SOCIAL STUDIES FOR ADULT EDUCATION

BY

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DECLARATION

I hereby declare that this project has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks or indentation and the sources of information are specifically acknowledged by means of references.

Maimunatu Aboki
September, 1985

APPROVAL SHEET

The undersigned certify that they have read, and recommended to the Faculty Board of Education for acceptance, a project entitled: "Social Studies for Adult Education" submitted by Maimunatu Aboki in partial fulfilment of the requirements for the degree of Master of Education (M.Ed.) Curriculum and Instructions.

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DEDICATION

This work is dedicated to
all who labour for the
education of the Adults.

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My special thanks and gratitudes go to Professor Michael Omolewa of Department of Adult Education, University of Ibadan - who encouraged me to take up the challenge and rendered his useful advice.

I am particularly grateful to Mrs. Olive Coe DuBey, my supervisor, whose guidance and suggestions were essential to the success achieved in this work. Her constructive criticisms and suggestions and patience with me will be remembered.

My thanks go to Alhaji Ibrahim Masanawa, Director of Adult and Non-formal Education, Ministry of Education, Kaduna state - who granted me permission to test the developed learning activities in one of the adult classes under his department.

I wish to express my appreciation to Mr. David Shemang, my colleague, who helped me with some reference materials on Adult Education on which I based my work.

ABSTRACT

This study has been undertaken as a result of the concern in the Adult Education Section, Federal Ministry of Education to examine the Grade II Teachers' Education curriculum as amended by the inclusion of Adult Education principles, methodology and techniques.

My enthusiasm in this study was further kindled and encouraged by Professor and Mrs, DuBey, who actually saw a new dimension of establishing and firmly too, the social studies in all levels of educational system in the federation. Also, this study has been further motivated by the realization of the fact that, one of the factors that led to the downfall of last civilian government was due to the lack of adequate political and citizenship education for our adults who, according to the laid down regulations, were eligible to vote and be voted for.

With this in view, I therefore, took up the challenge as a social studies graduate, who has been involved in Adult Education programme in Kaduna Polytechnic to undertake a study with the

aim of preparing methodology and learning activities for teaching social studies to adults in post literacy classes using the post literacy syllabus designed by Agency for Mass Literacy, Kano State.

In chapter one, an attempt is made to discuss the concept of Adult Education and to review the existing definitions and assumptions. The emphasis is on the methodology used in teaching adults. Different methods that have been used, are reviewed and an appropriate method for teaching social studies is discussed.

In chapter two, the existing literature is reviewed; what educationists, political leaders, and world professional organizations have said about Adult Education is discussed. The need for social studies in Adult Education programmes is highlighted. Chapter three contains the procedure followed, that is, how learning activities were developed and tested in a class room situation. The problems I am likely to enounter and how these problems will be solved.

Chapter four contains the learning activities for post literacy class one to three. These activities are divided into themes, sub-themes.

Objectives, skills, resources to be used in teaching-learning situation, attitudes supposed to be acquired or improved upon, and literacy to maintain its permanency in adult.

In chapter five, it is pointed out how these activities were developed, tested and their impact on adults. The results and how the problems encountered were solved. These are suggestions for teachers on how the activities can be used in teaching learning situation.

Finally, these activities are provided to stimulate thinking of adults and to assist them in learning social studies. The study is addressed to all the teachers of adult education particularly, those teachers who teach social studies to adults in post literacy classes, with the hope that, it will serve as a guide to both the teachers and the adult students.

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CHAPTER ONE

INTRODUCTION

1.1 What is Adult Education?

The term 'adult education' is perhaps one of the most difficult to define. Yet many educationists and writers have advanced a variety of definitions. Most writers seem to agree that adult education is the education geared to the adult. Dave (1975: 5) thus contends that adult education seeks to redress the imbalance of education received during childhood and youth. He considers the earlier education as "inadequate to save oneself from professional as well as cultural obselescence during the later period in life". By this definition, it seems that any set of instructions given to the adult, would constitute adult education.

The question that then arises is, 'who is an adult?'. According to Dave, quoting Wiltshire, (1966):

> An adult, as well as being over twenty, is a free man, no longer under tutalage, able within the law to do what he likes and to

> make his own judgement and choices; a mature man with some experience of life, whose personality, attitudes and social roles are becoming fixed, though they may not be irrevocably fixed; a full citizen (and in many cases a parent and head of a household) with all the rights and duties of a citizen (and perhaps those of a parent and a householder).

Some writers use this definition of an adult to define Adult Education as the education provided for all men and women who are aged 21 and above. This definition forgets that in some countries, men aged 18 are considered as adults for purpose of election and other responsibilities.

(1966)

* UNESCO, in adopting the age criterion states that the "term adult education covers all organized educational activities provided for people who are not in the regular school and university system and who are generally fifteen or older.

The Federal Government of Nigeria was aware of the age limitation when it adopted the programme based definition and stated that:

> Adult and non-formal education may be aimed also at young people who legally have not attained adult status, but for whom there is no further provision within the school system. It is estimated that there will be approximately

> 1.6 million of such young people with no place in the formal system.... annually after 1982. National Policy on Education, Blue Print (1978: 35)

Other writers and educationists defined adult education using the programme as 'Adult literacy'. This definition excludes the body of knowledge accumulated in pre-literate and non-literate societies. Yet it is known that such societies provided some knowledge and skills covering most facets of human endeavour. It also fails to provide a guideline on what constitutes literacy. Is it the knowledge of reading only? or reading and writing, and at what level of expertize? Adult Education extends beyond the narrow confines of adult literacy and includes post-literacy, further and higher education.

Yet some defined adult education as "liberal education" which embraces all forms of education provided for working men and women, housewives and others who for one reason or the other are willing to improve the quality of education. Others say Adult Education is "Mass Education", thus fundamental education where people acquire the skills of reading and writing in order to apply for the development of the community. Yet some

define it as "Workers Education" that is, adult education serves as a sort of remedial education, a continuing education, updating the education already acquired by the adult to enable them perform better in their jobs.

UNESCO, in recent years defined adult education as a conponent of life-long education which begins in the cradle and ends in the grave. The UNESCO adoption of life-long learning is useful in that it encourages the formulation of programmes geared to help the individual at childhood, youth and adulthood. Such programmes are all embracing, they involve the sciences, humanities, recreational and leisure, vocational and civic education. Because of such wide coverage of life long education it involve all agencies, including government, Universities, Voluntary societies, mass media, individuals, home and work places. As life long education, adult education assumes the status of "a fully developed, fully blown, unrestricted, exhaustive education".

The Nigeria National Policy on education (1981) adopts a wide conception of adult education and lists its objectives in section 52 page 32 as:

1. The provision of functional literacy education for adults who have never had the advantage of any formal education.
2. The provision of functional and remedial education for those young people who prematurely dropped out of the formal school system.
3. The provision of further education for different categories of completers of the formal educational system in order to improve their basic knowledge and skills.
4. The provision of in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills.
5. The provision to adult citizens of the country of necessary aesthetic, cultural and civic education for poublic enlightment.

It seems clear that adult education extends from indigenous education to courses at University level. Adult education both complements and supplements formal education. Although taken to

be a low-cost area of education yet, from the point of view of return on investment, it is the most immediately productive and profitable for the national economy. It is not restricted, but limitless and life-long education. As Zambian Newsletter once put it, "we are never too old and we are never too educated to learn more because knowledge is increasing and changing rapidly.

Also in this vein, adult education has a very rich meaning - as Hutchinson in Omolewa (1981: 14) insists adult education in the widest sense is any kind of education for people who are old enough to work, vote, fight and marry and who have completed the circle of continuous education commenced in children. They may want to make up for limited schooling or no schooling, to pass exams, to learn the basic skills of trades or professions or to master new working processes. They may turn to it because they want to understand themselves and their world better and to act in the light of their understanding or they may go to classes for the pleasure they can get from developing talents and skills - intellectual, aesthetic, physical or practical. They may not even go to classes, they may find what they want from books or broadcasts

or take guidance by post from a tutor they never meet. They may find education without a label by sharing in common pursuits with like-minded people.

With all these definitions, one may be temped to define adult education as any education given to adults at any level. It does not matter the content of the training and where it is given, but to give an adult a desirable change to live a more effective and acceptable in the society to which he belongs.

1.2 The Growth of Adult Education in Nigeria

The art of reading and writing was an innovation brought by muslim traders and teachers into part of Northern Nigeria, and by Portuguese priests into parts of Southern Nigeria by the 15th century. The skills attracted Nigerian rulers who began to employ those with necessary expertize as Secretaries, Counsellors and Emissaries. When the opportunities to acquire literacy skills were extended to the generality of people, most Nigerians took advantage of the new opening for social, personal and economic emancipation.

Research in the history of literacy shows that Borno State possessed literate expert historians, one of who compiled the history of the reign of Mai Idris Alooma (1571 - 1603). Al Ghaji (1472 - 1504) founder of the second Kanuri Empire was renowned for his interest in the reading of the Koran while N'gazargamu remained throughout the 17th century "a centre of learning and culture". Mai Akbar Ibn Air (1793 - 1810) was described as "a learned Prince... and a friend of science and religion".

In Hausaland, Koranic education, involving the learning of the koran by rote was supplemented by the learning of arabic scripts, Islamic Thought and culture. The Islamic Jihad of the early nineteenth century also had an educational component as Islamic learning was further advanced.

Meanwhile, along the coast, the Portuguese were active. By 1592, the Portuguese king John III had instructed his emisaary Estevao da Gama "to take special care to command the sons of the negroes living in the village to learn to read and write and how to sing and pray while administering to the Church", Omolewa (1981: 30).

Further educational work arrived with the evangelization undertaken by the English, French and Scotish Ministers and Teachers.

In 1841, the German Priest, Rev. J.F. Schon and the Nigerian missionary, Mr. Samuel Ajayi Crowther, led an expedition up the River Niger. One year later, two other missionaries, Freeman and Twonsend, began to plant mission stations in Western Nigeria. These missionaries had with them works on the grammar and vocabulary of both Hausa and Yoruba languages. Their aim was to incorporate in their Teaching of the Gospel and some literacy work. Between 1845 and 1846, the C.M.S. mission in Badagry was able to establish a literacy class for the youth and the adults. In the North and parts of the west and Lagos 1900 almost the whole of Northern Nigerian was dominated by Islamic influence. It is recorded that about 20,000 koranic schools existed with an enrolment of about 250,000 pupils. Among the distinguished scholars of the period were Usman Dan Fodio and Muhammed Bello.

The literacy education introduced by the Muslim teachers in Northern Nigeria and Missionaries in the Southern parts was bound up with religion. The Koran was the centre of muslim literacy education while the Bible was the focus of Christian literacy education.

Indeed the beginning of adult literacy education can be traced to the establishment of literacy classes for adults who after work retired to these learning centres. By the first half of the 19th century, more of such classes were established following the literacy revolution which accompanied the Jihad movement led by Usman Dan Fodio. About the same time, the missionaries had began to found evening classes and sunday schools for the teaching of adult converts in parts of Southern Nigeria. Adult literacy education promoted by these religious bodies was not limited to literacy - it embraced the learning of moral ethics; spiritual values; catechism, where appropriate; Hadith; and the dictates of Islam in the case of muslims; and generally all forms of education geared at the salvation of the soul.

The colonial administration recognized the need to train men as clerks, interpreters, cooks, stewards and messengers. Because the formal schools could not provide adequate numbers of such men, evening schools were established. Such schools embraced a variety of categories of Nigerians. There were for example, those who

dropped out from formal school, others for financial and family reasons were unable to get to formal school very early and who now took advantage of the evening schools to obtain rudiments of learning.

The take off of mass literacy was as from 1940. The Department of Education in collaboration with the District Officers (D.O.), school teachers, various religious denominational leaders and traditional rulers carefully planned the campaign. Many centres were established all over the country. Teachers were recruited from the village and city schools. Ex-servicemen joined the teachers as from 1945. These instructors exposed the adults first to literacy in the Nigerian language of their respective areas.

There was success in most centres as curriculum was expanded and enrolment increased. By 1961, it was estimated that about five million people benefited from the campaign. Despite the huge success of the campaign, it failed to eradicate illiteracy. This was due to many problems - such as decline of adults interest and the promoters failed to sustain their interests due to inadequate funds and materials coupled with lack of the will

to compel the nation to invest their time and energy in the prosecution of the campaign.

The eradication of illiteracy is a bold programme which should involve the Federal, State and Local Governments, Islamic and Christian Religious, private business, international agencies and voluntary associations. Adequate planning and funding are as essential as the organization and administration are imperative for a successful take-off of literacy programmes.

For adult education to be relevant in Nigerian context, it must seek to serve not only the individual but the wider society as well. It was in appreciation of this objective that the National Policy on Education published in 1977 drew the attention of the Nation to the five national goals of the country, namely the establishment of:

1. a free and democreatic society;
2. a just and egalitarian society;
3. a united, strong and self-reliant nation;
4. a great and dynamic economy; and
5. a land of bright and full opportunities for all citizens.

It is clear from these goals that adult education would make itself relevant only when it addresses itself to the priorities established by the government as guidelines for development. Literacy education must therefore be problem-solving, functional, development-oriented and related to the tastes of the society and to the attainment of the sets of the national objectives.

1.3 Methods for Teaching Adults

Various methods are used to help illiterate adults to attain the mastery of the 3RS (Reading, writing, arithmetic). Gidado Bello (1980: 48) in his paper, 'literacy methods', presented to the conference of Heads of Adult Education Department advanced four methods known to be widely in use. These methods are:

(a) Traditional: Which is known as phonic method. In this method adults are taught phonemes - that is, individual letters of the alphabet by being told and being made to pronunce the actual sounds these letters represent. For example, 'K' is not called 'Ke' but 'K' as one would say in the word 'milk'; 'C' is taught by isolating the first sound in the word 'catch';

'P' as in the end of the word 'jump'. This is done right through the alphabet.

This method has been in use since the late 1940s. The main problem of this method is that of subjecting adult learners to produce sounds they have never used and will normally not use in their daily lives. Sometimes a mispronounciation evokes laughter from the class which embarrases or annoys the pronouncer, especially if he or she is among the oldest in the class.

In extreme cases, an adult may leave the class in anger never to return. Because of this problem, this method was improved upon by using what is usually used in teaching children how to read. Thus, the 'whole-word-method' where 'sight' words are written with the associated object (real or picture) or action. Words like chair, table, eat, sit, drink for instance. It was like a progression from the letters learnt earlier and then put into a word.

All these methods, after evaluation, were considered to have failed. Experts adduced many reasons for this failure - one of these reasons was that none of these methods was geared towards

any economic gains nor was able to solve their daily problems. Because of this, a new idea was then thought of and that was to tie literacy up with economically gainful occupations - then came the functional literacy method.

(b) Functional literacy: This method gives prominence to any organised activity whose purpose is to foster in the adult the development of attitudes, knowledge and skills and the development of values which will equip him to perform his role in the society in a creative fashion. Also, this method is founded on the relationship between both man and his work, and man and his environment. It thus links the development of the working individual with the general development of the community to which he belongs. In this way, it reconciles the interests of individual with those of society.

The main application of this method is in the form of identifying a gainful occupation of adults in a given area and structuring an integrated programme where skills, knowledge, attitudes and literacy are taught at the same time. The basic thing there is that, by setting an economic goal for adults, they will be enticed,

and using words and phrases already familiar to them, they will learn literacy faster. Through this, the individual fulfills himself within the framework of his society and thereby develops his personality as an individual while at the same time he brings a measure of reputation of his society as a whole. For example, a local tanner working on the skin of cattle produced locally, will be able to understand the correct chemicals and the proportion for their application in order to produce finished leather. The local leather worker, may use such leather for the manufacture of such works as shoes or bags which may compare with known high standards. Such production coming from craftsmen, can enhance the economy of their community in a great measure. At the same time, the education acquired by these local workers in the development of their skills, places them in the position for recognition as top craftmen in the community, and imbues them with confidence in assuming an enviable role as agents in the development of their society. The point is that those who are functionally literate in whatever work they do, whether they are farmers, technicians, civil servants, petty traders, are capable of improving their daily life and increasing

their income through additional abilities and new knowledge.

This method was tried in countries like Tanzania with UNESCO help. It was later adopted in many countries including Nigeria. The situation in Nigeria is that too many occupations are individual and are practiced by isolated small groups. It is difficult therefore, to form viable classes, say, of motor mechanics, cobblers or market women. Even with farmers, the variety of their crops makes it difficult to choose one and write a primer on it.

A recent evaluation has shown that this method has been successful in sustaining the interest of adults throughout the process of the programmes - unlike other methods where one starts with about 30 adult students and ends up with five - the rest having had earlier deserted. The success of this method, whereby literacy is integrated with vocational skills can be seen in Agency for Mass Education in Kano State.

Another method for teaching adults known as lingustic literacy was conceived and tried in Ahmadu Bello University, Zaria. It is obvious that one of the things any adult is most familiar

with, is his language. He speaks that language throughout his daily life, so if he is made to read and write that language he will find it easy to understand and use it in literate way.

Most of the African languages by the fact that their orthographics are young and therefore syllabic, This means that each sound is represented by one letter and each letter represents basically only one sound - though tones are normally not always indicated only in few like Yoruba and Igbo languages. This consistency means that once you show a letter and the sound it represents you have finished with it since where-ever it occurs, it occurs representing the same sound. Another factor that make things easy is that most languages have less than 30 characters representing all the sounds in the language, so that one or two characters in a lesson, introduced through syllables they form part of, means the introduction of all characters in 15 to 20 lessons - (19 lessons are needed say, for Hausa) depending on how frequent lessons are. Literacy and numeracy can be achieved in one or two months. The Pilot Project in Kano produced 1,200 literacy certificates in 50 days.

Though the linguistic method can remove illiteracy in two months, it is not an end in itself. That literacy can be applied to make it useful and permanent, it can be used to attain enough academic knowledge and to gain expertise in any vocational skill.

Another method for teaching adults is termed teaching people how-to-do-something. This too was conceived and tried in Ahmadu Bello University, Zaria. Teaching people how to do something is one of the most common forms of adult education in Nigeria today. This method is sometimes called the 'Demonstration Method'. Sometimes it is called 'Individual Instruction Method', or Job Instruction. It is often used by agricultural extension workers, health officers, community workers, employers and training schools. It can be used to train farmers to prepare seed beds, or to show mothers how to bath a baby, or to teach people how to build a house, or dig a latrine, or make cement blocks, or to train employees how to operate a machine or how to file papers or keep accounts.

The objective of this training in how to-do-something is to get people who want to learn the

process or task. To instruct them in how to do it correctly. To give them an opportunity to practice, to improve their performance and to correct mistakes.

The adult educator is concerned with the question. How to make this demonstration method, or individual instruction method as effective as possible.

It has been proved that, telling a person how to do something is not enough, and showing a person how to do something is not enough but a combination of telling, showing and practice, if carefully planned and carried out, can be effective.

The evaluation of this method revealed the following weaknesses:

(a) The sequence of telling or showing is confusing. The instructor often says, 'Oh, yes, I forgot to tell you...' or 'No, before you do this, you should do that....',

(b) Too much is told or shown at one time... the learner can't follow or can't remember.

(c) The learner isn't told why things should be done in a certain way. He doesn't understand the importance of following each of the instructions.

(d) The instructor has not remembered to bring all of the articles necessary for the demonstration.

(e) There is no opportunity for the learners to practice or try out the task to see if they understand and can do it properly.

In order to avoid these weaknesses, the instructor's preparation before the demonstration is very vital. The instructor will first of all decide how much can be taught in one session. Breakdown the task into steps and list the important points in doing the task. Opposite each step, list what we call the 'key points' - key points are suggestions to the learner which will help do each step of the task correctly. They might include reasons for doing a step in that way or what to avoid, or suggestions for substitutions or hints. Do the task yourself to be sure that all the materials are ready then arrange the demonstration place properly, tables and equipment, or if outdoors, possibly soil and tools.

1.4 Adult Education Programmes for Post Literacy/ Remedial Classes

Adult education programmes proceed on gradual systematic stages. It starts with basic literacy

which will eventually lead them to read and write in their mother tongue. The duration for this programme is 3 months. Subjects taught in this period are usually, Hausa or other major language spoken by the generality of the people of the area.

After this stage comes the second stage, during this period advanced subjects are introduced. The subjects taught include English. This second stage lasts 9 months. It is important to note that at the end of each stage, participants are examined in order to ensure that only those who are competent and capable enough are issued with certificates or allowed to proceed to the next stage.

Those who completed the second stage successfully, are then allowed to proceed to the third stage which is Post Literacy programme. This stage marks the beginning of advanced learning programme, in that it is at this stage the participants are exposed to more subjects and continuation of learning the previous subjects at advanced level. Subjects taught in this stage are : English Language, Mathematics, Domestic Science for Women, Social Studies and Islamic or Christian Religious knowledge as the

case may be. This programme lasts for 2 years after which the participants are examined and awarded Post Literacy Certificates which is regarded and recognised as an equivalent to first school leaving, that is, Remedial Programme which is a preparatory course leading to admission into G.C.E. Programme or to drop the programme and look for employment in private or public sector or remain as self employed - depending on the interest and aspiration of the participant. The duration for this programme ranges from 1 year to 2 years depending on the performance of the participants. Those who distinguished themselves at the end of the year in all subjects are then allowed to start G.C.E. course without necessarilly spending the second year. The subjects offered in this Remedial programme are English language, maths, social studies, Hausa and Islamic/Christian Religious knowledge. Syllabuses for secondary three and four are used with minor modifications, that is excluding those part of the syllabus which are not relevant to the felt need of grown up adults (see Appendix).

The writer is interested in the two stages of the programme thus - Post Literacy and Remedial in which social studies is taught.

Before any method for teaching social studies to adults can be suggested, the characteristics of an adult in relation to learning must be borne in mind so that they can help in developing and improving one's approach to adult students.

One of the characteristics is maturity - an adult's mind is normally matured from experience over many years. An adult generally likes learning about things that are within his experience. He likes to be treated in a way that shows recognition of the fact that he has had these experiences. Because the adult student has a wealth of varied experience behind him and has developed an independence of spirit, he will also have sense of self-respect and will have built a place for himself within his family and social group. An adult should not be criticised or embarrassed in any way - either publicly or within a group.

Another characteristic is Time. This is very important factor in the life of an adult for many of them have too much to do. When an adult attends a class he is giving up some other activities because he wishes to learn. Every minute of an adult class must be made to count

and the student should feel that he is learning something new in each meeting and that something must be valuable to him.

Problems and Responsibilities - An adult has responsibilities and problems. He has responsibilities not only for himself but also for his family; he may be a leading member of his community and so have added responsibilities. Thus the adult student may have many things in his mind which will distract him from his learning. People do not learn well when half of their mind is on cares, problems and worries. The teacher can overcome this by having constructive and imaginative preparation. Plenty of class participation is necessary to get the best from the students. Make sure that the class ends on time.

The last characteristic of an adult is language. Problems often arise from the use of language in adult classes.

The teacher must be fluent in the local language spoken by the adults so as to be able to explain or interprete the English words that are not understood by the adults.

All these characteristics of adult students must be borne in mind by their teachers if the best results are to be obtained.

1.5 Social Studies for Adults

Social studies is seen by the present day educationists as a new, organisation of knowledge in that it becomes a subject after it has drawn its concepts from social sciences-integrate them with other concepts from Humanities and other fields of knowledge. Stated its objectives and formulate the correct materials to be passed on to the supposed learners. It is centred around man, that is, on how man manipulates and is manipulated by the various environments in which he finds himself. The subject includes knowledge skills, concepts, attitudes, and values drawn from social sciences disciplines-where it aims at selecting and incorporating relevant content material related to man, society and the inter-relationships. It involves applying information to social problems and using responsible, intellectual processes to resolve these problems. Thus, it is loaded with attitudes and value judgement as a way of aiding the decision-making process about the problems that confront man in the society.

With launching of National Mass Literacy campaign in 1982, some State Governments who wanted their voters to become aware of why they should vote, for whom and for what, took up the challenge and launched mass literacy for adults in their respective states.

Majority of these states maintained the traditional literacy - which is teaching adults how to read and write and do little calculation which has been found to be a necessity but does not take care of adults needs. Therefore, there was a lack of interest on the part of adults and thus the position of Adult Education in National priorities was affected.

A product of today's adult education in many states is being found to be ill-equiped to deal with the present demands of National Unity and development-hence Kano State came up with comprehensive and functional Adult Education programme for its adult citizens in the state.

Since the most important character of social studies is that, it is a corrective study corrective because it aims at up setting the traditional way of learning, Kano State deemed it fit to include social studies in its Adult Education programme so as to facilitate its citizen with opportunities

to implore his culture and conditions as a member of the social and human community. Also, to improve his ability to structure his society and provide for his material, psychological and social needs.

We are all witnesses of 1983 general elections in the country - which we all agreed that it was chaotic. This situation was brought about by the lack of political education which concerns itself with attitudes and values. Since many of the adults were not made aware of what their values are, social studies taught using inquiry method seeks to raise the political and social awareness of the illiterate adults so that they can appreciate their marginalized position and identify their need to get out of this situation. In the process, they will be willing to learn whatever it takes to get out of the state of oppression.

The modern concept of development which emphasizes not only the distribution of wealth but embraces the problem of distribution of education, leisure, decission making, political and social responsibilities and pleasure.

Social studies taught as reflective thinking will avail to the adults with greater sense of value, greater efficiency, fairness and justice, greater sense of responsibility, critical consciousness, reflection and contemplation. Yielding way to a more democratic society in which adult citizens are conscious of their rights and responsibilities. These to my mind are the pre-requisites for national development.

1.6 Statement of the Problems

Having in mind the characteristics of an adult in relation to learning and going through the methods for teaching adults mentioned earlier, which method would be appropriate to use in teaching social studies to adults? How can this method be effectively used in order to achieve the social studies objectives? What are some of the social studies learning activities for adult education programme? What are the values of these learning activities to adults?

1.7 Suggestions of the Appropriate Method for Teaching Social Studies to Adults

Social studies as a new organization of knowledge consists of central concepts (man and his environment). These concepts can be tested to bring about generalization. There is inter-

dependency and has its own mode of techniques and skills. Unlike other fields of knowledge, people see social studies as a "whole" and not in "parts" - thus, it is intergrated, that is, all other knowledge is fused together and the product is social studies. Some educationists see social studies as a way of socializing individual members of the society to be able to function effectively within that society.

In teaching social studies to adults therefore, we must use a method and techniques that emphasize active learning giving prominence to organised activity whose purpose is to foster in the adult the development of attitudes, knowledge and skills, and the development of values which will equip him to perform his roles in the society in a creative fashion. Since problem-solving method as applied through the inquiry process is used in teaching social studies in our higher institutions, functional literacy method which is founded on the relationship between both man and his work, and man and his environment can be effectively used in teaching social studies to adults. This is because this method tends to link the development of the working individual adult

with the general development of the community to which he belongs. It reconciles the interests of individual with those of the society.

1.8 Purpose and Significance of the Study

Teaching social studies in an adult education programme has confronted the instructors with difficulties. One of the causes of the difficulties in the teaching of the subject is that the fact that it has been newly added to the adult education programme of Post Literacy and Remedial levels. Most of the instructors or teachers at these levels are not social studies specialists, all of them use Aiyetoro Comprehensive High School books for social studies to teach these adults. In the process of teaching, it is observed that the emphasis is laid on the historical aspect instead of the integrated nature social studies is associated with. Furthermore, some of the instructors usually use social studies periods for another subject due to their ignorance of the learning activities which can make social studies subject lively and active. Those that I had discussion with, confirm this and perhaps that was what prompted the Federal Ministry of Education, Primary and Adult Section to call for a seminar in Kano on 24th of November, 1983 to discuss

syllabus, methodology, adult education techniques, principles and practice of Grade II Teacher Colleges. Adult educationists were asked to prepare a short brief on the methodology of teaching social studies to adults.

This indicates that there are few or none materials in the form of textbooks specifically appropriate for both adult learners and their instructors available. This brought about the problem of appropriate reference textbooks with adequate materials for the instructors' use and for the adult learners as well.

Therefore, this study is to suggest a variety of social studies learning activities for the adult education instructors which will help the adults to achieve the specific objectives with the hope that through these activities they will be able to improve their skills for observation, knowledge and judgement. Also, through these activities, they will be able to acquire new attitudes and gain permanency in literacy.

1.8 Definition of Terms

For the purpose of this study, the terms are defined as follows:

1. Adult - A free grown up person, who is no longer under tutalage, able within the law to do what he likes, to make his own judgement and choices. A mature person with some experience of life.
2. Adult Education - All educational activities whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes and behaviour. This type of education stems directly from the people and it has its major focus in the community, with its primary goal being that of strengthening and improving the process of group problem solving. It makes adults in a community aware of both individual and community needs and provides the type of learning that enables receipients to grapple successfully with current problems.
3. Literacy - an ability to read, write and do simple calculations.
4. Literate - a person who is able to read, write and do simple calculation.

5. Illiterate - person who cannot read, write nor do simple calculation.

6. Basic Literacy - Initial stage of learning how to read, write and calculate. It is a stage where literacy is achieved temporarily however not necessarily retained.

7. Post Literacy - A stage where the ability to read, write and calculate is made permanent. Thus, the temporary literacy achieved in the basic literacy stage is made permanent at post literacy stage.

8. Remedial literacy - a stage where more provision is made to achieve permanency in literacy.

9. Mass Literacy - an attempt to engage in a massive literacy training of every adult in a nation.

10. Functional literacy - a method in which literacy training is tied to a vocational skill and taught to adults with new knowledge and attitudes. It is a method whereby a suitable programme is prepared and implemented to release and promote adults confidences. This programme is integrated to enable adults acquire knowledge, skills, attitudes and literacy at the same time.

11. Instructor - a person who teaches adults how to read and write.
12. Learning Activities - Gaining new knowledge or understanding through free use of a wide variety of materials.
13. Observation - A close and systematic study of material for a period of time.
14. Knowledge - An understanding of a piece of material taught.
15. Creativity - An ability to think and formulate different ways of solving problems with little or no guidance from the teacher.
16. Skills - A specific ability to perform a given task.
17. Judgement - An ability to make decision.
18. Citizens - The relations of individual to his government and, in addition, his relations to other members and groups in a democratic society.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, I am going to review what the educationists, political leaders and world international organisations have to say about education for adults.

2.1 Educationists Views about Adult Education

Nigerian adult educationists like C.N. Anyanwu (1980: 10) in his book, Adult Education in Nigeria, stressed that "the necessity for adult learning arises in the fact that the various definitions of adult education embody a staggering threat to the continued welfare of the adult person in his society should he refuse to learn. There are the social, political, economic, moral and intellectual decadence which would catch up with the adult who refuses to learn".

Here, Anyanwu is saying that the society is never static, it continues to emerge complex in dynamic growth and at the same time, the changes in society continue to pose various problems brought about the growth in population. At present,

in Nigerian society, we have the problems of new technological inventions; problems of increasing unemployment, problems of shortage of living accomodation, lack of essential commodities, numerous decrees and sky rocketing inflation - least not to talk of kinds of levies imposed on every adult. It is necessary, therefore for the adult to equip himself adequately to face successfully the hazards of these inevitable problems. Certainly, it is not the children who hold, in their hands, the destiny of modern society, rather it is the adults.

Since social studies is a problem-solving discipline, it is the most appropriate subject to be taught to these adults - so that they can be able, through inquiry process, to identify these problems, to discover ways to solve these problems and to be able to live in the present, and keeping abreast with the time and re-orientating their lives to ensure an equiliblium in their ever changing environment. For example, there is need to adopt new methods of food production and new technical skills. In other word, the adult is faced with the problems of keeping growing, that is, becoming a

better technician, better farmer or better citizen, discovering his ability and developing his potentialities in such ways that these can be of benefit to himself and his community.

Also, in his book, Principles and Practice of Adult Education and Community Development, Anyawu (1981: 16) stressed that "the eradication of illiteracy, particularly in the rural areas, will provide an educational stimulation of the environment and a great incentive to the rate of progress in the School Education of children. Thus if parents are literate, there will be greater hope for the society to achieve better results from its national educational enterprise".

Michael Omolewa (1981: 88) in his book, Adult Education Practice in Nigeria, on the scope of Adult Education in Nigeria states that the aim of literacy education transcends a mere reduction of illiteracy rate.

There is need in every developing country (Nigeria inclusive) to watch the content of what the people read. Literacy must be problem-solving, functional, development-oriented". What Omolewa is saying here, is that, literacy education must

be functional and related to the needs of the society and to the attainment of the sets of national objectives. It should be problem-solving, that is, adults must be taught in the way that they will be able to identify their problems and be guided to know the way of solving them. It must be development-oriented, thus, when these problems are solved the satisfaction is obtained and there is a change in the adult attitudes towards the development of the society as a whole.

Social studies is a **pragmatic** type of subject whose main concern is to guide individuals in the society to identify their problems and in the process of solving these problems, new attitudes are acquired which bring about the desired development in the society. Concluding his treatise on adult education and development, the president of Tanzania, Julius Nyerere wrote thus:

> ... There is a saying that nothing which is easy is worth doing, and it could never be said that adult education is not worth doing. For it is the key to the development of free men and free societies. Its function is to help men to think for themselves, to make their own decisions, and to execute these decisions for themselves. Nyerere, in Omolewa (1981).

Furthermore, Omolewa, on the question of Open University stressed that, "It is an educational mission to the mature, working adults, housewives and those failed by the formal education. It should assist shop assistants, roadside mechanics, clerical staff, factory workers, messengers and cleaners and generally all the adults who had missed out on their education. The fact that it is continuing and remedial; liberal as well as vocational makes it vital and useful, essential and relevant".

On the development of programmes for Adult Education, Omolewa and Akinpelu (1980: 34) in their paper, presented in the annual conference of Heads of Adult Education Departments, Stated that, "for all categories of Nigerians exposed to literacy education, there should be some core of social education"; social studies was first conceived by some western educationists as social education. "Whereby, teaching a minibus driver how to read and write, for example, there will be discussions on the responsibility of the driver to his passengers, to the Police, to the pedestrians, to law and to government"; citizenship education - that is, social studies taught as citizenship.

Similarly, mechanics apprentices will be provided lessons on history, civics, simple accounts and elementary economics, social studies taught as social sciences. Political parties and programmes, the Nigerian constitution, how the press function, problems of mass media and electoral duties and responsibilities".

Akinpelu (1979: 23) stressed that "Adult Education is one of the best truly situational activities in the realm of education because its curriculum is built around the situations of the adults and not around curricular subjects and discipline".

Adult Education emphasises attitudinal changes and responsibility by which adults can be committed to what they might have learnt. Adult Education is rooted in the existentialist philosophical view expressed by president Julius Nyerere of Tanzania and Paulo Piere of Brazil.

> People cannot be developed;
> they can only develop themselves.

Thus, taking congnisance of Adult Education concepts and principles such as man-centred, goal-oriented, content-oriented, learning situation-oriented, individualistic-oriented and attitudinal change-oriented that one can accomplish fully in the teaching,

learning and practice of social studies.

Jones, (1974: 190) quoting Monsbridge, stated that "Adult Education is for life and not livelihood". That is, the quality of life itself is what Adult Education is properly concerned with for the adults experience of life fits him for making judgements about what is relevant to his educational needs. Jones quoted:

> ... adults will not take lectures passively they will be desire to diagnose, to criticise or to add to the views taken up by any teacher. They are ready to give their experience, their cherished ideas, to be reconsidered in the light of fuller knowledge.

Adult Education is a permanent national necessity, an inseparable aspect of citizenship, therefore it should be both universal and life long.

On new perspectives for Adult Education as a life long process, Malcolm Knoweles (1962: 277) stated that every industrial firm, government agency, health and welfare agency, and voluntary association have to provide for the continuing learning of its employees, clients and members as a condition of survival. Adult Education has to become a fixed part of their budgets, buildings, and organizational structures as production,

marketing, public relations and administration are.

This is saying that, Adult Education would provide the avenue for adults to keep up to date on major developments of new knowledge and methods in both those areas of life that concern every citizen and those areas in which each individual makes his vocation.

A manager of a great corporation was asked why his company spent large sums of money on the education of its adult workers, and what outcomes had been found.

In his response, he said:

1. There was tremendous enthusiasim on the part of an each year's participants. They tell us they have increased personal identification and self-realization. In other words, it means the Adults know where they are going and why - and they also know why they have choosen the path they have.
2. The changes in adults were apparent to those watching them. They have greater intellectual curiosity and self confidence and they are better able to express their ideas.

> 3. They tell us it has made them better family men, better citizens in their communities, in their individuals. Knowles (1962).

2.2 Political Leaders Views about Adult Education

There is evidence that in countries where a mass literacy campaign has succeeded and complete adult literacy, or near complete adult literacy has been achieved, there was political leadership, determination and political will to achieve success. This political leadership involves real commitment by the government in terms of financial and political support which will, in turn, draw on the goodwill, moral and financial support of the generality of the populace as well as organisations operating in the country. Such commitment by the government must aim at assisting new literates to retain their literacy and also use their literacy skill to develop themselves and so become more involved and more effective in discharging their economic, social and political roles.

The Vietnamese literacy campaign was successful because of political and government commitment to the cause of literacy. Quoting Cloge (1980) in his paper presented in annual

conference of Heads of Adult Education Departments. The Vietnamese leader, Hochi Minh, in his determined effort to eradicate illiteracy in October, 1945, called his people to join hands, with the government and all other organisations to fight against the illiteracy. He declared: "In order to safeguard our independence and to make our country strong and prosperious, each Vietnamese citizen should know his rights and his duties and he should be capable of contributing to the work of national construction". Le Thankh Khoi, in his report on the literacy situation in Vietnam, attributed the non-relapse into illiteracy by his people since 1945 to constant efforts made to raise the educational level of the people. He sums up the political involvement in the literacy efforts in Vietnam as being, "conceived as a political task aimed at raising the political consciousness of the masses".

The success achieved by the mass literacy programmes in Cuba and Tanzania has been also attributed to the personal interest and commitment of Presidents Castro and Nyerere of the two respective countries. The Cuban plan for a mass literacy of adults was announced by president

Castro on the floor of the U.N. General Assembly in September, 1960, (Hall, 1978). He declared that Cuba was preparing "to launch an all out campaign against illiteracy", and that within a few months, Cuba would become "the first country in the Americas to be able to claim that it has not a single illiterate".

President Nyerere of Tanzania strongly believes that the people of Tanzania must be developed first before the country can develop. He puts this idea forcefully when he declared that "we cannot afford to wait for the children. First, we must educate the adults. Our children will not have an impact on our economic development for five, ten or even twenty years. The attitudes of the adult, on the other hand, have an impact now. The people must understand the plans for the development of this country, they must be able to participate in the changes which are necessary".

With this idea, the government of Tanzania took the ambitious decision to eradicate illiteracy through the country by the end of 1975. The adult education was therefore accorded national priority. National literacy realized as a pre-requisite of development in Tanzania is man-centred. Man

therefore is the basic unit of social development and economic growth. Man must be made aware of his backwardness, his environment and both his abilities and his role in national construction in general. Man cannot develop himself if he is illiterate. Obviously, the nation will remain ever backward if its people are ignorant.

Furthermore, Nyerere sees adult education as a component of life-long education, an education geared to the liberation of man. "Education must set man free from all social political and economic constraints". Tanzania was one of the twelve countries which participated in the Experimental world Literacy Pilot Project, launched jointly by UNESCO and UNDP between 1968 and 1972 in Tehran, Iran in 1965. Since the Tanzanian functional literacy programme was established, it has attracted the attention of people interested in education and social-economic development.

Russia, during the Bolsherik revolution of 1877, seeing that it was a poor backward country - because 75% of its population was illiterate; as a result of this, mass literacy campaign was launched and within the period of 40 years, illiteracy was the thing of history. Consequently,

in the economic and social progress, the mass literacy campaign enable Russia to become one of the super powers of the world.

President Jefferson of the United States once said that "a nation that expects to remain free and ignorant in a state of civilization expects what never was and never can be". In support of this view, UNESCO courier has stated that "no country can use the benefit of science and technology on the scale necessary for its development if its population includes a high percentage of illiterates. In changing societies, the written word is one of the means whereby a sense of cultural identify can be renewed and perpetuated".

Democracy is difficult to operate in a nation where majority of its people cannot read and write. One of our problems is to understand and put to constructive use what we already know. Everyone is seeking comfort which gives happiness; knowing more about other people and our surroundings could give us satisfaction and happiness.

In developing society like ours, a good number of the people do not know how to survive, Adult Education is the tool for such survival,

there is no doubt that most illiterates know very little about elementary hygiene which Adult Education can provide.

The acquisition of this tool of Adult Education is important to the entire nation because the ignorance of the illiterates is injurious not only to themselves but to many of those they come in contact with.

One of the problems that confront many governments as they seek to modernise their societies after attaining independence, is the prevalence of masses of illiterate citizens within their various countries. Illiteracy constitutes a big obstacle in many countries efforts to develop, for it hinders political, social and economic progress. In realisation of this, many developing countries have developed strategies for the eradication of mass illiteracy within their societies.

On the role of adult literacy in the Ghanian society, Asiedu (1979: 73), in his article written in the book Adult Education in Nigeria, is that "Adult Education could prove invaluable to the working of the democratic processes that had begun with the 1951 elections in Ghana". The procedure

of holding elections here, was facilitated by mass literacy. The effort was considered not an end in itself, but of an importance for bringing about general progress in the community-means for introducing modern ideas about health, and for combating ignorance, isolation, prejudice, superstition, poverty, apathy and disease in the Ghanian society. Adult literacy was considered essential for stimulating individual powers of self-development, and for producing democratic citizens.

The adult literacy programmes were considered essential for eradicating the undesirable social distinction that had grown up then between the educated and the illiterate classes in the community.

On Adult Education programmes, political education is very important for it is a feature of developing countries; Nigeria inclusive, to plan their development under development plans. For these plans to materialise, participation and commitment of the people is essential. People cannot participate if they are not made politically conscious of the significance of development to them as individuals or as a nation. Developing people cannot understand the significance of austere

economic measures, defence and loyalty to the country, taxation burdens, education reforms, health campaigns, nationalization policies, nation building efforts, war of liberation, cultural revival without political consciousness.

Thus makes Fanon (1963) in his book, the wretched of the Earth declares that:

> The war against hunger, disease. ignorance and poverty, an awareness ought to be ever present in the muscles and intelligences of men and women through political education. Of necessity the will and desire of the masses to overcome the evils which have for centuries excluded them from mental achievements of the past must be awakened by political consciousness.

The history of educational programmes in Nigeria shows that Adult Education is not new. The colonial administration toyed with the programme. Some Nigerian governments at that time, especially the former Northern Region tried to tackle the problem of illiteracy. The Ministries of Education all over had department of adult education. Some Universities, notably, Ibadan, had adult education department. All these attempts have achieved varying degrees of success. But it can be argued that their impact has generally remained minimal

due to the fact that the governments, both federal and state did not include adult education on their list of priorities. There was a lot of confusion in the location of adult education division in the ministries. Even the Federal Ministry of Education classified adult education along with primary education.

With the National Policy on Education (1977) containing specific proposals for adult education together with the efforts of NNAEC, a campaign to eliminate illiteracy among Nigerian Adults was formally launched by the then president of Nigeria, Alhaji Shehu Usman Aliyu Shagari on 8th September, 1982. The President informed the country that September 8th of every year would thenceforth be celebrated as Nigeria's Literacy Day. Although many state governments also launched the campaign, the wranglings between political parties coupled with the state of the nation's economy, denied adequate funds for the campaign. The little amount of money and materials given to the states by the federal government was diverted to the coffers of individual pockets. Since it was a particular political party that dominated the federal government (NPN) any assistant given to

the states was interpreted as N.P.N's propaganda. And the Federal Government officials who dared deliver these materials to the states, were locked up for some days, as happened in one of the local governments in Borno State.

It was Kano State, under the then governor Abubakar Rimi who personally declared war against illiteracy in Kano State as a whole when he gave government workers up to one year to be literate or face the termination - in his famous "get literate or get out" declaration. He created an independent body the Agency for Mass Education, to see to the success of the campaign. Through a generous mobilization of men and materials, the campaign succeeded to such a degree that it earned the state UNESCO's commendation and gold medal.

In emulating the Kano example, Kaduna state information commissioner, Miss Salamatu Audu told the newsmen of her government's intention to enact a literacy edict. Under it, the possession of a literacy certificate would be a criteria for retention of employment or promotion for all employees. Same for those who seek licences and certificates from the government come January, 1986. The Bauchi state government was reported to

have given the illiterates in its service six months within which "to bridge the gap between themselves and the read and write caste, failing that they are to ship out altogether".

Research works and books written by educationists and political leaders on Adult Education world over are abound.

Each emphasising the importance of Adult Education in Nation building. For it is recognised that a nation which is dominated by illiterate adults is a nation which is disabled in all aspects of development. To be able to develop, the adult population must be led out of ignorance and from educational blindness into knowledge and educational light. Cuba, Tanzania, Nicaragua, Brazil, Ethiopia and Mexico have embarked upon and have accomplished or nearly accomplished the task of illiteracy eradication. Nigeria should not be an exception, we must involve all the adults in the development process of our nation.

2.3 World International Organisations Views About Adult Education

The United Nations Educational Scientific and Cultural Organisation (UNESCO) was set up to

contribute to world peace and progress through education, science and culture. In this task, UNESCO has progressively laid stress on Adult Education and the promotion of literacy. Its resolution during one of its conferences in 1960 affirmed that "adult education has become of such importance for man's survival and happiness that a new attitude towards it is needed". This resolution triggered off such thoughts and opinions on how to diversify the education of adults for national development.

In 1965, a world conference of Minister of Education met at Teheran in Iran. The theme of this conference was the eradication of illiteracy. In this conference, it was emphasized that literacy education should be linked with production, both on the farm and in the factory.

In its survey, 'Literacy 1969 - 1971', UNESCO has this to say:

> Functional literacy is not just to impact skills or even work-oriented knowledge, but to change the learner's whole approach to his world. A functional literacy programme should equip the new literate to recognize, understand and subject to critical analysis the reasons behind his actions, whether these be actions he performs at work, at home in the community or in other

> settings. It should prepare him to adapt to a life of change in which traditions, customs causing him to lose his own identify.

The point is that, through functional literacy the individual fulfils himself within the framework of his society. Those who are functionally literate in whatever work they do, whether they are farmers or in industry, are capable of improving their daily life and increasing their income through additional abilities and new knowledge.

Our current educational systems have failed to reflect the richness of our cultural expression especially that of peasants and workers, functional literacy emphasises the kinds of activities through which people in the street form their own opinions and express their own thoughts and feelings in their society in which they live.

> Functional literacy will help the people have "the potential to foster a constructive educational reaction to the problems and dangers of the times helping individuals to develop insight into the cultural problems of their society, and feelings of control over their future as producers, consumers, citizens and creators", (UNESCO, 1976).

In conclusion, the present Adult Education programmes are oriented to the creation of new social and economic condition as such, literacy teaching should be geared towards "preparing man for a social, civic and economic role in his society" (UNESCO, 1965: 89).

2.4 Educationist views about the Importance of Social Studies to Adults

In a rapidly changing society, it becomes necessary that adults have to develop the capacity to adapt to new situations, to make discriminations, to think critically and creatively and make sound judgements. The day-to-day ability to recognise and solve practical problems as well as our concerned with and ability to handle intellectual problems has become a major focuss of our different governments.

Some of the major problems of present Nigeria are poverty, hunger, indiscipline, unemployment and underdevelopment. These show the need to re-orientate our adults to acquire knowledge of their changing community and nation, the local and national, political, economic value and organisations, and a determination to rely on their own skills and hard work for the further development of themselves to cope with the problems

of living and the society as a whole.

If one may ask, what are the needs of the adults? The needs of the adults are seen by the British council for curriculum reform as falling into four classes:

(i) Those concerning economic life.

(ii) Thoes concerning face to face personal relations.

(iii) Those concerning relations of an individual to organized or semi-organized groups.

(iv) Those concerning problems that are largely internal and personal.

Our illiterate adults do not have adequate information to analyse and synthesize the ideas and learning to take decisions. Social studies then, emerges as a subject of prime importance for adult literacy programme for it involves a study of the basic characteristics of man, and many and varied expressions of the adaptation of man to the area in which he lives, and his relationship with other men.

Social studies is concerned not only with knowledge but also with attitudes and values. As such, it will give adults an opportunity for

important social and moral questions such as attitudes to the destitutes, poverty and retrenchment or the problems shooting of drug pushers and armed robbers. And by studying these in depth through inquiry process, they may be able to do some thing practical to help through community service. It will also broaden their outlook, giving them a motive for work and helping them become better human beings.

The well known words of John Donne, quoted by Adeyoyin, F.A. (Mrs), in her paper titled, The philosophy behind the introduction of social studies in the Nigerian Schools and presented at the social studies workshop at muslim Teacher's College, Lagos, 1979, that "no man is an island, entire of itself, every man is a piece of the continent, a part of the main... Education must make people aware of the society or world - wide cooperation and inculcate in them an attitude of mind that considers the interests of mankind as a whole. Through social studies, a fundamental process increases the wisdom of human beings, their understanding and tolerance of others".

On the nature of social studies, Balyejusa, P.N. (1981) in his contribution in social studies

education for schools and colleges, stressed the importance of social studies to the adult by stating "man can only exist in his varied environments by understanding, interacting. organizing and running his society in an orderly cultural, economic and political setting. Hence, social studies will try to gather relevant knowledge, values and skills centred around the subjects that form parts of these broad spheres of man".

We are among the witnesses of the early and present efforts made in adult literacy in the whole country-which we are yet to see any appreciable results. This may be due to the type of methodology used for teaching these adults. The methodological posture of social studies, therefore, is that meaningful learning can only occur through the learners own process of exploration and discovery, (inquiry approach), this method seeks to discourage rote learning, which may make adults lose interest and to promote meaningful learning. It seeks to make the learners active participants in the process of learning rather than passive recepients of impressions.

We share the following views expressed by Mursell, J.L. of the Teachers College, University

of Columbia:

> If you want a learner to learn something well and remember it long, organise a situation in which he will be able to discover that something for himself. Of course you will have to help him to guide him towards proper sources and away from blind alleys, to give him hints and so forth. But the proposition that anything that one discovers for oneself, even with considerable help, is likely to be firmly grasped and long remembered is both good psychology and good commonsense.

It is clear from Mursell's words that the adult instructor's role in social studies, is to organize active learning experiences for the adults and give them little guidance, little, because they already have acquired experiences in life, to explore for meanings and for solutions to the problems of living.

To maintain the interest of adults in learning, Mursell continues that, "all learning activities must be goal-directed; provide varied active experiences for the learners; aid their exploration and discovery and to prevent the kind of passivity. Must enhance understanding and facilitate the application of the knowlege, concepts and skills that have been learnt. And be

useful in the acquisition and transformation of values and attitudes".

Social studies deals with people, their attitudes, beliefs and values - and their interaction with themselves and with their environment. It emphasizes the development of such desirable habits, attitudes, skills, and values that will enable individuals take rational decisions about personal and social problems.

Because of this, Akinwole and Ogunleye (1981) in their recommendations on "why social studies", recommended that for social studies to succeed, it should not be restricted to the schools and colleges alone, but should be extended to the society at large; this can be in term of Adult Education, public enlightenment through mass-media".

Social studies is a valuable subject because it touches on the crucial aspects of our society that adults must address themselves to our moral living, our cultural values, our economic development, our social cohesion, our political survival and even our personal adjustment and identification with society. Unless our adults become aware and practise the things presented in

the study of the social studies, they will not be as well prepared to face and meet the numerous problems that are continiously brought about by the present technological advancement of the world.

CHAPTER THREE

PROCEDURE

In order to obtain useful information about the learning activities used by the instructors teaching social studies to adults in Post Literacy and Remedial classes, the following procedure is going to be used.

3.1 Reference Materials

The available materials on learning activities for social studies in the first three years of teacher education, such as those publications by the Institute of Education are going to be studied. A variety of social studies learning activities designed by Professor DuBey in his Method Book for Nigerian Teachers Social Studies, the inquiry Method Approach (1980) co-authored with Professor Barth, will be examined. Though these activities were prepared for post-primary schools, Advanced Teachers Colleges and university students, they will be useful and practical for teaching adults in post literacy classes. Also useful, will be the activities discussed in the books written by the Nigerian

Educational Research Council (1981) and the comprehensive activities designed by the social studies department of the Comprehensive High School, Aiyetoro (1968). These activities will be included in the second and third year post literacy classes in chapter four of this study.

The objective behind this, is to find out whether these available learning activities will be appropriate and could be used in teaching social studies to adults. Also, to be able to know the types of activities I should suggest which will be useful to the instructors teaching social studies to adults.

3.2 Observation

Three social studies periods per week will be used to observe an adult class, organised by the Ministry of Education, Kaduna State, to see what kind of learning activities are used and how successful they are in teaching social studies to adults.

The attitudes of the adults during these periods will be observed to see whether the adults show interest in the lesson and cooperate with their instructor.

The purpose of the observation is to see the activities in practice, how they are going to be carried out in a class teaching situation and whether these activities are appropriate and related to the daily lives of the adults. Also to be able to suggest some alternatives which will be included in chapter four of this study.

3.3 Development of Social Studies Learning Activities

A variety of learning activities are going to be developed based on the experiences I have had for six years of my involvement with Adult Education instructors and teachers. Some of these activities, such as those for the first year post literacy class that will be included in chapter four of this study, were earlier developed by the first year Diploma students in Adult Education in the Department of Social Services, Kaduna Polytechnic under my supervision. These activities, were also tested during the students three months practical attachment of 1981/82. I supervised the students who tested these activities in adult classes in Kano, Borno, Niger and Kwara States. The purpose for developing these activities are to enable me test them in a real adult classroom situation.

3.4 Testing of the Learning Activities

The learning activities that are developed, will be tested in post literacy/remedial adult classes in Adult Education Centre, Kaduna. In this class, there is going to be twenty five adult students. The testing of these activities will enable me see how practical the activities will be and to find out whether the resources or teaching aids will be adequate and appropriate for the purpose of teaching adults. Also to be able to see whether the expected skills are going to be developed and attitudes changed. The literacy level so attained by the adults is going to be maintained to ensure permanency.

3.5 Limitations of Study

The study is to suggest a variety of learning activities for social studies teaching in post literacy classes in Adult Education programme. But due to the absence of available materials specifically designed for adults, the learning activities are going to be personally developed using my practical experience in these fields (Adult Education and Social Studies). However, most of the activities are going to be developed in collaboration with Diploma students in Adult Education, the field instructors, and

some adult learners themselves. Some activities will be derived from available materials designed specifically for post-primary students.

Two major problems are likely to arise when I test the activities developed in this adult class. One problem will be language difficulty especially during the practical activities. This is because the adults often take English language as being imposed on them and as such, irrelevant. For this reason Hausa, the major language spoken by the adults, will be used, particularly when I am going to introduce something new to them. In the classroom situation, the new words will be written on the board with the Hausa translation written opposite. I expect that once the language problem is overcome, they will be interested in the activities.

Another problem will be the question of time. The available time for me to test the developed learning activities will be very short. Only three hours in a week for two months. Because of the inquisitiveness and curiosity of these adults in learning new things, I am likely going to have to extend the one hour period provided for social studies on the time table to two hour

periods or extra one hour after the normal classes. If I want to ensure the appropriateness of the activities.

Another problem that I will likely encounter, will be how to evaluate attitudes which the activities are designed to help adults acquire. To solve this problem, I am likely going to utilize television programme or show a film teaching attitudes and ask the adults for their reaction.

CHAPTER FOUR

SUGGESTED SOCIAL STUDIES LEARNING ACTIVITIES FOR ADULTS POST LITERACY CLASS: 1ST YEAR

Theme I: Living in the Local Community.

Sub-theme: Describing the local community.

Objectives: After class discussion about our local community, and after walking through a section of the town or village community - the adult learners will be able to:

1. Become familiar with their local community and its surroundings.
2. Identify different families which make up a community.
3. Discover the similarities and differences in the structure and working of the village community with those of the town community.
4. Give a detailed description of their local community.
5. Join willingly in cleaning any dirty areas in the town or village community.

Resources and Teaching aids: Pictures of different communities all over the world. A plan or

a map of a village or town community. Photographs of important places in the community.

Suggested Activities

1. The adults have a class discussion about their local communities. Why there are more families in the town community than in the village community.

The civic duties of the members of the community e.g. payment of taxes, levies, attending important meetings to discuss things affecting the community, co-operating with law enforcement agencies.

2. Instructor and adults walk through a section of a town or a village to observe and take notes of the following:

(a) The types of houses, are the houses separated or are in form of a compound with single rooms?

(b) Is the community divided into wards or clans; the type of streets or paths are these streets or paths named.

The major similarities and differences between the wards or clans in the community. They should try to find out why the community is divided into

wards or clans. Take note of the important places - such as markets, schools, churches, mosques and community centres.

3. Guide the adults to make a chart showing the structure of the constituted authority in their village or town - like village or town council or native rulers and their chiefs.

4. The adults tell why the authority in the town should be different from that of the village community.

5. The adults should draw a map of the village or town showing important places - such as market, church, mosques, school, dispensary and town-hall.

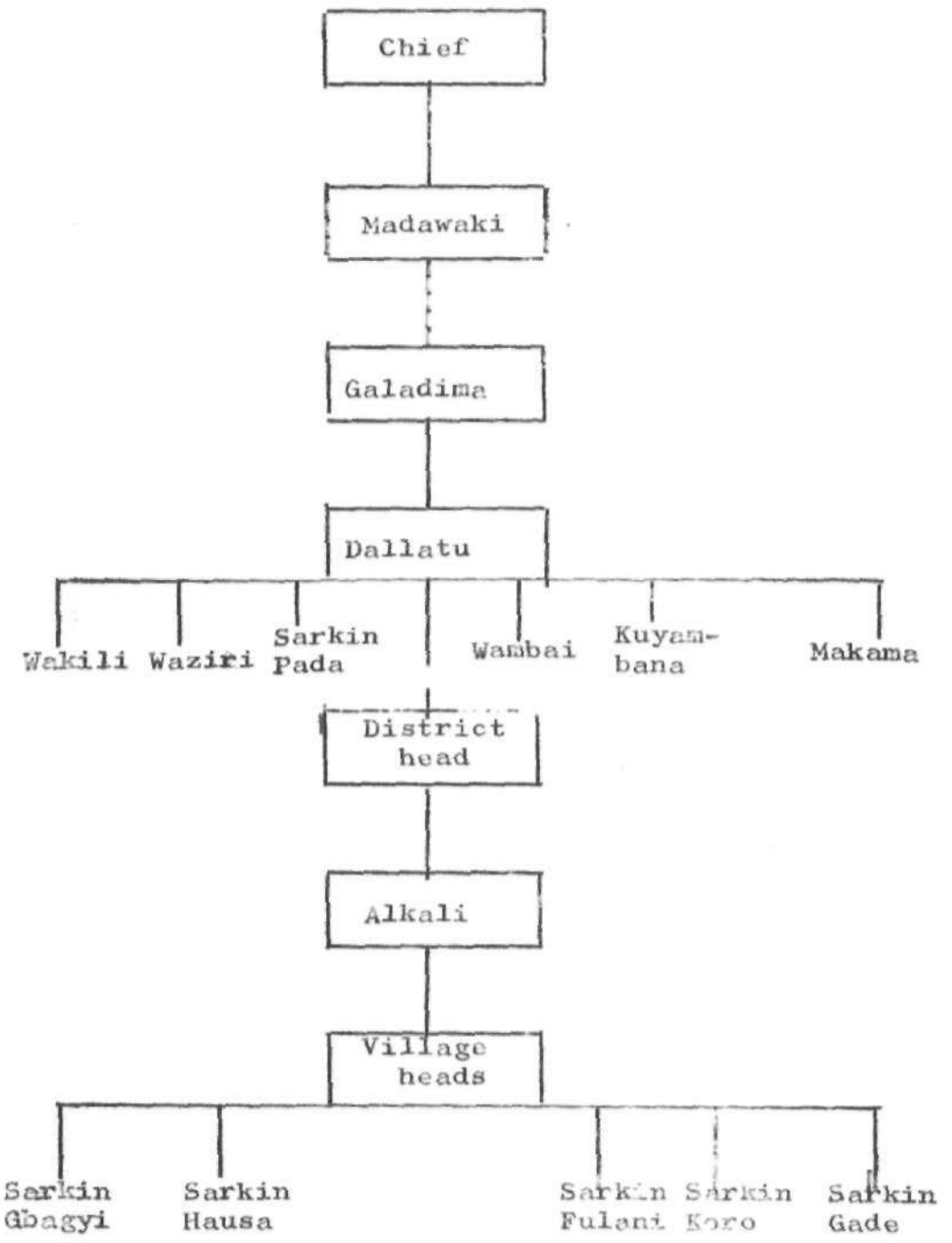
6. Organise a health campaign - in which adult should clean a dirty area of the community.

Skills: Imagination, discussion, judgement, creativity, observation and knowledge.

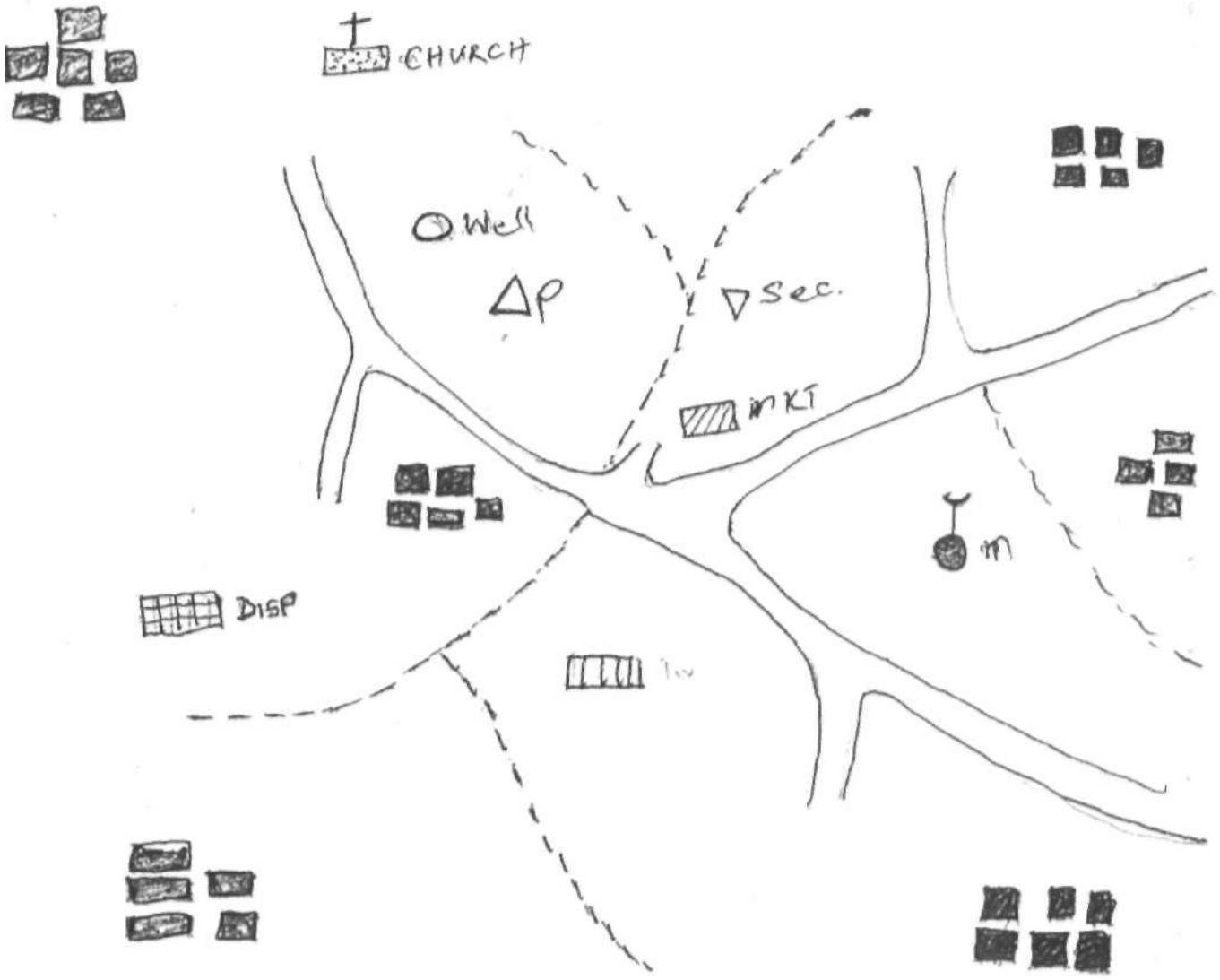
Attitudes: Having pleasure in working together to improve all aspects of their community.

Literacy: Adults should write down in their note books, the individual and community needs, e.g. food, education, recreation and how these needs are met.

NATIVE RULERS



A MAP OF A VILLAGE





A group of Adults cleaning a dirty part of a Village.

Theme I: Living in the local community.

Sub-theme: Its history, people and origin.

Objectives: Having conducted interviews with community elders and collected information on the history of the community. The adult learners will be able to:

1. Classify the information into facts, fallacies and opinions.
2. Recall the order in which events in their community history took place.
3. Prepare a ten year time chart of the important changes in the village of town community.
4. Discover why some communities are founded by the hillside, river-side, in the middle of a forest, on the top of a hill, or at the major road junctions.

Resources and Teaching aids: Pictures and pamphletes, photographs, films and maps of the village/town at different stages of development. Questions, historical objects like swords, garments, stools, etc.

Suggested Activities:

1. Find out what the adults already known about their village or town by asking them to tell a brief history of their village/town.

They can tell the story either by reciting a song folklore, legend or a tale.

2. With the questions, the adults go into the village/town to collect information from the elders on its history.

3. Adults should be guided in classifying the information into facts, fallacies, and opinions.

4. Invite an elderly person in the village/town to come and talk to the adults about the village/town as it was when he was young. What the village/town looked like, how many people lived in the village/town in those days. Who founded it and the important people he remembered. What are the new changes and developments that have taken place.

5. The adults try to recall the order in which events in village/town history took place as narrated to them by the oldest person.

6. Adults give the names of the villages/towns they know that are by the hillside, top of a hill, near the river/stream or at the road juctions. They should tell why these villages/towns are developed where they are - for fishing protection or trading?

7. Adults should form two groups - one for the adults who live in a village, and the second group

of adults who live in a town.

Let each group prepare a ten-year time chart of the important changes in their village or town. They should discuss the reasons for these changes.

8. Play a tape of a programme, "jiya ba yau ba" (meaning yesterday is not today).

In this programme, old people are invited to tell the listeners on their life experiences - how their community looked like in olden days and what is happening now.

Adults compare their own experiences with that of the one in the programme. Some of the adults may be the witnesses of part of some events mentioned in the programme.

Skills: Imagination, creativity, listening observation, judgement and discussion.

Attitudes: Development of critical attitudes towards their village/town historical events.

Literacy: Adults write a short history of their village/town.

A CHART OF THE IMPORTANT CHANGES IN THE VILLAGE

1975	Major Roads
1976	Universal Primary Education
	Construction of Classes.
1977	Town hall (buildings)
1978	Guest house wells.
1979	Sinking of wells.
1980	Construction of Market stalls
1981	Building of Secondary School
1982	Building of Mosque
1983	Construction of Bridges
1984	Construction of drainages
1985	Tree planting

Theme I: Living in the local community.

Sub-theme: Social relationships and customs (noting differences in customs and why).

Objectives: Given the film "Sauna Abokin kowa", (Sauna - a friend of everybody). The adult learners will be able to:

1. Improve on their ability to communicate with each others.
2. Participate and at the same time benefit from the special work of others.
3. Interact freely with their neighbours.

4. Develop social attitudes which will enable them to live better with themselves, with each other and with people all over the world.

5. Have sense of belonging and feel equal with others.

Resources and teaching aids: Pictures, local film on 'sauna abokin kowa', tapes.

Suggested Activities

1. Divide the adults into groups - each group representing different neighbours. Let one adult act 'Sauna being a friend to every body in the neighbourhoods.

2. Describe the variety of customs and greetings which form part of our every day life. Tell the differences between customs relating to birth, naming of the child, marriage, death or burial. Classify the customs and tell why some of the old customs should be discarded and why new ones should be emphasized.

3. Ask the adults to tell if they were sauna what they would have done with the neighbours that are not friendly or too friendly.

4. Adults discuss the qualities of a good friend. In the discussion let them say whether

they are one of such a good friend. What are their attitudes towards their neighbours and that of their neighbours towards them.

Do they help each others when in need? Do they interact freely, benefit from the special work of their neighbours?

What are the similarities and differences between the custom of their neighbours and theirs?

5. Class news - where adults tell you about various customs and greetings, how marriages are performed, any other occasions like naming ceremonies, funerals, religious celebrations.

6. Play a tape on a programme "Jibadau Kayan Nauyi", which features different customs related to choosing a girl for marriage, all customs involved in courtship, marriage, birth and after.

Skills: Imagination, creativity, knowledge, discussion.

Attitudes: Co-operation, appreciation, pride and support.

Literacy: Adults write in their note books how marriage is performed in their community.

Theme I: Living in the local community.

Sub-theme: Cultural and living habits and behaviour.

Objectives; Having read from the news papers and having heard from radio on how bad habits have led to a serious punishment, and at the same time how good behaviours had earn rewards for the individuals. The adult learners will be able to:

1. Emulate the essential characteristics of good members of the society.

2. Discard the bad habits that some of them have already formed and in their place form certain habits that are necessary for their good living.

3. Point out the occassions during which they or other adults have been rewarded for good behaviour.

Resources and teaching aids: Newspapers cuttings, radio and pictures, WAI Badge.

Suggested Activities

1. Adults have a debate on a controversial issue thus - 'giving a person 'Kola' or 'gift' in appreciation of what that person has done for you is a tradition or bribery.

2. The instructor lists the points on the board - those for 'tradition and those for bribery'.

After the debate, the judgement is made.

3. Adults recall the occasions when a person they know was involved in such a controversy of a 'gift' meant to be traditional way of life which was interpreted as a bribery and the giver punished accordingly.

4. Find out from the adults whether anyone of them have ever been involved in such situation throughout their life experiences.

5. Adults discuss extensively on Ethical Revolution of Shagari administration and that of WAI of Buhari's administration, compare the two.

6. Encourage the adults to listen to radio programmes of "Don Matasa" (for young men) in which bad habits of some young men are hghlighted and a group of adults, say four, air their own opinions and are discouraged in case of bad habits for the public to listen to and learn.

Skills: Listening, imagination, knowledge and creativity, judgement.

Attitudes: Appreciation, co-operation, support and respect.

Literacy: Adults write a primer on W.A.I. (War Against Indiscipline) (see Appendix).

Theme I: Living in the local community.

Sub-theme: Economic activities - what people do to earn a living, (farming and fishing)

Objectives: Having listened to a successful farmer; to radio programme on modern farming (Noma kankara) that is, village farmer; and after paying a visit to a mechanised farm and fish pond, the adult learners will be able to:

1. Use modern farming equipment.
2. Classify different kinds of farms and what type of farming is carried out on them.
3. Carry out an experiment of modern farming on their farms.
4. Know the names of kinds of fertilizers and the ones to be used for different crops.
5. Use different insecticides for pests control and chemicals for killing weeds.
6. Compare the harvest obtain from modern farm with that of traditional farm.
7. Know different methods of storage.

8 Describe different methods used for catching fish, the tools used and name some of the fish products.

Resources and teaching aids: Local farm tools - like hand hoes, plough, cutlasses, modern farm tools - like tractors, caterpillars, harvesters, kinds of fertilizers, insecticides, local film showing a successful farmer, tapes and radio.

Suggested Activities:

1. Find out who are farmers among the adults. Ask them the following questions:

   (a) What type of farms do they have?

   (b) Which crops do they grow on these farms?

   (c) What type of tools used and where they get these tools?

   (d) Do they keep animal like cows, pigs, donkeys, horses, sheep, goats? Birds like chickens, guinea fowles, ducks or turkeys?

2. Discuss with the adults about the different kinds of farms. When and how they grow yams, guinea-corn, millet, maize, cotton, beans, ground-nuts - on the ridges, heaps in the fertile fields.

Vegetables, cocoyams and rice along the bank of the river/stream or where there is water always. Vegetables are grown in gardens, while rice, sugar cane, cocoyam are grown where there is plently of water in the soil - thus (fadama farming). Cocoa, kolanut, rubber, palm oil trees are grown where there is plently of shade from other trees, (Plantation); Keeping animals as well as growing crops (mixed farming); Keeping chickens (poultry).

3. The adults give the names of kinds of fertilizers used in their farms and the insecticides used for pests control. They tell how and where these are obtained.

4. Play a tape of a programme on when and how to prepare the farmlands, the types of ridges to make for different crops, how to plant, that is, the spacing, how to apply weeds killer, fertilizers and when to harvest.

5. Invite a successful farmer in the area to come and give a talk on different ways of processing and storing different kinds of crops.

6. The instructor discusses with the adults on how to obtain loan from the bank for farming,

where to market their crops, how to keep on account of the input and output of their farm products.

7. Take a trip to a nearby modern mechanised farm to see what is being carried on. Walk round the farm to different sections and see the type of farming that is carried out in these sections. Let them try their hands to operate any of the modern farming equipment. (Some of the adults might have already known how to operate them).

Skills: Discussion, listening, observation, judgement.

Attitudes: Development of new attitudes in adults towards farming habits of planting improved type of seeds for higher yield, application of modern fertilizers, weeds killer and insecticides. Form habits to listen to radio programmes on modern farming and attending agricultural shows.

Literacy: Read a story of 'Noman', a pamphlete specifically written about a farmer and his farm.



A group of Adult students in the modern farm.

Theme I: Living in the local community.

Sub-theme: Economic activities - marketing and trading in our community.

Objectives: After a visit to the market and super market, the a dult learners will be able to:

1. Differenciate what are sold in the market from those that are sold in the super market.

2. Know the factors involved in starting and successful market business. What to trade on and where to obtain the commodities.

3. Know the simple law of demand and supply. Keep account of their sales and how to obtain loans for the purchase of their commodities.

Resources and teaching aids; account books and some of the essential commodities.

Suggested Activities

1. Find out how many adults are traders. What they trade on and where - (market, shop/store) where they obtain the commodities they trade on. The capital money they started with and the gains they make - what they do with the profits.

2. Adults discuss how prices of commodities are determined, who determines the prices and why there are differences in the prices of goods sold in the shop/store.

3. Invite a bank manager to talk to the adults on how to apply and obtain a loan for market business.

4. Pay a visit to a supply company (National supply company in case of Kaduna town) to see the commodities supplied and how to become an agent of the company.

5. Discuss with the adults on how to carry out a simple research on how to "capture" customers and how to avoid lost.

Skills: Imagination, creativity, judgement, observation.

Attitudes: Fairness and appreciation.

Literacy: Listing in their note books things sold in the market.

Theme I: Living in the local community.

Sub-theme: Economic activities - manufacturing industries in our community.

Objectives: After paying a visit to a manufacturing company and a local industry, the adult learners will be able to:

1. Describe how things are manufactured.

2. Identify things that are made locally.

3. Tell the uses of these things made.

4. How to establish a small scaled industry.

Resources and teaching aids: Manufactured things like soap; plastics, clothes, buckets and other containers.

Suggested Activities:

1. Find out from the adults whether any of them work in an industry or a factory. If so, they should name the factory or the industry they work. Do they work there as a messenger, cleaners, joiner or as what?

What does the factory or industry produced? Where does this factory or industry get its raw materials? What happens to the finished products?

2. Visit a local industry near by if possible to see what and how things are produced. Ask an officer to take them round and show them all the sections in the factory. They make notes on what they see.

3. If possible, they should visit a big and modern industry like textile industry to see the differences between local and modern industries.

4. Ask an officer to talk to them on how to establish a small-scale industry. If any adult already has a small-scale industry, he will be able to improve on it.

Skills: Creativies, knowledge.

Attitudes: Appreciation, support and pride.

Literacy: Adults should write a report on their visit to any of the factories visited.

Theme I: Living in the local community.

Sub-theme: Games leisure, entertainment.

Objectives: After watching a cultural show, or a football match, or a local wrestling/boxing, the adult learners will be able to:

1. Make good use of their leisure time.

2. Describe how their favourite games are played.

3. Describe that games are more successful when every one shares the fun.

Resources and teaching aids: Cards, ludo, stones, cornstalk, snake and ladder game, scrable, draft board.

Suggested Activities

1. Let the adults tell you how they spend their free time at home. What their favourite games

are and then they describe how these games are played.

2. Adults form groups, use the materials available to play any game of their choice. Take time to teach them the one you discover that they don't know how to play.

3. Adults can bring any other things they use at home for their games and leisure. The instructor can learn much from them.

4. You will discover that many adults spend their free time in reading. Ask them the types of books they read and why. Some spend their evening watching the local wrestling - what are the benefit derived from the wrestling?

You will discover some adults spend their evenings watching television. What is their favourable programme? Why do they like particular programme?

Skills: Knowledge, recreation, judgement observation.

Attitudes: Formation of habits for seeking pleasure and enjoyment.

Literacy: Let them describe in writing how their favourite games is played.



A group of Adult students playing finger games.

Theme I: Living in the local community.

Sub-theme: Transportation in the community.

Objectives: After a class discussion about transport system in Nigeria, the adult learners will be able to:

1. List major transport systems in the country and indicate which system works best in carrying goods and passengers to a neighbouring market. Carrying bulky goods to the port for export, carrying export goods abroad and carrying passengers quickly to their destination.

2. Indicate on outline maps of Nigeria, major roads and railways.

3. How to book and obtain air ticket to travel by air within the country and abroad.

4. Know the safety rules while in a train, or an aeroplane.

Resources and teaching aids: Pictures of lorries, cars, carts, donkeys and horses, train, aeroplanes, ships, maps, charts, atlas.

Suggested Activities

1. Discuss with the adults how people move from one place to the other by asking these questions:

(a) How do you come to the class?

(b) How do you carry your farm products to the market?

(c) How do you travel from Kaduna to Lagos? Do you go by road, rail or plane?

(d) How does any adult travel from Lagos to England or America? By plane or sea?

2. Discuss in detail the types of goods carried by each of the transports mentioned earlier.

Let them tell the reasons why there are differences between the goods carried. For example, bulky goods can only be carried by rail or ships in case of water transport.

3. Organise a traffic consus of Kaduna town - let the adults prepare a sheet of paper with a title transport and travelling. Underneath the title they write lorry, car, man walking, cart, bicycle, motor cycle, man on horse or donkey or camel.

Take the adults to one end of the road entering the town and guide them to put a mark against each transport system on the list that enters the town. After sometimes, they should count the numbers and record their observations.

4. Divide the class into two groups, let each group suggest which transport system would be most appropriate for:

(a) a person wishing to travel quickly from Kaduna to Lagos;

(b) a Fulani herdsman wanting to deliver cows to Enugu or Port-Harcourt butchers;

(c) a Zaria farmer taking bags of rice to Ibadan for sale.

Let the groups make their findings available to other adults in the class for further discussion.

5. With the help of an atlas, the students identify major seaports in the country. They should find out the exports and inports of each of them.

6. Pay a visit to a railway station to see how movement of both people and goods are handled by the railway officers. The time schedules for the passengers trains and that of goods trains. They should write a report of what they observed.

Skills: Observation, knowledge, discussion map skill.

Attitudes: Co-operation, fairness and keeping to the time.

Literacy: Draw the map of Nigeria and locate sea, road and rail transport systems.

Theme I: Living in the local community.

Sub-theme: Communication.

Objectives: Having listen to the guest speaker from the Ministry of Information, the adult learners will be able through discussion to:

1. Identify major ways of communication in our community.

2. Know how we send messages and contact each other in our community and other communities around us.

3. Tell how television and radio can help us make contact with the rest of the world.

4. Know how to contact people outside their community through letters, telegram, telephone, newspapers and radios.

Resources and teaching aids: Talking drums used stamps, newspapers, radio, telegram forms envelops, papers, telephone box, postal orders.

Suggested Activities

1. A class discussion on how we send messages to each other in the community. How a drum or

town crier deliever messages from the village head to his subjects.

2. Adults should write letters to their friends telling them about their progress in learning social studies.

3. Invite an information officer, from the Ministry of Information to talk, to the adults about his ministry activities.

4. Adults learn how to write a telegram and learn how to operate telephone, how to speak through the telephone and how to send a radio message.

5. Visit a post-office and let the adults discuss with the post master the main functions of a post-office.

6. Adults should tell how we communicate through the newspapers and television.

Skills: Knowledge, discussion, listening.

Attitudes: Co-operation.

Literacy: Letter writing.

Theme I: Living in the local community.

Sub-theme: People who work for us (government official, etc.)

Objectives: After class discussion on people's activities in the community, the adult learners will be able to:

1. Identify reasons why they need other people who are expert in their work to help them.

2. Differenciate the people's areas of specialization and the types of services that are expected from them.

3. To realize that people cannot live by themselves but depend on each other for better living.

Resources and teaching aids: Pictures, charts showing different people at work.

Suggested Activities

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1. Let the adults tell you how do the following people help us; administrators, technicians, teachers, lawyers, doctors, artisans, and clerks.

They should tell you the position of a farmer and the relationship between the farmer and these people.

2. Adults have a debate on "who is more important to the community, a farmer or a teacher".

Get two people from outside to serve as judges.

3. Invite either a doctor or a sanitary inspector to come and talk to the adults about their work for the betterment of the community.

Skills: Knowledge, judgement, reasoning.

Attitudes: Appreciation, cooperation, support pride.

Literacy: Adults write an essay on "If I were a Doctor.

Theme: Living in the local community.

Sub-theme: Our local heroes and heronines.

Objectives: Having listen to radio programme on "Baraden Arewa" Heroes of the North) and having read the story of one of the Nigerian Heroes or Heroines like Queen Amina of Zazzau, the adults will be able to:

1. Become aware of what some of our ancestors have contributed to our community.

2. List the names of some of the local heroes and heroines and what they did for the community.

3. Emulate the deeds of some of these heroes and heroines.

Resources and teaching aids: Books; photographs; paintings, statues, biographies; autobiographies, tapes, radio.

Suggested Activities

1. Adults give the names of their local heroes and heroines that they know and tell what they did and why they are remembered.

2. Play a tape on the history of Bayajidda or Queen Amina of Zazzau. Adults point out the deeds of this hero or heroine which made them to be taken by the community as heroes or heroines.

3. Organise a visit to the shrines if available or a museum to see the status or symbols used by these great men and women. For example, the statue of Queen Amina on her horse; kusuku well at Daura and Bayajidda sword used in killing the snake in the kusuku well.

4. Invite an elderly person or a historian to talk to the adults on the life history of some of the other heroes and heroines like Usman Dan-Fodio, Mohammed El-Kanemi, Kanta of Kebbi.

The adults should discuss whether we have heroes or heroines in their present time.

Skills: Imagination, observation, discussion.

Attitudes: Appreciation, inspiration and pride.

Literacy: Adults write in their note books the names of the heroes and heroines with their various contributions to the community.

Theme: Living in the local community.

Sub-theme: Where our food comes from.

Objectives: Having discussed about the food eaten in their homes, the adult learners will be able to:

1. Name kinds of food-stuffs and tell how we get them. If they are those that are got locally, they should name those that are not and tell how and where they are got.

2. Know the uses of various foods to the body. The classes of foods and their importance.

3. Describe how food is cooked in their homes and give the names of the things used for cooking.

Resources and teaching aids: Real food-stuffs like yam, rice, beans, cassava, potatoes, maize, guinea-corn, millet, fruits like oranges, pawpaw, guava, pineapples, nuts like ground-nuts, coconuts, vegetables like spinach, okro, tomatoes, onions, ayoyo, kuka, garden-eggs, cabage, chats showing different kinds of foods.

Suggested Activities:

1. Adults answer the following questions:
   (a) What do you eat every morning?
   (b) What do you usually eat in the afternoon?
   (c) Do you eat the same type of food in the evenings?
   (d) If you eat 'tuwon dawa' in the evening, how do you cook it?
   (e) What is your favourite food?
   (f) What are the other foods eaten in your home?
   (g) How do you get these foods?

2. Find out from adults that are farmers the type of food crops they grow in their farms. When and how they prepare the farm-land, when they harvest and how they store these food crops.

3. Discuss with the adults the uses of food in our body. Classify these foods accordingly.

Write these classes on the board thus: carbohydrates - the energy giving foods. Proteins - for body building. Vitamins for protection minerals for protection.

4. List the foods that constitute carbohydrates and other classes thus:

(a) carbohydrates: yams, rice maize, guinea-corn, cassava, coco-yam, sweet potatoes, millet.

(b) Proteins: meat, beans milk, eggs, fish, some nuts, some oil.

(c) Vitamins: various fruits and some seeds.

(d) Minerals: salts, potash and water.

5. Select one type of food and ask the adults to give the steps to follow in cooking the particular food. For example, pounded yam and vegetable soup. List these steps on the blackboard and the materials used in cooking.

Skills: Knowledge and creativity.

Attitudes: Development and formation of certain habits towards eating the types of food that are regarded as taboos.

Literacy: Adults select one type of food and write in their note books how to cook it.

Theme: Living in the local community.

Sub-theme: Where our clothes come from.

Objectives: Having visited a textile, the adults will be able to:

1. Describe how clothes are made and what they are made of: cotton, silk, wool, fibres.

2. Tell why different types of clothes are worn by the people in the different parts of our country.

3. Give the reasons why we wear clothes.

4. Describe people by the way they dress.

Resources and teaching aids: Kinds of cloth materials pictures and charts showing people in different costumes.

Suggested Activities

1. Adults describe the clothes they are wearing, what they are made of and where they are made. If they are made of cotton where cotton comes from. Do they grow cotton in their farms? If they do, when and how do they prepare the farm for growing and when do they harvest the cotton? How and where do they market the cotton?

2. They should describe how cotton is made into thread and how thread is woven into cloth. They should name other threads used for making cloth like silk and wool.

3. Discuss with the adults other ways cloth is made like local loom used locally by men and that of women. Find out whether any of the adults can weave if any, ask them to describe how they weave cloth in a local loom.

4. Visit any weaver nearby to see him or her at work. Let the person explain to adults how weaving is done and let some adults try their hands on the loom. They should see the finished cloth.

5. They should also visit a textile to see how cloth is woven. Let them compare the process with that of the local loom.

6. Adults discuss about the clothes worn when it is cold or very warm in their villages/towns and in other lands where it is very cold or warm.

7. Show the pictures of clothes in other countries and let the adults tell why the people of these countries wear such clothes.

Skills: Knowledge, observation, imagination.

Attitudes: Form habits of wearing proper clothes at appropriate time. For example, clothes made of wool during cold season, and clothes made of cotton during hot-season.

Literacy: Adults write a report on their visit to a textile.

Theme: Living in the local community.

Sub-theme: Our religious beliefs (mosques, churches, shrines).

Objectives: Having read about the life of Jesus Christ or Prophet Mohammed, the adults will be able to:

1. Learn about God and develop personal religious life that includes faith in God and basic religious goals.

2. Tolerate other people's religious beliefs and avoid fanatism.

Resources and teaching aids: Pictures images, photographs, things for worshiping, e.g. Rosary, cross, robes, wooden slates, mats, kettle for water, Holy books (Koran and Bible).

Suggested Activities

1. Find out from the adults who are moslems and who are christians among them. Let each group tell briefly the life history of either Jesus or Mohammed. The period they lived in the world and where they did their activities.

2. Discuss with the adults about the great festivals celebrated every year in the community. (Id-el-fitr, Id-el-kabir, Id-el-Maulud, Christmas, Good-Friday and Easter). Let the adults tell why we have these festivals.

3. The christian adults and moslem adults recite some important passages from Koran or from Bible, as case may be, and let them tell what the passages mean and why they are important.

4. Both christians and moslems adults dramatise how they say their prayers.

5. Adults visit a shrine if available and try to get any member who worship in a shrine to tell them how worship is done.

6. In the class, let the adults compare the three major religious beliefs (Islam, Christianity, traditional) emphasise the similarities let them mention any other religious beliefs that they know (Bhudism, confucionists) Judeaism, Bahai, Krishma).

Skills: Knowledge, judgement creativity.

Attitudes: Commitment, submission, tolerance.

Literacy: Adults write out a short rhyme in praise of God's love for us.

Theme 2: Social, Political and Industrial Developments of our states.

Sub-theme: Knowing other people from the state. Historical, Political, Social and Cultural perspectives. Interrelationships and major features affecting our lives in the state. Historical, Political, Social and Cultural perspectives. Inter-relationships.

Objectives: Having listened to a radio programme "Zuwan Turawa Arewa", (coming of the Europeans to the North). The adult learners will be able to:

1. know the stages through which Nigeria become a country.
2. List the historical kingdoms, empires and emirates in Nigeria and their geographical areas.
3. The relationships between these kingdoms, empires and emirates.
4. The effect of moslem Jihad in the country.
5. Recall the role of the British in Nigeria.

Resources and teaching aids: Books on Nigerian history, maps, posters, pictures, symbols and globe.

Suggested Activities

1. Lead a class discussion about the Hausa States. How they were created, who created them. Recall the history of Bayajidda and his son Gawo - how Gawo's seven sons become seven Hausa States. (Kano, Rano, Gobir, Biram, Katsina, Daura, Zazzau). Help them relate Hausa States with that of Benin, Oyo and Borno empires.

2. Discuss with the adults on the advantages and disadvantages of Fulani Jihad of the Hausa States and how their chiefs became emires and their states became emirates.

3. Play a tape on a programme "Zuwan Turawa Arewa". (Coming of the Europeans to the North). From the programme the adults note down how Europeans established their rule (indirect rule) in each of the Hausa States.

4. Adults have a comparative discussion on the activities of christian missionaries and Islamic Mallams - pointing out the roles of Western education and Islamic education in their area.

5. Adults should tell the reasons why the British decided to administer North and Southern Nigeria

together. They should tell how economic, cultural and political cooperation existed among the states, empires and kingdoms. The advantages of various trading activities. The effect of Hausa culture on the minorities within the Hausa States.

6. Organise a class discussion on the constitutional developments in Nigeria. The struggle for independence and the formation of political parties. The independence and after some political problems and the military take-over. The army rule and the Federal system of Government. The creation of states and the Nigerian civil war. The thirteen years of military rule and the second Republic. The four years of the civilian government and the present army government.

Skills: Knowledge, discussion, recall, imagination, judgement, reasoning.

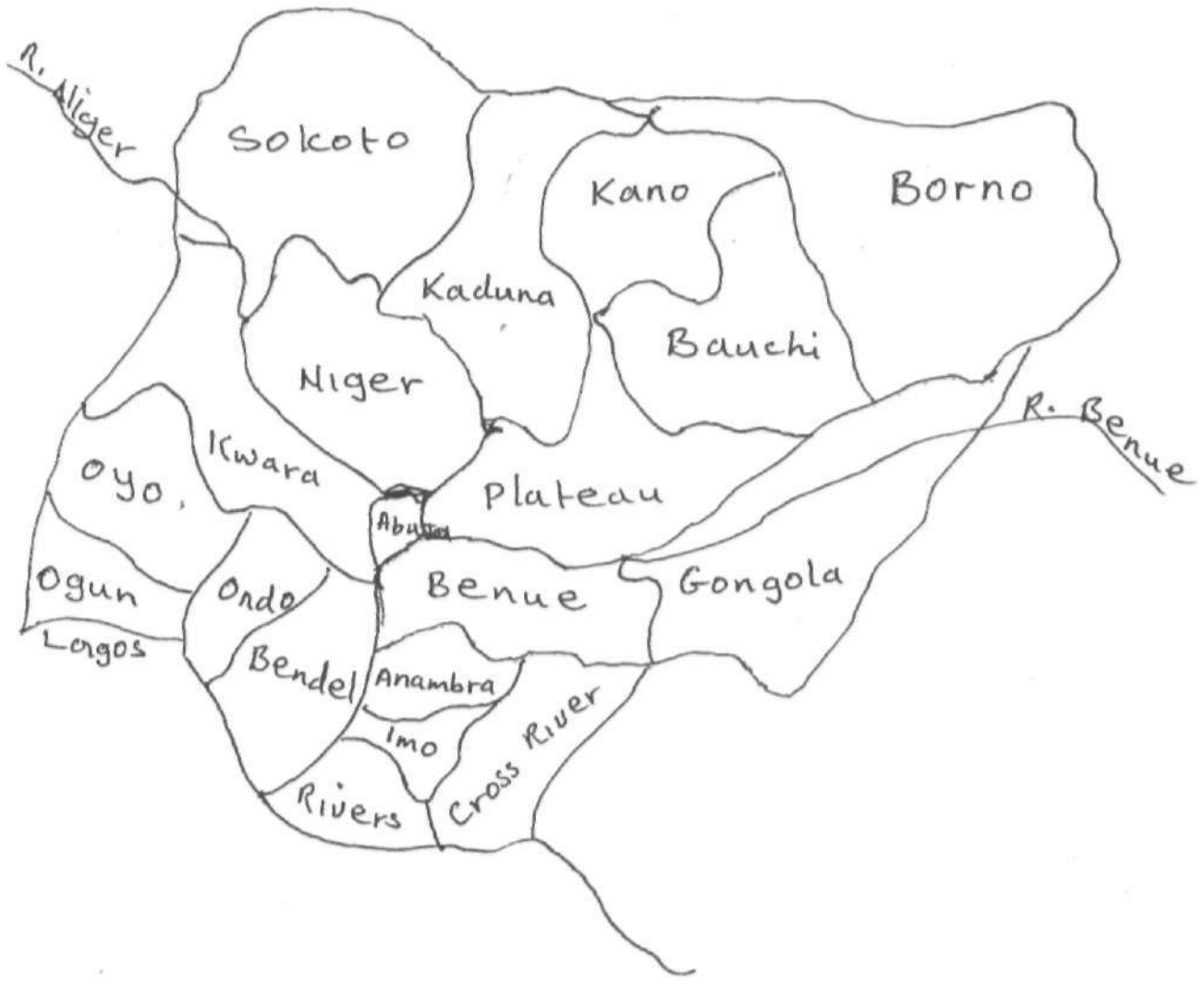
Attitudes: Pride, support, cooperation, tolerance.

Literacy: Adults should draw maps of Nigeria. (a) Showing empires and kingdoms; (b) showing present states of Nigeria.

NIGERIAN EMPIRES, KINGDOMS AND CITY STATES
(1500 - 1800).



THE STATES OF NIGERIA



Sub-theme: Major features affecting our lives in the state.

Objectives: Given a blank map of Nigeria, adult learners will be able to:

1. Fill in the lowlands, highlands, rivers, forest, grasslands, rainfall and vegetation patterns.

2. Describe the types of soils we have, the climate and seasons, the vegetation and general relief.

3. Name the rivers and their uses, the highlands, lowlands and their mineral deposits.

Resources and teaching aids: Maps, posters, charts, some minerals - like gold, tin, coal, petroleum.

Suggested Activities

1. Let the adults answer the following questions:
   (a) When you travel from Kaduna to Zaria, what are the physical features do you see on the way?
   (b) From Kaduna to Kano? Jos? Makurdi and Lokoja? Ibadan or Lagos? Enugu or Port Harcourt? Sokoto or Borno? Gongola?
   (c) What are the names of the rivers can you see?

(d) Is the vegetation the same in all parts of the country?

(e) What will you say about soil?

(f) Can you tell why soil in Sokoto, Kano, Borno is different from that of Gongola, Makurdi, Kaduna and Niger?

(g) Why do we have forests in the South?

(h) How many seasons do we have in the country?

2. With the answers of these questions, the adults will classify the climatic and vegetational zones and tell the general pattern of relief.

3. The adults name the types of soil associated with Sokoto, Kano, Borno States, and that of Kaduna, Benue, Niger and Kwara. They should tell the reasons why Plateau, Bauchi and Gongola are unique states in regards to vegetation, climate and soil.

4. Adults discuss on the uses of forests, grasslands and deserts, lowlands and highlands, Rivers. They should name the minerals we get from highlands, lowlands.

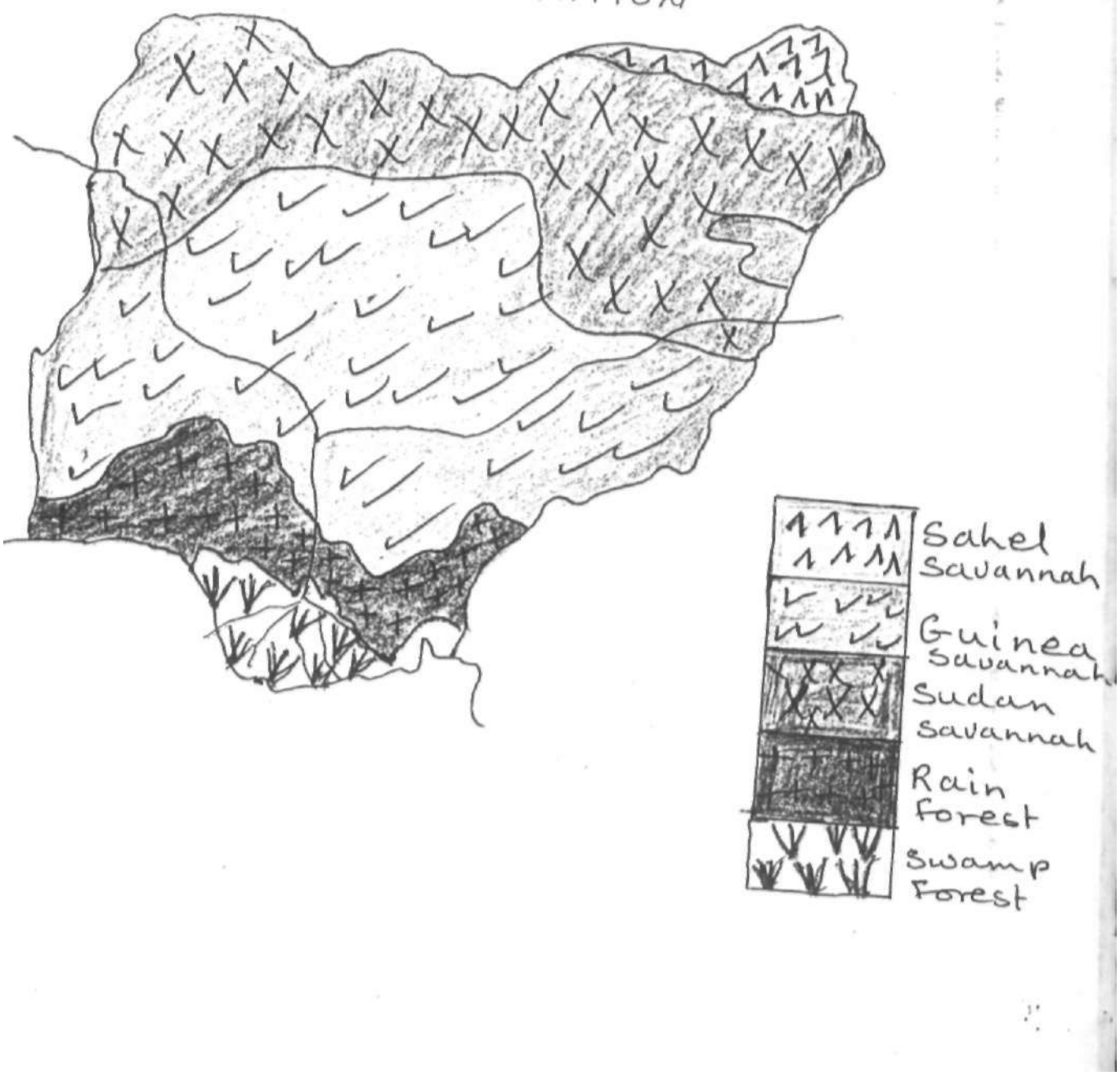
5. Using a blank map of Nigeria, the adults should locate all these on the map. Highlands, lowlands and rivers. On another map they should locate types of vegetation.

Skills: Map skills, knowledge, discussion imagination.

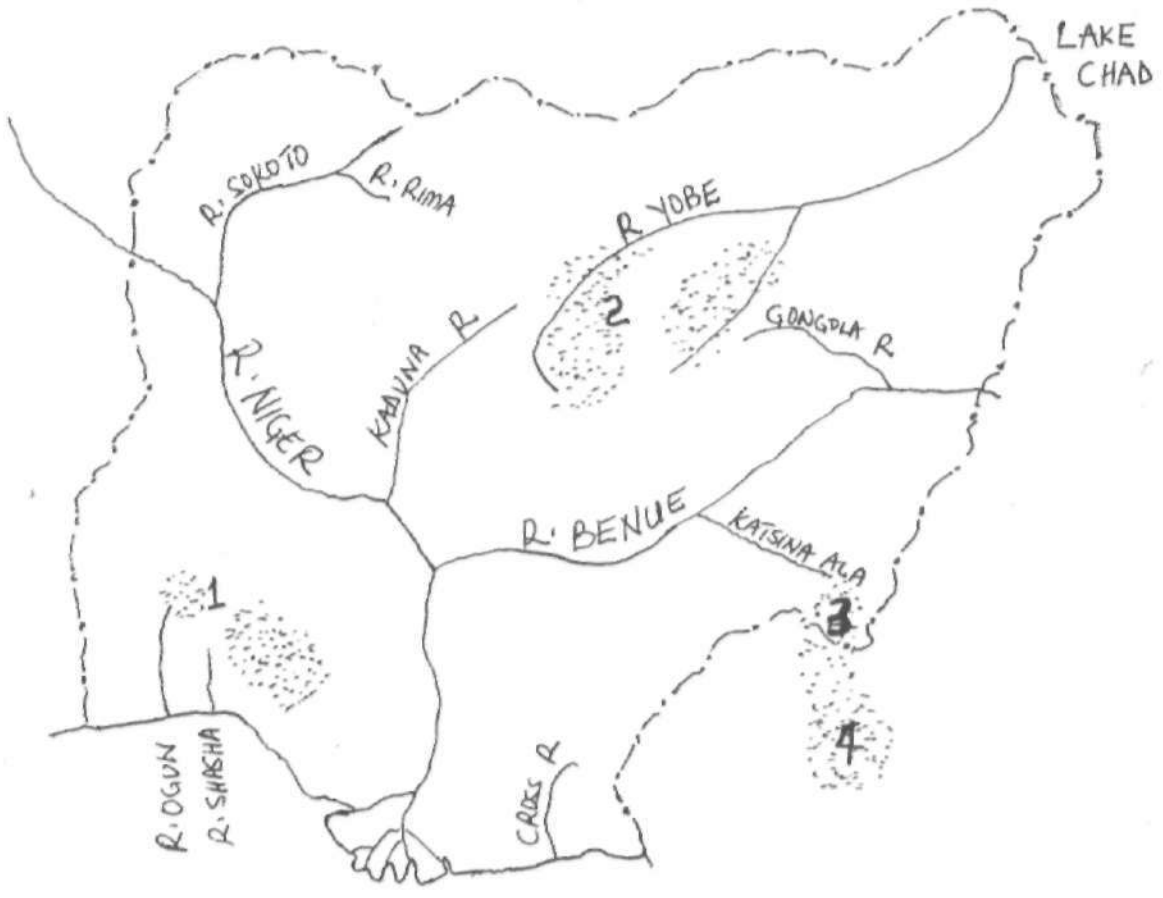
Attitudes: Interest.

Literacy: Draw the map of Nigeria and fill in the vegetation zones.

NIGERIA - VEGETATION



RIVERS AND HIGHLANDS OF NIGERIA



1. YORUBA PLATEAU
2. JOS PLATEAU
3. BAMENDA HIGHLAND
4. CAMEROUN MOUNTAINS

Sub-theme: The people of Nigeria.

Objectives: After watching a local cultural festival, the adult learners will be able to:

1. List the cultural similarities and differences among the groups.

2. Cite examples of how these groups are inter-dependent politically, socially and economically within the state.

3. Realize that each culture is right within its own setting by learning not to make fun of the language, dress and other things of other ethic groups.

Resources and teaching aids: Maps showing the positions of various ethnic groups, pictures with people in different customes, charts.

Suggested activities

1. Adults name some major languages spoken in their area. What is the common language spoken by all these. How many languages each can speak fluently.

2. Adults should point out some words borrowed from other languages into their own. Let them say why this happens.

3. Select a common phenomenon - say counting and greetings and ask the adults either to count or greet in their own language while you write this on the board. For example, greeting in Hausa and Yoruba or Fulani or English.

Hausa	English	Yoruba
Ina kwana	good morning	ẹ kaa ro
Ina wuni	good afternoon	ẹ kaa san
Sai da safe	good night	o da aro

4. They should do the same with counting. This activity may encourage other adult learners to learn languages of other groups.

5. The adults should tell why English is used as an official language in our country. This activity will make adults realize why English is still the official language even though other languages of their own ethnic group has been developed and it is widely in use all over Nigeria.

Skills: Language skill, discussion, reasoning, recognition, judgement.

Attitudes: Pride, comfort, appreciation sense of beauty and belonging.

Literacy: Adults draw a map of Nigeria and fill in the areas occupied by various ethnic groups.

LOCATION OF SOME NIGERIAN ETHNIC GROUPS



Sub-theme b: How our district/emirate/division is administered. Ward heads, village heads, district heads, emires, administrators, councillors, council officials.

Objectives: After participation in a political party compaigns, and after attending a district council meeting, the adults will be able to:

1. Describe the structure of authority in our community.

2. Differenciate the duties of the district/emirate/village heads from those of councillors and other officials.

3. Indicate the qualities of good leaders and good citizens.

4. Define the functions of individual person in the government.

5. Cast their votes correctly to select a council member of their choice.

Resources and teaching aids: Pamphlates, leaflets, posters, pictures, charts, showing the structure of local government, pictures of people at polling stations ballot papers and boxes. Local film, mats.

Suggested Activities

1. Lead a discussion on how our district/emirate/ division is administered. The chief being the head of the community, the district head, being the head of the emirate. In the community, we have the ward heads (mai anguwa), the (madaki, alkali, makama, waziri, magatakarda) and the title holders consisting the chief's council.

2. Adults should enumerate the duties of the heads and their councillors taking note of their differences. For example, the duties of the head of community includes - tax collection judge minor cases, confer people with some titles, gives instructions to his subjects for any community project to be undertaken, presides in all community meetings, festivals, rituals.

3. Adults dramatise the chief in his palace - settling a case of divorce. The chief and his councillors sit infront of his palace - where mats are spread for the rest of the people to sit and witness the case. Or, watch a film on "Kuliya Manta Sabo", in which the chief and his councillors are shown settling one case or another.

4. Adults role play a political party campaign. How they can elect their village council through voting by secret ballot.

Skills: Discussion, role playing, dramatic skills, skills of self expression.

Attitudes: Respect, sportsmanship, tolerance, sense of leadership, dignity, responsibility.

Literacy: Adults make a chart showing the structure of the constituted authority in the community.

GENERAL ELECTIONS



Sub-theme c: Social services (health, education, law and other finances). The taxes we pay and why?

Objectives: Having listened to the speeches made by the managers of NEPA and Water works, and having visited the post office and the bank, the adults will be able to:

1. Make use of the Post Office, bank, water, electricity and other amenities properly.

2. Compare the various services in terms of advantages/disadvantages.

3. Take care of these services and report any damage immediately.

4. Form the habit of going to the hospital anytime they are ill.

Resources and teaching aids: Pictures showing hospitals, banks, post office. Currency notes, coins, postal orders, money orders, cheques, savings pass book, deposit and withdraw forms stamps, telegram forms, electric wires and bulbs, first aid box, uniforms and kits of Boy Scouts, first aid guides, Red Cross and Girl Guides Posters showing the importance of using social amenities carefully and wisely.

Suggested Activities

1. Discuss with the adults about the existing social amenities in the community, i.e. schools

hospitals, wells or taps for water, post office or postal agency and electric power station. Discuss their uses and how to use and care for them. What they consider to be the advantages of education and why they left their other duties to come to post literacy class to learn.

2. Organise a first aid programme in the class and let adults show how to treate those that are supposedly wounded with bruises / units, sprains and fractures. Let them discuss the importance of the hospital.

3. Letter writing - adults write short letters to their friends telling them about their social studies subject. Show them how to write a telegram and discuss on the function of Post Office.

4. Organise some bank transactions with the adults. Explain the use of deposit and withdraw forms, the need for clear writing and stable signatures. How to find out the balance of your money and how interest is calculated.

5. Invite an electrician to talk to the adults about electricity and how to take safety precausions to avoid electricution and fire outbreak.

6. Visit a water works if any, to see how water is treated and pumped through many pipes to the taps

for our consumption. They should take note of the chemicals used for treating our drinking water.

7. Find out from the adults whether some of them belong to any of the social organisation, movement, society or club. If there is any, ask them to talk about the activities of their movements or clubs. Let the others ask questions from such members.

Skills: Knowledge, discussion, observation, creativity.

Attitudes: Good citizen, responsibility, appreciation, sympathy, cooperation pleasure and willinglines to participate in social activities for the promotion of the general standard of living.

Literacy: Letter writing.

Sub-theme: Main occupations and local craft industry. The things produced, where they are produced, how they are distributed.

Objectives; Having visited a local craft industry (pottery, black smithing, carpentry, metal-work), the adults will be able to;

1. Identify the local crafts that we use in our homes. How they are made and where we get them.

2. Tell the uses of these local crafts, and the contribution they make to the economy of the community.

Resources and teaching aids| All the local crafts available - like baskets, clay and iron pots, brooms, mats, stools chairs (wooden and metal) locally woven cloths, fans, caps. Pictures and charts showing craftsmen at work. Tape recorded interviews.

Suggested Activities

1. Find out from the adults whether any of them is a craftsman. If any, let them tell the rest what they produce and how. Where do they get the materials and how do they market the finished product. Who tought them the craft and whether they are willing to teach others.

2. Pay a visit to a local crafts man near by to see him at work. The man should talk to the adults on where he obtains his materials and the steps to follow in making the craft. Let the adults write down the steps in their note books.

3. Play a tape in which a local craftsman is interviewed- note the key points in making the portioular craft.

4. Visit to the market to see the sections where the local crafts are sold. List those that are made in the locality and those that come from another area. They should tell why some of the crafts are not made locally.

Skills: Creativity, knowledge, reasoning and observation.

Attitudes: Pride, possessiveness and preserverance.

Literacy: Adults choose any local craft and write down the steps to follow and the key - points. Thus suggestions of alternative materials or things to avoid, e.g. how to weave a basket.

	Steps	Key points
1.	Cut the palm front into 12 pieces (1 metre long)	Cut into equal length
2.	Lay the pieces on a flat surface one across the other.	To maintain accuracy.
3.	Get another palm front and cut into thinner pieces (like strings)	To use for weaving.
4.	Start weaving by winding the string - like piece in and out of the initial 12 pieces.	To hold the pieces together and woven into a basket.

Theme 3: Nigeria as a nation.

Sub-theme: Our national flag, national anthem and the pledge. Our duties to nation.

Objectives: Having sang our national anthem and saying of the pledge facing the national flag, the adults will be able to:

1. Show respect and be proud of our national anthem whenever it is sung.

2. Interprete the meaning and know the reason why we sing it.

3. Say correctly the pledge at the opening and closing of the school hours and at any public gatherings.

4. Show the right type of attitudes and improved the spirit of hard work and cooperation, honesty and good behaviour which will promote our National Unity.

Resources and teaching aids: National flag and other flags belonging to other states, pictures showing the flag, coat of arms, shields, badges, tapes, photographs of our Head of State, the governors and other public figures.

Suggested Activities

1. Find out from the adults whether they have ever participated in building a community school or a clinic.

2. Discuss with the adults why we are proud of our national flag. The flag is the symbol of our nation. Adult tell the meaning of the colours (Green-white-green) of our flag. Green colours represent the greeness and the fertility of our land. White stands for peace and transquility. Thus, the flag shows our most important goals; peace, tranquility and prosperity. Let adults

name the colours of flags of other countries.

3. Show the adults the coat of arms and ask them to interprete it. For example, the red eagle stands for strengh; the two horses stand for dignity; the black shield stands for our rich soil; the silver Y stands for our great rivers Niger and Benue; the flowers at the bottom grow in all parts of our country. Instructor shows the adults the coat of arms of all the states in our country and let them tell what the things on them stand for.

4. Adults draw and colour the national flag, coat of arms, and state what each colour or things represent.

Skills: Creativity, description, observation, recognition.

Attitudes: Respect, honour, pride, dignity, support, honesty.

Literacy: Adults write the National Anthem and National Pledge in their note books.

Theme 4: Using and paying for social services (hospitals, schools, post office, banks, etc.

Objectives: Having attended the open ceremony of a community school or dispensary, the adults will be able to:

1. Know the importance and the usefulness of the taxes or rates or levies they are asked to pay.

2. Have pride and willingness to work together for their better condition of living.

Resources and teaching aids: Posters emphasizing the importance of using social amenities carefully and wisely.

Suggested Activities

1. Find out from the adults whether they have ever participated in building a community school or a clinic. If they have, how was it started? Where did the money, and other materials come from?

2. Organise a debate on "community tax should be abolished", write down the points for and against. Read out the points at the end of the debate and let the adults declare the winning side.

3. Adults act a scene in which tax collection is in progress and the defaulters arrested and brought to judgement.

4. Let them make a chart showing different uses of taxation in the community.

Skills: Debating skills, self expression, argument, judgement.

Attitudes: Pride, discipline, willingness, uses of taxation.

Literacy: Write notes on uses of taxation.

Theme 5: Current Affairs - important happenings in the country.

Objectives: The adults will be able to:

1. Have interest in everyday events and activities that have significance for their day to day living.

2. Seek for information by asking questions and not just accept what come their way.

3. Improve their ability to observe everyday activities and current events; comprehend simple straight forward events and freedom for self expression.

Resources and teaching aids: Newspapers, magazines, bulletins, journals, calendars, posters from various sources - e.g. Nigerian airways, Railways, business houses. Press release from state ministries of information. News from Radio, Television programmes. Public sign boards.

Suggested Activities

1. Adults discuss any event that happened very recent and any that is presently happening.

2. Discuss with the adults how we get the news of what is happening by either asking questions or reading from the newspapers, magazines, bulletins, journals, or listening to the radio, television or from the government press release.

3. Adults prepare a bulletin board, divide it into three sections: (a) News about our school; (b) what happens in our homes; (c) what happens in our country. The adults bring paper cuttings of different current events and clip them onto the bulletin board.

4. Adults point out any current national event that is presently taking place - encourage them to pursuit the event as it develops day by day and be reporting in the class - let them give their own opinions and suggestions.

Skills: Observation, judgement, listening, imagination, knowledge, discussion self expression.

Attitudes: Consideration, sympathy, support, fairness, steadifastress.

Literacy: Adults write an article to be included in one of the news papers on their own opinion about any current national event.

Adult Class II

Theme: Unity in Diversity; Problems of Nation Building.

Sub-theme (a): The story of Nigeria - historical social, cultural and economic.

Objectives: After class discussion on how Nigeria became a political unit under one administration (British) in 1914, the adults will be able to:

1. Know the factors that led to the British rule in Nigeria.

2. Understand the systems of government used by the British on the people of Nigeria.

3. Identify the advantages and disadvantages of indirect rule in Nigeria.

4. Assess the struggle for Nigeria independence and the establishment of Parliamentary System of government in Nigeria.

5. Identify the personalities who struggled to bring the various groups together.

Resources and teaching aids: Books on history of Nigeria - (Michael Crowder) maps, charts, posters, tapes, radio.

Suggested Activities

1. Start a class discussion on how the states, kingdoms, empires and people of Nigeria passed through many stages of history before they became as one country. As they were separate and independent countries in the past.

2. Adults point out the activities that brought about cooperation between these empires, kingdoms and city states. Activities like trading, language and religion. The people who were involved in trading activities along rivers Niger and Benue spoke the common langunge - Hausa. And with the coming of Christianity and Islam the various people became linked through common religious beliefs.

3. Adults trace the events that brought the whole Northern Nigeria under the common political administration of the Fulani.

4. Play a tape on the programme, "Zuwan Turawa Arewa", (coming of the Europeans to the North). Adults listen to how the British used military action and negotiation to make the Nigerians recognise her new political authority.

5. List the advantages and disadvantages of indirect rule in Nigeria. Let them point out the reasons why the British decided to administer Northern and Southern Nigeria together.

6. Adults should identify the individuals who struggle for the independence of Nigeria. Persons like Dr. Nnamdi Azikwe, Chief Obafemi Awolowo, Macauly, Tafawa Balewa, Nwanfor Orizu, Aminu Kano, etc.

7. Adults dramatise a scene on Independence Day.

Skills: Knowledge, discussion, imagination judgement.

Attitudes: Pride, cooperation, commitment, patriotism.

Literacy: Adults make a time chart of the events that led to the Independence of Nigeria.

Sub-theme: The place of religion in our society.

Objectives: Having watched the film depicting the life of early Christians in Nigeria and listened to the radio programme "Daular Usmania", the adult learners will be able to:

1. Understand how Christianity and Islam came to Nigeria, who were the pioneers of these two religions how and where they were first established.

2. Compare the ways of worship of these religions and see the similarities.

Resources and teaching aids: Films, pictures, posters, radio, Holy Books (Koran and Bible).

Suggested Activities

1. Discuss how and when missionaries activities started in Nigeria. When the explorers were trying to stop the slave trade by encouraging the Nigerians to trade in their own natural resources. The missionaires established a settlement for freed slaves in Sierra Leone who were converted to Christianity. Among these converts was a Nigeria, Samuel Crowther, who later became Bishop on the Niger.

2. Advance the discussion on Samuel Crowther's activities along the Niger - How he and other missionaires pursued the policy of "Bible and Plough" on the Niger expedition - and thence played a major role in the exploration of interior establishing missions as they moved along.

3. Adults make notes on different missionary societies established in Nigeria. For example, the Church of Scotland Mission occupied Calabar; the Church Missionary Society established missions in Niger Delta and up the Niger; the Methodists, the Church Missionary Society, and the Baptists advanced into Yoruba land. The activities in the North came up against the barrier of Islam, and were able to make little progress except in 'Middle Belt' which was known as 'Pagan areas' (Benue and Plateau States).

4. Play a tape of a radio programme "Daular Usmania", (establishment of Usman Dan-Fodio's Islamic Missions in Nigeria). Let the adults compare the steps taken to establish Islamic missions with that of Christians missions, e.g. while Christian missionaries used a great influence and persuation, Usman Dan Fodio and his followers used wars (force) to establish Islamic missions by waging and conqauring the chiefs and converting them and their subjects to Islam.

5. Let the adults mosloms recite the Fati'ah while Christians adults recite the Lord's Prayer.

Skills: Knowledge, discussion, imagination, self expression, judgement.

Attitudes: Faithfulness, steadfastness, commitment, piety, honesty.

Literacy: Adults should write short notes, on both Christians activities and Moslems activities in Nigeria.

Sub-theme: The role of education in Nigeria.

Objectives: After a class discussion on the importance of education in national development, the adult learners will be able to:

1. Demonstrate their willingness in acquiring new knowledge or information, new skills and new

attitudes for the improvement of their living standard.

2. Tell some of the advantages of general, vocational, higher education and adult education. Also the disadvantages of illiteracy among the adults.

3. Participate actively in the development programmes and create sense of awareness in them which will widen their thinking horizon and enable them detect their problems with a view to solving them and then relate them to similar situations.

Resources and teaching aids: Simple Readers, follow-up books, graded books, primers, posters and charts.

Suggested Activities

1. Lead a class discussion on the importance of education in national development. For a nation to develop, the majority of its citizens should be educated - since the development is meant for the people there is need for their active participation in the development programmes.

2. Enumerate ways in which education can motivate the adults to participate in nation building, e.g. to have them acquire basic literacy skills related

to their everyday living so that they can be free from being conservative and accept new ideas for necessary change which the government may expect from them.

3. Tell the adults that they should be trained to know how to manipulate and maintain the development facilities so that they can be in a good condition for a long time, e.g. how to operate a pipe born water.

4. The spirit of patriotsm should be inculcated in them to know that they are the government.

5. Let them see the advantages of education - as a tool for breaking the obstacle of unequal opportunity and way of awareness among the people, an instrument of change, knowledge, behaviour, better productivity, better health, greater sense of value, greater efficiency, fairness and justice, critical conciousness, reflection and contemplation. These qualities can only be developed through education.

6. Encourage the adults to read simple books, newspapers, listen to educational broad casts, watch educational films and attend public lectures in order to be enlightened about the political, economical and social activities in the country.

Skills: Knowledge, discussion, creativity, writing skills, reading skills, listening, observation, inquiry.

Attitudes: Sense of value, patriotism, fairness, conciousness, justice reflection and contemplation.

Literacy: Make use of a library - the adults read simple educational journals and books.

Sub-theme: The wealth of Nigeria and recent developments - Agricultural - cocoa, groundnuts, rubber, coffee, etc.

Objectives: Having listened to radio programme on "Kunjiyar Samari Manoma". (Young farmers club), the adults will be able to:

1. Recognise some major problems faced by the farmers in the production of cash crops.

2. Form farmers' cooperative societies in order to promote their production activities and the marketing of their produce.

Resources and teaching aids: Cash crops - such as cocoa, groundnuts, rubber, coffee. Posters showing these crops, tapes, radio programme, local film, map showing where these crops are grown.

Suggested Activities

1. Find out from the adults whether there are some of them who produce any of the cash crops. If any, let the adults tell the rest of the class when and where these crops are grown, what quantity and what happens to the harvested crops.

2. Invite agricultural officer to talk to the adults on how to grow any of the cash crops.

3. General discussion about these crops and let the adults point out some problems encountered in the process of production. Problems such as getting the improved type of seeds, fertilizers, modern tools for farming problem of marketing and storage.

4. Let them suggest some solutions to these problems - suggestions like forming of cooperative societies where farmers cooperate in their production activities and in the marketing of their produce. Adults learn about the modern methods of preserving these crops - they can visit the rural storage centres to see how storage is done.

5. Play a taped programme of "kunjiyar Samari manoma" (young farmers club) so that the adults will know the steps taken in production of any of the cash crops. Noting the differences of the

soil, climate and vegetation for the production of different cash crops - e.g. groundnuts need sandy soil with guinea savanah type of vegetation, moderate rain fall. While cocoa trees need loamy soil, plenty of rain and shady vegetation (forest) to survive and produce many pods.

6. Show a film on production of any of the cash crop.

Skills: Knowledge, discussion, observation listening, comprehension.

Attitudes: Cooperation, preserverance, formation of habits to grow cash crops.

Literacy: Let the students write a primer on the production of any of the cash crops.

Sub-theme: Mining - tin, petroleum, coal, zinc, goal, iron ore, etc.

Objectives: After listening to the guest speaker from Itakpe iron ore mining company, the adult learners will be able through discussion to;

1. Identify other major minirals mined in our country.

2. Locate where they are mined, how some of them are mined and know the uses of these minerals.

3. Name the products from these minerals and be able to tell the differences between these products.

Resources and teaching aids: Some of the minerals available - such as iron ore, tin, coal, gold, petroleum. Some of the products - such as earnings, bongles, necklaces from gold. Tins, plates, iron rod, steel spoons and knives, tarr, petrol, kerosine, engine oil, vaseline, pictures showing iron and steel mills of Ajaja, Ajeokuta, Katsina, oil refinery, etc.

Suggested Activities

1. Adults give the names of the minerals we have in the country. Let them name the places where these minerals are found, e.g. tin - Jos, coal - Enugu, iron-ore - Itakpe, petroleum - delta areas. Instructor lists these on the board.

2. Find out whether any adult has ever been involved in mining activities - if any, let that adult tells the class about his experience in the mining field.

3. Let the adults discuss the effects of mining on the people of the areas around these mining fields - e.g. Jos, Enugu, Ewekoro, Nkalagu, Port-Harcourt, Ughelli, Itakpe.

4. Adults name the products of these minerals. List the names on the board, and let the adults identify some of these products in the school. Tell the differences of these products and their uses.

5. Arrange a visit to Kaduna oil refinery, if possible, for the adults to see how crude oil is refined into petrol and how some petroleum products are made. Or visit a 'Panteka market' to see the products of iron-ore and steal, e.g. iron rods, nails, beds, etc.

Skills: Knowledge, imagination, discussion, description.

Attitudes: High value on made in Nigeria products.

Literacy: Write down the names of the minerals and their products in their note books.

Sub-theme: Manufacturing - cement, textiles, sugar, soft drinks, beer, tobacco.

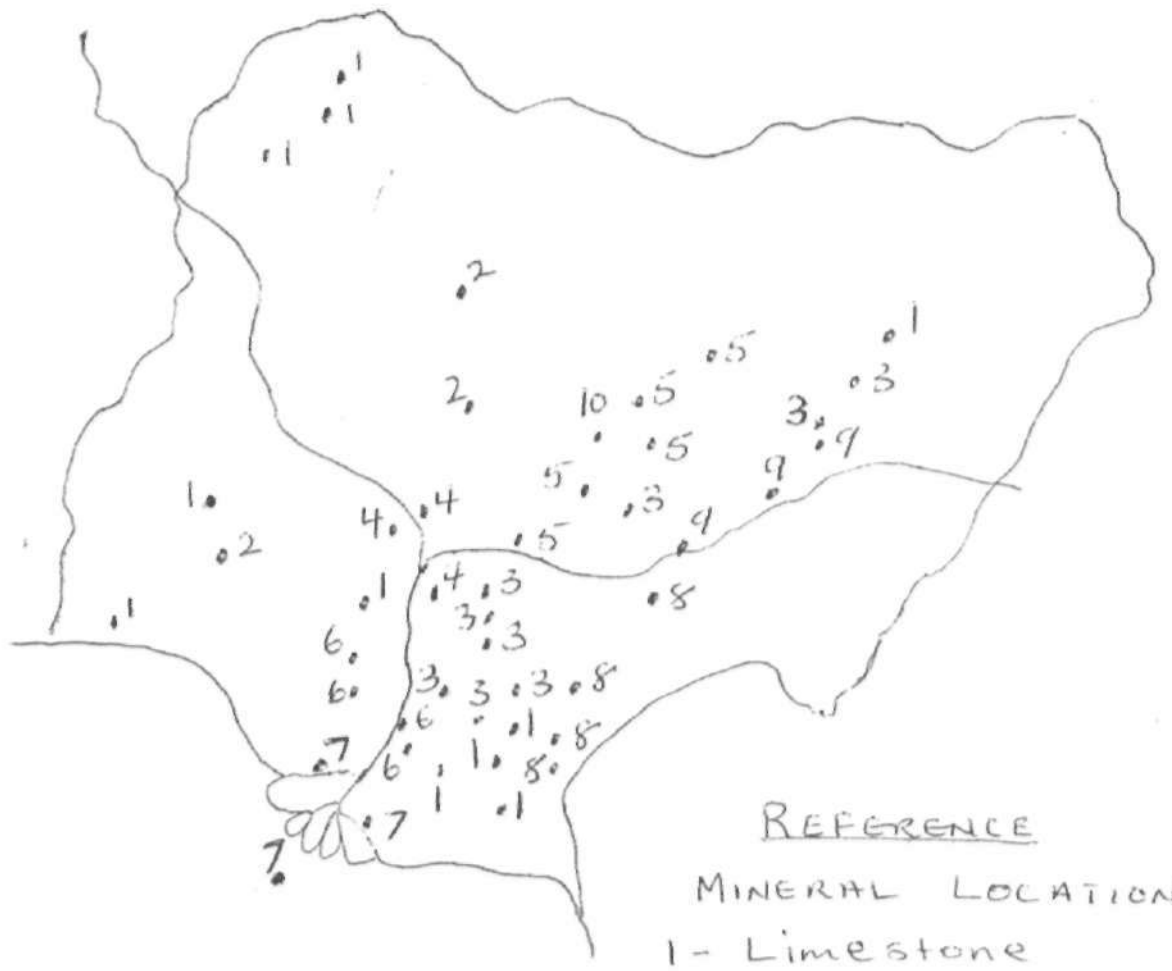
Objectives: After paying a visit to Arewa Textiles of Kaduna and after listening to the general manager of tobacco company, the adult learners will be able to:

1. Describe how things we use in our homes are manufactured.

2. Identify things that are made from agricultural, and mineral raw materials.

3. Tell the differences between the small scale manufacturing industries and large scale manufacturing industries.

MINERAL DEPOSITS IN NIGERIA.



REFERENCE

MINERAL LOCATION

1- Limestone
2- Gold
3- Coal
4- Iron
5- Columbite
6- Lignite
7- Petroleum
8- Zinc and Lead
9- Salt
10- Tin

Resources and teaching aids: Manufactured things like cloth, bags, processed foods, cigarettes, rubber products, plastics beer, soft drinks, cement etc. Pictures showing manufacturing industries.

Suggested Activities

1. Adults name the manufacturing industries that we have in Kaduna and Zaria Townships. List the names on the board. Adults tell the names of the products manufactured in these factories and the raw materials used, e.g. cloth - cotton or wool or silk; cement - limestone; furniture - timber or wood; cigarettes - tobacco; tyres, plastics - rubber.

2. Let the adults classify the products and their raw materials into agricultural and mining.

3. Adults differenciate small scale manufacturing activities from that of large scale manufacturing activities, e.g. small scale manufacturing industries include, local weaving leather work, gold smithing, black smithing, dyeing - things here are produced in small quantities using hands or small machine, usually with few people. That of large scale manufacturing industries use big machines and employ many workers and produce things like beer, soft drinks, foods, cigarettes, textiles, plastics.

4. Visit either a local industry near by or any big manufacturing industry in Kaduna township to see what and how things are produced. Ask an officer to take them round and show them all the sections in the factory. They make notes on what they see.

Skills: Creativity, knowledge, observation, discussion.

Attitudes: Value of things made in Nigeria and by the adults themselves, appreciation, support and pride.

Literacy: Adults should write a report on their visit to any of the factories visited.

Sub-theme: Where and why industries are located.

Objectives: Having visited a local industry nearby, the adult learners will be able to:

1. List the factors influencing the location of industries in the country.

2. Give the reasons why industries are located in particular places.

Resources and teaching aids: Pictures showing different industries in the country, map of Nigeria showing the concerntration of industries.

Suggested Activities

1. Adults name the industries in the country, e.g. cement, sugar, textiles, petroleum, diary foods, beverages, tobacco, beer, soft drinks, paper, etc. List these industries on the board. Adults tell where these industries are located, e.g. cement industry is located in Ewekoro, Nkalagu, Sokoto, etc. Write these on the board.

2. Adults tell the reasons why these industries are located in these particular places. Some of the reasons are: Lime stone which is a raw material for cement production is present in the areas. That means the presence of raw materials plays a very important part in the location of the industries.

3. Adults pay a visit to a local industry nearby to see what is going on in this industry.

4. Adults tell how climate, transport, sources of power - (electricity, coal, water, petroleum) skilled labour, and a large number of people influence the location of industries, e.g. transport - because the raw materials have to be transported to the factory and the finished goods from the factory to the market.

5. Let them give the names of small scale and craft industries. They should tell whether the

factors that influence the location of the big industries also affect the small scale industries. What are some of the differences?

6. Have a class discussion on the effects of the mining activities on the life of people. Take a case study of tin mining in Jos Plateau.

Skills: Knowledge, imagination, discussion, observation, map skills.

Attitudes: Pride and value of made in Nigeria goods.

Literacy: Adults draw the map of Nigeria and fill in the locations of industries. And make some notes on factors influencing the location of industries.

Sub-theme: Transportation and communication.

Objectives: After class discussion on the system of transport and communication in Nigeria, the adults will be able to:

1. Describe the means of transport available in Nigeria and their importance.

2. Use correctly, the communication systems in the country.

Resources and teaching aids: Posters and charts showing different ways of transport, stamps,

envelops. telegram forms. radio. television, newspapers, magazines.

Suggested Activities

1. Have a class discussion on the means of transport in our country - taking them one at a time, e.g. road - includes walking, the use of animals (donkey, horse) bicycles and motor vehicles. The net work of roads in the country (the minor and the major roads). The rail and the important towns along the railway lines in Nigeria. Water - the canoes and boats use for carrying passengers and goods along the rivers - Niger and Benue rivers as the main inland water ways. The main river ports in the country (Lokoja, Baro, Yola, Makurdi, Onitsha).

2. Adults tell the importance of Lagos and Port-Harcourt with regards to water transport. Let them name other sea ports in Nigeria (Sapele, Warri, Burutu, Calabar, Degema, Koko and Bota).

3. Adults name local and international airports in Nigeria. They tell the differences between the local and international airports. Find out from the adults whether any of them have ever travelled by air - if any, let him tell his experiences. They should also name some of the foreign airlines that operate in Nigeria, e.g. British Caledonian, Pan American Airlines, B.U.A. etc.

4. Adults name the various types of communication in our country and explain the advantages of each of them.

5. Adults pay a visit to P and T if possible - ask an officer to teach the adults how to telephone a friend in another town.

Skills: Knowledge, discussion, observation, imagination, expression.

Attitudes: Co-operation with the government efforts in providing the transport and communication services for the people.

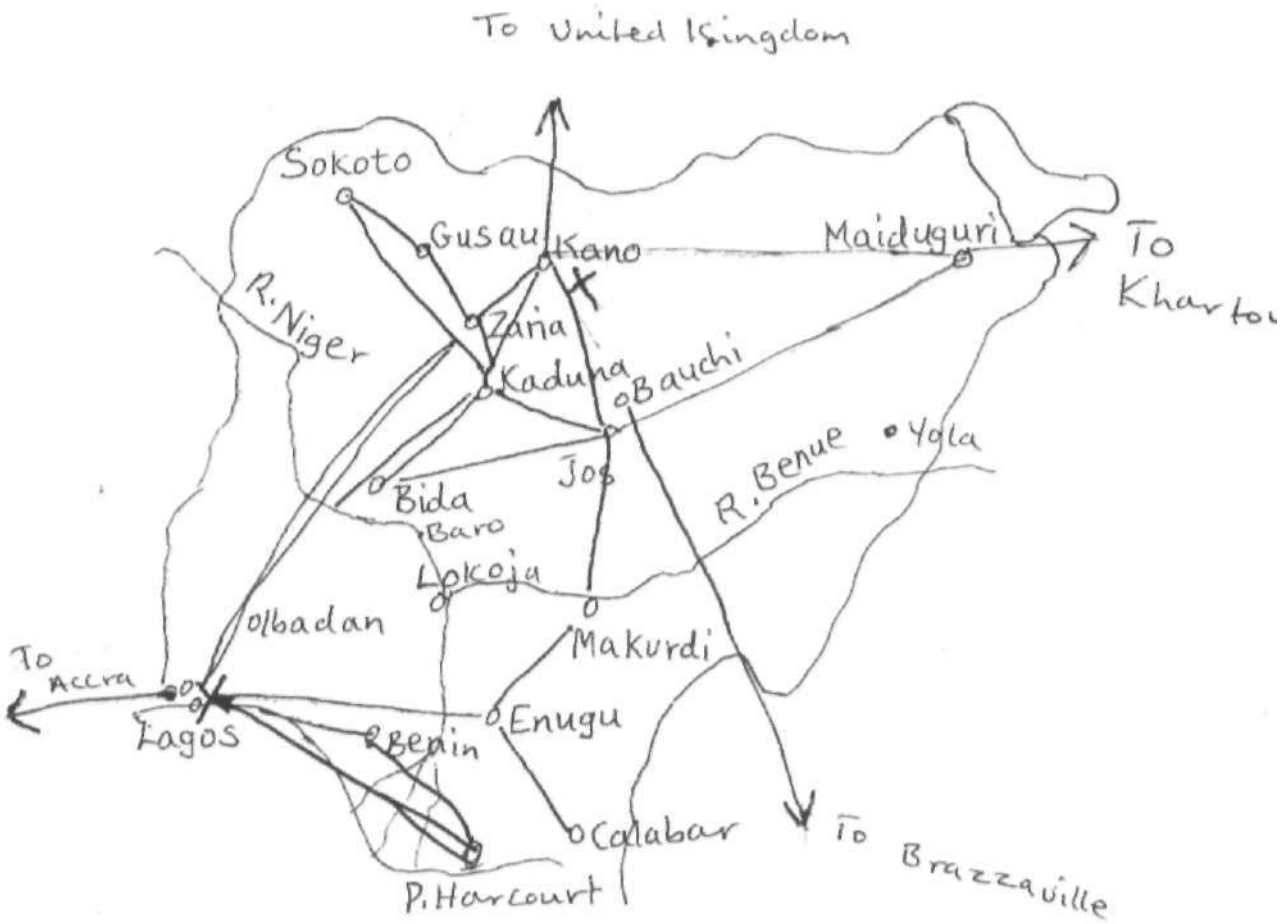
Literacy: Adults draw the map of Nigeria filling in the water and air transport in the country.

Sub-them: How Nigeria is governed. The State Structure/Federal Structure, powers of the State/ Federal governments.

Objectives: Having watched the film on the swearing in of the second civilian president of Nigeria (1979), the adults will be able to:

1. Indicate the qualities of good leaders and good citizens, e.g. working hard and getting well with other people.

2. Indicate the qualities of good government. For example, the government must represent the people.



NIGERIA - WATER AND AIR TRANSPORT

3. Define the functions of the arms of government; the executive, the legislative and the judiciary.

4. Describe the structural set up of the State and Federal governments, the local government.

5. Name the state and national capitals and describe their importance in the administration of the country.

Resources and teaching aids: Photographs of the Head of State both past and present state governors, pamphlets, leaflets and posters issued by the ministries of information on general elections, local films on election, ballot papers and boxes, primers.

Suggested Activities

1. Adults having taken part in both local and general elections should discuss on how a person is elected to a local council, the House of Assembly and the House of Representatives.

2. Discuss the different systems of government that have been practised in Nigeria, (The Parliamentry, presidential and military). Let them judge which is more suitable for the people of Nigeria.

3. Write the tiers of government on the board (Federal, State, Local Government) and let the adults describe their structural set up; e.g. local government - where we have local council consisting of the council chairman, secretary and the councillors. The departments (education, health, works, finance, agriculture). Draw the charts showing the structure of Federal, State and Local governments.

4. Adults discuss the functions of government (providing social amenities for the people, e.g. health services, education and the maintaining law and order). Name the arms of government (executive, legislature, judiciary) and their functions.

5. Enumerate the qualities of a good leader and a good government.

6. List the names of the states of Nigeria and their capitals and compare the functions of a state capital with those of Federal capital. Adults tell how national capitals help to unite the people.

7. Adults list the duties of the police and the Armed Forces. Let them point out the differences and the similarities.

8. Organize a mock local government council meeting delebrating on the local issues that affect the communities in the rural areas.

Skills: Discussion, role playing, debating skills, judgement.

Attitudes: Support, cooperation, obedience, maintainance of law and order.

Literacy: Adults write a primer on 'Police and public order'.

Sub-theme: Our role as good citizens. (leadership, followership, honestry, intergrity, diligence, patriotism, youth activities, clubs, societies, dignity of labour).

Objectives: After participating in operation clean your surroundings, and, having witnessed the National Honours Awarding ceremony, the adult learners will be able to:

1. Join willingly in physical work for the benefit of all members of the society.

2. Have a cooperative attitude regarding group efforts.

3. Emulate the essential characteristics of good members of the society.

Resources and teaching aids: Pictures showing community development actives, certificates, badges, trophies and shields, newspaper cuttings, local film depicting Head of State awarding National Honours.

Suggested Activities

1. Find out from the adults if any of them belong to a club or movement or society. If any, let them talk about the activities of their clubs or movement or society. Let the others ask questions from such adult members.

2. Adults give the names of some clubs or societies that exist in their towns or villages which help to improve their communities. Let the adults say how this help is rendered.

3. List some advantages of social club or society or movement, e.g. social clubs help us to have more friends. They help us to spend our leisure more usefully. They give us opportunity to help our communities. They train us to be useful citizens. They encourage a sense of belonging.

4. Organize a small health campaign - for example, picking up litter, draining stagnant water, sweeping and burning of the dirt.

5. Adults watch a film depicting Head of State awarding National Honours to deserving members of the society.

Skills: Knowledge, creativity, observation, questioning, recalling.

Attitudes: Sense of belonging, cooperation, mutual understanding, respect, support, patriotism.

Literacy: Adults write a short essay on 'What I should do to be a good member of my society'.

Adult Class III

Theme: Foreigners in our mids.

Sub-theme: Diplomats, teachers missionaries, doctors, bankers, traders.

Objectives: After a class discussion on who are the foreigners in our country the adults will be able to:

1. Speak about the good work done by the foreigners for the benefit of our people and our country.

2. Become aware of the assistance given to our country by these foreigners.

Resources and teaching aids: Nigerian history books with the references to missionaries activities, Arab traders and Europeans traders and businesses.

Pictures of early missionaries (doctors e.g. Dr. Miller of Wusasa Hospital) famous teachers.

Suggested Activities

1. Adults discuss on who are the foreigners in our country. How they came into our country and for what purpose.

2. Adults classify these foreigners, e.g. the diplomats, teachers, doctors, missionaries, traders and businessmen. Tell their roles play in the development of our country and the promotion of world peace.

3. Adults go to a public library to read and collect information on those foreigners who have contributed to the economic, social and political development of our country.

Skills: Knowledge, reading skills, discussion, imagination, recall.

Attitudes: Appreciation, respect, mutual understanding, promotion of peace and tranquility.

Literacy: Use of the library to read and collect information.

Sub-theme: Selected places in Africa, emphasizing similarities, differences in customs and languages with Nigeria, Ghana, Sierra-Leone,

Niger Chad.

Objectives: Having studied the political map of Africa, the adults will be able to:

1. Name and locate the independent countries of Africa. Mention the dependent ones.

2. Identify the English speaking and French speaking countries of Africa and be able to explain why these countries are termed such.

3. Appreciate cultural interdependence and similarity in Africa by indentifying some of the countries music, dress, food, arts and crafts and some beliefs and practices found in our country - Nigeria.

Resources and teaching aids. Map of Africa showing all the countries. Pictures and posters showing customes of the people of some of the countries in Africa. Map of the world.

Suggested Activities

1. Let the adults know the position of Africa on a map of the world.

2. Adults draw a sketch map of Africa and locate the independent countries and dependent countries. Draw their boundaries and fill in their names and their capitals..

3. Adults name the English speaking countries e.g. Nigeria, Tanzania, Kenya, Ghana, Sierra-leone, Gambia, etc.

Those of French speaking countries, e.g. Senegal, Niger, Cameroun, Ivory-Coast, etc. They should explain why these countries have English or French as their official language.

For example, the English speaking countries were brought under British rule because British wanted markets Overseas for the sale of the manufactured goods and also for the buying of raw materials as cotton, palm oil, cocoa, ivory, etc; from these African countries.

4. Play recorded music of some of the African countries for the enjoyment of the adults. Let them identify the countries as the typical music is being played.

5. Adults describe some of the dress worn by the people of these countries. They should name some foods they know and some beliefs and practices - noting the similarities. They should also note the common tie among the people of Africa continent.

Skills: Knowledge, map skills, language, artistic skill, observation.

Attitudes: Appreciation, spirit of oneness sense of belonging, promotion of peace and unity.

Literacy: Adults draw the map of Africa and fill in the different countries.

Sub-theme: Our relations with other countries politically, economically and educationally, (British and America).

Objectives: Having discussed on British and American influence in African countries particularly Nigeria, the adult learners will be able to:

1. Know the origin of the political system in Nigeria and other African countries.

2. State three ways in which the British have influenced the social out look of some of the African countries.

3. Name major agricultural and industrial products of Nigeria that are exported to other African countries and those from other African countries to Nigeria.

Resources and teaching aids: Maps showing exports and imports among some of the African countries. Pictures of the flags of independent

African countries. Pictures showing British and American culture.

Suggested Activities

1. Adults discuss on how British rule some of the African countries including Nigeria, e.g. in Nigeria, British political administration was carried out through the 'Indirect Rule' system which means that the African rulers were used to enforce British orders on the people. With the independence of some of the African countries the British system of Administration was maintained.

2. Adults name the major economic products in the African countries that were exploited for British trades, interests, (products like gold, diamonds, cocoa, palm oil and kernels, groundnuts, hides and skins). They should give the name of the British company that was involved in carrying these products to Britain - (U.A.C. along the West African coast).

3. Adults mention other economic activities that have British influence; e.g. mining of the minerals, banking system, labour, roads, and railways constructions.

4. Adults discuss three ways in which the British have influenced the social outlook of Nigerian people, e.g. British education brought new styles of dressing; new forms of greetings; patterns of houses; marriage systems and some ceremonies.

Skills: Knowledge, discussion, imagination recall and adaptation.

Attitudes: Pride, co-operation and support.

Literacy: Adults write notes on the political, economic and social influence of British on Nigerian people.

Sub-theme: Africa States: the O.A.U.; Commonwealth of Nations. What they are, what are their agencies and what they do for use.

Objectives: After class discussion on Nigeria and International Organisations, the adults will be able to:

1. List main duties of the following International Organisations; O.A.U.; B.C.W.N. (British Commonwealth of Nations).

2. Know their objectives and be able to list the advantages which Nigeria derives from the above international organisations.

Resources and teaching aids: Journals and pamphlets, Almanacs, pictures of O.A.U. and Commonwealth of Nation's meeting in progress.

Suggested Activities

1. Lead a discussion about O.A.U. and Commonwealth of Nations. Tell the adults that Commonwealth is an association of independent countries which formerly belonged to the British Empire. These include Britian and most of her former colonies like, India, Canada, Australia, Ghana, Sierra-leone and Nigeria.

2. Let Adults tell what they think is the major objective of these organisations. They should discuss on the ways Commonwealth countries co-operate. (education, economic development, world politics, sports and other social activities). Let them tell whether they know anybody who has ever taken part in Commonwealth games.

3. Tell the adults that, as the commonwealth is an association, like-wise the O.A.U. but this time an association of all the independent countries of Africa only except South Africa. This association was founded in Addis Ababa in 1963.

4. Mention the O.A.U. objectives - to promote unity and cooperation among african countries; and

to help the other countries in Africa which are still under foreign rule to gain their independent (Namibia, South Africa). List the functions of O.A.U. on the board.

5. Try to organise a mock O.A.U. meeting in the class. Adults act as Heads of states. Let them decide the prupose of meeting and then deliberate on it.

Skills: Knowledge, discussion, debating skills, artistic skills, imagination, self-expression.

Attitudes: Pride, support, sense of belonging, co-operation, promotion of unity and peace.

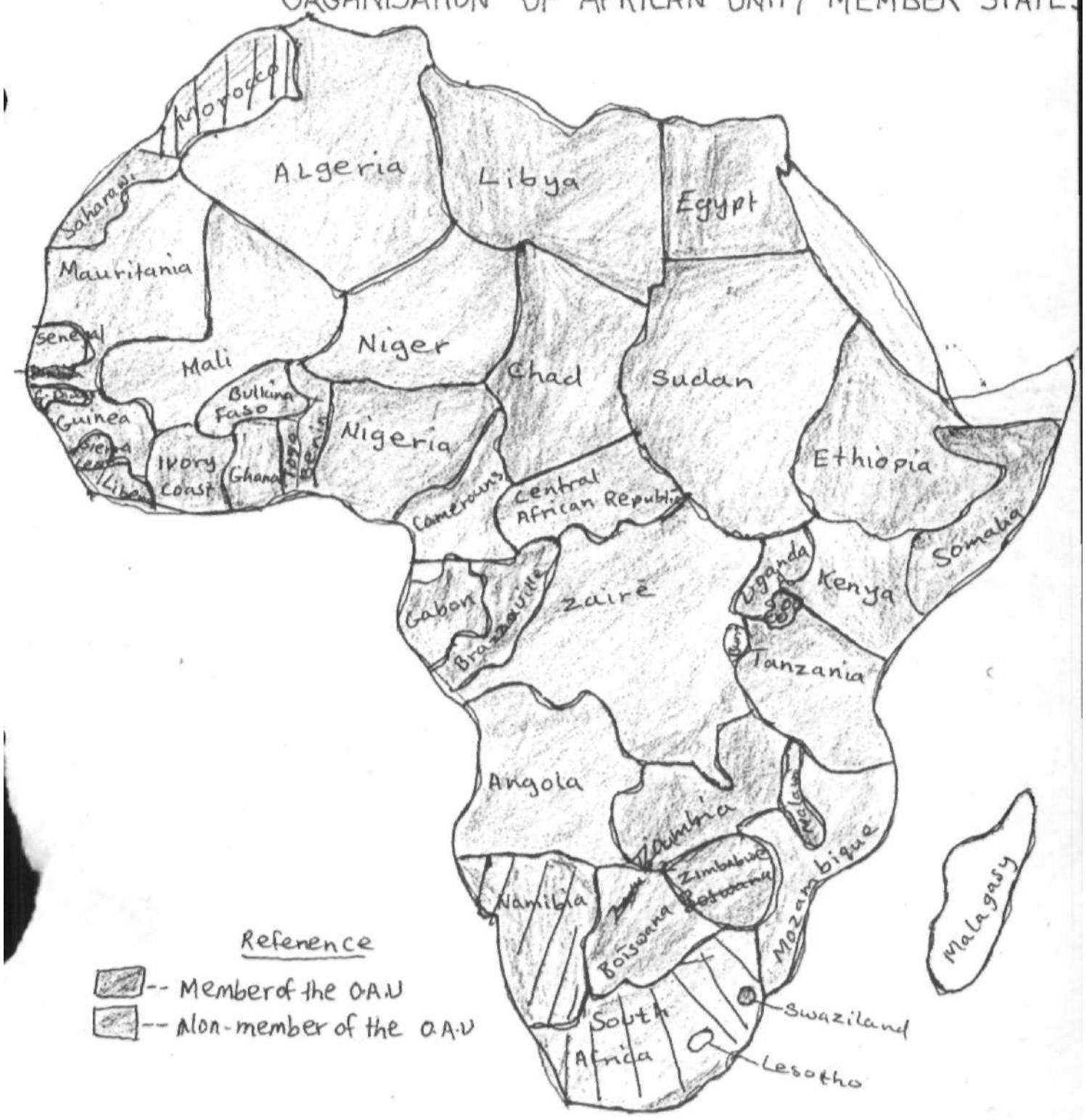
Literacy: Adults draw the map of Africa with the countries that are members of O.A.U.

Sub-theme: The United Nations Organization and its Agencies.

Objectives: Having studied the chart of U.N.O. and its Organs, the adult learners will be able to: list the functions of the U.N.O. and its organs.

Resources and teaching aids: The chart of U.N.O. and its organs, journals and pamphlets of the U.N.O., pictures of Heads of States.

ORGANISATION OF AFRICAN UNITY MEMBER STATES

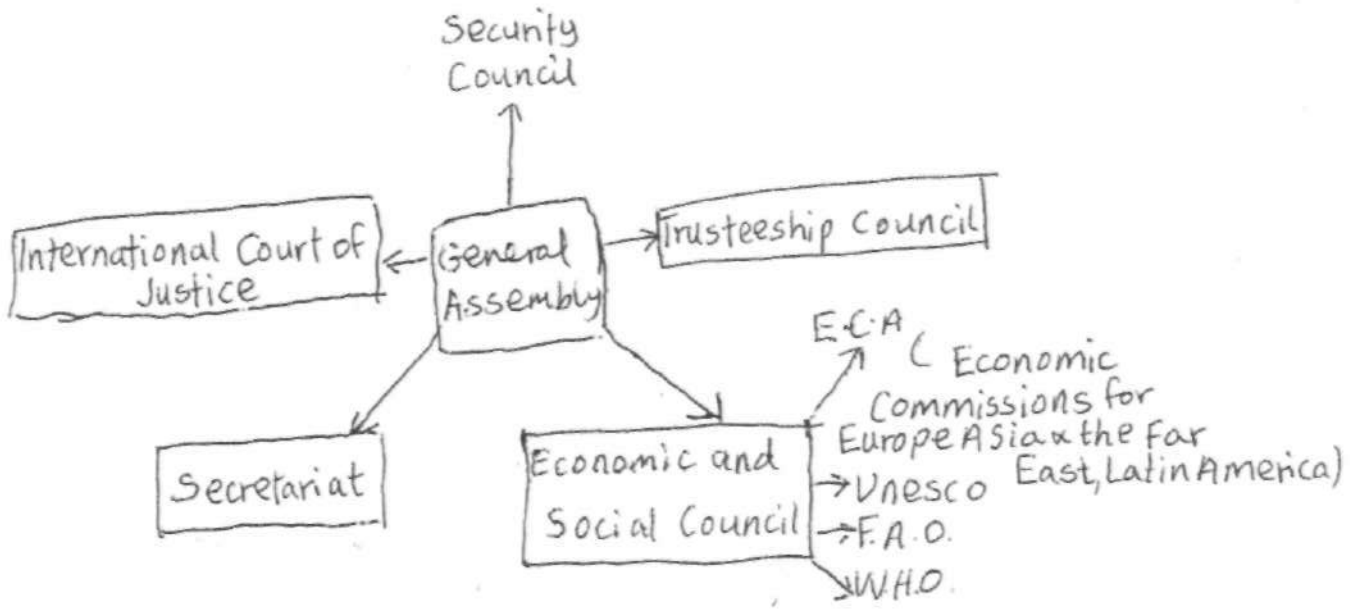


AFRICA POLITICAL

Suggested Activities

1. The instructor should list the specialised agencies of U.N.O.; the W.H.O.; F.A.O.; UNESCO; I.L.O.; I.M.F.; UNICEF: E.C.A.; tell adults their functions, e.g. UNESCO, United Nations Educational, Scientific and Cultural Organisation - gives help and grants for the development of schools and colleges in poor countries. F.A.O. - Food and Agricultural Organisation see to the development of agricultural food production, etc.

2. Explain the U.N.O. chart to the adults, e.g. General Assembly this discusses any matters relating to the functions and powers of any organ and make recommendations to the United Nations. It also controls the finances of the United Nations. Security council - responsibility for the maintenance of international peace and security. International Court of Justice - this settle disputes among all member - nations of the United Nations. Trusteeship council - this administers United Nations Trust Territories with the aim of helping the people of these territories towards independence. Economic and social council - to promote economic and social progress and respect for human rights and fundamental freedoms. The Secretariat - consists of secretary general and his staff.



THE U.N.O. AND ITS ORGANS

Skills: Knowledge.

Attitudes: Co-operation and support.

Literacy: Adults draw the U.N.O. chart and its organs.

Sub-theme: Careers.

Objectives: After a class discussion about different careers, the adult learners will be able to:

1. Know the type of careers they will fit into with job satisfaction.

2. Pick up a career that they will gain the maximum benefits.

Resources and teaching aids: Bring in professionals and tradesmen. Career guidance personnel.

Suggested Activities

1. Bring in the professionals and tradesmen into the class to talk about their jobs for the advantages of adults in developing prospective career choices.

2. Get a qualified career guidance personnel to talk to the adults allow adults to ask questions.

Skills: Questioning, knowledge, judgement.

Attitudes: Interest, curiosity.

Literacy: The adults write an essay on "If I were a.... (Doctor, teacher, surgeon, carpenter).

CHAPTER FIVE

CONCLUSION, SUGGESTIONS AND RECOMMENDATION

5.1 Conclusion

The purpose, the area, procedure and limitations of this study have been stated in chapters one and three of this work. It is realised that at this stage of social studies there are no specific materials which will provide relevant learning activities for adult post literacy classes. This presents a problem in the teaching of social studies which demands attention as has already been pointed out in chapter one.

The major objectives have been developed around the concepts of efficient, honest and well informed adult citizens in the society, consequently, there is a need to provide relevant learning activities for the achievement of these objectives. In view of this, I developed social studies activities which are contained in chapter four of this study. These activities are based on the social studies syllabus for post literacy adult classes one to three. This syllabus was designed by Kano State Ministry of Education for

its Agency for Mass Education. And this syllabus has been in use by this agency for more than three years now. I also used the available materials developed by social studies specialists - people like Professor DuBey and Barth - especially their Methods Book for Teacher Education. Some, still, were developed under my supervision by my Diploma students in Adult Education, in Kaduna Polytechnic. But most of them were personally developed using my experience in these fields - Adult Education and social studies.

After the development of the activities, they were tested in a classroom situation using an adult class of twenty five in Kaduna Adult Education Centre. I discovered the time given to social studies on the time table was not adequate, only three periods a week and therefore I was able to test only few of the learning activities. I also discovered that some activities extented over six periods, a weeks. In order to overcome this problem, I was able to arrange for extra periods. This helped me to cover more activities with the adults. Nevertheless, the time could not allow for a comprehensive study to actually know the total effectiveness of these learning activities

in teaching adults social studies. Because of this, it serves as a challenge to future researchers who have the interest of adult education and the intention to devote their full time to develop, test and suggest the most successful and appropriate learning activities for the teaching of social studies in adult education classes with aim of re-orientating an adult's life to ensure a plausible equilibrium in his ever-changing environment.

Another problem I encountered when I tested the learning activities was that of language. Many adults found it difficult to grasp most of the explanations in English. I had to use Hausa language most of the time. When this happened, they became interested and wanted the lessons to continue even at the expense of other lessons.

I did find that the adults were very inquisitive and enthusiastic, especially when activities involve a visit, experiment, construction or writing a primer in groups. I observed that there was a healthy competition among them. Some of them confessed to me that they wished other lessons were like social studies. In other lessons they were copying notes only from the

blackboard. But in social studies, they moved about doing things themselves. One can see the evidences in some of the activities in chapter four, where they invited a photographer - they wanted to have these photographs in order to remember what they did during social studies activities.

Because of the limited time as mentioned earlier, I could not test all the activities developed, but the few I tested were found successful and appropriate for teaching adults social studies.

5.1 Suggestions for the Teacher

The suggested learning activities that are contained in chapter four of this study, are to guide the teachers in helping to achieve the objectives of the social studies in the adult education programme. As such, it is necessary to explain the arrangement of these activities.

The activities for post literacy classes one to three are divided into themes. Each theme is also divided into sub-themes with the following arrangement: Themes, sub-themes, objectives, resources and teaching aids, suggested learning

activities, skills, attitudes and literacy.

Themes are the units, and the sub-themes are the topics which are to be taught. Objectives are the anticipated learning outcomes which it is hoped, will be attained after each topic and the activities have been taught and undertaken. The resources and teaching aids are the materials required for teaching the learning activities. The teacher can change or add at will. Suggested learning activities are for the teacher and the students to use in their interaction towards the achievement of the specific objectives.

Skills - it is hoped that through these activities, the students will acquire specific skills which are creative skills, knowledge skills, observation skills, reading and writing skills, and judgemental skills. Attitudes which are supposed to have been gained, or improved upon; and literacy which is to ensure permanency in the art of reading and writing all also important.

It should be stressed that some of the activities can be done in two or more lessons particularly those that involve visits, construction, campaigns, or group work such as primer

writing, compiling a report or case studies. Also, I have to stress that, the activities which I have suggested in this study are by no means only ones possible. It is my hope that the teacher or adult instructor in post literacy classes will adapt them to suit their own local conditions and interest and also introduce many new activities and skills which they consider helpful.

5.3 Recommendation

Education for adults requires a strong and positive identification with the societal values and ways of life within a dynamic society; in a gradual process of change, such education must equip the adult to improve upon that social life and make it better than he finds it today. Social studies learning activities, therefore, must make adults ready to be leaders and followers in the task of nation-building. Understand values, attitudes, abilities and skills required for personality development; and be concerned with the individual needs, emotions, wants, fears, spiritual growth for self-direction and self-discipline.

These social studies learning activities should be geared towards national unity, social as well as economic progress. The activities should not be rigid but flexible to stress the spirit of adventure and challenge the adults to question time honoured beliefs and customs. These activities should train the adults towards self-discipline and independent self-reassurance. They should help the adults work together for the realisation of personal and collective purposes of life.

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APPENDIX A

SOCIAL STUDIES SYLLABUS

Adult Class I

Theme I: Living in the local community.

Sub-themes: (a) Describing the local community.

(b) Its history, people and origin.

(c) Social relationships and customs (noting differences in customs and why?

(d) Cultural and living habits and behaviour.

(e) Economic activities what people do to earn a living.

(f) Games, leisure, entertainment

(g) Transportation in the community.

(h) Communication

(i) People who work for us (government official, etc).

(j) Our local heroes and heroines

(k) Where our food comes from.

(l) Where our clothes comes from.

(m) Our religious belief - (mosques, churches, shrines).

Theme 2: Social, Political and Industrial Development of our states.

Sub-themes: (a) Knowing other people from the state. Historical, Political, Social and cultural perspectives. The inter-relations and major features affecting our lives in the state.

(b) How our district/emirate/division is administered. W/heads, village heads, district heads, emirs, administrators, councillors, council officials.

(c) Social services (health, education, law and other finances). The taxes we pay and why?

(d) Main occupations and local craft industry. The things produced, where they are produced, how they are produced and how they are distributed.

Theme 3: Nigeria as a nation.

Sub-themes: (a) Our National Flag

(b) Our National Anthem

(c) Our duties to Nation.

Theme 4: Using and paying for social services (hospitals, schools, post offices, banks etc).

Theme 5: Current affairs important happenings in the country.

Adult Class II

Theme: Unity in diversity: Problems of Nation Building.

Sub-themes: (a) The story of Nigeria - historical, social, cultural and economic.
The place of religion in our society.
The role of education in Nigeria.

(b) The wealth of Nigeria and recent developments: Agricultural - cocoa, groundnuts, rubber, coffee, etc. Mining - tin, petroleum, coal, zinc, gold, etc. Manufacturing - cement, textiles, sugar, soft drinks, beer, tobacco, etc. Where and why industries are located.

(c) Transportation and communication.

(d) How Nigeria is governed. The state structure/federal structure powers of the state/federal governments.

(e) Our role as good citizens (leadership, fellowerships, honesty, inter-grity diligence, patriotism, youth activities clubs, societies, dignity of labour, etc.

Adult Class III

Theme: Foreigners in our minds.

Sub-themes: (a) Diplomats, teachers missionaries, doctors, bankers, traders, etc.

(b) Selected places in Africa emphasizing similarities, differences in customs and languages with Nigeria.

(c) Our relations with other countries politically, economically and educationally.

(d) Africa states - the O.A.U.; The British Commonwealth of Nations. What they are, what are their agencies, what they do for us. The United Nations Organization and its agencies.

(e) Careers - bringing in professionals and trades-men into the class to talk about their jobs, for the advantage of students in developing prospective career choices.

The Adult Education Section and The Inservice Training Centre, Ministry of Education, Kano State.

APPENDIX B

QUESTIONS ON THE HISTORY OF A VILLAGE

1. What is the name of the village?
2. Why is the village so called?
3. Who founded the village? When and how?
4. How many houses were there in ten, five years ago?
5. The people who live in the village - where did they come from? Why?
6. Is the village divided into clans? Wards? or Family heads?
7. What are the major physical features in the village?
8. Is there a church? Mosque? Shrine? Market place?
9. What are the major occupations of the people in the village?
10. Are there health and educational facilities - such as clinics, health centres, schools?
11. Who are the local heroes and heroines in the village?
12. What is the major language spoken in the village? Religious beliefs, types of food, water and recreational activities?

BRUSH YOUR MOUTH

Toothpaste Brush Macleans
Mouth Morning



Brush your Mouth every Morning.
Use Macleans or toothpaste to brush your Mouth.
Bob is brushing his mouth with Macleans and a brush

WASH YOUR FACE

Wash Face Bucket Water



Wash your face with water.
Wash your face in the Morning.
Bob is washing his face
He is using water from the bucket

LESSON 2

SWEEP YOUR HOUSE.

House Broom Sweeping Environment Clean

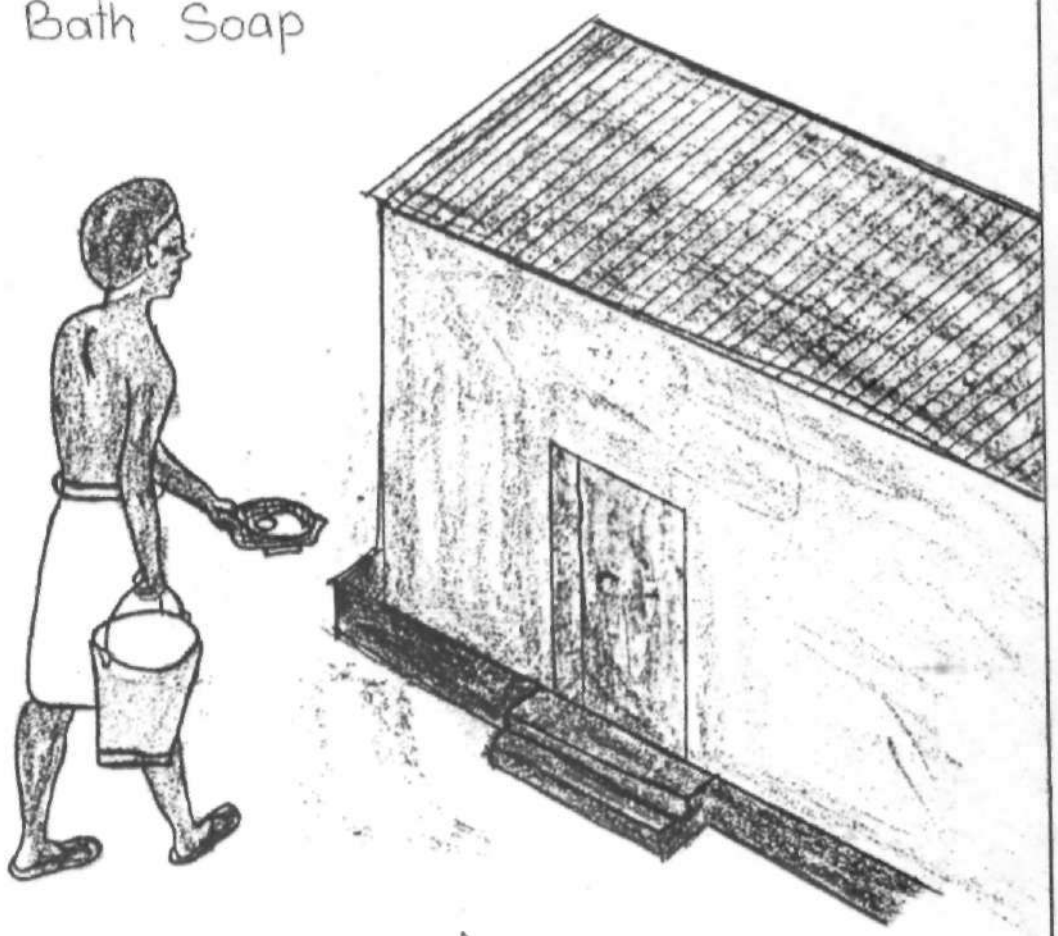


Sweep House clean
Use broom to sweep your House
keep your environment clean
Mama Bob is Sweeping her House
She is using a broom

LESSON 3A

TAKING BATH

Bathroom Water Bucket Sponge
Towel Bath Soap



Take your bath every day.
Bob is going to take bath.
Use Sponge, Soap, water to take bath
Dry body with Towel
Bob is clean after bath

LESSON 3B

COMB YOUR HAIR

Comb Hair



Use Comb to comb Hair
Comb your hair after bath
Bob has finished bathing
He is combing his hair

LESSON 3c

Clean your Ears

Clean Cotton-Wool Ears Clean



Use cotton-wool to clean ears.
clean your ears properly.
Bob is using cotton-wool in cleaning his ears.
He clean his ears always

LESSON 3D

CUT YOUR FINGER NAILS

Finger nails cut. Razor blade.

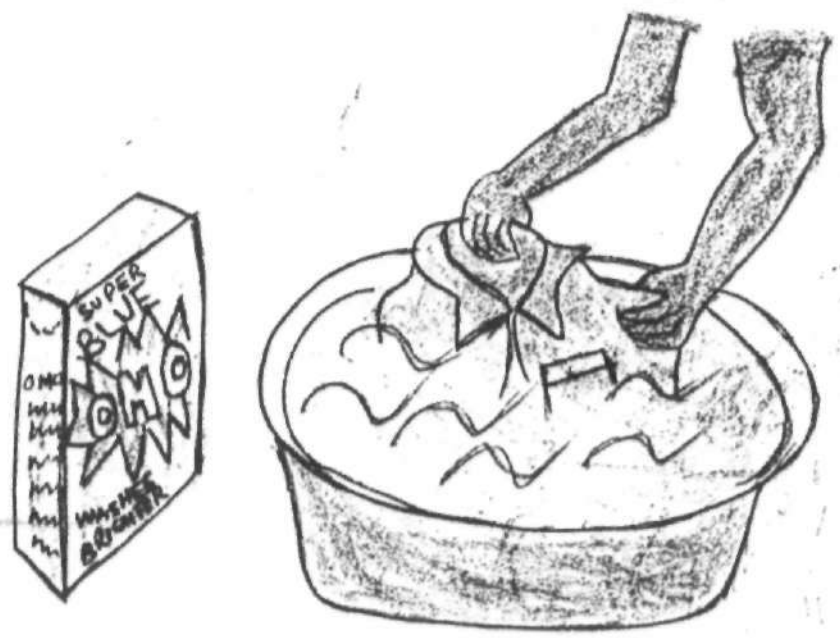


Cut your finger nails every week
Use a clean razor blade for cutting your finger nails
Bob is cutting his finger nails.

LESSON 4.

WASH YOUR CLOTHES

Detergent Basin clothes Omo
Dresses wear Wash



Wash clothes when dirty
Mama Bob is washing in a basin
She is washing with omo Detergent
She is washing Bob's clothes
She wants him to wear clean
dresses

LESSON 5.

WASH YOUR POTS

VIM DISHES COOKING Pots

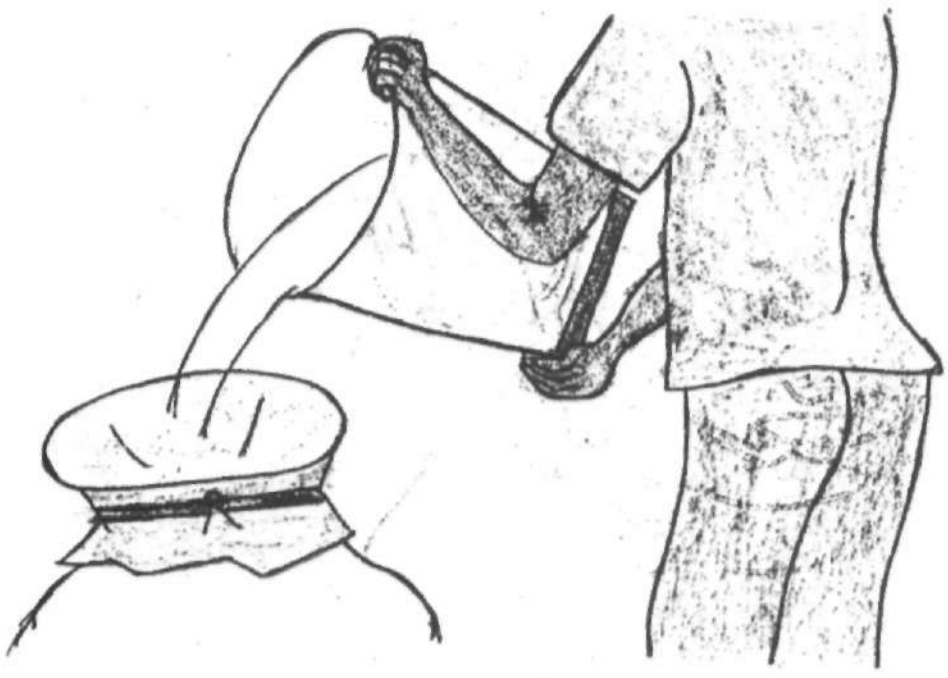


Wash cooking Pots before Cooking.
Mama Bob is washing her cooking Pots.
She is using vim to wash Pots and dishes.

LESSON 6

FILTER DRINKING WATER.

Filter cloth Twine Pot
water Bucket



Filter water before drinking.
Tie a clean cloth around the pot with a twine.
Pour water from the bucket into the pot
Bob is filtering drinking water.

LESSON 7.

COVER YOUR FOOD

Food Plates Tray Cover

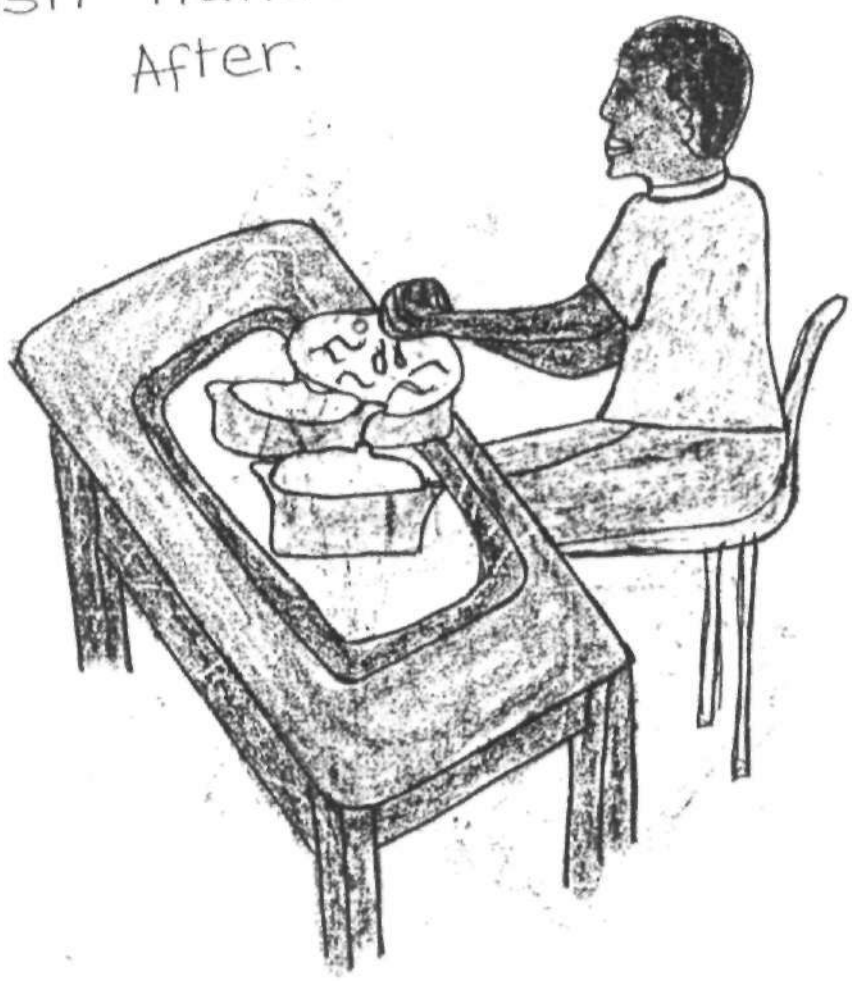


Cover Food after cooking.
Use plates to cover your food.
Place covered food on a tray.
Mama Bob covers her food always.

LESSON 8

WASH HANDS BEFORE AND AFTER EATING.

Wash Hands Eat Before After.



Wash your hands before you eat.
Wash your hands after eating
Bob wants to eat food.
He is washing his hands.

od.
ray.
lways.

LESSON 9

DRINK CLEAN WATER

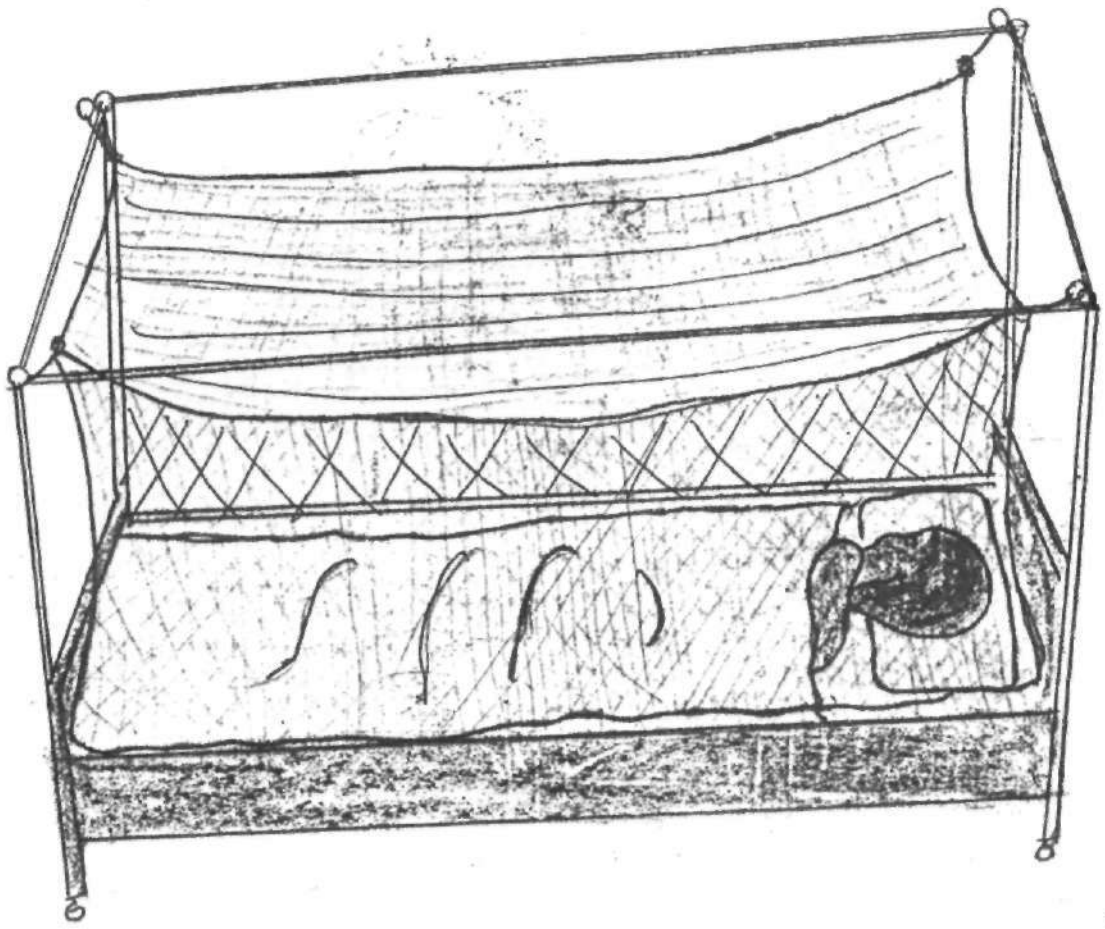
Drink Pure Filtered Water



Drink pure water.
Bob is drinking the water he filtered.
He is drinking pure water.

REST UNDER A MOSQUITO NET

Rest Resting Mosquito net Under
Bite



Rest under a Mosquito net
Bob is resting under a mosquito net.
He wants to avoid Mosquitoes bite

LESSON 11

CLEAN YOUR TOILET

Broom clean Cover Izal Spray
Toilet Smell



clean your toilet
Use a broom in cleaning the Toilet
Mama Bob is cleaning the Toilet.
She covers the Toilet with a
Cover.
Spray Izal to avoid smell

LESSON 12

WASH YOUR ~~HANDS~~ AFTER VISITING TOILET.

Toilet Hand Wash visit water After.



Toilet
et.

Wash your hands after visiting the Toilet.
Bob has visited the toilet.
He is washing his hands with water.

CLEAN ENVIRONMENT



Clean People
Live in clean house