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## ***JSS2 FIRST TERM SOCIAL STUDIES E-NOTE***

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**WEEK 1 Revision of last Term's work**

**WEEK 2 General Objectives of Social Studies**

**WEEK 3 Abuses children could be subjected to**

**WEEK 4 Drug Abuse 1**

**WEEK 5 Drug Abuse 2 -Effect of Drug Abuse**

**WEEK 6 Drug Trafficking**

**WEEK 7 MID TERM TEST**

**WEEK 8 Group Behaviour**

**WEEK 9 Harmful Traditional Practice**

**WEEK 10 Peace**

**WEEK 11 Revision**

**WEEK 12 Examination**

**WEEK 2**

**Topic: General Objectives of Social Studies**

**Contents:**

- Itemise the objectives of Social Studies
- Explain the general objectives of Social Studies

## Introduction:

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The field is motivated by a desire to understand and explain real-world social phenomena while academia in the field is not purposely directed towards that end. Instead, social scientists are taught a theoretical framework and then apply it to every problem they work on. Academics are rewarded by publishing papers in peer-reviewed journals. Examples of theoretical frameworks are critical analysis, new institutionalism and instrumental variables. These are applied singly and little effort is dedicated to reconciling conflicting hypotheses or results emanating from the use of differing frameworks. Proposed theories are seldom tested in practice as seldom make an attempt to predict outcomes and in the cases they do, they come with large margins for error. Forwarded hypotheses may also either be untestable or the test may require larger resources to test than anyone is willing to provide. Thus hypotheses in the field gain support for other reasons than their ability to account for empirical observations.

## Itemizing and Explaining the objectives of Social Studies

### First Objective-Be Systematic

In overall pattern the course may be likened to an extended five-ribbed fan with the parchment covering only the upper two-thirds of the length of the ribs. Then Social Studies 7, the introductory or supporting course, entitled "Our Beginnings", is represented by the area below the parchment. Social Studies 8, 10, 20, 30, are modern courses, and are represented by the unbroken parchment band wherein four divisions are indicated by the supporting ribs yet wherein no real division exists. While all five courses must attempt to serve diverse purposes, still each has a distinctive pattern: for Social Studies 7 it is Ancient Times; for Social Studies 8 it is Canada among the Nations; for Social Studies 10 it is the effect of environment on Culture; for Social Studies 20 it is the non-government aspects of World Cultures today; for Social Studies 30 it is Modern Problems of Government, especially self-government.

### Second Objective-Survey the Course of History

This objective is no doubt legitimate, but must be held within reasonable limits. Consequently, the story approach, well suited to a condensation of the findings of the academic historians, has been used in Social Studies 7 and Social Studies 8, and the

chronological order has been purposely preserved in Social Studies 20 and 30, and in sections of Social Studies 10. Even when the story approach is used, however, its rapid pace must be broken for occasional leisurely and more intimate study of a few periods and a few selected personalities. Consequently, the course moves hastily often that it may proceed leisurely at times; that it may yield the overall perspective the "time-sense" desired and still serve other objectives too.

### Third Objective-Survey the Globe

Here again we have an indisputable, legitimate aim, but again one whose demands have to be reconciled with those of other equally legitimate objectives. Consequently, geographic areas studied carefully while tracing the course of history are given only nominal geographic consideration in Social Studies 10, where the effects of the environment on the nature and development of regional cultures is specifically studied. Thus some time-saving is effected. Ten further, a classification of climatic-vegetation regions is built up in Social Studies 10, which enables all regions in a single classification to be treated with reasonable thoroughness by merely noting their special features. Likewise, it is partly to meet the requirements of the third objective above that maps and atlases are to be prominently featured in all courses and are commended as an invaluable tool for the consideration of current events throughout all courses. Likewise, films which may contribute generously to an understanding of the geography of other lands are consistently commended as instructional aids. Despite all this, however, further coverage may be justified. When it is and when it can be effected without encroaching unreasonably on the time required for other objectives it should be undertaken incidentally or specifically as the educational needs of specific times or classes require.

### Fourth Objective-Do Not Overlook Any of the Social Sciences

The entire course is intended to be a true Social Studies programme-one where the findings of any or all the social sciences are adapted to the student level and employed whenever they afford additional insight into problems under consideration. For example, Social Studies 10 extensively employs the geographer's or environmentalist's approach. Nevertheless, without the contribution of historians, economists, sociologists, and others, Social Studies 10 would be inexcusably restricted. Conversely, other courses in the programme, not primarily concerned with geography, all require a certain amount of map work. Thus some "geography" is a part of every course. Likewise, some contribution from each of the social sciences should find its way into every course. Nevertheless, in the interests of the First Objective (Be Systematic) as well as the Fourth Objective, each of the principal social sciences is given prominence-but not monopoly-in certain of the courses.

- In Social Studies 7 and 8 it is history and civics.
- In Social Studies 10 it is geography.
- In Social Studies 20 it is economics, sociology and cultural history.
- In Social Studies 30 it is studies in government.

Thus it is hoped that the interests of both "integration" and "concentration" may be served.

#### Fifth Objective-Make it Interesting

Wishful thinking to the contrary, "making it interesting" remains the teacher's prerogative and art. Courses of study can only provide the necessary tools, and perhaps suggest alternate ways and means of using them; the teacher alone can "finish the job." Many "tools" are provided: these are too obvious and too numerous to require specific listing. Indeed, perhaps too much assistance has been given or proffered. If so, this has been done to orient the beginning teacher and must not be regarded as a limitation on, or a substitute for, the initiative, resourcefulness, and adaptability of the more experienced teacher. Teachers make their programmes of instruction from the course. *The course itself is only a framework for numerous instructional programmes which, under varying yet specific circumstances, best serve the general and special objectives<sup>5</sup> of social studies instruction.* Thus, topical outlines, textbook treatment, illustrative units, sample tests, and the like herein generously provided must be regarded as suggestive leads only. They are especially designed to aid the inexperienced, not to prescribe rigidly standardized pattern or routine for all instructional programmes for all teachers. *To so limit the freedom of Social Studies teachers in the exercise of their professional judgment, within the framework of the course as prescribed, as to the best way of achieving the general and specific objectives of the course, would militate strongly against student interest, and consequently against the objectives which the course endeavors to achieve.*

#### Sixth Objective-Do Not Make the Course Too Heavy

After being urged to trace the time-line, cover the globe, sample all the social sciences, high-light things Canadian, and above all make it interesting, one cannot help feeling that the injunction "do not make the course too heavy" comes as something of an anti-climax. Yet this sixth objective must be met fully or all suffer-the other objectives, the teachers, and the pupils; and verbal glibness about many topics poses as a training in citizenship.

Consequently, throughout the programme a variety of devices have been used in an attempt to keep the course from becoming overloaded. For example, it was felt that the substantial body of material of Britain's development normally provided for Canadian scholars should be retained, even augmented. Yet it was not possible to do this in conventional fashion with a separate course or course on British history. And, since such isolated treatment of national cultures is further condemned, as militating against integration, there is no single course in the programme devoted exclusively to Britain's history and culture. Instead, Britain's history and cultural achievements have a prominent place in every course.

As a part of Social Studies 7, Britain's story begins in pre-Roman times and is carried forward to about 1500. In Social Studies 8 it is carried forward in chronological survey fashion to modern times. This overview treatment is provided in Social Studies 8 as an introduction to the integrated study of Canada Among the Nations, and as a preview for the more detailed study of special facets of British culture undertaken in later courses. In Social Studies 10 the geography of Britain is studied, and the environmental approach is used to bring the British Commonwealth and Empire into focus that it may be studied from other aspects as well as the geographical one. In Social Studies 20 the non-governmental aspects of Britain's culture are studied; Literature, Art, Music, Economics, and so forth. Herein Britain's industrial development, her co-operative movement and her labour unions come up for careful attention. In Social Studies 30 Britain's contributions to the art of government-notably democratic government-are carefully reviewed and studied. Thus by using the integrated approach, it is hoped that little if anything has been lost in "coverage" while something has been gained in economy and educational effectiveness by displaying Britain's development along with that of other nations-notably Canada, of course-and not as an isolated phenomenon.

Other techniques as well as the foregoing have been used to keep the programme from being "too heavy"-survey treatment, sampling, multiple purpose treatment (as for Britain and Canada), choice of synoptic texts and the like. Nevertheless, the sole responsibility toward the Sixth Objective cannot be discharged by any printed outline. Insofar as possible the courses published herein have been tried out in sample classrooms. It was found they were not too heavy if the teacher took his full share of responsibility for making professional judgments as to the amount of detail to be included and the number of topics that should be treated in survey fashion that others might be treated in greater detail. If these judgments are not assumed by the teacher, all courses are obviously too heavy in the sense that they can be made so. Any topic, The French Revolution, The Industrial Revolution, or what you will, is too heavy for a whole year's work let alone a month's work, if one's perfectly natural-and commendable-desire for thoroughness is not carefully scrutinized and brought within reasonable limits.

Unfortunately, the programme may even have increased the teacher's difficulty with the Sixth Objective by endeavoring to provide plenty of outlines, suggestions, references, flexible time limits, and so forth on many topics in an endeavor to invite students and teachers to make occasional interest-directed excursions from the beaten track. If these leads prove too inviting, if the teachers try to follow all or too many of them, overloading is inevitable. Consequently, the Sixth Objective requires that teachers are fully appraised of their freedom to adapt topical outlines, detailed suggestions, unit plans and the like to secure the greatest possible returns from the particular social studies classes in which these courses are employed. With this freedom, of course, goes an equal amount of professional responsibility. It is earnestly hoped, therefore, that teachers will not lightly regard this freedom to exercise their professional responsibility, within the framework and objectives of the programme, to keep the following courses from becoming too heavy. No other safeguard against overloading seems adequate.

#### Seventh Objective-Be Democratic in Leadership

From its very beginning, in public meetings called by the Minister of Education in Victoria and Vancouver to its classroom trials in representative classes of teen-age students, this programme has been throughout a venture in co-operation.

Herein no attempt could be made to acknowledge by name all those persons whose suggestions, submissions, sample units and the like were used in building this course, because of the space such a listing would require. Nor is it felt that any such listing is necessary because of the spirit in which the contributions of time and effort were made. Herein, regrettably from the point of view of the Seventh Objective, only the conventional listing of those most directly concerned could be included. Even this listing, however, speaks clearly of the wide variety of talents drawn upon in building this programme. Probably the prominence of teachers among the curriculum personnel is one of its most notably and noteworthy features. It is especially noteworthy by the teachers themselves for it displays not only a rightful share of recognition to teachers of their work in building the curriculum, but also emphasizes the continuing nature of their responsibility that the programme may be progressively improved and effectively adapted to meet the varying class room needs of particular classes. Thus the following course is not regarded as a project completed, a *fait accompli* as it were, but only as the co-operative beginning of a co-operative process.

#### **ASSESSMENT**

1. Itemise the objectives of Social Studies?

## WEEK 3

### Topic: Abuses children could be subjected to

#### Contents:

- Definition
- Types
- Effect
- Identifying
- Correction
- Risk

#### Definition:

**Child abuse** or **child maltreatment** is physical, sexual, or psychological maltreatment or neglect of a child or children, especially by a parent or other caregiver. Child abuse may include any act or failure to act by a parent or other caregiver that results in actual or potential harm to a child, and can occur in a child's home, or in the organizations, schools or communities the child interacts with.

The terms *child abuse* and *child maltreatment* are often used interchangeably, although some researchers make a distinction between them, treating *child maltreatment* as an umbrella term to cover neglect, exploitation, and trafficking.

In general, *abuse* refers to (usually deliberate) acts of commission while *neglect* refers to acts of omission. *Child maltreatment* includes both acts of commission and acts of omission on the part of parents or caregivers that cause actual or threatened harm to a child. Some health professionals and authors consider neglect as part of the definition of *abuse*, while others do not; this is because the harm may have been unintentional, or because the caregivers did not understand the severity of the problem, which may have been the result of cultural beliefs about how to raise a child. Delayed effects of child abuse and neglect, especially emotional neglect, and the diversity of acts that qualify as child abuse, are also factors.

#### Types

The World Health Organization distinguishes four types of child maltreatment: physical abuse; sexual abuse; emotional and psychological abuse; and neglect.

1. Physical abuse: Among professionals and the general public, people often do not agree on what behaviors constitute physical abuse of a child. Physical abuse often does not occur in isolation, but as part of a constellation of behaviors including authoritarian control, anxiety-provoking behavior, and a lack of parental warmth. The WHO defines physical abuse as:

*Intentional use of physical force against the child that results in – or has a high likelihood of resulting in – harm for the child’s health, survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating. Much physical violence against children in the home is inflicted with the object of punishing.*

Joan Durrant and Ron Ensom write that most physical abuse is physical punishment “in intent, form, and effect” Overlapping definitions of physical abuse and physical punishment of children highlight a subtle or non-existent distinction between abuse and punishment. For instance, Paulo Sergio Pinheiro writes in the UN Secretary-General’s Study on Violence Against Children:

*Corporal punishment involves hitting (‘smacking’, ‘slapping’, ‘spanking’) children, with the hand or with an implement – whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices).*

Most nations with child abuse laws deem the deliberate infliction of serious injuries, or actions that place the child at obvious risk of serious injury or death, to be illegal bruises, scratches, burns, broken bones, lacerations, as well as repeated “mishaps,” and rough treatment that could cause physical injury, can be physical abuse. Multiple injuries or fractures at different stages of healing can raise suspicion of abuse.

The psychologist Alice Miller, noted for her books on child abuse, took the view that humiliations, spankings and beatings, slaps in the face, etc. are all forms of abuse, because they injure the integrity and dignity of a child, even if their consequences are not visible right away.



Often, physical abuse as a child can lead to physical and mental difficulties in the future, including re-victimization, personality disorders, post-traumatic stress disorder, dissociative disorders, depression, anxiety, suicidal ideation, eating disorders, substance abuse, and aggression. Physical abuse in childhood has also been linked to homelessness in adulthood.

2. Sexual abuse: Child sexual abuse (CSA) is a form of child abuse in which an adult or older adolescent abuses a child for sexual stimulation. Sexual abuse refers to the participation of a child in a sexual act aimed toward the physical gratification or the financial profit of the person committing the act. Forms of CSA include asking or pressuring a child to engage in sexual activities (regardless of the outcome), indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact with a child, physical contact with the child's genitals, viewing of the child's genitalia without physical contact, or using a child to produce child pornography. Selling the sexual services of children may be viewed and treated as child abuse rather than simple incarceration.

Effects of child sexual abuse on the victim(s) include guilt and self-blame, flashbacks, nightmares, insomnia, fear of things associated with the abuse (including objects, smells, places, doctor's visits, etc.), self-esteem difficulties, sexual dysfunction, chronic pain, addiction, self-injury, suicidal ideation, somatic complaints, depression, post-traumatic stress disorder, anxiety, other mental illnesses including borderline personality disorder and dissociative identity disorder, propensity to re-victimization in adulthood, bulimia nervosa, and physical injury to the child, among other problems. Children who are the victims are also at an increased risk of sexually transmitted infections due to their immature immune systems and a high potential for mucosal tears during forced sexual contact. Sexual victimization at a young age has been correlated with several risk factors for contracting HIV including decreased knowledge of sexual topics, increased prevalence of HIV, engagement in risky sexual practices, condom avoidance, lower knowledge of safe sex practices, frequent changing of sexual partners, and more years of sexual activity.

In the United States, approximately 15% to 25% of women and 5% to 15% of men were sexually abused when they were children. Most sexual abuse offenders are acquainted with their victims; approximately 30% are relatives of the child, most often brothers, sisters, fathers, mothers, uncles or cousins; around 60% are other acquaintances such as friends of the family, babysitters, or neighbours; strangers are the offenders in approximately 10% of child sexual abuse cases. In over one-third of cases, the perpetrator is also a minor.

3. Psychological abuse: There are multiple definitions of child psychological abuse:

- In 2013, the American Psychological Association (APA) added Child Psychological Abuse to the DSM-5, describing it as "nonaccidental verbal or symbolic acts by a child's parent or caregiver that result, or have reasonable potential to result, in significant psychological harm to the child."
- In 1995, APSAC defined it as: spurning, terrorizing, isolating, exploiting, corrupting, denying emotional responsiveness, or neglect" or "A repeated pattern of caregiver behavior or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value in meeting another's needs"
- In the United States, states laws vary, but most have laws against "mental injury"
- Some have defined it as the production of psychological and social defects in the growth of a child as a result of behavior such as loud yelling, coarse and rude attitude, inattention, harsh criticism, and denigration of the child's personality. Other examples include name-calling, ridicule, degradation, destruction of personal belongings, torture or killing of a pet, excessive criticism, inappropriate or excessive demands, withholding communication, and routine labeling or humiliation.

In 2014, the APA stated that:

- "Childhood psychological abuse [is] as harmful as sexual or physical abuse."
- "Nearly 3 million U.S. children experience some form of [psychological] maltreatment annually."
- Psychological maltreatment is "the most challenging and prevalent form of child abuse and neglect."
- "Given the prevalence of childhood psychological abuse and the severity of harm to young victims, it should be at the forefront of mental health and social service training"

Victims of emotional abuse may react by distancing themselves from the abuser, internalizing the abusive words, or fighting back by insulting the abuser. Emotional abuse can result in abnormal or disrupted attachment development, a tendency for victims to blame themselves (self-blame) for the abuse, learned helplessness, and overly passive behavior.

Neglect

Main article: Child neglect

Child neglect is the failure of a parent or other person with responsibility for the child, to provide needed food, clothing, shelter, medical care, or supervision to the degree that the child's health, safety or well-being may be threatened with harm. Neglect is also a lack of attention from the people surrounding a child, and the non-provision of the relevant and adequate necessities for the child's survival, which would be a lacking in attention, love, and nurture.

Some observable signs of child neglect include: the child is frequently absent from school, begs or steals food or money, lacks needed medical and dental care, is consistently dirty, or lacks sufficient clothing for the weather.

Neglectful acts can be divided into six sub-categories:

- Supervisory neglect: characterized by the absence of a parent or guardian which can lead to physical harm, sexual abuse or criminal behavior;
- Physical neglect: characterized by the failure to provide the basic physical necessities, such as a safe and clean home;
- Medical neglect: characterized by the lack of providing medical care;
- Emotional neglect: characterized by a lack of nurturance, encouragement and support;
- Educational neglect: characterized by the caregivers lack to provide an education and additional resources to actively participate in the school system; and
- Abandonment: when the parent or guardian leaves a child alone for a long period of time without a babysitter.

Neglected children may experience delays in physical and psychosocial development, possibly resulting in psychopathology and impaired neuropsychological functions including executive function, attention, processing speed, language, memory and social skills. Researchers investigating maltreated children have repeatedly found that neglected children in foster and adoptive populations manifest different emotional and behavioral reactions to regain lost or secure relationships and are frequently reported to have disorganized attachments and a need to control their environment. Such children are not likely to view caregivers as being a source of safety, and instead typically show an increase in aggressive and hyperactive behaviors which may disrupt healthy or secure attachment with their adopted parents. These children have apparently learned to adapt to an abusive and inconsistent caregiver by becoming cautiously self-reliant, and are often described as glib, manipulative and disingenuous in their interactions with others as they move through childhood. Children who are victims of neglect have a more difficult time forming and maintaining relationships, such as romantic or friendship, later in life due to the lack of attachment they had in their earlier stages of life.

## **ASSESSMENT**

1. Define child abuse?
2. What are the types of child abuse you know?

### WEEK 4

#### **Topic: Drug Abuse 1**

##### **Contents:**

1. Meaning of drug abuse/drug dependence
2. Causes of drug abuse
3. Implication or Effects of Drug Abuse
4. Measures for Preventing Drug Abuse

#### **Meaning of drug abuse**

**Substance abuse**, also known as **drug abuse**, is a patterned use of a drug in which the user consumes the substance in amounts or with methods which are harmful to themselves or others, and is a form of substance-related disorder. Widely differing definitions of drug abuse are used in public health, medical and criminal justice contexts. In some cases criminal or anti-social behavior occurs when the person is under the influence of a drug, and long term personality changes in individuals may occur as well. In addition to possible physical, social, and psychological harm, use of some drugs may also lead to criminal penalties, although these vary widely depending on the local jurisdiction.

Public health practitioners have attempted to look at substance use from a broader perspective than the individual, emphasizing the role of society, culture, and availability. Some health professionals choose to avoid the terms alcohol or drug "abuse" in favor of language they consider more objective, such as "substance and alcohol type problems" or "harmful/problematic use" of drugs.

**Drug abuse:** It is the use of drugs or other substance in a wrong way. It is the consumption of a drug or any other substance beyond what is required.

**Drug dependence:** It is the same thing as drug addiction, it is when drug abuse is no longer under the control of the person taking the drugs, and this is when the person becomes addicted to the drugs or substance, when the drugs becomes a dictator to a person's life.

Physical dependence means that the affected person becomes physically ill and cannot stop taking the drugs.

Psychological dependence means when the person involve seeks a great need for the drug and will go any length to get the drugs he needed.

### **Examples of drug abuse are**

- Taking drugs not prescribed by the doctor
- Smoking so many cigarettes
- Taking alcoholic drinks to the extent of getting drunk
- Taking easily available substances like analgesic tablets, coffee at all times.
- Taking hard drugs like cocaine, marijuana and heroin.
- Forms of drug abuse
- Powerful pain killer (narcotics), example of these are: opium, heroin and cocaine.
- Sleep inducing drugs: examples of sleep inducing drugs are: barbiturates, this drug makes a person slow.
- Stimulants like cocaine and amphetamines
- Hallucination producing chemicals, they are drugs like marijuana.

### **Causes of drug abuse**

Drug abuse occurs when you're unable to control your use of prescribed drugs or you're using another legal or illegal substance to the point that it interferes with your ability to function. According to the National Institute on Drug Abuse. Each year, more than 22,000 people die from prescription drug abuse alone.

The following points below are causes of drug abuse

1. Bad influence and pressure: So many people involved in drug abuse not because they want to but because of bad influence from friends and people they walk with, pressure from friends make people to get involved in drug abuse.
2. Anxiety and frustration: People get involved in drug abuse because of frustration that they are passing through and they believe that the drug will help them to be relieved of every frustration and anxiety.
3. Some people take drugs in order to escape mentally from their ordinary and boring life.
4. Some takes the drugs because they want to carry out some bad act, with the help of the drugs they will not be scared.
5. Accessibility to the drugs make people to take it

6. Some drivers who drive long distance and students who do not want to sleep because they want to read uses amphetamines and other stimulants

### **Measures for Preventing Drug Abuse**

Drug Abuse can be Prevented Taking the Following Measures

1. Young people should be educated about the effect of drug abuse at a very early age before they engage into it.
2. The mass media can also help to make advert on the effect of drug abuse through the television, radio, newspaper and all other media.
3. Guardians, parents and teachers can also help in inculcating good morals into their young children.
4. The government must be ready to work with international agencies to combat and fight against drug abuse and all related situations.
5. Strict vigilance at our ports, sea ports and other entry ports will help to reduce drug abuse and drug trafficking in our country.

### **Government Agencies in Preventing Drug Abuse**

#### **The NDLEA (National Drug Law Enforcement Agency}**

The establishment of the National Drug Law Enforcement Agency (NDLEA) by the promulgation of Decree Number 48 of 1989, now Act of Parliament, was aimed at exterminating illicit drug trafficking and consumption in the Nigerian society. It is a well-known fact that any involvement in drugs, especially their importation, exportation, sale, transfer, purchase, cultivation, manufacture, extraction and possession is universally unacceptable. The establishment of the NDLEA was Nigeria's deliberate attempt at joining the rest of the world in getting rid of this cankerworm within her borders.

Exercise

1. Explain what you understand by drug abuse.
2. Is there a difference between drug abuse and drug dependence? Briefly explain.
3. List and explain some forms of drug abuse that you know.
4. What are some of the causes of drug abuse that you know?
5. Explain the implications of drug abuse.
6. What measures can be employed towards preventing drug abuse?

WEEK 5

## **Topic: Drug Abuse 2**

### **Contents:**

- Implication/Effect of Drug Abuse
- Effect of Drug abuse on family

### **Implication or Effects of Drug Abuse**

Drug abuse has so many negative effects, which are:

1. Drug abuse hurts the people who take drugs and the people around them, including families, kids, and babies who aren't yet born.
2. Drug abuse sometimes lead to death
3. They are usually lazy and have wrong attitudes to work
4. Excessive smoking damages the lungs and ruins the health of smokers for life.
5. Regular take of drugs make a person dependent on the drugs and feel cannot do anything else without the drugs.
6. Excessive drug intake can make a person go insane or develop mental problem
7. It can lead to accident

Drug addiction can create destruction in all areas of your life, as well as the lives of your loved ones. Your family dynamics may be greatly impacted, causing damage that can not be easily repaired. This is because, addiction is a disease that does not only affect the addict themselves, it affects nearly everyone you are in contact with, especially your family and friends.

How is family affected?

When abusing drugs you do not stop to reflect on your actions, choices or the consequences of them, this causes conflict and trauma in your personal relationships that may not be repairable.

#### **1. The Time, Energy and Focus of an Addict**

Your addiction to drugs has consumed a large portion of your time, energy and focus, making obtaining drugs and using your top priority. You have kept such a strong focus

on obtaining and using drugs that it has left little time to spend with your family and friends. This may leave your loved ones feeling a large variety of emotions towards your drug use; resentment, bitterness, hurt and even jealous. You may notice that you have had increasing numbers of arguments with your loved ones, your relationships are beginning to grow apart because you have been putting drugs ahead of your family.

## 2. Financial Stress

Addiction can cause a great financing issue in the lives of the addict themselves, as well as their family members. You have been spending any money you can get your hands on to score more drugs, funding your habit and causing your family to go broke. You can easily spend hundreds, if not thousands of dollars fueling your drug habit in as little as one day or a short binge.

3. Your addiction to drugs may be so severe that you are no longer able to function in the workplace, causing you to lose your job. These creates a bigger burden on your spouse or partner as they are then required to solely provide and care for the rest of your family, as well as for you.

Far too many families have been faced with the decision of bankruptcy, foreclosure, losing their life's savings, retirement savings and so on due to their loved ones addiction. Your drug addiction is greatly affecting the welfare and well-being of your family on a long term basis.

## 4. When Children are Involved

Drug addiction can cause serious emotional damage for your children. Your drug abuse may cause you to become violent, emotionally abuse your children or even sexually abuse them, causing damage that will stay with them for the rest of their lives. Many children of addicts suffer from long term emotional and psychological damage that causes serious affects on their social stability, as well as their education and mental health.

Using drugs can cause children to lose respect for you as you are no longer reliable, hurting yourself and them. Your home may be lacking structure and rules, causing your child to turn to a life similar to your own as an escape from pain in their reality. With such insecurity your children may even begin to blame your drug use on themselves, causing further mental and emotional damage.

Government studies show that an estimate of 50-80% of child abuse and neglect incidents are a result of the parent (or parents) being involved with drugs or alcohol.



### 5. Your Spouse or Partner Suffers too

Your addiction may have led to spousal or partner abuse; physical and emotional. This can have devastating effects on your relationship. Many intimate relationships suffering through drug addiction can lead to cheating or seeking other forms of satisfaction outside the relationship by the addict, who then justifies their actions. Your loved one may sympathize with you, however this is purely manipulation and excuses on your part to justify your destructive behavior.

An estimated 75% of domestic violence incidents occur as a result of one or more of the individuals involved having used drugs or alcohol

### 6. Risking Your Health and the Health of Others

Drugs can impair your judgement, this may cause you to take part in risky sexual behavior which puts you in great risk of contracting sexually transmitted diseases. When you have a partner or spouse back home you are then putting their health at risk of contracting these STD's.

If you use intravenous drugs and needle share you are putting yourself and others at great risk of contracting blood borne diseases that too can transmit to your partner. These diseases that can be contracted through needle sharing can cause you or your loved ones to become very ill, potentially killing them, causing an increasing amount of stress on your family.

### The Effects of Your Addiction

The effects of drugs on your family may lead to separation or divorce with your spouse or partner. It can cause an unstable environment for your children, causing emotional and psychological damage. You may suffer serious financing difficulties. Your health may even begin to deteriorate.

The impact of drug addiction is only causing damage in your life and the lives of your loved ones. It is time to seek help and start your recovery, for not only yourself but for your family as well.

### **ASSESSMENT**

1. List FIVE Implication or Effects of Drug Abuse?
2. In your own words, explain how family is affected by drug abuse?

## **WEEK 6**

### **Drug trafficking**

Drug trafficking refers to the illegal act of carrying or transporting hard drugs like cocaine, heroin, Indian heir and many others within or outside the comply.

### **Reasons for drug trafficking**

1. Unemployment
2. Bad company
3. Poverty
4. Greed
5. Ignorance

### **Consequence of drug trafficking**

1. Life imprisonment: Those caught and convicted will have a life jail term
2. Dents the Nations image whose citizens are known for drug trafficking are always avoided today many Nigerians face a lot of embarrassment while they travel abroad because drug barons have dented their image
3. Increase crime rate: Most of those who takes hard drugs always engage in crimes like armed robbery, organism, violence, lusting and many others
4. Brigs shame to the family: Those caught in drug trafficking always brigs disgrace and shame to their family people in the community will of avoiding them
5. Untimely death: People who carries hard drugs by swallowing then dies suddenly

### **Prevention of drug trafficking**

1. Educating: Children in primary and secondary schools should be exposed to basic facts about drug trafficking. This removes ignorance and the tendency to be hired into the act by drug barons
2. Provision of more jobs: government should initiate policy that will lead to job creation
3. Poverty alleviation programme: the government should rigorously pursue it. More poverty alleviation programmes, more skill acquisition centers should be established in all states of Nigeria so that more youth can learn skills that can earn them income legally
4. Support for law enforcement: government should give more support to NDLEA police and other agencies fighting drug trafficking in Nigeria. More funds should be provided and necessary laws should be made to ease their job

### **Assignment**

1. What do you understand by drug trafficking
2. List and explain three consequences of drug trafficking.
3. Mention 5 ways of preventing drug trafficking.

### **WEEK 7 MID-TERM TEST**

### **WEEK 8 TOPIC: GROUP BEHAVIOR**

Meaning of group behaviour according to Wikipedia, refers to the situations where people interact in large or small groups

A group can be described as a collection of two or more individuals interdependently interacting to achieve their common goals

### **Reasons for walking in group**

1. To reduce insecurity of working or standing alone
2. To get recognition and status in the society
3. To enjoy feelings of self-worth
4. To enjoy success that comes through group work or action
5. To pool talents or power layette to complete a given task.

### **Types of group behaviour**

1. Mass action: This refers to group sopranos actions to an incident. The members of the group takes the same action at the same time in response to an incident most of such action are against normal ways of people given juice justice to a thief cut stealing in the market instead of handling him over to the police
2. Spectators: This are group of people who gathered together to watch a life event. This could be football match drama concert etc. they are always peaceful and react the same way to what they watch for distance after the end of a march, almost everyone wants to analyze the lost goal chars and so on
3. Peaceful Demonstration of protest: This type of group behaviour accurse when people peacefully show their grievances for neglect marginalization ordinal of their right over a period of time. It could be within people of the same profession bride and strict
4. Bullying: This is very common among students in secondary schools particularly in secondary boarding schools. A group of senior students may force the junior over to donate

### **Assignment**

1. Define group behaviour.
2. Mention three reasons for group behaviour.
3. List and explain three types of group behaviour.

## **WEEK 9**

### Harmful Traditional Practices

#### CONTENT

At the end of the topic, students should be able to:

Define Harmful Traditional Practices.

List some examples of harmful traditional practices in Nigeria.

Explain each example mentioned above.

#### Definition of Harmful Traditional Practices

Harmful is used to describe situations or an activity that is dangerous, bad, damaging and injurious to life. The word Traditional refers to the customs or a way of life passed down from one generation to another. It is an archaic idea or old way of doing things. A conventional behaviour.

Harmful Traditional Practices, therefore, are the activities that are carried out in societies. They are practices that are old, dangerous, and injurious to lives. They are long established customs, beliefs, and norms that are practiced. Usually, they have negative effects on the people and should be out of existence.

These barbaric activities are said to be harmful because they bring about pain, fear, diseases, suffering and death to the victims.

#### Types of Harmful Traditional Practices

There are various ways whereby people carry out these harmful activities from culture to culture. These acts include:

Facial and tribal marks

Female genital mutilation/circumcision

Ritual killings

Maltreatment of widows

Forced/child marriage

Child labour/abuse

Gender discrimination

Facial/Tribal marks: In the olden day's people were identified with their culture in various ways. One form of identification is the use of Tribal Marks or facial Marks which identifies a person's tribe, family, or patrilineal heritage. Tribal marks are lacerations or marks on some parts of the body such as the face, hands, back, stomach etc. This is a painful and dangerous act because it exposes the body to different types of infection, bleeding and diseases. It was used in the olden days to identify people, especially during the war.



*Above images, shows different tribal marks*

Female Genital Mutilation/Circumcision: The removal of a vital part of the female private organ. This practice was a dangerous and injurious practice of the olden days. It was believed that it will prevent the girl child from being promiscuous. Nevertheless, the

adverse effect is that when these victims become adults, sex becomes unpleasurable which can affect a marriage.

This act is carried out traditionally and crudely, it brings about pain to the victims and sometimes in the course of mutilating, damages some vital organs and part of the victim's body.

Ritual Killing: The use of human beings for rituals was rampant in the olden days. Human beings were used for sacrifices to gods and appeased to the ancestors e.g. the birth of twins or multiple children were taboos. These children were killed. Some religions or traditions such as the installation of a new king or the burial of a king usually warranted the killing of human beings for sacrifice. Although recently there had been cases of ritualists and ritual killings, the purpose and reasons differ from the olden days. Presently it is done in hidden and unacceptable ways but in the olden days it was seen as part of a tradition.

Maltreatment of Widows: A widow is a woman whose husband is dead. In African tradition, the death of the husband is being associated with the carelessness or the handwork of the wife. Hence, women are always subjected to all forms of dangerous and unpleasant torture like:

Shaving of the hair

Isolated in a place for a period of time

Deprived of the husband's properties and belongings

Forced to drink the water used to bathe the corpse of the husband

Forced/Child Marriage: This is a common practice of giving out a girl child's hand in marriage to a man as old as her father or grandfather. This is mostly practiced by Muslims in the Northern part of the country without the consent of the girl. There is usually no love in such union and if the girl is too young and exposed to early sex it can damage her cervix and vagina which usually causes viscose vaginal Fistula (VVF) that brings about other health challenges.

Child Labour/Abuse: Child labour refers to the exploitation of children through any form of work that deprives children of their childhood, prevents the child from attending regular school, and is mentally, physically, socially, or morally harmful. Some of these children are denied basic education and are subjected to hawking or farming. Presently some parents still have the habit of not allowing their children or ward attend school. It

is a harmful practice because it exposes such a child to hardship, danger, and other negative effects



*Children hawking in the streets*

Gender Discriminations: This is the discrimination against the female child. It is a situation whereby girls are seen as second-class citizens whose only use is to serve their husband and to perform domestic chores and take care of the home. There is less emphasis on education. Preference is given to train male children whom are believed to be pillars of the family.

Sub-Topic

Consequences of Harmful Traditional Practices

CONTENT

At the end of the topic, students should be able to:

List and Explain the Consequences of Harmful Traditional Practices

Enumerate Ways of Preventing Harmful Traditional Practices.

Consequences of Harmful Traditional Practices

Prevention of Harmful Traditional Practices

Consequences of Harmful Traditional Practices

The consequences or effect of harmful traditional practices can be categorized into



Social consequences

Psychological consequences

Economic consequences

All these consequences always have effects on the individual, family and society as a whole.

a) Social Consequences:

1) Lack of peace and harmony amongst the members of the family especially when one member is not in support of the act.

2) Health Hazards: Almost all the practices are associated with one health hazard or the other which varies from contracting infections/diseases like HIV/AIDS, VVF, tribal fibrosis, STDs/STI, etc.

3) Stigmatization/Low Self Esteem: Due to gender discrimination, tribal marks, and child abuse victims are stigmatized and end up with low self-esteem. Girls who cannot get the necessary education and children who are used as domestic servants may have an inferiority complex among their equals.

4) Bad Image: The act of practicing these injurious activities will make the culture or people look primitive and barbaric amongst other cultures or people that do not practice them. Therefore these acts affect the image of the people negatively to the outside world.

b) Psychological Consequences:

These dangerous practices affect the victims psychologically by giving them trauma such as:

1) Emotional Trauma: Most victims especially the female-child given out in marriage, or used as domestic servants to hawk, etc. are separated from their loved ones. They may not experience true and genuine love hence may suffer emotionally.

2) Mental Trauma: The consequence of emotional trauma may lead to mental problems or depression for victims.

3) Hurt feelings: There are usually feelings of hurt and pains for victims who are denied their rights.

c) Economic Consequences:

1. Loss of Manpower: The victims usually fall within the man-power of a nation and community hence this can affect the nation's economic sector and retard development.
2. Lack of Foreign Investment: A nation that practices these dangerous and injurious acts is likely to lose foreign investors since no modern civilization will want to be associated with such acts.
3. Restriction to Trade: People will be discouraged to do business in such an environment which will lead to low productivity.

#### Prevention of Harmful Traditional Practices

There are various ways by which this act can be curbed and stopped in society.

These include: public enlightenment, legislation, advocacy and education

**Public Enlightenment:** There is a need for people to be aware of the effects of harmful traditional activities through the use of radio, television, and other forms of media. The ills and effects of such acts will be highlighted so that people will desist from practicing them.

**Legislation:** There should be a stiff and hard penalty for perpetrators of these acts. Parents who still believe in giving tribal marks to children, discriminate against female children by not sending them to school or giving out their hands in marriage, maltreating and punishing widows, should be given tough penalties, punishment, and fines.

**Education:** Parents should adequately be educated on the ills of these activities, also government should establish more schools and the harmful effects of traditional practices should be included in the curriculum to provide education to people and help them differentiate right from wrong

**Advocacy:** People should be encouraged to assist the government in eradicating these menaces in society, through the establishment of non-governmental organizations that will help people fight against these practices in society.

#### **WEEK 10**

## Promoting Peaceful Living In Society

### CONTENT

At the end of the topic, students should be able to:

Define The Concept Peace.

List And Explain The Types Of Peace.

### **Definition of the Concept Peace**

#### **Types Of Peace**

Definition of the Concept Peace

Peace is a state of harmony, tranquility. It is a time when an individual or society is experiencing calmness. A period where there is no war or chaos in one's life or society. Peace is a time or existence of healthy friendship and relationship.

Peaceful living, therefore, is the ability to live together in harmony and calmness with one another in society. It is a way people work together in co-operation and live together without any quarrel or war.

#### **Types Of Peace**

There are 2 types of peace namely:

Positive

Negative/Uneasy peace

1. Positive Peace: This is a good and successful type of peace. It helps in the peaceful co-existence amongst people. This type comes without direct or indirect violence. It can be achieved through dialogue and peaceful negotiation.

2. Negative/Uneasy peace: A type of peace that is achieved through force or coercion. It does not come with violence but has an undertone of suffering, denial, and hurt which often brings uneasiness to the victims.

## **Importance Of Peace**

### CONTENT

At the end of the topic, the students should be able to;

State The Importance Of Peace

Explain Different Ways Of Promoting Peace

The importance of peace in the growth and development of society cannot be over-emphasized. Below are the reasons why peace must exist in the society.

To remove fear and anxiety in the lives of the people.

It promotes the progress, growth, and development of society.

It brings about happiness and reduces stress in society

It promotes tolerance and understanding amongst the people

It promotes peaceful co-existence among people

It encourages international co-operation and relationship

## **Ways Of Promoting Peace in Society**

For a society to experience peace there are various steps to be taken by individuals and the government.

Such steps include:

**Social Justice:** For peace to reign in society the rule of law must be strictly adhered to. Justice should be given, irrespective of the persons involved. There should be fair play in any judgment and justice should not be denied or delayed.

**Human Rights Protection:** Members of society must know their rights, their rights should not be denied. The government should be ready to respect individual rights to achieve peace in society.

**Tolerance:** Tolerance is a factor that will promote peace when there is an understanding amongst people and people are able to accept and understand each other, peace will reign in such a community.

Dialogue: For peace to exist in a society people need to sit together and dialogue. They should have a round table discussion to solve conflicts and iron out issues so that peace may reign.

Co-operation: People need to work together to achieve their goals and to make peace, also to understand each other.

Resolution: Conflict management and resolutions should be put in place because it is a means of achieving peace in society.