COURSE GUIDE

PED320
FAMILY EDUCATION

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MODULE 1 FUNCTIONS AND LIFESTYLE OF THE FAMILY

Unit 1 Basic Concepts of Family
Unit 2 Roles of Parents, Teachers and Children in the Family
Unit 3 Marriage and Family Life
Unit 4 Parenting Styles and Patterns
Unit 5 Communication and the Family

UNIT 1 BASIC CONCEPTS OF FAMILY

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1.1 INTRODUCTION

The family plays an important role in the life of an individual and the society at large. "**Family means** having someone to love you unconditionally in spite of you and your shortcomings. **Family** is loving and supporting one another even when it's not easy to do so. https://www.bestrongfamilies.org/news/2018/9/28/what-does-family-mean-to-you. The family is the smallest segment of the society and the family members discuss various topics of interest sharing freely their thoughts - happiness, frustration, fear, pain and joy etc. This is possible because the pillar of trust develops right from the childhood when child interacts with father, mother and elders and as he/she grows the trust and topic they share change with time and family members.

It is the first training institution where a child learns about basic issues of life such as values, human and social relations, communication and other basic skills that will be required for relating with the larger society. Therefore, the experiences that a child has at the family level-whether positive or negative may affect the child's personal development

throughout life. For example, a child who grows in a family full of strife and violence may find it difficult to show true love and care, except he/she encounters other experiences outside the family that provide learning about love and happy family life. Family patterns are likely to influence a child's ability to trust others, express love or anger appropriately, being successful at school and so on and so forth. Obviously, the family plays a big role in nurturing emotionally healthy (or disturbed) children. This unit discusses basic concepts of the family and the changes that have occurred in the family structure over time in traditional and postmodern societies. Some of the effects of these changes especially on children's care and education are also extensively discussed.

1.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- define family
- mention and explain examples of traditional and modern/ post -modern family structures
- list the characteristics of traditional and modern/postmodern family structures
- describe types of family on the basis of marriage, residence, descent and nature of relation
- discuss factors responsible for changes in family structure
- examine impact of changes in family structure.

1.3 MAIN CONTENT

1.3.1 Definition of the Family

Many experts have had difficulty defining what a family is; this is because of the complex nature of the concept. The word 'family' means different things to different people. Burgess and Lock (2006) define family as "a group of persons united by ties of marriage, blood or adoption constituting a single household interacting with each other in their respective social role of husband and wife, mother and father, brother and sister creating a common culture."

According to Sociologists, the family is an intimate domestic group of people related to one another by bonds of blood, sexual mating, or legal ties. It has been a very resilient social unit that has survived and adapted through time. So, the element of time referred to above, is again present here. https://www.ukessays.com/essays/sociology/the-definition-of-family-sociology-essay.php

According to Burgess and Locke (2006), "Family is a group of persons united by the ties of marriage, blood or adoption; consisting a single household, interacting and intercommunicating with each other in their social roles of husband and wife, mother and father, son and daughter, brother and sister creating a common culture"

- As a K. Davis defines, "Family is a group of persons whose relations to one another are based upon consanguinity and who are, therefore, kin to one another".
- According to Elliot and Meril, "Family is the biological social unit composed of husband, wife and children. (http://www.yourarticlelibrary.com/family/family-definition-characteristics-and-forms/47651. retrieved from online sep 2019).

According to most functional definitions, a family is any unit in which there exists: Sharing of resources and economic property; A caring and supportive relationship; Commitment to or identification with other family members; Preparation of children born to or raised by the members to become adult members of the society **(**https://www.purdue.edu/hhs/hdfs/fii/wp-content/uploads/2015/07/s_wifis01c02.pdf) retrieved oct 2019.

From these definitions, it is clear that the word, 'family', cannot be given one single definition. The family as an institution has different connotations in different places. Therefore, in simple terms, the family can be regarded as a group of people (two or more) usually related by blood (and sometimes not related, perhaps by adoption) living together wherein the adults care for the young.

1.3.2 Types of Family

Some experts have classified the family on the basis of marriage, residence, descent or ancestry, and on the nature of relations. This is discussed in details below:

1. Types of Family on the Basis of Marriage:

A family can be classified into three major types on the basis of marriage. These are:

- **Monogamous Family**

Monogamous family is made up one man and a woman. The Christian religion and court marriages encourage this type of family.

- **Polygamous Family**

This consists of a man with multiple partners. The Islamic and African traditional religion approve of a man marrying more than one wife. However, in the Islamic religion, the man can marry only four wives if he is able to meet certain conditions stipulated in the Quran.

- **Polyandrous Family**

In this type of family, a woman is allowed to marry more than one man at a time. Examples of such families are found in few families in South Asia (usually allowed in poor societies with shortage of women.) For instance, the Toda people of India practiced this when a man marries a woman and she becomes a wife to all his brothers. It was also used as a strategy to keep the birthrate down in cases of extreme poverty.

Types of families based on society

Single Parent Families

This structure involves either a mother or a father, but not both, raising their children on their own.

Childless Families

A married couple without children is often overlooked as a family, but more and more couples are making the decision not to have children.

Blended Families

Blended families often include one or both parents being remarried, with children from both spouses' previous marriages and children from the current marriage living in the same household as step- or half- siblings

2. Types of Family on the Basis of Residence

Based on the nature of residence, a family may be classified into five forms, namely:

- **Family of Matrilocal Residence**

This is a situation where in some societies the couple is expected to live with or near the wife's parents.

- **Family of Patrilocal Residence**

This is a situation whereby the society expects the couple to live with or near the husband's parents.

- **Family of Biological Residence**

A situation whereby newly married couple is allowed to choose whether they will live with or near the husband or wife's parents.

- **Family of Neolocal Residence**

The newly married couple is free to set up their residence apart from both parents.

3. Types of Family on the Basis of Ancestry or Descent

Another way a family can be described is through descent or ancestry. In this regard, a family can be classified into two main types:

- **Matrilineal Family**

In some societies, kinship (that is, a network of people who are related by marriage, birth, or adoption) is traced through the mother's family. In this set-up, property is passed from mother to daughter. This type of family is common in some Ghanaian communities.

- **Patrilineal Family**

In some societies, kinship is traced through the father's family. In this type of family, property is passed from father to son.

- **Bilateral Descent**

In this case, kinship is traced through both parents and property can be inherited from both sides of the family.

4. On the Basis of Nature of Relations:

Based on the nature of relations among the family members, a family can be classified into two main types:

- **The Conjugal Family**

This type of family consists of adult who share sexual relationship.

- **Consanguine Family**

This type of family consists of members with blood relationship such as brother and sister, father and son, etc.

5. On the Basis of Size or Structure

Family Structure are as follows

Couple without dependent children: married, unmarried (cohabiting).
Single-parent family household: never-married, separated, divorced and widowed.

Two-parent family household: not married, first marriage, second/third marriage. ™

Foster family
Adoptive family
"Estranged" family
Nuclear/extended/ multigenerational household

None/one/two/multiple wage earners (Wisconsin Family Impact Seminars https://www.purdue.edu/hhs/hdfs/fii/wp-content/uploads/2015/07/s_wifis01c02.pdf). Retrieve 2020

On the basis of size or structure, a family may be classified into two main types:

- **Nuclear or Single Unit Family**

The term 'nuclear family' refers to a household consisting of a father, mother and their children.

- **The Extended Family**

The nuclear family is usually embedded in a larger family group. The extended family is made up of three of more generations of a family sharing the same residence.

SELF-ASSESSMENT EXERCISE 1

In not more than ten minutes, attempt the question in the box below.

Mention four examples of family structures that have been formed in the modern and postmodern era.

1.3.3 Changing Family Structure

The family is said to be universal because it is found in more societies than any other social institution, including the economy, the state, religious communities, and educational organizations. The word family may mean something quite different to an African-American, an American Indian, or a Southeast Asian refugee, a stepparent, a foster parent, a landlord, or a zoning board member. A commonly used definition is that of the Census Bureau, "a householder and one or more other persons living in the same household who are related to the householder by birth, marriage, or adoption" (Census in https://www.purdue.edu/hhs/hdfs/fii/wp-ontent/uploads/2015/07/s_wifis01c02.pdf). This definition includes many family types commonly regarded as families including traditional families (breadwinner husband, homemaker wife and their children), remarried families, dual-earner families, and single parent families. Yet it also omits some relationships that are commonly regarded as an integral part of families: A grandparent who does not reside in the household; A noncustodial parent; An unmarried parent who does not reside with his/her child; A child in a divorced family who spends half of the week with one parent and stepparent, and the other half with another parent and stepparent; A man and woman who are legally married but maintain separate apartments and see each other on weekends. Another frequently used structural definition is "two or more persons related by birth, marriage, or adoption"

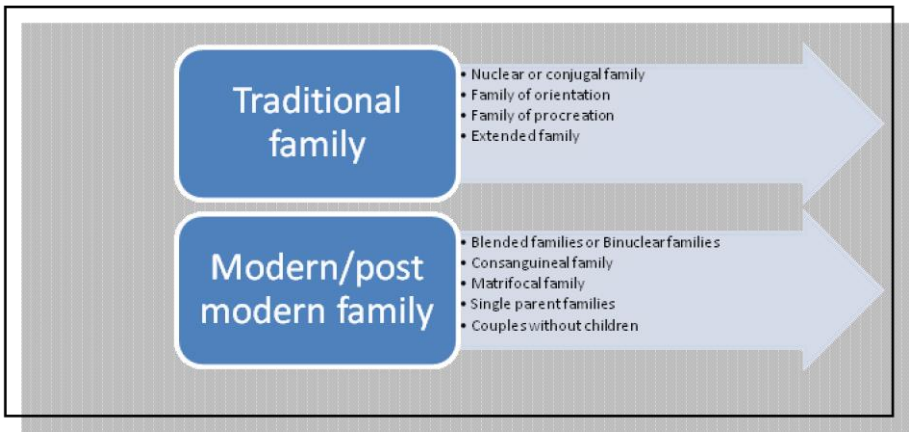
(Ooms and Preister, in https://www.purdue.edu/hhs/hdfs/fii/wp-content/uploads/2015/07/s_wifis01c02.pdf). This definition broadens the scope by counting as "family" people who do not live together, but are related biologically or through legal contracts. Yet, though this definition is more inclusive, some would contend it still excludes some arrangements that many might recognize as legitimate families. For example, long-term foster families are not related by birth, marriage, or adoption, yet carry out many family functions over a significant period of time. Both these structural definitions exclude communal living arrangements and gay and lesbian couples.

1.3.4 Traditional Family Structures

"Family" is usually to a traditional model of a mother and father, married to each other and their biological or legally adopted children.
The family is a child's primary context for socialization and greatly affects a child's well-being. Historical contexts show that families have been evolving for centuries due to social and economic factors, thus resulting in various family structures. A stable, traditional family structure is most conducive to academic success (Tillman, 2007).

In all societies, the family remains the basic social unit. The form that the family takes however varies from society to society. The family has changed in formation and structure over several decades. What used to be defined as a typical family in the Victorian Age may no longer hold in the millennium era. Many experts have tried to describe types of family formations to reflect past and current trends. According to some sociologists, "the nuclear family seems to be inadequate to cover the wide diversity of household arrangements we see today." There is **postmodern family**, which is to describe the great variability in family forms, such as single-parent families and child-free couples." Therefore, some families have been classified under **traditional** and **modern/postmodern types of family**.

Traditional and Modern/Postmodern Family Structures



Characteristics of the Traditional Family

Traditional family structure may be defined as one in which the child resides with both biological mother and father. Most children raised in a traditional nuclear family have greater financial resources, increased supervision, and more stability. Unfortunately, "only half the children in the United States spend their entire childhoods living in the same household with both their parents," (Feldman, 2008, p. 355). Emotional well-being is fostered in traditional two parent families (Sweeney,

2007). Children raised in traditional two parent families report having closer relationships with their parents than children raised in other family structures (Falci, 2006). In addition, a stable traditional family structure is most conducive to academic success. (Tillman, 2007).

the traditional family structure has a father as the sole breadwinner and the mother as the stay-at-home caretaker of the children. Other characteristics of the traditional family structure are:

- Most marriages were arranged by parents, and extended family members.
- Sexual freedom of men and women was restricted.
- Polygamy was allowed.
- Children experienced rites of passage to adulthood. (That is, children had to undertake certain ceremonies and rituals especially when they become adolescents, before they could qualify to be addressed and regarded as an adult.)
- Family norms and social interactions were based on traditions and customs of the community or family clan. (For instance, in some communities, it was a taboo for the head of the family to eat the head of a fish, because it was not traditionally acceptable).
- There were larger families with more children living under the same roof.

Examples of Traditional Families

All over the world, there are certain types of family which existed from the past and are still found in many societies. These types of family are referred to as **traditional types of families**. Some of the examples include:

- **The Family of Orientation**

In a lifetime, an individual is likely to belong to at least two different overlapping nuclear families: the family of orientation and the family of procreation. The family of orientation is the nuclear family into which the person is born. This type of family is made up of the individual and his/her siblings (brother(s) and or sister(s) and the parents).

- **The Family of Procreation**

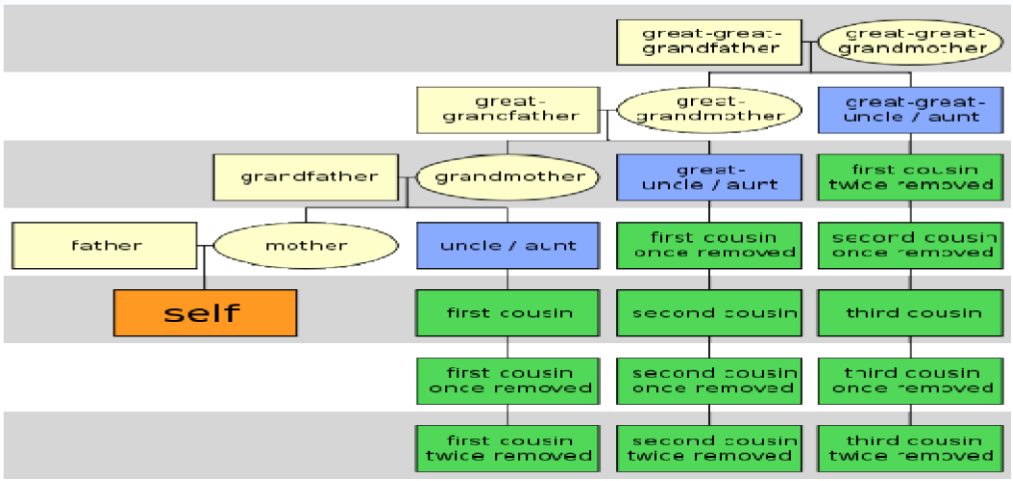
When an individual get married, a new nuclear family is formed. This type of family is called the family of procreation which consists of the individual, his or her spouse, and their children.

- **The Extended Family**

The nuclear family is usually embedded in a larger family group called the extended family. The extended family is made up of three or more generations of a family sharing the same residence. This type of family system is common in northern Nigeria and in the Chinese society, where the grandparents, parents and their children, uncles, nephews and other relations live together under the same roof.

Sometimes, the extended family structure has the advantage of supporting one another in performing such roles as parenting tasks and responsibilities. They may also help provide support for sick family member or help with financial problems. The child is not likely to lack any form of parental care because there will be someone in the family to stand in the gap. However, in the face of the new global economic crisis, such large families may be unable to meet the economic and financial demands of the extended family. The cost of maintaining such families, especially children and the elderly may become a burden on a few members of the family who are within the workforce.

Relationships Describing Extended Family Members



Source: Wikipedia On-line encyclopedia

The Nuclear family

A nuclear family consists of a father, mother and their children who live together. Nuclear families constituted the basic unit of the family before becoming an extended family. However, such families were common type traditional types of families in the European countries. It became popular in Africa and other colonized regions during the colonial era. Nuclear families can be of any size, as long as there are only children and two parents (father and mother). Most of the time, nuclear families are able to take proper care of their children and support their

educational needs because resources are provided for only a few individuals. Children in return, enjoy the support of both parents in terms of care and education. Parents are able to speak in one voice to discipline an erring child and also put resources together to meet basic needs when required. However, in some cases, both parents get carried away by their jobs and devote little or no time to the emotional needs of their children.

1.3.5 Modern/Post Modern Family Structures

As with every other aspect of life, industrialisation and globalisation has also influenced in family formations and structures. This has led to the formation of different family structures, which hardly exist in the past. Some of the examples of the family structures within the modern and postmodern context are:

Single-Parent Family

One of the common changes that have occurred in family structure over the years is the increase of single-parent families. In such families, only one parent is responsible for raising the child or children. Single-parent families arise either from the death of one parent, divorce or separation of couples or when an adult chooses not to marry but decides to have and raise a child. Women, most times, are the head of most single families.

In most single-parent families, childcare is difficult to achieve because the meager income being earned will have to be shared among house rent, utility bills (power and water), feeding, clothing expenses, etc. If there is more than one child, the situation becomes more critical, except in a few cases where the single-parent (either man or woman) is a high income earner, or from a wealthy family which provides additional support, or if the single-parent is lucky to have the support of the estranged spouse. Therefore, one of the disadvantages of this type of family may be the inability of the single parent to cope with the social and economic demands of parenting, and the children are usually the ones who suffer for it. However, some family tensions present in other forms of family may be reduced in a single family. This enables the parent to concentrate more on the child's needs; parent and children also corporate with one another and resolve family issues amiably than other types of families.

Reconstructed, Blended, or Step-Family

These terms refer to a family in which at least one of the adults has children from a previous marriage or relationship. A blended family is

one in which the child lives with either his or her biological mother or father and that parent's spouse. A blended family may also include the spouse's children or children born to the newly married couple.

Binuclear or Step-Family

Binuclear family means that two households, which are formed after a divorce, still comprise one family system where there are children involved.

Complex Family (Extended/consanguine/Joint Family):

- The complex family is used to describe any family structure involving parents, children and other people. Examples of complex families are extended, consanguineous or joint families. All of these terms describe a family structure where many generations live together under the same roof, depending on the circumstances. Therefore, one can find multiple generations in the family living together in the same house. Usually, the house has a large reception area (or sitting room) and a common kitchen, while each family member has his/her own bedroom. For example, in India, the sons' families live together in the same house with their parents.

- Within a complex family situation, catering for children's needs and education may be done unequally. Boys are likely to have more advantage than girls. Available money in such family structure is likely used to send boys to school, while the girls will be asked to stay behind, learn a trade or assist their mothers in the market. This is because the family shoulders more expenses and responsibilities in meeting the basic needs of the entire family and when such decisions as education has to be made, the culture is always in favour of the male child.

Matrilocal Family

A matrilocal family consists of a mother and her children. This is a type of single-parent family structure.

Couples without Children

Voluntary childless families are very common especially in Europe and in other foreign countries. Although, in some cases, couples wish to have children but are unable to due to medical reasons. In African countries, a high value is placed on children; hence, couples resolve their problems of childlessness, by adopting children of other family members or from in orphanage homes.

Cohabitation or Unmarried Couples With children

In a cohabitating relationship, the child lives with either his or her biological mother or father and that parent's significant other; however, unlike blended families, the adults are not married. Statistics show that the rate of cohabitation is on the rise. One reason for its increased popularity is that many couples feel it is good practice for marriage. On the contrary, couples who previously cohabitated are more likely to divorce than those who have never lived together (Feldman, 2008). This is a situation whereby a couple lives together in a sexual relationship without being married.

Characteristics of the Modern/Postmodern Family

Today, black, white, renaissance, cubism, punk, grunge, atheists, religious devotees, homosexual, heterosexual, transgender, conservative, liberal, monogamy, polygamy, working mothers, stay-home dads, nuclear families, single parenthood, octo-mums and multiple variations in between, all cohabit the same society. How is it possible for the presence and general acceptance of so many different cultural modes in one period? A postmodernism worldview may provide a plausible explanation. Jameson (2006:484) and Samuels (2008:221) support the notion of postmodernism as a culturally dominant concept, which allows for the coexistence of other divergent traits to subsist simultaneously within the domain of postmodernism. Postmodernism supports the idea that social realities are dynamic, forming and reforming in response to environmental stimuli (McQuail, 2010:129).

a. Change in maternal roles: Most married women are now engaged in labour force (working class mothers/women).
b. Single-parent families are becoming common and there is an increasing number of households headed by women.
c. There is an increasing rate of marital instability and dissolution and step families are emerging.
d. There is a changing pattern of mate selection and family relations and little or no influence or control of clans and kinship group over the family.
e. Free selection of spouse.
f. Rights of women are becoming largely recognized.
g. Higher levels of sexual freedom for men and women.
h. Children's rights are recognized.
i. Emergence of same sex relationships (homosexuals and lesbians).
j. Increase of age at marriage- unlike in the past when young girls were encouraged to marry after their primary or secondary school education, most girls now delay marriage till an older age when

they have graduated from a higher institution and have started working.

k. Decline in fertility and few children in the family.

SELF ASSESSMENT EXERCISE 2

In not more than ten minutes, attempt the questions in the box below.

1. Mention four characteristics of a traditional family
2. Which of the following is not a traditional family type?

A. Nuclear family
B. Polygamous family
C. Extended family
D. Single parent family

1.3.6 Factors Responsible for Family Structure

Fertility Change

The reduction in average annual rate of population growth, which is a global phenomenon, primarily occurred due to reductions in fertility levels. An inevitable outcome of declining fertility rates and increasing age at first birth in most of the countries in the world is a reduction in family size. Fertility decline is due to the combined effect of substantial socio-economic development achieved during in the last two decades and the effective implementation of family planning programmes. The contribution of socio-economic development to fertility decline was mainly by increasing the cost of children. It became irrational for many people to have large families. A main, emerging feature in the modern family system is the changing attitude towards the value of children. In traditional societies, where human labour was a source of strength to the family, more children were preferred to fewer. But as the economic contribution from the children in a family decreased, because of a move away from agriculture, the need for large numbers of children decreased. Improvements in health care and child survival also contributed. The emphasis was on the quality of life rather than the quantity of children, a new concept added to family values.

Change in Age at marriage and age at first birth

In many countries in Asia where significant declines in fertility are being experienced, reductions in the proportion of people married have often coincided with or preceded declines in marital fertility. A substantial increase of the proportions never married, among both males and females, at young ages, has been noted in many countries.

A higher median age at first birth is an indicator of lower fertility. The age at which women start childbearing is an important demographic determinant of fertility.

Change in Mortality

Mortality declines, particularly infant mortality, everywhere preceded fertility declines. Improved survival rates of children mean that when women reached the age of 30 they increasingly had achieved the completed family size they desired provided fertility declines. Earlier, much larger numbers of births were required to achieve the desired completed family size.

Change in Size and Structure of the Households

A family may be defined as a group of persons related to a specific degree, through blood, adoption, or marriage. The difficulty is that comparative data on the family in the broad definition of the term is not available. The available statistics relate to households, defined by location, community or living arrangements. A household is defined in many surveys as a person or a group of persons that usually live and eat together. It is important to distinguish between a family, where members are related either by blood or by marriage, and a household, which involves the sharing of a housing unit, facilities and food. The reduction of the family size could be attributed partly to economic difficulties, low levels of income, the high cost of living, the costs of education of children and the desire to maintain a better standard of living, which is best achieved within the more affordable smaller size family. Consequently, the nuclear family with its parents and children, became the model of society and soon ruled out the traditional, extended family usually constituting three generations.

Marriage Dissolution It is no longer the case that all marital unions, whether formal or informal reach the final dissolution through death. A considerable proportion of unions are disrupted suddenly for reasons such as desertion, separation or divorce. An obvious failure in family relationship is where husband and wife cease to live together. Divorce is the final dissolution, leaving both spouses legally free to enter another

marriage contract. A variety of grounds for divorce is recognized across the countries in the Asian region, and of those the two broad categories are cruelty and desertion. The law has not only initiated legal changes to enhance the status of women and their children within the family, but also it contributes largely to dissolution of unsatisfactory marriages. **Widowhood** is most likely to strike older persons and therefore worsen the economic problems of ageing. Death of a spouse can result in single parenthood for women for two main reasons: First is that women have longer life expectancy and second is that at the time of marriage of almost all couples, the husband is significantly older than his wife https://www.un.org/esa/socdev/family/Publications/mtdesilva.pdf online retrieve 2019

As part of the processes of urbanisation and modernisation, patterns of family formation and family life are experiencing significant changes resulting in the altering of the composition and structure of families in all societies. In Africa, these changes occurred as a result of certain factors which are explained below:

- **Religious Influence**

African families have undergone significant transformation caused by the influence of indigenous and modern religions (Christianity and Islam) adopted by the ancestors during the colonial era.

- **Modernisation and Urbanisation**

Another factor responsible for changes in the family structures is modernisation, urbanisation and migration of families across the continent. (People were taken away as slaves and those who migrated to other cities or countries to trade began to imbibe the family patterns of other people.)

1.3.7 Impact of Changes on Family Structures

After a divorce both children and adults experienced pragmatic, physical and emotional problems as well as declines in family functioning. Parental divorce had negative consequences for the mental health of some offspring that persisted into adulthood. Even though the majority of children of divorced families are functioning within normal ranges or better on a variety of objective measures of adjustment, divorce lingering feelings of sadness, lack of belonging, worries and regret. Young adults recall distress and painful memories and experiences caused by their parents' behaviors and post-divorce custody arrangements. It is the relationship between the parents, after all, that

forms the template for heterosexual relationships and provides the young woman with a basis for her own hopes and expectations.

Impact of changes on Family structures are as followed;

Five mechanisms or devises will be considered in the following discussion:

- income changes consequent on parental separation
- paternal absence
- poor maternal mental health following a separation
- interparental conflict
- compromised parenting practices and child-parent relations.

Each of these mechanisms implies a causal connection between associations between parental separation and adverse child outcomes.

Income Changes Consequent to Parental Separation

The economic circumstances of families decline after divorce, especially among mother-headed families. Amato (1993) outlined a range of ways in which the economic position of a family might exert effects on child wellbeing: Financial hardship may negatively affect children's nutrition and health; it reduces parental investment in books, educational toys, computers, private lessons; it constrains choice of residential location, which means that the family may have to live in a neighborhood where school programmes are poorly financed, services are inadequate and crime rates are high; children are more likely in such neighborhoods to associate with delinquent peers. A number of studies have found that when controls for income are applied, the effects of parental separation decline significantly (Carlson and Corcoran 2001).

Paternal Absence

Following a parental separation, most children live in the primary custody of one parent, although joint custody arrangements have become increasingly common over recent years. In most cases, the custodial parent is the mother, which means that a significant aspect of the experience of post-separation family life, for most children, is the absence of their father. Although other custody arrangements are increasingly common, the research in this area has still tended to focus on "father absence".

As Amato (1993) notes, the absence of one parent means a deficit in terms of parental time available to do the work of parenting (and all the other work in the household, which further restricts the available time

for parenting). Children will also lack exposure both to an adult male role model and to the skills and processes involved in a committed adult relationship, including such things as communication, negotiation, compromise and expression of intimacy (although it must be said that many couples in intact relationships model such things imperfectly at least part of the time). In addition, children are likely to suffer where the absence of their father from the home means that they have lost effective contact with him.

First, children whose parents separated do worse than children who have experienced a parental bereavement. Biblarz and Gottainer (2000) found that, compared with children of widowed mothers, children of divorced mothers had significantly lower levels of education, occupational status and happiness in adulthood. They found no evidence that divorced mothers were less competent parents than widowed mothers and speculated that the contrasting positions in the social structure of different types of single-mother families may account for observed differences in child outcomes.

Maternal Mental Health

The following are the impact of the changes in family structure

- **Reduced care and attention for children**

Since both parents now have to work to meet the needs of family members, quality time is not spent with children as it was in the past. Mothers are compelled to combine their traditional roles - childrearing and household chores with earning money to supplement the household income and the extended family system that bridged this gap in the past has equally collapsed, many children are therefore left in the care of house helps and other care givers.

- **Neglect of child welfare**

Many children are living on the streets today because they ran away from home or their parents have rejected or neglected them. As such, there are child street beggars, child hawkers, and child bus conductors and so on. Furthermore, the spread of HIV/AIDS has led to child-headed families. Children who lost both parents to AIDS become orphans; hence, the oldest child takes on the responsibility of taking care of his/her siblings.

- **Hindering of physical growth and development**

Mothers no longer have the time to stay at home to breastfeed their babies. Such children depend on baby milk while the mother is away at work. This has led to the stunted growth, developmental problems, ill health and sometimes death of such children.

1.4 SUMMARY

In this unit, you were told that the basic unit of any society is the family. Families play an important role in raising children in a healthy, happy and stable environment in order for them to become responsible adults. Since the experiences the child has while growing within the family determines what society becomes in future (whether peaceful or aggressive), it is important to pay attention to the different formations and structures of the family that are emerging with the view of identifying the impact of these developments in future societies and to address necessary areas where changes are needed to bring about improvements in family living and consequently, the larger society. Various transformations have taken place in the family over several decades. This has had lot of impact on the definitions of family as definitions keep changing to reflect new changes occurring in family structures. On the whole, there seems to be no singular typical family type. Rather, the family types are becoming increasingly diverse. This knowledge is fundamental in a study of family living.

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1.6 POSSIBLE ANSWERS TO SELF ASSESSMENT EXERCISES

EXERCISE 1

Four examples of family structures that have been formed in the modern and postmodern era.

a) Modern/Post Modern Family Structures
b) Traditional family structure
c) Family that is on the Basis of Size or Structure
d) Family on the basis of marriage, residence, descent or ancestry, and on the nature of relations.

EXERCISE 2

1. Characteristics of a traditional family.

- Most marriages were arranged by parents, and extended family members.
- Sexual freedom of men and women was restricted.
- Polygamy was allowed.
- Children experienced rites of passage to adulthood. (That is, children had to undertake certain ceremonies and rituals especially when they become adolescents, before they could qualify to be addressed and regarded as an adult.)
- Family norms and social interactions were based on traditions and customs of the community or family clan. (For instance, in some communities, it was a taboo for the head of the family to eat the head of a fish, because it was not traditionally acceptable).
- There were larger families with more children living under the same roof.

Answer to Question 2

The answer is option D (single parent family)

UNIT 2 ROLES OF PARENTS, TEACHERS AND CHILDREN IN THE FAMILY

CONTENTS

2.1 Introduction
2.2 Objectives
2.3 Main Content
  2.3.1 Functions of the Family
  2.3.2 Roles and Responsibilities of Parents
  2.3.3 Roles and Responsibilities of Other Members of the Family
2.4 Summary
2.5 References/Further Reading
2.6 Possible Answers to Self-Assessment Exercises

2.1 INTRODUCTION

Understanding the meaning of individual roles and playing their roles as it required in the family brings about peace and orderliness in the home and society. Individual in the family such as parent (father and mother) children, brother, sister, uncle, etc. parent have duty training and bringing up their offspring in love, care and understanding manner, to provide for their physical and spiritual needs; to serve as a positive role model for their children and to teach them to be law-abiding citizens wherever they live.

Defining roles of individual brings about in the family peace and orderliness in the home and society at large. Parents have duty of bringing up their children in love, provide for their physical and spiritual needs; and to teach them be law-abiding citizens wherever they live.

2.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- examine the functions of a family
- identify the roles and responsibilities of members of the family.

2.3 MAIN CONTENT

2.3.1 Functions of the Family

Management of sexual activity, reproduction, socialisation, provision of economic and emotional security are the major functions of the family.

- **Reproduction**

The family ensures that the society's population is maintained through child bearing and rearing. This is essential to replace members of the society who have died or moved to another location.

- **Socialisation**

The family is the first place a child learns how to socialise. Family ensures that children learn the societal values, beliefs, attitudes, knowledge and skills. Families also teach children gender and social roles such socially accepted behaviour and behaviour society frowns at.

- **Economic support**

This is an important role performed by the family. The family provides shelter, food, protection, health, education and other basic requirements of children.

- **Emotional security**

The family provides the child's first experience in social interaction, which is intimate, nurturing and enduring, thus, providing emotional security for the child. They family cares for its members even when they get into trouble and suffer from other people's rejection.

- **Regulation of sexual activity**

One of the functions that the family performs is regulation of sexual activity. Every society regulates sexual activity in one way or the other. One common example is incest taboo. In most cultures, close relatives in a family are prohibited from engaging in sexual activities with each other. When this occurs, there are sanctions or punishment meted out on the offenders.

SELF ASSESSMENT EXERCISE 1

In not more than ten minutes, attempt the questions in the box below.

1. Discuss socialization as a function of the family.
2. These are functions of the family except….

A. Reproduction
B. Socialization
C. Standard politics
D. Economic security

2.3.2 Roles and Responsibilities of Parents

Parents have an important duty in bringing up their children in healthy and responsible way; this is important to the children's life-time development. Parents, therefore, should have a goal and set a standard for their family.

Roles and Responsibilities of the Father

A father is considered as the head of the family and is responsible for providing emotional, social, spiritual protection and support for his family. Other roles performed by the father in a family are listed below. A father:

- provides the basic needs for the family (such as food, clothing, and shelter).
- lovingly corrects family members whenever they go wrong.
- acts as the role model in the house.
  protects family members.
- teaches his family members the culture of the society.
- teaches the children to respect people.
- has authority over all the family's affairs and decisions.
- Is also responsible for maintaining discipline in the family.
- guides, counsels and directs family affairs.
- cooperates with the mother in training the children and other family members.
- provides the means for proper education for the children by paying their school fees.

Roles and Responsibilities of the Mother

Mothers have the responsibility to nurture children to maximize their potential. The mother, though under the authority of the father, is the overseer of the home. Other roles include that she:

- takes care of the family members.
- may also work to assist the family income.
- acts as role model to her daughters.
- also helps to teach the culture of the society.
- teaches the children to respect people.
- should spend quality and quantity time with the children.

- is a homemaker; she plans, cooks and serves meals for the family members.
- keeps the house clean and in order.
- is responsible for the bearing and rearing of children.
- ensures that the family is well clothed.

2.3.3 Roles and Responsibilities of Other Members of the Family

b. Roles and Responsibilities of Children

Children also have their roles and responsibilities within the family, therefore they should:

- assist their parents in household chores.
- love, respect and obey their parents.
- study and do their homework.
- learn the culture of the society.
- protect the name of the family.
  Learn and observe family values, societal norms and religious beliefs.

d. Roles of the Extended Family Members

Members of the extended family who live together also have their roles and responsibilities depending on their age, sex, ability, and health conditions. For example, cousins, nephews, and nieces should join the children in carrying out domestic chores and running errands for the parents. Grandparents can also assist in raising the children and providing guidance and counsel from their wealth of experience.

SELF ASSESSMENT EXERCISE 2

In not more than ten minutes, attempt the questions in the box below.

1.	Discuss four roles and responsibilities of mother as a member of the family.
2.	These are family members except _____
A.	Father
B.	Mother
C.	Pastor
D.	Uncle

2.4 SUMMARY

In this unit, you were able to study that each family member (father, mother, children, uncle, aunt, etc) has specific roles and responsibilities in the family. Clear definitions of these roles and strict adherence to it will bring about peace, harmony and also foster family and societal development. Showing genuine interest in your children's daily experiences, asking questions about what they do each day, attending parent- teacher meetings and school events, spending time with and listening to children, and providing opportunities for children to express themselves are positive roles parents can play in their children's lives. Children also have the duty to respect their parents, be obedient to them and to be responsible in the society.

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1.6 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISES

EXERCISE 1

Question 1. Socialization as a function of the family:

Socialization: **T**he family performs several important functions. First, the family is the primary unit for *socializing children*. As previous chapters indicated, no society is possible without adequate socialization of its young. In most societies, the family is the major unit in which socialization happens. Parents, siblings, and, if the family is extended rather than nuclear, other relatives all help to socialize children from the time they are born.

Question 2

The correct answer is option C (standard politics). This has nothing to do with the functions of the family.

EXERCISE 2

Question 1

The roles and responsibilities of a mother in the family:

Mothers have the responsibility to nurture children to maximize their potential. The mother, though under the authority of the father, is the overseer of the home. Other roles include that she:

- takes care of the family members.
- may also work to assist the family income.
- acts as role model to her daughters.
- also helps to teach the culture of the society.
- teaches the children to respect people.
- keeps the house clean and in order.

Question 2

C. (Pastor).

UNIT 3 MARRIAGE AND FAMILY LIFE

CONTENTS

3.1 Introduction
3.2 Learning Outcomes
3.3 Main Content
    3.3.1 Definition of Marriage
    3.3.2 Types of Marriage
    3.3.3 Reasons for Marriage
    3.3.4 Steps to Be Taken Before Marriage
    3.3.5 Family Challenges and Crisis
    3.3.6 Factors Responsible For Marriage Failure
3.4 Summary
3.5 References/Further Reading
3.6 Possible Answers to Self-Assessment Exercises

3.1 INTRODUCTION

In the previous unit, you learnt about the various definitions of family, the different family structures that existed in the traditional era and those currently existing in the modern and post-modern era, changes that have occurred in the family as well as the factors responsible for the changes. In this unit, you will learn about marriage and family life.

In most societies, a marriage is considered a permanent social and legal contract and relationship between two people that is based on mutual rights and obligations among the spouses. A marriage is often based on a romantic relationship, though this is not always the case. But regardless, it typically signals a sexual relationship between two people. A marriage, however, does not simply exist between the married partners, but rather, is codified as a social institution in legal, economic, social, and spiritual/religious ways.

Typically the institution of marriage begins with a period of courtship that culminates in an invitation to marry. This is followed by the marriage ceremony, during which mutual rights and responsibilities may be specifically stated and agreed to. In many places the state must sanction a marriage in order for it to be considered valid and legal, and also in many cultures, a religious authority must do the same.

In many societies, including the Western world and the United States, marriage is widely considered the basis of and foundation for family. This is why a marriage is often greeted socially with immediate expectations that the couple will produce children, and why children that

are born outside of marriage are often branded with the stigma of illegitimacy. Because a marriage is recognized by law, by the economy, socially, and by religious institutions, a dissolution of marriage (annulment or divorce) must, in turn, involve a dissolution of the marriage relationship in all of these realms.

Ashley Crossman (2018); Marriage is a socially supported union involving two or more individuals in what is regarded as a stable, enduring arrangement based at least in part on a sexual bond of some kind. Depending on the society, marriage may require religious and/or civil sanction, although some couples may come to be considered married simply by living together for a period of time (common law marriage). Though marriage ceremonies, rules, and roles may differ from one society to another, marriage is considered a cultural universal, which means that it is present as a social institution in all cultures.

Marriage serves several functions. In most societies, it serves to socially identify children by defining kinship ties to a mother, father, and extended relatives. It also serves to regulate sexual behavior, to transfer, preserve, or consolidate property, prestige, and power, and most importantly, it is the basis for the institution of the family. https://www.thoughtco.com/marriage-3026396

Marriage is one of the natural experiences of human beings which arise from the need to find a companion to spend the rest of one's life with. In most societies, people are expected to get married when they reach a certain adult age, although, not everyone eventually gets married. This unit will help you understand the important role marriages play in the family and the society.

3.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- define the concept 'marriage'
- discuss different types of marriage
- identify different challenges couples face in marriage and its impact on family life
- examine factors that can lead to marriage failure
- discuss different forms of violence and its impact on family life.

3.3 MAIN CONTENT

3.3.1 Definition of Marriage

Marriage is one of the universal social institutions established and nourished by human society. It is closely connected to the institution of family. According to Gillin and Gillin, "Marriage is a socially approved way of establishing a family of procreation." Westermarck says that marriage is rooted in the family rather than the family in the marriage. Marriage is an institution of society with different purpose, functions and forms in different societies but is present everywhere as an institution. According to Malinowski, " marriage is a contract for the production and maintenance of children." According to Robert H Lowie," Marriage is a relatively permanent bond between permissible mates."https://www.sociologyguide.com/marriage-family-kinship/Types-of-marriages.php

marriage refers to a socially approved sexual union between two or more individuals that is undertaken with some idea of permanence. Marriage may also be defined as a union between a man and a woman of different family background in which the partners share many things in common and which may lead to procreation.

3.3.2 Types of Marriage

There are different types of marriage observed in different societies of the world. However, we shall focus on the types of marriage in Nigeria. Some of these types of marriage also exist in other countries.

Marriage under Native Law and Custom (Traditional Marriage)

Marriages conducted under native law and custom allows a man to marry as many wives as he wishes (that is, polygamous marriage). However, some men who marry this way do not take on other wives even though they are not obligated to marry one wife. This decision may be because they love the woman or for economic reasons (the man may not be able to afford more than a wife) or the man may have been raised in a polygamous family and learnt from experience that monogamous families have more advantages over polygamous families.

Traditional marriages are usually conducted in elaborate ceremonies that involve the extended families of the bride and groom. The groom usually pays a bride price (and in some cultures, dowry) and present gifts to the bride and her family. Civilisation has also contributed to

many changes in traditional marriage. Therefore, there is usually parental consent and family approval.

Non-Traditional Marriage

This type of marriage is conducted by a religious group, either Islamic or Christian.

Church Marriage

According to the marriage ordinance of 1914, Church or Christian marriage means a marriage that is organised by the law of the place where it is contracted as the voluntary union for life of only one man and one woman except one of them dies. This means, it is a monogamous marriage. This type of marriage is contracted in the church where the couples are joined together by the priest. Biblical injunction relating to marriage is read to the couples. In this type of marriage, the couple is not permitted to re-marry except one of them dies. Couples exchange marriage vows and obtain certificate of marriage from the church as authorised by the State to conduct such marriage. The bride and groom also exchange rings (or bible) as a symbol of their vow to remain faithful to each other till death.

Islamic Marriage

The Islamic marriage permits the union of one man to as many as four wives provided he is able to meet certain conditions stipulated in the Quran. He is not allowed to have more than four wives. The wedding ceremony is usually conducted in the mosque in the presence of family members and friends. Bridal price is not accepted in Islamic marriage but the groom is expected to give his bride a specified and valuable gift which sometimes consists of the Quran, praying mat and other items.

Marriage under Ordinance (Court Marriage)

This type of marriage takes place in the court under the guidance of the registrar.

Before the wedding day, the couple is expected to file a 21-day notice of their marriage for everyone to see, so that anyone that has any objection to the marriage can notify the court before the wedding. At the expiration of the notice, if there is no objection, a day is fixed by the court for the couple to present themselves for the marriage ceremony. The ceremony is usually attended by close relatives and friends and wedding rings and vows are exchanged. Since it is a legal marriage, neither the groom nor bride is expected to re-marry unless a legal

consent is sought for a divorce or either of the party dies. Anyone who violates this law can be arrested for committing bigamy.

Polygyny

Polygyny is a form of marriage in which one man married more than one woman at a given time. Polygyny is more popular than polyandry but not as universal as monogamy. It was a common practice in ancient civilizations. At present it may be present in primitive tribes like Crow Indians, Baigas and Gonds of India. Polygyny is of two types:

Sororal polygyny

It is a type of marriage in which the wives are invariably the sisters. It is often called sororate. The Latin word Soror stands for sister. When several sisters are simultaneously or potentially the spouses of the same man the practice is called sororate. It is usually observed in those tribes that pay a high bride price.

Non-sororal polygyny

It is a type of marriage in which the wives are not related as the sisters.

Polyandry

Polyandry is the marriage of one woman with several men. It is practiced among the Marquesan Islanders of Polynesia, The Bahama of Africa and tribes of Samoa. In India among tribes of Tiyan, Toda, Kota, Khasa and Ladakhi Bota it is still prevalent. Polyandry is of two.

Fraternal polyandry

When several brothers share the same wife, the practice can be called fraternal polyandry. This practice of being mate, actual or potential to one's husband's brothers is called levirate. It is prevalent among the Todas in India.

Non - fraternal polyandry

In this type the husbands need not have any close relationship prior to the marriage. The wife goes to spend some time with each husband. So long as a woman lives with one of her husbands, the others have no claim over her. Polyandry has its own implications. It gives rise to the problem of determining biological paternity of the child. Among the Todas one of the husbands goes through what is called a bow and arrow ceremony with the woman and thereby becomes the legal father of her

child. Among the Samoans, the children after the first few years are given the liberty to choose their parents for their permanent stay. The selected parent becomes the actual father of the children.

Monogamy

Monogamy is a form of marriage in which one man marries the woman. It is most common form of the marriage found among in the societies around the world. According to Westermarck monogamy is as old as humanity. Monogamy is universally practiced providing marital opportunity and satisfaction to all the individuals. It promotes love and affection between husband and wife. It contributes to family peace, solidarity and happiness. Monogamous marriage is stable and long lasting. It is free from conflicts that are commonly found in polyandrous and polygamous families. Monogamous marriage gives greater attention to the socialization of their children. Women are given very low position in polygyny where their rights are never recognized. In monogamy women enjoy better social status. There are two types of monogamy.

Serial monogamy

In many societies individuals are permitted to marry again often on the death of the first spouse or after divorce but they cannot have more than one spouse at one and the same time.
Straight monogamy: In straight monogamy the remarriage of the individuals is not allowed.

Group Marriage

Group marriage means the marriage of two or more women with two or more men. Here the husbands are common husbands and wives are common wives. Children are regarded as the children of the entire group as a whole.

3.3.3 Reasons for Marriage

a. To procreate (have children).
b. To fulfill societal and religious obligations.
c. For companionship and sexual pleasure.
d. For financial and emotional security.
e. To gain prestige and respect from the society.

other cogent points or reasons for marriage are as follows

It's Safer. Marriage lowers the risk that both men and women will become victims of violence, including domestic violence.

It can save your life. Married people live longer and healthier lives. The power of marriage is particularly evident in late middle age.

it can save your kid's life. Children lead healthier, longer lives if parents get and stay married. Adults who fret about second-hand smoke and drunk driving would do well to focus at least some of their attention on this point.

You Will Earn More Money. Men today tend to think of marriage as a consumption item—a financial burden. But a broad and deep body of scientific literature suggests that for men especially, marriage is a productive institution—as important as education in boosting a man's earnings.

You'll get much richer? Married people not only make more money, they manage money better and build more wealth together than either would alone. At identical income levels, for example, married people are less likely to report "economic hardship" or trouble paying basic bills. The longer you stay married, the more assets you build; by contrast, length of cohabitation has no relationship to wealth accumulation.

You'll Tame His Cheatin' Heart (Hers, Too). Marriage increases sexual fidelity. Cohabiting men are four times more likely to cheat than husbands, and cohabiting women are eight times more likely to cheat than wives. Marriage is also the only realistic promise of permanence in a romantic relationship.

You won't go bonkers. Marriage is good for your mental health. Married men and women are less depressed, less anxious, and less psychologically distressed than single, divorced, or widowed

it will make you happy. For most people, the joys of the single life and of divorce are overrated.

Your kids will love you more. Divorce weakens the bonds between parents and children over the long run.

You'll have better sex, more often. Despite the lurid *Sex in the City* marketing that promises singles erotic joys untold, both husbands and wives are more likely to report that they have an extremely satisfying sex life than are singles or cohabiters. (Divorced women were the least likely to have a sex life they found extremely satisfying emotionally.)

https://www.city-journal.org/html/why-marriage-good-you-12002.html

3.3.4 Steps to Be Taken Before Marriage

All societies have some forms of regulation before marriage can take place. In many societies, two people are not allowed to just marry each other without fulfilling certain obligation. In Nigeria, this varies according to culture. However, there are some basic steps that are generally taken before marriage. Some of these include:

- **Mate selection**

Most families want their son or daughter to marry a good spouse. In some cases, what may be defined as "good' may vary. In the past, families choose a bride for their son after thorough investigation into the family. However, this is no longer the case as people select their spouses on the basis of love, attraction, wealth, and reproductive ability.

Planning for marriage

Once the couple is sure they want to marry and the families have given their approval, the planning of the wedding ceremony commences. A date is fixed, usually by the bride's family, initial formal meetings are conducted between both families and agreements are reached regarding bride price and gifts to be presented to the family.

- **New place of residence**

In the past, a groom was entitled to an apartment in his father's family compound and that will be his residence, sometimes, permanently. However, things are changing, nowadays; the man is expected to get a new apartment where he and his bride will live after the wedding.

- **Financial plans**

Again in the past, only the groom was expected to be gainfully employed in order to take care of his new family. However, in modern times, both couple work and earn a living in order to jointly meet the needs of the family. This is largely due to the societal economic situation that makes it impossible for the income of only the man to be adequate for the up-keep of the family.

Other basic steps are as follows:

Be good friends. Start with a solid foundation of love, shared values, common interests, and trust.

Don't expect your partner to change. People *do* change, but not in predictable ways. If she doesn't want children, assume she'll always not want children. If he has a temper, assume he'll always have a temper.

Communicate consistently and communicate about *everything*. If you have a big secret in your life that you're not comfortable sharing with your partner (a fetish, a crime you committed, a friend you betrayed), this will likely cause problems down the road. Get it out into the open, now, and lay down a foundation of honesty. Fart in front of your husband. Tell your wife about your latest poo. Make sure you can honestly discuss sex, money, children, in-laws, careers, politics, and religion. These are the contentious subjects that can drive uncommunicative couples apart. Value partnership. If this isn't a high value for both of you, you're in trouble. If you have lots of "deal breakers" or if, whenever there's a problem, you think, "Should I stay or should I go?" that's a red flag. Your marriage will have a better chance of success if you're both committed to fixing problems and if you both think of all problems as shared problems.

Work on projects together. Collaboration is one of the primary forms of human communication. It's a kind of social glue. Try to find hobbies you both like doing together

Play together. I don't mean Chess, Monopoly, or baseball. I mean have tickle fights, or chase each other around the home; or roll around in the mud, together. Playing around is another social glue. You need to lose all dignity around each other habitually.

Marry someone who has intimacy needs that match yours. Marriages can work between joined-at-the-hip couples, and they can also work between highly independent couples. But it's hard to sustain a marriage between a clingy person and a standoffish one. https://www.inc.com/quora/9-important-things-everyone-should-know-before-getting-married.html

SELF ASSESSMENT EXERCISE 1

In not more than ten minutes, attempt the questions in the box below.

1.	People engage in marriage because of ----------
A.	Procreation
B.	Love
C.	Trust
D.	Negligence
2.	Give a brief definition of marriage

3.3.5 Family Challenges and Crisis

All families face challenges from time to time. Some common challenges families face in addition to managing chronic pain include things like moving house, separation or divorce, parenting issues, pressure at work or school, unemployment and financial problems, illness or disability of a family member, death of a family member, drug, alcohol, gambling addiction, and domestic violence.

A problem or challenge in one area of your life can also affect other parts. Some problems can drain a lot of your energy and coping resources. It can make you so tired that you might not deal effectively with other stressful things that could be happening like conflicts with friends, exams, or assessment tasks. Sometimes when we are struggling to cope with our plain, we might also become a bit more irritable with our family and less able to handle frustrations. https://www.aci.health.nsw.gov.au/chronic-pain/painbytes/pain-and-family/what-are-some-challenges-that-a-family-can-experience

Alcoholism and the family

Family is faced with different crisis and challenges. Some fathers are addicted to alcohol and this has led to serious physical and emotional problems within the family. The family members of alcoholics, many times, suffer in silence. Children of alcoholic parents are usually faced with a family life full of disruption and distrust. Such children avoid bringing their friends home because of the fear of embarrassment. Worst still, these children themselves, many times, become alcoholics when they grow into an adult. So, it becomes a vicious cycle that runs in the family.

Family violence

Males tend to believe that they are powerful than females. Therefore, men who believe that females are weaker may abuse their power which can result in violence. Some examples of forms of violence are listed in the table below:

Table1: Forms of Violence

Forms of violence	**Definition /explanation**	**Examples of each**
Physical	Inflicting pain on someone's physical body through direct contact or through the use of a weapon or instrument.	Beating, punching, kicking, stabbing, slapping, choking, shooting, burning etc.
Emotional	Hurting someone emotionally. Usually constant verbal abuse.	Threats, accusations, neglect, humiliation, using derogatory words, shouting, insults, etc.
Economic	Preventing someone from obtaining what should be their rights such as to education, health or assets that he/she has the right to possess.	Depriving family of money or income; making a person work without giving him/her any income; refusing to allow a girl to attend school, etc.
Sexual	An unwanted, repeated sexual advance, sexual attention, or demand for sex in return for favours.	Inappropriate sexual statements, touching, rape, forced prostitution, forced sexual intercourse etc.
Harmful traditional practices	Forced cultural or traditional practices.	Forced marriages, forced sexual experience, sexual cleansing, forced virginity
		test, female genital mutilation, girls' denial of education and being forced to work or care for family members instead of going to school

Divorce

The number of couples who are separating from spouses or suing for a divorce appears to be on the increase. Unfortunately, divorce affects not only adults but also the children. Many children who experience their parent's marriage break-up go through a lot of psychological trauma and pain. They also have to be forced to stay with one parent and may be exposed to abuse by step-parents if any of the parents re-marries.

Death of a family member

The death of a family member especially the breadwinner can cause a lot of challenges for the family, particularly if the mother is not working. The children will be faced with emotional and financial needs that may be too much for the mother to meet.

SELF ASSESSMENT EXERCISE 2

In not more than ten minutes, attempt the questions in the box below.

1. 1. Discuss four factors that can lead to marriage failure.
2. 2. These are forms of challenges or crisis that marriages may experience except……..
3. A. love
   B. separation or divorce,
   C. parenting issues,
4. D. pressure at work or school

3.3.6 Factors Responsible For Marriage Failure

There are certain factors such as that can lead to the eventual collapse of a marriage. Some marriages have lasted a life time, while others broke-up barely a few months after the wedding. Reflecting on some of these factors may assist intending couples to prevent the pitfalls in order to have longer and lasting union. This will greatly help in maintaining a stable, peaceful and productive society. Some of these factors are:

Wrong choice of mate

Sometimes, people rush into marriage without studying each other to know their interests, passion, likes and dislikes and to know whether they are compatible. It is only when they are a few weeks old in the marriage that they begin to see the true picture of the person they married and then, it is almost too late to opt out. This is likely to lead to a lot of conflicts and quarrels that may eventually end the marriage.

Infertility

After marriage, families and the society generally begin to look forward to the arrival of children in the family. Failure of the bride to conceive within a year of marriage can attract interference from extended family's members who are anxious to have grand-children. If this situation is not properly managed, the marriage may collapse as the man may be under

pressure to marry another woman who will be able to bear him a child, preferably, a son. Sometimes, the problem may not be childlessness but failure to have a male child which is regarded as very important in the African society because of the existing patrilineal descent that ensures inheritance through the linage of the male.

Financial crisis

This is one of the strongest reasons for family breakdown in our society. Lot of wives quarrel with their husbands because they believe their husbands are not giving them enough money to take care of the family. This is why it is recommended for couples to be an income earner so as to support each other and provide for the needs of the family. This is however, unacceptable in some families especially in Northern Nigeria, where the man is strictly the head of the house and the breadwinner.

Interference and control from extended family members

This is another common cause of conflicts in many marriages. Many women accuse their husbands of being tied to their mother's apron and not being able to make decisions about their families. Some mothers-in-law also take pleasure in visiting their son's family and make a lot of unreasonable demands on the bride. This can lead to serious problems if the man is not able to properly manage the situation.

Lack of intimacy

Not feeling connected to your partner *can quickly ruin a marriage because it leaves couples feeling as though they're living with a stranger or more like roommates than spouses.* This can be from a lack of physical or emotional intimacy and isn't always about sex. If you are constantly giving your spouse the cold shoulder, then know that over time it can become the ground for divorce. Ignoring your partner's sexual needs is being called the number one cause of divorce in recent times. **Making your relationship intimate** and special is the responsibility of both partners. Practice little acts of kindness, appreciation and enjoy **physical intimacy** as much as possible to sweeten your relationship.

Lack of equality:

Lack of equality comes closely behind the number one cause of divorce, lack of intimacy, in recent times.

When one partner feels that they take on more responsibility in the marriage, it can alter their view of the other person and ***lead to***

resentment. Resentment often snowballs to become one of the reasons for divorce, in fact, it is a leading cause of divorce. Every couple must negotiate through their own and unique set of challenges, and find their own way of living together as two equals who enjoy a respectful, harmonious and joyful relationship.

Not being prepared for marriage

A surprising number of couples of all ages have blamed not being prepared for married life for the demise of their relationship. Lack of preparation is one of the most common reasons for divorce.

Abuse

Physical or emotional abuse is a sad reality for some couples.

It doesn't always stem from the abuser being a "bad" person; deep emotional issues are usually to blame. Regardless of the reason, no one should tolerate abuse and be removing yourself from the relationship safely is important.

No marriage is easy.

Even couples with the best intentions are sometimes unable to overcome their challenges and end up in courtrooms. That's why it's important to address issues in your relationship early on, don't let them become one of the reasons for divorce. Don't wait until they are beyond fixing. Practice kindness, **make intimacy a priority**, go on holidays and seek marriage **counseling** (even when things are fine) to preserve the health and longevity of your relationship.

Try your very best before you decide that things are beyond your control, there are too many reasons for divorce and it is time to give up. That way you can have the peace of knowing you tried all of the alternatives before the big step. Divorce is one of the worst things you can experience emotionally, but sometimes, it's inevitable and for good.

Time Problems

Work and home schedules are not always compatible. Time spent apart and time spent together are equally important for maintaining a good married relationship. When time is used in a balanced way, it results in opportunities for growth and harmony. A lot of time spent alone without a corresponding period of quality time spent together puts a lot of stress on a marriage.

Expectation Problems

The ability to adapt to changes in married life often depends on having realistic expectations about a spouse and the marriage relationship itself. It is common for disillusionment to set in when romantic or other unrealistic expectations are not met. Over time, unmet expectations can generate enough dissatisfaction to make meaningful compromise impossible.

https://ellsworthafrc.org/programs/relationships/marriage/top10/

3.4 SUMMARY

In this unit, you have learnt about marriage, including types of marriage, factors to consider before marriage, challenges that occur in marriage and factors that can cause marriage failures. The marriage is a very important component of any society. Whatever experiences are faced at the family level tends to have a larger impact on the society. Therefore, individuals and family members should ensure that appropriate steps are taken before committing themselves to marriage to forestall marital problems. This is crucial because of the lives of the other family members that get affected during family crisis.

3.5 REFERENCES/FURTHER READINGS

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3.6 POSSIBLE ANSWERS TO SELF ASSESSMENT EXERCISES

EXERCISE 1

Question 1

The correct answer is option A (Procreation)

Question 2

Definition of marriage

Marriage is a formal union and social and legal contract between two individuals that unites their lives legally, economically, and emotionally. a formal union and social and legal contract between two individuals that unites their lives legally, economically, and emotionally. Being **married** also gives legitimacy to sexual relations within the **marriage**.

EXERCISE 2

Question 1

Four factors that can lead to marriage failure.

Wrong choice of mate
Infertility
Financial crisis
Interference and control from extended family members

Question 2

The correct answer is option A (love)

UNIT 4 PARENTING STYLES AND PATTERNS

CONTENTS

4.1 Introduction
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4.3 Main Content
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4.4 Parenting Children with Disabilities
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4.7 Possible Answers to Self-Assessment Exercises

4.1 INTRODUCTION

Parents play a critical role in the lives of their children. Being a parent is a major responsibility. You are in charge of raising an individual to the point of adulthood with the goal of turning him or her into a valuable member of the community. This undertaking requires care, love, understanding and the ability to keep the children on the right path. If done right, it is one of the hardest things you will do, but it also will be one of the most rewarding

https://www.education.gov.gy/web/index.php/parenting-tips/item/1621-what-does-it-mean-to-be-a-parent. parent can be seen as someone who take care good care of child (Physically and emotionally), provides, protect, show love to a child, a counselor and a confidant, a teacher and a role model to a child.

https://www.gerberlife.com/blog/what-it-means-to-be-a-parent/
This is why the parents must be mature and be ready to deal with the issues and challenges associated with marriage before venturing into it. In the last unit, you learnt about marriage. In this unit, you will learn about parenting patterns and skills.

4.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- state the meaning and types of parenting
- explain parenting throughout the life span
- identify different patterns of negative parenting
- discuss tips for good parenting
- enumerate challenges associated with parents and children with disabilities.

4.3 MAIN CONTENT

4.3.1 Definition of Parenting

- Parenting is how a father or mother takes care of his/her child/children and others in the household (AHI, 2001).
- Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood (Wikipedia on-line encyclopedia).
- Parenting also refers to the activity of raising a child rather than the biological relationship (that is, parental care from non-parent, blood or non-blood relations, who raise a child which is orphaned or belonging to a relation). Some children are also raised in foster care or placed in orphanage homes.
- **Parenting** is the process of raising children and providing them with protection and care in order to ensure their healthy development into adulthood. https://www.britannica.com/topic/parenting
- **Parenting** practices around the world share three major goals: ensuring children's health and safety, preparing children for life as productive adults and transmitting cultural values. A high-quality parent-child relationship is critical for healthy development. https://www.apa.org/topics/parenting/
- Parenting is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship. Parenting is usually done by the biological parents of the child in question, although governments and society take a role as well. In many cases, orphaned or abandoned children receive parental care from non-parent blood relations. Others may be adopted, raised in foster care, or placed in an orphanage. https://www.definitions.net/definition/parenting

- **Parenting:** Performing the role of a parent by care-giving, nurturance, and protection of the child by a natural or substitute parent. The parent supports the child by exercising authority and through consistent, empathic, appropriate behavior in response to the child's needs. PARENTING differs from CHILD REARING in that in child rearing the emphasis is on the act of training or bringing up the children and the interaction between the parent and child, while parenting emphasizes the responsibility and qualities of exemplary behavior of the parent. (**U.S. National Library of Medicine**) https://www.definitions.net/definition/parenting Parenting normally involves two people (the father and the mother) or either one of them.

4.3.2 Types of Parents

Biological parents: Biological parent who has a direct genetic relationship to a child.

Adoptive parents: One who through legal means takes voluntary responsibility for another person's child/children as his/her own.

Foster parents: Person who nurtures or provides parental care to a child who is not related to him/her by blood or legal ties.

Single parent: Single parent who might be the biological father, biological mother or adoptive) is one who takes the sole responsibility of nurturing a child.

Step parents: This refers to a father or mother that has remarried.

Types of parenting style

Your parenting style refers to the combination of strategies that you use to raise your children

Authoritarian Parenting: Authoritarian parents are often thought of as disciplinarians. They use a strict discipline style with little negotiation possible; Punishment is common; Communication is mostly one way: from parent to child. Rules usually are not explained; Parents with this style are typically less nurturing; Expectations are high with limited flexibility;

Permissive Parenting: Permissive or Indulgent parents mostly let their children do what they want, and offer limited guidance or direction. They are more like friends than parents. Their discipline style is the

opposite of strict; they have limited or no rules and mostly let children figure problems out on their own; Communication is open but these parents let children decide for themselves rather than giving direction; Parents in this category tend to be warm and nurturing; Expectations are typically minimal or not set by these parents.

Uninvolved Parenting: Uninvolved parents give children a lot of freedom and generally stay out of their way. Some parents may make a conscious decision to parent in this way, while others are less interested in parenting or unsure of what to do. No particular discipline style is utilized. An uninvolved parent lets a child mostly do what he wants, probably out of a lack of information or caring. Communication is limited. This group of parents offers little nurturing. There are few or no expectations of children.

Authoritative Parenting: Authoritative parents are reasonable and nurturing, and set high, clear expectations. Children with parents who demonstrate this style tend to be self-disciplined and think for themselves. This style is thought to be most beneficial to children. Disciplinary rules are clear and the reasons behind them are explained. Communication is frequent and appropriate to the child's level of understanding. Authoritative parents are nurturing. Expectations and goals are high but stated clearly. Children may have input into goals. https://www.brighthorizons.com/family-resources/parenting-style-four-types-of-parenting

5 – Overprotective: Parents who overprotect their children, like most parents, mean well. But they are acting out their own unconscious insecurities. They are people who are afraid of life and do not allow their children to learn from their own mistakes and develop confidence in themselves. Their children grow up full of fears and anxieties, just like their parents, and do not have the healthy coping skills to take care of themselves.

6 – Narcissistic: Narcissistic parents train their children to serve their needs. Instead of being there for their children, their children must be there for them. Their children must tell them what they want to hear (or face their wrath), and sometimes must play the roles of parent to their narcissistic parents. At other times their children must fulfill their own blighted ambitions (as with "stage parents"). Their children grow up needy and lost.

7 – Polarized: Sometimes parents are at odds with one another on how to raise their children. Hence there is a perpetual battle. One parent may be authoritarian and the other permissive. In such cases, the children learn to be manipulative, and generally side with the permissive parent and

turn against the authoritarian parent. They do not learn constructive communication skills and grow up having no idea how to have a healthy relationship.

8 – Dependent: Dependent parents don't want to let go of their children so they condition their children to be dependent on them. They make it very cozy to stay at home and guilt-trip them about wanting to leave home. Sometimes they infantilize them and make them feel that can't make it on their own. These unfortunate children, of course, end up having dependent personalities, can't assert themselves, and have low self-esteem.

9 – Isolated: Some parents are isolated from their neighborhood or community as well as from friends and relatives. They don't know how to relate to people, including each other. Therefore, many isolated parents are single parents. Their children do not learn to relate and feel isolated from their parent and from others. Hence they pick up the "loner" relationship skills (or non-relationship skills) of their parents.

10 – Toxic: These are the worst kind of parents. They can be any of the above types, but in addition they present themselves as loving and normal and hide their "venom". Tennessee Williams' play, *The Glass Menagerie*, presents a case of a beauty queen mother who is convinced that she loves her daughter and is always trying to help her to get a job and meet men, but does so by subtly putting the daughter down; hence the daughter stays weak and shy. Children of toxic parents often don't know what's happening to them until much later. If they complain to their toxic parents they laugh, and if they complain to others, they reply, "How could you say that? All she talks about is how concerned she is about you." https://blogs.psychcentral.com/psychoanalysis-now/2016/12/10-types-of-parents-and-their-effect/

4.3.3 Parental Duties and Responsibilities

Parental duties and responsibilities include:

- Providing the basic necessities of the child including food, shelter, clothing and other basic rights of the child.
- Providing proper nutrition, health care and safe environment to safeguard the child's physical health.
- Providing love, guidance and acceptance for healthy emotional development.
- Providing supervision, protection and shelter for the child's safety.
- Impart cultural values and skills.

- Promote opportunities for education and recreation for intellectual and social development.
- Setting rules and regulations as a guide for the child to follow.
- Teaching children moral and religious values.
- Motivating children to be imaginative, creative, reliable, hopeful and encourage them when their spirits are low.
- Parents and children must share, communicate and confide in each other.

Children's Needs and Parental Tasks

Children's needs

Parental tasks

Physical security –

- Provide physical safety: shelter, clothes. The safety of a child's nourishment body and life.
- To protect a child from danger, physical care. To care for a child's health. Physical development –
- To provide a child with the means of appropriate conditions developing physically. for a healthy growth of a child.
- To train the body of a child through exercise.
  To develop healthy habits.

Intellectual security –

- To provide an atmosphere of peace, justice the conditions necessary and respect to one's dignity for the child's mind to
- To provide an environment free of fear, threat, and abuse.
  Intellectual
- To support and/or provide school related development- providing activities opportunity to a child to
- To teach social skills and etiquette learn.
- To provide moral and spiritual development, as well as creating an ethics and value systems with social norms that contribute to the child's beliefs, culture and customs.

Emotional security – to •To provide a safe loving environment.

help protect a child's •To give a child a sense of being loved, being psyche. needed and accepted.

- To provide emotional support, encouragement (adding caressing, hugging, touching, etc).

Emotional development •Show empathy and compassion to younger – developing the child's and older, weaker and sicker and other.
ability to love, care, help, etc.-

SELF ASSESSMENT EXERCISE 1

Using five (5) minutes only, provide answers to the questions in the box below.

1.	The art of raising a child from birth to adulthood is called _____
2.	These are needs of a child excepts _____
A.	Clothing
B.	Education
C.	Health care
D.	Socialization
3.	Two main types of parenting are _____ and _____

4.3.4 Parenting across the Child's Lifespan

Planning and pre-pregnancy

Parents should agree on the number of children they want to have. Family planning is therefore essential in order to ensure that they have only the number of children they can carter for.

Family Planning Methods

Three types of family planning are

1) **The** use of Condom,
2) Scientific method Example of scientific method are diaphrame or cervical cap, injection, implant, Spermicides, IUCD (Intrauterine Contraceptive Device), Oral Contraceptive Pills (OCPs), Emergency Contraceptives and Sterilization and
3) Traditional method.

The use of Condom for both male and female

Condoms are the only types of contraception that can both prevent pregnancy and protect against sexually transmitted infections (STIs). There are two types of condoms: male condoms, worn on the penis and female condoms, worn inside the vagina. Condoms are small thin pouches made of latex (rubber), plastic (Polyurethane, nitrile, or

polyisoprene) or lambskin, that cover your penis during sex and collect semen (cum). Condoms stop sperm from getting into the vagina, so sperm can't meet up with an egg and cause pregnancy. https://www.plannedparenthood.org/learn/birth-control/condom
Condoms do not physically alter the fertility of the person using them. They are a single-time "use and throw" contraception method. There is no hindrance to the person being able to conceive the very next time they want to have sex.

Protection against STIs. By using a condom, which essentially creates a barrier preventing exchange of bodily fluids, many common sexually transmitted diseases such as HIV can be avoided. This is a major advantage for those not in a committed relationship. Those who regularly change partners are strongly advised to use the protection of a condom.

They have a high success rate as a contraceptive method when used properly. This means that condoms are inexpensive means of contraception that is easily available to the masses.

The use of Condom Reduces sensitivity during intercourse. Some couples claim that the pleasure during sexual intercourse is reduced due to the barrier posed by the latex condom. Excessive friction during intercourse may cause the condom to tear and may result in an unwanted pregnancy.

After ejaculation, the male must pull out the condom out of the vagina before the penis becomes flaccid to avoid the condom slipping and accidentally releasing the semen into the vagina. This may be difficult to do every time. Incorrect removal and disposal of the condom may cause unintended pregnancy.

Advantages of the use condom for Male:

It is easy to buy.

Easy to use, easy to carry.

Latex condoms are best protection against STIs and HIV

Disadvantages of the use condom for Male:

Must be put on during sex.

Some men say it reduces sexual pleasure.

Advantages of the use condom for Female:

It is stronger than latex, and conducts heat better.
It does not constrict penis.
It can be used with any kind of lubricant,
It can be inserted up to eight hours before sex.

Female condoms are very effective against STIs/HIV.

Disadvantages of the use female condom:

It's more expensive and less available than male condoms.

It's difficult to insert

Some reports of excessive noise associated with use, but this can be overcome by using more lubricant and early insertion.

It Outer ring highly visible.

Diaphragm or Cervical Cap

A contraception diaphragm or cap is a circular dome made of thin, soft silicone that's inserted into the vaginal before sex. It covers the cervix so sperm can't get into the womb (uterus) to fertilize an egg. If it is placed well, it is more effective than condoms but less effective than sterilization, intrauterine devices (IUDs), or birth control pills. Yet there are some risk that come with a diaphragm.

Advantages

Can be inserted before sex.

It can be used if your partner doesn't want to use a condom
You can use it while you're breastfeeding

It doesn't affect your body's natural hormone

Disadvantages

Must practice insertion to learn how to use it correctly.

Some diaphragms need to be fitted by a doctor or nurse.
No protection against STIs/HIV (though some argue that there is less chance of HIV infection if cervix is not exposed).

You can use it during your period, but it may put you at higher risk for an infection if it isn't removed soon after sex.
You might knock it out of place during sex

Injectable

This is a reversible method of prescription birth control. This progestin-only contraceptive prevents pregnancy for up to three months with each shot. It works by preventing ovulation and thickening the cervical mucus. This prevent sperm from entering the fallopian tube and fertilizing an egg that may have been ovulated.

Advantages of Injectable

Does not interfere with sex.

Lasts two to three months.

It's a great option if you don't want the hassle of using a daily birth control method like the pill

It's a private and discreet contraceptive choice.

Women who are breastfeeding or are six-weeks postpartum can safely use Depo-Provera injection

Disadvantages of Injectable

May cause absence of periods, irregular bleeding, weight gain and headaches.

May cause delay in getting pregnant.

It may enhance the possibility of bone density loss.

It might bring about irregular bleeding and/or continuous bleeding. This side effect is especially common during the first three month of Depo use

Implants

Advantages of Implants

It works for three to five years.

Does not require before sexual intercourse. Fertility returns soon after removal.
Disadvantages of Implant
A trained health care provider must insert and remove it.
Does not protect against STIs.
May feel some discomfort when the implant is fixed and removed.

Spermicide

It is a chemical that you put deep into your vagina right before sex. It prevent pregnancy two ways: blocking the entrance to the cervix so sperm can't get to your egg, and stopping sperm from moving well enough to swim to your egg.

Advantages of Spermicide

It is easy to buy.
It is easy to use and easy to carry.
It may help protect against some STIs.
It doesn't have hormones

Disadvantages of Spermicide

Spermicide may irritate sensitive genital tissues, especially if you use it several times a day. The irritation increases your risk of HIV and other STDs because it gives infections an easy pathway into the body. And some people are allergic to spermicide
Must be put in shortly before sex,
It can be messy.
May irritate vagina and penis;
no protection against HIV/ STIs.

IUCD (Intrauterine Contraceptive Device) IUCDs are small devices that are placed inside your uterus (Womb) to prevent pregnancy **you should use**

Advantages IUCD (Intrauterine Contraceptive Device)

Always in place.
Does not interfere with sex.
Is effective for long duration.
They're safe to use if you're breastfeeding
It's one cost, upfront
It can be immediately reversible if you decide you want to get pregnant.

Disadvantages

May cause more bleeding and pain during period or spotting between periods.

No protection against HIV/ STIs.

Risk of problem after insertion, such as pelvic infection.

They move out of place.

Oral Contraceptive Pills (OCPs)

It is a pill you take every day to stop getting pregnant. The combined pill contains the hormone estrogen and progestogen.

Advantages of Oral Contraceptive Pills (OCPs)

Simple and easy to use.

Doesn't interfere with sex or doesn't get in the way of sex.

Less bleeding and cramping during period.

Protects against Pelvic Inflammatory Disease, ovarian and endometrial cancers.

Disadvantages of Oral Contraceptive Pills (OCPs)

May cause weight changes, moodiness, spotting and many more vaginal infections.

Must be taken every day.

No protection against HIV/STIs.

Emergency Contraceptives

Emergency contraception refers to methods of contraception that can be used to prevent pregnancy after sexual intercourse. It prevent pregnancy by preventing or delaying ovulation and they do not induce and abortion. It cannot interrupt an established pregnancy or harm a developing embryo. It can be used in a number of situation following sexual intercourse. These include:

When no contraceptive has been used; 'sexual assault' when the woman was not protected by an effective contraceptive method; when there is concern of possible contraceptive failure, from improper or incorrect use.

Advantages of Emergency Contraceptives

It is Easy to buy, use and carry

Drugs used for emergency contraception do not harm future fertility. There is no delay in the return to fertility after taking ECPs.

Disadvantages of Emergency Contraceptives

May cause nausea and vomiting.
May cause early or longer period.
No protection against STIs

Sterilization

Sterilization refers to any process that removes, kills or deactivates all forms of life. Sterilization can be achieved through various means, including heat, chemicals, irradiation high pressure and filtration. Sterilization is distinct from disinfection, sanitization and pasteurization, in that those methods reduce rather eliminate all forms of life and biological agents present.

Advantages of Sterilization

No other method will ever be needed to protect against pregnancies.
No physical effect on sexual desire or ability.

Disadvantages of Sterilization

Permanent (one cannot change one's mind later).
No protection against HIV/ STIs.

Traditional methods (Natural family Planning (nfp))

Natural family planning (or "fertility awareness") is a method of contraception where a woman monitors and record different fertility signal during her menstrual cycle to work out when she's likely to get pregnant. Natural family planning involves identifying the signs and symptoms of fertility during your menstrual cycle so you can plan or avoid pregnancy. It does not require medicine Most women can use natural family planning.

Advantages of Traditional methods Natural family Planning (nfp)

Fertility awareness methods or withdrawal may be only options for some adolescents.

no chemicals required, but must use beads, charts and basal thermometers

Withdrawal is a backup contraceptive that is always available, though risky

It help people to know when to have sexual intercourse.

It is free or less expensive compared to the use of birth control or condoms.

It doesn't have side effect
It does not require medicine

Disadvantages

Fertility awareness methods and withdrawal much less effective than other methods and not recommended for adolescents.
No protection against HIV/STIs.

Pregnancy

The health and diet decisions of the mother can have either a positive or negative impact on the child during prenatal parenting. So, during pregnancy, the mother needs to make healthy decisions about the choice of food and lifestyle that will make her child healthy.

Newborns and Infants

Parents have the obligation to provide basic necessities of a baby before its arrival. Afterwards, the newborn's basic needs such as food and comfort have to be taken care of by the parents. Each time a baby cries, his/her needs have to be attended to. Also, the mother has the responsibility of breastfeeding her baby for at least six months.

Toddlers

At this stage, parents are concerned with showing the child how to do things rather than doing it for them, and the child will often mimic the parents. Toddlers need help to build their vocabulary, increase their

communications skills, and manage their emotions. Toddlers will also start learning toilet training; understand social etiquette such as being polite.

Early Childhood and Pre-adolescent

Learning in the early years comes from being involved in activities and household duties. Parents who join their children in play have the opportunity to experience their children's world, learn to communicate more effectively with them and also have the opportunity to offer guidance. Parents teach their children healthy, hygienic and eating habits through instruction and by example. Parents are expected to make decisions about their child's education.

Adolescence

Although adolescents look up to peers and outsiders for guidance and models. Adolescence can be a challenging period for children, a time where newly found freedoms can result in decisions that significantly affect their life opportunities. Parental issues at this stage of parenting include dealing with "rebellious" teenagers.

Adults

As children grow into young adults, their personalities show the result of successful or unsuccessful parenting, especially when young adults make their independent life decisions about their education, work and choosing mates for friendship or marriage.

Middle-Age and Old Age

Parenting does not end when children grow up and advance in age. Parents always remain parents to old children. Their relationship continues as parenting issues may include the relationship with grandchildren and stepchildren. Traditionally, young mothers receive advice from their own parents, and exchange advice with other young mothers.

4.3.5 Characteristics of Negative Parenting Styles

The definition of bad parenting is not a single act of poor nurturing but rather a series of such actions that invariably harm the little one's demeanor and psychology. https://www.momjunction.com/articles/everything-need-know-bad-parenting_00256/#gref

The definition of bad parenting is not a single act of poor nurturing but rather a series of such actions that invariably harm the little one's demeanor and psychology. https://www.momjunction.com/articles/everything-need-know-bad-parenting_00256/#gref
There are certain characteristics that describe the type of parent an individual is. Each of this has either a negative or positive impact on the child. Several parenting incidences point towards being a bad parent. https://www.momjunction.com/articles/everything-need-know-bad-parenting_00256/#gref .

Examples of these characteristics are:

1. The child is reprimanded even if he spoke the truth:

The child did something wrong and acknowledged it, nevertheless, you scold him for committing a mistake. And you have forgotten that he was courageous enough to be truthful.

2. You scold, punish and hit the child in front of everyone:

There is no hesitation in castigating the little one irrespective of the place and the people. You scold him in front of his siblings, grandparents, cousins, and even the neighbors. You even whip a slap or two.

3. More advice, less encouragement:

All you do is tell him how to do things ("You should wake up early for better grades.") rather than encourage him with positive words ("You are far intelligent dear. I'll help you wake up early to get better grades.")

4. Not displaying adequate affection:

Ever wondered why your child is always trying to get your attention by troubling you with naughty tricks? It is quite likely that he feels a lack of emotional connect and warmth from his parents.

5. Not supportive when he needs you the most:

It could be your child's school examination time when he needs a lot of support from you. But you focus on your official work or another commitment, which makes the child feel neglected.

6. There is always a comparison to someone else:

It is good to set positive role models for your child but always comparing him with someone, especially a sibling or the child next door, is a sign of bad parenting.

7. Never proud of the achievements:

You express no excitement or joy when your kid comes home beaming with pride about his win in a contest. In fact, there have been few instances of pride in your parenthood.

8. Always having a criticizing tone:

You see everything the child does in a negative light, and are always critical of him. This is different from not appreciating something since there you are indifferent, but here you just disapprove everything.

9. Make no efforts in understanding and respecting the feelings:

You may spend a lot of time in teaching good things but never spare a moment to understand the little one's opinion and feelings. Every time he shares something, you rule it out as gibberish and do not take it seriously.

10. Not showing the right way of doing things:

It is not just about showing the path but also walking with the child for the first few steps. Investing more in actions than words is important.

11. Setting poor examples:

Children learn habits, whether good or bad, from their parents. If the child does something wrong and inappropriate, then spare a moment to introspect for he may have learnt it from you.

12. The child is never offered a choice:

Parents decide everything for their children, from the school they study to the clothes they wear. In this process, you tend to get rigid to the point that you forget to give a choice to the child. That makes the child yearn for other things, and in some cases, he will not hesitate even to steal it.

13. Pampering to the point the child becomes arrogant:

It's nice to shower attention and materialistic love but not so much that the child becomes a spoilt brat. He takes everything for granted and does not understand the value of anything. It makes him pretentious, which can lead to the formation of a negative social image.

14. Help solve even the smallest problems:

It is good to hold the hand but not to the point that the child is unable to do anything on his own. This results in low self-confidence and self-esteem.

Along with these signs of bad parenting, there are also certain habits that make you a bad parent.

15. Physically intimidate the child:

You just raise your hand, or worse, show a fist every time your child does something wrong. Intimidation has become your primary tool to discipline your child, irrespective of the mental or physical impact it has on him. Cultivating a fear towards you to control the child is tantamount to bullying, which is quite a pathetic thing.

16. Giving short, grumpy answers:

A child needs guidance through wise and comforting words, but instead, you choose to respond in terse replies that leave the child bewildered yet also disappointed. He may approach you multiple times to get an appropriate reaction, but you continue to be stubborn. Bad parenting can have a lasting impact on the child, and often the damage is irreversible. https://www.momjunction.com/articles/everything-need-know-bad-parenting_00256/#gref

17 The busy parent

Parents do not spend enough time with the children; he/she hardly stay at home even on public holidays when families should be together. Such parent does not provide an opportunity to discuss the problems or challenges being faced by the child.

18 The strict or autocratic parent

Some people believe that, the best way to raise a child is to be a strict parent. Such parents do not allow their children to express their opinion

freely, their words are final, they instill fear in a child and they give out order without considering the feelings of the child.

19. The frustrated parent

This type of parent feels frustrated by the behaviour of the child. The parent feels that the child is always disobedient, feels upset about differences of opinion and interests between him/her and the child. Such parent, therefore, indulges in bad habits such as drinking and smoking as a way of coping with the situation.

20. Selfish and over protective parent

These parents do not always consider the best interest of the child. Rather, the parent wants to be heard always without listening to the child, likes to win arguments, and displays ignorance of the child's needs. The parent does not give the child some degree of freedom to explore.

21 **The impatient parent**

Such parents do not give the child the opportunity to prove himself or herself, gets angry, yells, blames and criticises the child when he/she makes a mistake, does not correct the child lovingly, calls the child names. These lower the child's self-esteem.

How Does Bad Parenting Affect A Child?

The consequences of bad parenting are serious and may have long-term repercussions. Here are the adverse effects of bad parenting on a child:

1. **Lack of empathy towards other:** Children behave with others the way their parents treat them. If a child is treated with indifference at home, then it is quite likely he will display similar emotion at school and elsewhere. Such children eventually develop apathy towards other human beings.

2. **Have trouble establishing lasting friendship and relationship:** It can happen due to low self-confidence or brash behavior, both that would have arisen from authoritarian parenting style. Studies have shown that when parents do not invest emotionally in their children, the child can subsequently develop problems regulating emotions and is unable to interact with others.

3. **Development of anxiety and depression:** Research has shown that children who experience bad parenting during their childhood are at a greater risk of developing anxiety and depression as adults. Your bad

parenting today can affect the child's mindset, making him a bad parent later in life.

4. **Psychological disorders:** When you are at the extreme of being a bad parent then the child can develop severe mental disorders that may take years to cure or never rectify at all. Such children tend to become social misfits as they step into adulthood. It dims their opportunity to be an integral part of the society, eventually making them an outcast.

5. **Point to remember:** There is a misconception that bad parenting leads to autism in children. Autistic children need a different kind of parenting style but are certainly not the result of poor or bad parenting.

6. **Criminal behavior:** Some parents indulge in corporal punishment since they believe it is the only way of dealing with naughty children. However, repeated use of physical reprehension can make the child think it is okay to strike someone for any reason. As the child steps into adulthood, this belief transforms into an immoral inclination to cause deliberate harm to others.

These conditions seem quite frightening, but it is never too late or difficult to change your parenting style for the greater good of your child. https://www.momjunction.com/articles/everything-need-know-bad-parenting_00256/#gref

How to Be a Better Parent

It is never too late to change your parenting style, and here are some tips on being a better parent:

1. Have hands-on involvement in parenting:

You are not just the guardian of the child but also someone who teaches essential life lessons. Go beyond the provisionary creature comforts, and strike an emotional rapport. Focus on a relationship that has control, but not at the cost of love, so that the child has a healthy upbringing.

2. Refrain from yelling and striking the child:

Children can be difficult with their tendency to be naughty. It is quite likely you lose patience and yell, which can leave the child wailing and upset. Some parents have few qualms at slapping their child even if it is in front of relatives or even strangers. That makes you bad parents. You may feel sorry for it later, but the damage would have been done.
Learn to control the child's naughty outbursts in a more reasonable manner. For example, if he breaks a sibling's toy, then take away his

favorite toy and say he gets it only when he apologizes and promises never to do it again. Once he does so, you must explain to him why his actions were wrong, and how he must never damage someone else's belongings.

3. Give reasons for your instructions:

A child will not understand the underlying purpose behind an instruction like "Sleep on time at night." As a parent, it is your duty to elaborate the reasons in a manner the kid understands. Do not say things like "Because I say so!" or "Do not ask questions, just go to bed!" That sets a wrong precedent, and children have a natural tendency to oppose things they do not understand.

4. Set rules after discussion:

If you set some new rules, then have a word with the child before implementing them. That way, he is a part of the proceedings and is aware that he is not supposed to do some things. Having discussions with the child make him feel important, and can boost his self-esteem. He will also be in charge for his actions and will hesitate from doing something wrong.

5. Let the child have some choice:

Ask for an opinion before deciding something for the child. It is more applicable for adolescents, who may feel irked when no one asks their preference before taking a decision for them. For example, instead of jumping to a conclusion, "You need a new tuition. I will get it changed tomorrow", you can say, "I don't think this tuition is working out well. Shall we get it changed tomorrow?" It is an excellent way to teach the child decision-making, and invariably introduce him to the concept of being responsible.

6. Listen when he says something:

Good parenting is also about listening to your child with rapt attention when he has something to share. It includes his mundane narrative of the day and all his achievements, which all seem trivial but could mean a lot to the child. Do not brush aside his words to hear them another day or override it with something else like "I will listen to you later, first get your room cleaned!" That is disheartening, and although it is just a child, he does sense that you just behaved with him rudely.

Appreciate your little one when he is truthful and honest. Children who are reprimanded for speaking the truth may eventually prefer a lie to save their skin.

7. Set good examples:

An action can talk louder than words, and it is perhaps the best way to make your child understand the importance of something. You set a positive example by practicing something that you always ask your child to do. Children learn healthy habits from parents and are less likely to adopt bad ones when their parents themselves refrain from it.

4.3.6 Family Relationship Patterns

The strict family pattern

In this type of family, parents do not allow the children to have freedom. They insist on having things done their own way and the child is expected to always listen to them and obey their instructions. In this situation, children have no other option than to give in to their parent's wishes. Children, sometimes, rebel and this leads to conflicts between parents and children.

The overprotective family pattern

In this kind of family, parents show a level of concern and try to give their children all sorts of protection and well-being. However, overprotection does not allow children to develop healthy emotional and social growth. Such children are likely to become defenseless, incompetent and insecure.

The amalgamated family pattern

This kind of family does things together and there is no respect for privacy. This may not be a very ideal situation for the family because children, especially adolescents need some independence and privacy.

The conflict-evading family pattern

This family has little tolerance for conflicts therefore, there is little self-criticism and as a result, people tend to avoid conflicts and confrontation. This type of situation has its disadvantages because children will not be able to learn how to deal with or negotiate difficult situations. Sometimes, children raised in this type family pattern explode when they are no longer able to bear the repressed feelings, thus leading to a surprising family crisis

The family focused on children pattern

In this kind of family pattern, parents are incapable of facing conflicts as a couple and divert attention toward their children. Therefore, the couple's stability and family satisfaction are also focused on the children. In this situation, children cannot grow, and therefore, continue to be dependent as the reverse would alter the apparent family balance.

The single mother/father family pattern

In this case, one of the children substitutes for the missing parent by performing a role not corresponding to him/her. Children cannot perform such roles, and if they do, they are likely to grow older.

The pseudo-democratic family pattern

In this kind of family, parents are incapable of imposing discipline on their children. Under the pretence of being flexible, they do not set the necessary limits, this allows the children do whatever they like. The symbol of authority is confusing and the children show a disproportionate, destructive and unlimited degree of competitiveness.

The unstable family pattern

In this family, goals are uncertain and vague, there is no planning; instead, there is much improvisation. The child is insecure, distrustful, and fearful and experiences difficulty in developing his/her identity.

The best parenting approach is not a dictatorship or "authoritative parenting," but a relationship where parents seek input from the children. Good parenting is characterised by love, good teaching, clear and consistent expectations, and avoidance of severe or harsh discipline. Numerous studies show that this kind of parenting has the most positive benefits for children.

4.3.7 Parenting Styles That Foster Responsible Behaviour

According to Baumrind (1970), the following types of parenting style foster the development of socially responsible and independent behaviour in children:

a. Parents who lead by example.
b. Parents who set firm standards of behaviour in which socially accepted behaviour is rewarded and unacceptable behaviour is punished.

c. Parents who are committed to the child in such a way that, they are neither overprotective nor rejecting.
d. Parents who provide security for children and an enabling environment for them to showcase their creative talents, skills and rational thinking.
e. Parents who have high demands for achievement and are receptive to a child's rational demands.

4.3.8 Tips for Good Parenting

According to the *Teacher's Training Manual on Sexuality Education* (AHI, 2001), parents need to acquire good parenting skills in order to ensure proper training of the child. Some tips for good parenting are:

- Parents should take interests in their children by asking questions about their concerns, worries, schooling, relationships etc.
- Parents should listen to their children's feelings.
- Parents should let their children know that they love them and have their best interest at heart.
- Discuss the rules they set with their children. (For instance the time to come back home from an outing etc.)
- Parents should not feel shy or uncomfortable to discuss sensitive issues with their children such as sexuality issues.
- Recognise the fact that, sometimes, children need to be independent and therefore give them a little bit of freedom and trust them to make good decisions and judgments.
- Help children find interests and hobbies.
- Praise and encourage children when they do positive things.
- Correct them lovingly when they make mistakes.

Other tips for Good Parenting are as follows:

1 Focus more on your children's positive behaviour than negative behaviour.
2 Teach your children to focus on the needs of others.
3 Don't shout at your children.
4 Give your children responsibilities around the house
5 Build a strong relationship with your spouse.
6 Teach your children to view challenges positively.
7 Don't do things for your children that your children should do themselves.
8 Help your children develop social skills.
9 Guide your children without controlling or micromanaging them.
10 Give your children a sense of security.
11 Help your children to develop resilience and perseverance.

12 Manage your own stress effectively. https://www.daniel-wong.com/2018/01/08/good-parenting-skills/

SELF ASSESSMENT EXERCISE 2

Using five (5) minutes only, provide answers to the questions in the box below.

1.	These are types of family planning except _____
A.	Use of condom
B.	Artificial method
C.	Scientific method
D.	Traditional method
2.	Teaching a child how to still is a _____ parenting.

Discuss four tips for good parenting.

Parents should take interests in their children by asking questions about their concerns, worries, schooling, relationships etc.
Parents should listen to their children's feelings.

Parents should let their children know that they love them and have their best interest at heart.

Discuss the rules they set with their children. (For instance the time to come back home from an outing etc.)

4.4 Parenting Children with Disabilities

While families with children with disabilities experience challenges, it is important for such parents to provide the necessary support that will make the child live a happy healthy life. Some tips for coping with such situations include:

- **Maintaining a strong marital relationship**

Acknowledging the special need of the disabled child can be traumatic, hence, keeping their relationship strong and healthy will increase their ability to adapt to the new situation.

- **Stay positive and have realistic expectations**

Researchers say that families which cope well with special child have a positive attitude, realistic expectations of their child, and are less preoccupied with negative thoughts (Yau & Li-Tsang, 1999).

- **Recognise that the child cannot help the situation**

Remind yourself that the problem the child is experiencing comes from a special need he/she cannot control.

- **Avoid being anxious**

It is normal to be concerned about the future of the child, but excessive anxiety can get in the way of making good decisions.

- **Let the child grow up at his/her own pace**

Parents should not compare the child with another or subject the child to pressure of keeping up with his/her peers. He/she should be allowed to grow and learn at his/her own pace.

- **Help the child to maintain self-confidence**

Accept the child as he/she is. Allow him/her to feel unconditionally loved irrespective of whom he/she is, not by what he/she achieves.

- **Turn to religious faith for strength**

Religious faith and beliefs provide many families with strength, support, and hope during times of difficulty. Believe in a divine plan allows many fathers and mothers find meaning in their situation and to rise above discouragement. Many parents see their special child as a divine gift from God and often consider it as a blessing to be entrusted with this special spirit in their home.

- **Actively seek support**

Joining a parent support group where parents can share experiences and worries with others in a similar situation can be helpful. Educate relatives, friends, or neighbours about the child's disability and communicate the child’s needs and feelings. Also, actively seeking support can greatly decrease stress and anxiety for you and your family. Begin by talking with doctors, schools counsellors and religious leaders.

4.5 SUMMARY

In this unit, you have learnt about parenting, different roles and responsibilities of a parent, tips for good parenting and characteristics of negative parenting styles. In Module two, you will learn more about functions and responsibilities of each member of the family. Parents ought to recognise the fact that every child is unique and special. Parents have the responsibility of loving, teaching, and encouraging their children. When there is a child with disability in family, parents should recognise the great challenge and provide the necessary support to help the child live a good life.

4.6 SREFERENCES/FURTHER READING

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6.1 SUGGESTED ANSWERS TO SELF ASSESSMENT EXERCISES

EXERCISE 1

1. Parenting
2. D (socialization)
3. Autocratic and democratic parenting

EXERCISE 2

1. B (Artificial method)
2. Negative parenting

UNIT 5 COMMUNICATION AND THE FAMILY

CONTENTS

5.1 Introduction
5.2 Learning Outcomes
5.3 Main Content
5.3.1 Definition of Communication
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5.4 Summary
5.5 References/Further Reading
5.6 Possible Answers to the Self-Assessment Exercises

5.1 INTRODUCTION

Communication is very important within the family and on our day to day activities. **Effective communication** can help to foster a good working and productive relationship between you and your family, which can in turn improve morale and efficiency. https://www.business.qld.gov.au/running-business/marketing-sales/managing-relationships/communicating-effectively

Communication is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior. In communication process, a sender (encoder) encodes a message and then using a medium/channel sends it to the receiver (decoder) who decodes the message and after processing information, sends back appropriate feedback/reply using a medium/channel. https://www.quora.com/What-is-communication-and-types-of-communication

Effective communication between parents and children lead to variety of positive outcomes. Some of these include higher self-esteem, greater adherence to moral standards, compliance with parents' wishes, less aggression and other problem behaviour. Father's supportive messages foster cognitive development, masculine sex-role identification and academic achievement of sons; mother's supportive messages foster the cognitive development and feminine sex-role identification of daughters. Other communication-related factors contributing to positive child outcomes include a mother's responsiveness, discussion and acceptance of feelings and the reinforcement and modelling of positive social behaviour.

Family communication refers to the way verbal and non-verbal information is exchanged between family members. Communication involves the ability to pay attention to what others are thinking and feeling. In other words, an important part of communication is not just talking, but listening to what others have to say. Communication within the family is extremely important because it enables members to express their needs, wants, and concerns to each other. Open and honest communication creates an atmosphere that allows family members to express their differences as well as love and admiration for one another. It is through communication that family members are able to resolve the unavoidable problems that arise in all families.

Just as effective communication is almost always found in strong, healthy families, poor communication is usually found in unhealthy family relationships. Marriage and family therapists often report that poor communication is a common complaint of families who are having difficulties. Poor communication is unclear and indirect. It can lead to numerous family problems, including excessive family conflict, ineffective problem solving, lack of intimacy, and weak emotional bonding.

Poor communication is also associated with an increased risk of divorce and marital separation and more behavioral problems in children (https://www.pubs.ext.vt.edu/350/350-092/350-092.html)

Negative control messages such as physical punishment lead to greater aggression in children, coercion, which weakens a child's adherence to moral standards, rejection, which leads to greater dependency. Positive control messages such as giving reasons and explanations to situation help children develop the social competence they need to be successful. Since effective communication is vital to successful parent-child relationship, it is therefore, important to learn the necessary communication skills for proper behavioural attitudes.

5.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- define effective communication
- explain the elements of the communication process
- describe various forms of communication
- •identify barriers to effective communication.

5.3 MAIN CONTENT

5.3.1 Definition of Communication

Communication is the exchange and flow of information and ideas from one person to another. It involves a sender transmitting an idea to a receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to

transmit. Communication has been defined and explained in different ways by intellectuals of diverse interests and disciplines in management, psychology, and sociology. Communication touches every aspect of life including the domestic, business, and social interactions http://www.ijhssnet.com/journals/Vol_6_No_12_December_2016/10.pdf .

communication has been defined as the act of giving, receiving or exchanging information, ideas and opinions so that the „message‰ is completely understood by both parties. http://ioc.edu.my/images/demo/printedMaterial/OUMH1203.pdf

Communication is all about making contact with others and being understood.

https://www.skillsforcare.org.uk/Documents/Learning-and-development/Core-skills/Communication-skills-in-social-care.pdf

Communication, therefore, refers to the sharing of ideas, facts, opinions, information and understanding. It is the transfer or transmission of some information and understanding from one person to another. Although the word "communication" is used often, there is no consensus amongst communication experts regarding its definition. In general, it is defined as the process by which information is exchanged between individuals.

Communication is a process through which we convey thoughts, feelings or ideas to other people in our family and in society and having those ideas, thoughts, and feelings understood by the people we are communicating with.

Anugwom (2007) defines communication as the use of words, signs and symbols to interchange ideas, emotions, facts and information by two or more persons.

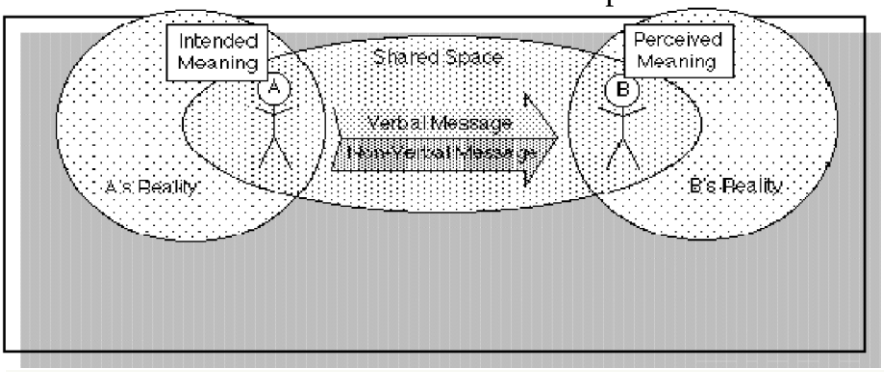
Nwokeneme (2008) also defines communication as a process that involves the transmission of message or information through a channel from a sender to a receiver. From a wider perspective, communication is a process by which information is passed between individual and organization by means of previously agreed symbols.

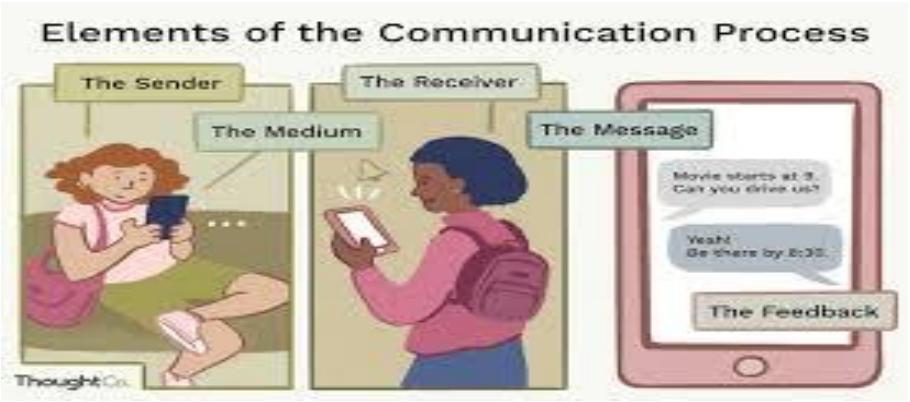
Inyang and Esu, (2003) defines communication as the process of transmitting meaning from sender to receiver. Other scholars such as Dessler (2004:94-110), Adams (2006; 16-24) and Smith (2008:42-51) agree that communication is an exchange and transmission of meaning. http://www.ijhssnet.com/journals/Vol_6_No_12_December_2016/10.pdf

Effective communication within the family can lead to better relationships between the members of the family. It must be built on a foundation of trust, listening and understanding. The more effectively your family can communicate together, the better. It will keep you open to share thoughts and feelings, coax expression out of your children and foster a safe home environment in which all members of your family can feel comfortable and secure in their relationships.

Effective family communication is when you express your thoughts, feelings and opinions to someone else, while they listen and reciprocate. In the home, communication takes on a much more personal level. When you communicate within your family and you can expect a listening ear that can gently soothe or an honest opinion to direct you on the right path. https://oureverydaylife.com/the-impact-of-effective-communication-in-the-family-3946486.html

I think we should remove the old picture for this new one





5.3.2 Importance of Communication

Communication is the centre of human interaction. Without communication, people cannot relate with each other or one another. If we can understand the communication process better and improve it, we will become more effective and successful communicators.

Communication is generally at the core of any successful reform initiative. Communication incorporates timing, message content and its methods. What communication aims is therefore, to provide the necessary information to the right people while answering the following questions: what the change is about: why is it started, what parts of the institute are involve in change and what are its objectives and schedules, it prepared an individual The key communication objective in this stage is to get ready the expectant for the change. http://journals.euser.org/files/articles/ejms_jan_apr_17_nr_1/Rezarta.pdf

Communication is the basis of Co-ordination:

The manager, supervisor, co-ordinator, leaders, explains to his/her subordinate, co-workers, students or learners the goal to be achieved, mode of their achievement and the interpersonal relationship amongst

them. Therefore communication act as a basis for coordination in an organization or institution.

Communication enhance fluent working.

Communication serve as the basis of decision making: Proper communication provide information to the manager, supervisor, leader etc that is useful for decision making. No decision could be taken in the absence of information. Therefore communication is the basis taking the right decision at the right time

Communication increases managerial Efficiency: communication is essential for the quick and effective performance of the managers and the entire organization.

Communication increases cooperation and organization and Organizational Peace: communication process promotes co-operation and mutual understanding amongst family member, co-workers and also between them as parent and the management. This often leads to non or less friction and thus leads to industrial peace in the factory and efficient operations.

Communication boost morale of the Employees.

Good communication helps the workers to adjust to the physical and social aspect of work. It also improves good human relations in the industry. An efficient system of communication enable the management to motivate, influence and satisfy the subordinate which inturn boosts their morale and keeps them motivated.

5.3.3 Forms of Communication

People communicate in different ways. Some forms/types of communication include:

1. Verbal Communication

Involves expressing ideas, thoughts or feelings through spoken words (or messages). It entails speaking clearly and using terms that can be easily understood.

2. Non-verbal Communication

Involves expressing oneself using body language, facial expressions, gestures, nods, smiles, etc without speaking.

3. Intra-personal Communication

This is talking within oneself. It is the thought going on within a person. This form of communication takes place before any other form of communication. Before anybody communicates with another person or takes any action, he/she must have thought about it.

4. Inter-personal Communication

This involves face-to-face verbal and non-verbal exchange of information, ideas, or feelings between individuals or groups. It is used in all areas of human endeavour.

5. The Mass Media

This involves communicating with a large group of people through specialised media such as electronic (television, radio, etc) and print (newspaper, magazines, posters, etc.) media.

SELF ASSESSMENT EXERCISE 1
In not more than five (5) minutes, attempt the questions in the box below.

1.	The act of giving, receiving or exchanging information is called _____
2.	These are forms of communication except _____ communication
A.	Listening
B.	verbal
C.	non-verbal
D.	intra-personal

5.3.4 Factors that Hinder Communication

Some of the conditions that cause refraction can be labeled and examined in light of their impact on effective communications: preoccupation; emotional blocks; hostility; charisma; past experiences; hidden agendas; inarticulateness; stereotyping; physical environment; mind wandering; defensiveness; relationships and status.

1. Preoccupation. A person who is focusing on internal stimuli may listen in such a way that none of the message comes through or so little of it that he or she cannot grasp the message appropriately and may respond in such a way that the blocking of the message is apparent. A story is told of a columnist in New York who attended numerous cocktail parties and had come to believe that a certain socialite was so preoccupied with making an outstanding impression on her guests that she was unable to hear anything they were saying. To test his theory he came late to her next party; when he was greeted effusively at the door by the hostess, he said, “I’m sorry to be late, but I murdered my wife this evening and had a terrible time stuffing her body into the trunk of my car.” The super-charming hostess beamed and replied, “Well, darling, the important thing is that you have arrived, and now the party can really begin!”

2. Emotional blocks. A second condition may be an emotional block to the direction that the message is taking. Words may have become charged with emotion for a person, possibly due to that person's conditioning in childhood or to current circumstances in his or her life at the time the communication attempt is made. An example might be of the well-intentioned but unaware adult white male, who, in speaking to an adult black male, makes reference to "you colored boys." Similarly, a woman who is having difficulty in conceiving a child may not be able to discuss Aunt Mary's comment, "Now that you and Bob have been settled for a few years, it would be nice to start a family"; or she may find herself responding irrationally to a lecture on population control.

3. Hostility. Hostility may create refraction of messages. This can occur when communicating with a person with whom you are angry, or it may be a carryover from a recent experience. It may also be the subject matter that arouses hostility. When two people are engaged in a hostile confrontation, each often distorts messages from the other in such a way that provides fuel for further venting of hostility. A husband and a wife may have the following type of exchange of messages: He: "I really thought I was helping you when I . . . ." She: "Are you trying to tell me that I was incapable of . . . ." He: "You aren't capable of much of anything! Just look at the state of our finances." The husband's intended message was "I know I've made you angry by my action. Where did I go wrong?" The angry wife chose to interpret the word "help" as an accusation that she lacked the resources to handle the situation. Her message elicits further distortion and hostility from the husband. In another example, a woman may come home from just having had a confrontation with her boss and may carry over her hostility to her family by overreacting to her husband's messages concerning the day's irritations, or she may simply filter out all messages and respond in monosyllables to any attempts at communication. The subject matter being dealt with may engender hostility and thereby distort the message. A father may comment that his son should plan to have his hair trimmed for his sister's wedding and find that his message has been refracted as an all-encompassing criticism of his son's life style.

4. Charisma. The charisma of the sender of a message may affect how the message is received. Political candidates are often chosen more for their possession of this quality than for their other attributes. A charismatic person can often make tired, trivial messages seem new and important to the recipient; however, this too can become detrimental to communication, as the receiver of the message is less likely to question or ask for clarification of the message. How often have we come away enthusiastically from having heard a dynamic speaker, only to discover that we cannot actually remember the content of the speech?

Conversely, a person who has something important and unique to say to us may not be able to hold our attention in such a fashion that we hear the message he or she is sending.

5. Past experience. Our experience can predispose us to refraction. If our weekly staff meetings have always been a waste of time, we may come into each succeeding meeting expecting not to give the messages that are sent much consideration or to hear them as having no relevant implications. Staff meetings may also nurture another kind of condition that may create message refraction.

6. Hidden agendas. A person with a special interest, that is, a hidden agenda, may hear all messages only in reference to his or her own needs or may not be able to hear messages that do not relate to his or her own interest. If the hidden agenda is in competition with the message of another employee, he or she may reject all suggestions made by that other employee or may attempt to manipulate others into distorting the other employee's messages. The person with the hidden agenda might make such comments as "Of course, Chris has no real expertise in this area" or "We all know that the administration will never buy that, Chris." He or she may dismiss an excellent idea from someone with a fresh perspective.

7. Inarticulateness. Simple inarticulateness, or lack of verbal skill, may distort the intention of the sender. As clarity is essential for the true message to be received, a person may never be able to communicate effectively if he or she has never developed verbal skills. If the receiver of the message is unaware of the sender's difficulty, he or she may dismiss the messages or distort them. Verbal patterns that are culturally determined may also hinder communication, as they could function as lack of skill when the message is received. A person from a minority culture may be quite articulate within his or her peer group but may fail to get messages through when speaking to a person from another culture. It is at this point that verbally administered standardized intelligence tests become invalid. An Appalachian child was once being tested by a psychometrist, who asked that the child name the seasons of the year. The child replied, "Deer season, possum season, fishing season . . . ." The child showed an excellent grasp of seasonal variation throughout the year; but because his response was not the standard one, his score on the test was reduced.

8. Stereotyping. Culturally determined verbal patterns may lead to another type of communication distortion—stereotyping. Eliza Doolittle in the musical My Fair Lady was "heard" and understood as a charming, if unconventional, lady once her speech patterns had been altered from their original cockney flavor. However, Eliza had not changed her

values or increased her worth as a person in changing her speech patterns; the only change was in her ability to send messages as a refined lady rather than as the stereotype of a thoroughly dismissible guttersnipe. Another type of stereotyping that causes adjustments in a person's perceptual prism is that of the visual impact of the speaker. A very conventional person may "hear" all attempts at communication as radical if the speaker has an unconventional physical appearance. A conservative member of the faculty at an urban university in the United States may hear a bearded colleague say "Perhaps some of the experimental programs, such as the bachelor's degree in general studies, would serve the needs of our particular group of students better than the traditional degree programs seem to do," and may angrily dismiss the idea as an attempt to downgrade the "standards" of the university. Yet a colleague with a conservative appearance might make the identical proposal, and the faculty member might respond with "Yes, we need to have more flexibility for our particular student population."

9. Physical environment. The environment alone may create conditions under which communication cannot take place effectively. A stuffy, warm room may make it impossible to send and receive messages accurately. A person's physical state may also be detrimental to communication. Any teacher will expound at length on the decline in understanding on the part of students as summer approaches in a classroom that is not air conditioned. Physical environment may contribute to another condition that may get in the way of communications. 10. Mind wandering. This is a state to which all are susceptible. It distracts from the message sent in much the same way that preoccupation distracts, but the internal stimulus may never focus on any topic for more than a few seconds. This inability to focus for long on internal stimuli will generalize to the external stimulus of a sender's message.

11. Defensiveness. This leads to continual refraction of messages received. The insecurity of the person tends to distort questions into accusations and replies into justifications. A wife may ask her husband if he happened to pick up a loaf of bread on his way home from work. Her intention is informational, that is, she is planning to go out anyway and will pick up some bread at the same time, if he has not already bought some. The issue is duplication of effort. The insecure husband, however, may respond as if the issue were his ability to meet her needs. "No, I didn't. I can't think of everything, you know, when I'm busy with a huge project at work. I suppose you think my buying a loaf of bread is more important than concentrating on my job!"

12. Relationships. When we are attempting to communicate with another person, we are giving out two sets of messages simultaneously, content

and relationship. The other person may be so preoccupied with hearing any cues about the latter that the content is lost or seriously refracted. For example, a boss tells her secretary that she has a set of instructions for her and that she wants her to be sure that she gets them right. If the secretary is insecure in her relationship with the boss, she may hear an implication that she is being evaluated negatively. Consequently, the secretary may distort her hearing of the boss's instructions.

13. Status. Perhaps the most difficult condition to overcome in communications is that of status, as it encompasses most of the elements that have already been discussed. A person in a position of high status may find communication difficult with most of the people with whom he or she must interact, as his or her perceived power differentially affects various people. One person may be preoccupied with impressing the source of power, while another may be defensive, feeling that his or her job or status is threatened by the powerful person. In addition, any high-status person must deal with the hostility of the envious, the stereotyping of the power worshiper, the past experiences with other high-status individuals that people may be generalizing from, and the emotional elements generated by all of these conditions. The means of alleviating these conditions that interfere with the communication process are as varied as the people who must deal with them. The key, however, is in becoming aware of the conditions that are interfering with the process and attempting to modify behavior in such a way that messages are less often and less severely refracted. http://home.snu.edu/~jsmith/library/body/v06.pdf

In conclusion Barriers keep us from understanding other's ideas and thoughts. Barriers can appear at any point of the communication process. There are two types of barriers—internal and external. Examples of internal barriers are poor listening skills, lack of interest in the message, mistrust, etc. Examples of external barriers include noise, distractions, server (internet) problem, bad phone signal; use of technical words by the sender.

5.3.5 Reasons for Communicate between Parents and Children

Parents often have the most influence over their children. Communication with children affords the parents the opportunity to pass family values and useful information that will help the children make good decisions. Other reasons are:

- to satisfy their curiosity and inquisitiveness.
- to form and strengthen bonds that last a life-time and are beneficial to both the parents and children.

- to build up children's trust and confidence in their parents.
- to forestall being wrongly informed from outsiders.

5.3.6 Tips for Effective Listening

- Be attentive and maintain eye contact to show that you are paying keen attention.
- Demonstrate that you are listening by nodding and show encouragement.
- Do not interrupt.
- Be mindful of your facial expression and body language, for example, do not smile at a sad story or experience

5.3.7 Importance of Sex Education

Sex education is the provision of information about bodily development, sex, sexuality, and relationships, along with skills-building to help young people communicate about and make informed decisions regarding sex and their sexual health. Sex education should occur throughout a student's grade levels, with information appropriate to students' development and cultural background. It should include information about puberty and reproduction, abstinence, contraception and condoms, relationships, sexual violence prevention, body image, gender identity and sexual orientation. It should be taught by trained teachers. Sex education should be informed by evidence of what works best to prevent unintended pregnancy and sexually transmitted infections, but it should also respect young people's right to complete and honest information. Sex education should treat sexual development as a normal, natural part of human development. The Objectives and Importance of Sex Education are to; help children understand the body structures of men and women and acquire the knowledge about birth; Teach children to establish and accept the role and responsibility of their own gender by acquiring the knowledge of sex; Understanding the differences and similarities between two genders in terms of body and mind will set up a foundation for the future development in their acquaintance with friends and lovers and their interpersonal relationship; Sex education is a kind of holistic education; It teaches an individual about self-acceptance and the attitude and skills of interpersonal relationship; It also helps an individual to cultivate a sense of responsibility towards others as well as oneself. When should sex education be given? By whom? Nowadays, with rapid growth of information, sex information is everywhere. Children are curious about sex. Therefore, parents need to instill correct concepts of sex to their children as early as possible before they are misled by indecent magazines and irresponsible media. When children grow up, they need to learn and adapt to the physiological and psychological changes in

different stages of development. The learning objectives of sex education vary with the age of children and the environment. They need appropriate and continuous counselling and guidance. Parents are the core people who accompany their children as they grow up, so, parents are also the most appropriate person to give their children sex education. The earlier sex education is given at home, the earlier the children are able to establish correct concepts on sex, and the easier the parents can handle the situation. A lot of people consider mother as the most ideal person to give sex education; but in fact, father's participation is equally important. A son can learn from his father the suitable role as a man, while a daughter can learn from her father the responsibilities of a man in his family and the society. She will also understand the expectations others have upon a woman. Children will greatly benefit from all these, and when they grow up, they will know how to interact with other people. https://advocatesforyouth.org/resources/fact-sheets/sexuality-education-2/
https://www.studenthealth.gov.hk/english/resources/resources_bl/files/lf_se_fse.pdf

Preconditions for Sex Education

1. Understand sexual education

- Understand the psychological development and perplexity of your growing child

2. Build a good parent-child relationship and establish a foundation for future interaction

- Keep a warm and harmonious family atmosphere
- Let children feel that they are being loved and cared for
- Cultivate children's sentiments by encouraging them to take part in cultural activities such as music or drawing. Parents should participate in such activities as well to improve the relationship between parent and child
- Provide opportunities for children to cultivate different interests and let them participate in group activities

In many cultures, it is a taboo to discuss sexuality in public. Many parents do not talk to their children about sexuality because they feel uncomfortable, embarrassed, or fear that letting children know about sexuality may encourage the experiment with sex. However, because children are curious by nature, they get to learn wrong things about sexuality from the media and their friends. Some reasons why parents should discuss sexuality with their children include the following.

- Research has shown that more children are engaging in sexual activity at increasing younger ages. The result of this is the

increase in teenage pregnancy, committing unsafe abortions, and contacting sexually transmitted diseases including HIV and AIDS.

- By not talking about sexuality, parents are indirectly telling children it is wrong, evil and dirty, this can give them problems in their sexual relationships when they become adults.
- By not preparing children to handle sexuality issues, parents might be exposing their children to dangers that will make them victims of sexual abuse, harassment, and rape.

For these and other reasons, it is clear that children need to be informed about their sexuality early enough by their parents.

SELF ASSESSMENT EXERCISE 2

In not more than five (5) minutes, attempt the questions in the box below.

1.	These are reasons for communicating with children except _____
A.	Trust building
B.	Satisfaction of curiosity
C.	Bond strengthening
D.	Talking
2.	Sex education is good for children (True/False).

5.3.8 Basic Sexuality Education Tips for Parents

Sexuality education means talking about all the factors that feed into children and young people's sexual growth and development. Topics include bodies, privacy, sexual decisions, respectful behaviors and language, and the 'place' of sex in people lives. Sex education is high quality teaching and learning about a broad variety of topics related to sex and sexuality, exploring values and beliefs about those topics and gaining the skills that are needed to navigate relationships and manage one's own sexual health.

Your role in your child's sexuality education

The important role you play in your child's sexuality education includes:

- providing the family perspective
- supporting your child's level of comfort in discussing sexuality-related issues
- maintaining an open dialogue with the school about the school-based sexuality education program

- responding positively and supportively to learning opportunities at home
- attending a school's parent information meeting.

Research tells us children who are well informed and comfortable in talking about sexuality with their parents are the least likely to have intercourse when they are adolescents. Lack of information poses greater risks (DiIorio, C, Resnicow, K et al, 2006; https://www.betterhealth.vic.gov.au/health/HealthyLiving/sex-education-tips-for-parents https://www.plannedparenthood.org/learn/for-educators/what-sex-education

Parents need to know exactly what areas to address when opening discussions about sexuality. Some critical areas include:

- **Boosting the child's self esteem**

Self esteem means that the child feels good about himself/herself and thus, will develop self-confidence. Children who feel good about themselves and their bodies, whether they are short or tall, fat or slim, light or dark, see themselves as people of worth and are not easily influenced by their peers. They will not allow themselves to be used, abused or taken advantage of. During adolescence, teenagers tend to be shy and unsure about themselves, particularly when their bodies begin to change rapidly and their emotions become unsteady. They begin to wonder if the experiences they are having are normal or if there is something strange happening to them. It is important at this stage for parents to reassure them that all teenagers are going through the same growing process, but that each teenager has his/her own pace of growth and that whatever the case, they are unique and special. This will help them feel good about good about themselves and develop high self-esteem.

- **Set a good example**

Parents should be role models for their children; they should lead by example. For instance, parents should show genuine love, affection and respect for each other in the presence of their children, they should also avoid social vices such as alcoholism, smoking and extra marital affairs. These will make their children learn to do the same as they become adults.

- **Create time for open communication**

Many parents stop their children from asking questions about sexuality. Some even abuse them for wanting to know about such "dirty" subject.

However, if a parent does not educate his or her child, the child will turn to someone else. The danger in this is that children may be misled and wrongly informed by other people. If parents take time to speak with their children and keep the lines of communication open, the children will be guided aright and is likely to make fewer mistakes and take appropriate decisions.

- **Prepare children well ahead of time**

It is important to prepare girls for menstruation and boys for erection and wet dreams before it happens. This is because when a child experiences menstruation or erection and wet dreams for the first time, they may become scared and uncertain. But if they have been properly educated before then, it will not take them by surprise.

- **Focus on responsibility**

It is important for parents to let teenagers know they can become a father or mother if they engage in unprotected sexual activity. Encourage them to abstain from sexual activity until they are older.

- **Emphasis values, norms and attitudes**

Parents need to emphasize on values such as self-control, letting them know they cannot do everything they feel like doing unless they are ready to face the consequences. Also, values such as responsibility and accountability can be achieved when they insist on appropriate behaviour. Also, children should be taught to demonstrate values of love, respect, commitment, patience and tolerance in relationships.

- **Teach children to prevent sexual abuse**

Parents should teach their children from tender age that, no one is allowed to touch their bodies or do anything to them that makes them feel uncomfortable. They should be taught how to say no and be assertive and how to find help in problematic situation. Children should be made aware of dangerous situations and how to avoid them such as being alone in a dark place with someone of the opposite sex, taking free ride, walking alone in isolated or dark places and so on.

5.4 SUMMARY

This unit addressed important information about a man’s capacity for communication within the family. You learnt to understand the messages sent by different members of the family which gives them the tool and confidence to interact with larger members of the society.

Communication is a two-way process. There is a sender and a receiver. Effective communication is a major part in achieving successful parent-child relationship. The more you become an effective communicator, the more you achieve your goals as parents.

5.5 REFERENCES/FURTHER READING

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5.6 SUGGESTED ANSWERS TO SELF ASSESSMENT EXERCISES

EXERCISE 1

1. Communication

2. A (Listening)

EXERCISE 2

1. D (Listening)

2. True

MODULE 2 PHYSICAL AND HEALTH DEVELOPMENT IN THE FAMILY

Unit 1 Physical and Health Issues that Affect Family Life

Unit 2 Some Traditional Practices that Affect People's Health
Unit 3 Healthy Practices that Promote Good Health
Unit 4 Healthy Family-Friendly Foods and Recipe
Unit 5 Family Fun and Entertainment

UNIT 1 PHYSICAL AND HEALTH ISSUES THAT AFFECT FAMILY LIFE

1.1 Introduction
1.2 Objectives
1.3 Main Content
  1.3.1 Drug Abuse, Signs, Effects and Remedy
  1.3.2 Guarding Children against Use of Alcohol and Drugs
  1.3.3 HIV and AIDS
  1.3.4 Sexually Transmitted Infections (STIs)
1.4 Summary
1.5 References/Further Reading
1.6 Possible Answers to Self-Assessment Exercises

1.1 INTRODUCTION

In this unit, you will learn about specific diseases that can affect the growth and development of members of the family. You will learn about the causes of these diseases, how they can be prevented and what family members can do if a member of the family has any of these diseases.

1.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- discuss drug abuse and its effects
- identify and describe general symptoms of STIs in males and females
- explain the difference between HIV and AIDS
- discuss how to prevent drug abuse, HIV and STIs
- discuss what should be done to someone in the family with HIV.

1.3 MAIN CONTENT

1.3.1 Drug Abuse, Signs, Effects and Remedy

What is a Drug? A drug is any medicine or substance that causes physical and or mental changes in the body. Drug addiction is a chronic disease characterized by compulsive, or uncontrollable, drug seeking and use despite harmful consequences and changes in the brain, which can be long lasting. These changes in the brain can lead to the harmful behaviors seen in people who use drugs. Drug addiction is also a relapsing disease. Relapse is the return to drug use after an attempt to stop.

A drug is any substance (with the exception of food and water) which, when taken into the body, alters the body's function either physically and/or psychologically. Drugs may be legal (e.g. alcohol, caffeine and tobacco) or illegal (e.g. cannabis, ecstasy, cocaine and heroin). A drug is any chemical you take that affects the way your body works.
http://whoami.sciencemuseum.org.uk/whoami/findoutmore/yourbrain/howdodrugsaffectyourbrain/whatisadrug

What is Drug used for? Generally, drugs are used to treat infections and diseases. Some drugs such an immunisation drugs are used to prevent sickness. Drug use can impact on your physical and mental health. It can also lead to social problems and have negative effects on relationships with family and friends. As some drugs are illegal, there can also be legal ramifications associated with drug use. People use drugs for a variety of reasons. Some of these include:

- To have fun, relax, forget problems or as a form of escapism
- To gain confidence and socialize
- Out of curiosity
- To lessen inhibitions
- To remove personal responsibility for decisions
- To celebrate or commiserate
- To relieve boredom and stress.
- Self-medication to cope with problems.

https://drugaware.com.au/getting-the-facts/faqs-ask-a-question/what-are-drugs/#what-s-the-difference-between-meth-and-ice

Types of Drugs:

Drugs can be grouped together in different ways — by the way they affect the body or by how or where they are used. There are seven

different drug types, and each has its own set of effects and risks: this types of drug are as follows; Stimulants; Depressants; Hallucinogens; Dissociatives; Opioids; Inhalants and Cannabis

Stimulants: Stimulants (or "uppers") impact the body's central nervous system (CNS), causing the user to feel as if they are "speeding up." These drugs increase the user's level of alertness, pumping up heart rate, blood pressure, breathing and blood glucose levels. Doctors primarily prescribe stimulants for ADHD, narcolepsy and asthma (because the drugs can open up breathing passages). The drugs can also help aid weight loss, as they can decrease appetite in users. Stimulant abuse occurs in high school when teens wish to enhance performance in school or sports. Stimulants often come in pill form but are also consumed via snorting or even as food and drink. For example, caffeine is found in many beverages, and cocaine is a powder that is snorted. Examples of stimulants include: Adderall; Ritalin; Synthetic Marijuana; Cocaine; Methamphetamine Ecstasy and Caffeine

Risks of Stimulant Abuse

When abused, stimulants can cause a variety of undesirable consequences. These effects can include: Anxiety, Paranoia, Psychosis, High body temperature Depression, Heart failure, Stroke and Seizures

Depressants

Like stimulants, depressants also impact the body's CNS, but with the opposite effect, making users feel as if things are "slowing down." Thus, they are often called "downers" on the street. Doctors prescribe some depressants for anxiety, insomnia, obsessive-compulsive disorder and other medical issues that prevent the sufferer from fully relaxing. These drugs often offer a sedative experience to users, making them a tempting choice for teens who wish to escape everyday stresses.

Examples of depressant include: Rohypnol; Barbiturates; Xanax; Valium and Benziodiazepines

Alcohol as a Depressant

Alcohol acts as a depressant, making it a popular choice for users looking to relax. Although drinking is often associated with immediate bursts of energy after a sip, the user's vital functions inevitably slow down. Overdosing on alcohol can cause severe toxicity and even death.

Tobacco as a Depressant

The active ingredient in tobacco is nicotine, a chemical that acts as both a stimulant and a depressant. Tobacco gives users a minor, immediate rush, followed by a feeling of relaxation. Nicotine is one of the most addictive substances known to man, and is dangerous for your teen to even try.

Risks of Depressant Abuse

Depressants can be useful when used properly, but depressant abuse can cause a host of issues in both the long and short term: Higher risk of high blood sugar, diabetes and weight gain, increased body temperature, delirium, sluggish thinking, low blood pressure, impaired memory, hallucinations and death from withdrawal.

Hallucinogens

Hallucinogens work by disrupting communication within the brain. Users report intense, rapidly shifting emotions and perceptions of things that aren't really there. For example, a hallucinogen user might believe that they see a person speaking to them — when that person does not even exist. Hallucinogens come in many forms, which can be smoked, eaten, ingested as pills and even mixed into beverages: LSD; Psilocybin; Salvia and Peyote

Risks of Hallucinogen Abuse

Hallucinogen abuse can have devastating effects that can last a lifetime: Hallucinogen Persisting Perception Disorder, also known as flashbacks Fear, Distorted cognition, Paranoia, Psychosis Anxiety, Increased blood pressure and Nausea

Dissociatives

Dissociatives distort the user's perception of reality, and cause users to "dissociate," or feel as if they are watching themselves from outside their own bodies. They may gain a false sense of invincibility, then engage in risky behavior such as driving under the influence or unsafe sex. These drugs work by interfering with the brain's receptors for the chemical glutamate, which plays a significant role in cognition, emotionality and pain perception. Dissociatives can be taken as liquids, powders, solids or gases. The drugs include: Ketamine; DXM (Dextromethorphan); PCP (phencyclidine)

Risks of Dissociatives Abuse

Dissociatives are very dangerous, especially when used over extended periods of time. However, their immediate impact can be quite distressing as well: Depression; Anxiety; Suicidal thoughts; Speech difficulties; Social withdrawal; Hallucinations; Detachment from reality; Numbness and Memory loss

Opioids are powerful painkillers that produce a sense of euphoria in users. Derived from the poppy plant, opioids are often prescribed by doctors to patients who are suffering from intense pain. They are extremely habit-forming, sometimes even causing addiction in as little as three days. Opioids can be smoked, eaten, drank, injected or taken as pills. Examples of opioids include: Heroin; Morphine; Hydrocodone; Opium; Vicodin; Oxycontin; Percocet and Codeine

Risks of Opioid Abuse

Opioid abuse can devastate the life of a user. Unfortunately, when someone decides to stop using opioids, they suffer tremendously then, as well. For example, hydrocodone withdrawal can be especially nasty, riddling sufferers from flu-like symptoms for weeks on end. Other effects include: Constipation; Liver damage; Brain impairment; Euphoria; Drowsiness; Sedation; Pupil dilation and Cardiac arrest (if dose is too high)

Inhalants

Mostly made up of everyday household items, these drugs cause brief feelings of euphoria. As the name suggests, inhalants are always inhaled as gases or fumes. The "highs" slightly differ from inhalant to inhalant, but most abusers are willing to huff whatever inhalant they can acquire. Examples of inhalants include: Fumes of markers, paint, paint thinner, gasoline and glue; Nitrous oxide; Aerosol sprays; Room deodorizers;

Risks of Inhalant Abuse;

Inhalant abuse can have devastating effects, both immediate and in the long run: Loss of smell, Brain damage, Nosebleeds; Weakness; Euphoria; Increased heart rate; Loss of consciousness; Hallucinations and Slurred speech

Cannabis

Most commonly recognized as marijuana, cannabis acts like a hallucinogen, but also produces depressant-like effects. It is a Schedule I drug (i.e. it has a high potential for addiction) but has increasing medicinal uses in the United States. Still, marijuana is often abused by

those who do not medically require it. Cannabis can be smoked, vaporized, and even eaten, if the THC is first rendered from the plant matter. Examples of cannabis include: Marijuana leaves; Hashish; Hash oil and Cannabis-based medicines, such as Sativex

Risks of Cannabis Abuse

Cannabis abuse can destroy lives and can have both short- and long-term impacts on users: Lowered immunity to illness; Depression; Chronic anxiety; Reduced sperm count in men; Sedation; Slowed reaction times; Enhanced senses, such as seeing brighter colors and Impaired sense of time https://www.therecoveryvillage.com/drug-addiction/types-of-drugs/#gref

in generally speaking; There are two types of drugs - licit and illicit drugs. Licit drugs are legal drugs used to cure illnesses. Illicit drugs on the other hand, are illegal drugs. They are also called "hard drugs" and are used to alter the mind and an individual's state of consciousness. They affect the functions and chemistry of the body, causing changes in behaviour. A person who uses these drugs can be arrested because the law forbids the use of such drugs. Examples of these drugs include cocaine, marijuana, heroin, etc.

Drug Addiction and Abuse: A person is said to be addicted to drugs when a drug user becomes preoccupied with seeking out the drug, using it compulsively, and not being able to stop or reduce its use. According to the World Health Organisation, some characteristics of drug addiction include the following.

- An overwhelming urge to continue taking the drug and to obtain it by any means.
- A tendency to increase the dose.
- A psychological and sometimes physical dependence on the effects of the drugs.

Drug abuse refers an inappropriate use of drugs. The use of illicit drugs or substance is also an act of abuse. People who use drugs without a doctor's authorisation and people who use drugs for a purpose different from what it is prescribed for are involved in drug abuse. Drug or substance abuse can affect the brain and mind by stimulating, depressing, or disorganising it.

Signs of Drug Abuse

- Constant untamed mood swings.
- Possession of drugs.
- Signs of physical deterioration.
- Stealing and engaging in illegal practices to obtain money for purchasing the drug.
- Memory lapses and short attention span.
- Bloodshot eyes and dilated pupils.
- Being secretive an isolation from family and friends.
- Increased absenteeism from work, unexplained absences from important meetings, dishonesty, etc.
- Engaging in risky behaviour such as unprotected sexual activity, sharing of sharp objects, etc.

  Others symptoms of Drug and addiction or behaviors include, among others:
- Feeling that you have to use the drug regularly — daily or even several times a day
- Having intense urges for the drug that block out any other thoughts
- Over time, needing more of the drug to get the same effect
- Taking larger amounts of the drug over a longer period of time than you intended
- Making certain that you maintain a supply of the drug
- Spending money on the drug, even though you can't afford it
- Not meeting obligations and work responsibilities, or cutting back on social or recreational activities because of drug use
- Continuing to use the drug, even though you know it's causing problems in your life or causing you physical or psychological harm
- Doing things to get the drug that you normally wouldn't do, such as stealing
- Driving or doing other risky activities when you're under the influence of the drug
- Spending a good deal of time getting the drug, using the drug or recovering from the effects of the drug
- Failing in your attempts to stop using the drug
- Experiencing withdrawal symptoms when you attempt to stop taking the drug

https://www.mayoclinic.org/diseases-conditions/drug-addiction/symptoms-causes/syc-20365112
https://www.drugabuse.gov/publications/drugfacts/treatment-approaches-drug-addiction

Effects of Drug Abuse

- The addict may develop mental illness after prolonged use.
- The family also experiences shame and disappointment because of the addict's behaviour.
- Personality disorders that may result in suicide or crime.
- Health problems arising from medical effects such as permanent memory loss, liver and brain damage, etc.
- Social problems such as poverty and failure in career or academic pursuits, rejection by society and family members.
- Involvement in violence and crime.

Others are

- Lower educational achievement/ability.
- An inability to think through the consequences of behaviour.
- Poor self-image. This can also be a form of self-stigmatisation where the adolescent begins to view him or herself as "bad" and unable to fit into society.
- Greater susceptibility to behavioural health problems. Changes in brain chemistry may make the child vulnerable to diseases like depression or bipolar disorder (also known as manic-depression).
- Difficulty managing emotions without alcohol or drugs. Changes in brain chemistry caused by drug abuse may affect emotions. Also, the addict may fail to develop the ability to manage emotions rationally. For instance, the addict may resort to using a substance instead of working through a problem. When the effect of the substance is gone, the addict has little or no ability to manage the "raw" emotion.

What Family Members Can Do To Help an Addicted Family Member.

- It is important to refer someone who abuses drug to the hospital or a drug rehabilitation centre.
- Family members should show an addicted child or parent love and provide necessary support such as ensuring that the medications are taken or that the person attends a rehabilitation home.
- Family members should ensure that the addict sees a professional counsellor.
- It is also important that family members of the addict should strengthen their religious beliefs in God's ability to provide help to deal with the issue.

Things parents can do to prevent their children from engaging in drug or alcohol abuse.

Supportive parenting and monitoring of children's behaviour (parental involvement) is another critical factor associated with lower rates of drug use among youth.

Most parent limit the amount of time that youth spend out with friends on school nights, always or sometimes check on homework, help with their homework, make children to do chore around the house, tell children they had done a good job or were proud of them and limit the time on television and on computers or cell phones for social media purposes.

Parent should abstain from all factor that can instigate drug abuse in child such factors are in the home environment are psychological, physical, or sexual abuse, living with patents who abuse acohol and other drugs, witnessing fights at home, parental neglect, parental depression or psychopathology, providing mixed messages about drugs, especially if parents use and permission for unlimited access to social networking. Each of these factors can be modified and improvements in the home environment can assist children avoid drug use.

SELF ASSESSMENT EXERCISE 1

In not more than ten minutes, answer the questions in the box below.

1.	Define drug and explain two major types of drugs.
2.	Enumerate four signs of drug abuse.

1.**3.2 Guarding Children against Use of Alcohol and Drugs**

There is usually a connection between alcohol and drug use and other problems. Children, especially adolescents who indulge in alcohol or drug abuse are known to have problems listed earlier.

Drug abuse by adolescents can cause serious problems that can follow them into adulthood. Further, adolescent drug abuse use is also a frequent cause of family upheaval. Therefore, parental monitoring and supervision are keys to preventing alcohol and drug abuse among children/adolescents. Parents need to set clear limits, enforce them, and demonstrate they are aware of what their child is doing, and provide necessary support including counseling from professionals to enable their children overcome these challenges. Better still, parents should ensure that their children do not attempt the use of these drugs in the

first place by guarding against peer influence which is also crucial in this regard.

1.3.3 HIV and AIDS

What is HIV? HIV stands for Human Immunodeficiency Virus. It destroys the body's immune system, which protects the body from illnesses and diseases. HIV is short for Human Immunodeficiency Virus, which causes AIDS. HIV is an incurable disease. HIV is spread by both sexual and non-sexual activities.

HIV is a virus that attacks cells in the immune system, which is our body's natural defence against illness. The virus destroys a type of white blood cell in the immune system called a T-helper cell, and makes copies of itself inside these cells. T-helper cells are also referred to as CD4 cells. **Certain diseases can increase your risk of getting HIV:** Gonorrhoea, Chlamydia, Syphilis, Genital herpes, Trichomoniasis and Bacterial vaginosis.

A person infected with HIV is described as being HIV positive (HIV+), seropositive, or person living with HIV/AIDS (PLWHA).

https://lovemattersafrica.com/safe-sex/stds-stis/hiv?gclid=Cj0KCQjw6KrtBRDLARIsAKzvQIFAlwn9HAKa0WjAK4HzNYB6yq8rO1nw4rl-6eM-NKzMr1Q7Ik_CzbAaArOyEALw_wcB

- **What is AIDS?** AIDS means Acquired Immune Deficiency Syndrome. AIDS is caused by the human immunodeficiency virus (HIV). The body normally has a system that fights off infections and diseases called the immune system. HIV is a virus that slowly breaks down this immune system. During this period, the person may look healthy and feel well, but the virus remains active. He/she may infect another person if he/she engages in unprotected sexual intercourse. Eventually, the immune system of the individual will become weaker and the body will no longer be able to fight off infections. Consequently, the person with HIV will become ill more often and it takes a longer time to recover from each illness. When HIV has permanently damaged the immune system, the immune system can no longer do its job and at this stage, the person with HIV will develop AIDS. The period of transition from HIV to AIDS cannot be easily determined, but on the average, it takes about four to eight years.

- AIDS stands for acquired immune deficiency syndrome; it's also called advanced HIV infection or late-stage HIV.

- AIDS is a set of symptoms and illnesses that develop as a result of advanced HIV infection which has destroyed the immune system.
- Fewer people develop AIDS now because treatment for HIV means that more people are staying well.

How is HIV Transmitted? HIV is transmitted through certain body fluids- semen, vaginal secretions, blood, or breast milk from an infected person that has been infected with the HIV. HIV can enter the body in four ways:

- Having unprotected sexual intercourse (vaginal, anal, or oral) without using a condom with someone who is HIV positive.
- Getting blood transfusion from an HIV infected blood.
- Sharing sharp objects such as syringes and needles for drugs and tattoos or other skin- piercing tools, razor blades and surgical instruments for circumcision or scarification with someone who is HIV positive.
- Babies born by or breastfed by women who are HIV positive (who do not take anti-retroviral drugs) are also at high risk of contracting the virus.

HIV/AIDS is NOT spread by

- Talking/playing with an infected person.
- Sneezing or coughing.
- Sharing meals with an infected person.
- Shaking hands with an infected person.
- Sharing toilet facilities with an infected person.
- Cooking, drinking water, or eating food with an infected person.
- Insect bites.

How Can HIV be prevented?

- Abstinence is 100per cent effective in preventing the sexual transmission of HIV.
- Engage in protected sex by using condoms.
- Avoid sharing needles, syringes, or other personal items that could be contaminated with blood.

What should be done if a family member has HIV

- Do not condemn or stigmatise the person.
- Show he/she love and do not send him/her away from the home.

- Ensure that the HIV status is medically ascertained and provide financial and moral support for the treatment.
- Help him/her to maintain good health, good nutrition and personal hygiene to prevent infections and ill health.
- Encourage the person to continue to live a normal happy life.
- Strengthen the person's spiritual faith.
- Encourage the person to join a support group.

SELF ASSESSMENT EXERCISE 2

In not more than five minutes, provide the answers to the questions in the box below.

1. HIV stands for _____
2. AIDS stands for _____

1.3.4 Sexually Transmitted Infections (STIs)

What are STIs? STIs (Sexually Transmitted Infections) are infections passed from one person to another through sexual intercourse or genital contact. These diseases infect the sexual and reproductive organs. Sometimes it can have long-term effects such as infertility, miscarriage, and stillbirths. It can also make a person more vulnerable to contacting HIV.

Common examples of STIs are gonorrhea, syphilis, genital herpes, genital warts, Chlamydia and HIV.

Signs and symptoms of STIs

Most of the time, a man will know if he has STI because of the itching and severe pain in the reproductive organs. Sometimes, he may experience unusual discharge or pus from the penis. On the other hand, a woman may not know that she has STI because they are sometimes itching and the itching may go away while the infection is still there and with no other signs or symptoms.

How can STIs be treated?

Most STIs can be cured with certain treatment; however, there is no cure for HIV at this time. Proper and complete treatment should be sought from a good hospital.

How Can STIs Be Prevented

1. Sexual abstinence completely eliminates the risk.
2. Engage in protected sex by using condom.
3. Mutual monogamy between uninfected partners reduces risk.
4. Sexual partners should get checked for STIs at the hospital regularly.
5. Use birth control methods such as foam, cream or jelly. These chemicals kill most STI germs. However, they are not recommended for women at high risk of HIV (that is, sex workers).

1.4 SUMMARY

In this unit, you have learnt about drug abuse and its effects, HIV and AIDS and STIs. These are serious infections and diseases that can affect the entire family. Knowledge of and necessary precautions will go a long way in keeping family members healthy. In the next unit, you will learn about harmful traditional practices that can hinder a family's physical health and development.

Some diseases with serious implications for health and development such as drug abuse, HIV and STIs can be avoided with great efforts from parents. It is important to teach children about the negative effects of these preventable diseases and how to avoid them. Children also need to be taught skills such as assertiveness skills, negotiation skills, and abstinence skills. These skills will equip children to resist negative peer pressure and know how to avoid or confront risky behaviours that can make them vulnerable.

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1.6 SUGGESTED ANSWERS TO SELF ASSESSMENT EXERCISES

EXERCISE 1

1. **Define drug and explain two major types of drugs**
   Drug is a medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body. Drugs can be used in the diagnosis, prevention, or treatment of disease. The initial decision of drug taking is voluntary but repeated uses leads to its addiction. Addiction of any form is dangerous

Two major types of drugs are:

Stimulants;
Dissociatives

2. **Enumerate four signs of drug abuse.**
   Signs of Drug Abuse

Drug and addiction symptoms or behaviors include, among others:

- Feeling that you have to use the drug regularly — daily or even several times a day
- Taking larger amounts of the drug over a longer period of time than you intended
- Spending money on the drug, even though you can't afford it
- Not meeting obligations and work responsibilities, or cutting back on social or recreational activities because of drug use

EXERCISE 2

1. HIV stands for Human Immunodeficiency Virus.
2. AIDS means Acquired Immune Deficiency Syndrome.

UNIT 2 SOME TRADITIONAL PRACTICES THAT AFFECT PEOPLE'S HEALTH

2.1 Introduction
2.2 Objectives
2.3 Main Content
  2.3.1 What are Harmful Traditional Practices?
    2.3.2.1 Female Genital Mutilation (FGM)
  2.3.2 Early Marriage
  2.3.3 Nutritional Taboos
2.4 Summary
2.5 References/Further Reading
2.6 Possible Answers to Self-Assessment Exercises

2.1 INTRODUCTION

While some traditional practices are valuable and should be promoted, others are harmful and should be discontinued. However, some of these harmful traditional practices are still in existence in some communities. In particular, some traditional practices are harmful to a girl/woman's health and well-being. They are regarded as forms of violence against women because they usually have physical and psychological consequences that affect the woman's health and well-being. Some examples of traditional practices that affect girls'/women's health in Nigeria are discussed in this unit.

2.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- enumerate some harmful traditional practices in Nigeria that affect people's health
- state reasons why the traditional practices are harmful
- discuss what can be done to stop harmful traditional practices.

2.3 MAIN CONTENT

2.3.1 What are Harmful Traditional Practices?

Harmful traditional practices are those practices that have physical, psychological or health consequences such as infections, excessive bleeding, and sometimes death. Some traditional practices that affect people's health in Nigeria are discussed below.

2.3.1.1 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) or female circumcision is an age long practice on women which involve the cutting of female genitals. The World Health Organisation describes female circumcision as comprising all procedures involving partial or total removal of the external genitals or other injury to female organs for cultural or any other non-therapeutic reasons. Female circumcision is widespread in Nigeria; it is done in all states of Nigeria, even though it is not as widely spread in some states as in others.

Types of Female Circumcision

The World Health Organisation has classified female circumcision into four types. These include:

- **Type I**

This is also called clitoridectomy (or suna), is the excision or removal of the head of the clitoris (prepuce), sometimes along with parts of, or the entire clitoris. (That is, part or the entire clitoris is removed.)

- **Type II**

This is also called excision. It refers to the cutting out of both the clitoris and, part or all, of the labia minora. (That is, partial or total removal of the clitoris and labia minora without stitching).

- **Type III**

This is also called infibulation. It is the removal of part or all of the external genitalia with or without the stitching of the raw surfaces together. When stitched together, a small opening (sometimes the size of a pen head or the tip of a small finger) is left to allow for the flow of urine and menstrual blood. This process is known as infibulations.

- **Type IV**

This is unclassified and sometimes called angurya (or gishiri cuts). It involves cutting from the vaginal opening anterior or posterior into surrounding tissues that can damage the urinary bladder/urethral opening or rectum and anus.

Reasons for Female Circumcision

Many cultures hold strong beliefs about the values of female circumcision. Some of their reasons for practicing it are as follows.

- It is a traditional rite of passage into womanhood.
- To prevent a girl from being promiscuous.
- As an important part of a culturally defined gender identity and for social acceptability.
- To make the vagina look beautiful.
- For cleanliness of the female genitalia.
- To enhance fertility and child delivery.
- To improve male sexual performance and enhance sexual pleasure of men.

In spite of these traditional views for FGM, there is no scientific proof to justify female circumcision. Rather, the practice has been proven to be harmful to girls and women.

How Is Female Circumcision Carried Out? Female circumcision is usually performed by elderly women and men who use unsterilised special knives, sharp stones, glass, or blades. Boys or hefty men or women hold down the females while the circumcision is performed. To reduce the risks of HIV and other infections, some modern girls and women get circumcised in hospitals.

Implications and Effects of Female Circumcision

Over the years, women have been victims of female circumcision sometimes with serious immediate and long-term implications for a woman's physical, emotional, and reproductive health. Examples of these include:

- excruciating pain.
- infections such as HIV, pelvic infection, tetanus, etc.
- excessive bleeding leading to shock and death.
- painful sexual intercourse.
- prolonged and obstructed labor leading to complications such as Vesico Vaginal Fistula (VVF) or Recto Vaginal Fistula.
- Keloid formation.
- Sexual problems such as frigidity and lack of orgasm, etc.
- Infertility resulting from chronic infections.
- Difficulty with urination (burning, retention, etc).
- Psychological trauma, including feeling of inadequacy and lack of self-confidence.

Family members need to recognise that female circumcision is a form of discrimination against women and the girl child, and a violation of their rights to health and freedom of choice. They should discourage their girls and mothers from participating in such practices. Parents, especially fathers should also take time to educate their grandparents and other extended family members about the dangers of the practice and firmly let them know that they oppose the practice. Girls who refuse to be circumcised should be protected from communal sanctions and should not be stigmatised. Finally, already circumcised family members should be treated with empathy and provided necessary medical care and support to live healthy happy lives.

What family can do about FGM

Here are 7 lesson on what a family can do about Female genital mutilation

i. challenge the discriminatoty reasons female Genital is practiced

among the discriminiatory reason FGM is practiced is a perceived need to control female sexuality.

“the purpose of female genital cutting is to ensure that a girl behaves properly, saves her virginity until she get married and then stays faithful to her husband, this discrimination need to challenge.

i. Change Tradition - with the support of older generations

In the past, grandmothers used to tell fairy tales and fable containing concealed life lessons. But nowadays children just don’t want to know.

iii. Educate Girls on their right to decide what happens to their body.
iv. Speak out about the risks and realities of FGM
v. Tackle the secrecy that allows cutting to continue
vi. Keep pushing for FGM to be banned

SELF ASSESSMENT EXERCISE 1

In not more than five minutes, answer the questions in the box below.

1. What is FGM and why is it practiced?
2. List six harmful effects of FGM.

2.3.2 Early Marriage

Early marriage is the marital union between a girl below age 18 and an older man. This marriage may be with or without the consent or knowledge of the girl. The marital arrangement is usually made by older members of the family.

Reasons for Early Marriage

- **Cultural/religious reasons**

In places like northern Nigeria, it is culturally acceptable for a teenage girl to be given away in marriage to ensure that the child is married to someone whom the family believes will take care of her. Also, it is argued that some religious beliefs state that a girl's first menstrual experience should not meet her at home, so fathers strive to make her get married before her first menstruation.

- **Economic reasons**

Some parents give away their daughters in marriage to collect the bride price, which may be in terms of money and material items. Others marry off their daughters to settle financial debts that they cannot afford to pay.

- **To preserve the chastity of the girl**

Some parents encourage early marriage among their teenage daughters to avoid the teenage pregnancy and promiscuity. Child marriage has many causes: cultural, social, economic and religious. In many cases, a mixture of these causes results in the imprisonment of children in marriages without their consent.

Poverty: Poor families sell their children into marriage either to settle debts or to make some money and escape the cycle of poverty. Child marriage fosters poverty, however, as it ensures that girls who marry young will not be properly educated or take part in the workforce.

"Protecting" the girl's sexuality: In certain cultures, marrying a girl young presumes that the girl's sexuality, therefore the girl's family's honor, will be "protected" by ensuring that the girl marries as a virgin. The imposition of family honor on a girl's individuality, in essence, robbing the girl of her honor and dignity, undermines the credibility of family honor and instead underscores the presumed protection's actual aim: to control the girl.

Gender discrimination: Child marriage is a product of cultures that devalue women and girls and discriminate against them. "The discrimination," according to a UNICEF report on "Child Marriage and the Law," "often manifests itself in the form of domestic violence, marital rape, and deprivation of food, lack of access to information, education, healthcare, and general impediments to mobility."

Inadequate laws: Many countries such as Pakistan have laws against child marriage. The laws are not enforced. In Afghanistan, a new law was written into the country's code enabling Shiite, or Hazara, communities to impose their own form of family law--including permitting child marriage.

Trafficking: Poor families are tempted to sell their girls not just into marriage, but into prostitution, as the transaction enables large sums of money to change hands.

https://www.thoughtco.com/child-marrriage-facts-causes-consequences-2353030

Consequences of Early Marriage

Some consequences of early marriage include:

- **Obstructed labour**

This occurs when early childbearing results in complications because of the immature state of the birth canal. At this age, the birth canal of the girl is small and not physically strong enough to allow for the passage of the baby's head. This leads to obstructed labour. As a result, the head of the baby becomes stuck in the pelvis and the head presses the vagina. The prolonged and unrelieved pressure on the girl's pelvic wall causes the inability to hold urine. This results in the continuous leaking of urine from the bladder through the vagina. This condition is called Vesico Vagina Fistula (VVF). In some cases, the rectum is affected and the woman becomes unable to control the leaking of faeces. In addition to this condition, these women may also lose their babies (they die) and have to undergo a surgical repair to rectify the damage. Subsequent births would also have to be through caesarian sections. The women are usually sent away from their husband's house, and their family and friends reject them. They are socially stigmatised, humiliated, and discriminated against for as long as they remain in this condition.

- **Disruption of education**

Most girls who marry early become school dropouts especially when they get pregnant. This may mark the end of such girl's education which eventually affects other opportunities in life such as a good job.

- **Social isolation**

A lot of the married adolescent girls become miserable and unhappy, because they cannot mix up or attend parties like their other age mate. They are obligated to act like older married women.

- **What parents can do**

Parents can do a lot to prevent early marriage. They can decide that their daughters should complete secondary and higher institution before giving approval to marriage. They should ensure that she marries the one she really wants to marry at a mature age. They should support her to resist peer pressure to marry at a tender age. They should protect her from societal stigmatisation. They should also educate their family members about the implications of early marriage for the girl-child.

Rights undermined or lost by children forced to marry early are:

The right to an education.

The right to be protected from physical and mental violence, injury or abuse, including sexual abuse, rape, and sexual exploitation.

The right to the enjoyment of the highest attainable standard of health.

The right to rest and leisure, and to participate freely in cultural life.

The right to not be separated from parents against the child's will.

The right to protection against all forms of exploitation affecting any aspect of the child's welfare.

The right to eventual employment.

https://www.thoughtco.com/child-marrriage-facts-causes-consequences-2353030

SELF ASSESSMENT EXERCISE 2

In not more than five minutes, answer the questions in the box below.

1.	Give two reasons why early marriage is a harmful traditional practice
2.	The right to an education is the direct responsibility of _____
A.	Father
B.	Uncle
C.	Aunt
D.	Nephew

2.3.3 Nutritional Taboos

Women are prohibited from eating certain foods that are rich in vitamins and protein because of traditional belief of some cultures about the effects of such food on women. Most of the claims are myths that have no scientific basis. Some examples of these foods are:

- Women and girls are not allowed to eat the head of goat or chicken, as well as gizzard, liver, and snail, because it is meant for males.
- Babies are also prevented from taking colostrums (first milk secreted by nursing mothers; it is slightly different in composition from the normal breast milk, with higher content of protein, fat-soluble vitamins and electrolytes) immediately after birth, resulting sometimes in low resistance to diseases, and infection, etc. The child's survival and development may also be in jeopardy due to maternal malnutrition.

2.4 SUMMARY

In this unit, you have learnt about some traditional practices that are harmful to health and what a family can do to prevent their family members from becoming victims. Since women have little say as far as cultural practices are concerned, fathers, sons and other men have a significant role to play in educating extended family members and in insisting that their children and wives will not participate in such cultural practices.

Lot of compromises to health and physical growth and development has been made under the guise of tradition and cultural practices. While

good cultural practices should be promoted, others such as widowhood, early marriage, FGM, and nutritional practices should be stopped because of the short and long-term effects on the lives of the victims. Therefore, it is advisable that parent should allow their children to be eaten balance diet, and run away from myth of nutritional food.

2.5 REFERENCES/FURTHER READING

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2.6 POSSIBLE ANSWERS TO SELF ASSESSMENT EXERCISES

EXERCISE 1

1. Female Genital Mutilation (FGM) or female circumcision involve the cutting of female genitals.

Reasons for Female Genital Circumcision

- It is a traditional rite of passage into womanhood.
- To prevent a girl from being promiscuous.
- As an important part of a culturally defined gender identity and for social acceptability.
  To make the vagina look beautiful

2. Six harmful effects of FGM.

- excruciating pain.
- infections such as HIV, pelvic infection, tetanus, etc.
- excessive bleeding leading to shock and death.
- painful sexual intercourse.
- prolonged and obstructed labor leading to complications such as Vesico Vaginal Fistula (VVF) or Recto Vaginal Fistula.
- Keloid formation.
- Sexual problems such as frigidity and lack of orgasm, etc.

EXERCISE 2

1. Why early marriage is a harmful traditional practice
   Early marriage is a harmful traditional practice because it leads to:

   Obstructed labour
   Disruption of education
   Social isolation

2. A (Father)

UNIT 3 HEALTHY PRACTICES THAT PROMOTE GOOD HEALTH

CONTENTS

3.1 Introduction
3.2 Learning Outcomes
3.3 Main Content
  3.3.1 Personal and Household Hygiene
  3.3.2 Preventing and Treating Fever
  3.3.3 Preventive Health Care for Babies
  3.3.4 General Rules for First Aid Treatment
3.4 Summary
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3.1 INTRODUCTION

The word "health" refers to a state of complete emotional and physical well-being. Healthcare exists to help people maintain this optimal state of health. According to the World Health Organization (WHO) good health is not merely the absence of disease; it is also a reflection of the social and mental well-being of people in a community. Personal hygiene is essential both for improving health and for sustaining the benefits of interventions. Protecting and promoting the health of the population requires intersectoral and interdisciplinary approaches to health promotion. https://www.healthpromotion.ie/hp-files/docs/HPSF_HSE.pdf
https://www.who.int/water_sanitation_health/hygiene/settings/hvchap2.pdf?ua=1

Health can be defined as physical, mental, and social wellbeing, and as a resource for living a full life.

It refers not only to the absence of disease, but the ability to recover and bounce back from illness and other problems.

Factors for good health include genetics, the environment, relationships, and education. A healthful diet, exercise, screening for diseases, and coping strategies can all enhance a person's health https://www.medicalnewstoday.com/articles/150999.php

Prevention of diseases is a cost-effective means to ensuring a healthy happy family. There are certain practices that can promote good health such as, good hygienic practices, first aid sanitation and clean water etc; all these will be discussed in this unit.

3.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- discuss tips for ensuring personal and household hygiene
- ways of preventing and treating fever
- discuss preventive measures for care of the baby
- enumerate ways of controlling bleeding from a wound
- list general rules for administering first aid treatment.

3.3 MAIN CONTENT

3.3.1 Personal and Household Hygiene

Personal hygiene involves those practices performed by an individual to care for one's bodily health and well-being, through cleanliness. Motivations for personal hygiene practice include reduction of personal illness, healing from personal illness, optimal health and sense of well-being, social acceptance and prevention of spread of illness to others. What is considered proper personal hygiene can be cultural-specific and may change over time. In some cultures removal of body hair is considered proper hygiene. Other practices that are generally considered proper hygiene include bathing regularly, washing hands regularly and especially before handling food, washing scalp hair, keeping hair short or removing hair, wearing clean clothing, brushing one's teeth, cutting finger nails, besides other practices. Some practices are gender-specific, such as by a woman during her menstrual cycle. http://www.sulabhenvis.nic.in/Database/hygiene_personalanddomestic_2078.aspx

A clean environment is essential in preventing many diseases such as diarrhea, worms, malaria, skin rashes, typhoid fever, and cholera, which are easily spread within a dirty environment. Good hygiene helps prevent diseases for the whole family. Below are some tips for promoting personal and household hygiene:

- Wash hands before preparing food.
- Keep food clean and covered.
- Wash cooking pots and dishes.
- Bathe regularly.
- Wash clothes and bedding frequently and sun- dry them.
- Drink clean tap water or treat water before drinking.
- Do not allow stagnant water to accumulate in the environment.
- Dispose garbage and waste appropriately.
- Wash your hands after using the toilet.

- Keep surroundings clean.
- Always wear clean pants and underwear.
- Men and women should wear cotton underwear.
- Roll-ons and perfumes should be moderately used.
- The nails should be kept clean at all times.
- Shoes should be aired after use.

3.3.2 Preventing and Treating Fever

One of the most common symptoms of fever is a very hot body temperature. Fever is an indication of different sicknesses. However, high fever can be dangerous if not properly handled. When a person has a fever, family members should:

- uncover her/him completely and use cold water to sponge down the body until the temperature goes down.
- expose the person to fresh air.
- let him/her drink lots of water, juices, or other liquids.
- take the person to a doctor. Avoid self-medication.

One of the best ways of preventing fever is to keep the environment clean, use insecticide and treated mosquito nets in the bedrooms.

SELF ASSESSMENT EXERCISE 1

In not more than ten minutes, answer the questions in the box below.

1. Mention five ways of maintaining personal and household hygiene.
2. How can one tell if a person has fever?
3. List two important things you can do to prevent fever.

3.3.3 Preventive Health Care for Babies

Personal and household hygiene can keep baby in a family healthy and strong. During a baby's first year, he/she must be taken to the hospital regularly to be examined by qualified health professionals. Otherwise, the baby can become very sick and eventually dies from some preventable deadly diseases. Parents need to ensure that certain health preventive measures are taken for the care of a baby. These include:

- **Immunisation**

Immunisation means giving medicines called vaccines to a person to prevent specific diseases. The baby must receive the entire series of immunisations to be protected against six deadly diseases: diphtheria, pertussis (whooping cough), tetanus, polio, measles, and tuberculosis.

- **Monitor Baby's Growth**

A healthy baby should gain weight every month. If a baby is not gaining weight, gaining weight slowly, or is losing weight, it may mean that the baby is not eating the right foods or seriously ill. A baby should be weighed regularly up to the age of five. Each time the baby is weighed, the health worker will mark the baby's weight on a chart so as to keep track of the baby's growth and development.

- **Periodic medical check-up**

A baby in the first year should be taken regularly to the hospital for routine check and immunisation. Parents should go to qualified health professionals at primary health centers, maternity hospitals, clinics, and hospitals. Mothers and fathers should ensure that their babies receive all immunisations, the weight is checked for growth and development, and the baby is examined for early detection of disease. Mothers should also breastfeed their children exclusively for the first six months.

SELF ASSESSMENT EXERCISE 2

In not more than five minutes, answer the question in the box below.

Mention three ways of preventing babies from developing health problems.

3.3.4 General Rules for First Aid Treatment

First aid is the emergency care and treatment given to a sick or injured person before professional medical services are obtained. First aid measures are not meant to replace proper medical diagnosis and treatment, but only to provide temporary support until professional medical assistance is available.

The purposes of first aid are to:

- save life.
- prevent further injury.
- minimise or prevent infection.
  Every member of the family must know how and when to render first aid and be prepared to provide competent assistance to the sick and injured in all circumstances. While administering first aid, the primary objectives should be to maintain:

- an open airway.
- breathing.
- circulation.

General tips for first aid are as follows.

- Keep the casualty lying down, head level with the body, until you determine the extent and seriousness of the illness or injury.
- Vomiting or bleeding around the mouth: If the casualty is vomiting or bleeding around the mouth, they should be placed on their side or back with head turned to the side.
- Difficulty breathing: If the casualty has a chest injury or difficulty breathing, they should be placed in a sitting or semisitting position.
- Do not touch open wounds or burns with your fingers or unsterile objects unless it is necessary.
- Wash your hands with soap and warm water immediately after providing care, even if you wore gloves or used another barrier.
- Do not give the casualty anything to eat or drink because it may cause vomiting and because of the possible need for surgery. If the casualty complains of thirst, wet her/his lips with a wet towel.
- Do not attempt straightening broken or dislocated bones because of the high risk of causing further injury. Do not move the casualty if it is not necessary.
- When transporting, carry the casualty feet first. This enables the rear bearer to observe the casualty for any complications.
- Keep the casualty comfortable and warm enough to maintain normal body temperature.
- Take the person to the hospital immediately and call or inform the family members of the victim.

3.4 SUMMARY

In this unit, you have learnt about how to maintain good health in the family. You have also learnt basic tips about personal and household

hygiene, care of the baby, prevention and treatment of certain diseases and ways of applying first aid in emergencies. Health is an important aspect of life that should never be compromised. This is the reason members of a family should be educated about basic health prevention tips. This should in no way be replaced with professional health care. First aid preventive measures are to provide temporary assistance; all health issues should be referred to a qualified health professional for appropriate medical care.

3.5 REFERENCES/FURTHER READING

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3.6 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISES

EXERCISE 1

Question 1

Five ways of maintaining personal and household hygiene.

1. Wash hands before preparing food.
2. Keep food clean and covered.
3. Wash cooking pots and dishes.
4. Bathe regularly.
5. Wash clothes and bedding frequently and sun- dry them.
6. Drink clean tap water or treat water before drinking.
7. Do not allow stagnant water to accumulate in the environment.

Question 2

1. One of the most common symptoms of fever is a very hot body temperature. Fever is an indication of different sicknesses.

2. Two important things you can do to prevent fever?

One of the best ways of preventing fever is to keep the environment clean, use insecticide and treated mosquito nets in the bedrooms.

EXERCISE 2

Three ways of preventing babies from developing health problems.

Immunisation
Monitor Baby's Growth
Periodic medical check-up

UNIT 4 HEALTHY FAMILY-FRIENDLY FOODS AND RECIPE

CONTENTS

4.1 Introduction
4.2 Learning Outcomes
4.3 Main Content
4.3.1 Importance of Food to the Family?
4.3.2 Types of Food and their Functions
4.3.3 Examples of Nutritious Foods
4.3.4 Cautions for Food Taking
4.3.5 Family-Friendly Recipes
4.4 Summary
4.5 References/Further Reading
4.6 Possible Answers to Self-Assessment Exercises

4.1 INTRODUCTION

Food is important to human beings to stay healthy and for life-time sustenance throughout their lives. One of the primary functions of the family, especially parents, is to provide healthy and balanced meals that will make their children healthy, develop physically and mentally. Parents' also have the responsibility to teach their teenage children how to make meals for themselves and their future families. This unit examines the importance of food to a family, the classifications of types of foods and their functions, as well as family-friendly recipes.

4.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- list four reasons why food is important to a family
- mention classifications of types of foods
- discuss the functions of food
- explain why certain foods should be avoided
- describe some family friendly recipes.

4.3 MAIN CONTENT

4.3.1 Importance of Food to the Family?

Food makes your body work, grow and repair itself. The kind of food you eat can affect the efficiency of these processes. Body function and

the food that sustains it is infinitely complex. Food is in fact one of the most complicated sets of chemicals imaginable.

Food is any substance normally eaten or drunk by living things. The term food also includes liquid drinks. Food is the main source of energy and of nutrition for animals, and is usually of animal or plant origin. There are 4 (four) basic food energy sources: fats, proteins, carbohydrates and alcohol.

http://apjcn.nhri.org.tw/server/info/books-phds/books/foodfacts/html/maintext/main2a.html
https://www.worldofmolecules.com/foods/

Food is thing that people and animals feed on, such as vegetables or meat while nutrition is the study of food and the effect it has on our bodies. Good nutrition is important for healthy; hence, family plays a central role in the choice of food that is eaten. Providing food for the family is an important role that parents play within the family. This is essential because children need nutritious and balanced diet so that they can develop well and grow into healthy adults. Food is also important to adults because it helps them stay healthy. Food is very important in the family for the following reasons:

- It keeps a family healthy and strong.
- It helps to prevent diseases and death within a family.
- It is essential for children's growth and physical and mental development.
- Families that feed well save more money (which otherwise would have been spent on hospital bills).
- Meal preparation and eating time provides the family an opportunity to spend time together as a family.

SELF ASSESSMENT EXERCISE 1

In not more than ten minutes, answer the questions in the box below.

1. What is food?
2. List four reasons why food is important to a family.

4.3.2 Types of Food and their Functions

Different types of foods perform different functions in the body. There are certain types of foods that the body needs to function well and keep an individual healthy. As children grow, parents should teach their children what type of food they should eat and why it is important for

them to eat these types of foods. This type of food includes fat, carbohrdrate, protain, vitamin. Some of these essential foods are hereby classified as:

Energy giving foods

These foods are sometimes called "stable foods". Most families eat at least one or two types of energy-giving food in a day. Examples of such foods include food made from cassava meals like garri or eba, cassava flour; yam, bread, plantain, rice, amala, Irish potatoes, sweet potatoes, maize, millet, and so forth. Most of these foods are easy to prepare and children usually give their mothers a helping hand during the preparation of these meals.

Protective Foods

Sometimes these types of foods are called "glow foods". They contain essential vitamins and minerals that the body needs to function well and shining. Examples of protective foods are vegetables (such as spinach, pumpkin), tomatoes and carrots. Most fruits such as pawpaw, mango, orange, and pineapple contain important vitamins. It is important for parents to teach their children to take these protective foods at least once in a day to prevent diseases. It also helps children's brain to develop properly and helps them to perform well in school. Children also need to know the length of time required to cook these foods and how to preserve the vitamins in them. Most protective food should be taken fresh after thorough washing with clean water and where necessary, cooked lightly.

Body Building Foods

These types of foods are also referred to as "grow foods". They contain protein, which is regarded as the building block of the body. Protein helps the body to grow and develop properly. As children become adolescents, they require protein to develop to transit from their childlike body to that of an adult. Protein foods also help the body to heal and repair itself, when someone gets a cut. Examples of food that contains protein are groundnuts, peas, beans, and meat, chicken, fresh fish, dried fish, snails as so forth. Other types of food that contain protein are chesses, yogurt, milk and eggs. Many sources of protein are also rich in iron, which is also good for the body, especially green and dark leafy vegetables. Iron is very important especially for girls and women when they are menstruating and when they get pregnant.

Fats, oils and sweets

These types of foods are sources of energy. Examples include groundnut oil, palm oil, coconut oil, and butter. While these types of food are important for the body, they should be taken in small quantity because they are fatty foods which contain much of energy, whereas the body needs only a limited level. Eating too much of these foods can cause some health problems in future. Another example is sugar. But sweets are generally not healthy for the teeth. Usually, parents should encourage their children to keep to healthy diets and avoid eating too much fats, oil and sweets.

SELF ASSESSMENT EXERCISE 2

1. 1. Mention four types of food.
2. 2. List two examples of each of the four types of food.

4.3.3 Examples of Nutritious Foods

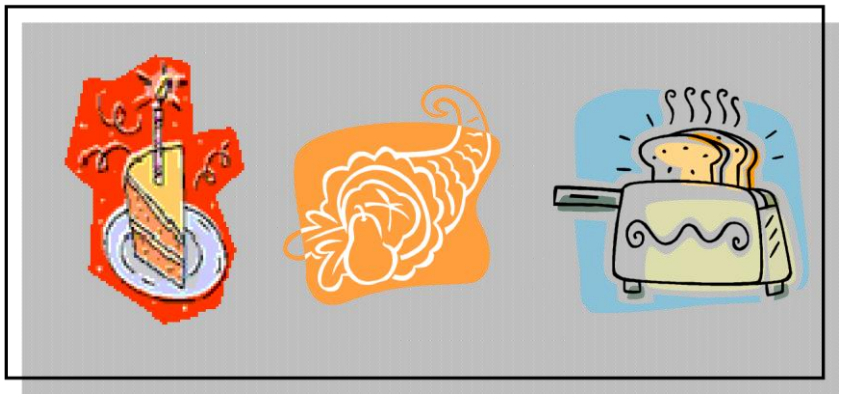
Our bodies need a variety of foods to help us grow, give us energy, and prevent sickness.

Table 3: Examples of Nutritious Foods

Milk Group	**Meat/Sea-food/Poultry Group**	**Vegetable Group**	**Grain/Tuber Group**	**Fruit Group**	**Other**
Milk yoghurt soya beans milk Cheese Coconut Milk	Snails Fish Crab Egg Chicken Turkey Liver Stock fish Kidney Shrimp Pork Cray Fish Bush Meat	Vegetable Salad Carrots Onions Okro Melon Ikong Ubong(Telfaria occidentalis) Afang Water Leaf Ogbono Spinach Ewedu Banga	White Rice Jollof Rice Fried Rice Yam Gari Amala Semolina Fufu Potato Beans Corn Meal Bread Fried Plantain Pounded Yam Yam Porridge	Banana Orange Grape Mango Pineapple Pear Apple Pawpaw Water-melon	Akara (Bean Balls) Moinmoin Pap Corn Flakes Oats

4.3.4 Cautions for Food Taking

Food is important to every human being, but too much food or junk food can cause ill health for an individual later in life. Energy foods in particular should be taken in moderation. This is because energy is measured in calories. Therefore, if a person eats food containing more calories (or energy) than the body needs, during the day, the calories will turn into fat and the body will store up the fat until such a time when it is needed. For most people, the storing up of fat is healthy and normal; however, it can become a problem if too much fat is stored up in the body. Sometimes, people need to exercise to burn off the fat from the body system. This explains the reason why people should avoid eating too much fried food. Although fried food is easy and quick to prepare, it can be harmful to the body and may damage the heart and blood vessels later in the person's adult years.



4.3.5 Family-Friendly Recipes

Yam Pottage

Recipe (2 servings)

- 1 small yam (about 6 medium pieces)
- 1 medium smoked fish
- ½ cup of palm oil (milk- can)
- 1 small onion
- 1 table spoonful ground crayfish
- 1 small bunch of green fresh vegetables
- Salt (to taste)
- Pepper (to taste)
- 2 cups of water

Method

- Peel the yam, cut it up into rectangular pieces, wash.

- Prepare all other ingredients(fish, pepper, onion, vegetable)
- Put the yam into a sauce pan add water, put to boil.
- Add oil, salt, pepper, Cray fish, tomatoes and onions.
- When the yam is almost cooked, add vegetables.
- Turn gently to make a fairly thick pottage.
- Taste for salt
- Dish out and serve hot as lunch or dinner.

Akara (Bean Cake)

Recipe:

- 1 cup of beans (cowpea)
- 1 small onion
- 1 large red pepper
- Salt to taste
- 1 cup of water
- Vegetable oil or bleached palm oil

Method

1. Pick any stone, sticks, and dry pod from the beans.
2. Soak the beans for few minutes in water and remove seed coats or skins. Wash properly.
3. Grind or blend into a smooth paste using grinding stone or a blender.
4. Put in a small mixing bowl or mortar. Add ½ cup of cold water.
5. Beat with a wooden spoon or whisk with a pestle to incorporate air.
6. Continue beating until the mixture becomes fluffy and can easily drop from the spoon. Add more water if necessary.
7. Add chopped onion, pepper and salt to taste. Beat to obtain light mixture.
8. Fry in deep hot oil, dropping the mixture with long spoon.
9. Turn the Akara balls and fry until light brown.
10. Drain in a clean basket or sieve
11. Serve hot with any type of porridge or as snack.

Jollof Rice

Recipe (2 servings)

- 1½ cups (milk-can/about 300g) rice
- 150g meat or 300g fresh fish
- medium size fresh tomatoes (or 1 table spoon of tomato puree)
- 1 small onion

- 2 tablespoon of vegetable oil
- ¼ teaspoon each of thyme, curry and/or seasoning powder
- Salt to taste
- Pepper to taste
- About 3 cups of water or more
- Green vegetables (for garnishing) e.g. green peas, cabbage or African spinach.

Method

1. Wash the meat and cut into pieces of desired size.
2. Place meat in a sauce pan and season with salt, onion, thyme and curry.
3. Grind/blend tomatoes and pepper, cut the remaining onion.

5. Make the stew as follows:

- Heat the vegetable oil.
- Fry the cooked meat to a golden brown colour.
- Add the onions, fry on a gentle heat.
- Add the tomatoes and other ingredients. Fry gently for about 10 minutes.
- Add the meat stock and mote water for the cooking of the rice. Remove the stew from fire.

6. Prepare the rice as follows:

- Pick the stones or grits from the rice. Winnow to remove any husks.
- Wash and boil for 10 minutes. Drain.
- Wash again and drain.

7. Pour the rice into the stew, add remaining water and salt to taste. Mix properly.
8. Cook gently over low heat. Add extra water gradually if necessary until the rice is cooked. Cook at low heat to avoid burning.
9. Stir the cooked rice to obtain uniform colour and taste.
10. Prepare the vegetable as follows:

- Pick the vegetables, wash thoroughly and drain.
- Shred or cut up as desired.
- Sauté with onions. That is, toss vegetable with onions in little vegetable oil in a frying pan over sharp heat for short time.
- Dish the jollof rice and garnish with vegetables.

4.4 SUMMARY

In this unit, you have learnt that different types of foods perform different functions in the body. Food is important for every human being especially growing children. Energy, protective and bodybuilding foods are essential for good health, growth and development and should be taken at least once or twice a day. Cooking and meal times are important periods that a family can spend together. It also presents an opportunity for children to learn how to make healthy foods. Parents should provide for and encourage their children to eat a nutritious balanced diet and help them to refrain from eating junk unhealthy foods containing too much fat and oil and sweets.

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4.6 POSSIBLE ANSWERS TO SELF ASSESSMENT EXERCISES

EXERCISE 1

Question 1

Food is any substance normally eaten or drunk by living things. Food is thing that people and animals feed on, such as vegetables or meat while nutrition is the study of food and the effect it has on our bodies

Question 2

Four reasons why food is important to a family?

1. Reasons why food is important to a family.
2. It keeps a family healthy and strong.
3. It helps to prevent diseases and death within a family.
4. It is essential for children's growth and physical and mental development.
5. It provides the family an opportunity to spend time together as a family.

EXERCISE 2

Question 1

Four types of food.

Energy giving foods
Protective Foods
Body Building Foods
Fats, oils and sweets

Question 2

Two examples of each of the four types of food.

Energy giving foods

Examples of such foods include food made from cassava meals like garri or eba, cassava flour; yam, bread, plantain, rice, amala, Irish potatoes, sweet potatoes, maize, millet, and so forth.

Protective Foods

Examples of protective foods are vegetables (such as spinach, pumpkin), tomatoes and carrots. Most fruits such as pawpaw, mango, orange, and pineapple contain important vitamins.

Body Building Foods

Examples of food that contains protein are groundnuts, peas, beans, and meat, chicken, fresh fish, dried fish, snails as so forth. Other types of food that contain protein are chesses, yogurt, milk and eggs.

Fats, oils and sweets

Examples include groundnut oil, palm oil, coconut oil, and butter. While these types of food are important for the body, they should be taken in small quantity because they are fatty foods which contain much of energy, whereas the body needs only a limited level.

UNIT 5 FAMILY FUN AND ENTERTAINMENT

CONTENTS

5.1 Introduction
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3.3 Main Content
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3.3.2 The Value of Family Traditions
3.3.3 Classification of Play Activities
3.3.4 Motive and Mode of Play
3.3.5 Child Play Theories
3.3.6 Roles of Schools in Family Entertainment and Children's Play
5.4 Summary
5.5 References/Further Reading
5.6 Possible Answers to Self-Assessment Exercises

5.1 INTRODUCTION

Family recreation is important in building a happy successful family. It promotes and strengthens family unity and love. Parents can strengthen the bond between family members, teach important principles they want their children to understand and live by spending time together. In this unit, you will learn about ways by which family can have fun together and child play strategies.

5.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- define family tradition
- discuss the values of family traditions
- list three classifications of play activities
- discuss the motive and mode of play
- explain child play theories
- discuss the role of schools in family fun and entertainment.

5.3 MAIN CONTENT

5.3.1 Family Traditions

A family tradition is a pattern of behavior that reflects and reinforces a family's values, attitudes, or beliefs. Family traditions are exclusively

inherited through parents or ancestry, and therefore reflect the history of that ancestry. Traditions are practices or beliefs that create positive feelings and are repeated at regular intervals.

Family rituals and traditions are important. They establish a foundation for family values and are a good bonding experience. Family tradition also give both children and parents something to look forward to.

A family tradition is a set of behaviors that is repeatable and symbolically meaningful. It provide families with a sense of identity and belonging. They often stir up strong emotions and are frequently reminisced about and discussed within the family. It also provides a sense of continuity across generations. Family tradition can be seen as way of transmitting family values, history, and culture from one generation to the next. Another term for family rituals is family traditions.

Examples of Family Traditions: Perhaps the best example of family rituals are holiday traditions, such as those surrounding Christmas or Hannukah. Events surrounding these holidays like picking out a Christmas tree, lighting the menorah and gathering for dinner with extended family can become rituals. Families also have non-holiday rituals that are unique to their family.

Apple picking every fall or renting a vacation cabin every summer are two good examples. Some families may also have a ritual for every member's birthday. It may be as ordinary as baking a special cake that is the birthday boy or girl's personal favorite. It may also be something funny or an inside family joke that becomes a tradition on anyone's birthday. https://www.verywellfamily.com/family-rituals-meaning-examples-3288187

They are more than routines, which are ordinary, everyday activities that require no special behaviour and involve little emotion. Often traditions are handed down from generation to generation, but every family can create its own traditions as well. Some traditions are based on God's commandments, such as praying before meals; others come from cultural or ethnic heritage, such as serving dumplings on cold winter nights.

5.3.2 The Value of Family Traditions

Family traditions are essential ways of preserving family history and values. They also provide opportunities to establish connectedness and reaffirm identity of family members. Without family traditions, many of the stories, beliefs, and teachings of a family would easily be lost

through the generations. For example, many traditional folk dances wouldn't still exist today if it weren't for family traditions successfully passed down.https://www.shutterfly.com/ideas/family-traditions/
Traditions cultivate connection between immediate family members and between generations. Family scholars, Nick Stinnett and John DeFrain, say that traditions are the "we always" of families, like "We always make snow ice cream at the first snowfall," or "We always have games and popcorn on Saturday night." Family traditions have meaning that is special to an individual in a family hence; they create feelings of warmth and closeness. By spending time together in a fun and special setting, family members grow closer.

Effective traditions promote a sense of identity and a sense of belonging. They also promote a feeling of safety and security within the family by providing a predictable and familiar experience. Family members have something to look forward to which gives them a sense of assurance in a hectic and ever-changing world. In his book, "The Intentional Family", William Doherty says that as family bonds are weakened by busy lifestyles, families can stay connected only by being intentional about maintaining important rituals and traditions.

Regular participation in meaningful traditions helps families overcome an inclination toward what family scholars call "entropy." In the physical sciences, entropy is the tendency of a physical system to lose energy and coherence over time, such as a gas dissipating until it is all but gone. As Doherty explains, an "entropic family" is one that loses its sense of emotional closeness because members neglect the family's inner life and community ties.

SELF ASSESSMENT EXERCISE 1
In not more than ten minutes, answer the questions in the box below.

1.	Define family tradition.
2.	Discuss the values of family traditions.

5.3.3 Classification of Play Activities

Educators and psychologists have propounded many theories to explain children's play, none of which seems to embrace all aspects of the subject. It is difficult to make a list and classify the games children play; it is not easy to define the word 'play' and 'game'.

Traditionally, Raum (1940) classified play activities under three headings.

1. Playful exercise of sensory and motor apparatus resulting in the adaptation of the organism to its physical environment;
2. Imitative play consisting of representation of adult life to fit the social needs of childhood; and
3. Competitive games which test the physical, intellectual, and social qualities of the individual.

He concluded that, through play or games, the African child develops physical assets which will serve him in good stead when he grows older. The world 'game' comes from the old Teutonic 'gaman' meaning 'joy'.

'Play' is the English verb corresponding to the noun 'game', the old Teutonic form of which is "plegan" meaning to be glad'. Two distinct present day use of the words 'play' and 'game' can be distinguished. In a broad sense, they both denote any activity indulged in for the sake of pleasure it affords rather than for any purpose it achieves. In a narrower sense, they denote a contest carried out according to recognised rules and decided by the strength, skill or luck of the contestants.

No such distinction is absolute. But the play of pre-school children and the ritualistic games, rhymes and chants of infants and younger primary school children are the best examples of the first sense. Play in its second sense is exemplified by the organised games of older children. Research has shown that playing develops from predominantly individual spontaneous and imaginative games of young children into competitive game of older children and adults, which are predominantly carried out in groups and governed by recognised rules.

5.3.4 Motive and Mode of Play

The motives and the mode of children play vary according to whether it belongs to the first or second type. When children play ball games sometimes, the social motive seems to be predominant (they are playing as a group), sometimes the competitive (two groups have firmed sides and are playing a match). A child will play by himself throwing a ball up into the air or against a wall and catching it. He may be practicing his skill, or just "having fun", feeling sheer joy from the bodily movement and the skill he has acquired. His fantasy may reveal a social motive (he is "taking turns" with an imaginary companion) or a competitive one (he is taking turns with a rival and 'heating' him each time). Play can be fun; it gives pleasure and a sense of high-spirited merriment.

Play is generally regarded as spontaneous and free, while games have rules. Play often implies pretense; children's absorption in their play causes them to lose the sense of pretenses. Play is linked with the tangible artifacts of the culture-a chair, a table and the space beneath it,

large boxes and so on. Such play takes the child imaginatively beyond his limited capacities and outside his restricted status as a child. He is an engine driver, a captain, a father or mother. Play is conceived as activity carried out for its own sake. It is not 'necessary' in the sense of directly serving an obvious biological need; though, it serves other purposes. The urge to play, like the urge for food and drink when hungry or thirsty, is very powerful. Children must play. One sure sign that a child is physically ill or psychologically distressed is when he does not play.

5.3.5 Child Play Theories

The surplus-energy theory

Those who propounded this as a theory are of the opinion that because children and young animals do not expend their energies in self-preservation (that is, food-gathering, hunting, defense) or in preservation of species (reproduction) they have a large quantity of surplus energy which they use for play. Children tend to ave more energy for play, because unlike adults, they do not have to worry about all the things mentioned above. The 19th century industrial society tolerated play, though qualifies it as a wasteful expenditure of energy which we must put up with until the energy can be channelled into the industrial process. Play is positive in the sense that through play, excess energy, which might otherwise be used for destructive purposes, is expended in harmless ways. This corresponds to one of the early justifications (a negative one) of games and physical exercises in schools and colleges, and of playgrounds in city schools.

The recreation theory

The recreation theory is associated with the German philosopher, Moritz Lazarus (1824-1903). It emphasises the restorative value of play; change to an interesting and absorbing activity is more recuperative than complete idleness. A person in an industrial society tends to become fatigued in specific parts of the body, though he/she has an abundance of energy left within the body as a whole. This finds expression in largescale bodily activity characteristic of much of adults' and children's play.

This theory has been used to explain the leisure time activities of adults; teachers and academics who engage in certain activities during their vacations; students and office workers who ride bicycle; statesmen who play golf and tennis. It has also been used to justify physical exercises, games and play-time in schools, but for a more positive reason than a mere release of energy which might otherwise be used for destructive purposes.

The instinct-practice theory

This theory, which is the result of the work of Groos (1861-1946) who devoted himself to the study of the play of animals and children, may be summarised as follows. Animals and humans have instincts - a term which is used to mean an innate tendency to be active (to see, to feel, to behave) in ways which serve essentially preservative ends: selfmaintenance, self-preservation, preservation of the species. Play is a means by which these instinctive activities are practiced and perfected. As Groos's theory puts it, "Animals cannot be said to play because they are young and frolicsome, but rather they have a period of youth in order to play." To him, play is preparatory in two aspects. Generally, it involves the practice of bodily skills and their co-ordination, that is, mastery of the physical self; and more specifically it provides practice in miniature of the roles the animal or child will fulfill when grown up.

Groos' study of children's imaginatively symbolic play also revealed, that children convert everyday objects - a chair or table or the like – into whatever takes their fancy; or they create a whole environment – domestic, school or hospital. The place is not just a living- room; it is a hospital. The settee is not a settee, nor the length of rubber tubing just rubber tubing; rather, one is a hospital bed, the other a stethoscope. Groos' theory had a strong influence on educationists, particularly on Maria Montessori (1876-1952) whose methods of teaching kindergarten children were revolutionary. The basis of her teaching was to allow freedom of action in order to encourage children do things for themselves. Provided with furniture and equipment of appropriate size, children were encouraged in small- scale adult activities such as, to lay meals, wash up, and so on.

The recapitulation theory

According to Stanley Hall (1846-1924), the games children play form a sequence of age stages. These stages follow one another in the same order as the course of human evolution. Through play children recapitulate man's ancestral past. The function of play according to him is to liberate the child from atavistic residues of behaviour. The theory is no longer accepted because it implies the questionable doctrine that acquired characteristics are inherited.

SELF ASSESSMENT EXERCISE 2

In not more than five minutes, answer the question in the box below.

List three classifications of play activities.

5.3.6 Roles of Schools in Family Entertainment and Children's Play

In providing comprehensive education for the family, the school should provide the following.

a. Introduction and basic instruction in a variety of activities with the potential for development of lifelong leisure interests, including intellectual, social, artistic, physical, and service activities.
b. Encouragement and instruction leading to the development and maintenance of the organic systems of the body to a sufficient degree that the individual is capable of participation.
c. Stimulation of original thought and creative self-expression and guidance of creative energies towards individual self-fulfillment.
d. Encouragement of desirable attitudes toward play, recreation, leisure, activity, rest, and relaxation.
e. Encouragement of the development of socially acceptable standards of conduct which make the individual a desirable companion, competitor, and humanitarian.
f. Opportunities and encouragement to develop skills that will proof satisfying and useful after graduation as well as during the school years.
g. Some appreciation and understanding of the role of play/entertainment and of particular leisure-time activities in one's own and other cultures.

5.4 SUMMARY

In this unit, you learnt that children often take the roles of adults in their play. When playing by himself/herself a child may alternately take complementary roles, for example, he act as a bus conductor and passenger, shop keeper and customer, or teacher and pupil. Or he/she may invent an imaginary companion with a name of his/her own, to

whom he/she assigns one of the roles while playing the other him/her. Play in context allows the child the freedom of participation and control over the choice of role interpretation, as well as being bound by the behaviour appropriate to the accepted role(s).Play also gain social relevance when two children get the idea that each can take a separate role- for instance, as mother and father. ,. Each child is then 'set' to behave in a way appropriate to his/her role. Each has expectations that the behaviour of the companion will align with the companion's role. Games like football and basketball allows the child to learn and practice special techniques. Because there are many people involved, the child has to know exactly what each member of his/her team and what each member of the opposing team will do in response to any move he/she makes. This complex reciprocity and techniques provide skills in organisation, which is further 'tightened' by the institution of rules.

5.5 REFERENCES/FURTHER READING

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5.6 POSSIBLE ANSWERS TO SELF ASSESSMENT EXERCISES

EXERCISE 1

1. Definition of family tradition.

Family traditions are essential ways of preserving family history and values. They also provide opportunities to establish connectedness and reaffirm identity of family members. Without family traditions, many of the stories, beliefs, and teachings of a family would easily be lost through the generations. A family tradition is a set of behaviors that is repeatable and symbolically meaningful. A family tradition is a pattern of behavior that reflects and reinforces a family's values, attitudes, or beliefs. Family traditions are exclusively inherited through parents or ancestry, and therefore reflect the history of that ancestry

2. Values of family traditions.

They also provide opportunities to establish connectedness and reaffirm identity of family members.

Without family traditions, many of the stories, beliefs, and teachings of a family would easily be lost through the generations. For example, many traditional folk dances wouldn't still exist today if it weren't for family traditions successfully passed down.

Traditions cultivate connection between immediate family members and between generations. Family traditions have meaning that is special to an individual in a family hence; they create feelings of warmth and closeness. By spending time together in a fun and special setting, family members grow closer.

Effective traditions promote a sense of identity and a sense of belonging. They also promote a feeling of safety and security within the family by providing a predictable and familiar experience.

Family members have something to look forward to which gives them a sense of assurance in a hectic and ever-changing world.

Regular participation in meaningful traditions helps families overcome an inclination toward what family scholars call "entropy." In the physical sciences, entropy is the tendency of a physical system to lose energy and coherence over time, such as a gas dissipating until it is all but gone.

EXERCISE 2

Three classifications of play activities.

i. Playful exercise of sensory and motor apparatus resulting in the adaptation of the organism to its physical environment;

ii. Imitative play consisting of representation of adult life to fit the social needs of childhood; and

iii. Competitive games which test the physical, intellectual, and social qualities of the individual.

MODULE 3 TYPES OF EDUCATION AVAILABLE FOR THE FAMILY

Unit 1 Traditional Family Education
Unit 2 Teaching Children Family Values
Unit 3 Educational Resources in the Family
Unit 4 Financial Resources and Management in the Family

UNIT 1 TRADITIONAL FAMILY EDUCATION

CONTENTS

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1.3.4 Methods of Teaching in Traditional Education
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1.6 Possible Answers to Self-Assessment Exercises

1.1 INTRODUCTION

A society is said to be traditional, when the behaviour of the members is directed by customs and traditions. Most societies in Africa, before the colonial rule, are often referred to as traditional societies. Some were autonomous and highly organised socially and politically, while some were acephalous. The Hausa-Fulani, Yoruba, and Edo people belong to the first group while the Tiv, Igbo and Ibibio were said to be acephalous. However, in spite of the political differences, traditional Nigerian societies were marked by certain distribution traits. In this unit, you will learn about traditional and contemporary education promoted in the family.

1.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- discuss traditional education in Africa
- state and explain aims of traditional education in Nigeria
- describe the characteristics of traditional education in Nigeria

- discuss some methods of teaching traditional education.

1.3 MAIN CONTENT

1.3.1 Traditional Education in Africa

Fafunwa (1982) noted that in old Africa, the warrior, the hunter, the nobleman, the man of character or anyone who combined the latter feature with a specific skill was adjudged to be well-educated and well-integrated citizen of his community. Functionalism was the main guiding principle of education in old African society. Traditional African societies regarded education as a means to an end and not as an end in itself. Basic traditional education was generally for an immediate induction into society and a preparation for adulthood. Traditional African education emphasised social responsibility, job orientation, political participation and spiritual and moral values. Children and adolescents learnt by doing; in other words, they are engaged in participatory education through ceremonies, rituals, imitation, recitation and demonstrations. They were involved in practical farming, fishing, weaving, cooking, carving, knitting and so on. In the words of Fafunwa (1982) "Recreational subjects included wrestling, dancing, drumming, acrobatic display, racing, etc". While intellectual training included the story of local history, legends, the environment (local geography, plants and animals), poetry, reasoning, riddles, proverbs, story-telling, storyrelays, etc.

Traditional African education was an integrated experience, because it combined physical training with character-building and manual activity with intellectual training. At the end of each stage, demarcated either by age level or years of exposure, the child was given a practical test relevant to his experience and level of development and in terms of the job to be done. The assessment process is continuous and eventually culminated in a "passing out" ceremony or initiation into adulthood. The secret cults served as institutions of higher or further education for the selected or elected young adults who pass the initiation stage. They get the opportunities to master the secret power (real or imaginary), profound native philosophy, science and religion of their ancestors.

The level of education and training given during the pre-colonial days in Africa was functional because the curriculum was relevant to the needs of the society. Fafunwa (1982) stated that "the aim, the content and the methods of traditional education are intricately interwoven; they are not divided into separate compartments as in the case with the westernised system of education.

1.3.2 Aims of Traditional Education in Nigeria

According to Fafunwa (1974), there were seven broad aims of traditional education. They are:

- **To develop the child's latent physical skills:** The average African child likes to explore his/her immediate environment, observe adults in their activities, and imitate them - he/she enjoys discovering new situations. The child in traditional African intuitively jumps, climbs a tree, dances or performs a balancing act because his/her siblings or elders do the same. Every child discovers his/her limbs and their uses in no time. The variety of African dance movements offer the child one of the best media for physical exercise. The dance and the music also serve as cultural vehicles, encouraging team work, etc. Through play or games, the African child develops physical assets which will serve him/her older.

- **To develop character:** Character training is a major aspect of indigenous African education. All members of the society wants the child to be sociable, honest, courageous, humble, persevering and of good report at all times, thus, the parents, siblings and other members of the community participate in the education of the child. The education of the young person in the codes of manners, conventions, customs, morals, superstition and laws of his/her society is therefore achieved through various members of his/her family and household, his/her kindred and his/her neighbourhood. Though a large part of the early training is regarded as the direct responsibility first of the mother and other members of the child's immediate family; the full training is a cooperative effort in which members of each of the more inclusive groups must play a part. It is through this process that the child builds up his/her code, whether of manners or of morals, item by item as they come incidentally into the field of his/her experience.

- **To inculcate respect for elders and those in position of authority:** It has been stated that the Africans have the most complicated verbal and physical communication system in the world, and the child must master the various salutations of his/her own ethnic group before he/she reaches maturity. Respect for elders or those who are in authority, particularly the chief, the cult leaders, the diviners, relatives (especially uncles) and older neighbours, is closely related to character-training. Verbal greetings are often accompanied by physical gestures. In the traditional settings, a Yoruba man will prostrate to his/her elders and chief even if the chief is younger. There are greetings for various situations-swimming, walking, convalescing; and there are special salutations for birthdays, burials, marriages, yam festivals, observance of ancestors worship, egungun festivals, etc.

- **To develop intellectual skills:** The African child or adolescent learns the local geography and history of his/her community. Local history is taught by the elders in each household and the songs of praise which accompany many of the historical events make the oral traditional history a stimulating experience which is hard to forget. Botany and zoology are taught or understood through observation; animal behaviour is an important subject both for protective reasons and for rearing purposes. Proverbs and riddles constitute a formidable intellectual exercise. They are used as media for developing the child's reasoning power and skill in decision making. Fafunwa (1982) opined that as the child grows into adulthood, he/she is exposed to advanced programmes which must be mastered before the initiation ceremony; these serve as qualifying entrance examinations. As he/she matures and becomes eager to learn more, the riddles, proverbs, become more complicated and philosophy, reasoning and judgment are introduced.

- **To acquire specific vocational training and develop a healthy attitude towards honest labour:** It has been noted that the aim of education in traditional society is character training and job orientation. The various traditional vocations can be divided into three groups:

a. Agricultural education, which includes farming, fishing and veterinary science (animal care and animal rearing)
b. Trades and crafts, that is made up of weaving (baskets and cloth), smiting (iron, gold, etc), hunting, carving (wood and bronze), sculpture, painting and decorating, carpentry, building, etc.
c. Professions: Witch doctors, village heads, priests, chiefs and kings, tax collectors, heralds, judges, shrine-keepers, etc.
d. In the traditional society vocational training is largely run on the apprenticeship system and is a time-honoured device for educating millions of African youths and adults.

- **To develop a sense of belonging and to participate actively in family and community affairs:** The child in the traditional system is made to appreciate his/her role as a member of his/her immediate and extended family as well as that of the community at large. Age groups in traditional societies are generally engaged in communal work. They help other members of the group in clearing, planting or harvesting or help the community as a whole, in road-building, or the chief in performing a given task or assignment.

- **To understand, appreciate and promote the cultural heritage of the community at large:** The main purpose of education is the

perpetuation of the culture of society. The child grows into and within the cultural heritage of his/her people, and imbibes it. In traditional society culture is not taught, the child learns by observation, imitation, and mimicking the actions of his/her elders and siblings. Events like naming ceremonies, religious services, marriage rituals, funeral obsequies, coronation of a king or chief, the annual yam festival, the annual dance and acrobatic displays of guilds and age-sets provides the child with opportunities to imbibe the culture of his/her people.

SELF ASSESSMENT EXERCISE 1
In not more than ten minutes, answer the question in the box below.

Highlight seven aims of traditional education.

1.3.3 Characteristics of African Traditional Education

Along the same line of thought, Moumouni (1968) presents the characteristics of African traditional education as follows.

1. The great importance attached to it and its collective and social nature.
2. Its intimate tie with social life, both in a material and a spiritual sense.
3. Its multivalent character, both in terms of its goals and the means employed.
4. Its gradual and progressive achievements, in conformity with the successive stages of physical, emotional and mental development of the child.

1.3.4 Methods of Teaching in Traditional Education

Various methods were adopted in teaching children in the traditional society. Some of these methods include the following.

- **Story telling:** Stories were narrated about great heroes and heroines, about bad people and the consequences of their bad behaviour. These stories were usually told at night when parents had arrived from farm or market and were gathered together before or after dinner. After listening to the stories, children were expected to share lessons they had learnt from the story. This was an effective way of learning about right and wrong behaviour and decisions.

- **Rites of passage and traditional age-grade ceremonies:** Children were expected to follow the examples of the elders during the traditional era. Key lessons were reinforced during rites of passage and age-grade ceremonies that presented opportunities for adults to test lessons that young people had learnt from their elders. Initiation ceremonies were done in secret after oral lectures and trainings from the eldest members of the family. This also made it easy to pass down family traditional practices from one generation to the next.

- **Observation and imitation:** This involved following the examples set by adults. Some of such training included learning incantations, family praise songs (oriki), family history, songs proverbs, and so forth. Boys followed their fathers to the farm and learn how to cultivate and harvest farm produce, while girls assisted their mothers in cooking, fetching water, cleaning and taking care of the family. For example, people blamed a mother for not teaching her daughter properly, if she did not know how to cook. Therefore, children learn how to behave by observing what the adults are doing. Also, when they erred, they were corrected immediately by any adult observing the unacceptable behaviour.

- **Memorisation:** Much learning took place through memorisation. Children learnt the language, traditional oral history, religious practices including incantations and other important aspects of the culture by memorising and practicing what they heard their adults saying.

- **Sanctions:** There were also laid down unwritten rules and sanctions that guided the behaviour of the people. For instance, a girl was expected to maintain her virginity until marriage, before them she was to avoid intimate relationships with males. Failure to obey this rule attracted sanctions such as banishment from the land or rejection of her hands in marriage by the suitor or returning of her bride price by her parents. Also for the boys, they were to act responsibly and respect females. Any boy caught attempting to rape a girl was forced to marry her and pay her parents for damages done to the girl. This way, the society was able to inculcate traditional values for respect in the community.

1.3.5 Contemporary Types of Education Available to the Family

Scholars of education in contemporary discourse have identified six themes which represent a composite picture of the types of education available for the family. These themes are also suitable for the needs of newly emerging and developing nations such as education for good citizenship, education for health improvement, education for vocational competence, education for professional and managerial competence, education for industrial and commercial development, and education for adults. The six themes are discussed below.

Education for Citizenship or citizenship Education: This should help individuals to come to terms with their environment and with other people living within the same environment. **Citizenship education** is education that provides the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society. For some students entering into a different society, citizenship education is much more rigorous than the education provided to native residents.

https://study.com/academy/lesson/what-is-citizenship-education-definition-types.html Citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. 'Society' is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state.

A knowledge of the nation's institutions, and also an awareness that the rule of law applies to social and human relationships, obviously form part of any citizenship education course. Taken in this sense, citizenship education is based on the distinction between:

- the individual as a subject of ethics and law, entitled to all the rights inherent in the human condition (human rights); and
- the citizen – entitled to the civil and political rights recognized by the national constitution of the country concerned. http://www.unesco.org/education/tlsf/mods/theme_b/interact/mod07task03/appendix.htm

Citizenship education is education that provides the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society. For some students entering into a different society, citizenship education is much more rigorous than the education provided to native residents.

https://study.com/academy/lesson/what-is-citizenship-education-definition-types.html

This type of education also helps family members to gain an appreciation and an understanding of their own environment. It deals with the organisation and processes of government and the rights and responsibilities of citizens. It helps family members gain an appreciation and understanding of their own culture and its history, legends, art, music and dances and social structure. Citizenship education gives people the knowledge and skills to **understand**, **challenge** and **engage with** democratic society including politics, the media, civil society, the economy and the law. It gives them a **voice**: in the life of their schools, their communities and society at large. It enables them to **make a positive contribution** by developing the knowledge and experience needed to claim their rights and understand their responsibilities. It prepares them for the challenges and opportunities of adult and working life. https://www.youngcitizens.org/importance-of-citizenship-education. This type of education does not need to be narrowed, negative or excessively nationalistic; it can be positive and broad. Nigerian children first learn Nigerian songs and dances while Ghanaian children first learn Ghanaian songs and dances. Citizenship education moves from family to the neighbourhood, to the school, to the community, to the nation and to the world. But the roots remains deeply planted in one's own culture.

Health Education: This important aspect of education is being stressed or emphasised in many developing nations today. Health education is one strategy for implementing health promotion and disease prevention programs. Health education provides learning experiences on health topics. Health education strategies are tailored for their target population. Health education presents information to target populations on particular health topics, including the health benefits/threats they face, and provides tools to build capacity and support behavior change in an appropriate setting. https://www.ruralhealthinfo.org/toolkits/health-promotion/2/strategies/health-education

- Preventive health measures are included in the curriculum in many ways. For example, in some countries home economics and homemaking courses for girls include detailed lessons on nutrition, food preservation, disposal of wastes and disease prevention and cure; and social studies classes include lessons on the social aspects of disease, as well as community action programmes for public health. Priority/emphasis on health education may be necessary for a family that hopes to ensure proper physical and health development of its members and reduce unplanned or unexpected expenses on health care.

Vocational Education: vocational education is defined as a practically illustrated and attempted job or career skill instruction. As such, a variety of components fall under the vocational education umbrella: agricultural education, business education, family and consumer sciences, health occupations education, marketing education, technical education, technology education, and trade and industrial education.

- https://education.stateuniversity.com/pages/2536/Vocational-Technical-Education.html

Education by introducing new trades is helping families to diversify their types of occupation to achieve more rewarding and more reliable patterns of livelihood. In the years immediately after World War II, leaders in some new countries sought to raise quickly economic standards through rapid industrialisation, but they generally came to realise the fallacy of that priority. They found that more could be accomplished by increasing the productivity of agriculture than by increasing the productivity of industry, because a relatively low capital output for agricultural yields a fairly high increase in crops. This improvement can be achieved through land and credit reforms, cooperatives improved seeds, improved techniques and methods such as better breeding of livestock, and adapted fertilizers, while industrial development requires skilled workers and trained management and large expenditure for construction, equipment and machinery.

The transition from subsistence agriculture to agriculture for exchange and the further evolution towards an industrial society may be accomplished in a few generations, if the importance of vocational education is appreciated by all families within a nation.

Professions and Managerial Education: In some countries the curricula for training students for the civil service and for professional and managerial competence are developed along with curricula that emphasise health education and rural education in the same school building. **Management education** is one discipline of Higher **education** by which students are taught to be business leaders, managers and administrators. It focuses on process of imparting or acquiring knowledge to develop the members of the executive or administration of an organization or business, managers or employers collectively, or train in the techniques, practice, or science of managing, controlling or dealing, in the skillful or resourceful use of materials and time.

https://www.igi-global.com/dictionary/professional-integrity-for-educational-quality-in-management-sciences/17769

- In other countries such education is developed in a separate school. The question of government involvement in terms of finance, policy and supervision of this type of education is largely a matter of economics. A nation cannot afford to train large numbers of skilled people unless the economy can provide jobs for them.

Industrial and Commercial Education: industrial education

usually refers to courses that emphasize trade skills like welding, construction, metal and woodworking, and automotive (engines) skills and knowledge. The term Commercial Education also includes practical training in the field of commerce. It also covers professional course like costing marketing, income tax practice and higher statics. This training is an additional to this need of the nations.

- Every developing country must have highly skilled people, but it also must have laboratory technicians and hospital assistants, carpenters and brick layers, accountants and clerks, and welders and machine operators, foremen, inspectors, production supervisors, draftsmen, electricians, mechanics and so forth. Education for industrial, technical and commercial competence usually takes place in special programmes. For example, students at the Yaba College of Technology in Lagos study for three years initially (Ordinary National Diploma) such courses as building wood work, joinery, metal work and auto mechanics. In some countries like Nigeria, students can go directly from primary schools to
trade schools and then enter technical schools. In nearly all countries the trend has been towards emphasis on industrial technical and commercial training.

- **Adult and Non-formal Education:** This is a concomitant in the sense that it is usually developed with the other themes but generally in a separate stream. It is separate, yet it is inextricably related to the effectiveness of the school programme. Since parents exercise strong influence over their children in most countries, some advantages of school will be lost unless parents get the opportunity to be enlightened along with the children. Scholars in education have found that a well-planned, integrated programmes of adult education is necessary for progress in overall development, especially in relation to rural and fundamental family education.

1.3.6 Non-Formal Education

The National Policy on Education of the Federal Republic of Nigeria (2004) defines adult and non-formal education as "all forms of functional education given to youths and adults outside the formal school system" (NERDC, 2004:25). According to Olagunju (2008), contrary to the opinion held by lot of people, non-formal education is different from informal education. This is because, non-formal education is targeted at people who had gone beyond the age of the formal system of education, or those who are deprived of the formal system, as well as those who are deprived of the opportunity due to socio-economic constraints. Since the non-formal education is not structured, it can be held anywhere and at any time (morning, afternoon or evening). It does not have a specific venue. It can be held in the church, mosque, palace of a traditional ruler, community centre, village square or a market. On the other hand, informal education is the type of education you acquire when you do not actually know you are acquiring it. For example, the unconscious education a child receives from the mother, father, sister, uncle, etc especially when he/she is corrected for saying or doing something wrong. It is informal system of education because, knowledge is acquired unconsciously in an unorganised settings.

In the Nigerian educational system, non-formal education encompasses mass literacy which is much more than people being taught how to read and write A, B, C. It entails the ability to acquire and make use of information. Reading and writing is just the basic form of it. Corroborating this view, Adesanya (2005) confirms that non-formal education "covers a broad spectrum of learning and emerges as the need of the environment dictates. For example, the ongoing campaign to educate the masses especially women on the advantages of polio vaccination for children (Adesanya (2005) cited in Oderinde & Ekpo, 2005).

According to Harbison (1973) cited in Oderinde & Ekpo (2005), nonformal education can be described using three categories.

- Activities oriented primarily to the development of the skill and knowledge of members of the labour force who are already employed.
- Activities designed primarily to prepare persons, mainly youths for entry into employment.
- Activities designed to develop skill, knowledge and understanding that transcend the world of work.

Some of the characteristics of non-formal education include the following, that it:

- is a programme which emerges as an innovation to solve pressing problem in a given society.
- is a goal and purpose -oriented not certificate- oriented.
- emphasis on tackling specific problems rather than learning abstract subject matters.
- is flexible (learners learn without interfering with their normal daily activities).
- is learner-oriented and participatory.
- is more practical rather than theoretical.
- is more economical (because it uses existing structures).
- is a continuing life long process.
- enables the rural or urban people to acquire useful knowledge, attitudes and skills. It also allows a wide range of learning activities associated with work.
- Iearners are not full time students.

SELF ASSESSMENT EXERCISE 2
In not more than ten minutes, answer the questions in the box below.

1. Examine four methods of teaching in traditional education.
2. List six themes of contemporary types of education available to the family.

1.4 SUMMARY

In this unit, traditional education in Africa was defined. The aims of traditional education in Nigeria were also highlighted. Characteristics of African traditional education were discussed alongside the various methods of teaching it. The understanding of traditional education is an essential foundation for proper appreciation of modern education and its benefits.

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1.6 POSSIBLE ANSWERS TO SELF ASSESSMENT EXERCISES

EXERCISE 1

Seven aims of traditional education.

To develop the child's latent physical skills:
To develop character:
To inculcate respect for elders and those in position of authority:
To develop intellectual skills:
To acquire specific vocational training and develop a healthy attitude towards honest labour:
To develop a sense of belonging and to participate actively in family and community affairs:
To understand, appreciate and promote the cultural heritage of the community at large:

EXERCISE 2

1. Four methods of teaching in traditional education.

Story telling:

Rites of passage and traditional age-grade ceremonies:
Observation and imitation:
Memorisation:
Sanctions:

2. Six themes of contemporary types of education available to the family.

Education for Citizenship or citizenship education:
Health Education:
Vocational Education:
Professions and Managerial Education:
Industrial and Commercial Education:
Adult and Non-formal Education:

UNIT 2 TEACHING CHILDREN FAMILY VALUES

CONTENTS

2.1 Introduction
2.2 Learning Outcomes
2.3 Main Content
    2.3.1 The Basic Values a Child Should Learn
    2.3.2 How a Child Learns to Distinguish between Right and Wrong
    2.3.3 Ten Basic Behavioural Rules a Child Should Know
    2.3.4 Basic Table Manners
    2.3.5 Nurturing Feelings of Self-Worth in Children
2.4 Summary
2.5 References/Further Reading
2.6 Possible Answers to Self-Assessment Exercises

2.1 INTRODUCTION

Family values are political and social beliefs that hold the nuclear family to be the essential unit of society. Familialism is the ideology that promotes the family and its values as an institution. Although the phrase is vague and has shifting meanings, it is most often associated with social and religious conservatives. Parents play a vital part in the educational process and growing experiences of their children. Your values are your moral and ethical principles. Values are often a guide for the decisions you make and how you choose to live your life.

Schools activities will improve when parents become more involved in their children's education. According to Anne Henderson, in a study she conducted, “When schools work together with families to support learning, children tend to succeed not just in school, but throughout life.” According to her, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to create a home environment that encourages learning; family that expresses high (but not unrealistic) expectations for their children's achievement and future careers and become involved in their children's education at school and in the community. This unit will focus on education available in the home and the role parents can play in a child’s education.

2.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- mention basic values a child should learn
- discuss ways a child learns to distinguish between right and wrong
- explain basic behaviour rules a child should know
- discuss basic table manners a child should exhibit
- examine ways of nurturing feelings of self-worth in children.

2.3 MAIN CONTENT

2.3.1 The Basic Values a Child Should Learn

- Always be honest as much as possible.
- Keep your promises.
- Be punctual for all appointments.
- Always dress properly.
- Do not gossip.
- Promptly return anything borrowed from anyone or institution (for instance books borrowed from the library or from a friend).
- Do not embarrass anyone.
- Always acknowledge people's effort.

2.3.2 How a Child Learns to Distinguish between Right and Wrong

Children learn from their parent's behaviour. Therefore, if a parent persistently does something that is wrong, in the presence of a child, it becomes the right thing to do for the child. Likewise, if a child does something wrong and the parents do not correct or reprimand him/her, the child will continue in that behaviour thinking it is right or acceptable. Below are a few examples of scenarios where the family teaches a child to learn between what is wrong and right.

- When a parent regularly returns from office with a bag full of office supplies and begins to use them at home, the child will conclude that it is okay to steal things from the office.
- When a parent throws waste items out on the streets, the child believes that it is okay to throw items anywhere on the floor and on the streets.
- When a parent tells a child to lie to the landlord or neighbour that he/she is not at home in order to avoid being confronted over payment of an outstanding rent or loan, the child learns that it is a

right thing to lie to people to avoid taking responsibilities for their actions such as paying house rents or loans.

- When a parent drives past a traffic light without obeying the rules, the child concludes that it is right to disobey traffic regulations.
- When a child watches a parent lie to a police officer about his/her car particulars, the child learns that it is right to disrespect the law and that telling lies to a policeman is okay.

There are several other instances where a child learns to choose the right or wrong things from their parents. Children always do what they see their parents do, not what they say. Therefore, when children see their parents accept situations that are morally wrong, it inspires them to grow up to immoral adults. On the other hand, when parents show good example, their children grow up to be law abiding citizens, honest, and responsible adults.

SELF ASSESSMENT EXERCISE 1

In not more than five minutes, answer the question in the box below.

1.
2. Mention five basic values a child should learn

3.3.3 Ten Basic Behaviour Rules a Child Should Know

Socialisation is one of the primary functions performed by a family. Parents teach their children to interact with others in good manners. Some examples of basic behaviour rules that children should know include the following.

1. Learn simple courtesies such as saying “please”, “thank you”, “excuse me” or “I’m sorry” when the need arises.
2. He or she should have good table manners. (For instance not talking while eating).
3. He/she must talk to an adult with respect and decorum.
4. He/she should speak politely and respectfully to people, whether older or younger and refrain from yelling at people.
5. He or she should answer when spoken to and not just maintain a rude silence.
6. He/she should listen to others and not interrupt rudely when someone is speaking.
7. A child should do any assigned household chores without wearing a long face.
8. He/she should not jump queue, especially in public places.
9. He/she should be punctual at meetings or any appointments.

10. He/she should obey rules whether they are generated in the family, school, religious body or by government.

2.3.4 Basic Table Manners

It is important for parents to spend time with their children at the table to teach them good table manners. It may be difficult to do this in the morning when everyone is rushing off to work, but dinner period presents a good opportunity to learn basic behaviours to be followed while on the dining table. Some basic table manners parents are to teach their children are:

a. "**Please" and "thank you" are basic table manners:** Rather than reach across the table to take something, asks the person nearest to the item to please pass it to you and say thank you when you receive it.
b. **When serving yourself, take modest portion of food**: You should request to have more only when the food has gone round and is enough for everyone on the table.
c. **Cut your meat one piece at a time**: Cut one piece of meat and then eat it, before cutting another piece.
d. **Eat quietly**: Chew only small bites of food, and swallow them with the mouth closed. Do not make noise with your mouth while eating.
e. **Wipe your fingers and mouth often with a napkin**: Children should be taught not to lick fingers or rub it on their clothes.
f. **Never use a toothpick at table**: Children should be taught to excuse themselves to go to the rest room to use the toothpick.
g. **Hold and use your fork and knife correctly:** Children should be properly educated on how to use cutlery. That is, holding the fork with the left hand and the knife with the right hand.

SELF ASSESSMENT EXERCISE 2
In not more than ten minutes, answer the questions in the box below.

1. List four basic behaviour rules a child should know. 2. Discuss four table manners a child should display while at the dining table.

2.3.5 Nurturing Feelings of Self-Worth in Children

It is important for a child to develop high self-esteem. This helps the child to feel good about him/her-self and be able to resist peer pressure

to do wrong thing things. Below are suggestions for fostering self-worth in children.

- **Listen and be attentive to the child:** When parents listen attentively to their children, they make the child feel that he/she matters to them. Showing interest in a child's activities, spending time with them at home, dropping them at school, attending events where the children show their talents, such as school plays, musical performances, or sporting events and so on are effective ways of making them feel that they are special.

- **Treat children with respect:** Children should be acknowledged, even if parents are busy. Parents should avoid criticising them and talk positively about their children to other people in situations where they can hear parents praising them.

- **Be affectionate with children:** Parents should show children affection both physically and verbally. Most young children love to be held, hugged and kissed. Older children also appreciate hugs and pats on the back. Spending time with children also communicates affection.

- **Communicate appreciation to children:** Parents should praise their children when they do the right things. It is important for them to know that they are loved just because of who they are.

- **Discipline children in positive ways:** Parents should never discipline their children when angry. Rather, they should take time to think of positive ways to teach and correct him/her. A child responds much more positively to kind and gentle teaching than to harsh discipline.

- **Allow children to be independent and responsible:** Children should be taught principles and then allowed to explore and learn. Parents should set tasks for them and allow them to carry them out and support and direct them. Let change and improvement come about through your patience and example. However, while it is important for children to be independent and responsible, parents should perform tasks for and with them occasionally, even if they are capable of doing it on their own.

2.4 SUMMARY

In this unit, you have learnt important manners parents should teach their children to order make them become responsible adults, and have a better nation at large. Good manners, together with ethics, values and

morals are the basis of character. Children need to learn about these important aspects of life for them to become responsible parents, leaders and nation builders in the future. The hallmark of good manners is rooted in discipline and having a sense of right and wrong and doing the right thing. Parents should be the primary teachers of children in moral values and attitudes. They should teach them by precepts and example and through religious values. This will enable them make wise choices, even in the face of temptation and peer influences.

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2.6 POSSIBLE ANSWERS TO SELF ASSESSMENT EXERCISES

EXERCISE 1

Five basic values a child should learn.

1. Always be honest as much as possible.
2. Keep your promises.
3. Be punctual for all appointments.
4. Always dress properly.
5. Do not gossip.
6. Promptly return anything borrowed from anyone or institution (for instance books borrowed from the library or from a friend).

EXERCISE 2

1. **Five ways a child learns to distinguish between right and wrong.**

1. When a parent regularly returns from office with a bag full of office supplies and begins to use them at home, the child will conclude that it is okay to steal things from the office.
2. When a parent throws waste items out on the streets, the child believes that it is okay to throw items anywhere on the floor and on the streets.
3. When a parent tells a child to lie to the landlord or neighbour that he/she is not at home in order to avoid being confronted over payment of an outstanding rent or loan, the child learns that it is a right thing to lie to people to avoid taking responsibilities for their actions such as paying house rents or loans.
4. When a parent drives past a traffic light without obeying the rules, the child concludes that it is right to disobey traffic regulations.

2. Four basic behaviour rules a child should know.

1. Learn simple courtesies such as saying “please”, “thank you”, “excuse me” or “I’m sorry” when the need arises.
2. He or she should have good table manners. (For instance not talking while eating).
3. He/she must talk to an adult with respect and decorum.
4. He/she should speak politely and respectfully to people, whether older or younger and refrain from yelling at people.
5. He or she should answer when spoken to and not just maintain a rude silence.

6. He/she should listen to others and not interrupt rudely when someone is speaking

2. Four table manners a child should display while at the dining table.

"**Please" and "thank you" are basic table manners:** Rather than reach across the table to take something, asks the person nearest to the item to please pass it to you and say thank you when you receive it.
When serving yourself, take modest portion of food: You should request to have more only when the food has gone round and is enough for everyone on the table.
Cut your meat one piece at a time: Cut one piece of meat and then eat it, before cutting another piece.
Eat quietly: Chew only small bites of food, and swallow them with the mouth closed. Do not make noise with your mouth while eating.

UNIT 3 EDUCATIONAL RESOURCES IN THE FAMILY

CONTENTS

3.1 Introduction
3.2 Learning Outcomes
3.3 Main Content
    3.3.1 Community Resources
    3.3.2 School Resources and Materials
    3.3.3 Use of Resource Person
    3.3.4 Using Computer at Home
3.4 Summary
3.5 References/Further Reading
3.6 Possible Answers to Self-Assessment Exercises

3.1 INTRODUCTION

Educational resources are the resources which are freely accessible, openly licensed text, media and other digital assets which is used for acquiring knowledge, teaching, sharing your knowledge, learning as well as for research purposes. It is something which supports the education. It can be research papers, presentations, books, websites, dictionary (Tina, 2018) while Sofia (2018) also revealed that Educational resources are tools that can work as a keys, support, complementary elements, etc for education. Educational resources may be books, videos, games, news, or whatever you can imagine that can help to go through any topic.

Traditional education especially in Nigeria was discussed in the previous unit. In this unit, you will learn about educational resources for the family.

3.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- identify environmental/community materials
- describe school resources and materials
- discuss the process of using resource person.

3.3 MAIN CONTENT

3.3.1 Community Resources

Your first community education resource is parents and community members. Parental engagement is vital to a successful school, secondly

your community social service agencies and academic settings such as schools (university). https://www.teachandtaketime4u.com/2018/01/13/use-community-resources-to-improve-teaching-and-learning/ This type of educational resources is important because it is effective in learning and also provides competent instruction given by dutiful teachers to their pupils. The immediate surroundings of a school contains vital store of resources for all school learning levels. It provides rich opportunities for learners to examine, question, survey, discuss, document and to carry out all sorts of fieldwork, and to undertake a variety of social action, or community service works. Places around the community where academic research work can take place include banks, companies, markets, industries, construction sites and so forth. Inspection made on these sites can be discussed, analysed and interpreted in the classroom. Professionals can be invited to speak to stimulate educational processes. This can also be done especially at the tertiary level.

Visual learning is one of the best ways to remember what is being taught for a longer period of time. As such, learning from the environment should be greatly encouraged to enhance the ability of students' interpretation of things they see from the environment, analyse them and thus, use the information to solve a particular problem. In a fully utilised environment, teachers can devise ways of teaching their students such that they there would be no dull moment in the teaching process.

3.3.2 School Resources and Materials

Anything can be turned into an educational resource where it becomes the vehicle for learning through discussion, dissection, observation, comparison or experimentation. Of course, there is a financial dimension to the availability of resources: some will cost money and funds have to be found.

The use of text books to study will not be adequate for mastery of subjects. As such, there is need for an enormous range of materials and resources for effective and efficient teaching-learning processes. With changes in the social environment, topics in school subjects will need to be regularly re-directed and or introduction of modern resources; new topics will demand completely new design and improvised learning materials. Therefore, the introduction of individual coursework, small groups work or the whole class activity would require the provision of a broad variety of materials and resources to impel the learning process.

Some different categories of resources that a school can use to create a richer learning environment. You may not have considered all of them

as resources before. The following activity will invite you to review what resources may be available for your school.

Category 1: People – teachers, students, parents, non-teaching staff, past students, staff in other schools, neighbours, sponsors, benefactors, experts in the community, etc.

Category 2: Living things – domestic and wild animals, birds, insects, reptiles, their habitats and herding spaces, trees, flowers, crops, fruits, vegetables, etc.
Category 3: School environment – indoor spaces, such as classrooms, bathrooms, kitchens, offices, corridors and laboratories; outdoor spaces; sources of heat, noise, light, etc.
Category 4: Classroom equipment – desks, chairs, blackboards, etc.
Category 5: Local environment – urban, rural, coastal, mountainous, climate, river, industrial, arable, etc.
Category 6: Materials - books, writing materials, posters, maps, games, maths kit, lab equipment, computers, mobile phones, art materials, tools, satellite TV, subject-related resources, artefacts, etc. https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=57513&section=3
It is important that you look at the resources available in your school based on the Right to Education Act 2009 (RtE) under 'The Schedule Norms and Standards for a School', highlighting a number of aspects; namely, teachers, buildings, minimum number of working days or instructional hours in an academic year, minimum number of working hours per week for the teacher, teaching–learning equipment, library, and play materials, games and equipment.

More resources and materials are needed in today's educational system to aid learning hence, there should be provision of adequate materials for pupils of extensive choice of ages, abilities, and interests, produced in such a way that will meet the needs of both students and educators. Teaching topics in various subjects depends largely on the ingenuity of teachers in the classrooms. As such, the teacher needs to be creative to generate his or her own materials in line with the objective of the topic being treated. The main aim of using teaching materials and resources is to develop appropriate knowledge in students. Teaching aids has been defined as "things or objects brought into play to emphasise, clarify, strengthen or vitalise the teacher's instruction" (Mills, 1982; Agun, et al. 1988).

Educational technologists have developed these teaching aids to make learning processes easy as they are designed to practically appeal to pupils. These aids are materials, devices, and resources used in learning environment to supplement the written or spoken words, in the

transmission of knowledge, attitudes, ideas or concepts and values. The basic professional materials and resources that may be needed to carry out effective teaching may be grouped into six categories.

1. The print materials.
2. The non- print materials.
3. The visual materials.
4. The audio recorded materials.
5. The audiovisual materials.
6. The relia materials.

- **The Print Materials**

These are everyday aids used in the classroom for education and instruction to pupils. They offer infinite quantity of information on the surroundings and the activities that are essential for study. Basically, these materials can be found in school libraries and other educational libraries. Examples of these printed materials include textbooks, magazines, pamphlets, biographies, brochures, catalogues and other library materials. Teachers should try to get aids applicable to subject topic being taught for easy understanding of the pupils.

- **The Non-Print Materials**

These are usually called MEDIA. They are now important in teaching social studies. They include models, painted pictures, posters, slides, filmstrips, movie film-tapes, video tape, photographs, etc. Their impact in the classroom has been observed to be very great especially in the primary and lower secondary school level. Schools should organise to have these materials for use whenever necessary.

- **The Visual Materials**

These are aids that can be seen, but with no sound in the classroom. Instructional resources can be produced by teachers for detailed instructional purposes. These materials can be made from old newspaper, cardboard, papers, flash cards, maps, graphs, diagrams, and sketches. They may also include costumes, puppets, models, and construction of all kinds that a teacher may need, such as chalkboards, magnet boards, flannel boards, display boards, globes, and sometimes graphics. The visuals should, however, have topic sentence.

- **Audio Recorded Materials**

These educational aids can both be seen and heard, but what makes the sound cannot be seen or heard by the learners. Examples include voices

from radio, records or phono-discs and audio tapes, audio cassette instruction, phonographs, telephone-lectures, and radiovision. Effective use of these materials can be through the use of other auxiliary gadgets such as radio, record players, tape recorder, payers. Due to the costly nature of these equipments, care must be taken to ensure their safety especially during usage in the classroom.

- **Audiovisual Materials**

These materials are often refer to as still films- projected or unprojected; motion pictures- silent and sound; television, video tapes. Places and gadgets through which these materials can be viewed and heard could be through sound and picture projector, episcope, slide projector, educational television and radio. Audiovisual materials enhance memory retention of factual ideas, concepts and information as students experience direct contact with what is being taught. The use of these audiovisual materials helps to develop the efficiency of communication and learning of concepts, interaction, skills and executive ability of the students.

Experiments carried out in recent times in classrooms have established two principles. Pupils learn more rapidly or faster when audiovisual materials are employed, while fewer explanations and repetitions were needed from the teacher. Secondly, pupils who use audiovisual for learning remember longer more of the facts that were being thought.

- **Relia Materials**

These are tangible things or objects of educational worth in the community. The term ‘relia’ means real articles, items, real material that students can see, touch, feel, examine, and study, in order to concretise their concepts and imaginations about how to live in their various environments and the developments of man in these societies. Real objects can be found in museum, exhibitions, and historical activities. These real objects can make learning fun because what is being taught is real and makes more meaning to the students.

SELF ASSESSMENT EXERCISE 1
In not more than ten minutes, answer the questions in the box below.

1. List four examples of places around the community where learning process can take place.
2. Discuss four types of school resources that enhance education and learning.

3.3.3 Use of Resource Person

A resource person in a school setting is a person who comes into the classroom as a guest speaker to present information or shares his experience on a specific topic with the students on a particular topic. A consultant or a professional in a special field can share specialised information to develop certain skills and perceptive required for discovering solutions to community or any environment problems that the group of students deems suitable.

Usually, resource people will be more effective if they are requested to focus specifically on a particular issue. Their contribution ought to assist students on various aspects of the issue, to think answer in light of information, plan further investigation or social action, or coach the students in some new skills. Students therefore need to get ready in advance to meet with the resource person to enhance the utmost benefit. It is known that any content or information presented by resource persons to pupils is better received than it would have been if presented by the class teacher.

Resource person that can be invited by the school include the following.

- Government officials-(Local Government officers or the Chairman local councilors, town planners, health, welfare, public works, fire, police, immigration, customs and other officials).
- Media representatives- (radio and television officials, newspaper reporters, Nigerian Union of Journalist officials.).
- Business representatives –(local executives, supermarkets owners, insurance agents, real estate agents, bankers, builders, chamber of commerce officials, others).
- Members of religious organisations –).
- Members of educational organisations-(museum officials, librarian, historical societies, college and university lecturers, federal and State Teacher, and Foundations local official).
- Judicial Officials- (Judges, lawyers, probation officers, and others).
- Health representatives – (hospital officials, doctors, nurses, drug and health protection agencies, experts and others).
- Others- (Women Council Officials, farmers, veterans, senior citizens, club officials and locally recognised authorities and foreign bodies- UNESCO,UNICEF, UNDP and others).

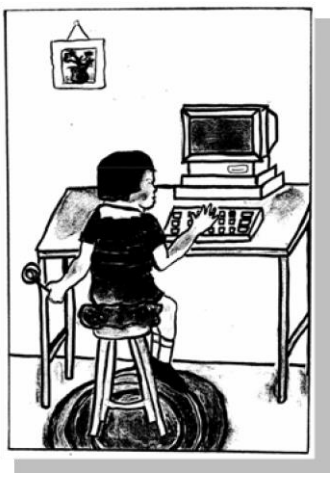
Most classroom presentations by these invited resource people are expected to be a brief lecture, followed by questions and answers from both the guest and the students. The presentation can be brightened up by inviting two or more guest speakers with conflicting views to discuss a controversial issue, topic or a specific social problem or small groups of students can visit resource persons outside the school. There should have clear and well formed objectives to guide the interview. Information gathered should be analysed and after assignments completed, they can be invited to come before the class to present their views.

SELF ASSESSMENT EXERCISE 2
In not more than ten minutes, answer the questions in the box below.

1. Enumerate five types of resources persons that can be invited for educational presentations in schools.
2. How can resource persons be effective used in schools?

3.3.4 Using Computer at Home

- Using a computer at home will likely have a positive impact on your children's education.
- The suggestions below should help you and your children on how to use the computer at home.
- Study and know the operations of the computer yourself.
- Set an example by using the computer for your own personal needs such as typing letters, keeping records, doing the household budget, etc.
- Use the computer with your children.
- Use quality software for the computer.



3.4 SUMMARY

In this unit, you have learnt about various educational resources that are available in the community that can provide educational support to children. In the next unit, you will learn about financial resources and management in the family. Learning can become more interesting and effective when teachers creatively made use of resources that are available within the community. In addition to classroom activities, teachers should encourage children to learn outdoors from the resources in the environment. When children actively learn by seeing, hearing and doing, they perform exceptionally well compared with previous learning activities restricted to the classroom only.

3.5 REFERENCES/FURTHER READING

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https://www.teachandtaketime4u.com/2018/01/13/use-community-resources-to-improve-teaching-and-learning/

https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=57513&section=3

3.6 POSSIBLE ANSWERS TO SELF ASSESSMENT

EXERCISE 1

1. Four examples of places around the community where learning process can take place.

A park or other natural place
A place of religious worship
A museum or art performance
An airport or bus station
A shopping mall

2. Four types of school resources that enhance education and learning.

The basic professional materials and resources that may be needed to carry out effective teaching may be grouped into six categories.

The print materials.
The non- print materials.
The visual materials.
The audio recorded materials.
The audiovisual materials.
The relia materials.

EXERCISE 2

1. **Five types of resources persons that can be invited for educational presentations in schools.**

Resource person that can be invited by the school include the following.

- Government officials
- Media representatives
- Business representatives
- Members of educational organisations
- Judicial Officials
- Health representatives

2. How resource persons can be effectively used in schools

Resource persons are expert who contribute information and opinions to participate in a learning situation. The frequently are used to conduct

educational activities, but may also be helpful to a committee at the program planning stage.

Resource persons may be form within or outside the organization. Base your selection on their knowledge of the topic and ability to successfully cover and communicate information to the audience.

They may be subject-matter specialists at other institutions, national or international. Usually, resource people will be more effective if they are requested to focus specifically on a particular issue. Their contribution ought to assist students on various aspects of the issue, to think answer in light of information, plan further investigation or social action, or coach the students in some new skills. Students therefore need to get ready in advance to meet with the resource person to enhance the utmost benefit. It is known that any content or information presented by resource persons to pupils is better received than it would have been if presented by the class teacher.

UNIT 4 FINANCIAL RESOURCES AND MANAGEMENT IN THE FAMILY

CONTENTS

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4.3.2 Factors that Influence Financial Behaviour
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4.3.5 Ways of Changing Financial Behaviour
4.3.6 Strategies for Cutting down Family Expenses
4.4 Summary
4.5 References/Further Reading
4.6 Possible Answers to Self-Assessment Exercises

4.1 INTRODUCTION

Money management is the process of budgeting, saving, investing, spending or otherwise overseeing the capital usage of an individual or group. Money management is important to the success and happiness of any relationship, including the family. Money management is a broad term that involves and incorporates services and solutions across the entire investment industry. In the market, consumers have access to a wide range of resources and applications that allow them to individually manage nearly every aspect of their personal finances. https://www.investopedia.com/terms/m/moneymanagement.asp

Parents, especially have a moral duty to provide for their children's needs. A financially stable family is likely to be more peaceful and serene. Money can enhance or destroy a family and can lead to mistrust, name-calling, selfishness, dishonesty, and even divorce. In this unit, you will learn the important skills required to manage financial resources in the family and ways of managing resources in the home.

4.2 LEARNING OUTCOMES

By the end of this unit, you should be able to:

- list and discuss causes of family financial problems
- explain factors that influence the financial behaviour of an individual
- enumerate qualities of a marriage that affect financial security
- state ways of understanding financial patterns of a family

- describe three ways of changing financial behaviour
- identify five ways of cutting down family expenses.

4.3 MAIN CONTENT

4.3.1 Causes of Family Financial Problems

A 2009 Gallup poll lists lack of money, excess debt, the cost of owning or renting a home, job loss and healthcare cost as the most important financial problems families face.

Causes of family financial problems are as follows:

Many families experience financial problems because they don't have good money management skills and make unwise decisions about how to use income and credit. Uncontrollable factors such as unemployment can add to families' financial problems. Lack of communication can cause problems when shopping gets out of control. Other causes of family financial problems include addiction, emotional problems and stress that lead to irrational spending patterns. https://www.sapling.com/6383353/family-financial-problems

In conclusion with the above points lack of financial understanding on how to make more money, personal behavioural problem like laziness from one part of the family or over spending without considering the family member and having outside affairs with opposite sex outside marriage (relationship problems)

4.3.2 Factors that Influence Financial Behaviour

There are certain factors that influence financial behaviour. Some examples of these factors include emotions, personality, and an individual's attitude toward money.

Emotions: Money can be strongly linked to our emotions. Some people spend money to cover-up some emotional issues. For instance, some people go out for shopping to overcome sadness or loneliness. While some other people spent money on others in order to control them. Others have incurred debt to buy gifts and relieve feelings of guilt because they are neglected by someone. For instance, a man who has been coming home very late from work for a long time and forgot his wife's birthday may decide to borrow money from a friend to buy a very expensive gift for his wife to cover up his guilty conscience.

Personality: Our personalities also affect our financial behaviour. A person who is carefree may not value the need for financial planning,

budgeting, and saving. On the other hand, another person who values order, control and authority may oppose extravagant spending except only on necessities. Such an individual will not be happy to share financial control with a spouse with a different personality.

Individual's attitude towards money: Financial behaviour can be influenced by an individual's approach toward money which is, to some extent, determined by a person's childhood experience. Sometimes, money can symbolise feelings like control, fear, guilt or abandonment. For instance, a man may refuse to discuss financial matters with his wife because his parents argued about money regularly when he was young and this affected him greatly. Another example is a wife who grew up in a wealthy family and, consequently, does not understand the need for budgeting and saving.

Financial behavior may be influenced by an individual's financial literacy. Financial literacy can be interpreted as financial knowledge with the purpose of acquiring wealth. Also we have financial self-efficacy and family's social condition/ family social economic condiction.

Most people incorrectly assume that the cause of financial problems is living an overly lavish lifestyle, but this is simply not the truth. Oftentimes, people find themselves deep in debt or on the brink of bankruptcy because of a significant life change.

There are a number of life-changing circumstances that are beyond our control that almost anyone can end up in. Here are the most common situations and leading causes of financial problems:

1. A decrease in income

One day you have a great paying job, and the next thing you know, your company has downsized and you're out of work. In today's economy, jobs can be difficult to find, so you may find yourself being forced to take a lower paying position in order to make ends meet.

If you've been able to stash away the recommended 3 to 6 months' worth of savings as an emergency fund, then a decrease in income may not hit you as hard. Unfortunately, many people live paycheck to paycheck and are unable to save enough for emergencies. This is when debt payments and bills can start to fall behind, and you may find yourself being bombarded with credit collectors and the possibility of losing your house.

2. Marital and family issues

Couples don't say "I do" with the intention of getting divorced, but statistics show that four in 10 marriages in Canada will end in divorce and one of the primary reasons is financial issues. Ironically, those that end up divorcing or separating because of financial problems usually find themselves facing even more financial hardship because they are now living on one income. What leads to this is poor communication in marriage. Communication in marriage is key, especially around money. When you plan to get married, it's not just your life plan you need to talk about, but your financial plan is important too. Develop a realistic budget together and talk about money often to ensure you're working toward the same financial goals.

3. Health and Medical expense

What would happen if you were in an accident and were out of work for an extended period of time? Your income could drop by approximately 40 per cent, or maybe even lower. In addition to a reduction in income, you may end up incurring additional medical expenses such as medication, physiotherapy, and more.

It's scary to think about major illnesses or even the death of a spouse, but these things can happen. That's why it's best to prepare yourselves with life insurance, disability insurance, and a will, so that you're well prepared if things do go wrong.

4. Education expenses

It's a bit of a double-edged sword, but in most industries, in order to get a good-paying job you need to get an education, which costs money.

5. Lack of budgeting and money management skills

The leading cause of financial problems is simply that people don't have the skills to manage their money. Let's face it, if no one taught you the basics of money management and budgeting, how would you learn? Even worse, you may have picked up some bad habits from your parents who probably never had any lessons on money management themselves. It's a vicious cycle, but there is a way out. Spending your hard-earned money without a financial plan is like driving into unfamiliar territory without a GPS. With the proper tools, you can learn how to budget your money and get on the right track.

If any of these financial problems sound familiar to you, you may benefit from credit counselling. Credit counselling is a process whereby certified counsellors help debtors with debt repayment through tools like financial education, budgeting and guidance in order to reduce and eliminate debt. A certified counsellor can help point you in the right direction and find the solution that works best for your situation. https://www.solveyourdebts.com/blog/5-leading-causes-of-financial-problems-and-what-to-do-about-them/

4.3.3 How does individuals' personality and emotions affect financial decision making.

The financial decisions we make are heavily connected to the various emotions we feel from time to time, the best we can do is prevent these emotions from steering us in the wrong direction. In response to this, we will be doing a two-part series on how emotions affect our financial decisions; and in this, we will be highlighting how four common emotions affect our financial decisions then discussing the various ways to prevent these emotions from leading us astray:

1. Anger

Anger is a very powerful emotion which causes us to make impulsive financial decisions in the heat of the moment, even the great Warren Buffet fell prey to this emotion. In 1962, Warren Buffet and Seabury Stanton, the CEO of Berkshire Hathaway at the time, had a gentleman's agreement on an offer price at which Berkshire shares would be repurchased from Buffet. However, when Buffet received the offer, he noticed that the CEO's offer price was lower than they had previously agreed. Buffet took this as a personal insult and bought a controlling share in the company just so he could have the pleasure of firing the CEO.

Although this might have given Buffet satisfaction at the time, he ended up wasting precious time and resources reforming a company that was in terminal decline, instead of allocating his funds into more profitable ventures; Mr. Buffet himself labeled this — **The worst investment he ever made**. Anger causes us to make impulsive financial decisions, by making us blind to the downside of our actions in the heat of the moment.

How to reframe it

What is required to prevent angry financial decisions is an objective third party, in the form of a financial adviser or a friend, that can give you the

distance you need to put aside your anger and make more rational choices.

I would also advise that, as much as possible, we refrain from making important financial decisions in the heat of the moment. Taking a step back and a few deep breaths to clear your mind off anger will help you minimize impulsive decisions that you will most likely regret in the future.

2. Anxiety

Anxiety stems from a place of fearful uncertainty, usually characterized by a sense of worry and general unease when thinking about an uncertain outcome. How anxiety affects our financial decisions depends on what the underlying cause of anxiety is i.e. what exactly we're fearful of.

How to Reframe It

The problem when dealing with anxiety is that it's quite difficult to "think" your way to a solution; anxiety will have you endlessly playing out different worst-case scenarios in your head. You can only minimize anxiety's influence on your financial decisions when the whirlwind of thoughts is minimized and controlled. Here are a few steps to help you do just that:

Separate Fact and Fiction

An important first step to curtailing anxiety is sorting out your thoughts by separating what is a **fact** from **fiction**. For instance, your office has announced that it will be downsizing (**Fact**). You think you will be fired and never be able to find another job and end up losing your family (**Fiction**). Although this sorting process is easier said than done, making this separation is an important starting point.

Devise helpful plans.

After identifying the Facts and Fiction, the next step is to use the Facts to devise concrete plans that will ease your anxiety. For instance, in the job layoff example used above, you could use facts like your current financial standing (how much you have saved and any debt you have) to develop a financial plan that will boost your emergency fund and ease the blow in the unfortunate event that you do lose your job.

Speak to an advisor

It is advisable to speak to an experienced guide, like a financial advisor or knowledgeable trusted friend, who can help you develop your plans and whom you can discuss your financial fears with. Getting an outside perspective on the things you're anxious about will help you minimize fearful thinking and objectively weigh up the risks and rewards of each financial decision you have to make. For instance, I could be benefitting from bitcoin's tremendous growth today if I had spoken to a cryptocurrency advisor to weigh up the pros and cons of the bitcoin investment.

Work with your body

Bodily activities such as regular exercise and conscious breathing can significantly help you control anxious thinking. Practicing conscious breathing by taking 5 deep breaths-in through your nose and out through your mouth will slow your heart rate, calm your mind and help you reduce anxiety.

3. Excitement

The ever-present feeling of stress in Nigeria has left its citizens yearning for something, anything, to celebrate and be excited about. The cause of excitement could be anything ranging from a wedding to the purchase of a new car/house; in fact, there are very few places in the world where Friday, the end of the work week, is celebrated more vigorously than Lagos state, Nigeria.

How to reframe it

If you want to minimize bad financial decisions when you're excited, what you need is a spending limit to prevent you from going overboard. Your spending limit should be an amount that you can afford and not regret that you spent at a future date. Having a financial limit in mind serves as a reference point every time you consider spending money.

You can also take the spending limit strategy to another level by creating a separate account, which is what Freddie did. Freddie took **two key steps** to ensure that he never overspent due to excitement again:

- He opened a separate account called "rocks account", which contains ALL the money he's allowed to spend for any particular cause of excitement (like a trip or a party). This account acts as a

great way to limit overspending because once money in that account is finished, excitement spending is over.

- He also designed a strict personal budget and uses it to do a monthly financial review which ensures that he's on top of his finances at all times.

4. Jealousy

If you're unable to curb jealously, it's very likely that you'll continuously spend above your means and end up in some form of debt as a result.

How to reframe it

Turn your jealousy into an opportunity for growth by using it to instigate a period of self-examination about your finances. Drake once said "Jealousy is just love and hate at the same time" — you **love** what the person has, but you **hate** that you're not the one that has it. So, during your self-examination, think:

"What is one thing that I really want and I don't have?"
"What is missing in my life right now?"
Is it a vacation?
A new car?

The key is to let your jealousy fuel your desire to work **harder** and make **smarter** money decisions — like forgoing expensive meals out a few nights a week or saving the money you spend on premium TV channels you never actually watch — for you to be able to afford the things you covet.

Well, this concludes the first part of our two-part series on how emotions affect our financial decisions; and we really hope you found this article helpful. Please comment below or send us a message to let us what emotions you'd like us to discuss in part two, we would really like to hear your thoughts. As always thanks for reading and till next time, stay on top of your daily kobo.

SELF ASSESSMENT EXERCISE 1

In not more than ten minutes, answer the questions in the box below.

1. Mention three factors responsible for financial problems. 2. How does individuals' personality and emotions affect financial decision making?

4.3.3 Financial Security in the Family

Financial security refers to the peace of mind you feel when you aren't worried about your income being enough to cover your expenses. It also means that you have enough money saved to cover emergencies and your future financial goals. When you are financially secure, your stress levels goes down, leaving you free to focus on other issues. Feeling financially secure requires knowing what your assets and liabilities are, as well as how your income compares to your expenses. If you aren't tracking these, you might not know you're struggling, but that's like an ostrich sticking its head in the sand and hoping for the best. For true financial security, create a budget that addresses both your current needs, like food, clothing and shelter, and your long-term goals, like paying down debt and saving. You should also include insurance to cover the what-ifs in life.https://www.quicken.com/what-financial-security

In addition to an individual and his or her spouse's personal financial behaviour, the type of relationship existing between couples also has a remarkable impact on financial resources and management in a family. If the relationship between a husband and wife is affected by some other issues, such family is likely to have financial problems. Some examples of the other issues that can lead to financial distress in the family are enumerated below.

- Poor communication
- Control and manipulation of others
- Ill-defined roles
- Selfishness
- Disrespect
- Mistrust

Therefore, to foster better resource management in a family, some experts have identified the following tips that can affect financial security: communication, emotional intimacy and mutual respect and consideration. Each of these is discussed below.

- **Communication**

It is important for family, especially the husband and wife, to effectively communicate about family goals and finances. This is critical to financial resource management in the family. It is essential for couples to know and understand his/her spouse's attitude towards money and his

or her financial goals. Talking about this will help them identify ways of planning for the financial needs of the family. It is equally important for a spouse to discuss his/her plans before making a large purchase. Whatever the need may be - school fees, family home keeping expenses, needs of extended family members and so forth, should be discussed openly between a couple.

- **Emotional Intimacy**

The role of emotional influence on an individual's attitude to money has been discussed above. Since this is an important aspect of family resource management, couples need to understand their spouse's feelings towards money; why money matters make them anxious, and how a spouse can be motivated to save money for unanticipated and future family needs.

- **Mutual Respect and Consideration**

If a spouse respects and considers his partner, he/she will not use money to control him/her, spend money lavishly on shopping sprees and exceed the family budget. If this happens, the partner is likely to get angry and this can cause stife and disagreements in the family. It is essential for a spouse to recognise a partner's wish or desire to save money for a family project, such as buying a land to build a permanent family home, rather than spending it on an expensive car to keep up with social status. The spouse's feelings should be considered before making financial decisions.

- **Trust and Love**

Within a family, a couple should trust each other well enough to know that the other partner has his or her interests at heart and be able to openly communicate with each other about their financial income rather than Keeping money away from each other.

4.3.4 Financial Patterns of a Family

There are different things that members of the family can do to manage financial resources within the family. Some of these can be done through seeking understanding in the following areas.

- **Set financial goals together:** Couples should realise the fact that individual has different values, standards and goals that influence his or her view of money and its uses.

- **Understand the family financial rules** that existed in your spouse's family of origin and how they affect his or her financial perspective. Develop understanding and respect for your spouse's attitude about money. Consider your spouse's feelings when you spend money or discuss finances.

- **Communicate openly and lovingly** with your spouse about your wish for a family financial pattern. Review your current family financial rules and decide which ones you want to keep and the ones you want to change. Talk to your spouse before making large purchases or investments.
- **Plan a family activity** to teach all family members about the family finances. For example, showing them your paycheck and show your children how the money is allocated to various expenses and savings programmes. Make weekly or monthly appointments to discuss money matters with your spouse and family.

Others are as follows:

Each family's needs are different and the circumstances vary. There is no one-size-fits-all solution. But there are key elements of financial planning that can help us all to build financial security in the family. Here are 7 of them.

1. Get professional help.

Most of us who don't work in the financial industry truly know little to nothing about how money actually works. We need help. The choices for who can help us are plentiful, but it's important to find a source you are comfortable with and trust. Dave Ramsey offers Financial Peace University, which teaches common sense and lessons on money management. Churches throughout the United States host the program. No matter to whom you choose to turn for help, just be sure to check their references and seek their clients' testimonies.

2. Get insured.

Secure term life insurance, health insurance, home insurance, and automobile insurance (both collision and liability). It's a lengthy list, but we need it all. One of the reasons we get stressed is because we worry about things that *could* happen. That's exactly what insurance is for. Once again, find a professional you trust and get your family covered so you can sleep peacefully at night.

3. Create a well-funded savings account.

An old and wise formula for money management is 10-10-80. Tithe the first 10 percent of everything you make. The second 10 percent goes to savings. You live off the remaining 80 percent. Following this formula faithfully results in financial success. Savings are critical for extra expenses that seem to come in rapid-fire succession as our families grow.

4. Reduce and erase debt.

Debt is a burden that keeps our finances from growing while also weighing heavily on our minds. We must do everything we can to eliminate it. Financial planners and credit counselors can help us achieve this.

5. Invest for retirement.

The point of investment is to gain a return that will outpace inflation. How one goes about that is varied and best left to trusted professional guidance. It is essential to have a healthy and robust retirement investment plan so that we may enjoy our later years.

6. Plan for your children's needs.

Will they go to public school or private? What about college? Do you have daughters whose weddings you'd like to pay for someday? Our children have needs and those needs are always changing as they grow. As parents, we hope to meet them—not to spoil our kids, of course, but to provide for them in ways that set them up well for the future.

7. Have a will.

All of our planning is worthless unless we have specifically and carefully planned out exactly what will happen when we are no longer here. Putting together a will can be done online rather easily. But for more complicated affairs, it is wise to seek a professional's help. When we plan for the things on this list and top it off with a will, we can be assured that our wishes will be carried out and that financial stress doesn't haunt us. https://www.allprodad.com/7-key-elements-to-building-financial-security/
also family members need to set financial goal as a family (together), having effective and meaningful communication before purchasing or investing on anything, involves in planning family activities together. Etc.

4.3.5 Ways of Changing Financial Behaviour

a. Draw up a budget.
b. Make a list defining each spouse's financial roles and responsibilities. Share some of the financial responsibilities like budgeting, shopping, investing and paying bills.
c. Make purchases that are within your income level.
d. Separate your basic needs from your wants. Consider the needs and wants of family members before making impulsive purchases.
e. Keep expenses constantly even when your income increases.
f. Give family members some allowances to spend how they choose without being accountable to anyone. Give each spouse an allowance to spend how he or she chooses. Allocate a portion of the family income to each spouse to spend without being accountable to anyone.
g. Communicate with your spouse about each other's expectations and desires. Seek to understand your spouse's feelings.

4.3.6 Strategies for Cutting down Family Expenses

Below are some tips for reducing expenses within the family:

- **Avoid impulse purchasing**: Make a shopping list and stick to it.
- **Set up a limit to the amount of money either spouse can spend before consulting his or her partner**: This limit will vary according to the life-stage of the couple; whether they are established couple or newly married.
- **Consult your spouse before purchasing expensive items:** For example, buying a set of furniture, an expensive electronic device, a car or land for family.
- **Avoid debt and interest payments:** Keep away from buying items on credit, especially for things you do not really need.
- **Establish an emergency savings fund:** It is ideal to have at least three months' income savings, if both couples are earning an income. However, if the family has only one breadwinner, consider having savings of six months' income.

SELF ASSESSMENT EXERCISE 2
In not more than ten minutes, answer the questions in the box below.

1.	1. Describe three ways of changing financial behaviour.
2.	2. List five strategies for reducing family expenses.

4.4 SUMMARY

From the discussions in this unit, it is clear that families need to consider several factors including open communication, emotions, attitude to money, personality, mutual trust and respect, among others in order to successfully manage their family finances effectively. We have also discussed ways of understanding financial patterns of a family and described some ways of changing financial behaviour and also identified ways of cutting down family expenses.

One of the key lessons learnt in this unit is that, once a family is set-up, the husband and wife should be prepared to make sacrifices and be willingly to change their behaviours and attitudes in order to manage their financial resources effectively. This includes learning to differentiate between needs and wants, communicating openly and honestly about family finances, using a budget or financial plan, and understanding the connection between money and family relationships. It is important to learn the act of effectively managing resources in the family to avoid debts and other forms of financial crisis.

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4.6 POSSIBLE ANSWERS TO SELF ASSESSMENT

EXERCISE 1

1. **Three major factors and other factors responsible for financial problems.**

Emotions:
Personality:
Individual's attitude towards money:

Others are

A decrease in income
Marital and family issues
Health and Medical expense
Education expenses
Lack of budgeting and money management skills

2. **How individuals' personality and emotions affect financial decision making.**

1. Anger
2. Anxiety
3. Excitement
4. Jealousy

EXERCISE 2

1. Three ways of changing financial behaviour.

Ways of Changing Financial Behaviour

Draw up a budget.
Make a list defining each spouse's financial roles and responsibilities. Share some of the financial responsibilities like budgeting, shopping, investing and paying bills.
Make purchases that are within your income level.
Separate your basic needs from your wants.
Consider the needs and wants of family members before making impulsive purchases.
Keep expenses constantly even when your income increases.
Give family members some allowances to spend how they choose without being accountable to anyone. Give each spouse an allowance to

spend how he or she chooses. Allocate a portion of the family income to each spouse to spend without being accountable to anyone.
Communicate with your spouse about each other's expectations and desires. Seek to understand your spouse's feelings.

2. Five strategies for reducing family expenses.
Strategies for Cutting down Family Expenses

- Avoid impulse purchasing:
- Set up a limit to the amount of money either spouse can spend before consulting his or her partner:
- Consult your spouse before purchasing expensive items:
- Avoid debt and interest payments:
- Establish an emergency savings fund: