

DEVELOPING ACTIVITIES FOR TEACHING
SOCIAL VALUES THROUGH SCHOOL
SOCIAL STUDIES PROGRAMME
A TEACHERS' GUIDE

BY

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A PROJECT
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A B S T R A C T

The focus of this study was a consideration of instructional activities as an appropriate alternative approach to values education in Primary and Secondary schools' social studies curriculum. This approach mainly advocated for the employment of the inquiry method, A strong belief was expressed in the value of this method as a more effective approach to the teaching of social studies.

The concepts of value, inquiry method, and activity were examined, and attempts were made to establish their relevance to social studies education. It was against this background that choice of content for the activities developed in this study was made.

A total of 16 different learning activities were developed with content specially prepared to draw the learners' attention to various values issues and conflicts. The 16 activities were grouped into sets of four units, each of which addresses itself to one of the four broad objectives which this proposed Teachers' Guide is meant to achieve.

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The undersigned certify that they have read, and recommend to the Faculty Board of Education for acceptance, an independent study entitled DEVELOPING ACTIVITIES FOR TEACHING SOCIAL VALUES THROUGH SCHOOL SOCIAL STUDIES PROGRAMME: A TEACHERS' GUIDE submitted by Simon Roy Ilabija in partial fulfilment of the requirements for the degree of Master of Education.


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D E D I C A T I O N

To my wife, Salome
and our children:

Destiny, Godwin, Christie and Sunday

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CHAPTER 1

I N T R O D U C T I O N

Education has come to be regarded as "the most important instrument of change in any society" and the Federal Government of Nigeria has accordingly accepted that "any fundamental change in the intellectual and social outlook of our society has to be preceded by an educational revolution". To this end, the Federal Government has stated the following among the laudable educational aims and objectives to be achieved in the National Policy on Education (N.P.E., 1981: 8):

- 1) the inculcation of national consciousness and national unity;
- 2) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; and
- 3) the training of the mind in the understanding of the world around.

That social studies education has been accepted by Nigeria's educational policy makers as being capable of contributing immensely to the realisation of the

above and other laudable objectives articulated in the National Policy on Education is no longer contestable judging from the importance attached to the programme in the policy paper. What now remains of concern however, is the urgent need to provide appropriate instructional materials and strategies for effective teaching of the subject in our schools. That is the concern of this study which focuses attention on the development of activities for teaching about social values in the school's social studies programme.

The ultimate goal of education in Nigeria as can be surmised from the objectives earlier mentioned is the production of an effective citizenry who can build a united and virile country. To produce such citizens, there is need to provide what Mr. President refers to as 'qualitative education' which should offer opportunities for acquiring learning in all its domains - cognitive, affective and psychomotor.

It is hoped that teaching about social values in our social studies course will greatly help to meet part of this need. Also, it is likely that the use of activities will assist in providing inquiry learning and active participation for the young learners and so, promote in them the acquisition of useful skills.

In the field of education, selecting and developing appropriate content materials and determining how best to transmit them to learners is the concern of curriculum developers. This study therefore has to contend with the problem of:

- a) identifying and clarifying social values that could promote better interpersonal relations and effective living among the citizenry in a democratic setting;
- b) developing a variety of suitable activities for teaching about such values;
- c) helping teachers to acquire the techniques of developing their own activities by offering suggestions on how to do it.

In terms of establishing the rationale for ^{this} study, it is felt that the methodological framework it provides is likely to improve the teaching and learning of social studies. It is also hoped that through the proper use of the type of learning activities provided in this study, better human relations and active civic participation by young learners as well as adult citizens will be promoted. It is intended that the study will serve as a guide to teachers of social studies at the primary and secondary school levels.

The urgent need required for ensuring that the right type of values permeate the entire Nigerian society today can be seen from the Federal Government's decision to set up a 16-man National Ethics Re-orientation Committee headed by his Royal Highness, The Etsu Nupe, Alhaji Umaru Sanda Ndayako - a distinguished former civil servant and presently a traditional ruler of high repute, and the Chairman of the Ahmadu Bello University Council. The decision to set up this Committee is seen as a positive step towards finding a solution to the problems of indiscipline, corruption, armed robbery, and of late - arson, and all the disturbing vices that have over the years eaten deeply into our body politic. These problems thrive well in a society where people hold unclear or unstable values. The solution we are seeking may be found in our being able to help our youth acquire the skill for values clarification as they grow up through the school's system and in their communities. This may perhaps be considered a more fundamental approach than setting up an Ethics Re-orientation Committee which, like several similar committees set up to find solutions to one set or another of our varied national problems, will most likely, come up with a long list of recommendations, and these are hardly ever implemented.

Assumptions

In preparing this potential guide for teachers the author has worked on the assumptions that:

- 1) An understanding, and inculcation, of acceptable social values in citizens in a democratic state is of paramount importance for the promotion of positive interpersonal relations, obedience to law and order, and hence, the survival of the state.
- 2) Teaching about social values using appropriate learning activities can promote a better understanding and hence, prizing and internalization of the values.
- 3) Using activities with the inquiry method of learning social studies promotes better understanding of the subject matter than the traditional lecture method.

The ideas used in preparing this text reflect the author's own assumptions, as stated above, and supported by some research, e.g. DuBey & Barth (1980: 36) about the means of achieving better teaching of the social studies in order to realise its purpose and objectives for a given society. They also reflect the beliefs and intentions of the Federal Government of Nigeria

in the functional role of the social studies in producing effective citizens. This is articulated in Nigeria's Philosophy of education which is geared towards "self-realisation, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity...." (N.P.E., 1981: 4). To ensure the realisation of these objectives, the Federal Government has consciously prescribed the curricular activities for the primary and secondary schools to include.... "the study of the social norms and values of the local community and of the country as a whole through civics and social studies, moral and religious education...." (N.P.E., 1981: 7,10).

Finally, the ideas reflect the convictions and beliefs of experts in the field of social studies education about the value of inquiry method stressing the process of learning in encouraging active participation by learners; and in bringing about better learning and longer retention of what is learnt. Among the proponents of this belief are DuBey and Barth (1980: 46) who stated that "modern principles of learning tend to show that not much is learned as a result of the teacher giving instruction or doing

things in front of the pupils or learners" but that "pupils tend to learn more when they are involved in the learning process by actually participating". These authors believe that one of the main objectives of the activity method of learning social studies is to give the learner an opportunity to be an active participant in the teaching/learning process.

DuBey and Barth (1980: 43) have also maintained that it is possible to make use of the inquiry process in the classroom through careful planning. Such planning should ensure, through both the teaching and learning efforts, that the learner derives maximum advantage. Among the classroom practices believed by the authors as being able to encourage inquiry are:

- a) "Teaching efforts would determine where the student is at the outset of instruction and would diagnose his attainments and problems and base instruction on the results of this diagnosis;
- b) Learning would be directed towards learning how to learn, (towards inquiry rather than the memorisation of facts).

- c) This inquiry would carry the student out of confining classrooms and into direct observation of physical and human phenomena.
- d) Classrooms would be characterised by a wide variety of learning materials (mostly student - constructed, but also records, models, programmed materials, film-strips and pamphlets; and would not be dominated by textbooks)".

Objectives

The following objectives are intended to be achieved by this teacher's guide:

- 1) To explain and classify values;
- 2) To learn about the social values required by citizens in a democratic state;
- 3) To help develop positive self-concepts and effective interpersonal relations among students; and
- 4) To develop skills of problem solving through inquiry.

It is likely that other objectives will be achieved as one works conscientiously through this guide. It is therefore only by way of being specific that we have

listed the above four objectives which the preparation of the guide is consciously geared toward.

Text Scope and Organisation

This teacher's guide is a curriculum development project prepared to meet the needs of social studies curriculum and instruction at the primary school level where the formation and inculcation of desirable social values at the early years of children's education is of great importance. The use could also be extended to higher levels of education in view of the relevance of these values for effective citizenship.

Of the five chapters that make up this teacher's guide, Chapter 1 forms the introduction where, as has been explained so far, the rationale for the study, the assumptions upon which the study is based, and the objectives intended to be achieved among other things, have been stated. Chapter 2, a review of related literature, provides the meaning and nature of values; studies conducted on values and teaching about values using the appropriate method and technique have been examined; the chapter also attempts to establish the rationale for values education in schools. Chapter 3 explains the procedure for developing and using activities.

Chapter 4 contains the bulk of the work and it exclusively deals with the activities developed for teaching about social values. This chapter is divided into four different units, each dealing with one of the main objectives intended to be achieved by this work. As will be observed, the objective defined for the activities in a unit determines the type of content to be prepared or selected for those activities. The content in turn, determines the type of learning strategy to be used from a list of possible strategies provided. Chapter 5 contains the summary, conclusions and suggestions which could guide teachers on how to develop their own activities or modify an existing one to suit the need of a particular lesson at a given period.

DEFINITION OF TERMS:

1. Inquiry Method: is used here to refer to a method of learning from one's own experience and the process of verifying what has been learned. It therefore ensures an active participation of the learner in the learning process.

2. Traditional Method: This is the expository method and may be defined as the method of learning or teaching in which the teacher mainly plays the active part in the transmission of content while the learners play a passive role in the attainment, or at best, the discovery of knowledge. Invariably, learners simply accept what is given unquestioningly and as truth but with hardly any ability or skill to validate the truth. The teacher is usually regarded as the authority and what he says or does is regarded as the truth.
3. Activity: An activity may be defined as a form of learning which involves the learner in doing things, acting roles, or performing physical actions which lead to acquisition of new experiences and thus the discovery of new knowledge.

It is therefore usual to see learners in an activity lesson involved in physical actions like writing, reading, debating collecting materials, dramatizing and other forms of personal and interpersonal actions which bring about a **strengthening**, changing or modification of existing ideas and discovery of new ones.

VALUES CLARIFICATION:

Values Clarification is used here to refer to the free, independent and personal choices that learners make about their individual values and actions based on their experiences and convictions.

VALUES EDUCATION: As used here, this refers to the process by which learners are enabled to clarify their values. The method of values education used in this Teacher's Guide is the activity method.

SUMMARY:

The preparation of this teacher's guide is an attempt to deliberately give a boost to the teaching of the affective area of learning alongside the coverage given the other two domains, cognitive and psychomotor. It is believed that the use of this Guide will lead to better understanding of social values, and how to teach them. In effect, this will contribute to an improved teaching of social studies -- a relatively new area of study in our schools curriculum.

There is no attempt to claim here that the efforts made in the preparation of this work are exhaustive

or that the grounds covered in terms of explaining and suggesting a method of clarifying social values are complete. This ^{is} ~~only~~ a pioneering work which can be improved upon by other researchers, curriculum developers and classroom teachers responsible for social studies instruction. It is in view of this that a separate chapter has been prepared specifically, to offer suggestions and a guide to teachers on how to use these activities to develop their own activities or **modify** the ones provided here. If the skill is properly understood, virtually almost any piece of written material or information from the sources enumerated in chapter 3 can be used to help students in lessons for values education.

CHAPTER 2REVIEW OF LITERATURE

This chapter is concerned mainly with the task of reviewing literature on Values - what values are and how to teach about them. An attempt will be made first to establish, through research evidence, that the inquiry method is likely to be the most effective method of teaching about values in schools, using learning activities as a technique.

Before we go into a discussion of research finding on values however, it is probably more desirable to start with discussions of the above-mentioned method and technique vis-a-vis their relevance to the teaching of social studies. We shall later proceed with the review of literature on values and values teaching.

The Inquiry Method:

It can be correctly asserted that the inquiry method is concerned with the process of discovering knowledge through personal experiences. Such experiences may be gained through thinking, doing and acting of roles.

By the employment of the inquiry method, a teacher learns how to teach and learn, and a learner learns how

to learn and teach. The method can be used to learn how to teach oneself and others.

In their book, a Handbook for the Teaching of Social Studies, (1977:49) the Association of Teachers of Social Studies in the City of New York referred to the inquiry process as the essence of learning how to learn. This, the authors claim, involves teaching how to test hypotheses and transferring useful principles to alternative situations. In a simpler language the above statement means that the inquiry process helps us to test the correctness or incorrectness of a statement or a piece of information through collecting, and critically analysing the data or evidences that support the statement or information. The method teaches us how to use the knowledge we have obtained in solving other problems.

DuBey and Barth (1980:38) defined inquiry variously as "reflective thinking, reflective inquiry, analysis, critical thinking, inductive thinking, and problem solving", and stated that whichever of the above definitions has been used, the emphasis would always be upon "gaining and verifying knowledge". These authors claim that for a process to be regarded as an inquiry one, the following six steps should be

Fulfilled:

- a) An experience with one's physical or social environment.
- b) The experience should raise doubts and uncertainties.
- c) Framing the problem that may be sensed from the doubts and uncertainties.
- d) Formulating hypotheses or proposed explanations for the problem sensed.
- e) Exploration and evidencing. This involves gathering and evaluating sources of evidence to support the explanation proposed for the problem.
- f) Generalisation. This is the final step in the inquiry process and it is the statement describing how well the proposed explanation leads to the understanding of the problem.

It could easily be seen that hardly any firsthand knowledge can be acquired by way of inquiry without going through the above steps.

Using the inquiry process helps learners to "attain the ability to derive and apply knowledge and clarify their values, so that they can make sound decisions".

This about sums up Banks' view of the importance of this process in social studies lessons (Banks, 1977:28).

Learning Activities:

Learning activities in social studies lessons can be described as the vehicle by which the lesson objectives are achieved. This is particularly so if learning activities are employed alongside the inquiry method.

DuBey and Barth (1980:50) analysed learning activities as comprising two elements: (1) the content, which is made up of relevant facts, concepts and generalisations and (2) the method and techniques that are employed to bring the learning process to a level of awareness that makes it meaningful and long-lasting.

These authors caution teachers against the use of learning activities just for their sake or in an ad hoc and random manner. They advised that any activities used should suit the particular objectives envisaged; thus the teacher who uses the activity technique must have the skill of selecting "the most appropriate concepts and generalisations related to content...." and also the skill of ensuring "that the

learning activities are consistent with the guidelines established by the performance objectives".

As shown by DuBey, Onyabe and Prokupek (1980:46-69), there are different types of activities all of which help students to acquire and improve various skills. DuBey and Barth (1980:54-57) identify some of them as follows:

1. Research activities. These help students to find out things for themselves.
2. Writing activities. These enable students learn to write critically and express their meanings clearly. It also improves note-taking skill which is very essential in social studies.
3. Creative activities. These help the teacher to tap individual differences and talents in children and greatly improve children's learning. Creative activities could involve art, model construction, music and even writing.
4. Oral activities. These constitute an effective method of improving children's communication skill which is very essential for improvement in inter-personal relations. This type of activity can be planned in form of debate,

group or panel discussions, dramatisation, story telling and quiz downs.

With the foregoing discussions about the inquiry process and the technique of learning activities at the back of our mind, we shall now proceed with a discussion of values and values teaching in schools. How the process and the technique can be usefully employed will be seen in chapter 4.

What Values Are:

We do not have a standardised definition of value in either the Social Sciences or Philosophy. Therefore, our understanding of the nature of value will be based mainly on definitions proffered by a number of writers.

From the layman's point of view, values may be described as matters related to the way we think and behave or the choices we make about issues that we consider important to our lives. Values may therefore take root from many things for many people depending on what their experiences are, over time. Looked at from this angle, values tend to change or are modified as man passes through different experiences in life. It is perhaps for this reason that Rath et al., (1978:26) state that "values may not be static if a

person's relationships to the world are not static". It is believed by the authors that values, being, dynamic, evolve and mature as experiences evolve and mature.

Howe and Howe (1975:17) define values as "the things that we are for and the things that we are against". Seen in this light, values give purpose and direction to people's lives such that if people's values are clear, consistent, and soundly chosen, they tend to live their lives in meaningful and satisfying ways. On the other hand, if people lack values or their values are confused and conflicting, they tend to live their lives in troubled and frustrating ways.

Rokeach (in James A. Bank, 1974:445) defines value as "a type of belief, centrally located within one's total belief system, about how one ought or ought not to behave, or about some end-state of existence worth or not worth attaining". Values, viewed from this perspective, are referred to as root values as opposed to instrumental values which are the consequences of man's experiences. Instrumental values can therefore be regarded as the means to the attainment of the root values.

Banks (1974:446) explains that people learn their values, as they do most other beliefs and attitudes,

from the persons in their social environment, and that most values are not reflectively and independently derived. If one looks at the nature of values from the above explanation by Banks, one tends to agree with the author's assertion that "the social origin of values accounts for the fact that people within a similar culture, social system, or occupation are likely to have similar values and beliefs". The author also contends that "the nature of a social system or culture restricts the number of value alternatives for individuals".

Nigeria is a large multi-ethnic, democratic state to which the rest of the African continent looks to for leadership in the running of a government that is based on democratic principles. Such principles include free and fair elections in which many political parties are allowed to contest for votes at the polls, and fundamental freedoms such as freedom of speech, freedom of worship and of thought so long as these are exercised within the ambit of the country's laws as entrenched in the Federal Republic of Nigeria Constitution (1979). The nature of the Nigerian social and political systems as briefly described above, certainly affords the individuals opportunities to have

free access to, and to benefit from many value alternatives from which appropriate useful individual and group choices, can be made.

It is not so important to us that many freedoms and value alternatives abound in a country like Nigeria but which of these freedoms and values help in the realisation and sustenance of our 'unity in diversity' and the process by which our youth can be led to select, prize and internalise the enduring values is what we should give attention to. In this connection, it is pertinent for anyone interested in the evaluation and consideration of issues related to values to take note of the views expressed by Raths et al., (1978:26) that "because values are a part of everyday living, they operate in very complex circumstances and usually involve more than simple extremes of right and wrong, good or bad, true or false". Carrying the argument further, the authors stressed that "values work under conditions of conflicting demands involving a weighing and balancing before finally leading to an action that **reflects** a multitude of forces".

In the views of another author, values are said to "affect entire ways of life" and help to determine what one considers moral or immoral and thus contribute

to what is often called character (Ringness, 1975:23). Ringness further illustrates that a person who values freedom of thought would resent and resist any attempts to indoctrinate himself or others. Such a person would for instance, prize freedom of the press, of religion, and of politics. These are the type of values that most people in countries like America and Nigeria - two large and culturally plural countries - would want to permeate the entire society.

If values are accepted as earlier stated above, then there is a serious challenge to all those who are concerned with the development of citizenship education in any society to ensure that children are assisted in acquiring the skill required for proper understanding of their socio-cultural systems and the inherent values so as to be able to clarify both their individual and group values. The ability or skill for clarifying their values will go a long way to help citizens modify their behaviours in a way that can ensure the survival and progress of their society at all times.

The challenge is worth accepting and one dependable way to help children acquire the skill required for proper understanding of themselves and their society with its usually complex and often conflicting values is through values education in schools.

Need for Values Education in Schools:

Teaching values in our schools may be rationalised as an attempt to give more attention to the development of the affective domain of learning. Although no learning can be said to be completely cognitive, psychomotor or affective, there is little doubt that both the cognitive and psychomotor domains have received greater focus and attention than the affective in teaching. The latter domain as explained in their Taxonomy of Educational objectives by Krathwohl and his associates deals with receiving, responding, valuing, organising, and characterisation by a value complex. (Krathwohl et al., 1964 in Ringness, 1975:21). Hence, when we teach about values, we are directly dealing with the affective area of learning which, according to Ringness (1975:5), includes all behaviour connected with emotions, tastes and preferences, appreciations, attitudes and values, morals and character, and aspects of personality adjustment or mental health.

Teaching values may also be an exercise conforming with the basic purpose of social studies; that is, the production of effective citizens who are **equipped**, not only with desirable knowledge and skills (cognitive and psychomotor needs) but also beliefs,

values, attitudes and actions (affective needs) capable of promoting national unity, development, stability, and the survival of an inter-dependent world community.

If the views, by Raths et al., (1978) that "values operate in very complex circumstances and work under conditions of conflicting demands" are acceptable to us, then we should be willing to accept too, that individuals' perceptions and acceptability of what constitutes value would vary at any point in time. So also would their ability for clarifying what they accept as values. Accordingly, therefore, it goes without saying that in a rapidly changing world, it would be difficult for anyone to be certain what values would be most appropriate for any individual now and in future. This is so since values for each individual must grow and develop as life conditions change.

To effectively tackle the problems about values, therefore, it would be both desirable and helpful to focus attention on an education that is aimed at teaching students the process by which they can derive their own values, since we cannot teach values per se. The teaching of such a process is however with the assumption that whatever values a person obtains should work as effectively as possible to relate him to his

world in a satisfying and intelligent way.

It is this process that DuBey and Barth (1980:10) refer to as reflective inquiry, the purpose of which is to create an evaluative citizen who is able to identify and analyse problems and finally make appropriate decisions.

The authors explain that the content of social studies taught by the process of reflective inquiry include, whatever students need and consider to be in their best interest. It should now be clear to us that to formulate, or make a desirable selection of, such a social studies content calls for proper valuing skill on the part of the students.

Teaching values using social studies methodology in schools in the contemporary Nigerian Society can easily be seen as meeting an important part of the philosophy of Nigerian education as stated in the National Policy on Education (NPE;1981:8). DuBey et al., (1980;13) in their book, *Social Studies Methods for Nigerian Teachers: Learning Activities*, describe Social Studies Methodology as "activity-oriented inquiry with emphasis on valuing and decision-making activities.

It is necessary to further state here that without the necessary valuing skill **needed** for effective decision-making by those citizens in public positions of authority and responsibility, it is arguable if the survival of any **society**, especially a large democracy such as Nigeria, can be guaranteed. And when we also remember that our youth of today are the leaders and decision-makers of tomorrow, the urgent need to put them on the road to becoming responsible and effective future leaders can hardly be over-emphasised. This researcher truly believes that one of the thoroughly exciting and sound ways to meet this need is through activity-oriented values education.

Hoover (1972;148) has established the origin for this belief when more than a decade ago, he called for the teaching of values, arguing that "a consideration of values in teaching can do much to close the so-called communication or generation gap and also provide an ideal means of making school relevant to the lives of students". He further stated that since there are no "right" or "wrong" answers in the teaching of values, the procedure tended to promote increased tolerance among individuals and nations. From this stand point

therefore, values teaching could be expected to serve the highly desirable purpose of helping to forge unity and co-operation in a multi-ethnic society like Nigeria where we have many individuals and groups with sharply opposing political and religious views.

Method of Values Teaching

There is certainly no doubt that values clarification when appropriately taught, can immensely minimise the confusions that people, particularly the youth, are likely to face in their complicated world. The suggested approach to teaching about values for effective results is the valuing process method. This method encourages free inquiry, thoughtfulness and reasoning by individuals, the teacher's role being essentially to raise problems on controversial, particularly current issues of public interest. As students tackle such problems individually or in small groups, they will eventually be led to their solutions through the systematic process of (1) discovering that there is actually a problem in the issue raised, (2) determining the nature of the problem and (3) finding the appropriate solution to it. This process involves receiving, responding, valuing, etc. as analysed by Krathwohl et al., (1964)

and is therefore in the domain of affective learning.

Ideas or the content of lessons using the valuing process method can be obtained from sources such as editorials, letters to the editor, political party manifestoes, campaign speeches by politicians, popular song lyrics, tape recordings of news broadcasts of speeches of persons like the President or State Governors, tape recordings of interviews obtained from various persons in the community (resource persons) with strong viewpoints, cartoons, comic strips, films, etc., and ideas obtained from humorous stories told by the teacher, the members of the class or from other sources. Topics such as war, unemployment devaluation of the Naira, states creation, employment and expulsion of illegal aliens, political party alliance etc. could be, relevant for values clarification in class.

Values are guides to human behaviour. They are based upon an individual's unique experiences and are the basic components of his personality (Hoover, 1972: 140-141). Clearly therefore, it is not advisable, and **in fact**, even appropriate to approach values teaching by the method of persuasion, appeals, indoctrination, coercion, reward and punishment as such

methods would lead to the imposition of one's values on others. Besides, these methods and their like have been found unworkable as shown in the following quotation by J.R. Fraenkel (1969) (in Ringness, 1975: 96):....."if admonition, lecture, sermon, or example were fully effective instruments in gaining compliance with codes of conduct, we would have reformed long ago the criminal, the delinquent, or the sinner". Alternatively, students should be assisted to arrive at their own values by "the intelligent process of choosing, prizing and behaving" (Raths et.al., 1978:9). Strategies such as role play, debate, panel discussion, simulation game and the like would be suitable for accomplishing the process.

As Ringness (1975:9) explains, values teaching involves the maximizing of means (the possibilities in choices of behaviour) and the clarification of ends (the things we wish to attain).

In this connection, it is suggested that the teacher's role may be to present as many possibilities in choices of behaviour as possible to students to consider and choose from. They are however, not to give hints as to the probable "right", "correct" or "acceptable" possibilities. Individual students

should be left free to derive the means which can meet their ends satisfactorily and effectively.

While we may not be able to fully explain in this work the nature of values or to establish beyond doubt the degree of commitment to any value acquired by whatever method, we can at least be satisfied that "a clear system of values is necessary if one is to become positive in his approach to others, to be purposeful, to be reasonably proud of himself as a functioning individual, and to be enthusiastic about what he does". These were the views by Rath et.al., (1966) (in Ringness, 1975:31). The authors further opine that when one lacks a clear system of value, he is more vulnerable to confusion, hence to insecurity; and the resulting behaviour patterns may include apathy, over-dissension, over-conformity, flightiness, drifting, uncertainty and inconsistency...". We do not have much difficulty in identifying individuals, adults and youth alike, who exhibit one or the other of these behaviour patterns in our society today. The situation calls for our concern, and one reliable way we can attend to it is through a well-directed values education as has been suggested in the foregoing discussions.

In the next chapter, we will learn about the procedure for developing and using activities which may help teachers or parents to effectively teach children and themselves about social values and valuing skill.

Summary

In this chapter, we have dealt mainly with a consideration of three main concepts that are of direct relevance to the purpose of this research work. These are, in their order of treatment, the inquiry method, learning activities and values.

Our exploration into relevant literature has led us to a consideration of various definitions of the three concepts examined. In addition, operational or working definitions of each of the concepts have been presented.

The inquiry method is operationally defined here as a method concerned with the process of discovering knowledge through personal experiences that can be gained through thinking, doing and acting of roles. We showed through literature that the method has a definite process which should satisfy six criteria.

The chapter also examines from literature, the importance of learning activities in the effective use of the inquiry method in teaching and learning

social studies. It was shown too, that learning activities are of different types which individually and collectively contribute to the acquisition of, not only knowledge but, certain desirable skills.

Of particular note is our description of learning activities as the vehicle by which the lesson objectives are achieved. In this regard, they are not to be used in an ad hoc and haphazard manner.

The third important concept examined from literature in this chapter is the concept of value. Various literatures consulted show value as having a very abstract and dynamic nature. Values questions concern the choices we make, our preferences, behaviours and therefore, our attitudes. Therefore, what we do tell a lot about what values we hold or what our value positions on certain issues are at a particular point in time. We rationalised values teaching in schools as an attempt to give more boost to the affective area of learning. It is also believed to be a more realistic approach to helping individuals acquire clear systems of belief, thought, attitudes and actions necessary for a rewarding personal and interpersonal existence.

CHAPTER 3

PROCEDURE FOR DEVELOPING AND USING ACTIVITIES

This chapter addresses itself to explaining the procedure and guidelines required for developing and using activities for effective results.

Developing activities for instructional purposes, like any other curriculum process, requires careful planning. This is so if the resultant activities are to help in achieving the objectives towards which they are directed.

Carefully planned and objective-directed activities should include all or most of the following steps presented in line with the guide provided by DuBey and Barth (1980:44-79) on learning of various social studies teaching skills, and suggestions by Agboola (1979:200-213) on how to develop activities.

1. Stating the Objectives: It is important to clearly state the objectives expected to be achieved, using the activities. This will help ensure that the actions of everyone involved in the teaching/learning process will be purposefully directed towards the realisation of the objectives.

Usually, it is advisable to state the objectives in behavioural terms so that the participants can understand the tasks expected of them, the conditions, time and criteria for evaluating their performance. For example, we could have such an objective stated as follows: "Having read a case study on drug abuse by students in universities, students will be able to identify some value issues highlighted and explain in one sentence each, how they personally feel about any two of those issues". "Using their knowledge of what the Nigerian Constitution says about Fundamental Human Rights, students will be able to explain in their own words two occasions each where a citizen's rights have been ^{protected} \angle and abused either by a government or other influential individuals".

In each of the two examples of objectives stated above, it is undoubtedly clear that the activities will involve the students in reading and analysing the relevant materials so as to be able to achieve the desired objective.

An objective stated behaviourally according to Banks (1977:29) enables the teacher to "structure successful learning experiences to develop and increase proficiency in skills". Such an objective is also

believed to enable the teacher "have clearly in mind the kinds of behaviour that he will accept as evidence of skill attainment and mastery".

Banks (1977:30-31) gives us examples of behaviourally-stated objectives as: When given a historical document, the student will be able to state the writer's conclusions". "The student will be able to state whether he or she agrees or disagrees with each of a number of controversial statements, and why".

A properly stated behavioural objective also should be clear and give specific targets for the teacher to aim at (Clark, 1973:62). Such a statement of objective, the author further explains should identify and describe what the learner must be able to do to demonstrate that he has learned whatever he was supposed to learn. Thus, in a typical behavioural objective such as:

"At the end of a lesson on Nigeria and her states, pupils will be able to name at least 10 of the 19 states with their Capitals without the teacher's assistance", we see that the objective clearly explains:

- 1) what the lesson topic is;
- 2) the specific behaviour (action) expected of the pupils; and
- 3) the condition under which the action is to be performed.

In their respective order, (1) refers to "Nigeria and her States", (2) refers to "pupils' ability to name at least 10 out of the 19 States in Nigeria with their capitals", and (3) refers to "without the teacher's assistance".

If the above criteria are fulfilled in a lesson which seeks to fulfil the objective under consideration, then the teacher can easily evaluate whether or not a change of behaviour has occurred in his/her students and so, if learning has taken place.

2. Choosing the Content or Resource Materials: The next step is to make a careful choice of the content materials which will provide ideas and concepts related to the objectives envisaged. For example, as in the two examples given in number 1 above, the teacher has to ensure that copies of the **case study** or the Nigerian Constitution are made available for students to use. If the activity requires the use of other resources, equipment or tools, these have to be provided by the teacher before the commencement of the activity. The following list prepared by Kissock (1979:102-103) is useful for the type of activities advocated in this project.

- (i) Audio-Visual Materials:
Audio recording, either record or cassette, charts, graphs, diagrams, cultural events, displays and exhibits, film strips, globes, maps and atlases, photographs and slides.
- (ii) Printed Materials:
Advertising literatures, almanac, biographies, case studies, cartoons, encyclopaedias, Government records and publications, job and tax forms, letters, magazines and articles, newspapers, non-fictitious novels, pamphlets, poems, policy statements, quotations, simulation games, textbooks, press cuttings.
- (iii) Resources in the Community:
Businesses, Government agencies, Historical points of interest, industrial plants, libraries, Local Government meetings, museum, non-government service agencies, people, recreation areas, zoos and parks.
- (iv) Resource Tools for Presenting Content:
Audio and Video records, play-back equipment, bulletin boards, chalkboards, radio-television, slide projectors, opaque projectors, overhead projectors, transparencies and a host of other materials.

Care should be taken by the teacher to ensure that the content gives enough basic information or questions about the objectives sought after.

While the usefulness of the above list cannot be doubted, yet there are many factors that may militate against its effective use especially in Nigeria. These should be highlighted so that necessary care and steps are taken.

The first problem that is likely to confront users is that of availability of the materials and tools listed. It is obvious that many of them are not available locally and in large numbers for use by our schools. They may have to be bought, but then, we have to think of availability of funds to do so, especially in a country where provision of decent classrooms, desks and chairs which are a necessity for conducive learning environment is a big problem. Until the more sophisticated materials and equipment are available, in large number, the alternative will be to avail ourselves of the many local resources. These include the teachers themselves and the children being taught - which social studies as a unique subject, lends itself to.

The glaring lack of funds makes it difficult if not impossible for such facilities as libraries, recreation areas, zoos and parks to be established in sufficient number for the use of school pupils and other members of the public.

A second problem is that of expertise in the use of some of the equipment and tools such as film or slide projectors which many of our primary and secondary school teachers have not been exposed to. We do not have enough trained teachers who can use these tools even if the tools are available; and because of lack of funds, our institutions of higher learning such as University Institutes and Faculties of Education find it difficult to organise workshops in the use of the various teaching aids that could contribute to better learning and quicker understanding.

3. Deciding the Level of Vocabulary to Use: There has to be a decision as to what level of vocabulary should be used to suit the class, age, and developmental levels of the learners. These considerations are also closely linked to the choice of the type of activities, whether verbal or involving some form of physical action, to be created to arouse the interest of the learners and ensure their active participation in, and proper understanding of,

what is happening in the class. It is therefore important that for the primary and Junior Secondary learners for whom the activities in this project are particularly prepared, vocabularies have to be fairly simple. For example, instead of saying "acclimatize", say "get used to" or "accustomed to"; instead of saying "in proximity to", say "near".

The purpose of the activities in this work is to help the young learners, especially, understand and clarify their values. Therefore, if the vocabulary is too high for them, they may not understand the instructions and the actions expected of them. Consequently, the purpose of the activities will be defeated.

4. Selecting the Strategy: Having decided on the resource materials and tools or equipment as well as the level of vocabulary to use in presenting the materials, the next step is to decide on the appropriate strategy to use.

The choice or selection of a strategy should be based on the relevance of the strategy to the objectives earmarked (DuBey and Barth, 1980:50). For variety, different groups of learners may be given opportunity.

to use different strategies in dealing with the same value issues being considered. For example, if say, the class is divided into 4 groups for an activity relating to a value issue such as dishonesty, group 1 may use roleplay to deal with the same issue while the other groups may similarly change their strategies from one to another as they repeat the activity.

The list of possible strategies provided in Unit 1 of chapter 4 will be useful to users of this text.

5. Organising the Class: Before any activity commences, the teacher has to decide how the class is to be organised so as to ensure that individual and group needs are fully met.

It may sometimes be appropriate to leave the whole class as a single group and the teacher has then to move round the class from one pupil to the other to collect feedback and check progress on individual efforts or give hints, where necessary, as to what is required and also to provide motivations.

At other times, the teacher may decide to divide the class into a few large groups or several small groups for either in-class or out-of-class activities,

depending on the nature of activities, the type of strategy selected, (see DuBey and Barth, 1980:60) and the number of resource tools or equipment that is available for the learners' use. Usually, it is easy to group the class on the basis of the sitting arrangement. For example, we can use pupils in one row or column as a group. Also, corners of the class room can form convenient activity centres.

6. Giving Instructions: To avoid confusion, it is necessary that shortly before commencing the activities clear instructions as to the specific behaviours expected of the learners involved with the activities are given by the teacher.

The instructions should include what is to be done with the information provided and how feedbacks are to be provided by the learners. The teacher should ensure that each pupil understands what to do so that full participation can be guaranteed.

For example, pupils could be instructed thus: "Read the casestudy given to you carefully and answer briefly, the questions that follow". "Listen to the taped story to be played back from a radio cassette and identify any four value issues that you understand from the story". "Briefly explain how the issues agree

or vary with your own personal beliefs about life".
"If you agree or disagree with this idea, give your reasons".

In the activities developed in the next chapter, such instructions are given under the section, "Things To Do" in each activity.

The procedure explained above is not necessarily all that is required in all activities. The steps listed however, are among the essentials in developing and using the type of activities that appear in this guide. The activities provided or advocated for in this teacher's guide may not necessarily be the only means of dealing with values education in the classroom. They merely represent one of the acceptable strategies for tackling values issues and helping children to clarify their values.

Summary

The concern of this chapter has centred on explaining the procedure and guidelines that a teacher requires in order to be able to develop and use learning activities.

To accomplish the above task efficiently and for effective result, we have said that careful planning

should precede the attempt to develop the instructional activities.

The chapter presents six important steps to be followed in developing and using learning activities. It also provides information on suitable resource tools, materials and equipment that could contribute to the successful development and use of the type of activities presented in the next chapter.

Taking into consideration, differences among teachers, learners, learning environments and situations, it should be noted that what is provided in this chapter at best serves as a mere guide which may and may not be followed depending on a teacher's correct assessment of the nature and needs of the class for which he is using the activities; the resources at his disposal; and the relevance of the tools, materials and equipment in contributing to the attainment of the objectives earmarked.

CHAPTER 4ACTIVITIES FOR TEACHING ABOUT SOCIAL VALUES

The activities in this chapter have been developed in accordance with the procedure explained in Chapter 3. The activities have been grouped into four units, each one dealing with one of the main objectives of the teachers' guide as stated in Chapter 1. Each unit has a stated objective which is followed by some activities deemed appropriate for achieving the objective.

For each activity, a strategy or a group of strategies has been suggested from the list of possible strategies provided in Unit 1. A teacher or anybody using these activities is free to ignore the suggested strategy in favour of another she/he may consider more suitable, or more attractive to the pupils, for the realisation of the stated objectives.

It should be borne in mind that whether teachers decide to use the activities here or others that they may wish to develop or adapt from elsewhere, activities are used in a 'personalised classroom' where the curriculum as explained by Howe and Howe (1975:363)

"must be open and flexible, preferably one that grows out of the actual needs, concerns, interests and goals of the students it is to serve".

UNIT 1 - Activities to Develop The Skill For
Explaining And Classifying Values.

OBJECTIVE: - Students will be able to identify some of the motivating factors behind certain decisions they or other people make, which reflect the values they hold.

LIST OF POSSIBLE STRATEGIES TO USE:

Case study, Story telling, Reading, Writing, Panel/ Informal Discussions, Role playing, Interview, Listening, Group work, Debates and Inquiry lessons.

Unit 1, Activity 1

SUGGESTED STRATEGIES: Reading and Writing.

Things To Do: Instructions To The Teacher:

Make copies of the following case study available to pupils and let them thoughtfully read, consider and **answer** the questions that follow. Their answers could be made anonymous so you can read out their various responses for the benefit of the whole class.

INFORMATION TO USEFootball and Drug Abuse:

You are the Gamesmaster of a popular school in town; your pupils have been doing very well in sports and have deservedly won and retained the Sarki's Cup for best performances in the annual athletics and football competitions for three years running.

There has been a long standing agreement among the four schools involved in the competition that if any athletes use drugs during the competition, such athletes and their school would be suspended from the competitions for two years.

You agreed to enforce this agreement as you believe that it would help to maintain discipline among your pupils, safeguard their health and prevent cheating in the games.

One day, you suddenly observe the behaviours of 3 star players in your school's Football Team and they appear to have been under the influence of some drug. You are not quite sure that this could happen to pupils in your school which has a reputation for good behaviour, and you decide that you will quietly investigate the matter.

On investigation, you discovered that it is true after all that the 3 star footballers - the best striker, the captain (skipper) of the team, and the goalkeeper have been "getting high" on a drug each time there is to be a football match. They had done so in the previous matches played and won by your school!

This year's competition, for which your school has prepared so well and which all students have been excitedly looking forward to, will be due in only a week's time. It may be that these 3 players cannot perform well without use of this drug which is prohibited under the rule of the games.

Would you do the following?

- 1) Reveal the discovery so that your school and its athletes are suspended accordingly.
- 2) Quietly call the 3 boys and tell them to stop and they can play without being exposed.
- 3) Keep the discovery to yourself to enable your school to participate in the games and later call the boys to warn them to desist from the habit.

- 4) Leave them to go on taking the drugs since that will ensure their good performance in the games inspite of the rule banning use of drugs.
- 5) Leave the boys alone to their habit if they 'feel good' about it.
- 6) Supposing it is true that these 3 boys have actually been doing well in sports because they take drugs. Then, you will silently encourage other boys to take the drugs so you can increase the number of star athletes in your school and enjoy the reputation for being a successful Gamesmaster.
- 7) If you would rather not do any of the above, give your reasons.
- 8) What would you do instead?
- 9) Would your actions in any case be dictated by your personal interests and needs or those of others?
- 10) What are the likely advantages and disadvantages of your decisions or actions:
 - (a) to yourself?
 - (b) to the students affected?
 - (c) to the School and the Community?

- 11) List the value issues (e.g. honesty, dishonesty, loyalty, fairness, faithfulness etc.), that you can detect from the above case study and explain your position in relation to each one in one brief sentence.

UNIT 1, Activity 2

SUGGESTED STRATEGY: Reading/Listening/Writing

Things To Do: Instructions To The Teacher:

Read the following story while the pupils listen attentively. In the end, they should give written responses to the questions that follow.

INFORMATION TO USE: Cheating (in) School*

"Ronnie is taking a final exam in her English class. She has prepared diligently for the test. When she turns to the second page of the exam she realises that she has studied the wrong material. Knowing that she needs a "B" in the final to get a "B" in the course, she becomes very flustered. Her grade is very important because it can qualify her for a summer music scholarship that a local bank is sponsoring.

Ronnie has always been against cheating and has never cheated, although it is common knowledge that cheating occurs as a daily practice in her class.

Going through her mind now is the knowledge that she can get the required information from her boyfriend, who is sitting next to her. Her teacher has left the

room because he feels that students should be **trusted** during tests.

Ronnie likes the idea of being **trusted**, but also likes the idea of the music scholarship".

QUESTIONS:

1. Would you agree that she should cheat just this once or not? If your answer is yes, why? If no, why?
2. Is cheating justified sometimes? If so, briefly explain
 - (a) Where and why?
 - (b) Why not?

UNIT 1, Activity 3

SUGGESTED STRATEGY: Story telling/Writing

Things To Do: Instructions To The Teacher

Read the following story to the class, and briefly discuss the questions that follow with the pupils.

Ask the pupils to write about similar stories based on their cultures in not more than 2 pages of foolscap paper to be discussed in class in subsequent lessons.

Mr. Tortoise 'The Smart'

Once upon a time, there lived a very clever and witty tortoise in the animal kingdom. His intelligent and witty behaviour earned him the title of Mr. Tortoise 'The Smart'.

One day Mr. Tortoise invited a few of the animals, especially the birds like guinea fowl, emu, sparrow, dove, eagle, kite and vulture to accompany him on a visit to the Sun's house in the Sky.

These birds agreed to accompany Mr. Tortoise but they asked: Mr. Tortoise, how could you go with us to the Sky, seeing that you have no feathers to fly like us?

Mr. Tortoise told them that their observation was correct but there was a simple way to solve the problem. Each of the birds, he said, should lend him a few feathers which he would gum to his sides for flying. The birds readily agreed and lent him their feathers.

Mr. Tortoise 'The Smart' gumed the feathers to his sides and was able to fly with the birds to the Sun's house in the Sky.

On arrival at the Sun's house, Mr. Tortoise 'The Smart' told the birds that any food brought for "the visitors" would be for him and any food brought for "birds" would be for them.

For two days after their arrival, all foods served were always described as for "the visitors" and so were consumed by Tortoise 'The Smart' alone. There was none for "the birds" and so they starved. **291511**

On the third day, breakfast was brought and it was, as usual, for "the visitors". The birds felt they could not tolerate the situation any longer and decided they would go back to earth but before doing so, each of them collected its feathers back from Tortoise 'The Smart'. Eventually he was left without

any feathers to fly back with. He had no other alternative than to drop to the earth! He fell on a hard surface which cracked his shell, even though he survived the fall. This is the reason for the cracked and unsmooth shell of the tortoise today.

(This is an Igala folklore - one of ^{many} _↳ that this researcher learnt from elders at his home village, Inye in Ankpa Local Government Area of Benue State).

Questions:

1. Mr. Tortoise 'The Smart' obviously outwitted the birds in this story. Do you think he was right to treat his neighbours like that?
If so, why? If not, why?
2. Do you see the situation differently?
If so, how?
3. Would you do so in any situation if you had the chance? Why or why not?
4. Were the birds right to collect their feathers back from Tortoise 'The Smart', knowing fully well that he would be left stranded in the Sky? If so, why? If not, why?
5. If you disagree with what the birds did, what would you do instead, if you were in their situation?

UNIT 1, Activity 4

SUGGESTED STRATEGY: Questioning

THINGS TO DO: Instruction To The Teacher:

Give to each pupil a copy of the following list of questions and let them provide brief written answers to them. Each pupil is to answer the questions as he/she deems fit.

- 1) If you were to make a career choice, what would you like to be? (Make 3 choices in order of your priority from the following by putting 1, 2, 3 under
(a) Medical Doctor (b) Clergyman
(c) Teacher (d) Politician
(e) Trader (f) Farmer.
- 2) Briefly explain the reasons for your choice as in 1 above. Also briefly explain your reasons for turning down each of the alternatives you did not choose.
- 3) If you were elected into your State House of Assembly, what would you do to convince the people who elected you that you are a good representative? (You may list the kind of things you think you could do for them and how you would set out doing them).

- 4) Having watched political activities in Nigeria since the beginning of the Second Republic, which of the six Political Parties would you say has done relatively better than any other? Mention any two of the Party's programmes that have, in your opinion, been fairly successfully executed.
- 5) If you had ₦50,000 today how would you use it? List some of the things you would spend it on should you decide to spend it.
- 6) If you are completely broke with not even a kobo in your possession and you suddenly pick up a purse containing ₦100, what would you do about it?
 - a) Look for the owner
 - b) Take it to the Police
 - c) Retain it for your use
 - d) Other
- 7) If you were to choose a life partner would you like to marry from your own tribe or from a different tribe? Why? Why not? Would you marry someone with a different religion? Why? Why not?

UNIT 2 - Activities To Develop The Skill For Learning
And Choosing Citizenship Values

OBJECTIVE: Students will be able to identify and analyse values and attitudes appropriate for good citizenship.

UNIT 2, Activity 1

SUGGESTED STRATEGY: Assignment/Group Discussion

THINGS TO DO: Instructions To The Teacher:

1. Place an empty carton on a desk at the back of the classroom and label it a "Values Box".

2. Give to each pupil a "3 x 5" Index Card. Identify one side 'Positive' and the other 'Negative'. Pupils are to spend a few minutes to think about and recall a number of experiences they have been faced with in the week and write on the Positive side of the Card a list of things they did or experienced in that week which they feel happy or proud about.

On the Negative side of the Card, they should list the things they did or experienced which they feel sad/bad about. They do not have to write their names on the cards. The cards should be dropped in the Values Box on completion by the pupils.

3. Divide the class into small groups of about five pupils per group and let each group discuss and share their opinions about the lists on either side of a card. The discussions should be along the following questions:

1. Would they as individuals or as a group also feel happy or proud about the things listed on the Positive side of the Card? If so, why? If not, why?
2. Would they do those things themselves? If not, why?
3. Of what importance (if any) will such actions be to themselves and their friends?
4. As individuals, what would they do to encourage more of such actions?
5. Would they feel bad about the list on the Negative side of the Card? If so, why?
6. To what extent would their feelings be as indicated on the following continuum?

1. Very bad 2. Bad 3. Indifferent
7. Give reasons for the position taken at (6) above.

8. As individuals, would they do anything to encourage the 'positive' actions in themselves and others?
9. If pupils would not like the actions on the 'negative' side encouraged, what would they do to discourage them either in themselves or in others? (give list).

UNIT 2, Activity 2

SUGGESTED STRATEGY: Group Discussion/Assignment

THINGS TO DO: Instructions To The Teacher:

1. Divide the class into 3 groups, 1, 2, and 3.
2. Appoint one student as the leader of each group.
3. Let the group discuss the topic "Nigeria's **Ethical**: Improvement should start with the Youth or the Adults or the Political leaders".
Group 1 is to discuss the topic in relation to the youth; Group 2 to deal with Adults; and Group 3 to deal with the Political leaders. The distribution of topic could be made through balloting or the groups could be allowed to freely decide which topic appeals to them most and work on that.
4. After the groups have taken positions, they should discuss and come up with a list of points or reasons to support their stand,

- a and another list giving suggestions on how to go about helping the group of citizens discussed to develop satisfactory values and conduct.
5. Ask each group to appoint a representative to read its list to the class to enable the whole class to share the ideas.
 6. For further work, possibly in another class session, let each group inquire into and collect data showing the extent of negative public opinion (e.g. stories about violent behaviours by students in institutions of higher learning, fraud or cheating committed by government officials and corruption by political leaders) against the class of citizens it discussed before, as further justification for the position it has taken. This can be done by collecting newspaper/press cuttings or quoting views expressed in other publications.

The data gathered by the groups should be discussed in class for the class to be led to a unanimous decision in the following statement, for instance:

"While we agree that Nigeria generally requires improvement in the behaviour and conduct of all classes or groups of her citizens, we believe strongly that the change should start with the _____".

(Insert the class or group popularly chosen by the class ~~from~~ the alternatives - Youth/Adults/ Political leaders) in the blank space.

UNIT 2, Activity 3

SUGGESTED STRATEGY: Debate

THINGS TO DO: Instructions To The Teacher:

1. Guide students to understand the importance of national general elections through a debate on the topic: "Only citizens interested in Partisan Politics should vote during National General Elections".
2. Explain to the class the meaning and objectives of a national general election in a democratic state, and some of the usual processes involved.
3. Divide the class into two groups. One group is to support the motion and the other is to oppose it.
4. The students in each group should select from among themselves 3 principal speakers on the motion, each speaker to speak for 3 minutes. Two additional speakers from each group are to speak for 1 minute each while the teacher acts

as the moderator. Three members of the student body should be selected to act as judges.

5. Summarise the salient points made by both sides and ask the judges to announce their final decision based on the total points recorded by them in favour of each group. The group with the greater number of points should be declared the winner.

N.B. It is expected that from the explanations given by the teacher and the points raised in the debate, each student will be assisted to clarify his individual attitudes towards national general elections and the roles citizens can play to make them successful.

UNIT 2, Activity 4

SUGGESTED STRATEGY: Dramatization

THINGS TO DO: Instructions To The Teacher:

Using the ideas in Unit 2, Activity 3 above help the class organise a drama on the conduct of a national election.

Steps to be Taken:

1. Briefly explain to the class the role played by Nigeria's Federal Electoral Commission (FEDECO) in the 1979 General Elections that ushered in Nigeria's Second Republic. This should give the students the background knowledge and ideas necessary for their successful participation in the drama to be staged.
2. Appoint a National Electoral Commission (NECO), comprising a member of the class as Chairman another as Secretary, and two others as members.
3. Divide the class into 3 groups, each representing members of a political party - National Ethics Party (NEP), Party for National Stability (PNS) and National Peoples Movement (NPM).

4. Let members of each party elect their officials and those to contest for elective posts, and submit necessary particulars to the NECO for clearance.
5. Let NECO make arrangements for the election and distribute voting materials like ballot boxes ballot papers, and so forth.
6. Let the class participate in the election of 'National' leaders to govern them.
7. NECO should announce the election results.
8. Briefly lead the class in a discussion involving the following points:-
 - (a) The processes involved in national elections.
 - (b) The roles of citizens in the process.
 - (c) The implications for non-participation by some citizens in the process on:
 - i) the nation, and
 - ii) the citizens themselves.

UNIT 3: ACTIVITIES TO DEVELOP POSITIVE SELF-
CONCEPT AND EFFECTIVE INTERPERSONAL
RELATIONS AMONG STUDENTS.

UNIT 3, Activity 1

OBJECTIVE: Pupils will be able to identify and respect their personal contributions and worth and those of others in their social relationships.

SUGGESTED STRATEGY: Role Play

THINGS TO DO: Instructions To The Teacher

1. Provide the following situation for role-playing to the class:

One day, after a social studies lesson on the role and contributions of children in the family, the teacher Mallam Dembe, announced to his class that each of the four rows in the classroom would regard a corner of the classroom as its home, and would be expected to make preparations for receiving an important visitor the next day.

The preparations should involve making the 'home' look clean and beautiful. Classroom desks and chairs can be used as furniture for the 'home', and pupils

can bring in any other items they can lay hands on to beautify their home with and to use in presenting an ideal home picture to the expected visitor.

Each member of the family unit is to freely contribute what she/he can towards the preparations being made. One family can visit another to see and appreciate the preparations being made in that family, and may, if necessary, even ask to be loaned any spare items that it needs but lacks.

Two or three members in each 'family' should deliberately refuse to co-operate in making the preparation. Instead, these members should attempt to discourage others by commenting about how unnecessary the visit is in their opinion. They may feel that the time and energy being used in preparations could be better used in sleeping or playing a game and could do so. However, when the visitor arrives, all members of the family should be involved in receiving him.

Do the following after the role-play:

- (a) Discuss the role-play with pupils.
- (b) Help pupils analyse their various roles in the different families.

- (c) What did some families provide? (List)
- (d) Why did they provide those things? (Explain)
- (e) How did the members who failed to co-operate feel seeing their mates working?
- (f) How did they feel when the visitor was thanking all the members of the family for the good work done by individuals and groups?
- (g) How did the families which offered help to others feel in meeting their neighbours' needs?
- (h) If they refused to offer such requests for assistance, what were their reasons?
- (i) What should the family that was refused help do.
 - (i) about what they lacked?
 - (ii) to their neighbours who refused to meet their requests?

UNIT 3, Activity 2

SUGGESTED STRATEGY: Observation/Writing/Discussion

THINGS TO DO: Instructions To The Teacher:

1. Prepare drawings (or collect pictures) of:
 - (a) A little boy helping an old man carry a piece of load.
 - (b) Two children fighting.
 - (c) Two men described as armed robbers being guarded by a police man.
 - (d) A politician throwing currency notes to a crowd of people.
 - (e) A group of students engaged in a demonstration carrying placards such as:
 - "No food, No lectures"
 - "Principal Must Go"
 - "To Hell With School Rules".
2. Put these up on the chalkboard where all pupils can clearly see.
3. Ask students to examine each of the pictures carefully and write brief notes on what they feel about it. Not more than 10 minutes should be spent doing this.

4. Take note of value concepts/issues such as respect or disrespect for elders, obedience, naughtiness, anti-social, misfit, corruption, lawlessness, interference with others' business, disorder and the like from the writings of the pupils, and observe what their views are on those issues.
5. Collect the notes and distribute them to the pupils such that each pupil gets someone else's note.
6. Allow pupils to thoughtfully read and think over the views expressed in the notes in their possession for about 5 minutes and taking turns, let them say whether or not they agree with the views. If they disagree with any view, let them state their own stand and defend it.

It is expected that this activity will help pupils clarify their values in relation to the social problems highlighted in the pictures or drawings they have seen, internalise the values or change their positions in response to their personal convictions of others' stands.

UNIT 3, Activity 3

SUGGESTED STRATEGY: Writing

THINGS TO DO: Instructions To The Teacher:

Write the following stems of sentences on the chalkboard and let the pupils complete them in the way they individually think fit in their note books.

(N.B. The answers given could help to reveal what kind of self-concept a student has and how he relates to his neighbours).

1. If I were the Monitor in my class, I would...

2. If I were just a member of the class, I would..

3. If I found myself at the top of my class in an examination result, I would....

4. If I were at the bottom of the class in an examination result, I would...

5. If I were the only foreign student in a college class, I would...

6. If I met a sick person on a street corner at night, I would....

7. If a fellow student who unjustly insulted me the previous day approached me the next day for reconciliation, I would....

8. If I were in the same class with the son of my father's political rival, I would...

9. If I were in the same class with Christians and Moslems, I would like to make friends with only...

10. If I were in a mixed school, I would choose my friends from....

11. I like to stay and work alone always because....

12. I enjoy staying and working in a group because...

13. If I had my way I would spend most of my leisure hours doing....

14. If I had the choice, I would only read books that teach . . .

- because....

15. Left to me, politics and religion should be.....

16. I believe most of the ills of our society can be removed through....

17. One thing I personally believe and will not sacrifice for anything is....

18. A cause that any good government should stand
for at all costs is..._____
- _____
19. "Power belongs to the people", they say, but it
can be so only if...._____
- _____
20. My life ambition is..._____
- _____

UNIT 3, Activity 4

SUGGESTED STRATEGY: Essay Writing

THINGS TO DO: Instructions To The Teacher:

Ask students to write an essay of not more than 4 pages of foolscap paper on the topic, "My Life". The essay should mention the following points:

- a) Something I am very good at and something I struggle to get better at.
- b) Something or a value I hold dearest to my heart that I hope to keep for life.
- c) My most precious material possession.
- d) The greatest achievement and the greatest setback or failure in my life.
- e) How I would like people to describe me using any four of the words in bracket (kind, ruthless, honest, queer, intelligent, wealthy, lazy, hardworking, God-fearing, firm, emotional, proud, humble).

UNIT 4: ACTIVITIES TO DEVELOP THE SKILLS OF PROBLEM-
SOLVING THROUGH INQUIRY

OBJECTIVE: Pupils will be able to understand the processes and skills necessary for solving certain problems at the end of their participation in some school assignments or projects.

UNIT 4, Activity 1

SUGGESTED STRATEGY: Assignment/Project Work

THINGS TO DO: Instructions To The Teacher:

This activity may take a whole week to finish, at the end of which the class should be led in a discussion about their findings. This is a project which all pupils are to carry out individually.

INSTRUCTIONS TO THE PUPILS

Think of possible sources where you can obtain answers to the following questions. Consult the sources and answer the questions in writing. Please indicate the source of your information in each case.

1. What was the estimated population of Nigeria in 1963 and of the Region where you belonged then?
2. How much would one pay to travel from Kano to Amsterdam and back by air?

3. What is the estimate of the number of children born in Zaria Local Government Area of Kaduna State between January 1, 1982 and December 31, 1982?
4. (a) How much rainfall (in Milimetres) was recorded in Samaru for the months of May, June, July, August and September of 1982?
(b) By how many milimetres was the total more or lower than the amount recorded for the same months of 1981?
5. If you were to make the traditional 'black' African soap, briefly explain what materials you would need and the process for making the soap to say, your American friend.

UNIT 4, Activity 2

SUGGESTED STRATEGY: Writing

THINGS TO DO: Instructions To The Teacher:

You may use more than one class period (40 minutes) for this activity to give pupils enough time to complete. The activity may be more appropriate for upper primary school and secondary school students.

Imagine that you have just come back from the Nigerian Tobacco Company (NTC) Depot in Zaria where your teacher took you to on an educational visit. Explain in writing in not more than 2 pages of foolscap paper to your friend, Bala, who did not go with you, the following points.

- a) The preparations your class made for the visit.
- b) How the visit was conducted in the N.T.C.
- c) What you understand, following your visit, about the processes involved with the making of cigarettes.
- d) The things you did not like about the arrangements made for the visit, and the suggestions you have for improvement.

*After pupils have finished writing, collect their notes and share out to the class for exchange of ideas.

UNIT 4, Activity 3

SUGGESTED STRATEGY: Assignment

THINGS TO DO: Instructions To The Teacher:

1. Ask students to write a two-page (foolscap paper) note about "My Ideal Community And How To Go About Creating It". The writing should mention three basic facilities that the community should have and how these could be obtained or set up.

NOTE: Draw students' attention to the following questions:

- If such facilities are to be provided by the government what ways will be employed in getting the government to act?
 - If the facilities are to be met through community development efforts, how will the people be organised towards achieving them?
2. Let each student also draw a sketch map of his ideal community, showing locations of the facilities to be made available (e.g. market, hospital, school, and water supply). Brief notes should be made beside the location of each

facility, explaining the reasons for siting the facility there rather than somewhere else.

3. This assignment can be accomplished within one class period and the writings discussed at another class period. As many students as time permits should be given few minutes each to explain their writings and maps.

UNIT 4, Activity 4

SUGGESTED STRATEGY: Guest Lecture

THINGS TO DO: Instructions To The Teacher:

N.B. A double class period is required for this activity if possible.

Invite a resource person from the Community to give a lecture to the students for 30 minutes of a class period. The Guest Lecturer should be someone who has steadily lived in the community for more than 10 years and the topic should be on "The State of Our Community Ten Years Ago".

About 5 - 10 minutes should be allowed for any questions the students may like to ask the Guest Lecturer at the end of the lecture.

Instructions To The Students:

Using what you understand from the lecture you have **just** received and your knowledge about the present condition of the community, mention in writing:

- 1) What you think are the significant changes that have taken place.

- 2) Have the changes brought about any improvements to the lives of the people in the community? If so, in what way(s)?
- 3) What, in your opinion, has largely been responsible for the changes?
- 4) If you were a leader in your type of model community, what would you have done to bring about better changes and how would you go about doing it?

Summary

The explanation offered at the beginning of this chapter reasonably summarises what has been done in the chapter. However, it is in the interest of readers, especially the teachers for whom this proposed guide has been prepared that descriptions* of the strategies suggested for use in dealing with the 16 activities be given so that they know more about what they are to do.

DESCRIPTION OF STRATEGIES USED

1. Reading. The teacher assigns a textbook, passage or other printed matter to the class to read or the students study the material during class and then the teacher questions them.

2. Writing. Taking notes on presentations and information of value, completing worksheets, and responding to questioning and assignments.
3. Listening. Students listen to instructions, explanation, a story or a discussion with a view to responding orally or in writing in a specific manner.
4. Story Telling. A narration of an event or happening of reality or fiction.
5. Questioning. Using a series of leading questions which are sometimes forced, or open-ended to help students draw their own conclusions and clarify their values.
6. Assignment. A scheme of work which is calculated to last an individual a unit of time which is decided on.
7. Group Discussion; This involves an oral or verbal exchange of ideas, opinions and interests with people on some specific issues.

8. **Debate.** This strategy entails arguments among two contending groups in an effort to establish the pros and cons of a subject matter.
9. **Dramatization.** This refers to formal or informal presentation of scenes which offer and demonstrate understanding. It includes plays, puppet theatre and dramatic readings and singing.
10. **Role Play.** Putting oneself in someone else's position in mock interpersonal interactions which can be followed up by an analysis of both the situation and one's personal feelings.
11. **Observation.** Watching something in the social or physical environment and collecting information about its development or behaviour; includes observation of films and demonstration in the class" (Kissock, 1979:98).

12. Essay Writing. Writing on a specific topic or subject to express knowledge or opinions about the topic.
13. Project Work. Asking students to work either individually or in groups to carry out an assignment which helps them to acquire certain skills or knowledge.

*Some of these descriptions have been presented as given by Adeyemo et al (1980 where they have been found. This source can also be consulted for information on other strategies that can be used in activity-oriented lessons but which have not been used in this proposed guide.

CHAPTER 5SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR TEACHERSSUMMARY AND CONCLUSIONS

Among the concerns of this study is the need to help students identify and clarify values that could promote better interpersonal relations and effective living among citizens with particular reference to a multi-ethnic, democratic state like Nigeria.

In going about the fulfilment of the above and the other needs, the study deliberately avoided the traditional lecture method which might have involved 'handing out' to students a package of information with a list of "desirable values" to be memorised. Rather, the approach adopted and advocated is that of inquiry learning which puts the learner on the more dependable path of learning through personal experiences. The ^{more} varied the experiences open to a learner, the more he discovers. By this approach, the teacher's role has been shown as mainly that of a guide, facilitator or motivator.

This alternative methodology has been shown by various literatures cited as relatively more effective than the traditional lecture method in producing

better skilled inquirers (learners) and teachers of social studies.

Through the proper use of the learning activities provided for teachers to use in teaching values, it is hoped that the main concern of this study as reiterated above will be met. To ensure success, the instructions given to the teacher in each activity should be carefully followed.

A total of 16 different learning activities have been created for use in meeting the 4 objectives stated. The activities related to each of the 4 units are intended for the broad objective stated in the unit. However, the teacher using these activities could use his skill in selecting and varying the activities for different objectives. This guarantees variety in the learning experiences and could also improve the teacher's mastery of the use of the activity technique in teaching social studies. The teacher is also advised to design suitable methods of evaluation which could further improve the selection or adaptation of activities depending on the direction and rate of change in students' ability to clarify their values.

Each of the activities provided is expected to be used during one classroom lesson period, if possible. However, double class periods could be arranged for those activities that would clearly take more time for proper completion.

Even though the activities developed in this study have been mainly intended for pupils in primary classes and students in Junior Secondary Schools, the teacher is left to use his discretion in deciding which activity or groups of activities can suit the particular level of the students he/she is teaching. Like all social studies teachers therefore, the teacher's ability to improvise, his resourcefulness and modification skills are expected to be fully used in order to realise the value of these activities.

Besides the need to make constant observation of changes in students' behaviours to see how far they have been able to clarify their values and what interests they show towards value-related issues, the teacher has not been confined to any specific method of evaluation in this work. It is also by observing what positions students take on various issues that are examined during and through the

activities presented here, that the teacher can measure the extent to which the activities method of teaching social studies has succeeded.

On some issues, students may be seen to hold consistent views and behave in line with their own values. On others, they may be seen to change positions and accordingly adjust their attitudes, thus reflecting their ability to take independent decisions rather than behaving in conformity with values imposed by parents, teachers and other authorities. When teachers see this happen, it will be evident that this strategy is succeeding. Therefore, here again the teacher using this guide is left with another area of independent decision-making that will suit the conditions and realities of his class.

To the extent that this work is meant to serve as a teaching guide, it may not be appropriate at this material time to assess how successful its use will prove to be until teachers have conscientiously and resourcefully used it under ideal classroom conditions. It is however, the hope of this author that the guide will prove to be of immeasurable

value and success to teachers, particularly those of them who have faith in activities as a useful strategy in social studies teaching; those who are prepared and are willing to do all that is required for conducting a successful activities lesson.

SUGGESTIONS FOR TEACHERS

Suggestions in themselves are of little or no use unless they are made to the appropriate decision-maker or listener who has the willingness to apply them for useful purposes.

The suggestions that are made here are therefore directed to the teachers of social studies, especially those of them who, like the author, believe that the activities method of teaching is worth using as a better alternative to the traditional lecture method.

Before examining the suggestions as they relate to the method of teaching values as advocated in this guide, it is pertinent to first reflect on a few points about values themselves.

Values are undoubtedly concerned with the sensitive issues of life in almost all societies - religion, politics, economy, marriage, wealth, career and so on. They deal with what we prefer, what we need and how we get it. Because of their sensitiveness, therefore, values issues are usually approached cautiously and in some cultures, are even treated as taboos in certain respects, for example, sex and sex education. In other societies, some values questions

are best left to individuals to settle on their own.

Be that as it may, the stand taken by this author is that values issues can be made clearer by individuals if they are assisted through the appropriate instructional method in both formal and informal classroom settings.

After the procedure for creating and using activities explained in Chapter 3, only a few things need be said here by way of suggestions as to how to go about teaching values.

First, the teacher should clarify the important issue of what is to be taught, how to go about teaching it, under what conditions it is to be taught and why it is to be taught. By the time the teacher has been able to give clear answers to the above points, he/she shall have come up with a clear statement of objective which is regarded as the first criterion to be met before any successful teaching can be embarked upon.

After having got a clear picture of the objective, it is advised that it should be stated in behavioural terms as discussed in Chapter 3 so that effective evaluation can be carried out as the learning continues.

Another point that is considered important to teachers who wish to create their own activities is on selection of content. Efforts must always be made to ensure that the content selected for any lesson should provide concepts, facts and generalizations appropriate for the achievement of the objective envisaged.

For example, if you are teaching a value such as national unity, the content of an activity that you may create for teaching about this could include such concepts as togetherness within a family, and co-operation among its members; members of different families that make up a neighbourhood; different tribes or ethnic groups within a state and the peoples of different states that make up the nation.

The activities on this issue may be constructed in such a way that they highlight the advantages that people or groups that are united have and the implications of lack of unity among them. This can clearly be presented to pupils, using an illustration of what happens in a family where the husband and wife are involved in a row over something. There could be a fight which might result in the couple not being on

talking terms for sometime until a settlement is achieved. At such periods one usually notices a tense atmosphere in the family and things may not go on smoothly.

Generalizations such as "United we stand, divided we fall", "A nation divided against itself cannot progress", "Better give me love and peace and keep your wealth and war" could be used as topics for debate, group discussion or essay writing. The ideas pupils express on such topics could indicate what their positions on values such as love, peace, wealth, war, unity and disunity are.

A point closely linked to that of selection of appropriate concepts, facts and generalizations is that of choice of vocabulary that will suit the levels of the pupils in terms of their age and language abilities. If the vocabularies selected for presenting the content are beyond the understanding of the pupils, then little or no useful purpose will be served. Always keep at the back of your mind that the language of instruction, which is usually the English Language, is being used as a second language by the pupils. Therefore, the simpler the vocabularies selected for presenting the content, the better.

To ensure that the learning opportunities are as broad and varied as possible, a lot of variety should be introduced into the activities you create. They should include those that teach essential skills. For example, skills of using the library, consulting reference materials like dictionary, encyclopaedia, map and so on should be taught through an activity that involves a visit to the library by pupils to be shown and taught these skills by resource persons. Such skills as making press cuttings of important facts and information and preparing and keeping of photo albums with appropriate captions are useful social studies skills that need be taught pupils in primary classes. This type of exercise improves their store of knowledge and information processing and could develop into helpful research experiences for their future learning.

Since your aim in using the type of activities in this guide or similar ones is to help pupils acquire the ability to clarify their values, value issues should feature prominently among the activities that you create.

It is advisable, in order to remove possibilities of confusion, that you ensure that your activities have a uniform pattern as is done in this guide. Each of the activities we have in Chapter 4 starts with a statement of the objective for the activity; a suggested strategy to be used; things to do and instructions to the teacher or to the students as they case may be. This pattern provides a fairly definite guide and the instructions tell the teacher or the pupils what to do and how to go about it so as to achieve the purpose of the activity. You should always ensure that the instructions are clear and unambiguous such that an individual can follow it without ~~any~~ outside assistance, if possible.

The length of each activity should be such that the activity can be covered within one class period of 35-40 minutes or, whenever desirable, for double this period. This however is with the exception of long project-type of activity or excursion that may naturally take much longer time. In any case, a rough indication of the possible duration should be given so that the activity is not unduly prolonged.

Whenever you create an activity or a number of activities that you intend to use, first visualise how the activity can be put into practice in an ideal classroom situation, what the likely problems in using it may be assuming the activity has been created by someone else. The questions that can help you undertake this self-test are:

1. Is there an objective?
2. Is the objective clear and well-stated in behavioural terms?
3. Will the content help to realise the objective?
4. Does the content provide appropriate concepts, facts and generalizations?
5. Is the language level appropriate for the pupils the activity is meant for?
6. What do the teacher and pupils have to do, and how, in order to carry out the activity successfully?
7. Are the instructions given in respect of question 6 clear?

After satisfying yourself that the above questions can be positively answered, then you can have the activity tried out by a colleague if possible or try it out yourself with your students to see what their reactions will be.

If you notice any areas of correction or amendment after the trials, you can make necessary adjustments and represent the activity on another occasion and in a better way for more successful results.

In conclusion, it is necessary to state that it is not possible to suggest all the things that are necessary for creating successful activities for teaching values or for social studies instruction generally in this work. Besides, what is true of one situation may not be in another considering the individual differences among the learners, difficulties in procuring the essential materials, tools and equipment required for carrying out an activity successfully. Also, the skills of teachers in handling the equipment and tools for successful instruction may not be the same and this can create different results. The learners' social,

physical, emotional or psychological needs may equally affect the extent to which they are receptive to the lessons being taught through the activities.

When you consider the effects of the above-mentioned factors on any learning situation then you can easily appreciate that the procedure provided in Chapter 3 as well as the suggestions offered in this chapter cannot be regarded as a blue print. A lot can be taken out from it and a lot more can be added. Their only importance rests on this researcher's hope and belief that they will serve as a useful guide to you in your efforts to create your own activities.

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