor vehicle with large wheels, used for lifting or pulling farm implements.
- 2 **Sheller:** This is a machine used to separate seeds from the husk or cob.
- 3 **Harvesters:** These are machines or implements designed to make easy the process of harvesting various crops.
- 4 **Incubators:** These are machines used for hatching fertilised eggs artificially.
- 5 **Planters:** These are machines designed to plant seeds of crops, such as maize, guinea corn, rice and beans. A planter places seeds in the ground in rows.
- 6 **Plough:** It is a machine having one or more heavy blades, and it is used to break the soil, in preparation for sowing seeds and planting.

Unit 2 Problems associated with mechanised farming

Mechanised farming makes farming a lot easier, and increases output, but it has so many problems which include the following:

- 1 **Unavailability to farmers:** Most farmers are not so rich and, therefore, cannot afford the cost of tractors and other mechanised farm implements.
- 2 **Inadequate spare parts:** Availability of spare parts for the machines is a major concern, as these parts are still being imported.
- 3 **Unemployment:** Many farm workers or labourers have been put out of job (lost their jobs) because machines are now doing their jobs.
- 4 **The shape of our land:** Our landscape is too rough, and much of it is unconducive for farm mechanisation.

Unit 3 Application of agricultural technology to fishing and farming

The application of agricultural technology to fishing and farming, which has made fishing and farming a lot easier and lucrative, include the following:

- 1 The use of insecticide and pesticides by farmers to control insects and pests has helped to increase the quality and quantity of crops.
- 2 Also, the use of drugs for treating and immunising birds and animals has also helped to improve the quality of livestock and farm animals.
- 3 The use of irrigation facilities, which involves the use of special pumps designed to channel water or carry water from nearby streams to the farm, has also made the cultivation of crops easier in the savannah or dry region.
- 4 Tractors, harvesters and shellers are machines used by farmers to aid and facilitate the process of farming. This method has led to increased output and also increased the quality of food crops produced in the farms.



Jigawa ultra modern fish hatchery



An irrigation facility



Fishing using boats and nets

- 5 In the area of fishing, the use of trawlers (fishing boats with nets) for harvesting large quantities of fish has made fishing business lucrative for fishermen.
- 6 The use of modern fish ponds in areas without rivers has helped to promote the business of breeding fish by fish farmers. Fish pond is a modern way of breeding fish in large quantities without a river or stream.



A fish pond

Unit 4 Advantages of modern agricultural technology

Agricultural technology, or mechanised agriculture, involves the application of modern technology in the production, storage and processing of farm products and livestock.

This system has a lot of advantages, which include the following:

- 1 **It saves time:** In agricultural technology, most human efforts are substituted with machines. Hence, it saves a lot of time.
- 2 **It reduces health hazards:** Farm mechanisation reduces health hazards. It is safer, because the farmers are free from injury and blisters caused by knives, hoes and cutlasses.
- 3 **It increases production:** As a result of mechanisation, farmers produce more and make more money from the sale of farm produce.



Rice



Peppers and tomatoes



Yams



Maize

Farm produce

- 4 **It encourages large-scale farming:** Farmers are capable of working on large farms, and reaping bountiful harvest.
- 5 **It improves the quality of produce:** Farm mechanisation usually improves the quality of some farm produce, e.g. rice processing.

Exercise

A Choose the best answers for the following questions:

- 1 The use of tractors, harvesters and other advanced tools for farming is called _____.
 A mechanised farming B agronomy
 C bush fallowing D cultivation
- 2 To show government's commitment to agriculture in Nigeria, each state government has a _____.
 A ministry of agronomy B ministry of agriculture
 C ministry of farming D ministry of horticulture
- 3 All the followings are types of agricultural machines **except** _____.
 A tractor B sheller
 C plough D Tyler
- 4 The use of machines in agriculture _____.
 A helps to reduce the number of consumers
 B increases the number of workers
 C reduces farm yield
 D increases agricultural output
- 5 The use of sickles, hoes and cutlasses for farming is common in _____.
 A mechanised farming B subsistence farming
 C large farming D agronomy
- 6 Mechanised farming equipment are _____ and, therefore, unaffordable to most farmers.
 A expensive B cheap
 C dangerous D weapons
- 7 Mechanised farming equipment are expensive to purchase and can mostly be afforded by _____.
 A wealthy farmers B the government
 C A and B D A only
- 8 The application of _____ to production of fish and crops has made farming easier and lucrative.
 A subsistence farming B shifting cultivation

- C bush following D agricultural technology
- 9 The use of _____ and _____ by farmers to control insects and pests has helped increase the quality and quantity of crops.
 A insecticide and pesticide C stem and leaf
 B herb and root D insecticide and leaf
- 10 The use of drugs for treating animals, such as cows helps to improve the quality and quantity of _____.
 A farm plants B trees on the farm
 C livestock D yam production
- 11 _____ is the artificial means of getting water through special pumps designed to channel water from a nearby stream to the farm.
 A Horticulture B Irrigation
 C Incubation D Banning
- 12 A branch of agriculture that deals in flower plants is called _____.
 A plant agriculture B agronomy
 C flower agriculture D horticulture
- 13 A _____ is used for harvesting large quantity of fish.
 A fish machine B boat
 C net D trawler
- 14 A modern way of breeding fishes in large quantities without a river or stream is called _____.
 A fish land B fish pond
 C fish stream D none of the above
- 15 All of the following are advantages of mechanised farming **except** _____.
 A it is too expensive to start C it increases production
 B it saves time and energy D it encourages large-scale farming

B Answer the following questions in your exercise book:

- 16 Mention four (4) tools used for farming in the olden days.
- 17 Mention six (6) modern agricultural equipment.
- 18 Write four (4) problems associated with mechanised farming.
- 19 State four (4) advantages of modern agricultural technology.
- 20 Why do most farmers still continue in subsistence agriculture in spite of the benefits of mechanised farming? State three (3) reasons.
- 21 Explain the uses of the following modern farm equipment:

- a) Tractor
 - b) Sheller
 - c) Incubator
 - d) Harvester
 - e) Plough
- 22 What is fish farming?
- 23 What is horticulture?
- 24 What is subsistence farming?
- 25 Explain the process of growing maize on a farm.
- 26 What is mechanised farming?

Activity: Class debate

Agriculture is the backbone of any nation's survival. Speak for or against it.

Homework

- 1 Mention ten (10) agricultural produce that you can buy from the market for family consumption.
- 2 Write five (5) benefits of agriculture to man.
- 3 Write two (2) reasons why you would prefer mechanised farming to subsistence farming.
- 4 Use your dictionary to find the meanings of the following words:
 - a) Technology
 - b) Horticulture
 - c) Pond
 - d) Cultivation
 - e) Immunise
 - f) Livestock
 - g) Lucrative
 - h) Insecticide
 - i) Pesticide
 - j) Application

Theme 24

Differences between men and women

Objectives

By the end of the theme, you will be able to:

- 1 list ways in which men and women are the same, and the ways in which they are different.
- 2 list the traditional roles of men and women in society.
- 3 list the changing roles of present day women in society.
- 4 identify some problems of inequality.

Unit 1 Similarities between men and women

Men and women are created by God to perform certain tasks and duties on earth. However, in every society and culture, men and women have various roles to play, as determined by nature.

Men and women are similar in the following ways:

- 1 They are both human beings.
- 2 They both have the ability to think and make meaningful decisions.
- 3 In this modern world, men and women have the potential to reach any height in politics, academics, religion, and other fields of endeavour.



A female hairstyle

Men and women are, however, different in some ways. The following are some of the ways in which men are different from women:

- 1 Men usually have stronger muscles than women.
- 2 Men have deep voices while most women have soft voices.
- 3 Men grow beards and moustaches while most women do not.

Unit 2 Traditional roles of men and women in society

By nature and by tradition, men play very crucial roles in society. These roles include the following:

- 1 One of the traditional roles of men is to provide the family needs, such as food, clothes and shelter.
- 2 It is also the duty of men to provide security for their families.
- 3 The man also takes important decisions on matters affecting the family.
- 4 The man, as the head of the household, leads and guides members of the family.
- 5 The man also guides the family in spiritual matters.

Women also play some crucial roles in society. They are as follows:

- 1 The traditional role of women in society is to take care of the house and cook for the family.
- 2 Women also perform other duties, such as keeping the environment clean, sweeping the house, and washing clothes and plates.
- 3 Women also give moral support to members of the family.
- 4 It is also the traditional role of women to take good care of the children, and make sure they are morally upright.

Unit 3 The changing role of women in present day society

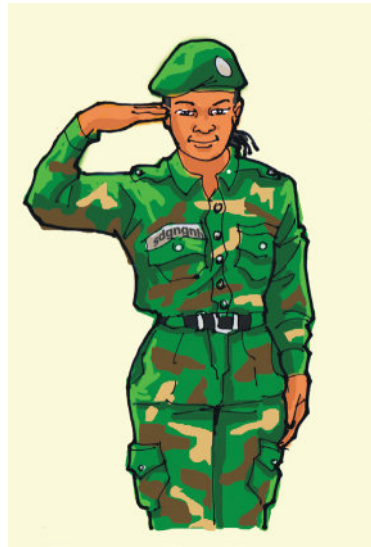
The world is changing because of Western influences, modern technology, education and the mass media.

In present day society, therefore, the traditional role of women has changed. For instance, the economic situation has made it necessary for women to work for money instead of staying at home as full-time housewives.

As a result of this, women nowadays perform the role of men by providing food, shelter and clothes for the family. The awareness campaign made by government, as well as local and international organisations, on the need to raise the status of women in our society, has led to the changing roles of women in our society.



A female doctor



A female soldier

Women are now found in various positions and occupations, which were only for men in the past. Such occupations include medicine, engineering, and the forces (such as the police and the army).

In the area of government and politics, women now contest with men for political offices, like those of the president, governor, senator, local government chairman and councillor.

Exercise

A Choose the best answers for the following questions:

- 1 Man and woman are created by _____ to perform certain tasks and duties on earth.

A their parents	B Satan
C God	D angels
- 2 Man and woman are similar in the following ways **except** that _____.

A they can both get pregnant
B they are both human beings
C they can both think
D they can both walk
- 3 Men and women are different in the following ways **except** that _____.

A men are weaker than women
B women are stronger than men
C women can be doctors while men cannot

- D men are stronger than women
- 4 _____ assign roles to men and women in the society.
- A Nature and society
B Government and school
C Culture and government
D Military and police
- 5 Providing security and taking important decisions that affect the welfare of members of the family is the role of _____.
- A the father B the mother
C the children D the grandparent
- 6 Performing domestic duties in the household is the duty of _____.
- A the children B the mother
C the father D the aunt
- 7 A good number of women in present day society have become their families' breadwinners because of the _____.
- A changing role of women in the church
B changing role of men in the village
C changing role of children as adults
D changing role of women in society
- 8 These changes in society are as a result of _____.
- A modern technology B education
C civilisation D all of the above
- 9 Women are now found in various occupations which used to be for men only, such as _____.
- A medicine B engineering
C the army D all of the above
- 10 The kind of holiday given to a woman who has just put to bed is called _____.
- A sick leave B delivery leave
C paternity leave D maternity leave

B Answer the following questions in your exercise book:

- 11 Write three (3) problems of inequality faced by women in society.
- 12 Mention six (6) occupations that were previously for men in society.
- 13 Explain one (1) important point in Unit 3, that has resulted in the changing roles of women in society.
- 14 Mention two (2) factors that have caused the changing roles of women in society.

- 15 Mention four (5) traditional roles of women in Nigerian society.
- 16 State four (4) traditional roles of men in Nigeria.
- 17 In what ways are men different from women? Write three (3) of those ways.
- 18 In what ways are women different from man? Write three (3) of those ways.
- 19 Give three (3) similarities between men and women in society.
- 20 What is inequality?

Homework

- 1 Look closely at your parents (mummy and daddy) and write four (4) similarities and four (4) differences you see in them.
- 2 Use your dictionary to find the meanings of the following words:

a) Difference	b) Meaningful	c) Endeavour
d) Board	e) Moustache	f) Culture
g) Traditional	h) Western	i) Housewife
j) Campaign	k) Economic	l) Inequality
m) Gender	n) Discrimination	o) Maternity
p) Unfair		

Theme 25

Gender discrimination

Objectives

By the end of the theme, you will be able to:

- 1 differentiate between sex and gender roles.
- 2 explain the concept of gender discrimination.
- 3 explain the problem of inequality.
- 4 explain the consequences of gender discrimination.
- 5 suggest solutions to gender discrimination.

Unit 1 Difference between sex roles and gender roles

Nature prescribes (determines) the roles played by men, and it also prescribes the roles played by women. For instance, nature assigns the role of childbearing and breastfeeding to women and not to men. These are sex roles. None can perform the sex roles of the other.

Gender roles, on the other hand, are roles prescribed or assigned to the men and women by society. These roles are changeable. For instance, childrearing can be done by either men or women.

Unit 2 Meaning of gender discrimination

Gender discrimination occurs when people are denied their rights and access to resources because of their sex, i.e. because they are male or female.

For instance, in some societies women are not allowed to take political decisions or attain any position in government. This is gender discrimination. Gender discrimination is common in Africa. Gender discrimination against women reduces the ability of women in society.

Unit 3 Problems of inequality

Inequality is an unfair situation in which an individual or group in society has fewer opportunities than others to have access to basic things, such as education and

politics.

Some people may be denied the right to attain certain positions in government, or even to contest for certain political offices, because of their gender. Some times, women are denied the right to contest for certain offices in government, and there have been situations where access to education is reserved for only male children. These things are unfair.

Some employers of labour also prefer to employ men instead of married women; while some employers refuse to grant maternity leave to pregnant women or nursing mothers. These are all forms of discrimination.

Unit 4 Consequences of gender discrimination

Men and women are supposed to be given equal access to resources, and also given equal treatment. But, most times, this is not the case. This discrimination has led to some problems, which include the following:

- 1 Most times in some organisations or companies, men and women are not paid the same salary or given equal payment. Men are often given higher pay, while the women are poorly paid because of their gender.
- 2 Women and girls in some communities do not have access to community resources, such as education and housing, because of their gender.
- 3 Most times the needs of the victims of discrimination are not met by society because of its bias against that gender.
- 4 Those who suffer from this form of discrimination are not represented in the decision-making bodies.
- 5 In some societies, women are not allowed to go to school as much as the men. This has led to illiteracy and backwardness of the women in such societies.

Unit 5 Solutions to gender discrimination

- 1 There should be proper campaign and enlightenment on the need for people to respect other people's basic rights.
- 2 People should be properly educated on the dangers of gender discrimination and the need to fight against it.
- 3 There is the need to create an awareness for people to change from their primitive culture and adopt modern ways of life.
- 4 Government should formulate and implement policies and programmes geared towards promoting human dignity and discouraging gender discrimination.

Exercise

A Choose the best answers for the following questions:

- 1 _____ are roles prescribed or assigned to men and women by nature.
A Gender roles B Sex roles
C Government roles D People roles
- 2 Sex roles are prescribed by _____.
A government B nature
C society D group
- 3 Gender roles are _____.
A unchangeable roles B changeable roles
C frequent roles D religious roles
- 4 An example of gender role is _____.
A childrearing B childbearing
C child breastfeeding D child delivery
- 5 _____ occurs when people are denied their rights and access to resources because of their sex.
A Racial discrimination C Gender discrimination
B Sexual harassment D Ethnic violence
- 6 Denying women the right to take political offices is called _____.
A woman denial B gender discrepancies
C gender discrimination D male discrimination
- 7 Gender discrimination against women reduces the _____ of women in society.
A age B height
C complexion D ability
- 8 Gender discrimination is common in _____.
A USA B Europe
C Africa D Australia
- 9 When women are not allowed to go to school as the men, it leads to _____ in society
A illiteracy and backwardness
B equality
C growing number of market women
D women acceptance
- 10 The problem of gender discrimination can best be solved through _____.
A women going to the university

- B women becoming heads of the family
- C men becoming pregnant
- D proper campaign and enlightenment

B Answer the following questions in your exercise book:

- 11 What is sex role?
- 12 What is gender role? Give one (1) example.
- 13 What is gender discrimination?
- 14 Give two (2) areas in which gender discrimination occurs.
- 15 State four (4) consequences of gender discrimination.
- 16 Give three (3) solutions to gender discrimination and explain each of them.

Homework

- 1 Do you think men and women should be equal? If yes, state four (4) reasons for that. If no, state for (4) reasons for that.
- 2 Write four (4) roles your father performs at home.
- 3 Write four roles (4) your mother performs at home.
- 4 What three (3) important roles do you perform at home?
- 5 Use your dictionary to find the meanings of the following words:

a) Prescribe	b) Changeable
c) Rearing	d) Literacy
e) Primitive	f) Enlightenment
g) Peace education	

Theme 26

Peace education

Objectives

By the end of the theme, you will be able to:

- 1 explain the meaning of peace education.
- 2 identify the effects of chaotic situations.
- 3 list the basic skills necessary for keeping friendly relationships.
- 4 mention ways of maintaining peace in our society/community.

Unit 1 Peace education

Peace education is concerned with preparing people with the right knowledge, attitude and skills, in order to maintain friendly relations among people and communities.



A peaceful and beautiful estate: people walking about happily

Where there is peace, a society can progress and develop. It is, therefore, important for everyone in a community or society to always remain peaceful, and live in unity with others. Peace education will help to promote development in a community.

Unit 2 Consequences of chaotic situations

When there is no peace in a community, the community will likely experience many problems. Some of these problems are social and economic in nature. Basic economic activities, such as trading and production of goods and services will be disrupted. The act of destroying public property is called *vandalism*, and anyone who destroys public property is called a *vandal*.



Vandals destroying public property

Such disruption brings about loss of jobs, low or poor investment, and destruction of lives and property. In severe cases, such as war situations, people are killed, injured or maimed. Such people who have lost their limbs will become handicapped. They may then become a problem to society.

Some of the beggars on the streets of major cities in Nigeria are what the effects of crises and wars have made them. This is one of the reasons why wars and crises and other chaotic situations must be avoided.

Unit 3 Basic skills for maintaining friendly relationships

The skills that people need to maintain friendly relations include the following:

- 1 Showing care for others.
- 2 Showing love and affection to people around us.
- 3 Forgiving others quickly when they offend us.



Friendly people

- 4 Having the habit of discussing or communicating with other people freely.
- 5 Showing respect for other people's ideas/feelings and how they want to be treated.

These skills are to be developed by everyone. This is in order to help us have a good and friendly relationship among people and communities.

Unit 4 How to apply skills to make peace

Peacemaking skills require practical application of several techniques. These techniques are mediation, negotiation, dialogue and arbitration.

Negotiation involves discussions between the representatives of opposing groups who are trying to reach an agreement, especially in business or politics. The objective of negotiation is to resolve issues in a peaceful manner.

Mediation is also important in peacemaking. This refers to the help that other persons give in trying to make peace between two persons or groups, who are not friendly with each other.

Arbitration means judging between two parties in a dispute, and deciding on which of them is right or wrong. The parties in dispute are also told what to do to live in peace.

A dialogue refers to face-to-face discussions between two parties. It is very useful to hold meetings with other people and make peace with them. This is better than quarrels and even fights.

Unit 5 Ways of maintaining peace in our community

Peace is essential, but it can be difficult to get and maintain if care is not taken. To maintain peace, a few steps must be taken:

- 1 Any conflict or disagreement between people should be made known or reported to the appropriate government offices or agencies, once noticed or



People trying to settle a case in court

- observed. These agencies help to resolve or settle conflicts.
- 2 The police force and other law enforcement groups are equally helpful in maintaining peace in the community. They encourage people to control their temper, and talk things over, instead of fighting one another.
 - 3 When people who feel aggrieved or angry cannot settle the matter by themselves, they should report to the Police and, where necessary, go to court. These institutions have been set up by government to ensure that peace is maintained.

Exercise

A Choose the best answers for the following questions:

- 1 _____ is concerned with preparing people with the right knowledge, attitude and skills, so as to maintain friendly relations with other people.
A Conflict education C Community education
B Peace education D Religious education

- 2 _____ is important for a society to progress and develop.
A Peace B Pressure
C Conflict D None of the above
- 3 _____ will be disrupted when there is chaos in society.
A Basic economic activities C Government
B Family activities D All of the above
- 4 When economic activities are disrupted, it will result in _____.
A loss of jobs B poor investment
C loss of property D all of the above
- 5 _____ will lead to great loss of lives, property and destruction of society.
A War B Peace
C Education D Peace education
- 6 _____ is a basic skill for maintaining friendly relationships.
A Negotiation C Talking rudely to elderly people
B Insulting strangers D Causing riots
- 7 In order to build a good relationship among people and communities, one must develop skills for _____.
A fighting others B maintaining friendly relationships
C writing examination D extorting money from strangers
- 8 Peacemaking skills include all the following **except** _____.
A propaganda B mediation
C negotiation D dialogue
- 9 The act of destroying public property is called _____.
A vandalism B public demonstration
C protest D destruction
- 10 _____ is anyone who destroys public property.
A A pandal B A vandal
C A wandal D A destroyer

B Answer the following questions in your exercise book:

- 11 Define negotiation.
- 12 Meditation refers to: _____
- 13 Arbitration means: _____
- 14 A dialogue refers to: _____
- 15 Mention two (2) conflict resolution agencies in society.

- 16 Write four (4) ways we can maintain friendly relationships with people in society.
- 17 What is peace education?
- 18 Explain the importance of peace education to society.
- 19 Explain the consequences of a chaotic situation.
- 20 Give three (3) consequences of vandalising public property during a riot.

Homework

- 1 Have you seen a riot scene before? If yes, describe your experience.
- 2 What do you think will be the consequence(s) of a riot in your area?
- 3 What are the advantages of peace education to society?
- 4 Use your dictionary to find the meanings of the following words:
 - a) Chaos
 - b) Disruption
 - c) Riot
 - d) Handicap
 - e) Investment
 - f) Technique
 - g) Court
 - h) Peace

Theme 27

Introduction to personal security

Objectives

By the end of the theme, you will be able to:

- 1 explain the meaning of personal security.
- 2 state the precautionary measures on personal security.
- 3 enumerate the duties and responsibilities of children on personal security.

Unit 1 Meaning of personal security

Security means things that are done to keep a person, a thing and a place safe from danger or crime. Personal security is a situation whereby adequate precautions are taken to protect the life and property of a person from harm, injury or damage. Some people believe that bad things cannot happen to them while some believe that no matter the precaution they take, something bad could still happen to them.

Personal security also means the legal and uninterrupted enjoyment of life, body, health and reputation by a person.

The Nigerian Constitution states: "Every person has a right to life." This means that nobody has the power to take the life of another person. It also means that whosoever takes the life of another person is committing a criminal offence. This is one of the ways the government protects the citizens. Individuals can also help in this regard through personal security.

Unit 2 Precautionary measures on personal security

It is important to note that criminal attack on people can happen to anybody at any time. It is, therefore, important that one takes some precautionary measures (or protection against possible harm) to prevent the occurrence of such criminal acts.

The following are some steps to take to protect one's life and property from criminal attack:

Security on life

- 1 Keep away from strangers. Strangers are people you have not met before. Strangers are present almost everywhere. They can be in the streets, markets, schools or homes. Strangers may also call our telephone lines. We must be careful not to reveal information about us or our relations to them. We must also not tell them about our schools or places, and what our parents do or where they work. We must not give them our parents' telephone numbers or bank account numbers.
- 2 Keep away from unsafe food, chemicals and fake or illegal drugs. Unsafe food can cause food poisoning which can lead to death. Some chemicals are also dangerous. Examples of dangerous chemicals are pesticide, herbicide, battery acid, petroleum and bleach. Fake drugs can also cause death; we should, therefore, keep away from them.
- 3 Avoid being flashy with money, jewellery, shoes, clothes and other items. People who do this are easy targets for criminals.
- 4 If you always trek to school, change your route (the road you take) regularly.
- 5 Be familiar with local emergency phone numbers. In Nigeria, the following phone numbers can be dialed in times of emergency:
 - a) Fire services - 090, 999
 - b) Road accident (FRSC - 122, or 070002255372
 - c) Police -199
 - d) Flood - 098
- 6 You must be cautious of the way you use social media networks. Social media networks are electronic networks that are used to communicate with people around the world. Examples include the Facebook, Twitter, Whatsapp, email, blogs, and YouTube. Do not reveal your phone numbers and addresses to someone you do not know, on social media.
- 7 Learn how to use escape route at home in case of an emergency.
- 8 Do not open a letter parcel delivered to your door if you do not know the sender. They could be letter bombs. Wait for your parents to return home if you have suspicion on any letter delivered to you.

Security on property

- 1 Take proper care of your personal effects or property. Examples of personal effects are textbooks, exercise books, clothes, shoes, computers, telephones, bags and wristwatches. If possible, inscribe (write) your name on them for personal identification.

- 2 Do not try to repair your electronic gadgets like radio, television and computer. while still connected to electricity. It could be dangerous to do so.
- 3 Unplug all unnecessary electrical appliances, such as radio, television and computer when they are not in use.
- 4 All items that are not water-friendly (or that can easily be destroyed by water) should be kept away from water.

Security against sexual abuse

Sexual abuse is any form of action that forces someone to engage in sexual intercourse against his/her will. Some forms of sexual abuse are:

- 1 Unwanted kissing or touching
- 2 Rape
- 3 Forcing someone into unwanted sexual intercourse

In order to be personally secured from sexual abuse, the following precautionary measures can be taken:

- 1 Know when, where and how to set the boundary when you play with people of the opposite sex.
- 2 Do not let strangers know that you are alone at home when they call your telephone line or come to your house.
- 3 Do not dress provocatively, i.e. in such a way that will exposes part of your body.
- 4 If you visit a doctor in the hospital, let one of your parents enter the consulting room with you.
- 5 Do not stay alone with someone you are not comfortable with. Do not forget that sex abusers are people who are very close to us.
- 6 Do not watch pornographic films.

Exercise

A Choose the best answers for the following questions:

- 1 When a person takes adequate precautions to protect himself and his properties against harm or injury, it is called _____.

A safety B security

C personal security D national security
- 2 ‘Every person has a right to life’ as contained in the Nigerian Constitution means _____.

A people can create life

B people can take life

- C everybody can do what he/she likes
D nobody has the power to take the life of another person
- 3 The notion of some people that bad thing cannot happen to them is a form of _____.
A overconfidence B assured protection
C life guarantee D precautionary measure
- 4 In order to secure our lives, we need to _____.
A play with strangers
B keep away from strangers
C be friendly with everybody on the street
D reveal confidential information
- 5 Strangers are _____.
A people we have met before
B people that know us
C people we have not met before
D our relatives
- 6 An example of confidential information is _____.
A the name of our president
B the year our country got independence
C our PIN
D the number of local government areas in our state
- 7 The full meaning of PIN is _____.
A Password Identification Number
B Private Identification Number
C Personal Identity Number
D Personal Identification Number
- 8 Confidential information is information that _____.
A is open to the public
B is only meant for us
C tells us about our country
D is known and meant for people on our street
- 9 For us to secure our lives, we personally need to keep away from _____.
A people of other religions
B people of other countries
C unsafe food, chemicals and fake drugs
D our friends

- 10 People who are flashy and show off with material things can be _____.
- A rich C blessed with more materials
B poor D easy targets for criminals
- 11 For us to secure our lives personally, we must keep away from all of the following **except** _____.
- A socially acceptable drugs C insecticide
B pesticide D illegal drugs
- 12 One of the following suggestions is good for children who trek to school: _____.
- A go with plenty of money
B walk alone to your school
C vary your route regularly
D maintain a definite route
- 13 One of these is an example of emergency numbers in Nigeria.
- A Our personal telephone number
B Our friend's telephone number
C Our state governor's telephone number
D The fire service telephone
- 14 The police emergency telephone number in Nigeria is _____.
- A 199 B 080
C 911 D 999
- 15 All the following are social media networks **except** _____.
- A blogs B e-mail
C post office D facebook
- 16 When we receive a letter parcel that has a suspicious address, we should _____.
- A destroy it immediately B not open it
C open it D use knife to open it
- 17 To protect our personal effects from being stolen, we should _____.
- A not show off with them
B inscribe our names on them
C keep them in a safe place
D all of the above
- 18 When our electronic gadgets are faulty, we should _____.
- A repair them ourselves
B repair them while still connected to electricity

- C not repair them while still connected to the electricity
 - D throw them away
- 19 For us to protect ourselves from sexual abuse, we should _____.
- A play without limit with members of the opposite sex
 - B dress provocatively
 - C watch pornographic films
 - D not stay alone with people we are not comfortable with

B Answer the following questions in your exercise book:

- 20 What is personal security?
- 21 Mention three (3) protective measures we can take to protect our lives from danger.
- 22 Mention three (3) precautionary (protective) measures we can take to protect our property.
- 23 What is sexual abuse?
- 24 Mention any two (2) forms of sexual abuse.
- 25 Write three (3) ways of protecting ourselves from sexual abuse.
- 26 What do you understand by confidential information?
- 27 What is the full meaning of PIN?
- 28 Explain the meaning of provocative dressing.
- 29 Write three (3) emergency numbers in Nigeria.
- 30 Give three (3) examples of confidential information.

Activity: Class debate

Speak for or against the motion: *Security of lives and property is the responsibility of all.* The teacher should divide the class into groups.

Homework

- 1 Mention two (2) things you would do if a house is burning.
- 2 Write two (2) ways you have been protecting your personal belongings.
- 3 List five (5) things you can do to protect yourself from kidnappers.
- 4 Mention two (2) things you would do if you receive a letter parcel you suspect contains bomb.
- 5 Use your dictionary to find the meanings of the following words:

a) Precaution	b) Security	c) Confidential
d) Password	e) Exposure	f) Show off
g) Flashy	h) Fake	i) Suspicious
j) Inscribe		