DEVELOPING SOCIAL STUDIES MATERIALS FOR ADULT CONTINUING EDUCATION

BY

SALMANU NABABA KOFARBAI

An Independent Study submitted to the Post graduate School, Ahmadu Bello University, in Partial Fulfillment of the Requirements for the Degree of Master of Education in (Curriculum and Instructions Social Studies)

Department of Education
Faculty of Education
Ahmadu Bello University,
Zaria,

1984.

Declaration

I declare that the work submitted to the Faculty Board for approval is an independent study undertaken by the undersigned, and has not been part of any presentation before at the postgraduate (M.Ed) Level

Signed, The wirter



Date: August, 1984.

Dedication

To my wife Lantana and my daughter Fatsima

Approval Sheet

This is to certify that the undersigned have read and recommended to the Faculty Board of Education and Post Graduate School for acceptance an independent study titled Developing Materials for Adult and Continuing Education.

Submitted by S. N. Kafar Bai in partial fulfilment of the requirements for the degree of Master of Education in Curriculum and Instructions (Social Studies).

Supervisors:

Prof. D. L. DuBey

Mrs Olive Coe DuBey

Staff Evaluator

External Examiner 21/7/85

Acknowledgement

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I am particularly indebted and grateful to Mrs. Olive Coe DuBey, Head of Social Studies Section, Faculty of Education, A.B.U., for her initiatives and continued interest in this project.

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To those already mentioned, I wish to include the names of Mannir B. Gafai, Ahmed I. Yemel; Aliyu Abubakar; Mansur M. Jibia; Abubakar M. Kurfi and Ahmed J. Gidado. To the latter, I am indebted and grateful for their deep affection, encouragement and continued assistance - all kind.

And finally, I am continually grateful to my Sponsor, The Kaduna State Government with the Ministry of Education.

S. N. Kofar Bai

Abstract

The aim of this independent study was to dove develop materials for an adult-target-population living in urban areas of Kaduna State. The work has been motivated by the realization of the fact that majority of working youths and adult illiterate, semi literate and primary school and secondary school leavers and drop-outs living in urban areas experience problems in coping with the increasing demands of urban life.

To get the right perspective of the problem of Adult and non-formal education in Nigeria and other countries, related literature in Adult and non- formal education in Nigeria and other countries was reviewed. And the review has provided the background for the project.

To develop materials for Adult Education, the needs, problems, and aspiration of the adult learners must be identified. For this reason, a report on Curriculum Workshop in Social Studies was used as the resource supporting data:

From preliminary discussions and interview an opportunity sample of one hundred (male) has been selected from six urban areas in Kdauna State. A questionaire was designed containing five major items, viz (i) background information fage., marital status, total number of children, number of children in school, place of birth, residence and school

attended); (ii', Occupation (type of work, place of work, experience, condition of service and job improvement opportunities), (iii) using social services, (the bank, insurance, hospital, mass media) (iv) communication (mass media) and (v) Socio-economy (owning a house, rented house, business, equipment/ tools, means of transport, access to loan, financial assistance, income, etc).

One hundred people (males) responded to the questionaire and the results were used as resource-supporting data for developing materials in Chapter four. For instance, it was shown that majority of the population (respondents of the questionnaire) did not make proper use of social services and have a common problem of a poor educational background - below secondary school level, mostly, semi literate and primary school leavers and drop-outs. (58%) fifty eight percent.

While about fifty six percent of the population wanted to get a chance to continue with their education or get some training, others, about thirty percent only wanted to know how to get financial assistance or capital, to establish their business or trade. The remaining fourteen percent thought they did not even know what to do or how to improve their lives (living condition)

Using the reviews as the background, materials have been developed, in Chapter four, based on the identified needs, problems and aspirations of the target population. The work ended with discussions- a short summary and conclusions of the work and, a recommendation for further action in developing more social studies materials, to cover more aspects of Adult and Continuing Education, within Community level,

CONTENTS

		PAGE
Title	.. ..	i
Declaration	.. ..	ii
Dedication	.. ..	iii
Approval Sheet	.. ..	iv
Acknowledgement	.. ..	v
Abstract ..	.. ..	vi
Table of Contents	.. ..	ix
List of Tables	.. ..	xi
List of Figures	.. ..	xii
CHAPTER ONE		
1. Introduction	..	1
1.1 Background to the problem		1
1.2 Purpose of the study	..	4
1.3 Limitations of the Study		4
1.4 Statement of Assumption		5
1.5 Definition of terms	..	6
CHAPTER TWO:		
2. LITERATURE REVIEWS	..	8
2.1. Adult and non-formal education		8
2.2 Social Studies Concept and Rationale		18
2.3 Curriculum Objectives	..	20
2.4 Curriculum Workshop	..	20
2.5 Summary ..	..	35
CHAPTER THREE:		
3. PROCEDURE ..	..	39
3.1 Step i	Identifying needs, problems and aspiration	41
3.2 Step ii	Determining the Objectives	42
3.3 Step iii	Determining the content	42
3.4 Step iv	Developing materials	43
3.5 Step v	Formulating Learning Activities ..	43
3.6 Step vi	Summary Conclusions and Recommendations	44

TABLE OF CONTENT Cont'd

PAGE

CHAPTER FOUR

DEVELOPING MATERIALS

Unit 1 Reading signs and labels .. 45
Unit 1.1 More signs and labels on road 56
Unit 1.2 Following Directions .. 69
Unit 1.3 Reading and Filling in Forms and Applications .. 81
Unit 1.4 Using reference materials .. 91
Unit 1.5 Reading Newspapers/Journals and Magazines 101
Unit 1.6 Public Health/Community Hygiene 113
Unit 1.7 Insurance services and benefits 126
Unit 1.8 Using the bank 133

CHAPTER FIVE

5. Summary, Conclusions and Recommendations 146
5.1 Summary 146
5.2 Conclusions and Recommendations 148
BIBLIOGRAPHY 153

LIST OF TABLES

		Page
Table 2.1	Age of a sample of 100 ..	22
Table 2.2	Educational background ..	23
Table 2.3	Occupation	24
Table 2.4	Problems connected with job and conditions of service ..	24
Table 2.5	Occupational background, qualification & experience	25
Table 2.6	Job improvement opportunity	26
Table 2.7	Means of changing job/trade	26
Table 2.8	Using the bank ..	28
Table 2.9	Using Medical facilities ..	28
Table 2.10	Health treatment/care ..	29
Table 2.11	Reasons for using hospitals/ Clinics	29
Table 2.12	Insurance services ..	31
Table 2.13	Types of Newspapers read ..	32
Table 2.14	Writing ability ..	32
Table 2.15	Discussing Newspapers article	34
Table 2.16	Reading interest (Newspapers)	34
Table 3.1	Stages in developing Curriculum materials - Curriculum Flow chart	40

LIST OF FIGURES

		Page
1.	Railway crossing sign ..	XIII
2.	Stop sign	XIII
3.	Round about	XIII
4.	Slow down	XIII
5.	Label for Medicine ..	XIII
6.	Label for insecticide ..	XIII
7.	Label on Medicine bottle ..	XIII
8.	Dead End	XIV
9.	Narrow bridge ..	XIV
10.	Bad Road	XIV
11.	Direction Sign ..	XIV
12.	No - U - turn ..	XIV
13.	No parking	XIV
14.	Do not overtake ..	XIV
15.	Pedestrians Prohibited ..	XIV
16.	No waiting	XIV
17.	No parking, Loading area ..	XIV
18.	Flammable (no smoking) ..	XV
19.	No standing	XV
20.	Speed Lane	XV
21.	Enter	XV
22.	Exit	XV
23.	No trespassing ..	XV
24.	No Loitering	XV
25.	No littering ..	XV
26.	Restricted Zone ..	XV
27.	No horning	XV

List of Figures (con't)

28.	Zebra - crossing	XVI
29.	Intersection	XVI
30.	Junctions T & Y	XVI
31.	No left or right turn ..	XVI
32.	No bicycles	XVI
33.	School children crossing ..	XVI
34.	Trafic lights	XVI
35.	Dangerous bends	XVII
36.	Speed limit	XVII
37.	End of speed limit ..	XVII
38.	Animal crossing	XVII
39.	Caution signs	XVII
40.	Diversions	XVII
41.	Direction signs - places ..	XVIII
42.	Un-even roads	XVIII
43.	Slippery roads	XVIII
44.	Police check point ..	XVIII
45.	No overtaking signs ..	IXX
46.	Danger signs	IXX
47.	Labels	IXX
48.	Directions	IXX

CHAPTER ONE

1. INTRODUCTION

1.1 Background to the problem

The idea of Adult Education is not new in Nigeria. Some form of literacy programme started even during the Islamic and Christian Missionary eras, and during the period of Colonial administration, (Agun 1980). At that time education was usually restricted to a few people, especially converts. Literacy training was given for simple reading and writing, for religious purposes, simple commerce, crafts and simple clerical jobs - to these few people that came into closer contact with the missionaries and colonizers, (Ayendele 1974).

Afterwards, regional governments and the departments of Adult Education in Nigerian Universities (at Ife and Zaria) started organizing and running Adult Education literacy programmes, (Agun 1980). However, it was only in the 1970s that active interest by governments, in Adult Education was reawakened, and it was not until 1975 that the Federal Ministry of Education formed Adult Education section. Even then, at the state and local levels, development of Adult Education has been neglected, (until recent years), (Sikuade 1980).

With the establishment of the National Policy on Education, in 1977, Nigeria has clarified its national educational objectives, for all levels of education, for the benefit of its citizens. One of such educational objectives to which the philosophy of Nigerian Education is linked, is:

> the acquisition of appropriate skills abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of his society.
>
> (National Policy on Education 1981)

Thus, the national educational objectives provided the basis for, and serve as the guiding principles for selecting curriculum contents, resources, and instructions for teaching.

Priority is given to education, because it is the pre-requisite for transforming Nigerian society into a just, free and democratic society, for economic, political, sociological and human resources development, (National Policy on Education 1981). Much effort, curriculum - materials and financing have been provided for the development of formal Education. Little emphasis was being put on Adult/Continuing Education. Yet, many of the problems faced in formal Education, in Nigeria, today - like indiscipline, negative attitude to school work, poor performances and financial constraints, could be connected with the

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Education should not be a privilege for a few, while a large part of the population remains illiterate and deprived. And as long as education is confined to formal education, and educational resources applied primarily to formal education programmes, there will be less possibility of making any significant progress in educating the very large number of people who are deprived of, or have missed the opportunities to formal or further education. The success of Adult education depends to a greater extent on the educational development of a country, and vice-versa. Formal education should therefore include a comprehensive programme of education and training for adult and continuing education.(UNESCO 1974).

Due to the neglect of Adult and non-formal education, majority of working-age youths and adults between sixteen to forty-five years old, have problems in coping with the increasing demands of change due to industrialization and urbanization influences. They experience problems in benefitting from the social services - health facilities, insurance, mass media, the bank, police and so on. They have problems in getting business improvement and training opportunities.

Since one of the objectives of Social Studies is Citizenship Education, it is believed that Social Studies can contribute to a training programme for developing effective citizens. It can contribute in the area of knowledge and skills, related to citizenship education, such as prudent consumption, using social services, and

effective participation in decision-making and social actions affecting ones personal and social life.

1.2 Purpose of the Study

The envisaged project is set out with the following purposes, viz.

i. To review related literature, both in adult Education and social studies, in order to identify areas that are related to the project, for developing reading materials;

ii. To examine the data from a previous study - Curriculum WORKSHOP IN SOCIAL STUDIES, and to draw or make inferences from the results of the data - that have bearing on the project, ie. developing Social Studies materials for adult education.

iii. To develop some Social studies materials for adult Education for a target population, at local level and;

iv. Making recommendation for further action in curriculum development.

1.3 Limitations of the Study

In Nigeria, Adult and non-formal education consists of functional literacy, remedial, continuing, vocational, aesthetic, cultural and civic education for youths and adults outside the formal school system, (National Policy on Education 1981). Hoever, this study is delimited to developing (social studies) materials for Adult education, for a specific target population, at local level.

It is specifically forcussed on the target population of youth and adult primary and secondary school leavers and drop-outs, who are junior workers, small traders and local artisans in the urban areas. It is confined to the six urban areas of Samaru, Sabon-Garin, Zaria, Tundun Wadan Zaria, Zaria City, Kawo and Kujama - all in Kaduna State. These areas are chosen, because it is believed that due to proximity the influence of urbanization and industrialization is experienced more, by these areas, than by the surrounding rural communities.

It is hoped that the materials to be developed would be taught to youth and adult target population through one of the following media, Viz. (i) evening classes, (ii) radio programme, (iii) television programmes.

1.4 Statement of Assumptions

This project is based on the following assumptions, viz.

i. that curriculum development for Adult Education in Nigeria is being neglected in the educational system.

ii. that due to the neglect for adult and non-formal education in Nigeria, youth and adult primary and secondary school leavers and drop-outs, living in urban centres, have problems in coping with the changes in urban life - due to Western Education and technology (Hoare 1982).

iii. that social studies programme can contribute to a training programme for developing effective citizen, in the areas of knowledge and skills related to citizenship education. For example, prudent consumption, using social services and effective participation in decision-making and social actions.

1.5 DEFINITIONS OF TERMS

1.5.1 Social Studies.

There are various definitions for social studies, For this project, social studies is defined as an integrated programme of instructions for citizenship education that employs facts, concepts generalization and even theories from various disciplines, to instil the desired knowledge, attitude, skills and values of a society. According to (DuBey, et al 1980), Social Studies is:

> A process of education which utilizes the study of human life, for the purpose of giving children the opportunity to practice solving problems of crucial importance both for the individual and society.
>
> DuBey, et al (1980).

1.5.2 Adult and non-formal Education.

In Nigeria, Adult and non-formal education comprises functional literacy, remedial, continuing, vocational, aesthetic, cultural and civic education for youths and adults outside the formal school system, National Policy on Education (1981).

1.5.3 Continuing Education

There are also various possible definitions of Adult/Continuing Education. But, it is generally conceived, that 'continuing education is an instrument whereby the whole man, including man at work and man at play, man in his civic, family and cultural roles could achieve fulfilment...' (Thomas (1975).

1.5.4 Curriculum:

In this project, the term curriculum is used to denote all the learning materials, knowledge, information and instructions which adult learners experience in order to develop the skills, abilities and competencies for improving their lives - writer's definition.

CHAPTER TWO

2. LITERATURE REVIEWS

Adult Education and related literature was reviewed in order to see the prevailing issues in Adult Education that have bearings to this project. The review was based on articles and reports in journals, magazines, textbooks, and a report on curriculum workshop in social studies. The main features of Adult Education included adult Education for functional literacy, health education and adult eduxation for social and civic responsibility.

The review of literature was made in the following order, viz.

i. Review of literature on Adult/Continuing Education- its place and function in the educational system.

ii. Review of social studies texts in order to see how social studies can contribute to adult education programme.

This is followed by:

iii. A very brief review of Curriculum - its concept, purpose and approach - in relation to social studies.

iv. A review of the report on a recent Curriculum workshop in social studies at the Department of Social Studies, Ahmadu Bello University, Zaria. The results of this curriculum workshop provide the resources - supporting data to this project.

2.1 Adult and Continuing Education

In developed countries the period of compulsory schooling or its corresponding length of time, is the main criterion for classifying people into youth and adult

catergories. But in the developing nations, age has virtually no practical value in classifying people into adult category and, in determining the content of adult education. For instance, in Nigeria adolescent and even children who never attended school fall within the adult group - when talking about adult education. Continuing Education, however, has no age limits. Adults in developed countries have plenty of materials, resources and facilities to use, whenever they want to keep on learning and improving their lives. (Thomas 1975)

Nonetheless, it is realised that even the urge to continue learning, alone, requres not only a great deal of unusual perserverance but, also a powerful incentive. Hence, the importance of outside assistance - ranging from evening classes and corresponding courses and experimental community projects in the developing nations, to the "Universities without walls" in New York and Ohio, (Thomas 1975).

During the first session of its general conference in 1946, UNESCO included "the struggle for mass Literacy" among the important items of its programmes. Despite the importance attached to the struggle for mass literacy in the agenda, very little was discussed with any enthusiasm about the issue because of its secondary importance to the developed nations, participating. Three years later, another international conference on Adult Education was held in Elsionore, with only twenty five participating member states - with

five man delegation representing the third world countries.

75)

Seven years later, in 1960, during the second conference held in Montreal, the number of participating member states rose from twenty five to fifty one. The general concern of this conference was "Adult Education in the changing World." Furthermore, in its final report, the conference stressed the principle that ".... people every where should come to accept Adult Education as normal and that every government should treat it as a necessary part of educational provisions of every country." (Thomas 1975). It also urged for more active participation and wider involvement by agencies and professionals in promoting Adult Education programmes.

Five years later, at the World Conference of Ministers of Education held in Tehran in 1965, the "Experimental World Literacy Programme" was initiated. Participating member countries agreed, in principle, that functional literacy rather than an end in itself, should be regarded as a means to an end. In addition to reading and writing, it should be training for work and competence, increased productivity, effective involvement in social actions, and better understanding of ones immediate environment and the larger communities, (Thomas 1975).

In Nigeria, during the last two decades, or so, there has been a lot of improvement on Adult and non-formal education, mainly due to the awareness of its importance as an avenue for solving human problems. Various governments have improvised local courses, experimental projects

and learning opportunities directly related to the local communities for adults and school leavers and drop-outs youths, (Dodds 1976).

Many experimental projects were introduced, like the Farm School and Training centres in Nigeria - (at Daudawa, Kafinsoli). Tanzania, Kenya, Mauritaus and many other countries; vocational improvement centres; the intermediate technology training centre in Zaria and Jos, and child care and nuitrition centres in various countries. (Dodds 1976).

In Saudi Arabia and the Gulf States a number of post literacy experimental projects were also underway. They were in the form of extending formal education through literacy classes; technical and vocational training in local communities; agricultural projects and River Basin development Authorities. (Saber 1976).

In the last few years, surveys of such projects and their impacts on the local people, have been conducted. And their evidence so far, has suggested in terms of finance (money spent on the projects) and the small geographical units they covered that many of these projects were successful. It was further shown that training and education can be related to the real life problems of the people in the community, because these projects improved their lives and induced them to learn more.

At the same time, however, these experimental projects have their own shortcomings, in that they are mainly short-term projects, covering only small geegraphical units and

involving only small groups of communities. Therefore, when compared with the coverage of formal education, Adult Education receives a very negligible attention and its overall impact on people is yet to be generally felt.

By establishing the National Policy on Education in 1977, Adult education became a government concern, too, and it was given new dimension. Section seven of this policy stipulated that:

> Adult and non formal education comprises funcational literacy, remedial, continuing, vocational, aesthetic, cultural and civic education for youths and adults outside the formal school system,(National Policy on Education 1981).

Among the objectives of Adult and continuing Education are, viz,

i. providing functional literacy education for adults who have missed the opportunity of any formal schooling and

ii. providing functional and remedial education for youths and adults who prematurely dropped out of the formal school system.

Despite the emphasis given to Adult Education, especially mass literacy and functional literacy, it seems up to now, Adult Education is yet to receive equal attention with the formal education. In times of economic crisis, the very governments that advocate for equal attention to Adult Education tend to economise on the finance allocated for Adult Education, and direct the money to other commitments. And whenever there is shortage of qualified man power in

government establishments, Adult Edication practitioners are re-assigned to more lucrative jobs and positions, at the detriment of adult education, (Nyerere 1976).

Asult and Continuing Education has already been defined as an instrument of achieving fulfilment. Achieving fulfilment here refers to the objective of having well enlightened citizens who will participate effectively in rational-decision making and intelligent social actions. To achieve this objective, in the United States, Adult Education covers a diverse subject matter areas and divisions, viz:

i. Education for functional competence,
ii. Education for social and civic responsibility,
iii. Adult Education for health care and maintenance,
iv. Education for work and leisure,
v. Continuing Education for professionals
vi. Education for personal adaptation and
vii. Education for aging (old age),(Hoare 1982).

Furthermore, the development of these diverse subject matter areas, has greatly been facilitated by institutions, agencies and professionals from various disciplines.

In Nigeria, however, at this point in time, Adult Education can not move in that direction. A brief examination of the diverse subject matter areas in Adult Education in the United States, will show that not all aspects of these areas can fit into the Nigerian Context of Adult Education, i.e. not all the divisions and areas relate to the current needs and problems of Adult Education in Nigeria.

SIGNS & LABELS:

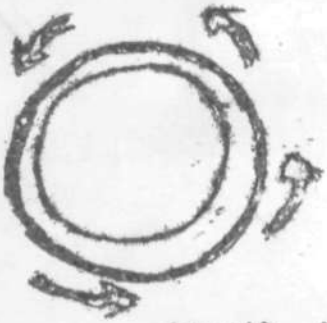


FIGURE 1

RAILWAY CROSSING



STOP. FIGURE 2



ROUND ABOUT
FIGURE 3

SLOW DOWN

SLOW DOWN
FIGURE 5.

SLOW DOWN CONSTRUCTION WORK AHEAD

FIGURE 4

FRAGILE
PLEASE HANDLE WITH CARE
ALWAYS CLOSE TIGHTLY.



FIGURE 6.

RECOMMENDED DOSAGE: for adults only:
Two tablets three times daily. If pain persists
consult physician. Replace cap tightly

FIGURE 7.

For example, while in the United States, Adult Educators are making provisions for continuing Education for professionals, and education for aging, in Nigeria the struggle is still on mass literacy and functional literacy.

For this reasin, only the aspects of adult education in the United States, that relate to and discuss the problem-stated earlier would be discussed.

Education for functional competency.

One of the definite aims and objectives of Adult Education is - functional competence. In principle, functional literacy should be a means to an end; that is, rather than learning to read and write, it should be training for work and competency, increased productivity and greater effective participation in decision making and intelligent social actions. Thus, literacy serves a purpose.(B.B.C. 1975:4)

If we are to succeed in achieving the other objectives of Adult Education, then the importance of functional competence must be stressed. For, it will be virtually valueless training hundreds of thousands of youths and adults how to read and write and hope that all of them will get jobs. The mere reading and writing ability they acquire will neither secure them employments in government and private establishments, nor enable them become effective citizens in solving their everyday problems. This fact is further aggravated by the present trends towards gross unemployment and the purging exercise in the Federal, State and local governments (of Nigeria).

In the present circumstances, people are increasingly becoming aware that even the illigitimate means are also becoming very scarce. Therefore, only those who are literate, competent and well equiped, with the necessary skills and knowledge will get the scarce legitimate means that are available. Adult Education, therefore, should not be for mere reading and writing, but rather should be for the development of all the abilities or skills and individual needs to cope with the prevailing personal an social problems and challenges in order to lead a purposeful life, (Hoare 1982).

Health Education for Adults:

The second predominant programme area of Adult and Continuing Education involves health Education. In the United States, for example, more people are becoming aware of health hazards and the importance of health care and, their own responsibility over their own health state. Despite the increasing number of people who appreciate health care, many more people continue to engage in health destructive behaviour, "believing that self medication, local treatment and sciences can cure anything" (Hoare 1982).

Assuming that what was stated above was true of United States, then it seems much worse is happening in Nigeria where health facilities are not only inadequate but also poor. This situation was further worsened by the fact that majority of the recipient of these curative health facilities and services are illiterates and of low income group. According to statistical estimation, (Dodds 1976)

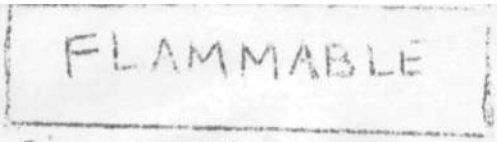


Figure 18



NO Smoking

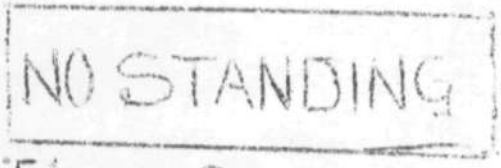


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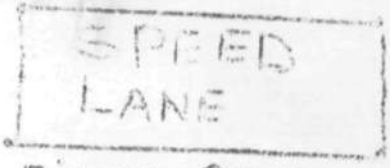


Figure 20



Figure 21

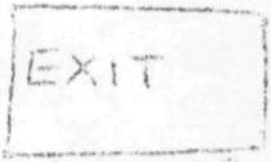


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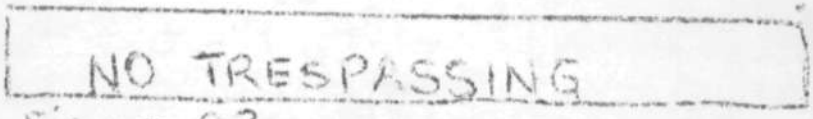


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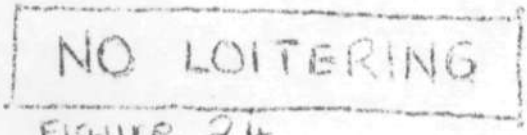


Figure 24

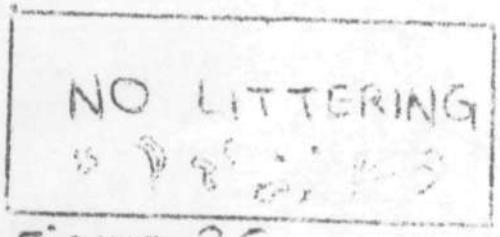


Figure 25

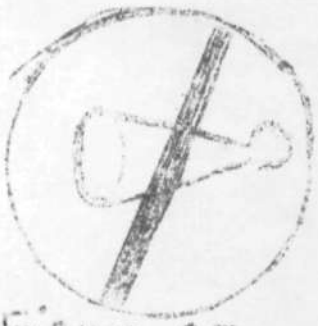


Figure 27
DO NOT BLOW HORN



Figure 26 RESTRICTED ZONE

said:

> it will not be until the year 2005 that all 25-year-olds and below will have attended primary school and not until 2015 that this will apply to all 35-year-olds and under. By the year 2000 at least 85% of 30-year-old Nigerians will never have attended secondary school.
>
> (Dodds 1976)

They did not know either how to benefit from the health facilities or how to have access to them, or neither. Even those that have the chance to go to nearest hospital dispensaries, clinics and health care centres, do not benefit fully from the services. Instead, people are forced to resort to the use of local treatment, patent medicine and chemist shops and self medication. This practice leads to drug abuse and ultimately to health destructive behaviour.

A point worth emphasizing here is that the future viable role of adult education would be enlightening people about the importance of health care services, and their own health responsibility. And if people are enlightened about the importance of personal and community hygiene - preventive and curative health measures, they would be discouraged from depending too much on curative services. And the possibility of indulging into drug-abuse and other health destructive behaviour would be minimized. Prevention is better than cure.

The content of such education should include and emphasize learning materials in areas of preventive and curative health measures and services - personal and community hygiene, health habit, drinking water, waste

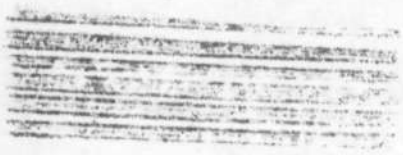


Figure 28
Pedestrian Crossing/
"Zebra Crossing"

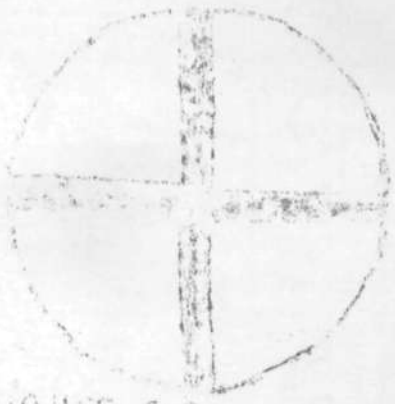
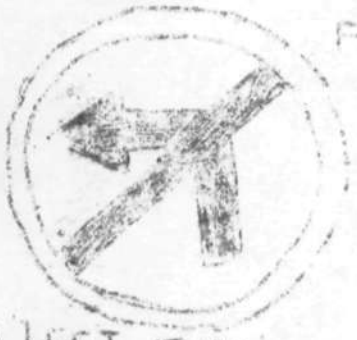


Figure 29
Intersection



Figure 30
Junctions



NO LEFT TURN

Figure 31



NO RIGHT TURN



Figure 32
NO BICYCLES

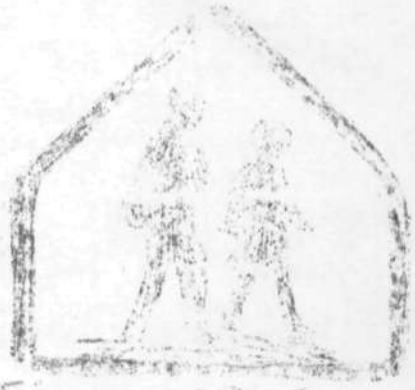


Figure 33
School Children
Crossing



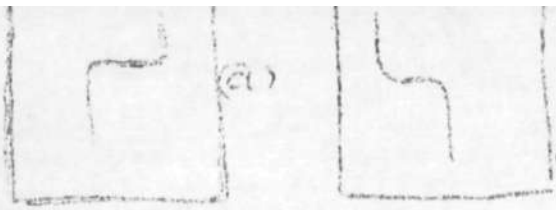
Figure 34
TRAFFIC LIGHTS
RED, YELLOW, GREEN

disposal, cleaning surroundings, infectious diseases, using drugs and medicine, clinics, hospital and health care centres, and so on.

Adult Civic Education.

In the United States, Japan, Germany, and Great Britain, just to cite few examples, one of the major objectives of Adult and Continuing Education is Civic Education - for Social and Civic responsibility. In the United States, for example, Adult Education does not necessarily stress Citizenship Compliance with the laid down national policies. Instead, it gives highest priority to designing programmes that would increase citizens effective involvement in defining and resolving both personal and societal problems and issues, (Hoare 1982). Through civic education people are made aware of their civic rights and responsibilities as citizens of their own country. They are also enlightened on how to exercise these rights and responsibilities.

In Nigeria, too, it is pertinent to say that it is most probable that people who are aware of their civic rights and duties and know how to put them to use, will be willing to participate effectively in solving both personal and societal issues. If people know their constitutional rights and responsibilities as Nigerian citizens, under any type of governement, they would be able to make use of their rights and responsibilities, for the benefit of themselves and their society. For example, they should be law abiding and at the same time be able to benefit from the social services provided by their government - they are expected to



Dangerous bend to the left

Figure 35 Dangerous bend to the right



Figure 36
Speed Limit



Figure 37
End of Speed limit



Figure 38
Animal Crossing



Figure 39
Caution sign

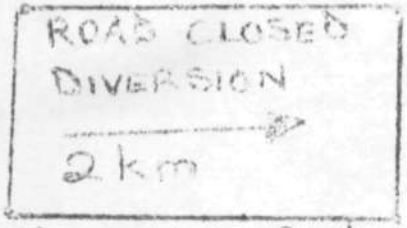
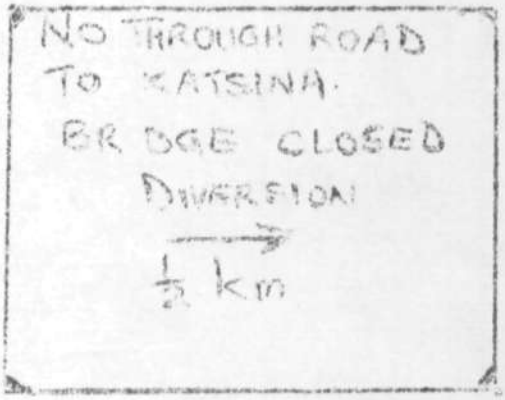


Figure 40 Detour



make best use of hospital and health facilities, use police and courts for protection and settling matters, get loan from the bank and obtain or send information and entertainment through the mass media (radio, newspaper, television, post office) and so on. (DuBey and Aliyu 1981).

2.2 Social Studies Review

It is within the scope of this paper to talk, though briefly, about Social Studies - its concept and rationale and how it can contribute to the programme of Adult Education. The influence of Social Studies in other countries (U.S.A., Japan, U.K.) was the main contributing factor towards introducing it in Nigeria. In the United States where the subject originated, Social Studies was used to teach citizenship education. But in the United Kingdom it was utilized in solving some of the major problems encountered during the second world war. In Japan social studies was used for laying the foundation of a democratic society.

In Nigeria, citizenship Education was recommended as one of the most important national objectives in the (National Policy on Education 1977). And Social Studies was recommended and accepted as the most appropriate and useful subject to teach citizenship education. Citizenship education involves among other things, the acquisition of knowledge and skills necessary for decision making and solving problems. Problems of poverty, illiteracy, drug-abuse and unemployment are serious problems that not only have tremendous effects on Nigerian society but also pose a threat to its development as a sovereign state, (Banks 1973).

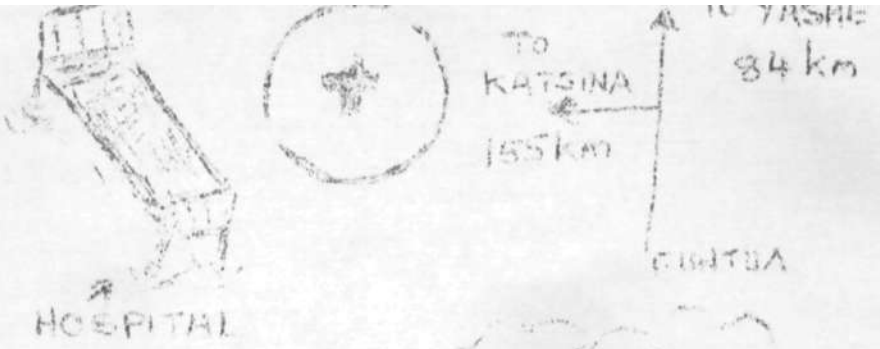


Figure 41
Direction signs



Figure 42
Uneven Road



Figure 43
Slippery Road

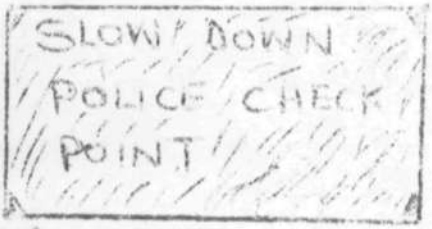
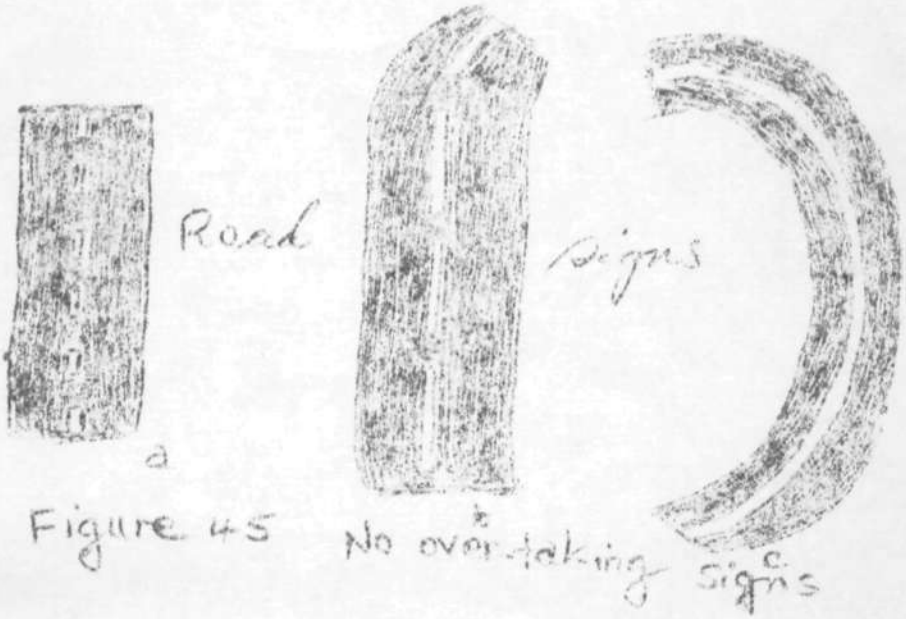


Figure 44



a Road Signs

Figure 45 b No over-taking c Signs

People who are illiterate and semi literate are the most likely to be unemployed, poverty stricken, and subsequently to find it difficult to improve their living condition. They may also be more prone to violating the law and committing crimes. Nigerian Education policy makers are therefore compelled, in principle though, to make provisions for educational programmes that will prepare Nigeria citizens to cope with such problems, (Banks 1973).

There is certainly need for an interdisciplinary subject and approach to enlighten Nigerian youths and adults about the importance of literacy, personal and community hygiene, using social services, consumer education, prudent consumption and self improvement. This is where most likely social studies materials can be useful to facilitate youths and adults involvement in Social action projects - ranging from ordinary personal decision, personal hygiene, participating in group work or community activities, to attending evening classes and further learning - endeavours.

It has been mentioned earlier in the statement of problem that before the formulation of the National Policy on Education, in 1977, less attention was paid to Adult Education - in terms of efforts, financing and Curriculum materials. It was not until 1975 that governments started to show active interest in Adult Education - starting with the mass literacy aspect. And up till now much emphasis is being put on mass literacy programmes.



Figure 46 Danger sign

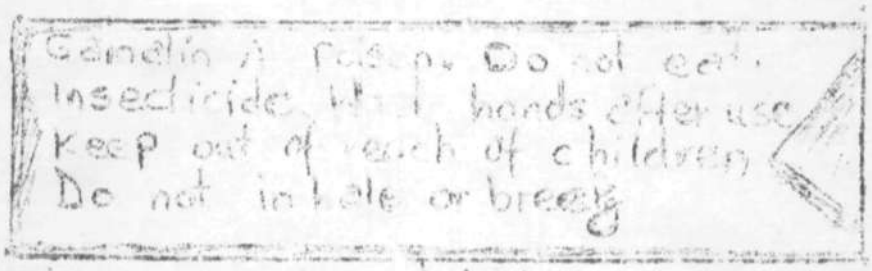
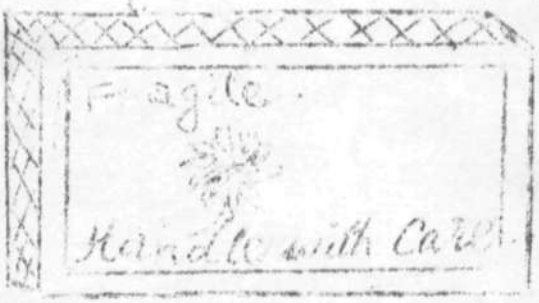


Figure 47 (a) Insect killer, poison.

Figure 47 (b) Labels



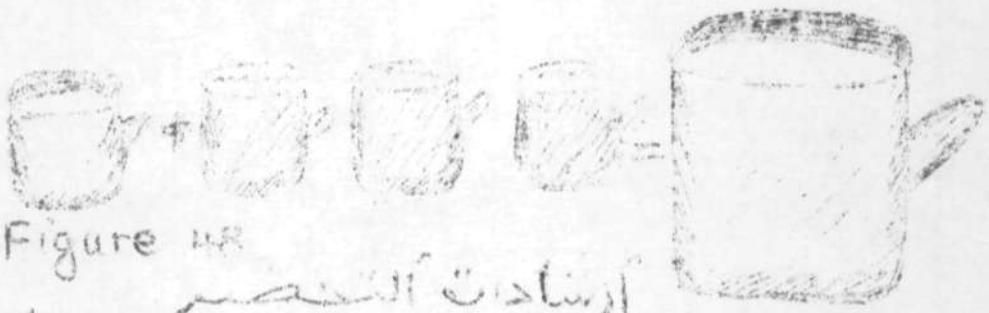


Figure 48

ارشادات الشحن

اضف مقدار ٥ قدح من حليب كاريشن
المعقم كامل الدسم سرع الدوران لكل دقيقة
مقاد بير من الماء النقي البارد او الدافئ ....

It is in view of this problem that attempt is now being made to develop materials in social studies for Adult Education, at local level - at least for a target population in a local community. Before then, it is pertinent to talk briefly about curriculum, its concept and purpose and how it relates to this project.

2.3 Curriculum concept

In formal education, it is through school curriculum that societal values, aspirations and objectives are set out and attained. Sometimes school curriculum has to be redefined, evaluated or even changed, and priorities have to be shifted in order to meet the changing demands of society - its values, aspiration and objectives. There is no concept that is more Contral to Curriculum planning than the concept of 'objectives', (Eisner 1979). And for the purpose of finding solutions to prevailing human problems, needs and objectives, (Tanner 1971) has advocated for a broadfield type of curriculum based on interelated knowledge from various disciplines. The interdisciplinary and intergrated nature of Social Studies Curriculum falls within this type of broadfield Curriculum. In that in Social Studies, concepts, facts, generalizations and even theories from various subjects are used to teach the basic knowledge and skills required for solving problems and improving ones life, (Eisner 1979).

2.4 Curriculum Workshop in Social Studies

Since the inception of Social Studies programme at the Ahmadu Bello University, Zaria, many curriculum workshops

have been organized both at the Faculty of Education and at the Institute of Education - in partial fulfilment of the requirements for both B.Ed and M.Ed degree courses. A particular workshop - Curriculum workshop in Social Studies 1982/83 was conducted with the objective of identifying needs and problems of adult traget population, and providing resources supporting data for developing materials for adult Education at local level.

The workshop was delimited to the six urban areas of Samaru, Sabon-Gari Zaria, Tudun Wada Zaria, Zaria City, Kawo and Kujama - all in Kaduna State. It was specifically focussed on a target population comprising primary and secondary school leavers and drop-outs; illiterate and semi literate youths and adults between sixteen to forty five years old. (Table 2.1). Those people who are engaged as junior workers, small traders and local artisans - roadside mechanics, carpenters, bricklayers/mason, watch repairers, labourers and apprentices living in the urban centres. Junior workers, labourers and apprentices earn equivalent to salary grade level between 01 - 03. But the small traders and the local artisans could earn more or less as it was difficult to make precise estimate, due to absence of any records of their earning as some of them were yet to get their trade established.

Table 2.1 AGE OF A SAMPLE OF 100

AGE	FREQUENCY	%
16 - 30 years	54	54
31 - 45 years	45	45
45 - 60 years	1	1
TOTAL	100	100

They have common problems of either a poor educational background, lack of training/experience or lack of financial assistance. Many of them were frustrated, they complained about meagre income level 01 - 03, lack of promotion, temporary business and lack of capital. Majority of them relied on unskilled jobs and trade-usually mannual work, office and house chores and small trading. Only a few could do skilled jobs, like the road side machanics, carpenters, tailors. Further training or education was their aspiration because they realised it was a means of getting better jobs and better income. While some wanted only financial assistance to establish their trade, others confessed that they did not know how, or what to do to improve their living conditions.

This category of people live and work in urban areas in miserable conditions and maintain their families with little income. Therefore, they find it difficult to cope with the increasing problems of urban life.

The identified problem areas are as follows:

i. Education and occupational background,

ii. General problems and working conditions, and how

they could improve them

iii. Using social service - hospital, the bank, Insurance, and mass media.

Table 2.2 EDUCATIONAL BACKGROUND

STANDARD/GRADE	FREQUENCY	%	
Illiterate 'no grade'	37	37	
Adult literacy class	17	17	63%
Primary school learers and drop-outs	41	41	
Secondary school leavers and drop-outs	5	5	
TOTAL	100	100	

The results of the analysis of data revealed that only sixty three percent of the population had some form of schooling, comprising local adult literacy classes (seventeen percent); primary school leavers and drop-outs forty one percent; the highest; and secondary school leavers and drop-outs with only five percent, the lowest. The remaining thirty seven percent had no any form of schooling, (Table 2.2.). This was an indication that over fifty eight percent of the population for both literacy classes and primary school leavers and drop-outs needed to improve their education, at least up to secondary school level - if they get the chance.

Table 2.3 OCCUPATION

TYPE OF OCCUPATION	FREQUENCY	%
Artisans and Apprentice	45	45
Traders/Businessmen	27	27
Civil Servants, junior workers	14	14
Labourers	14	14
TOTAL	100	100

It was also noticed that forty five percent of the population comprised local artisans, mechnanics, carpenters, masons and their apprentices. This was followed by twenty seven percent for the small traders who have little or no capital. The remaining twenty eight percent was for both junior workders, junior civil servants and labourers.

Table 2.4 PROBLEMS CONNECTED WITH JOB AND CONDITION OF SERVICE

COMPLAINTS	FREQUENCY	%
Technical	27	27
Financial	41	41
Social	16	16
None	16	16
TOTAL	100	100

Twenty seven percent complained about technical problems connected with their work - refering to lack of experience, poor background qualification and lack of equipment. Forty one percent complained about lack of capital or financial assistance. Sixteen percent have

social problems, comprising frustration, lack of guidance and poor incentives. (Table 2.4). As one labourer said, 'there was poor wage, too much work without overtime payment, and no promotion.' But a secondary school drop-out stated that he did not know how to get a job and did not know how to get back to school, either.

Table 2:5 OCCUPATIONAL BACKGROUND QUALIFICATION AND EXPERIENCE

OCCUPATIONAL BACKGROUND	FREQUENCY	%	
Professional training/ Education	11	11	
Trained on the job	47	47	100%
Apprentice and labourers	42	42	
Working Experience 1 - 5 yrs	34	34	
Working Experience + 5 yrs	66	66	100%
Skilled jobs	40	40	
Unskilled jobs	60	60	100%

It was not surprising that majority of the population have problems related to their occupation in table 2.4 because only eleven percent of the population had professional training or qualification, while the greater percentage - eighty nine, were either trained on the job (forty seven) or apprentices and labourers forty two percent - as shown in Table 2.5. It was further realised that only forty percent could do skilled jobs, while sixty percent could do only unskilled jobs or trade usually office and factory manual work and house chores.

Only sixty six percent have over five year working experience, but thirty four percent have been working for a period of between one to five years only.

Table 2.6 JOB IMPROVEMENT OPPORTUNITY

MEANS OF IMPROVING ONES JOB/TRADE	FREQUENCY	%
Training/further Education	56	56
Personal and financial Assistance	30	30
Could do nothing/Do not know	14	14
TOTAL	100	100

Fifty six percent of the population stated that they wanted to improve their jobs through training or further education. However, thirty percent said they only wanted financial assistance and personal help to improve their business. So far, only fourteen percent of the population thought they could do nothing to improve their working condition. (Table 2.6).

Table 2.7 MEANS OF CHANGING JOB/TRADE

MEANS OF CHANGING JOB/TRADE	FREQUENCY	%
Application	27	27
Personal favour/help	42	42
No idea/ no intention	31	31
TOTAL	100	100

When respondents were asked to explain further how they could change their jobs or business, if they were not satisfied with it, only twenty seven percent stated that

they could change their jobs through application for another job. This however, does not necessarily mean written application, but could be verbal, as well, by asking people they were acquainted with, for vacancies. Forty two percent relied on outside assistance to get another job or trade. Thirty one percent could not even think of any means or ways of changing or improving their job - due to either poor background - qualification or the idea of changing a job or business did not occur to them Table 2.7. For example, a junior worker said that with no proper education or qualification or any training, what else could he do but keep on doing his best, by retaining his job. But a thrity three year old carpenter's idea was to get more money to establish his trade in a bigger and better way.

What has been emphasized here by the respondents in Table 2.7 was the assistance they needed from outside to get either training, education or capital. For example, a twenty six year old laboratory attendant expressed his desire to go for a course or try home studies.

It is believed that if assistance or incentive is provided to the type of respondents above, in a form of reading materials, evening classes, workshop or refresher course, many youths and adults who relied on either personal favour or have no idea at all for improving their personal favour or have no idea at all for improving their jobs, could become more aware of their potential, and the means of improving upon.

Table 2.8 USING THE BANK

TYPE OF ACCOUNT	FREQUENCY	%
Savings Account	32	32
Current/Checking Account	4	4
Both	5	5
None	59	59

Only forty one percent of the population showed awareness of the banking services and benefits. Among these people thrity two percent operated savings account, four percent operated current or checking account, and only five percent operated both savings and current accounts. However, these people did not enjoy any bank loan or everdraft because they were not familiar with the process involved. (Table 2.8.).

If adult learners are enlightened on how to save money in the bank their problems of getting financial assistance could be minimized.

Table 2.9 USING MEDICAL FACILITIES

AWARENESS	FREQUENCY	%
Aware of hospital/clinics	76	76
Not aware of hospital, clinics	24	24
TOTAL	100	100

Table 2.10 HEALTH TREATMENT/CARE

TYPE OF TREATMENT	FREQUENCY	%
Hospital treatment/clinics/ dispensary	50	50
Chemist/patent medicine shops	36	36
Local treatment	11	11
Self Medication	3	3
TOTAL	100	100

Table 2.11 REASONS FOR USING HOSPITAL/CLINICS

REASONS	FREQUENCY	%
Reliability/Competence of doctors/Staff	39	39
Accessibility/nearness	42	42
Non-accessibility: distance, cost	19	19
TOTAL	100	100

Another important area of Adult Education is health education. The Table 2.9 shows that up to seventy six percent of the population indicated their awareness of the uses of medical facilities. However, only fifty percent used hospital and dispensary most. (Table 2.10) Thirty nine percent said they would go to hospital or clinic because of the reliability and competence of their doctors and staff. Forty two percent said they would go to hospital because of its accessibility - it was near or free of charge. However, nineteen percent could not go to hospital because it was not accessible - due to either distance, shortage of drugs or hospital staff indifference to patients.

Table 2.11

For this reason thrity six percent would prefer chemist shop to hospital. For instance, a thrity two year old mason preferred going to chemist shop, because according to him it was a waste of time going to hospital where there was always shortage of drugs. Furthermore, eleven percent used local treatment most, and three percent indulged in self medication because it was cheaper and saves time - they did not want to waste their time in the hospital or take their money to chemist shop where drugs cost more (Table 2.10).

A point of concern here was that it was not certain whether those who relied on chemist shops, self medication and local treatment know how to read and follow instructions about the druggs and the concoction they used. If a person who bought drugs from chemist or patent medicine store; or even got it from hospital, did not know how to read and follow the directions about the drugs, he might hurt himself or someone near him. Therefore, to teach youths and adults how to read and follow directions in using drugs and medicine, is very important both at home and in working places, (Levin 1977). It would help in reducing health destructive practices, like over dosage, self medication and drug-abuse. It is also very essential to include basic personal and community hygiene in adult education programmes.

Inspite of the increasing number of people who rely on hospital and who are aware of the importance of health care, many more people go to chemist, shops, drugs store,

and indulge in the practice of self-medication and local treatments - every day. (Hoare 1982). This practice encourages health destructive behaviour.

In Nigeria, majority of the recipient of curative and preventive health services are illiterate and semi literate. Moreover, the health facilities are not only inadequate but also ill-provided. Health education should therefore, be provided for at least personal and community hygiene, within local community.

Table 2.12 INSURANCE SERVICES

AWARENESS OF INSURANCE SERVICES/BENEFITS	FREQUENCY	%
Motor vehicle Insurance-cars, lorries etc	63	63
Life, theft, fire/risks Insurance	4	4
Sickness, invalidity, unemployment Widows benefit, death grant, maternity, allowances etc.	0	0
Not aware of any	33	33
TOTAL	100	100

The results on Table 2.12 reveal that awareness of insurance services and benefits was limited to motor vehicle insurance. Even then, it was difficult for the people interviewed to say whether it was 'comprehensive', 'third party' or 'act' type of coverage. They insured their cars and motoer cycles only to meet the traffic regulation requirements and to avoid police and mobile courts harrassment.

Sixty three percent of the population were aware of only motor vehicle insurance. Even though four percent knew about other form of insurance services - like insurance against fire, theft, life and other tisks, tney were not actually involved in any, (Table 2.12). Many people were skeptical about insurance services and reputation. Others considered it a risk. Moveover to others it is against the principle of Islam to ensure ones life or property against any risks.

Nonetheless, if materials on insurance services and benefits are developed, it would likely encourage people to find out more about its services and benefits. It would enlighten businessmen, and even the muslems who may be involved in complex businesses that would require insurance coverage.

Table 2.13 TYPE OF NEWSPAPERS READ

READING CATEGORY	ENGLISH	VERNACULAR	BOTH	TOTAL
Able to read	19	20	29	68%
Not able to read	-	-	-	32%

Table 2:14 WRITING ABILITY

SHORT SIMPLE SENTENCES	IN ONE LANGUAGE	IN TWO LANGUAGES	IN THREE LANGUAGES	TOTAL
Able to write	28	15	7	50%
Not able to write	-	-	-	50%

Results of the curriculum workshop in social studies (1982/83) further revealed that seventy two percent of the population communicate through the mass media - mainly through post office and through popular radio and television programmes such as 'request', 'news at home', 'world news', 'newwork news', 'juyin-zamani', 'taskar labarai', and other interesting programmes broadcast and televised both in English and in Nigerian languages. They also use both local newspapers, written in English and Nigerian vernacular languages, like 'New Nigerian', Concord, 'Gaskiya Tafi kwabo' etc.

Sixty eight percent could read local news papers in the following order, viz.

i. local papers written in English nineteen percent,
ii. papers written in Nigerian languages twenty percent,
iii. both papers written in English and vernacular twenty nine percent (Table 2:13).

For writing ability twenty eight percent could write simple short sentences in one language, fifteen percent in two languages and seven percent in three languages Table 2:14. These figures can be misleading in that they do not necessarily reflect fluent reading and writing abilities, especially when the educational background of the respondents did not exceed secondary school level. More than half of them were primary school leavers and drop-outs, and semi literate.

Table 2.15 DISCUSSING NEWSPAPER ARTICLES

NON-ACADEMIC DISCUSSION	FREQUENCY	%
Discussed what was read with other people	59	59%
Did not discuss with other people	9	9%

Table 2.15 shows that fifty nine percent of the population discussed what they read in Newspapers with other people, though not necessarily on any academic basis. It could be for fun, or for personal interest, at leisure time and occasionally during working hours. Nine percent did not discuss what they read with other people, either they did not comprehend enough to enable them open discussion or they did not feel like discussing with other people.

Table 2.16 READING INTEREST (NEWSPAPERS)

INTERESTED MOST IN	FREQUENCY	%
General interest, in classified section, features, News.	56	56
Sports reports and articles	8	8
Religious topics/science/ education	3	3
Cartoons	1	1

Table 2.16 shows that fifty six percent of the population indicated their greater interest generally in

editorials, news, classified section and features. They claimed to have general interest. Eight percent were more interested in sports reports and articles. Three percent preferred religious topiecs or topics on science and Education. Only one percent showed any special interest in cartoons.

This reasonably fair percentages of sixty eight, for those who could read newspapers wirtten in English and Nigerian languages, could be a positive indication that newspapers (locally produced) are suitable medium of enlightening adult learners.

In summary of the review of literature the following points would be stressed/have been noted:

i. That Adult Education is a unique discipline or area for finding solutions to complex personal and societal problems. But it has not been widely utilized by individual governments and agencies for reaching solutions to complex problems. It's development is still in the form of experimental projects covering limited geographical areas and communities and involving small groups of people, International Conference and Adult Education and Development (1976).

ii. That Adult Education particularly in the United States has a vital role to play in the educational system. It covers diverse subject matter areas and divisions, viz. functional literacy; health education

civic education; Education for work and leisure; Continuing Education for Professionals; education for personal adaptation and education for old age.

In Nigeria however, at this point in time, when emphasis is still on mass literacy, Adult education can not move in the same direction with adult education in the United States.

iii. Although the struggle for Adult Education or mass literacy, to be exact, had been going on since 1946, in Nigeria, it was not until after 1975 that any active interest by governments in Adult Education was shown. Even then, more emphasis was still on mass literacy programmes - as one of the most crucial problems of Adult Education. And the emphasis on Adult and non-formal education in the National Policy on Education was more in theory than in practice. There was less attention on the practical aspects of Adult Education in terms of development strategies, curriculum materials and financing. Production of learning materials is virtually done with the initiatives of individual departments and Faculties and Ministeries of Education - just to cater for local Communities and limited number of people.

iv. Although Social Studies has been recommended as the most appropriate subject to teach citizenship education, it is yet to be fully recognized and implemented as such, in that production of curriculum

materials in social studies is still the initiative of Individual Departments and Faculties of few universities in the country.

v. That due to the neglect of Adult and non-formal Education in Nigeria, majority of youth and adult illiterate, semi literate, primary and secondary school leavers and drop-outs, living in urban areas have problems in coping with the increasing demands of urban life due to industrialization and urbanization influences. It is this type of problems in urban areas that would necessitate positive response to Adult Education programme for the benefit of the people living in the urban areas and in the rural communities, as well. Appropriate programmes for both urban and rural community people would be provided to help them solve their problems. For instance while vocational training is emphasized for the urban dwellers, agricultural extension projects and community hygiene can be stressed for the rural community.

vi. The results of the resources supporting data (on curriculum workshop in social studies 1982/83 have provided information on the state of things about the target population at the particular point of t time. It was shown that the target population of urban areas have common problems of either poor educational background, lack of training or experience

or lack of financial assistance. While many of the respondents did not make effective use of social services, others did not even know what to do to improve their lives.

However, the results have no general applicability as there was no indication of valid relationships between variables and there is no speculation about the trends in future, either. The results could only be used as the resources supporting data for developing materials specifically for the target population at local level.

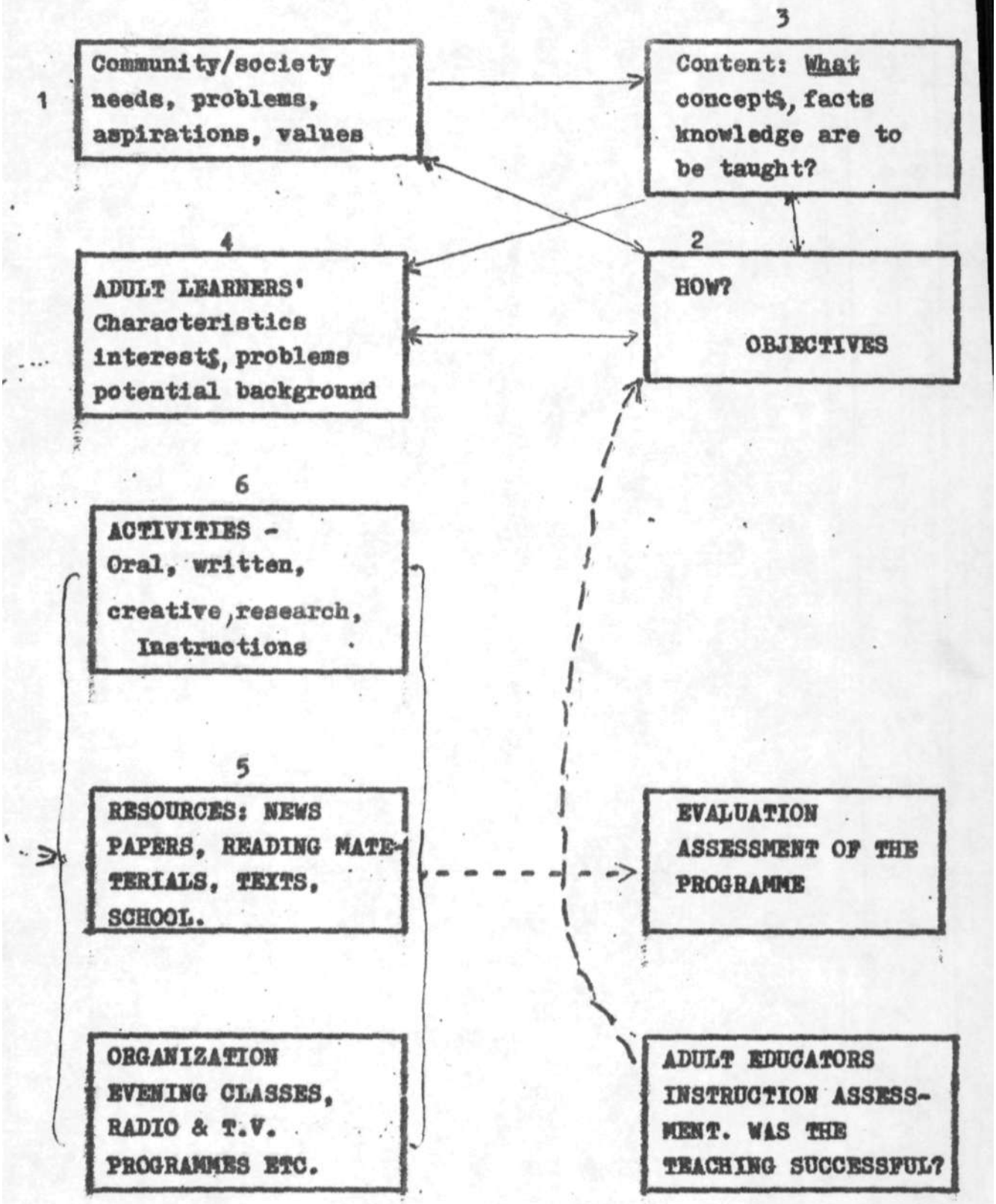
CHAPTER THREE

3. PROCEDURE

In the previous chapter the position and problems of Adult Education in other countries and in Nigeria have been discussed. In Nigeria - particularly in the urban areas of Samaru, Sabon Garin Zaria, Tudun Wada Zaria, Zaria city, Kujama and Kawo in Kaduna State. It was realised that the people who were mainly junior factory workers, junior civil servants, labourers, small traders and local artisans and their apprentices were either illiterate, semi literate or primary and secondary school leavers and drop-outs. They have common problems of a poor educational background and lack of training or experience in their jobs.

And because of the lack of proper education and or training, most of these people did not know what to do to improve their jobs. Some of them wanted a chance to continue their education; get some training or at least learn something that will help them improve their living condition. Since they already passed the formal school age, they can not be forced to join formal school. However, some means could be devised by which they could be encouraged to continue learning - as adult learners. One way of doing this is to develop materials that would encourage them learn the basic skills and knowledge they require to improve their lives. The learning materials would be based on the identified problems, needs and requirements of these adult learners. (Table 3.1).

Table 3.1 Stages in developing Curriculum Materials, Curriculum flow chart



Note: i. ———— areas of concern in this project

ii. - - - - - - areas, out of scope of this project

iii. 1, 2, 3, 4, 5, 6. stages/steps.

3.1 Step One

Developing curriculum materials, under normal circumstances begins with the needs, problems goals and objectives of society. In Nigeria the societal needs, values, goals, and objectives have been laid down in the National Policy on Education (1977). And section seven of this National Policy deals exclusively with adult and non-formal Education - definition, objectives and scope.

However, the identify needs, problems and aspirations of people at a community level, is the main concern of this project. Six urban areas have been selected. There were general discussions on Adult Education and social studies, followed by a preliminary interview with youths and adults between sixteen to forty five years of age living in the six urban areas of Samaru, Sabon Garin Zaria, Tudun Wada Zaria, Zaria City, Kawo and Kujama - in Kaduna State.

Later on, a questionaire was drawn from the general discussions and preliminary interviews. And an opportunity sample of one hundred people was obtained and subjected to the questionaire. Through the 'questionaire-interview' technique the items on the questionaire were explained to the respondent. and his responses recorded against the item by the interviewer. The questions covered five major areas, viz, background information - age, marital status, number of children, school attended); occupation; using social services; communication, and socio economy. (Curriculum workshop in social studies 1982/83).

It was from the results of the analysis of data that the needs, problems, shortcomings and aspirations of the adult target population have been identified. Thus, providing resource supporting data to this project.

3.2 Step Two

Determining the objectives of the target population by referring to their identified needs, problems and aspirations. This involves deciding what objectives should the adult learners achieve in behavioural terms - as solutions to their needs, problems and goals. For example, practicing personal and community hygiene, using social services - post office, newspapers, the bank and insurance services; identifying important road signs and symbols, and following directions and instructions for using medicine or for filling in forms and applications. These objectives provide the basis for deciding what should be taught (content). But sometimes the process can be vice-versa.

3.3 Step Three

Determining the content - what is to be taught to the adult learners. What facts, concepts, generalizations, information, knowledge and skills should form the content of their learning materials. In order to determine the content of the learning materials, in this project Adult Education related literature was reviewed. The review covered articles and reports on Adult Education and social studies, in journals, textbooks, papers; and the reports on

Curriculum Work-shop in Social studies (1982/83). From these reviews issues and content of Adult Education in Nigeria and in other countries that have bearing to this project have been identified and applied to the project. For example, the content of materials in this project includes aspects of Adult Education for functional literacy, personal and community hygiene; and civic education.

3.4 Step Four

Developing resources/materials that would fit into the content and would help in achieving the objectives for the target population.

Materials include reading materials, articles and reports in newspapers, journals and texts, illustrations - signs, labels, instructions and diagrams.

Selecting resources/materials was guided by the interests and background of the target population, and the prevailing circumstances in their community.

3.5 Stpe Five

Forming learning activities from the resources selected. For example, reading short paragraphs; short comprehension exercises; following directions and instructions, filling in forms and application; cutting pictures and articles in Newspapers and magazines, drawing signs and symbols, collecting tins, bottles and labels with instructions, educational visits, and so on.

3.6 Step Six

A brief summary, conclusions and a recommendation. This comes last in chapter five after reading materials in chapter four.

CHAPTER FOUR

4. READING MATERIALS

In the preceeding chapter, the PROCEDURE, for developing curriculum materials that has provided the guidelines for developing materials in this project has been briefly outlined.

In this chapter reading materials under eight units have been developed - based on the procedure outlined in Chapter three. Each unit deals with one or two aspects of the problems discussed in chapters one and two; and it is accompanied with learning activities to arouse interest and facilitate learning.

UNIT 1. Reading Sings and Labels

People living in towns and cities see many different signs and labels. (See Figures 1 - 7). There are signs and labels every where, on the streets, on the highway and big roads, in our offices or place of work, in our homes and in factories. These signs and labels are to help us. They tell us what we should do, or what we should not do to keep from having problems.

Some signs tell us what we should do, for example, a sign tells us to stop when coming to a place where one road joins another road, or where many roads meet. Figure 2. Another sign tells us to 'slow down' before we take a 'round-about', or the sign that says we should wait for the cars on our left to pass before we go. (Figure 3).

SIGNS & LABELS:

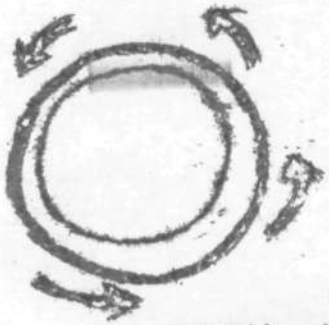


FIGURE 1

RAILWAY CROSSING



STOP. FIGURE 2



ROUND ABOUT
FIGURE 3

SLOW DOWN

SLOW DOWN!
FIGURE 5.

SLOW DOWN CONSTRUCTION WORK AHEAD

FIGURE 4

FRAGILE
PLEASE HANDLE WITH CARE
ALWAYS CLOSE TIGHTLY.



FIGURE 6

RECOMMENDED DOSAGE: for adults only:
Two tablets three times daily. If pain persists
consult physician. Replace cap tightly

FIGURE 7.

Signs & Labels



Figure 8 DEAD END

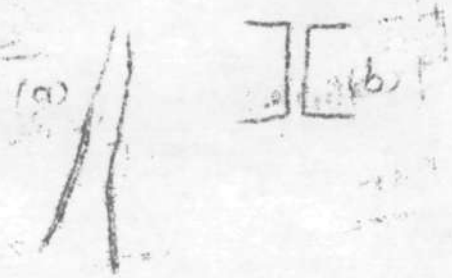


Figure 9
Narrow Bridge

BAD ROAD
PROCEED AT YOUR OWN RISK

Figure 10

PETROL MECHANIC
2 km →
FOOD LODGING

Figure 11

NO
U
TURN



Figure 12



Figure 13
NO PARKING

DO NOT OVER TAKE

Figure 14

PEDESTRIANS PROHIBITED

Figure 15

No WAITING



Figure 16

NO PARKING
LOADING AREA

Figure 17

Examples of these signs are called "regulatory signs " because they tell us what we should do. See Figures 1, 2, 3, 4, 5, 6, & 7.

Other signs tell us about the road. For example 'a dead-end' sign tells us the road we are following does not join another road at the other end, but stops and goes no further. (Figure 8). There is a sign that says we will soon come to a narrow bridge - the bridge is not wide, we should be careful and drive slowly. (Figure 9). Another sign says that the road ahead is bad, be careful.(Figure 10).

When we go to places we do not know, signs tell us places to buy what we need. They tell us places to get petrol, gas, food, places to sleep, markets, mechanic garage, and many other important places. Examples of these signs are called "Informatory signs" because they tell (inform) us some facts about the roads and places we can get what we need.(See Figure 11). There is no need for you to ask people the road to the hospital, airport, motor park, gas station, food house and other places. If the signs are there, look at them, read and do what they tell you to do.

Another group of signs tells us what we <u>should not do</u> to keep from having problems or accidents. For example, along large streets like the Ahmadu Bello Way, a sign, "No-U-turn", tells us we should not turn our vehicle around on the same road. (Figure 12). Another sign,

"No Parking," will tell us not to leave our car on the street or along the road, because another driver may hit it. (See Figure 13). Another sign, "Do not overtake," will tell us not to run faster and pass any vehicle in front of us - (See Figure 14). Another sign, "Pedestrians Prohibited," will also tell people on foot (pedestrains) where they should not go or stay. (Figure 15). These examples are called "prohibitory signs" because they tell us what we should not do. (See Figure 12 - 15). There are many more signs you should know. Remember, signs tell us what we should do, show us the way to places and tell us what we should not do to keep from having problems.

In Kano State in 1983, there were about 777 road accidents and 450 people died from these accidents. In addition 227 persons got big wounds, broken arms and legs and big cuts all over the body. (serious injuries).

The senior police officers have asked drivers to keep their vehicles in good order, drive carefully and always obey the road traffic regulations, rules and signs. In this way we can keep from having more problems and accidents. (New Nigerian, January 25, 1985).

Most of our road rules and regulations ("traffic regulations") were written in signs we can see on the roads. Remember, these signs tell us what we shoud do, and what we should not do. They also tell us places we want to go, or places we can get things we need.

Now learn more about signs. Here are some examples of signs you should know. Read them carefully, (See figure 4).

1. "No Parking"

You should not leave your vehicle here (Figure 13).

2. "No Waiting"

You should not wait here with your vehicle. (Figure 16).

3. " Dead End"

This means the street is closed or ended, does not join another road at the other end. It ends there, please. (Figure 8).

4. "No Parking: Loading Area"

You should not leave your vehicle here. It is not safe because big lorries and machines are taking goods on and taking goods off (loading) (Figure 17).

5. "No-U-Turn"

You should not turn round on the same road. It is not safe, it is not allowed. (Figure 12).

6. "Flammable"

Something that will catch fire easily like petrol, gas, kerosene, (Figure 18).

7. ""No Standing"

No standing, please. You should not stand there. It is not safe, it is not allowed.

8. "Speed lane"

That part of a road marked for driving, (Figure 20.).

9. "Enter"

Go in, please, drive in. You could go in. (Figure 21).

10. "EXIT"

Your way out. Way to go out/drive out. (Figure 22).

11. "Pedestrian Prohibited"

(Figure 15). People walking on foot should not be here.

12. "No trespassing"

You should not be here if you are not asked to be here. (See Figure 23).

13. "No loitering"

You should not be around, doing nothing. Keep away from this area, please. (Figure 24).

14. "No littering"

You should not be throwing pieces of paper, leaves, or any useless things here. (Figure 25.)

15. "Restricted Zone"

You should not drive your vehicle up to this area. It is not safe. (Figure 26).

16. "Round about"

Round about, meeting point of four roads, that form a circle. (Figure 3.)

17. "GIVE WAY TO TRAFFIC ON YOUR LEFT"

You should wait for the people on your left. (See Figure 3)
to pass before you take the round about.
In some places you could be asked to wait for the people on your right.

18. "STOP"

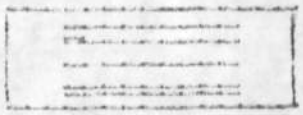
You should stop, look around, be careful before you go ahead. (Figure 2.)

19. /"No phoning/

You should not make any sound or noice with the vehicle horn. This sign is usually put near hospitals, schools, offices where people do not like to be disturbed or worried with sound or noice. (Figure 27.)

20. "Railway Crossing"

You should watch or look for trains. Your road goes over railway line. (Figure 1).

21. "Pedestrian Crossing" (Figure 28) 

Section of the road marked for people to cross the road - from one sid to the other.

22. 

"Intersection" (Figure 29.) You should be careful because you are coming to a place where roads meet, or two roads cross each other.

23. 

'T' 'Y' - "Junctions": You should be careful. You are coming to a place where your road joins another road. (See Figure 30).

24. "No left Turn":

You should not turn to the left. It is not allowed. (Figure 31)

25. 'No Bicycles'

You should not ride bicycle on this road. Bicycles are not allowed on this road. (Figure 32.)

26. "School children crossing":

There is a school ahead of you. Children may be crossing. (Figure 33.)

27. _____ (a) Red light - You should stop and wait

_____ (b) Yellow light - You should now get ready to go

_____ (c) Green light - You should now go, it is your turn, or time to go.

(See Figure 34.)

UNIT 1. Activity 1

Now answer the following questions. You can always look at the meaning of the signs you have read before, if you want to.

1. Which sign tells you to look out for train?
2. Which sign tells you to be careful, you are coming to a place where two roads cross each other?
3. You see the sign "Dead-End." This means:-
   (a) the end is dead.
   (b) there is a gate across the street
   (c) the street does not join another street at the other end.
4. The sign 'No smoking' in petrol station means ---

(a) petrol does not make smoke

(b) petrol will not catch fire easily

(c) You should not smoke (cirgarettes) because petrol will catch fire easily.

(d) there is no cigarette to smoke.

5. 'No loitering' sign tells you :- - - - -

(a) to stay around and enjoy yourself

(b) to spend your time doing nothing

(c) to keep away from that area, you have nothing to do there.

6. If your motorcycles did not start, which sign will you look for?

(a) a place where new motorcycles are sold.

(b) a police station

(c) a place where motorcycles are repaired

(d) a place where motor cars are repaired.

7. "No Parking" sign means - - - - -

(a) You may not leave your vehicle for a long time

(b) You should not leave your cehicle here, at all.

(c) You have no parking licence.

8. 'At Pedestrian Crossing' - - - - -

(a) people walking on foot are crossed.

(b) pedestrian is painted in lines across the road.

(c) people on foot are allowed to cross the road here.

9. At the traffic lights

(a) What does red light mean?

(b) What does yellow light mean?

(c) What does green light mean?

10. The sign "flammable" at petrol station or on big lorries means:-

(a) the petrol station is a fire station

(b) the station can not catch fire easily

(c) petrol will catch fire easily

(d) it is beautiful

11. Which sign says you should not turn around on the same road?

12. On a big building along Ahmadu Bello way a sign says "fine for trespassing". This means - - - - -

(a) it is alright for you to enter the building

(b) you are welcome

(c) the place is open on fine, beautiful days

(d) if you are caught in the place and nobody has asked you to enter you will pay some money as a punishment.

UNIT 1. Activity 2.

A: Go out in small groups or in pairs. Walk along the street. Look for any signs on the streets and write what the sign says and where it was found. For example:

1. (i) sign -- 'Pedestrian crossing' .....

   (ii) this sign tells us .....

   (iii) it was found/put ..near Kowa Stores Samaru/A.B.U North Gate.....

2. (i) Sign .....

   (ii) This sign ..tells us not to turn around on the same road.....

   (iii) It was found along Ahmadu Bello Way, Kaduna.....

3. (i) Sign .....

   (ii) This sign tells us places where bus stops to take people

   (iii) It was found .....

These are only examples. Now do your own signs.

B. Draw these signs in your book.

1. 'No Parking' sign
2. 'Stop' sign
3. T. Y. junctions
4. No-left turn
5. Railway Crossing
6. Traffic lights

UNIT 1:1 MORE SIGNS AND LABELS ON ROAD

We see more signs and labels on our big roads (highways). Always remember that signs tell us what we should do and what we should not do. We do not want to kill anyone with our motor cycles (machines). We do not want cars or lorries to kill us on the roads, either. Let us be more careful. Let us read more signs and labels we see on roads.

(1) Dangerous bend to the right (See Figure 35).

(2) "Speed limit:"

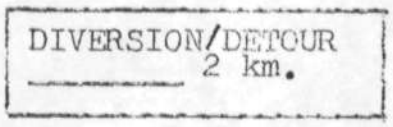
(i) slow down; go at 50 kilometer per hour or (50 k.m.h)

(ii) You are coming to a place where another road joins your own, slow down. (Figure 36).

(3) "Animal Crossing": Be more careful on this road. Always look out for animal Crossing your road. (Figure 38).

(4) "Danger sign". Please slow down; be more careful. Someone has left his car on lorry (vehicle) on your road. The road is not clear.
"Caution sign": Please be more careful. (Figure 39).

5. Detour/Diversion - 2 km.



Your main road is closed. You should take the second one. Follow the arrow/direction. The second temporary road is only 2 kilometrs long. Be careful. (Figure 40).

(6) "Bad road, Proceed at your own risk"

The road is very bad. You should be very careful. Go on your own; but look after or take care of yourself (proceed at your own risk). (Figure 10).

(7) "Slow down Construction work ahead"

Please slow down, and be more careful. People are working on your road - ahead of you. (Figure 4).

(8) Mechanic/Petrol/Food/Lodging - 2 km.

(a) There is mechanic workshop/garage, 2 kilometers away.

(b) There is petrol selling station - 2 kilometers away.

(c) There is place to buy food, hotel, restaurant, motel, 2 kilometers away.

(d) There is place to sleep, hotel, motel, lodging place, guest house, 2 kilometers away.
Figure 11

(9) Direction Signs

These signs show us the way to a place, a town, school, ministry, motor park, hospital, airport and other places, for example:(See Figure 41).

(10.) 'UN even Surface

Be careful. The road is not flat or smooth or good. Some places are high, some are very low. Look out for these places on your road. (Figure 42).

(11) Slippery-road sign. (Figure 43).

It is not easy to drive on this road. It is difficult to drive and control the car. The road is wet; the car can move in any direction because the road is wet with water.

(12) Narrow Bridge sign

The bridge ahead of you is very narrow. No enough space for two cars to pass together. Be careful, pass alone. (See Figure 9).

(13) Speed Limit - '30 km'

(a) Slow down (reduce speed), be very careful, You are coming to a village, town, market or where there are many people. Do not drive for more than 30 kilometers per hour or in one hour. (Figure 36).

(b) "Speed delimit" sign

You may now run as you like if the road is clear. (See Figure 37).

(14)

"SLOW DOWN
POLICE CHECK POINT

You should slow down, and get ready to stop. Policemen on the road may like to talk to you. They are doing their job, looking after people on the road, help them. (Figure 44).

(15) No Overtaking signs

You should not overtake here.

You may touch or drive on the lines if there is no car ahead of you. (Figure 54 a)

You should not overtake here at all.

(Figure 45 c) You should not leave your area (lane) at all.

You may overtake here if the road is clear in front of you (ahead of you). (See Figure 45 b)

(16)

(a) "DANGER"

Be very careful
You may be in trouble

(b) "WARNING"

There may be some trouble here, be careful.

(c) "NOTICE"

Look out for some information

Caution

(17). "Warning/danger sign"

This road here is very, very dangerous. Slow down, be very, very careful. Many people died here. Look at their bones. You may die here too, if you are not careful. (See Figure 46).

UNIT 1. 1 Activity 1

Now look at the road signs again. Answer the following questions.

(1) 'Diversion road' or 'detuer' means .....

(a) there is no road, you should go back

(b) the road is divided into two

(c) your road is closed, but you should follow the other small road.

(2) Which sign tells a driver to be careful. There is work going on, on the road.

(a) slow down, construction work up the road.

(b) Dead end here, no way at the end.

(c) Bad road, go at your own risk.

(3) You did not know anyone in a town. It is 12 midnight. You need a place to sleep. Which sign will you look for?

(a) no parking sign

(b) Mechanic workshop sign.

(c) Lodging, accommodation, hotel, motel, guest house.

(4) Which sign tells you to be more careful. You are coming to a place where two roads cross each other?

(5) Which sign says you may now drive as fast as you like

(a) 30 k.m.h (b) Speed delimit (c) Caustion sign.

(6) 50 km.h means:

(a) it is 50 kilometer away from here

(b) do not drive dor more than 50 kilometer in one

hour.

(c) it is 30 kilo/miles away from you

(7) "Flammable" means . . . . .

(a) Something that will catch fire not easily

(b) Something very beautiful and good.

(c) Petrol is sold here

(d) Something that will catch fire easily like petrol, gas.

(8) "Dangerous bend to the right" means . . . .

(a) It is dangerious to bend to your right hand.

(b) Bending your car is dangerous

(c) The right turn is dangerous. Turn your car to the left.

(d) The road is not straight. It turns to the right. Be careful, if is dangerous bend/turn.

(9) Which sign says you should not turn around on the road.

(a) round about sign

(b) No - U - turn sign

(c) stop sign.

(10) "Do not over take" sign tells us not to pass another vehicle in front of us.

(a) because we are afriad of the car, we fear it.

(b) our car is old.

(c) it is not safe to pass it, we may be in danger.

(d) it is a police car.

(11) A sign that says the road is wet and slippery means ..

(a) the road is like a fish, very smooth, can easily get out of your hand.

(b) only people with slipper shoes should use it.

(c) the road is wet and not good. It is not easy to drive and control the car, be careful.

(12) When you come to a sign for "narrow-bridge" . . .

(a) You stop and leave your car there.

(b) You should slow down, drive carefully over the bridge

(c) You should stop and make it bigger.

(13) When you see a picture of bones of head (skull) and legs on the road, it means:

(a) it is a place where dead people are buried.

(b) it is a place where bones of dead people are kept.

(c) it is a dangerous area, many people died here, be careful.

UNIT 1. 1 Activity 2: GROUP WORK

A. Look for any signs on the roads

(i) Copy a sign

(ii) Write what it says

(iii) Where it was put. For example:

1. (i) Sign: . . . . . .

(ii) This sign tells us . . . . . .

. . . . . .

(iii) It was put/found . . . . . .

. . . . . .

2. (i) Sign . . . . . .

(ii) This sign tells us . . . . . .

. . . . . .

(iii) It was put . . . . . .

Draw these signs in your drawing book.

1. Speed delimit or Free speed

2. Controlled speed

3. No parking

4. "You may overtake"

5. "No overtaking"

UNIT 1. 2 WHAT DOES THE LABEL TELL YOU?

We buy a lot of things in the market, and shops. We buy medicine, drugs from hospital and chemist stores. We use poison to kill insects. We use things that use electric power (electricity). These things we use have labels on them - some writing telling us about them, See Figute 47. Do you always read this writings? Do you understand it, do you understand what it tells you to do or not to do?

Like signs, labels too tell us what to do and what we should not do to be safe and to keep away from trouble. Look at the label on a packet of GAMALIN 'A' POWDER. See Ficgure 47.

1. (i) The powder inside is called Gamalin A.

(ii) It is poison. It kills insects, and animals and people too.

(iii) We should not eat it.

(iv) We should not breeze it with our mouth and nose.

(v) We should not put it in our eyes, nose or mouth.

(vi) We should wash our hands very well after use.

(vii) We should keep it or put it away in a place where children will not be able to touch it or play with it or even eat it.

These labels tell us to be very, very careful with GAMALIN 'A' POWDER; we should use it on insects only.

2. "Recommended dosage: For adults only: Two tablets, three times daily. If pain persists consult physician. Replace cap tightly".

This label was put on a packet of medicine. It tells us how we should use this medicine.

(i) "Recommended dosage": This word means how it should be taken: the right amount to take.

(ii) "For adults only": This means the medicine is for grown ups (adults) only. Not for children.

(iii) "Two tablets, three times, daily": It means we should take 2 pieces (tablets) three times, every day.

(vi) "If pain persists, Consult Physician": This sentence says that if we keep on getting the pain or trouble, we should go to a doctor.

(v) "Replace cap tightly": means - we should close the bottle or tin very well.

3. MOBIL INSECTICIDE/SHELLTOX

It kills all insects: flies, mosquitoes, ants, bugs, lice, spiders, cockroaches.

Caution (i) Pressurized container

(ii) Protect from heat or sunlight

(iii) Do not pierce or burn

(vi) Do not put on naked fire or any incandescent material

(v) Flammable

This label means

(i) This container or tin is closed tightly not to be opened.

(ii) Sentence two says we should not leave it in the heat, or sun.

(iii) We should not damage it or make holes in it or open the cover.

(iv) We should not put it on fire or anything that will produce fire.

(v) Mobil shelltox is something that will catch fire easily.

4.

"Perishable goods. Refrigirate Immediately"

This label tells you that:

(i) What is inside the box is something that will not stay good for long time (perishable). It will soon die or dry and get bad. Example new flowers of fruits.

(ii) You should put it in a very cold place like fridge as soon as you get it (immediately).

UNIT 1. 2 Activity 1

Now answer the following questions

1. "Perishable goods, refridgerate immediately" means , .

   (a) things in the box are good, keep out of fridge quickly.

   (b) things in the box will spoil easily, put them in a very **cold** place or fridge, quickly.

   (c) things in the box are very dangerous. Keep them in a fridge.

2. We should use mobil insecticide to kill:

   (a) all insects

   (b) insect and animals that eat our crops, food and clothes

   (c) **insects**, birds and people.

3. We use insect killer like 'lindin dust' "DDT" or Gamalin 'A'"

   (a) to help our seeds and plants

   (b) to kill our crops andseeds

   (c) to keep insects and animals away from eating our plants and seeds.

4. "For adults only" means . . . . .

   (a) Four adults only

   (b) For grown-up people only

   (c) For children only.

5. "Two tablets, three times daily" means . . . .

   (a) Three people everyday

   (b) Three spoons three times daily

   (c) Tow tablets three times every day.

6. If pain persists (continues) consult (see) a doctor. This means.

   (a) If you keep on feeling or getting the pain, go to a doctor.

   (b) You should drink more and more.

   (c) You should take poison to kill the pain

7. Which label is for headache, pain, fever and cold?

   (a) Pengo: Recommended dosage for the relief of colds, headaches, fever, aches and pains.

   (b) Poison: keep out of reach of children.

8. We should do what a label says because

   (a) it will show us the place to go

   (b) we want to use it

   (c) we want to know what it is, andhow to use it in a correct way.

9. A person is good and clever if . . .

   (a) he reads labels and throws them away

   (b) he does not waste his time reading labels

   (c) he reads and follows what the labels say, carefully.

10. "Apply to the affected parts only" means . . .

   (a) put it on all parts.

   (b) put it only on one part.

(c) put on a selected area only. Where there is pain only.

11. "For external use only". This means . . .

(a) the medicine is outside

(b) it should be put on the body only, not to be eaten.

(c) it should also be eaten.

12. Keep out of the reach of children. This sentence means . . .

(a) children like to play with medicine, radio, tins, and electrical things.

(b) we should keep it away from children. It is not safe. It is dangerous for children to eat touch or play with

(c) we should keep children away from us.

UNIT 1.2 Activity 2

Collect examples of labels from:

(a) empty tins, bottles, boxes, packets of medicine, food, drinks, poison, drugs, ointment and labels on other things.

(b) Copy the writing/label

(i) copy what the writing (label) says on a piece of paper or cardboard.

(ii) in short sentences write what the label says

(iii) what does each label tell you to do?

(iv) what does each label say you should not do?

(v) what is it about?

UNIT 2

FOLLOWING DIRECTIONS

A direction shows us the way to a place or area. It also tells us what to do and how we should do it clearly. For example: add one part of powdered milk of previously water to three parts of drinking water, hot or cold.

This direction tells us to boil water first. Then get one cup and mix the powdered milk with cold water or hot water (not boiling). Then mix it with three cups of hot water. We will then get one large cup of milk. (See Figure 48).

Do you read directions carefully. Do you understand directions? Can you give clear directions?

We must learn to follow diections clearly. Directions are very important. They help us by telling or explaining to us what to do and how we should do it clearly. If we follow directions we are safe. If we do not follow them we are in trouble. We may kill ourselves or people near us, for example, when we take or give our children plenty of medicine. To keep out of trouble we should learn to read directions and following them clearly.

Words to know

Read these words carefully. Make sure that you understand them.

1. "minor cuts" - small cuts on the body with a knife, razor, broken glass or bottle.

2. "For external use only" To be used or put on the body, not to be eaten or drunk
3. "add": put more, increase it, put together.
4. "apply": This means put on, place it on, use it on, rub it on.
5. "Consult": Go and see, talk to, report to, inform
6. "Dress": This means wash, clean, and put medicine.
7. "daily": Everyday.
8. "Abbression": It means damaging the skin without much blood coming out. It is not as serious as a cut on skin.
9. "Physician" : a doctor.
10. "treatment": It means taking care of a disease, wound, or cut, or illness, giving medicine to get well, looking after people who are not well.
11. "bandage": A bandage is a piece of long cloth. It is clean and soft, for covering wounds, cut, etc. Bandage also means to cover with bandage or tie with bandage.
12. "Prolong use:" Using something for a very long time.
13. "Irritation": Little pain and movement in the skin that keeps on worrying us. It makes us scratch our skin with our finger nails.
14. "Stirring": Moving, mixing with
15. "Persists": Keep on, increase, continue, did not stop or reduce.

16. "dosage": Amount, quantity of medicine to take, eat or drink; how much medicine and how many times in a day.

17. "dangerous": Something not good for our health, body or life. Something that will hurt us, cut our body, break our bones, burn us or put us into trouble.

18. "boil": A kind of disease on the skin. It swells up, it is very painful, it pains a lot.

19. "poison": Something dangerous to our body. It will destory or even kill life.

20. "boil": Boiling water, it means put water on fire, make it very hot, heat it with fire, until it starts boiling.

'Combine': Add together, put them in one place, mix up

'One-to-three times': One time or two times, or three times in a day.

tbsp - table spoon (full of)

tsp - tea spoon (full of)

c - cup

kg - kilogram - one thousand grams in weight

g - gram measurement of weight

Iodine or Merthiolate tincture - Some liquid medicine put on new cuts, wound and damaged skin. It pains a lot on new cuts.

caution: } these words tell us to be very, very careful
warning: } about something.

'First Aid': The first help we give to a person who is wounded, bitten by snake, cut, fallen from a tree, broken arm or not well. It is the first immediate help we give before going to hospital.

'Toxin, poison': Something that will kill, damage or destroy animals and people (human being). It should not be eaten, or drunk, put into eye or nose.

'insecticide': Some poison, toxin, for killing insects.

Now read this direction.

Iodine
Merthiolate
Tincture

For first aid treatment of minor cuts and abressions:

i. apply one to three times daily

ii. if pain or irritation persists consult a physician.

Not for prolong use or use on large areas

For external use only

Keep out of the reach of children

UNIT 2. Activity 1

Now answer the questions.

1. "Merthiolate/tincuture" is _____

(a) cutting a finger

(b) medicine for headache and fever

(c) medicine for first aid treatment of minor cuts and wounds

2. 'Iodine' will help you if _____

(a) you break your leg

(b) you cut your hand

(c) you have stomach troubel

3. 'How many things will 'iodine' cure?

4. How many times (often) should merthiolate tincuture be put on a cut?

(a) for a long time

(b) one to ten times a day

(c) one to three times everyday.

5. Three times daily means:

(a) Three times every day

(b) three different times every day

(c) one time (once) in every three days.

6. If a cut keeps on hurting it means:

(a) it stops hurting, the pain stops

(b) pain persists

(c) the hand is broken

7. If pain continues you should:

(a) put more iodine on the wound

(b) see a doctor

(c) use two more different medicine

8. If you cut your finger, you should:

(a) drink medicine for stomach trouble

(b) put iodine or tincture on the finger

(c) put iodine on the whole arm.

9. 'For external use only' means:

   (a) we should take it outside our home

   (b) we should not eat it, or drink it

   (c) only people from outside should use it.

10. The word dosage means:

   (a) take it as you like

   (b) correct (right) amount to take, drink or use

   (c) do as your age allows.

UNIT 2. Activity 2

(i) Collect examples of directions and labels on empty tins, boxes, bottles and labels

(ii) Copy the instructions/directions in your books.

For example:

(a) This is 'pronto'. It is for making tea.

(b) This is 'Pango'. It is medicine for cold, fever, aches and pains.

(c) This is 'poison' for killing rats. We should not eat it, we should not drink it, or leave it where children will touch it or eat it. It is poison (or 'toxin'). Write 10 directions and labels.

UNIT 2.1

More Direction: Direction tells us what to do and how to do it. It also tells us where we should do it and when. For example - finding a new place in a town, following a new

road, filling a form or how to use a new radio or television or even how to cook food.

Read the following examples.

Business Training Centre Kaduna.

Immediate direct admission

Vacancies exist in form 1 - 111 for primary school leavers for apprentice training in carpentary, driving, building, plumbing, auto mechanic,typing, etc.

Application form is ₦5.00

Call in person daily with cash from 8.00 a.m - 5:30 p.m by-passing through New Barracks opposite Kawo Police station or through Baptist Primary School, by Railway Crossing Kawo.

Apply to the Principal

Words to know:

Opposite: facing each other, having complete different meaning or position e.g. good - bad; right - left, cold - hot.

Vacancy: place, chance

right-turn: turing to the right, going to the right hand side.

through: 'into, within, in

'by-pass' Another road that runs outside a town or place to reduce too many vehicles on the main road.

advertisement: Announcement over radio, television or in Newspapers, telling people about something, informing them; make known to people.

ahead: Some distance or space in front of

infront: a head of, some distance near something

before you: in front of you, in your present

near-by: not far away, very close, near some place

beside: near something by the left or right hand side.

enter: go in, get in

entrance: way in, way of getting into or passing through

exist: is found, it is there, available, having being, be real.

retain: keep, maintain it, continue, hold it.

Km: kilometer; 1000 meter in length/long

Mi: mile

rd: road, street, highway, expressway, path

rt route, road, highway, express way, path

st street, roads, in town and cities, paths in town.

appliance/ equipment: things, objects, items needed or used in a house or factory, e.g. radio, television, stove, cooker, presser, and other machines, instrument or apparatus.

UNIT 2. 1 Activity 1

Read the advertisment again and answer the following questions. You may look back at the new words you as you work.

1. How will you go to Business Training Centre Kaduna.

2. By 'passing through New Barracks' means:
   (a) going away from New Barracks
   (b) passing through new Barracks
   (c) going to the New Barracks

3. 'Calling in person' means:
   (a) you go by yourself and collect the form.
   (b) call one person in.
   (c) you go, you take your application there by yourself.

4. 'Vacancies exist in form 1 - 111 means:
   (a) there are places for students in forms 1 - 111
   (b) there is a place for 1 - 3 form 1 students
   (c) there are no places for students in the school.

5. How much does the application form cost/How much will you pay for a form?

6. How many roads going to Business Training Centre Kaduna.

7. You can go to B.T.A. by passing through
   (a) army barracks
   (b) New Barracks apposite Gobarau Police Station
   (c) Baptist Primary School

8. What time can you collect the form?

9. 'With cash' means:
   (a) with cheque (a piece of paper for getting money from the bank).
   (b) with cashier a person who pays money
   (c) with real money, not cheque or piece of paper.

10. This advertisement says that:
   (a) you can go through Baptist secondary school or
   (b) you can go through new Barracks opposite Police station Kawo or
   (c) call in person with a cheque

11. We can go to a new place by:
   (a) following directions
   (b) turing left and right
   (c) goint on the road.

12. People follow directions because:
   (a) they are not clever or wise
   (b) they are not teachers
   (c) they are clver, and wise, they want to know what to do and how they should do it, clearly.

UNIT 2. 1 Activity 2

Do you remember that 'direction' tells us <u>what</u> to do and <u>how</u> to do it? Yes. Direction also tells us or explains to us <u>where</u> we could find things or places; and <u>how</u> we could find them. For example, finding a

wrist watch, a book or a radio, in a room; or finding things kept in a house or place.

Now read the following example of the use of direction, and do your own later on.

Activity: Hide-and-seek-game.

Two groups in a class.

A. i. One person from group 1 stays out of the classroom.

ii. Something - a pencil, book, cap, ruler, handkerchief etc. is put somewhere (hidden) in the classroom by group 2 where it is not easy to see it. The person outside the classroom in group 1 did not see where it was put or hidden.

iii. a pencil was kept (hidden under the table near a window by group 2.

iv. people in group 1 write short sentences on pieces of paper:-

(a) it is under a table.

(b) the table near a window.

(c) the window opposite the door.

(d) stay by the window

(e) face the class

(f) turn to your right

(g) bend down

(h) look at your right hand side

(i) there it is!

v. they give these sentences on pieces of paper to the person who was outside the classroom.

vi. he reads the sentences, follows direction and finds the pencil - in five or more minutes.

vii. group 1 gets 1 mark.

B. Next.

i. One person in group 2 stays outside the classroom.

ii. Group 1 puts or hides a small bottle at a corner of the classroom. It is not easy for the person outside to see it.

iii. People in group 2 write short sentences on pieces of paper e.g. (a) near the teacher's table. (b) near the board, (c) by your left hand side (d) in the corner.

iv. The person outside enters the class. He reads the sentences, follows direction and finds the bottle in a corner - in five minutes or more.

v. Group 2 gets 1 mark. If he could not find the bottle within five minutes or more, group 2 gets zero.

Now read the example again and practice (do) your own game. You can hide anything you like and let the other group find it. Give members of your group clear direction if you want to win the game.

UNIT 3

READING AND FILLING IN FORMS AND APPLICATIONS

A form is a paper or collection of many papers with some print (writing) on it. Questions are asked on the form We write their answers by filling in (writing) in the spaces or area left for us to write. The answers we write on the lines are the facts or information about us. For example, if you want to go to a new shcool you fill in a form for that school. On this 'form' you tell them anything they asked about you; - your name, age, your town, the schools you went or attended, and your job etc.

'Application': This is a written way for asking for something - job, admission, money, transfer or goods. It is printed or typed. You get a copy of the 'application form' then you fill it, you write what you want clearly. You write what they asked you clearly. You answer the questions asked on the form.

'Advertisement': It is spoken or written announcement or information (story) in Newspaper or magazines. It is telling people, or general public about something people want to get, or buy, for example, about a job, sale of clothes, new hotels, places to get petrol, new medicine or admission to school. It says: There is job now for you in Arewa Textile, or N.T.C. Write to us. You will get it; we are now selling this and that. Come and buy it or write to us. It is very, very cheap; there is a place for you in form 1 in our school. Write to the principal, you will get it. Just get a form for ₦5 only.

Fill it and send it to us. No problem.

We hear these announcements about jobs, sales of goods, medicine, articles, places, over the radio. We also see them over television. These are called radio and T.V advertisements.

Anytime you want to get a new job you ask for it. You write for it (by applying and filling in forms). Do you want to go for further (more training? You write for it- and fill in forms.

Do you know how to fill in forms and application? You may one day need to fill a form or application. Why not start new. The following activies will help you.

New words: Read the new words and make sure you know them.

1.	'application'	a printed or written form asking for somewriting: what we write asking (requesting) for something.
2.	'Original'	Real one, the first one, true one.
3.	'Photocopy/ photostatcopy	a picture or copy of the original - its photo.
4.	Document:	the right (correct) accepted legal forms, papers or writing, certificates, for something or for somebody.
5.	duplicate:	in two, two copies or places, the second one.
	triplicate:	in three, three copes or place, the third one.
6.	'applicant':	the person filling a form or writing application.

7. submit: give to, bring it, take it to, give it to.
8. Particulars: document, papers certificates, reports.
9. particular: the very one, selected one, special one.
10. delate: cancel, cross, remove, indicate, take away or show out.
11. reference: reading again, related to, dealing with
refer: go back to, again, see it, see something or someone, take it to..
referee: a witness, a person who says he knows you. He says or writes about you - if you are good or not.
12. Consideration: attention, care, looking in too, thinking about.
13. false: not true, not correct, untrue, wrong.
14. declaration: to come out and say something is true or wrong. Write it out clearly for everybody to know.
15. Place of domicile: Hometown, place where you were born or residence.
16. Liable to penality: Can be punished; beaten, put into prison, leaving job. or paying money.
17. delay: to waste time, not quickly, keep on waiting.
18. sex: male or female, boy or girl, man or woman. (male: man, boy, he) (Female, Woman, girl she)
19. Marital status: your position as married man, or married woman: or single man (not married or single woman, not married).

20. Circle: Around line, put a circle around. Like big O.

21. row: a line of word or objects put acroos a page of a book or space.

22. underline: put a line or draw a line under a word.

23. surname: name of your father or grandfather.

24. signature; Your own way of writing your name. A special way of writing your name - to show it is you, not another person.

25. Middle name: name between your name and the name of your father, the name in the middle.

26. Item: something, object, question, sentence

27. Column: words, numbers, objects, items (arranged) put in a straight line, up and down.

28. Print: typing or writing in big single letters or capital letters A, B. C. D.

29. "Temporary appointment" A kind of job that will not last long, just for a short time.

30. "Contract Appointment" a kind of job that will end at a stated day or date. It lasts for certain time.

31. "Permanent Appointment" a kind of employment or job that will stay for a long time or for ever or for many years.

32. Terms of employment: The wasy a job is given or taken as 'temporaty', 'contract' or 'permanent'.

33. Suppression of: Hiding something, keeping it from other people, cover it up, not telling the truth,

34. Post: position, place, rank name of office or job.

35. In order of preference: What you like first (best) if you are to get it. Then, what do you want next or in second place. Then what you want in the third place. If you can not get the first and the second things.

36. Offence: Something very wrong, breaking the law or rule, something bad in the eye of the law or people.

37. defects: faculties, something bad, wrong, in bad condition, damages.

38. Physical fitness: Very good, strong and healthy body, not weak; from any body-trouble, disease or illness.

39. disqualify: to keep from getting something - a job or going to school, cancel, remove, prevent.

40. accurate: correct, right, precise, true, in order.

41. "M.O" money order - a piece of paper in place of real money. It is used to get real money.

42. P.O.Box Post Office Box - where letters are put or sent to.

43. P.M.B. Postal Mail Bag. Post office bags where letters are put or sent to people.

44. "Civil Service Commission". Government office where people get jobs or employement.

UNIT 3 Activity 1

Get a copy of the Civil Service Commission. Application for I. Look at the example below. It is the form people fill to get jobs from their government.

A copy looks like this: C S C Form 1

APPLICATION FOR APPOINTMENT TO POSTS IN THE CIVIL SERVICE OF KADUNA STATE OF NIGERIA
FOR NIGERIAN APPLICATNTS

Read the following notes carefully:-

1. This form should be completed in triplicate by the applicant in his/her own handwriting and submitted direct to the secretary, Civil Service Commission, Kaduna State of Nigeria, P.M.B. 2025, Kaduna, Nigeria, or to the nearest Nigerian Mission abroad:

ii. Failure to complete the form in every relevant particulars may delay consideration of the applications;

iii. Under the Kaduna State of Nigeria Civil Service Commission Regulations, any false declaration or suppression of relevant information is an offense liable to a penality of one year's imprisonment or a fine of ₦200, or both.

PART A

1. (a) Names at birth (in full) (Capital letters) .....
.....

(b) Names by which otherwise known, if different from (a) .....
.....
.....

2. Post for which applying in order of preference:

   (a) .....

   (b) .....

   (c) .....

3. Date available for employment .....

4. Highest educational/Technical certificate obtained:

   .....

5. Permanent Address .....

   .....

6. Address for correspondence, if different from No. 5

   .....

7. Last place of residence outside Nigeria .....

8. Age, last birthday .....

9. Date of birth, Birth certificate, if issued, may be called at interview .....

10. Name and race of father .....

    .....

Now fill in items, numbers one to ten (1 - 10) in your own handwriting. With the help of your teacher fill the rest. You can look back at the meaning of new words as you work.

If this form is not available (you can not get it), then get any application form and fill it.

UNIT 3 Activity 2

Answer the following questions. You may look back at the meaning of new words as you work.

1. Your grandfaters' name is Mohammed. Your name is Suleiman and your father's name is Nababa. How will your fill out PART A. No. 1 of the application for above (C.S.C. Form).

   PART A. NO. 1 .....

   (a) Suleiman, Nababa, Mohammed

   (b) Nababa, Mohammed Suleiman

   (c) Mohammed, Nababa, Suleiman

2. Name by which otherwise known, if different from 'a' This means:

   (a) another different name forthe same person.

   (b) different name for another person.

   (c) the only name by which we know you.

3. "Posts for which applying in order of preference" This means:

   (a) the post office you like best.

   (b) the position of your application

   (c) the position, job, post or rank you want in order of your choice.

4. 'Date available for employment' means:

   (a) what is the day today?

   (b) when did you fill in the application?

   (c) what time will you come and start working?

5. 'Permanent address' means:

(a) a place where you work

(b) a place where we can always get you or send anything to you.

(c) where you were born.

6. 'Place of domicile' means:

(a) a place where you live permanently

(b) where domestic animals are kept in domicile

(c) your home town, where you were born.

7. At the end (bottom) of your application you write

(a) the name of person or factory

(b) your printed name and address

(c) your name/signature

8. Please 'print' or 'type', (Do not write) this means you should not:

(a) type the information (your answers)

(b) write the information (answers) using long hand writing.

(c) print the information.

9. Signature of applicatn means:

(a) writing the name of the person who gave you the form.

(b) writing, not printing your name

(c) written name of the person filling the form (applying)

10. If you have never been married, which word will you put for 'marital statues':

(a) windowed - a person whose husband or wife died.

(b) married

(c) one who is no more with his wife or husband.

(d) single

11. People who wanted to go for a training or get another job should:

(a) write many applications and ask for a chance.

(b) wait for someone to help them.

(c) not know what to do.

12. If you keep on trying filling forms and applications

(a) you will fill your book

(b) you will never learn how to fill it

(c) you will learn how to fill them and write applications.

13. 'Qualifications' means:

(a) address and place of work

(b) experience and knowledge, training,

(c) something very good for writing applications.

UNIT 3 Activity 3

GROUP WORK:

(i) Each group should get example of any type of form: any type - school admission form, for job, for ownership etc.

With the help of your teacher or members of group, fill it.

(iii) Collect examples of short advertisments in Newspapers or magazines. Take a very simple and short one. Write a very short answer (reply) to it. Give your reply to your teacher, or another group to see. Get another reply from another group and see it.

UNIT 4

USING REFERENCE MATERIALS

"Reference Materials":

We read books, newspapers, magazines, and dictionaries. We read stories in textbooks. We read news, stories and reports and advertisements in news papers and magazines. We find meaning of new words in a dictionary. Books, magazines, newspapers, and dictionary are our 'reference materials'. We read them to find what we want to know. A book we read to find answers, news, facts, or information is a reference book.

'Looking things up in' a reference materials:- reading and finding out, news, answers, points, facts, in information from a book. Examples of reference materials we use - dictionaries, atlas, newspapers, journals, magazines subject books, (English, mathematics, history, arabic, Geography, physics, bilogy, etc)

Let us take two examples of reference books, viz, a 'dictionary' and a 'subject-book'. We need them every day. Let us learn how to use them.

UNIT 4: 1 Using a Dictionary:

A dictionary is a reference book. It tells us the meaning of new words. It tells us how to write words (spelling). It also shows us how to say the word (pronunciation). The first thing you should learn in your head is the 26 letters or alphabets - a, b, c, d, e, f, - z.

It is easy to learn in bits (small by small) like this

a,b.c,d; e,f,g; h,i,j,k, l,m, n,o,p,q, r,s,t,;

u,v,w; x,y,z;

(i) Write them in your book.

(ii) Take two or three letters at a time.

(iii) Practice them. You can singthem out if you like.

Words in a dictionary are written in order, in alphabetical order. They follow the order of their letters A - Z. This means that:

i. first all words that begin with letter 'a' are put first.

second then all words that begin with letter 'b' are put second.

third then all words that begin with letter 'c' are put third. We start from letter 'a' and finish with letter 'z'.

ii. All the words beginning with letter 'a' are written in order too. Words that have a 'b' for the second letter are written first, then words with letter 'c'. For example. We write the word 'able', 'a boy' first; then we write a 'car' 'action' , 'active'.

iii. All the words that begin with 'ab' are written in order too. Example. We write 'able first, then we write 'about'. The two words start with letter 'ab', but letter 'l' in able comes first, before we call letter 'o' in about.

UNIT 4.1 Activity 1:

Now let us practice putting words in order (letters in order).

1. Copy the following words..

   (i) above, boy, car, dear

   (ii) book, cap, accident, deer

   (iii) danger, bar hand, able

2. Write all the words that begin with letter 'a'. They are above, accident, and able.

3. Put these three words in order (alphabetical order) which letters comes after letter a? It is letter 'b'. Then write 'able'. This is followed by the word 'above'. We put the three words in the alphabetical order like this - able, above, accident.

Now from the same list write all the words that begin with the letter 'b'. They are boy, book, and bar. Put them in order. First, we write 'bar' because the second letter of the word is 'a',, Letter 'a' comes first. Then we write book, then we write boy because letter 'k' comes before letter 'y'.

Now write the words beginning with letter 'c'. You write car, cap. Both words begin with 'ca', but letter p comes before letter 'r', so we write 'cap' first, then 'car'.

UNIT 4. 1 Activity 2:

Use the examples above. Put the following words in order (alphabetical order) - first, second, third, and

so on.

1. able, accident, above, about, account, apple.
2. boy, bar, book, bring, bottle, battle, buy before.
3. car, cat, can, come, comb, cook, cool, cow, cut.
4. dad, dark, door, danger, dog, darling, dictionary.

UNIT 4.1 Activity 3 A. Spelling exercise:

Calling out letters of words, one, by one. Work in groups in twos or pairs, for example, one person is asked to call the letters, of a word (spelling).

Example: Peter asked John to spell the word dictionary. John starts: - with letter d, i, c, t, i, o, n, a, r, y = 'dictionary'. He gets one mark. Next Peter is asked to spell out the word 'application' Peter starts with letter a,p,l,i,c,a,t,i,o,n, ' aplication'. Wrong! He gets zero. Why?

B. Dictation Exercise

A teacher reads out a small part of section, or paragraph of a book or story to the students. He reads carefully, sentence, by sentence, slowly, and clearly. Students listen to the teacher and write all the words as he reads them. At the end of the work, the teacher takes their books and corrects their mistakes. Now practice writing dictation. Use a dictionary to check the words

you get wrong. You can work in twos or pairs, or your teacher can read it foryou to write.

UNIT 4.2 Looking Things up in a book:

It is not easy to find what you want in a book. First of all, how do you know the right book to read? This is your first problem.

Then how do you find it in the book? This is the second problem. It is not easy to read thewhole book. Some reference books are very large. You only need to read a page or two. There are two waysyou can easily find what you want. One: look at the "index". An index is a list of many words at the back of a book. It shows all the topics in a book. It tells us the pages to find the topics or words. Knowinghow to use 'index' will save you a lot of problem and time. Example.

An example of index taken from a book.

Page 142. 'INDEX'

A.	Page		Page
abbreviation	3, 4	banks, using	127-32
alphabetical order	80	business, letters writing	135-7
C. Capitals of Europe	67	D. Directios, sending	103
car, checking	7 - 9	discount	40-3
car manual	9	disinfactant	90
cheque	131	driving lience	28-31
E. Electrical, wiring	133		
European countries	66		

In the 'index' above on page 142 under letter A you will find the words 'abbreviation' on pages 3 - 4 and

"alphabetical order" on page 80. If you want to read about **these** words, you just open the right pages 3 - 4: 80.

UNIT 4:2 Activity 1

Read the index above carefully. Look at the words and their page numbers. Answer the following questions:

1. An index shows words and their page numbers -
   (a) in order of page numbers.
   (b) in order of letter alphabetically
   (c) in order of subjects.
2. On what page in the book will you read about 'business letters':-
   (a) page 3 (b) pages 135 - 7 (c) page 80
3. You want to know something about driving licence form On what page will you look:-
   (a) page 67 (b) page 127 (c) pages 28 - 31.
4. In the book, information about car manual comes:-
   (a) after 'car checking',
   (b) before 'Alphabetical order'
   (c) after 'cheques'
5. You want to know something about electrical wiring. On what page will you look? . . . . . .
6. On what page will you find something about "directions"?

Two: The second way of looking thing up in a book. Use the "table of contents". A table of contents is like the Index. It shows names of topics and chapters in a book. It shows the pages on which each topic or story begins. It is easy to look at the topic or

story and its page number. There is no need to read the whole book, page by page. Now look at a simple example of table of contents from a book, The Family: The Facts Thomas (1978).

	Page
Preface	ii
Introduction	v
CHAPTER ONE: HOMES	1
Renting a house	2
Tenants (people living in rented houses ..	3
Rent Tribunal (courts)	5
CHAPTER TWO: FAMILY BENEFITS (Good things to use)	8
Family Allowances	9
Health Services	10
CHAPTER THREE: INSURANCE BENEFITS	15
Maternity leave and allowance	15
Sick leave and allowance	16
Pension and gratuity	17
CHAPTER FOUR: FAMILY PROBLEMS	19
Living with neigbhours	19
Buying things we need	21
CHAPTER FIVE SPENDING AND SAVING	23
Spending	23
Income Tax	23
Rents and hires	24
Savings	24

Page

CHAPTER SIX: THE HUSBAND AND THE FAMILY .. 26

Working husband 26

Working wife 26

Quarrelling 27

Breaking the Marriage 28

UNIT 4.2 Activity 2:

Look at the "table of Contents" and answer the following questions.

1. What does chapter one talk about? . . . . . .
   (a)Family problems (b) Spending (c) the home
2. On what page, do you begin to read about family problems?
   (a) page 2 (b) page 19 (c) page 23
3. On what page in chapter six do you read about working wife?
   (a) page 15 (b) page 28 (c) page 26
4. The topics or subjects in the book are written in the Table of contents,
   (a) alphabetically in order of subjects or topics
   (b) in chapters, in order of page numbers
   (c) by order of author or writer.
5. You want to read how to get family allowances. On what part of the book will you find some ideas?-
   (a) chapter one (b) chapter five (c) chapter two
6. If you want to read how to live with other people (neighbours). On what page will you read?:-

(a) page 4, (b) page 19 (c) pages 21-30

UNIT 4. 2 Activity 3 Take the right word

1. Children like to play with a small:-
   (a) cut (b) cat (c) cart (d) curt.
2. He _____ his finger with a knife
   (a) cat (b) cart (c) cut (d) curt
3. She bought a _____ of medicine for ₦2.00
   (a) battle (b) bottlle (c) beetle
4. Many soldiers died in the _____
   (a) bottle, (b) beetle (c) battlle
5. The farmer's _____ was burnt by fire
   (a) hurt, (b) heart, (c) hut
6. I saw you putting on your _____ on yourhead
   (a) heart (b) hurt (c) hut (d) hat
7. They laughed at him because he was:-
   (a) a fool (b) a pool (c) a pull
8. You _____ to open the door
   (a) pool (b) full (c) pull (d) fool
9. He drank a bottle of_____
   (a) deer (b) beer (c) bear
10. A gallon of oil costs twenty three Naira. It is very:-
    (a) deer, (b) dear (c) beer.
11. A gardener cuts new _____
    (a) flour (b) floors (c) flowers
12. Bread is made of wheat_____
    (a) flower (b) flour (c) floor.

Use a dictionary to find the meanings of words you do not know.

If there is a library in your area, go there one day, and ask the man incharge to show you some reference books. A library is a large room or many rooms where books are kept for reading. It is a reading room with many books.

You can now start going to a library. Ask any person working there (a librarian or any other worker). Let him show you where books are put for people to read. Let him show you many books about many subjects or topics Take any one and look at it. Read the 'table of contents', read the 'index'. Ask the man incharge to help you get a book to read. Let him show you where other reference books are kept - books, disctionaries, journals, newspapers, magazines, atlas, encyclopedia etc. You can find out facts, news, information from books in the library.

UNIT 5

READING NEWSPAPERS/JOURNALS/MAGAZINES

Newspapers, journals and magazines are also reference materials.

Newspaper: News, stories, facts, information, advertisement, (papers that carry news). stories printed on paper everyday for people to read. They carry stories, news and pictures. A copy is sold for 20k or 30k or more. Examples, "New Nigerian Newspaper" "Concord", Daily Times", "Gaskiya, Tafi Kwabo", "Week-ends" etc.

Journals and Magazines: In a form of a book (Booklet) with news, stories, information, reports and beautiful pictures. They are like newspapers. Some are printed one time (once) in a week or wekly). Some are printed once in two weeks (fortnightly). Some are printed once in a month-monthly e.g. Newsweek. Some are printed after every three months or more.

Do you read newspapers? Do you enjoy reading newspapers. What facts, stories do you get in newspapers? Nespapers have many sections or parts or column. Then how do you find what you want to read. Sometimes one story is written in many different pages. You have to find the other pages to finish the story.

Reading newspaper is very important. Understanding what you read is also very important. You can always learn a lot of things from them. But you need to know how to read them.

The following exercise will help you.

Words you should know: Read them carefully and make sure that you understand them.

"news" latest, news stories, new information, recent, what happened yesterday or just two days ago or even today, fresh stories.

'articles' stories, news, reports, information written in newspapers - journals and magazines.

'features' articles, stories, news about special subjects or topics on: medicine, religion, science, arts or dresses, sports, places, politics, education etc.

'Editorial' Newspapers story or article which an editor writes usually on the front page of a newspaper. His ideas about the stories in the paper which he (the editor) writes.

'Editor' a man incharge of producing/writing newspaper stories, news.

'classified section." this is the part of a news paper with news or stories about jobs, things for sale, lost and found things etc.

'Financial' dealing with money, talking about money.

'horoscope' a way of telling people their future, what will happen to them later on, future-telling.

'Obiturary" notice about dead people. person's death. People remember their dead relations in newspapers. They write the name, age and family

of the dead person. They remember him and pray for him or her.

"View/Opinion" Person's thought, feelings, ideas about things or story.

"Real Estate" dealing with land, house or compound

"Summary" short form of a story or news. Few lines telling us only the most important points, facts or ideas written in brief.

'Chronicle' These are written records, information, history, reports kept in books in order of their happening.

'Debate' two or more people talking with different ideas, and feelings about one thing with different views, a sort of argument.

'Focal point' the most important point, or area.

'Varieties' different kind of programmes, activies, plays, amusement, very nice or good activieiws, or plays, e.g. music, dancing.

Gospel/Religion: religious teaching, studies, stories and articles. It is about man and God or religion he worships.

'headline': facts or sentence in big writing at the top or bottom (end) of news story.

'Commentary' to say out your own opinion about something or what has happened or which is happening.

'Journalist' a person who reports, gets, writes stories, news and facts.

'Reporter' A journalist, someone who reports, gets or writes news, stories, events for newspaper or any other authority.

'News agent' a shopkeeper who sells newspaper, journals and magazines.

'Publish' write, produce or print books, magazines or newspapers.

'Wholesale' selling things in greater or large quantities or numbers, or amount. Not in singles or few numbers or small quantity.

'Retail' Selling things in small quantity, number or amount. Usually in single or few numbers.

'Review' Looking at things again carefully. Checking again for more understanding or good points or bad points.

'advertisement' News about things in newspapers, radio or T.V. Telling people about things they want to see, know or buy; making known to people by printing notices in newspapers or television.

'abbreviation' short way of saying or writing words or things, short and simple nemes for things. Example of abbreviations "advert" or "adv" means advertisement; bw - black and white colours.

UNIT 5: Activity 1

Now read the new words again and answer the questions. Get any newspaper you like. Use it to answer the questions. below.

1. You want to find out if there is job in a compnay, which section or area of this paper will you read?
   (a) financial? (b) advertisement (c) obituary section.
2. Which page will you find a summary of the news?
3. On what pages will you find radio and television programmes?
4. On what page will you find news of dead persons?
5. Headlines are _____
   (a) advertisements (b) articles
   (c) big writing at the top of news story
6. Stories, facts and news about jobs and things for sale are under:-
   (a) editorial
   (b) your view section
   (c) classified section.
7. "Chronicles" are written:-
   (a) stories, records and history
   (b) diseases
   (c) sports news.
8. Which section will you find news about people in other places or world news/news abroad?
9. Which section will you find news about your home town or state news, at home?

10. Which section will you look for a house to rent or hire?

(a) Business (b) Real estate (c) Financial

11. If you want to know what people feel about things (their views) you look at:-

(a) your commentary section

(b) your view section

(c) editorial

12. Features in newspapers are the same as:-

(a) verieties (b) debate

(c) articles, news about somethings.

As you read more newspapers and journals you will be seeing more abbreviations (short way of writing words). Do you want to enjoy Newspapers? Then, you should learn more abbreviations:

pt: part, section

R re-run, show before or show gain

lic - licence

opt - optional with many choices not necessary or must.

reg. regularly - always, in order;

yd. yard in distance.

kg. kilogram - 1000 grams in weight or heaviness, heavy.

$ - dollar, money used in the United States.

lt. - litre - measurement of liquid (water, petrol).

₦ - Naira - money used in Nigeria

£ - Pound - money used in Englans or United Kingdom.

% - percent - for one hundred. 100 for for each hundred.

apt. apartment - house, rooms.

bdrm bedroom, room to sleep, sleeping room;

cpl couple two

furn furniture - bed, chairs, tables, cupboards, etc

pref preferred, wanted, liked better,

pvt. private, personally owned, belonging to one person. not for hire or government.

refs reference - reading again.

sgle single, alone, one

util utility, public servies such as the supply of water, electricity, post office, transport, etc.

vic vicinity - nearby, heighbourhood, around the area.

exec executive. Very important or big person or big important position, office or rank.

exp experience - skill, knowledge, training, education.

loc location, place, area of

nec necessary, a must, not optional, no choice.

oppty opportunity - chance, way;

pd paid - gave money out, paid to

pt tm part time - not always, from time to time.

trans transportation - carrying of things and people from place to place.

w.p.m. words per minute, speed of typing - how many words can you type in one minute.

km ph kilometer per hour - how many kilometer can you travel or cover in one hour?

maxi maximum - the highest, the largest or very much

mini minimum - the lowest, the smallest, or very little

min ministry - one section of a government with offices and workers.

equiv equivalent - equal to, the same as, or as near as, almost the same as.

UNIT 5 Activity 2

Read the following short advertisements;

WANTED URGENTLY:

1. Drivers (2) with clean driving licence, basi education and at least 2 years experience. Candidates should report immediately with application, two passport photos, and credentials to - the Manager. Peugeot Automobile Factory, Kaduna.

2. Experienced tailors wanted to work in a factory at place No. 50 Kakuri, Kaduna.

3. Wanted:- Panel beaters, welders, electric apparentice at No. 10 Sabon Gari, Army Barracks, Road, Zaria.

Now answer the questions below:

1. If you are a driver with lieence where will you apply?

2. Experienced tailors are wanted to work in: .....

   (a) Peugeot Company

   (b) Tailoring School

   (c) A Factory in Kakuri, Kaduna.

3. If you want to work as a panel beater where will you go?

4. The Kaduna State Police have declared 15 year old boy John Ani missing. John is Ibo by tribe, dark in colour and four feet tall. He was last seen on August 24 last year.

This announcement/news tells us that:

(a) John Ani was Miss

(b) John Ani was lost and could not be traced

(c) Police have arrested (caught) him.

5. Things costing over ₦90,000 were burnt by fire last Thursday evening at "Kasuwan-Barchi" Kaduna.

We learn from this short story that:-

(a) there was fire at "Kasuwan Barchi" market

(b) Kasuwan Barchi was a market in Kaduna

(c) Goods and people were burnt by fire.

6. If you want to find B.B.C Hausa Radio Programme, you should:-

(a) read any Hausa newspaper

(b) read Hausa Newspaper, under radio programme

(c) listen to your radio any time.

7. If you want to read about sports you should:

(a) read every page of a newspaper

(b) read any page where you like

(c) get sectios on sports and read.

8. What things do we learn from Newspapers:-
   (a) Names of people and places only
   (b) news, stories, facts and information about many things
   (c) advertisements only
   (d) names of dead people only

9. Those who can not read newspapers very well should:-
   (a) stop reading
   (b) contine reading little by little
   (c) buy every newspaper and keep.

10. How could you enjoy reading newspapers?
   (a) by reading every page
   (b) by reading only sections you like
   (c) by not reading any page
   (d) by asking someone to read to you.

UNIT 5 Activity 3 Group Work - Table of Newspapers

ACTIVITY: Collect many newspapers, journals, magazines, Use them to fill in the spaces/Table of Newspapers.

1	2	3	4	5	6
Name of Paper	Language used	State or Area of Printing	Price	Date	No. of Pages
New Nigerian	English	Kaduna	20k	19-1-84	1 - 16
Concord	-	-	-	-	-
Daily Times	-	-	-	-	-
Gaskiya"	Hausa	Kaduna	20k	15-7-84	1 - 15
Punch					
Newsweek	English	New York	₦1.50	20-9-82	1 - 56
Sketch					
Amana					

For example: there are six spaces or boxes numbered, 1 - 6 above, In each space we write something about any newspaper we take. Under number 1, we have the name of a news paper. We write "New Nigerian Nespaper". In number 2, we write the language used in the paper. It is english. In number 3 we write the name of the state in which the paper is printed. We write Kaduna State. In space number 4 we write the price of a copy of a newspaper, it is 20k. Then in space number 5, we write the date of the paper. It is on 19-1-84. Then in number 6 we write the number of pages of each newspaper or magazine. It is 1 - 16, page - its size.

UNIT 5 Activity 4

i. Collect and read briefly as many newspapers as you can. Each paper you take try and see if it has all or many of the topics or headings or sections listed below, e.g.

(a) Editorial

(b) Headline

(c) Your View Section

(d) World news/News from Overseas

(e) News at home

(f) Sports

(g) Advertisements section

(h) Cartoons

(i) Obituary section/column

(j) Religion section

(k) Education section

(l) Science section

UNIT 6 PUBLIC HEALTH

UNIT 6. 1 Community Hygiene

Human beings (people) living together make up a community. The area they live in is their environment. It is also called community. When you live in large numbers you form a community. We have village communities and town communities.

You live together in community. It is very important for you to be very well all tht time - to care for your health means to be careful about your body, the food you eat, the water you drink, the clothes you wear, the place you live, the diseases you could get from other people and the medicine you take. Everyone should also help keep his community. He should keep himself healthy. He should also help keep the community healthy.

It is your duty to keep yourself and the area you live, very neat and healthy. It is the duty of everybody to do the same. Everybody should cooperate, be helpful. Keeping your body, food, clothes, drinking water and place you live clean and healthy is called personal hygiene. And public health is about the health of the people in your communities.

Do you know how to keep yourself healthy all the time? Do you want to be well all the time? You should learn to stop getting diseases, (e.g. malaria, yellow fever, small pox, cold, cholera.). You should learn to avoid or keep

away from germs. You should also learn to keep your food, clothes, drinking water and the place you live, clean. You should also learn to work in groups and keep your community clean. As soon as you fall ill or as soon as something wrong happens, you should know what to do and where to go for help e.g. hospital, "first aid", dispensary, clinic or chemist shop.

The following exercise will help you learn more about your health and the health of your community.

Now read the new words and be sure you understand them.

Personal hygiene: Personal cleanliness, healthy living, keeping the body, food, clothes and places clean and healthy; way of healthy living.

Community hygiene: Community cleanliness, keeping the public area where people live clean and healthy. Ways of keeping people healthy.

Environment: The area where people live, community, surroundings.

Community: environment, people living together.

Infaction: getting diseases into the body, taking diseases into one body through air, water or food or body sweat.

Antibiotic: Medicine that kills germs, diseases, virus and biotic or bacteria.

Injection: Putting liquid medicine into the body through a needle; medicine that kills disease in the body.

Drugs: Medicine, tablets.

Refuse: Waste materials, useless things, dirt, pieces of paper, grass, broken bottles, tins, boxes, remains of food etc.

Passing excreta/
Passing Urine: Passing stool and urine - waste materials in the stomach from the food we eat.

Cold, Cattah: Running nose, flow of liquid through the nose, with fever.

Hospital/Health Centre/
Dispensary/
Health Clinic: places where sick or ill people get medicine, and treatment. Hospital is bigger.

Pollution: Spoiling water, air, or place with smoke, dust disease, poision, dirt or useless things.

Anti poison: Medicine that removes poison.

Infectious diseases: Diseases that can easily get into the body through air, water, food, clothes and body contact.

Migraine: Very serious headache, pain in the head.

Pus: Yellow and white in colour - fluid from an old wound, cut or sore.

Choleria: Very dangerous disease or (Virus) that kills people by causing serious vomiting and diarrhoea.

UNIT 6.1 Activity 1

Now answer the questions. You can look back at the new words as you work.

1. Personal hygiene means:

   (a) Always going to hospital

   (b) Cleaning our rooms only

   (c) Cleaning our houses, community but eating dirty food and drinking dirty water.

   (d) Keeping our living place, food, clothes, water and body clean and healthy. Healty living.

2. People who pass stool or urine by the road side:-

   (a) are our friends because they greet us as we pass by

   (b) do nothing wrong

   (c) may help spread disease like hookworm, dysentry and cholera from their stool and urine.

3. People who have cold, cattarh or influenza always, cough, sneeze and spitt. Educated people:-

   (a) cough, sneeze and spit any way they like

   (b) cough, sneeze and spit because they are not well

   (c) cough, sneeze and spit in a handkerchief.

4. People should always learn to help themselves. This means:-

   (a) asking their government to help them

   (b) buying a lot of medicine to use

   (c) doing things that will help them by themselves.

5. Mosquitos cause Malaria and Yellow fever. What should we do to stop mosquito biting us?

   (a) let them grow but buy mosquito nets and shelltox.

   (b) clean our area.

   (c) remove broken bottles, tins, pots and cans,

where water collects and mosquitoes grow.

(d) dig deep wells and cover them

(e) fill up pits, shallow ponds or places where water stays

(f) do all items b,c,d, and e, above.

6. We should always wear shoes because:

(a) shoes make our feet beautiful

(b) shoes protect our feet against injuries, wounds and hook-worms diseases that get into our body through the feet.

(c) everybody wears shoes.

7. To keep our compounds or surroundings clean, we should:

(a) remove dirt, gabbage, useless things from our houses markets and other places

(a) only once in a month

(b) regularly - often, most of the time, always

(c) anytime we like

(d) wait for the dirt and gabbage to collect.

8. Hospitals, clinics, dispensarries and maternity homes are places where sick people go and get treatment and medicine. Which one is better?

(a) getting sick and going to hospital?

(b) going to hospital to get medicine?

(c) Keeping yourself healthy all the time (personal hygiene).

9. Which one is more important?

(a) your personal hygiene only

(b) your community health

(c) both 'A' and 'B' above.

10. When we go to hospital, we get treatment/medicine from:

(a) doctors and nurses

(b) people who sell drugs and medicine

(c) anybody in the hospital

UNIT 6.1. Activity 2

Write a word from section A and copy its meaning from Section B.

Section A.

1. Pollution
2. refuse
3. cholera
4. infection
5. antibiotic
6. infectious diseas
7. diarrhoea
8. migraine
9. influenza
10. pus

Section B

1. Very sharp and painful head sche
2. Diseases that can easily get into the body
3. Spoiling water, air, land or place with smoke, poison, dirt and useless things.

4. ery dangerous disease that causes vomiting and diarrhoea (to empty stomach).
5. Yellowish-white fluid from old wound, cut or sore.
6. Waste, dirt, useless things and gabbage we throw away.
7. Cold, cattarh, running nose flow of liquid through the nose, with fever,
8. Medicine or drugs that kill diseases, germs.
9. Getting disease into our body
10. Passing stool in liquid or watery form.

UNIT 6.1 Activity 3

Read the following new words and make sure you understand them.

1. 'For external use only': It is not to be eaten, or drunk.
2. 'Drug-abuse' Taking medicine, drugs anyhow, without doctors advice. Very dangerous practice of taking too much medicine without any good reason. It causes madness.
3. 'Prevention' Stopping something from happening not to happen or not to take place
4. 'Cure' Curing or treating some diseases that get into the body. Stopping something from going on.
5. 'dysentry' A very serious diarrhoea with white liquid and blood.
6. 'hook-worms' Diseases in the stomach. They eat the food in the stomach and cause a person to feel tired and lazy.

7. 'laxative' Some medicine to purge stomach.

8. 'Constipation' Some pain in the stomach, when stomach is dirty.

9. 'Maternity home' A small hospital where pregnant women get medicine and give birth to babies.

10. 'Mobile clinic': Lorries and buses used as small hospital or clinic. They go from place to place giving medicine to sick people.

11. 'Family Planning': How a husband and wife want to live together. How many children they want to have and when they want each child.

Now answer the following questions. You may look back at the new words as you work.

1. It is better to go to doctors and nurses because:
   (a) they are educated.
   (b) they work in hopital, it is their job treating sick people, they know their job.
   (c) we get free medicine from them.

2. People who are ill should take:
   (a) any drungs or medicine they can buy or get
   (b) plenty medicine to get well.
   (c) just what doctors and nurses give them.

3. If pain persists after taking medicine, you should:-
   (a) got to chemist and buy more
   (b) go and see a doctor, in hospital
   (c) use other medicine.

4. Which words tell you that you should not drink or eat some medicine?

   (a) Do not use on large area

   (b) For external use only

   (c) For minor cuts only.

5. You should always keep medicine out of the reach of children because:-

   (a) children like to play with medicine

   (b) they will break the bottle and damage it.

   (c) they may take it and drink. It may kill them or hurt them. It is poison to them.

6. Drug-abuse means:

   (a) taking drugs to keep you happy

   (b) wrong way of using drugs, medicine

   (c) abusing doctors who gave you drugs..

7. Drug-abuse causes:-

   (a) madness, mental disorder, ill health

   (b) physical fitness, healty condition

   (c) prices of drugs to go high.

8. Why do we use handkerchief to cover our nose and mouth when we cough or sneeze or spitt?

   (a) because we are educated

   (b) because we wear good clothes

   (c) because we do not want to spread diseases to other people.

9. "Prevention is better than cure". This means:-

   (a) it is better to get ill and go to hospital

   (b) it is better to be well than going to hospital

to get medicine

(c) prevention is good, but medicine is better.

10. Which cases will you take to hospital quickly:

(a) minor cuts, abbrasions, little headache

(b) cholera, snake bite, motor accidents and dog bite.

(c) coughing, sneezing and spitting, mosquito bite.

UNIT 6. 1 Activity 4

Things to do to keep yourself and community healthy.

1. Eating clean food
2. Wearing neat clothes
3. Drinking clean water
4. Cleaning your rooms
5. Cleaning your laterines
6. Cleaning your cups and dishes
7. Removing broken bottles, pots, and boxes
8. Digging latrines
9. Digging deep wells and covering them
10. Sweeping your streets
11. Taking away useless things, dirt, (refuse).
12. Cutting grass and burning it.
13. Killing mosquitoes
14. Building hospital, dispensaries, health centres.
15. Building dams
16. Taking bath everyday
17. Going to hospitel, or health centres
18. Giving good drinking water

19. Cleaning streets, roads, markets, gutters
20. Using handkerchief to cough and sneeze or spitt
21. Making rules for healty living
22. Obeying rules for good living
23. Maternity centres for mothers to treat their babies.
24. Producing enough food for people
25. Paying doctors and nurses and dispensers
26. Forcing people to go to hospital

A: From the list above write the ones you should do to keep yourself healthy, for example: "What I should do myself to be well all the time:

1. eating clean food
2. cleaning my rooms, clothes, cups, dishes, latrines and compound.
3. wearing shoes to protect my feet from wounds and hookworm diseases
4. using handkerchief to cough and sneeze.
5. . . . . .
6. . . . . .
7. . . . . .
8. . . . . .
9. . . . . .
10. . . . . .

B. List what your community or group of people should do

1. digging deep and covered wells

2. keeping our community clean and tidy
3. removing refuse - dirt, useless things from our streets and surrounding
4. building community health centres, dispensary or maternity home or clinic.
5. . . . . .
6. . . . . .
7. . . . . .
8. . . . . .
9. . . . . .
10. . . . . .

List what your government should do, e.g.

1. building hospitals, clinics, health centres, maternity homes.
2. building dams, and giving plenty of clean water to drink
3. removing refuse - dirts and useless things from our main streets, markets, hospitals and other places.
4. . . . . .
5. . . . . .
6. . . . . .
7. . . . . .
8. . . . . .
9. . . . . .
10. . . . . .

UNIT 6.1 Activity 5

Visiting hospital, dispensary, clinic or health centre.

(a) Each person should go to a hospital, or clinic or dispensary or any health centre, near to him.

(b) Go round and see people who are not well. Look at them carefully. You saw many people who were not well. They suffer from one disease or the other. Now answer these questions. Use short and simple answers/ sentences.

1. Did they look well or healthy?
2. Did you feel sorry for them?
3. Can you give examples of the wound, disease or sick people you saw - e.g. malaria, broken hand, eye, wound, cholera, etc.
4. Did you like to stay in the place for a long time?
5. Did you think you can be there too.

Then you should always try and keep yourself and your community healthy. But anytime things go wrong or something bad happens, e.g. you fall ill, or get hurt or raod accident, run quickly to hospital, dispensary or clinic. Do not try to treat yourself in your own way. You may destory your life. Look at the list of things to do to keep yourself and your community healthy. It will help you if you start practicing them now.

UNIT 7

INSURANCE SERVICES AND BENEFITS

The word 'Insurance' means protecting your life, family or property, things you own against any danger or risks.. You pay some money to an insurance company to protect or (insure) your property. In return the company agrees to pay you full money for your property if something wrong happens to your property. You agree with the Insurance Company to protect or safegurard your life or property against fire, theft, damage, lass, death or accidents. The company pays you for what you lost. For example, you insure your car. One day you have road accident with the car. You report to the police and the Insurance Company. The company will pay you the money for the car, or it will repair the car for you.

This is one way of benefitting or getting something good from insuring your property. If you drive a motor cycle you may be asked to show your insurance certificate (paper). Policemen will ask for it because they want you to insure your vehicle. You can also insure or protect or safeguard your house, business, goods and other property you have.

Do you know how to insure your motor cycle, a car, or things you have? You can pay some money to insure them against thieves, loss, fire, or accidents.

The following exercise will help you learn more about insurance.

New words to know. Read the following words and be sure you understand them:

'Insurance:' This is the undertaking, agreement or promise by a company, society or state (insurance company) to protect persons, life, goods, or property - against sickness, death, fire, thieves, loss or damage. In return for this protection a person pays some money to the company regularly.

Insurance Company/agent: Company, society or state that protects life, people, things against risks loss, damage, thieves, fire, and so on.

'Policy' This is the written statement or agreement about the things to insure (safeguard).

'Premium': The regular payment of money to the Company by the owner of things. Money paid by a person to the insurance company.

'Claim' To report to Insurance Company about an accident, fire, or damage, and ask for money for what happened; asking for money from Insurance Company for what happened

'Claim' Money paid by the Insurance Company to a person for what he has lost.

'Police Report': Report by police about accidents, fire,

theft or risks to support your claim from Insurance Company

'Cover Note' A letter or note to cover you. A note or letter by the insurance company to show that you have already paid or have started paying your insurance money or regular payments. It shows that you have insured your vehivle or property but you are not given certificate yet.

Certificate: Full statement letter that shows you have already insured your life, car, house or property.

'Benefits/ Allowances: Things you get from Insurance Company or allowances or benefits you gained from Insurance Company.

'Settling Claims': Paying you for what you have lost, damaged due to fire, thieves, death or accidents.

'Insurance Services': Protections, provisions, agreement by Insurance Company. What Insurance Company does to people or protect them and their property.

'Risks': Fire, accidents, death, thieves, damage, sickness, unemployment (no job) etc.

'Life Insurance': Insuring life against death, for a family e.g. a husband insures his life for his wife and children. If he dies his family gets some money.

'Unemployment benefit/ Allowances: Money paid to people with no jobs. It is paid by Insurance companies or government.

'Death grant' Money paid to the family of a dead person to help them.

'Sickness benefit' Money paid to sick person from his insurance.

'Invalidity benefit' Money paid to a sick person who may never be able to work again.

'Maternity benefits: Money or allowance paid to women (pregnant) who will give birth to babies.

'Property Insurance' Insuring property - house, shops, ships, vehicle, animals, crops, lorries, company, etc.

Vehicle Insurance: Insuring cars, bicycles, motor cycles, lorries. trains against fire, thieves, accidents.

'Widow's benefits' Money paid to the wife of a dead husband.

'Comprehensive Insurance': Full insurance benefits or protection. Getting full payment of money for the loss, theft, damage or destroyed property.

'Third Party Policy' Getting very little help or benefit.

'Act Policy' Getting nothing, no any claim or benefits. It will only show that you have done what you were asked to do.

UNIT 7 Activity 1

Answer the following questions. You may look back at the new words as you work.

1. What do you pay to the Insurance company to get benefits?

2. People insure their life because:

   (a) they do not want to die

   (b) they know they will die

   (c) they want their family to get the money (benefits)

3. An Insurance Company is a company that:

   (a) insures life and property of people

   (b) take away money from people

   (c) gives money, free to people

4. Which benefit should a widow get or claim?

   (a) Vehicle accident claim

   (b) Maternity benefit

   (c) Benefits for the death of a husband.

5. We should insure our vehicles because:-

   (a) the government said we should, or must

   (b) policemen will ask us about Insurance

   (c) we want to protect them against thieves, loss or road accidents.

6. I do not want to insure my life or property because:

   (a) I am a muslem

   (b) I do not know how to insure them

   (c) I do not have the money (premium) to pay

   (d) I do not trust Insurance Companies.

7. List four benefits or services you could get from Insurance.

8. Which one do you like best? Why?

9. When we insure our property or life, we must be sure:-

(a) we pay our regular money

(b) we understand the statement or policy

(c) we cause accident or fire in order to get the benefit.

(d) we do 'a' and 'b' above.

10. Who may insure their life or property?

(a) many people

(b) any body who wants to do so.

(c) only rich people

(d) only educated people

(e) only people with vehicles on road.

UNIT 7 Activity 2

(a) Find out names of different Insurance Companies in your area. Look for their sign boards, e.g. "Leadway Assurance", 'Veritas'.

(b) Check in the newspapers and magazines for more names. Are they the same with the ones in your area? Make a list of all the names you get. Which one do you know?

(c) Cut Insurance Advertisements from newspapers and magazines. Put them in files or put them on notice board or wall for other people to read.

UNIT 7 Activity 3

From the list of Insurance Companies or agents in your area, visit (go to) one near you. Tell them you want to be a customer. Just pretend you want to insure something

and see how they will treat you. Let them explain to you how you could join them. Listen to them carefully. Ask any question you do not know or understand. When you come to class explain what happened to your friends or classmate. Use English or vernacular language. Your friends can also tell you their story. Next time you get a new motor cycle or car go and insure it.

UNIT 8

USING THE BANK

UNIT 8. 1 SAVINGS ACCOUNT AND CHECKING ACCOUNT

A bank is a special place where people keep their money, gold, silver, diamons and other valuable things, safely. People keep their money and other valuable things (like gold, diamon and silver) for safety. They do not want thieves to steal their money. They do not want fire, or rain to destroy or spoil their money. They do not want insects like ants and termites to eat their money. People aslo keep other things that cost a lot of money (valuables) in the bank. They keep gold, silver, diamonds, jewels, necklaces, rings, ear-rings, certificates and documents in the bank. It is better that way.

What do you do with all the money you got from your job, trade or salary? Do you spend it all, straight away? Do you keep it (hide) under your bed? Or in a pot? Or in the ground? Do you give it to someone to keep it for you? Or do you keep it in the bank? (saving it). Keeping money in the bank for safety is called saving.

'Cheque': A cheque/check is a piece of bank paper on which you write in how much money you want to keep in or take out of the bank. By using a cheque book you can use cheques to put in your money in the bank - (deposit). You can also use cheques to take out money from the bank (withdrawal). You may also write cheques to pay someone or

buy something.

'A saving book': This is the book in which you write the amount of money you want to save or take out in the bank. For the money you keep or save in the bank you get more money called interest. You can also use the post office to save money. This is called Post Office Savings Bank or Post Office Giro.

Money kept in Savings Account is kept for special uses or reasons. For example, you might get money out of the bank (withdraw) to buy a motorcycle, a house or medicine for your children. Or, anytine your government wants to change its old currency notes (money) - old Naira notes, you can easily use the bank to change your money. Remember what happened in April 1984 when the colours of Naira notes were changed!

Savings makes sense - something right, correct, good and useful. Save your money with any bank or post office you like. You can start with only ₦10 or more. Keep some money regularly in the bank (saving) and see how your money grows. You will get more and more money called, interest, on your savings. With your savings you can buy new clothes, a radio recorder, a motor cycle, marry a wife, pay your school fees, or send your children to school, or start a good business or even build your own house.

Do you know how to use the bank? Well, the following activities will help you learn more about using the bank.

You should learn the new words you will be using, always.

"Bank Account". Ways of keeping money in the bank records persons' account in the bank.

"Current or Chequing/checking Accounts": Using cheque book. This is one way if keeping and taking out money from the bank by using cheque book or cheques.

"Savings Accounts": Another way of saving and taking money out of the bank by using pass book or savings book.

"Account": Record of money in the bank. Records of money people keep in the bank.

"Deposit": Putting money in the bank. The money you put in the bank.

"Depositer": Person putting money in the bank.

"Interest": Some money paid to you for keeping or saving your money with the bank. Money you got for leaving your money with the bank for sometime.

"Endorse": Sign your name at the back of a cheque when taking money out of the bank - withdrawing.

"Withdraw": Take money out of the bank (withdrawal)

"Withdrawer": Person taking money out of the bank (withdraw (withdrawing)

"Overdrawn" : (o,d) to take more money than you have in the bank or in your account. More money taken out than what a person has.

"Credit": Money paid into or put into your account.

"Debit": Amount of money taken out of the account. Money taken out of what you have in the account.

"Balance": Amount of money you have after adding or taking out. How much money you have left.

Bal.fwd: "balance forward" This means your balance was carried forward or written on a new page of your account or saving book.

"Deduction" Small amount of money taken out (subtracted) from the money you have. Little money taken out by the bank for doing something or service or work for you. For example, sending you money, paying you through cheques.

"Service Charge" (S.C) Service charge. This is the little money taken out by the bank for doing you some job or paying your cheques. Payments for services done to you by the bank.

"Cash" Money, real money, notes and coins.

"Pay Cash": Pay real money, please. It is the word on a cheque asking the bank to give out real money to a person.

"Cash a cheque": Receive or get money from the bank by using a cheque. Give a cheque out and receive money.

"To the order of...": The person or company to get the money from the bank, or person or company to whom money is paid by a cheque.

"Cheque": This is a piece of bank paper or a piece of paper a bank gives you to fill in when you want to withdraw money from that bank.

"Open cheque": Ordinary cheque. You can give it to anybody to take it to the bank and get money from an account.

"Crossed cheque": This is a cheque that has two lines drawn across its face. Not everybody can take it and get money. You must have an account before you can get the crossed cheque paid to you.

"Cancelled cheque": A cheque that has been paid and put with the bank statement. It cannot be paid again.

"Bounced cheque": Cheque not received or accepted by the bank. If a bank refuses to pay a cheque, they write on it "R.D" meaning "return to the drawer" or the owner. Or "P.A." meaning "Present Again" or show again. This is a friendly or polite way of telling you that there is something wrong with the cheque. It was not filled correctly, or the money in the account is not enough to pay or, the bank does not trust the cheque, or the person taking it.

"Bank Statement" Record of your money sent to you each month or from time to time. All the cheques you used and paid to you by the bank, and, the amount you took out and the balance or remaining money. you have in your account.

"Overdraft" It is one of the benefits of using the bank. The bank may allow you or help you take out more than the money you have in your account. But you will pay it back as soon as you get the money. It is a loan for a very short time to help people get some money.

"Loan" Borrowing money from the bank, or the money lent to you by the bank. You will have to pay it within months or years. Bank helps people with loan of money. You can borrow money to buy your tools, or build a house or pay your school fees.

"Bank Services": Activities, services, work or job done to you by the bank. The work of a bank. For example:

i. keeping money, gold, diamond, silver for safety.

ii. saving and giving money out to people

iii. giving interest, more money for the money kept with the bank.

iv. taking money from one place to another, safely (banks draft) transfer of money

v. paying and receiving money through cheques Savings acoount, bankers draft, travellers' cheque.

vi. giving out overdraft and loan, lending money to people to pay back later on.

vii. changing money of different countries - foreign exchange - changing Naira for American money (dollar $) or for British money, (pound £).

viii. giving out money in form of travellers' cheques. A piece of paper or cheque which people who travel carry. Anywhere they go, they can use to get money.

ix. pay people or company in your behalf etc.

UNIT 8. 1 Activity 1

Now answer the following questions. You can look back at the New words as you work.

1. A bank is a special place for:
   (a) keeping money only
   (b) keeping and withdrawing money, gold, diamonds, silver and other valuables
   (c) keeping and withdrawing money only.

2. Which way is better?
   (a) to keep your money or valuable things in the bank.
   (b) hide your money and jewels in a pot or under the ground or
   (c) hide your money and jewels under your bed?

3. Money that goes into your account is called
   (a) Debit (b) Balance
   (c) Interest (d) Credit.

4. If bank robbers or thieves steal money from the bank who losees?:

(a) only the bank loses

(b) the people withdrawing money lose

(c) people who keep their money in the bank lose

5. What is bad about keeping money in pots, under the bed or under the ground or in boxes?

(a) You can easily take your money away

(b) Nobody will know you have money

(c) There is no need for you to go to the bank

(d) It can easily be destroyed, stolen or forgoten.

6. In April, 1984 Nigeria changed its old Naira notes (currencies or money) into new ones. People were asked to go to the banks or local government headquarters to change their money. Many people lost their money to thieves. Many people got beaten by soldiers and police. Many people broke their arms, legs and got injuries. Some even died because they were hungry, very tired, and weak. Everybody wanted to get their old money changed to new ones. They suffered very much because many of them were not using the banks before. Which way was easier?-

(a) Going to the bank with savings book and cheques to change your old money

(b) Giving your money to a leader or worker and wait for some weeks before you get it back.

(c) Selling out one old Naira note for 50 or 30k in the black market or

(d) Giving out ₦200 out of every ₦1,000 old Naira you have.

7. How can you get help from the bank - loan or overdraft

(a) by selling things to the bank people

(b) by staying near the bank everyday

(c) by using (or opening) servings and cheques account with the bank and keep on putting money there before you ask for loan or overdraft.

8. You can open an account with ₦10.00 or more, means:

(a) You will pay ₦10.00 to get an account in the bank

(b) You can start saving money with ₦10.00 or more

(c) Every day you must pay ₦10.00 or more into your account.

9. People who save money regularly with the bank:

(a) lose the money they put in the bank

(b) get their money grow and get interest

(c) cannot get it out (withdraw) any time they like.

10. Who is more clever:

(a) a person who spends all his money, straightaway.

(b) a person who (hides) puts all his money under the bed or

(c) a person who puts all his money in a pot or under the ground or ·

(c) a person who keeps only a little money in the bank?

UNIT 8.1 Activity 2

Fill in the blank spaces. From the list of words below complete the following story/sentences

A. money, interest, post office, sense, more, account savings, day, build, buy, business, trade, school, marriage, fees.

Example

A. 1. Savings make ...sense...

2. Save with any bank or ...post office...

3. You can open an ...account...with R10.or.....

4. Save regularly and watch your ...money...grow

5. You will get good ...interest... on your savings.

6. With your ..... in any post office you can pay your..... expenses

7. You can pay your school ..... or send your children .....

8. You can start a new .....

9. You can even ..... your own house.

10. Save for the rainy .....

UNIT 8.1 Activity 3

On a cheque you must fill in:

1. the date 26-7-84

2. the name of the person you want to pay.

3. how much you want to pay, written out in numbers

4. how much you want to pay, written out in words

5. sign the cheque with your own name.

Sample of a cheque

_____

_____ 19 _____

KADUNA CO-OPERATIVE BANK LIMITED
51, KATSINA ROAD, FUNTUA

PAY _____ OR BEARER

the sum of ₦_____

Acc. 20134 F/2 122393 _____

_____

Now copy the cheque leaf above in your book and fill in:

1. the date
2. the name of person you want to pay
3. how much you want to pay, written out in words
4. how much you want to pay written out in numbers
5. sign the cheque with your own name.

UNIT 8.1 Activity 4

(a) Vist (go to) any bank or post office in your area.

(b) Just walk in and get a place or seat to sit down. You can sit with other people waiting to collect money (customers). Or, you can simple walk around with the other people in the bank (customers).

(c) Pretend you are a customer too. Just keep on

watching people putting in and taking out money. Please do not touch any money or ask someone about his money. You may be killed. Watch people carefully for about 5 minutes or more.

(d) You will see some people giving out their cheque or pass book for taking money out. Some people will be giving out their savings book and cheque for putting money in.

(f) You will see some people giving their money to a person in a box who receives it. He is called "receiving cashier". He receives money from people and writes it in their books. Some people will be getting money from another person (in box). He is called "paying cashier". He pays money out to people.

(g) After about 5 minutes or more, you can walk out of the bank.

(h) Explain to your friends, not in writing, what you saw in the bank. Use English or any vernacular.

UNIT 8.1 Activity 5

(a) Get some copies of different cheque/leaves and "credit" and "debit" forms. Gredit form is the one on which you write the amout of money you want to put into the bank. You write your name, address, date, and your signature. You also

show the type of Naira notes you pay in e.g. ₦20.00, ₦10.00. ₦5.00, ₦1.00 or 50k notes or 10k. You give it together with your passbook. Debit forms. This is the (Debit) form you fill to take some money out of the account. It is filled in the same way as the credit form.

(b) Make a list of all the banks in your area.

(c) Look at the Newspaper advertisements for names of banks. How many names of banks do you have altogether? Next time you want to start saving money in the bank you know where to go. Just walk in and ask any worker what you want to do. He will welcome you and help you. They want more customers in their bank. Do not continue hiding your money in pots, under your bed and in boxes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The aim of this project has been to develop social studies materials for Adult Education, at local level - with the objective of helping adults to acquire knowledge and skills necessary for solving problems. This project was motivated by the realization that Adult Education in Nigeria has been neglected in terms of efforts, curriculum materials and financing. And due to the neglect of Adult and non-formal education. majority of working-age youths and adults who are illiterate, semi literate and primary school leavers and drop outs and secondary school droup outs, living in urban areas, have problems in coping with the increasing demands of change in urban life. Youths and adults in rural areas too have their own peculiar problems related to the neglect of Adult Education. But it was not within the scope of this study.

These youths and adults find it difficult to cope with the urban life, because they do not have the knowledge and skills necessary for solving complex personal and societal problems and issues. Some of them did not make effective use of social services. And while some relied on personal help to get further education or training or get capital or change job, others did not even know what to do to improve their living.

Related literature was reviewed (in chapter two) with the intent of examining prevailing issues on Adult Education in Nigeria and in other countries. The review was based on reports, articles and texts on Adult and non-formal Education, in journals, magazines, textbooks, papers and reports. From these reviews aspects of Adult Education that have bearing to this project have been noted and applied to.

Since the main aim and objective of the work is developing materials for an adult-target population, attention was paid to identifying problems, needs and aspirations of the target population, in chapters two and three. It was these identified problems, needs and aspirations of the target population that provided the basis for selecting resources and developing materials for the target population in chapter four. For example, "filling in forms and application" in unit 3 for those who wanted to get further training or education; using the bank in unit 8 for those who wanted to get access to the means of getting financial assistance.

With close reference to the identified needs and problems and objectives of the adult learners, a total of eight units and about thirty six activities therein have been developed. Although the activities cover only as small aspect of the problem of adult education, it is hoped that it will at least encourage adults to seek for more knowledge and skills that will benefit them.

The units and activities therein have been developed in actual sense as examples. Adult Education teacher and his adult learners are left with many alternatives - depending on the resources available and the circumstances surrounding the community in which the adult learners live. Therefore a teacher is at liberty to use his own experience, skill or discretion in teaching the units or choosing alternative activities for his adult students.

But the question of classroom organization, i.e. how the units/activities should be taught and in what ways and for how long, was not within the scope of the project as shown by Table 3.1 page 40. Again it is the teachers responsibility to decide what time to allot to each unit and activities therein.

5.2 Conclusions and Recommendation

Although Adult Education is a unique domain for finding solutions to human problems, in Nigeria the attention and recognition it receives within the formal education system has been very minimal in terms of both materials and financing, (International Conference on Adult Education and Development, 1976). Emphasis is still on mass literacy, covering individual small areas and communities. There was less evidence of any specific strategies for achieving the objectives of Adult Education, nation-wide.

Where education is the privilege for a small proportion of the population, the greater percentage

will remain illiterate and deprived. And as long as educational resources are confined to the formal education programmes, there will be less possibility of making any significant progress in educating a very large number of people who for a number of reasons have missed the opportunities for formal or further education.

Adult Education is part of the formal educational system, and should, therefore receive equal attention with the formal education. The success of any formal education of a country would depend to a greater extent on the success of its Adult Education programme. Many of the problems faced in Nigerian schools like school indiscipline, negative attitudes to school work, poor school results and financial crises could be connected with the problems of Adult Education. Majority of illiterate and semi literate parents have little or no understanding of their children's formal education, and the process it undergoes. They are reluctant to support it. They, themselves find it difficult to cope with the complex problems because they did not acquire the necessary skills, knowledge and competence for decision-making and solving problems.

More attention should be paid to Adult Education. One way of doing this would be to carry research work on small communities and develop materials from local resources available for adult learners within a particular community.

The materials that have been developed in the preceding chapters have covered only a very negligible aspect of learning materials, so far. But the multi-disciplinary nature of Adult Education involving nearly every aspect of life, calls for diverse materials from various disciplines. A single subject cannot provide enough materials, knowledge, skills and competencies required for resolving any substantial human problems (International Conference on Adult Education and Development, 1976).

So, if Adult Education is to be an instrument for development, i.e. helping people to develop themselves, then it must be integrated with the total life of the people involved. And the diverse subject matter areas it would involve must also be related to the total life of the people involved. For example, learning how to follow instructions and directions will be of no value if it is not combined with learning about personal safety and hygiene, and health destructive behaviour. Neither will there be any use reading signs, labels and symbols if it is not combined with learning about road safety and precaution. Learning how to fill in forms and application for jobs, will equally be useless if it is not supported with further skills and knowledge for further qualification.

It will continue to be a futile effort forcing illiterate Fulani herdsmen, village farmers and peasants, and semi-literate town dwellers to support

the Universal Primary Education scheme (U.P.E.), if they are not educated or enlightened about the importance of mass literacy.

These are the prevailing issues and problems in Adult Education in Nigeria which have been discussed throughout the project. It is recommended that:

i) diverse subject matter areas (content) from various disciplines, should be developed to cover more areas of Adult Education, at local levels, at least. For example, community hygiene, healthcare Education, agricultural extension work, dental care, nutrition and local foods, Radio and T.V. programmes, mass literacy class and decision-making process in family and community affairs. This is a challenge to anybody interested in promoting Adult Education.

ii) Learning materials should be developed particularly in the area of 'Decision-making process'. This is a very important area of Adult Education because according to Nyerere (1973) ..... 'people cannot be developed; they can only develop themselves". They can develop themselves by making their own decisions and taking intelligent social actions in matters affecting their lives. And as they take more rational decisions and actions, their knowledge,

ability, and understanding of what they are doing increases and they become more effective citizens and members of their community, Nyerere (1973:60).

iii) Materials should also be developed that will help people to learn from the uses of local resources available - such as a nearby Adult Education centre, village dispensary, radio and T.V. programmes, Agricultural Extension Services/workers; Reading rooms/libraries and Adult Evening Classes.

iv) In any case, developing materials, strategies and techniques should be based upon the prevailing circumstances and the resources available in the community of the adult learners. And they must be of low cost, preferably capable of being developed out of the local materials within the community. The idea is to encourage self-reliance, and according to Nyerere (1976) 'Self reliance is a very good educational technique as well as being an indispensable basis for further development', Nyerere (1976).

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