

GROUP PROJECT ACTIVITIES AS STRATEGIES FOR
TEACHING SOCIAL VALUES IN SCHOOLS:

(a) A teacher's guide for
organizing group projects.

(b) Some model group projects.

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DECLARATION

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

Sgd.
Likita Agang

CERTIFICATION

This Curriculum Project entitled GROUP PROJECT
ACTIVITIES AS STRATEGIES FOR TEACHING SOCIAL VALUES IN
SCHOOLS BY LIKITA AGANG meets the regulations governing
the award of the degree of Masters in Education (Curriculum
and Instruction: Social Studies) of Ahmadu Bello University,
and is approved for its contribution to knowledge and
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DEDICATION

This Curriculum Project is dedicated

To

My Entire Family.

ACKNOWLEDGEMENT

This curriculum project has been successfully completed as a result of various hands put together. My most sincere gratitude therefore goes to my supervisors, Dr. K. Legesse and Dr. F.D. Ogunlade of the Department of Social Studies, Faculty of Education, Ahmadu Bello University, Zaria. Their untiring guidance, and suggestions proved very valuable throughout the writing of this project. My gratitude also goes to them for the prompt attention they always accorded my write-ups.

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or the other, helped towards completing this project
successfully.

I wish you All the best in life.

Thankyou.

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ABSTRACT

This is a curriculum project undertaken as a results of a need to re-orient our societal values. Concerns have been expressed from several quarters as to what is wrong with our value systems. Our present society has been observed to be afflicted by many vices. This calls for certain measures to arrest the situation. One of such measures has been acknowledged to be the methods of instruction of our youth in our schools. Hence this is a guide to the conduct of the project method as one of those many methods to achieve a better society in the future through the inculcation of desired values in our youth. The curriculum project has therefore been organized in five chapters.

The first chapter is an overview of the current situation in the society as regards our value systems, the many vices that are afflicting the society, the various steps that have been taken in the past and present to arrest the situation by our various governments, etc.

The second chapter concerns the literature review which centres on the background to organised project activities as a method of instruction in schools, the importance of group activities in teaching, the meaning of values, the importance of teaching these values in schools, and the various methods that have been employed both in the past and present to teach value education in schools.

Chapter three provides the actual guideline to a teacher in conducting projects for his students. This guideline primarily guides the teacher in how to select and justify a project in the class, how to identify objectives, content, resources and materials, how to decide on strategies or techniques to be employed in the conduct of the project activities, how to organise and get the class ready for the project activities, and how to culminate and evaluate the whole project to see the extent objectives have been achieved.

Chapter four concerns some model project units. These units are seven in number. Each is centred around certain values which the students should be able to begin to acquire at the end of each project's unit activities.

Chapter five concludes the curriculum project with a summary and recommendations for teachers, other academicians and the various levels of government.

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Chapter 1

1.1 Introduction

Recently, incidences of societal ills or vices in the country have been on the increase. These vices include bribery and corruption, armed robbery, murders, forgery, impersonations, smuggling, frauds, inflated contracts, 'kickbacks' and 'kickfronts', greed, lootings, drug addiction, drug pushing (especially cocaine), examination leakages and cheating, insincerity, intolerance, enmity, irresponsibility, laziness, absenteeism etc etc, all of which are acts of indiscipline. The country has also witnessed a number of social issues and problems such as the dichotomy between the former regions, educational imbalance, unequitable distribution of the national 'cake', nepotism, ethnicity, sectionalism, statism, and now religious disturbances and conflicts. Some of these issues led to a disastrous and devastating civil war in the late 1960s. The task of successive governments has been to build a disciplined nation where there will be "unity in diversity".

The problem of indiscipline was for the first time publicly decried by a former Head of State, Lt. General (Dr.) Olusegun Obasanjo (retired) in September 1978 while formally declaring open the Command and Staff College at Jaji. In a paper titled "Toward a Disciplined and Just Society" the Head of State identified indiscipline, among other things, as

the bane of Nigerian society. He then stated that the intention of the government was to build a disciplined, fair, just, and humane African society. He went on to advocate the cherishing of such traditional values as respect for age, experience and authority; the universality of ethical standards; the appreciation of virtues based on service to the community rather than on materials and the encouragement of excellence (The Nigeria Standard, September 13, 1977).

By 1970, social studies as a subject of instruction was already gaining ground in our school system. Syllabuses had been produced for schools at different levels all of which emphasised the inculcation of desired values. At the primary school level, the syllabus emphasised the values of cooperation, participation, interdependence, open-mindedness, honesty, integrity, trustworthiness, hardwork and obedience (Udoh, 1973). And the pioneering post-primary institution in Social Studies in the country, The Comprehensive High School Aiyetoro in Ogun State, had as its syllabus the teaching of students to learn to respect law and order, to appreciate the necessity to work hard and honestly, to respect their own and other peoples' cultures and to appreciate the advantage of cooperation (Social Studies Department, Aiyetoro, 1968).

In pursuance of the desired new social order in the country and with the recognition of the role education can play, the government set up a machinery for drawing up a new educational policy for the country in the early 1970s. By

1977 the new policy, officially called "The National Policy on Education" became operational. The new policy sets out five laudable national objectives as:-

1. a free and democratic society,
2. a just and egalitarian society,
3. a united, strong and self-reliant nation,
4. a great and dynamic economy, and
5. a land of bright and full opportunities for all citizens (The National Policy on Education (Revised), 1981:7).

The same policy went further to identify the values that should be achieved in the classroom as:-

1. respect for the worth and dignity of the individuals,
2. faith in man's ability to make rational decisions,
3. moral and spiritual values in interpersonal and human relations,
4. shared responsibility for the common good of the society,
5. respect for the dignity of labour, and
6. promotion of the emotional, physical and psychological health of all children (The National Policy on Education (Revised), 1981:7).

Furthermore, the policy sets out the purposes of both pre-primary, primary, and secondary education respectively inter alia as the inculcation of social norms and the teaching of cooperation and team spirit (P.10), citizenship education as the basis for effective participation in and contribution to the life of the society, character and moral training and the development of sound attitudes (P.12), and to raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims, and live as good citizens (P.16).

Of recent, too, the nation has witnessed steps taken by recent successive governments to retrieve the nation back to the path of a disciplined society. The regime of the ousted Executive President Shahu Shagari constituted a National Ethics Reorientation Committee and later established a Ministry of National Guidance as a recognition of the existing problem of indiscipline, all with the aim of reorienting Nigerians toward desired social values. This was short-lived as the National Party of Nigeria controlled administration was overthrown in a coup on the eve of 1984. While inaugurating members of the Supreme Military Council (SMC) on his assumption of duty, the new Head of State, Major-General Muhammadu Buhari (retired) stated in part that the image of xxx

this country both at home and abroad was characterised by stinking corruption, smuggling, armed robbery etc. His administration therefore set up a machinery, in his words, to "rehabilitate the nation and once again make it the pride of all Nigerians" (New Nigeria, January 4, 1984). The rehabilitation came by way of the War Against Indiscipline (W.A.I.) programme launched by the then Chief of Staff Supreme Headquarter Major-General Tunde Idiagbon (Retired) on March 20, 1984.

Earlier, the new Head of State in his maiden speech had identified the failures of the civilian administration (Shargari's) and the problems confronting the country in four main areas. One of these areas being the area of discipline, He observed that the life of the nation was characterised by kickbacks and other forms of corruption, inflation of contract sums, over-invoicing of imports, smuggling, illegal dealing in foreign exchange, forgery, fraud and embezzlement, misuse and abuse of office, arson, etc (New Nigeria, January 31, 1984). By launching W.A.I. the government was attempting to arrest the problem of indiscipline in the country. In pursuing this programme the government was determined to instil a new value system in its citizenry. W.A.I. therefore was launched in different phases, all aimed at a disciplined society. These phases could be summarised as:-

- The phase for the need for orderliness in national life,
- The phase for the cultivation of proper work ethics in both public and private sectors,

- The phase for nationalism and patriotism,
- The phase for the fight against corruption and economic sabotage, and
- The phase for environmental sanitation.

Yet, the nation again witnessed another coup on August 27, 1985. In his own maiden speech the new Head of State, Major - General Ibrahim Babangida has this to say, inter alia, "The history of our nation has never recorded the degree of indiscipline and corruption as in the period between October 1979 and December 1983.

"The war Against Indiscipline will continue but this time in the minds and conduct of Nigerians and not by way of symbolism or money-spending campaign This time, it shall be pursued with deeper commitment and genuine sincerity" (New Nigeria, August 29, 1985).

In the past, various institutions have been responsible for teaching values to the young child. These institutions include the family, the peer and religious bodies. But experiences seem to indicate that very little is achieved through these institutions. The role of Social Studies in the realization of the desired social order in the society cannot but be emphasised. It is hoped that through social studies strategies and coupled with the provision of the right instructional materials for effective teaching of the subject

in the classroom, the laudable objectives of successive governments to build a disciplined society would be achieved. And since the development of desirable social values and attitudes in the students is one of the aims of education, instruction to achieve this has therefore remained an integral aspect of the school curriculum. But the teacher in the classroom has been confronted with the problem of which are the right values to teach and by what methods. This is because these many values, thus, depending on the community or society, each set of values are given priority (In Nigeria, for instance, it is now that national values have been set out under the broad national aims and objectives in the new National Policy on Education). It is also true that there are several methods that could be employed to teach these values. But there seems to be no literature yet as to which of these methods is the best approach.

Of old, children got socialized in traditional societies through observation and imitation (Ndubisi 1981:22) while in the formal school system methods being employed in the classroom to inculcate values have been through modeling, directing, persuasion, or inspiring, all of which are external impositions on the learner.

Currently, however, the emphasis is on those methods that would not lead to indoctrination but these that would lead to actual development and internalization of these values to enable an individual acquire the skills of approaching new value issues daily in his life. It was in this light that value

clarification as a strategy was developed few decades ago (Raths et al, 1966). And inherent in value clarification is a process of valuing which involves knowing what one prizes, choosing those things one cares for most, and incorporating them into his daily living. And with the acquisition of such skills one could handle everyday issues.

1.2 The Problem.

Education in any society has several aims. One of such aims is social. Traditional societies recognized this as the child had to be socialized through observation and imitation. The beliefs, styles of life, customs, ideas and ideals of the society were inculcated in the young (Mubisi, 1981:22). But as society became more complex formal education had to be introduced to help in the realisation of the society's ideals. This, the society is able to do through the school curriculum.

It was in recognition of these dire needs to preserve and promote the country's ideals that the Federal Government summoned in 1973 a seminar to deliberate on a new policy on education. The final outcome of that seminar is now the official National Policy on Education which sets out, under the philosophy of the country's education, the national aims and objectives to include :-

1. The inculcation of national consciousness and national unity,

2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society,
3. The training of the mind in the understanding of the world around, and
4. The acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society (National Policy on Education (Revised), 1981).

It is in the light of the foregoing that this work is undertaken toward providing some guidelines, under which a successful project activity can be organised for students in an attempt to inculcate our highly held societal values. Hence the statements of the problem:-

1. -What guidelines can be suggested to help teachers organise successful project activities for student?
2. -Can good and healthy human relationships be promoted in our youth through the inculcation of core social values by the presentation of some project activities?

1.3 The Significance.

The 1969 Curriculum Conference in Niger set in motion the machinery for a new policy on education for the country. The text for the new National Policy on Education came into being in 1977 and with some revisions in 1980.

The policy clearly marks out the educational stages a child has to go through before completing his education: 6 years in the primary school; 3 in the Junior Secondary School; 3 in the Senior Secondary School; and 4 at the University. It is hoped therefore that:-

- The comprehensive guide provided in this curriculum project would serve the purpose of guiding the teachers of Social Studies and related subjects in organizing similar group activities for their students, especially at the Junior Secondary School Level under the new system of education, and
- Through the proper emulation of the models of project activities provided in this curriculum project, there would be better promotion of good and healthy human relationships among their students.

1.4 Assumptions.

Of recent, many Nigerians, both highly and lowly placed, have loudly decried the low level of discipline in the fabric of society. It is believed that this low level of discipline

is due to our inability to acquire the right types of social values. And realising the role education can play in the inculcation of these desired social values the new National Policy on Education (1977, 1981) came into being.

This curriculum project is undertaken as a recognition of this problem of high level of indiscipline and the role of education in the inculcation of the desired values in our youth. Hence the assumptions of this curriculum project are that:-

1. Traditional methods of inculcation of core social values in the society seem to be ineffective and therefore there is the need for the diversification and the use of many other strategies.
2. Such values can be instilled into the young ones by employing carefully prepared instructional materials and activities in the classroom, and
3. The inculcation of these core values can lead to better human relationships between both individuals and groups.

1.5 The Scope and Limitation.

This country has begun a new educational era by operating a new policy on education-the 6-3-3-4 system. This curriculum project does not intend to cover the entire system but only one segment-the level of the Junior Secondary School. And due to

the limitation of time the writer does not intend to develop model activities based on all known classroom instructional strategies but to develop group activities based only on the project Strategy. And even under the project strategy, it is the writer's intention, first, to provide a comprehensive guide for organizing projects, and second, to develop at least five units of model project activities for a typical class in the Junior Secondary School.

It is then hoped that with the proper employment of the guidelines provided for this strategy (like any other emphasised in social studies) and the model activities in the classroom, the youth would not only begin to develop but eventually acquire such specific values as cooperation, responsibility, hardwork, achievement, tolerance, patriotism, politeness, punctuality, concern for others, etc, etc, all for the development of better human relationships among themselves.

A limitation to this form of curriculum project is that the objective intended to be realised cannot be easily stated in specific and precise performance outcomes. This is because the affective domain of educational objectives are difficult to be stated in behavioural and precise terms. This in turn makes them very difficult to measure.

1.6 Definition of Terms.

- (i) Group Project. In this curriculum project, a group project will mean a task engaged in by more than one person. Such a task is undertaken by the group to serve a chosen purpose. The purpose in this curriculum project is to develop the values of cooperation, responsibility, hardwork achievement, tolerance, patriotism, politeness, punctuality among the undertakers of the project (in this case the students).
- (ii) Activity. An activity here means the learning experiences specifically chosen and organised toward realising the objectives of a planned task. The task in this case is a project.
- (iii) Method. Method here will mean the way a teacher generally organises his content in order to teach his planned objectives.
- (iv) Strategy. In this curriculum project a strategy will mean the specific ways a teacher organises his content in order to teach his planned objectives.
- (v) Value. A value here means an established standard of conduct which is based on preferences and which serves as a guide to one's behaviour and action in all circumstances.

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- (iv) Strategy. In this curriculum project a strategy will mean the specific ways a teacher organises his content in order to teach his planned objectives.
- (v) Value. A value here means an established standard of conduct which is based on preferences and which serves as a guide to one's behaviour and action in all circumstances.

- (vi) Discipline. Discipline here means the acquisition of the highly desirable values in our society. Some of these values will include cooperation, responsibility, hardwork tolerance acceptance, sincerity, honesty, respect for one another, avoidance of all forms of corruptions, etc, etc. The National Policy on Education (1977, 1984) specifically outlines some of these values under the Nation's Philosophy of Education (See the introduction Page 3).

Chapter 2

REVIEW OF RELATED LITERATURE2.1 The Background to Project Activities
as a Method of Teaching.

The project method seems to have grown from the educational works of an American educationist-philosopher, John Dewey. John Dewey at the end of the last century saw that with growing urbanisation, children were losing a great deal of the practical knowledge and sense of cooperation that existed among rural people. He therefore thought that schools should make up for this discrepancy.

Later, in the early part of this century, project as a method seems to have evoked so much discussion. This discussion centred on the definition. An examination of this discussion at that time indicates that almost every activity of the pupil was termed a project.

There is, however, some doubt as to when the term "project" was first used. Before educators adopted the term it was used by engineers and surveyors to refer to their plans. Educators began to use the term during the early years of this century. This usage of the term seems to have originated from Columbia University as a revolt against other commonly used methods and practices of teaching manual arts. Before that time, the method used in teaching manual training consisted in having

pupils make articles in imitation of models. The pupils were taught how to use the tools and were given instructions for the making of the articles. This close copying of models and following instructions came under severe criticism. As a result, a new method was devised by which the pupils themselves planned and worked out what they made. The term "project" was used to refer to this new method. During these early stages of the usage of the term the two outstanding features of the project method were pupil planning and physical activity resulting in physical creations.

The project, however, seems to have been better known in its infancy in connection with the agricultural classes of the vocational schools of Massachusetts. It was used as a means of supplementing classwork with homework. In 1908, the Massachusetts State Board of Education used the term to designate a home work, planned and performed by the pupil. Basically the project method came to be understood as a constructive or experimental undertaking which involved both preliminary planning and physical activity on the part of the pupils.

Until 1918, the term was understood in the field of education as explained above. However, in that year, Dr. W.A. Kilpatrick of Columbia University gave another definition of the term. He defined a project as "wholehearted purposeful activity proceeding in a social environment, or more briefly,

in the unit element of such activity, the hearty purposeful act" (Bining and Bining 1957:85).

This definition has been used by many so as to include under the term any "whole-hearted purposeful activity" on the part of the pupils.

Since that year (1918), the whole matter has been very confusing to many teachers, creating so much controversy. On the one extreme, there are those who hold that any school activity with a purpose behind it is a project, where as others relegate it to any pupil-planned activities that result in physical creations. And for Bining and Bining (1952) the term in the Social Studies should be restricted to a pupil-planned, purposeful task accomplished in a real-life situation. It is important however, that such a task should be rightly guided by the teacher. This therefore calls for explanation on the teacher's role in a project.

The foregoing stresses too much the idea of pupil initiative and control. It is true that pupils may plan, start and accomplish a project with no help from the teacher, but today, he (the teacher) undoubtedly is the prompter in all the activities. He may initiate and suggest the project and the pupils accept it as their own. He should set before the students worthwhile tasks that they will accept and feel to be their own. Even after the plan has been accepted by the students, the teacher's role is not yet over. His invaluable suggestions, aid and guidance are still very necessary and

essential. Hence, he is part of the whole planning and serves as a guide throughout the conduct of the project.

One should note too that a project can be undertaken in all subject areas in the curriculum but not necessarily all topics within a subject can be taught by means of the project method (Brown, Oke, and Brown, 1982:59). Projects can also be conducted on individual or group basis and can be short or long. A short project can last only a few lessons while a long project can last several more lessons or days. A short term project achieves less but it is easier to direct and control while a long term project achieves more but can make students lose interest and become discouraged.

2.2 The Importance of Group Activities in Teaching

One of the strategies used in modern times to inculcate desired social values is group project activities. These group activities therefore teach many useful social skills or values. These values include cooperation, responsibility, hardwork, acceptance, tolerance, honesty, respect for one another's opinions, punctuality, etc, all of which are basic ingredients for the achievement of a disciplined society.

Many renown authors and educationists have made useful contributions in this direction. Writing on projects for Elementary Art, Perlmuter (1975:239) states that class projects are exercises in cooperation; that children learn

valuable lessons from group projects; in project each child contributes something about relating to each other; and that with everyone on an individual piece for the project and adhering to a set of scale so that all the units will fit together in harmony leads to real achievement and satisfaction.

Writing on small group activities DuBey, Onyabe and Prokupek (1980:69) state that such activities are not only a valuable way of helping children become more productive, but also serve as a means of developing many of the social skills needed throughout life.

Another renown author, educationist and philosopher who commented on the importance of group projects is John Dewey. For him, education should not prepare a child for a future that is unknown, but rather that it should fit him rightly into the society. He agrees that one of the best ways to do this is to allow the child to take a full part in the life of the community and the wider neighbourhood through the project method. He argues further that there are three facts about the project method. First, that this method brings children into actual contact with the lives and activities of their neighbourhood. Second, that it helps to present children with real-life problems which they should be able to solve mostly by thinking and working together in cooperation. And third, that at the end of each project, the children would have gained more and new knowledge not only about a topic but would have developed more skills.

Currently, it is now accepted that group projects help students to acquire the skills of working together and creativity (Brown, Oke, and Brown, 1982:60). And projects, taken as a method of instruction make learning real by presenting a real task for the children to tackle. Thus, projects place responsibility on the pupils and give room for their personal individual initiatives. They also make learning clear since concrete and specific objectives are imperatively stated and the students know at the end whether or not they have realised these objectives (Farrant, 1981:137).

This author (Farrant) further enlightens that group project activities make learning much more social because such projects involve several pupils working together, where each is making contributions towards a target goal. Furthermore, while writing on small group projects, the author categorically states that the social training that results from group learning is one of its valuable features. That by working in groups, children learn how to deal with disagreements, to accept others who hold different views, to cooperate in order to achieve a task and to work as a team. And by working as a team, he states that they learn the sense of belonging to a group and learn how to accept maturely victory or defeat in competitive tasks (Farrant, 1981:43).

2.3 The Meaning of Values.

Fenton in Gaultney (1978) indentified three different types of values. These are:-

1. Behavioural,
2. Procedural; and
3. Substantive.

Behavioural values have to do with procedures in the classroom, such as rules of order and care of materials. Procedural values include critical thinking, acceptance of experimental method, inquiry in the social sciences and similar procedures. On the other hand substantive values include instrumental and terminal values. An instrumental value is defined as a belief that a particular mode of conduct is preferable in all situations. A terminal value is the belief that a particular state of existence is worthy or worth working for.

Banks (1973: 446) has also classified values into two basic types - as instrumental and root values. Root values, being terminal in nature, are ultimate states which an individual hopes to attain. On the other hand instrumental values, according to Banks lead to the realization or attainment of root values. In other words, instrumental values serve as means towards attaining root values. Banks further explains what he means. Money - he states, is an

instrumental rather than a root value - it will help people in attaining higher-level values such as happiness and status. And that because there are different kinds and levels of values, they can be rank-ordered into a hierarchical relationship. T In the money example, therefore, respect and authority have higher rank order than money.

Even though values have been classified into the different categories just stated above, there does not seem to exist a standard definition for values in the social sciences or philosophy (Banks, 1973:445). This is not to say that no definition exists at all. On the contrary, so many writers or specialists in the field have put forward many varying definitions for values. Some of these definitions are given below.

Gaultney (1978) tells us that the most widely accepted definition seems to be that of Rokeach. Thus, Rokeach in Gaultney (1978) defines a value as:-

An enduring belief that a specific mode of conduct or end-state of existence is personally and socially preferable to alternative modes of conduct or end-state of existence.

Other definitions are:-

Objects of preference by a social group
(Feldman and Seitman, 1969:459 in Gaultney, 1978);

That which everyman, consciously or unconsciously, strives for constantly
(Duntee and Crump, 1974: 10 in Gaultney, 1978);

The things that we are for and the things that we are against (Howe and Howe, 1975:17 in Elibija, 1983);

values are standards used to decide whether some objects are good or bad, right or wrong, important or worthless, preferable or not preferable. The objects in this definition can take many forms; they can be ideas, decisions, persons, statements, actions, or physical objects (Ehman, Mehlinger, and Patrick, 1974);

A value has also been seen as anything-ideas, belief practice, thing-that is important to people for any reason.... Values are at once personal preferences or attitudes and cultural norms or imperatives. As personal preferences or attitudes they are deeply rooted in the needs of the individual in whatever he considers important and holds dear, in what later becomes his style of life. As cultural imperatives they refer to the pressures and norms which, if properly assimilated and internalized, make man's daily life both efficient and satisfying.

Values are those unseen forces which influence an individual to behave the way he does and make him strive for whatever he wants to achieve in life (Smith, 1979: 226); and

.....an individual demonstrates his values by freely choosing a course of action from among alternatives after considering the consequences. He pursues these course of action repeatedly and is proud to have them known to others (Raths, Harmin and Simon, 1966 in Crutch Field, 1978:220).

In all these definitions given above, the central message stands out clear-that values serve as guides to people's behaviour; values give purpose and direction to their lives;

and where values are internalized, they become standards for judgements and conduct. Hence, values are highly important to people, without which, we are not human at all (Ehman, Mehlinger, and Patrick, 1974).

2.4 Importance of Teaching Value Education in Schools

Undoubtedly, if value education were not that important, its introduction in the school system in the first place would not have arisen. The introduction of social studies into the school curriculum stands as a testimony to this. This is because the process of valuing (in addition to the inquiry process) is one of the cardinal pillars on which the subject rests. In this connection; some specialists proposed that value education should be included in the school curriculum.

According to Ehman, Mehlinger, and Patrick (1974) there are three main relationships in life that are profoundly influenced by our values. First, is our relationship to ourselves. In this regard, values serve as guides and standards for making important judgements in our personal lives. And the lack of these values to serve as guide could mean that one will be completely drifting in life. Second, values serve an important function in our interpersonal relationships with those very close to us. Infact, values in this case determine the extent and nature of our relationship with all categories of people.

Lastly, our relationship to elements of the wider society such as the polity and the economy. For instance, values influence the extent and nature of relationship between the individuals and the larger society. One's decision to participate in politics or to be associated with any social group is normally guided by the values held by the individual. Thus, "values serve as perceptual screens in determining the range and kind of social phenomena that a person attends to and reflects upon. Values, like stores of concepts, also influence the interpretations made of these phenomena..... values make it possible for an individual to make sense in his life and to chart new directions in which to move" (Ehman, Mehlinger and Patrick, 1974).

Value education in schools also has other purposes. It serves as an attempt to give more attention to the affective domain of education where hitherto the emphasis had been on the cognitive and psychomotor domains. According to Ehman, Mehlinger, and Patrick (1974), values form a bridge between the "Knowledge world" and the "action world" in social education. In effect then one of the purposes of value education is to inculcate core values. This is because there has been a growing notion that schools should strongly strive to inculcate some core values in students. Some of these core values (according to the National Policy on Education) are respect for the worth and

dignity of the individual, moral and spiritual values in interpersonal human relations, shared responsibility of the common good of society, respect for the dignity of labour, etc.

Value education also is to develop emotions and the self (Ehman, Mehlinger and Patrick, 1974). Some educators argue that hitherto the school curriculum has remained apathetic to the needs of the youth in our society. That the needs of the youth have more to do with questions about their feelings of the self and others than with intellectual abstractions. That the questions:-

Who am I and why do I feel this way? and
Who are they and how do they feel?

are all of great central concern. These educators, therefore argue that emotions and the self should remain as the foundation upon which social studies education in the classroom be built.

Value education is taught too in schools to encourage and practise social actions. Some other educators argue that mere passive study of social controversy and classroom analysis of values and value position are insufficient for meaningful value education. Instead, the active participation of the individual in social controversies or issues should be encouraged so that democratic and good citizenship principles are instilled in the youth.

Hitherto, some researches have been conducted in relation to value education in schools. A few of these researches are worth mentioning here briefly. One of such researches was conducted by Virginia Schaper Gaultney in 1978. She carried out her research on "Values clarification Teaching Strategies for Post-primary School Social Studies" here in Zaria. According to this author, from available evidence, the values clarification approach to value education would appear to be an appropriate method use in lower post-primary school classrooms. That those students who participated in the activities showed a significant different in their ability to clarify value issues than from students in the control classes. That during the period of study, the two groups of experimental classes increased in their ability to clarify values issues while the two groups of control classes showed a slight decrease in their ability to clarify issues.

Florence Aisha Bachair (1980) conducted her own research on "The effectiveness of using role-playing for the teaching of social values and decision-making" in a primary school here in Zaria. She employed pupils to role-play problem stories. The result of her findings could be summarised thus:-

1. The children learnt to identify and describe consequences of social actions as a result of their participation in role-playing (p.60-61); and

2. The children could also clearly name alternative values and justify their value choice in the class (P.51).

In his own contribution toward effective teaching of social studies in schools, Elinjz (1983) tried to develop units of students' learning activities. His activities centre on:-

1. Activities to develop the skill for explaining and clarifying values through the strategies of reading, writing, listening story telling and questions;
2. Activities to develop the skill for learning and choosing citizenship values through the strategies of assignment, group discussion, debates and dramatization;
3. Activities to develop positive self-concept and effective interpersonal relations among students through the strategies of role-play, observation, reading, discussion, and essay writing, and
4. Activities to develop the skills of problem-solving through inquiry and he employed the strategies of assignment and project work.

All these works are a laudable step forward in the current move to inculcate and emphasis the affective domain of educational objectives in our educational system.

2.5 The Methods of Teaching Value Education in Schools

Of old, the method that has always existed for the transmission of desirable social values is socialization. This socialization has always been achieved through association, observation, and imitation of the society's beliefs, styles of life, customs, ideas and ideals (Ndubisi, 1981:22). This socialization is

an integral part of traditional education which according to Fafunwa (1974:15) emphasised social responsibility, job orientation, political participation, and spiritual and moral values. The family and the peer groups serve as the classroom for the socialization of the youth.

Islam and, later, Christianity arrived to supplement the traditional methods. Both lay emphasis on spiritual and moral values that would produce a well behaved individual. Christianity, in addition, came along with the formal western education. Under this form of education the methods that have been used to teach value education are setting of example (modeling), persuasion, directing, and inspiring. Other strategies are appeals, indoctrination, coercion, reward or punishment, admonition, lecture or sermon, etc. These methods, however, are externally imposed and have been observed to achieve very little. This is confirmed by J.R. Fraenkel (1969) in Elibija (1983) who states that if admonition,

lecture, sermon, or example were fully effective instruments in gaining compliance with codes conduct, we would have reformed long ago the criminal, the delinquent or the sinner".

Recently, some other strategies have been employed in the classroom to facilitate value education in the classroom. These other strategies include role-play, role reversal, debates, panel discussions, simulations and games, dramatization, open-ended stories, puppets, problem-story, problem picture, bibliotherapy, filmstrips and film problems, check sheets, media tapes, teacher made task cards, etc, etc (Smith, 1979: 229 following).

Currently, however, greater attention seems to be on the strategy of value clarification as developed by Rath's et al and Kirschenbaum (Joyce and Allen-Brooks, 1979). According to Rath's, the youth should be helped to arrive at value decisions through the process of valuing. This process consists of three main steps - choosing, prizing, and acting. These steps are further broken down into seven other sub-processes. On the other hand Kirschenbaum conceives the valuing process as consisting of five main steps. His retains two of Rath's (choosing and acting), rejects one of Rath's (prizing) but adds three new ones (thinking, feeling, and communicating). And base on this valuing process the proponents have developed series of activities aimed at teaching students the process and to apply it to value-laden issues or problems confronting them in their daily lives (Joyce and Allen-Brooks 1979:157).

Chapter 3

SUGGESTED GUIDELINES FOR THE CONDUCT
OF PROJECT

Through group project activities young people can construct, explore, observe, ask and listen. They can collect information through questionnaires, surveys, interviews, and take notes. After collecting the information they organise this information. Finally, they draw conclusions or generalization. These conclusions or generalizations may be presented in the form of reports, either oral or in written forms.

All these activities right from the first to the last (whether it is going to be in the form of construction of items or collection of information to present reports) inevitably should follow some logical procedures which should serve as guidelines throughout the conduct of the project. And this is the concern of this chapter. This chapter tries to suggest for teachers an outline for the conduct of small group projects.

3.1 Selection and Justification
of the Project.

The teacher should ensure that the project satisfies certain criteria before deciding to embark on it. First, the students' level of maturation should be appropriate, especially as regards their ages, abilities and experiences.

This will help the teacher determine the type of project and all the activities there in. Second, the project should be justifiable in terms of time and cost. He should not plan a project for his students which takes all the time the students have yet at the end of which the planned objectives will not have been achieved. For example, there may be no need planning a project which may include a trip outside the school and which may take the whole of the school day and yet at the end of which its objectives may not have been fully achieved. Further, the teacher should not embark on a project which may involve lots of money and knowing fully well that such a project may not be sponsored by the authority.

3.2 Identification of Objectives.

Any project should have some objectives to be achieved. Benjamin Bloom et al (1956) classified educational objectives into three domains namely, Cognitive (knowledge and understanding of facts, concepts, and generalizations), affective (values and attitudes), and psychomotor (performance skills). It is contended that objectives should be stated in behavioural or performance terms. Stating objectives behaviourally has been proved to serve several advantages.

Objectives stated in clear, definite and in measurable terms give both the teacher and his students a clear sense of direction in the teaching learning process. They will all know where they are heading to. Stating objectives in such

terms therefore give purposefulness to education. Writing on the issue Kisko (1981:49) opines that when objectives are stated as descriptions of student outcomes they become valuable as guides for instruction. That through the use of these statements planners can express where they are going in their instruction (goals, and objectives); guide determination of how they will get there (content, strategies, and materials) and know when they have arrived (evaluation).

Clearly and precisely stated performance objectives reduce ambiguity as to instructional intent and learners' anxieties. Precise performance objectives also lend themselves to easy evaluation. Such objectives enable the teacher to effectively evaluate his lessons. The knowledge of results enables the teacher to make necessary adjustments. Armstrong, Denton, and Savage (1978:7) support this view when they state that where teachers are well aware of where their instruction is going, they are in a position to assess progress of each learner and adjust for individual differences. Learners, on the other hand can easily evaluate their progress if the objectives are clear and specific. The knowledge of results on the part of the learner can be very stimulating. Learning therefore occurs most efficiently when planned instructional experience are constructed in such a way that outcomes of learning can be observed.

Again, where objectives are clearly and specifically stated it will be easier to choose the most appropriate teaching materials and instructional strategies (Ndubisi, 1981:114).

Behavioural objectives also can help the learner in that he knows the objectives of the lessons and studies on his own to achieve such objectives. Further, such objectives will help the learners' communication ability or skill by sharpening his thinking habits (Ndubisi, 1981:116). It is also argued that to develop and to state clearly objectives before actual instruction gives teachers an opportunity to consider strengths and weaknesses of alternative ways of measuring the learners' progress (Amstrong, Denton, and Savage, 1978:21).

There is the assertion that Behaviourally, clearly, and specifically stated objectives boost and enhance the teacher's psychology and the overall enjoyment of his work (Amstrong, Denton, and Savage, 1978:7). Furthermore, according to these authors, the use of performance objectives permits a clearer conception of the role of the teacher. Such objectives also make easier decisions as regards inservice courses to attend in order to meet their needs (Page 6).

The same authors opine that those who support attempts to specify instructional outcomes more precisely share a concern for humane and sensitive instruction. They argue that

identifying clear and specific performance objectives for learners operates to assuage humanity in a way traditional approaches never had (Page 7).

The question now is, why the use of performance or behaviourally expressed objectives at all? This question has been answered by a few research works. Research studies indicate that such objectives enhance learning and hence higher achievement in the classroom. These research studies, as contained in Armstrong, Denton, and Savage (1978:25-28), include those of Olsen (1973), Loh (1972), Ferre (1972), Hack and Long (1973), Morse and Tilman (1973), and Taylor (1972). The results of all these studies show that learners who are provided with performance objectives prior to instructions perform better.

3.3 Choosing the Content.

Content is a component of any learning activity. It is the first step in determining how the objectives of any programme will be achieved. This content is all the information students learn about and it is usually centre around either a topic, issue, or problem. Kisko (1981:70) defines content as the data and information which are presented in relationship to some topic or issue to achieve programme objectives. The various components of content are facts, concepts, generalizations and theories.

Facts are statements which can be proved correct or true and which students learn about. Facts are therefore specifics such as objects, events, names of places or persons, etc. These specific facts can also be verified—either that they are correct or are not. For example, the capital of Káduna State is Káduna. Or, the first Executive President of Nigeria was Alhaji Aliyu Shehu Shagari. There are factual statements that are correct and can be verified.

Concepts on the other hand are somehow abstract in nature. They are words or phrases that describe a class of things (Kissock, 1981:70), classify groups of ideas, events, or things (DuBey and Bath, 1980:51). These concepts can be placed on a continuum ranging from those that are somehow concrete in nature to the most abstract in nature. For example, the word "community" is somehow a concrete concept while the phrase "social control" is an abstract.

Both Banks (1973:93), DuBey and Bath (1980:53), and Kissock (1981:70) define generalizations as true statements about a relationship of two or more concepts. Some of these generalizations are simple, others complex, and a relationship can exist between two or more generalizations. Where two or more related generalizations are put together they can become theories. And generalizations can apply from one situation to another under similar conditions. However, where a generalization applies in all situations then it becomes universal in nature.

For example, one's personality is determined by both his environment and heredity. This is applicable in all normal human situations.

The term "theory" originated from a Greek word "theoria" meaning a well-focused look at something in order to grasp it. It is now used in various ways, either in a narrow or broad sense. Hence it may be restricted to hypotheses that have been so strongly confirmed as to become part of accepted doctrine of a particular discipline or may be used to signify any hypothesis, whether confirmed or not. Theory has therefore been defined as a set of propositions designed to explain interrelated phenomena that are not directly observed. According to the Encyclopedia Britanica (No. 21:1000) a theory at its best use signifies a systematic account of some field of study, derived from a set of general propositions. These propositions may be taken as postulates, as in Mathematics, or they may be principles more or less strongly confirmed by experience, as in natural science. Theories are therefore built up from propositions or hypothesis. These propositions or hypotheses must be tested and verified to be true before they become theories. And where a theory has been tested and verified to be false or it is no longer holding, then it becomes a dead one and causes the generation of a new theory.

There are many sources of content. Some of these sources include the social science, the humanities, the sciences, the community resources, textbooks, audio-visual materials, the teachers, the students etc, etc.

In selecting the content from all these various sources, the teacher or curriculum planner must try to satisfy the following criteria:-

1. The content must be selected in such a way that it is appropriate and useful in achieving the programmes objectives.
2. Such content must be in line with the best and most effective strategies that can be used toward realising the laid down objectives.
3. The content must also take cognisance of availability of resources or materials that can be used (especially finance resources) towards realising the objectives of the content.
4. The selection of content must **inevitably** be such that results can be easily evaluated for the purpose of readjustment where the need arises.
5. The selection must **inevitably** be based on the knowledge of participants, their previous experiences, the level of their abilities, their interests, and needs.

Where all these factors, are taken into consideration, they bring about enhanced learning and serve as the bedrock upon which new knowledge is built.

3.4 Discussion on the Appropriate Strategies or Techniques for the Collection of Data or Information.

DuBey and Bath (1980:35) try to distinguish between methods and strategies or techniques. According to them method is a philosophical term that describes the basic position one holds with regard to teaching. They define it as the general way a teacher organises his teaching. They went on to state that, based on this definition and on the views of some authorities, there are only two methods—transmission of content and problem-solving. On the other hand, a strategy or technique is regarded as the means one uses to implement a particular method, hence, they see it as the specific means one accomplishes his objectives. Kissock (1981:78) sees instructional strategies as the means or procedures through which content is presented and used to achieve a programme's objectives. He then classifies these strategies into those one can use for gathering data (such as assignments, fieldtrips, interviews, lectures etc), those for developing comprehension and solving problems (such as answering and asking questions, brainstorming, discussions, small group meetings, study group, etc), and those for presenting results or conclusions of study (such as conferences, debates, reports,

review, speeches, etc (Also see DuBay and Bath 1980: 69-70, where 65 different strategies are presented).

All these strategies can be used to help students gather information or data, develop comprehension, and present results or conclusions of studies they have embarked upon. According to Kiscock (1981:78) strategies in good teaching make use of all human senses and thinking processes. Under these circumstances students gather data or information through learning, seeing, smelling, tasting, and touching. They process it through thinking and interaction and present the results through speaking, writing and creating.

Teachers should note that not all strategies can achieve all desired objectives but that most strategies do achieve multiple objectives simultaneously. Kiscock (1981:79) states that the selection of a particular strategy is always based on different considerations. The first of these considerations is that teachers teach as they were taught. In this case one's experiences while a student determines which strategies he prefers and uses for instruction when he becomes an instructor.

The second consideration is that a major source of teaching strategies are psychological learning theories and research. That these learning theories and research findings have provided alternative and effective teaching

strategies all of which are designed on the basis of philosophical and research findings. Two examples of such learning theories and research findings that have been used to guide the selection of instructional strategies are the Stimulus-Response Associationism developed by B.F. Skinner and the Gestalt Psychology of Kohler. However, one still has to bear in mind that none of these theories can be said to be perfect so that the choice of any strategy will depend on the demands of the instructional situation. Hence, each theory is used where it makes for easier achievement of the planned objectives.

The third consideration relates to the learning style of the student and their background experiences in learning. Students are known to learn by the procedures they have been exposed to. For example, from my personal experience and observation, most teachers seem to employ the lecture method of instruction most frequently than any other method due to their past exposure to that particular method. Therefore any attempt to change the method of instruction must consider the students' experience in relation to the new strategy.

The fourth consideration is that strategies are sometimes determined through the review of decisions made in previous stages of developing a programme. That implicit in these decisions are guides for selecting teaching strategies. For example, if the objectives are centre on developing student's

social action skills it must follow that the programme should offer students the opportunities to develop and practise the abilities through their participation in the programme. Therefore, a planner should be certain that the strategies which he proposes are consistent with the intent of the decision made in previous stages of developing the programme.

All in all, in selecting a particular strategy teachers are advised to adopt procedures that are consistent with:-

1. The identified performance objectives being sought;
2. The particular demands of the subject or topic being considered;
3. The needs of the individual learners;
4. The learning styles of the students; and
5. A careful consideration of past learners' performance.

The selection of any particular strategy must not be based on the personal whims or preferences of the teacher (Armstrong, Denton, and Savage, 1978: 16). Teachers should note that not all strategies can achieve all desired objectives simultaneously. For example, an educational trip to a bread factory adopted as a strategy could be used to develop certain skills such as those of listening, observation, comprehension, collection of data, and organisation but the same strategy may not be used easily

to develop some other skills as creativity, measurement, and critical thinking.

The selector must also bear in mind that no single strategy is the best for all learners under all conditions. But that the particular objectives being sought and the instructional situation demands a specific and most appropriate strategy. And because of the necessity to tie selection of a specific strategy to the peculiar demands of a given teaching situation, the selector must imperatively be conversant with the many strategies available before he can make the right and most appropriate choice (Armstrong, Denton, and Savage, 1978:16).

3.5 Selection of Resources.

Resources have been defined as all the people, places and materials one uses to help him in his learning activities (DuBey and Bath, 1980:71). DuBey, Onyabe and Prokupek (1980: 75) tell us that teaching is not merely feeding students with facts but learners must be helped to learn through activities too. And to help them learn from activities it is essential that the environment is enriched with many varied experiences. A way of enriching the environment is to accompany the learning activities with varied but useful resources and materials. For example, in teaching students the concept of "community" the teacher can go about it by presenting to his students a variety of

pictures about human beings living together in compounds; and the various activities engaged in by these groups of people for their survival. These activities could include how authority is exercised and used to maintain law and order toward achieving peace, and the various activities engaged in by the members towards achieving their livelihood such as farming, fishing, government work, private, business, etc.

What are these resources? These resources have been categorised into human, community, audio-visual, and reading materials. And before a teacher can achieve his performance objectives with the aid of resources, the resource materials must be consistent with the laid down objectives. They must also be appropriately selected and should be based on their own availability (DuBey and Bath, 1980: 71).

When selecting resources materials the teacher must be guided by certain criteria. Some of these criteria have been suggested by DuBey, Onyabe and Prokupek (1980: 71) and Kisseck (1981: 86- 87) and they include the following:-

1. Resource materials should be suited to the maturity level of the students.
2. They must be used with skill and understanding and at the most appropriate time.

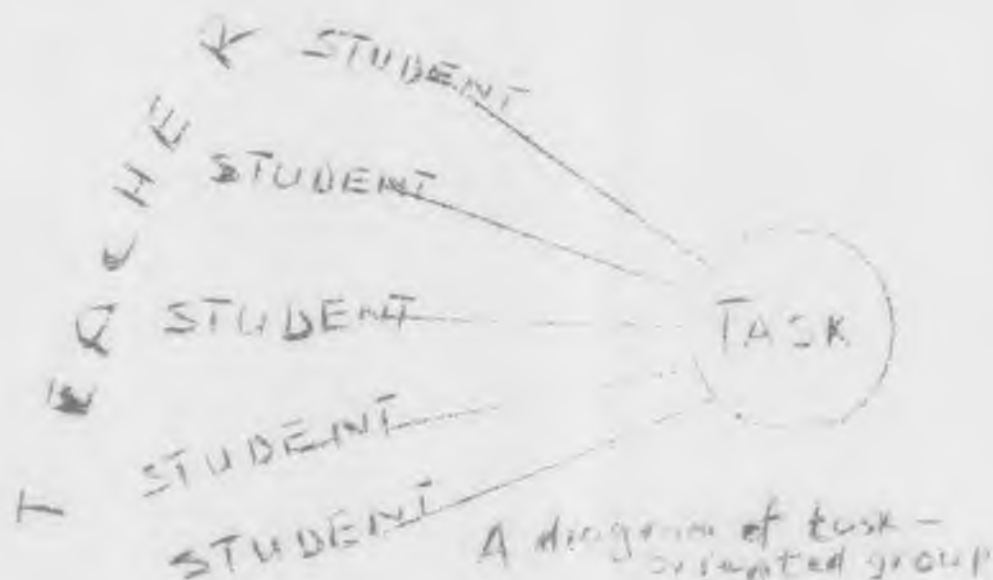
3. Whatever programme one has planned, the resource materials should fit within the planned rationale and scope of that programme.
4. Be fairly certain that the use of these resource materials will ensure the achievement of the planned objective.
5. Ensure that the resource materials are compatible with the teaching strategies you have already selected.
6. Ensure that they are in line with the chosen content which is important toward achieving your objectives.
7. Ensure that their cost is appropriate and affordable.
8. Ensure that they can remain useful for the length of time they are desired.
9. Ensure that both teachers and students will find them very easy to use.
10. Ensure that they are ones the students will be interested in and also interested in making use of.
11. Ensure that the channels of procuring them are in line with the moral demands of the society.
12. Ensure that these resource materials are ones that can easily be acceptable to both the students and the larger society as regards their moral standards.

3.6 Organising the Class into Groups for Project Activities.

The focus of this curriculum project is the task-oriented small group project. In this light it is imperative to consider grouping techniques, the size of the group, roles and rules.

3.6.1 Grouping.

Grouping as a technique in carrying out learning activities has been in practice for several many years. According to Dubey and Bath (1980:60) grouping is divided into five different types of groups. These are the task-oriented group, tutorial group, didactive (instructive) group, socratic group and discursive group. This project deals with the task-oriented group and is diagrammatically illustrated below.



The purpose of the task-oriented group is to bring the various members of the small group together to focus on a specific project or proposal (Dubey and Bath, 1980:60). The same authors have provided guidelines for the working of the task-oriented group. These guidelines are:-

1. The teacher should define the task clearly so that all members understand and agree.
2. He should give roles and assignments to the individual members of the group.
3. He should provide resources or indicate where they may be obtained.
4. Establish and keep a schedule.
5. There should be some rules agreed upon by the members which govern their activities.
6. Any controversy arising during the conduct of the task should be reported to the guide for an immediate solution so that the group can progress faster.

One should, however, note that the procedures of grouping differ from one purpose of grouping to the other. For this reason other types of grouping have arisen. There are the similar ability groups, mixed ability groups, interest groups, random groups, voluntary or social groups (Bickerstaffe, 1972: 18- 19). Of all these

groupings, voluntary or social groups seem to be the best. This is because according to DuBay, Onyabe, and Prokupek (1980: 69) voluntary children often form play groups, and children find these associations more pleasurable or satisfying. This is not to say that for all types of tasks the voluntary procedure should be followed. According to these same authors, even though children are at times asked to form formal groups which may not be on their own interests, this should be encouraged by the teacher as adults experience similar sorts of association in their lives.

3.6.2 Group Size.

Researches have shown that the most productive and effective group size is one that is made up of five members. **Slate** in **Palton and Gaiffin (1968:73)** express that while smaller groups (less than five members) complained of the smallness of the group size and the inability to express their ideas freely for fear of alienating one another, larger groups (more than five) felt that their groups were disorderly and that members were too aggressive and competitive and wasted time. Members of a five-man group expressed complete satisfaction, no member reported their group being too or small.

Research has also indicated that there is a relationship between group size and productivity. Gibb in Palton and Giffin (1983:73) discovered that the total number of ideas increased with an increase in group size but not in direct proportion to the number of members. Further, he states that in larger groups the members tended to stifle contributions as the more aggressive tended to dominate.

Writing on a group's commitment to a task Zander in Palton and Giffin (1978:70) suggested there should be a congruence between an individual's goal and the group's where the task is relevant to the work of the group. Zander, according to these authors, went further to elaborate: On the one hand a group member wants to experience satisfaction and pride with the group as it succeeds in accomplishing a challenging task, and on the other hand, a group member wants to avoid dissatisfying or embarrassing experiences resulting from failure to fulfil a challenging task. And based on this research evidence the writer of this curriculum project recommends an average of five students to undertake a project activity.

3.6.3 Roles.

In conducting a group activity or work, it is important that the teacher makes some appointments. The group should have at least two leaders—a chairman (who is the leader) and a secretary (who is the recorder). The chairman sees to the

overall interest of the group as regards their research and material needs. He liase between the group and their overall guide (the teacher). The secretary has the responsibility of serving as a recorder of all the group's discussions or information collected for the group's task. At the end these data or information is compiled and presented in the form of a report, either orally or written, to the entire members of the class. This is done either by the secretary or chairman of the group.

3.6.4 Rules.

It is also of vital importance to have certain laid down rules. These rules regulate the activities of all the members of the group whether their activities be surveys, interviews, presentation of questionnaires, educational trips, discussions, debates, etc, each of these should have some rules to regulate the conduct of the members. For example, in a group discussion the following rules may be used:-

1. One should not talk without permission;
2. One must listen attentively when another is talking;
3. There must be respect for one another's views; and
4. No arguement should be personalised. The teacher should note that rules may vary according to the particular activities. However, the students should participate in the formulation of the rules to govern their activity.

3.7 Getting the Class Ready.

Before launching a new lesson, unit, or new project, the teacher should attempt to learn about what students know. Sometimes this assessment helps to reveal that either much is already well known or little is known. The teacher should ensure that the students begin from what they already know (previous knowledge) to what they already do not know.

However, before serious study begins it is advisable to spend at least seven days (a week) acquainting the class with the new project topic or problem. This period enables them to acquire much exposure on the new project. It also helps them to prepare in the search of the kind of data they will be looking for and helps to arouse their interests. This, whether it is a beginning of a daily lesson, a unit study, or a new project, the teacher has the responsibility to arouse the enthusiasm of the students. This is a principle that is now fully accepted and employed in the teaching-learning process. The students needs to be motivated before their interest can be captured and retained during class activities. There are several ways of doing this. This can be done through questions, drill exercises, discussions over the new project topic, issue or problem by the entire class. It can also be done through presentation of some events, issues for thought or short stories. Interest can also be aroused and retained through projecting slides that make students to start thinking,

and displaying posters or pictures on the bulletin board for some days to arouse curiosity. All of these questions, drill exercises, discussions, slides, events, issues, stories, posters or pictures should be related to the new project topic.

3.8 Project Activities that will Include an Outside Trip.

Where the group project activities will take the students on an educational trip (whether for a few hours or few days) there are some basic plannings that must be made in order to make such a trip a success. The teacher should be able to make certain arrangements and collect certain useful information before embarking on such a trip. Before setting out on the trip the teacher should:-

1. Request and obtain administrative approval.
This approval is obtained from the authority concerned and this enables the teacher make necessary detailed arrangement.
2. Write a request and receive a reply from the authorities at the site. This request should indicate the purpose of the visit, the type of information students would be looking for and the date and time for the visit. This formal request prevents any embarrassment which may arise where the class merely embarks on the trip without notifying the authorities at the visit site.

3. Make a previsit to the site. This previsit acquaints the teacher with difficulties or hazards the students shall be faced with. Such a previsit may cancel out the trip entirely. The previsit also enables the teacher get familiarised with the route, site of visit, the people at the site that matter, etc.

The reply to the request should also contain approval for the request, the type of information that can be divulged to the students, agreement on the date and time for the visit.

The useful information the class requires before taking off for a visit will therefore concern information about:-

1. Approval of request by the authorities at the site of the visit;
2. Date and time approved for the visit;
3. Opening and closing hours at the site (if it is an establishment); and
4. Special rules and regulations at the site.

Other types of information necessary for the trip should include information about:-

5. Road routes;
6. Duration of the trip;
7. Reservations;
8. Time schedule of events for the entire trip;
9. Special features of interest to the students; and
10. Any other activity that can be planned for the students during the trip.

3.9 Culminating Activities and Evaluation.

There are many ways to end a project. The arrangement could be made where students through their various leaders are made to present reports either orally or in written forms. The various groups meet, discuss, compile, and present their reports to the class. After the presentation by each group the entire class then discusses the various reports to produce a final report for the class. Before the production of the final report the students could be engaged with other activities to buttress what they have learned. Such activities could include exhibitions, cultural shows, trips, etc. All these could be termed the culminating activities. For example, in writing the project, "The History of Our Community", the students will have to follow certain steps or processes. First, they will have to divide themselves into groups to handle different aspects of the project. These different aspects may include the history of the royal lineage, political arrangement, cultural life, means of production and distribution and other economic relationships, educational development, future trends of developments, etc, etc.

In undertaking this project the teacher will divide the class into six groups, each group handling one aspect of the project. Each group will elect a chairman and a secretary. They now will go out to collect data as regards its aspect of

the project. The necessary data could be obtained through individual researches and interviews of elders, within the community.

After the collection of data, each group sits down to organize its data, compile and writes a report on its aspect of the project. This report will be presented to a full session of the class by each group's appointed leader. The entire class deliberates each of the reports and produces a final report of "The History of Our Community". As part of the culminating activities, the class could organize a cultural show where each group will take an aspect of the community's culture and celebrates. Certainly one of the groups should collect cultural artifacts of the community and display in an exhibition. People from the community and other communities will be invited to share the students' experiences.

The role of the teacher in all these processes will be to guide the students in all their activities. He will guide them on the division of the class into groups. He will guide them on drawing the most relevant questions for interviewing the elders of the community. He will set a time limit for the students for the presentation of each group's report. He will help them formulate rules of conduct to be observe during the activities. He will help them organize a good cultural show and helps them determine the

dignitaries to be invited. The teacher shall also be the chairman of the full session of the class for the production of the final report. Upon all he will evaluate to see the extent the students have succeeded in producing "The History of Our Community".

Evaluation, on the other hand, is a part of our daily lives. Ordinarily, it can be seen as the process of determining the worth, significance, value, or quality of an item, event, programme, person, etc. Kissock (1981:92) defines it as the process through which all participants receive feedback on their progress in achieving programme objectives. DuBey, Onyabe, and Prokupek (1980:115) see it as a process that is carried out to assess the extent to which set objectives have been achieved and to effect necessary changes for improvement. Yet, Kemoh Salia-Bao of the University of Jos has defined it as the collection and use of information for decision-making about an educational programme. It includes measuring and assessing of pupils and their work so that judgement could be based on the result of the measurement and assessment. From the foregoing definitions a few salient features of evaluation stand out clear. These are:-

1. Any programme of instruction can be evaluated;
2. The evaluation will be most effective where performance objectives are precisely and specifically stated;

3. There could be various methods, strategies or techniques for effective evaluation; and
4. All evaluations are carried out to see the extent objectives have been realised and make plans for improvement.

A small group project, therefore, could come to an end by way of a follow-up group activity which can be evaluated using the best and most appropriate strategies. In this case the teacher can adopt a question and-answer session and a follow-up discussion by the whole class. In this discussion, the entire class is expected to participate. The teacher questions the class as regards aspects of the project, he receives feedback from members of the class. Every member of the class voices out his feelings, criticisms and make suggestions about the entire conduct of the project. The teacher will be able to find out the level of the class interest and readiness about the project; he finds out the activities that were interesting, very educating and valuable to the students or otherwise; what activities that were supposed to have been added or that were supposed to have been left out, etc. The pool of constructive criticisms and suggestions collected from the class will then serve as guides to plan for future projects. Through these evaluation activities the teacher also gets to know the extent the objectives of the project have been achieved.

Chapter 4

UNIT ONEPROJECT TITLE: RAIL TRANSPORTATION IN
NIGERIA1.0 Objectives.

- i. At the end of the activities, the students should be able to understand why people in a group need to work cooperatively and hard.
- ii. At the end of the activities, the students should be able to appreciate the need for cooperation and hardwork in a group's assigned work.

2.0 Proposed Content.

Nigeria has 2,178 miles of railtract and most of it was constructed in stages in the first half of this century. Our railway system is single-tracked and of the narrow gauge of 3 ft 6 inches. Since 1956, most of the country's trains are either steamed or diesel-driven. The whole system is manned by the Nigeria Railway Corporation (NRC).

Railway construction in the country started from six different points at different times. These were the Lagos (1898) Baro (1910), Zaria (1912), Kano (1912), Port Harcourt (1915), and Kuru (1958) points. The Lagos rail was started and reached Minna in 1912 for the purpose of evacuating cocoa

from the Western region. The Baro line was constructed to link that of Kano through Minna for easy transportation of groundnuts and cotton from the northern region. Because tin was already being mined at Jos, a 2 ft 6 inches rail track was constructed from Zaria to Jos for the evacuation of tin. And because coal was discovered in Udi Hills in 1915 a rail was started from Port-Harcourt which reached Enugu in 1916. By 1927, the Port Harcourt-Enugu rail had been extended to Jos for the easy transportation of the tin from Jos directly to the sea. By 1929 and 1930 the Zaria line was extended into far north to reach Kaura Namoda for the purpose of evacuating the far north groundnuts and cotton. In the same vein, the rail line which ended at Kano in 1912 had been extended to reach Nguru in 1930. The last construction of a rail track in the country was in 1958. This started from Kuru(Jos) to open up the far north-eastern part of the country as far as to Maiduguri. It was also meant to transport groundnut and cotton from this part of the country.

Presently we have two main raillines cutting across the country, south-north. These are the western line from Lagos to Kaura Namoda and the eastern line from Port-Harcourt to Maiduguri. However, the two are linked by another track from Kafanchan to Kaduna. As the country is gigantically embarking on industrialization there has been plans to construct more rail tracks, especially to

Ajaokuta Iron and Steel Rolling Mills for easy transportation of needed raw materials and finished products.

Economically, rail transport has served this country well. It opened up the hinterlands and boosted the cultivation of cash crops for export. This used to derive much revenue for the country. It has also led to the tapping of agricultural, mining, and forest resources from different parts of the country, thereby boosting the country's economy.

The rail tracks have linked up the various regions of the country thereby promoting social interaction and trade. This has led to easy movement of the people and goods from one section of the country to the other. It has thus been promoting national integration.

Rail transport in the country is not without its unique problems. The trains are far slower in movement compared to road and air transports in the country. Many of the coaches are worn-out and are normally not replaced for a long time. Moreover, the operations of the system have been hampered by the current wave of corruption and austerity in the country to the extent that the staff are not promptly paid.

3.0 Students' Learning Activities

In carrying out these activities, the entire class of 36 students will be divided into four groups for easier handling of the project. Each group will be assigned a part of the project and all the parts will add to the whole.

The first group will be assigned the responsibility of collecting data for the historical development of rail transport in the country. The second group assigned to collect data on the economic, political and social values of rail transport to the country. The third group will take charge of collecting data on the problems faced by the rail transport system, while the last group will take charge of the prospects of rail transport in the country.

3.1 Activity 1 Group 1

This group sets out to collect the necessary data for the historical development of rail transport system in Nigeria. They will collect these data through individual readings from books such as "A New Geography in Nigeria (New Edition) by N.P. Illoeje, 1975; Certificate Physical and Human Geography (West African Edition) by B.O. Adeleke and Go Cheng Leong, 1978; and General Geography in Diagrams by R.B. Bunnet. The students will also collect these data through surveys, questionnaires, or interviews of railway workers.

Teacher's Role.

The teacher in this activity has the role of giving this group of students the right references to consult and in which library to get them. He should also guide them in the proper drawing of good and relevant questions for the survey, questionnaires, or interviews. He still has the task of telling the students when the data is expected of them for reporting. If it is two days, three days, or even a week, this should be made clear to the students. The teacher also helps the students to establish rules of conduct in all the activities to be engaged in by the students. All these will help in no small measure in collecting the most relevant and useful information required by the students.

3.2 Activity II. Group II

This group is in charge of collecting data as regards the economic, political and social values of the rail transport system in the country. This data can be obtained by way of individual researches, surveys, questionnaires, and interviews of both railway workers and the general public.

Teacher's Role

The teacher still has the task of directing the students to the right references and places for such references. In the same vein, he will guide them to draw the most appropriate

or relevant questions for the surveys, questionnaires, or interviews. He will determine for them when to report and what rules to observe in the conduct of all the activities.

3.3 Activity III. Group III

This group takes charge of collecting data on the problems faced by the rail transport system in the country both past and present. The members of this group can obtain their information through the same surveys, questionnaires visits, and interviews of both railway workers and the general public and from readings of past and current labour journals, magazines and newspapers.

Teacher's Role

The teacher will guide the students to the right reading references by giving them the names of the labour journals, magazines and newspapers and where to get them. Some examples of labour papers are the Business Punch, Business Time, Business Concord and African Guardian. The teacher will also help the students to draw up the relevant questions for surveys, questionnaires, or interviews of both railway workers and the general public and the strategic places to visit in order to talk to the general public. And as in the previous activities, he determines when the students should report and what rules to observe.

3.4 Activity IV. Group IV

This group will be engaged in activities through which they will obtain information as to the future prospects of rail transport in the country. And they can obtain this information through the same means as in activity III above.

Teacher's Role

In this activity, the teacher has the same tasks to perform for the students as in activity III above. This will lead to easier execution of the project by the students.

4.0 Resources and Materials

In carrying out this project certain materials will be required. Some of them will include the following:-

1. Money
2. Vehicles for transportation of students
3. Writing materials for taking and compiling notes or points.
4. Pictures.

5.0 Culminating Learning Activities

1. The teacher will ask the students to go about to collect pictures of junks or really functioning train engines and coaches and their various dates of manufacture (as they are constantly being modified), drivers in uniform, peoples and goods that are usually transported along rail tracks.

2. The class creates a space in the class or in a convenient place outside the class to display all the pictures they have collected in an exhibition and invites other members of the school or community to come and share their educative experiences with them.
3. The teacher will ask the students in each of the groups to make some comparison between rail transport and road or air transport as regards development, values problems and prospects.
4. The teacher will organize a trip for the students to the nearest railway station. While there, the students can ask general questions of interest and interview a few workers. All these add to their learning experiences as regards rail transport system in the country. However, before the students leave for the chosen railway station, the teacher will help them to draw up specific and relevant questions they could use for the interview of the workers.
5. Each group compiles, organizes, writes and presents a report to the entire class as regards the different areas assigned to them through an appointed group secretary or chairman.

6.0 Evaluative Activities.

The teacher organizes the class for a general round table discussion as regards all the phases of the project. During the discussions the members of the class should try to answer the following questions objectively.

1. Why is it necessary to cooperate in a group's assigned work?
2. Why is it useful to work hard in order to accomplish a group's assigned work?
3. What are the consequences of members of any group working together (or one of the groups) refusing to cooperate and work harder for a successful completion of the group's task?

OR What will be the consequences of one of the groups refusing to **totally** to produce a report on its assigned aspect of the project?

4. Specifically, what have you learned in the course of your participation in these project activities?

Each student should answer these questions very objectively. And from the various answers the teacher gets from the students he can **guess** to what extent he has achieved his objectives.

In the light of the on-going, it is the writer's conviction that these various activities and the evaluative questions that follow will serve as a trigger in making students to re-examine their thoughts as regards the previous views they held about cooperation and hardwork. This, in turn, will serve as a foundation for the students to imbue these desired social values.

UNIT TWOPROJECT TITLE: MOCK STUDENTS' GOVERNMENT1.0 Objectives.

- i. At the end of the activities, the students should be able to appreciate the importance of:-
 - (a) shouldering responsibility;
 - (b) accepting and tolerating each other;
 - (c) being patriotic and loyal to one's group community, or nation;
 - (d) respecting the opinion of the majority,
 - (e) respecting opposing opinion for a peaceful coexistence.
- ii. At the end of the activities, the students should be able to pinpoint areas of national life where eminent people occupy positions of responsibility and where such people accept and tolerate with each other for a common good, moments, they have to accept and tolerate the opinions of the majority and the opinions of opposing groups, and why they have to be patriotic and loyal to their people and the nation.

iii. At the end of the activities, the students should be willing to occupy positions of responsibility in the future where they can exercise the virtues of acceptance, and tolerance, respect majority's opinions, and respect other people's opposing opinions (all for a peaceful coexistence in our society) and why they will have to be patriotic and loyal in their position of responsibility.

2.0 Proposed Content (The Constitution.)

Preamble.

We the entire members of this class have realised the need for responsibility, acceptance, tolerance, patriotism, loyalty, respect for the opinion of the majority, and respect for opposing opinion. We therefore agree to draw and adopt a constitution for the class which will serve as a binding force of all members towards achieving our desired common objectives.

Section One

NAME: The name of the constitution shall be called

"OUR CONSTITUTION".

MOTTO: The motto of "OUR CONSTITUTION" shall be "UNITY AND

PEACE FOR PROGRESS"

MEMBERSHIP: Membership shall be opened to all members of the class.

Section Two

Aims and Objectives.

- i. To inculcate a sense of responsibility, acceptance, tolerance, and cooperation among the members of the class.
- ii. To arouse and stimulate a sense of patriotism and loyalty in the members towards their class and the school at large.
- iii. To enable members of the class to become aware of and appreciate the importance of respecting the opinions of the majority and respecting opposing opinions for a peaceful coexistence.

Section Three

1. Offices and Officers

The constitution shall contain the following offices:-

1. President
2. Vice-President
3. Secretary
4. Public Relations Officer (P.R.O.)
5. Director of Socials
6. Treasurer
7. Financial Secretary
8. Patron.

2. Functions of Officers.

1. President.

- i. He shall preside over all executive and general meetings of the class.
- ii. He shall sign all adopted minutes of the previous meetings.
- iii. He shall, through the Secretary, summon meetings when the need arises.
- iv. He shall act or appoint delegates to act on behalf of the union whenever there is a matter that needs urgent attention.
- v. He shall, in conjunction with the financial secretary, and treasurer, authorise withdrawals of money from the class's common fund.
- vi. He shall write and present a presidential report at the end of each term.

2. Vice President.

- i. He shall assist the president in all his activities.
- ii. He shall preside over all executive and general meetings of the class in the absence of the president.
- iii. He shall perform such other duties as assigned to him by the president.

3. Secretary.

- i. He shall write and keep minutes of all general and executive meetings for record purposes.
- ii. He shall handle all correspondences concerning the class.
- iii. He shall, in conjunction with the president, draw up agendas for both general and executive meetings.
- iv. He shall maintain a register of the entire members of the class.
- v. He shall present a report to the class at the end of each term.
- vi. He shall carry out such other functions as may be assigned to him by the Exco.

4. The P.R.O.

- i. He shall be responsible for putting up all notices, posters, adverts, and all other publications.
- ii. He shall engage in publication and propaganda works for the advancement, welfare and peaceful coexistence of the members of the class.
- iii. He shall have the duty of issuing any public statement on behalf of the class on approval by the Exco.

5. Director of Social Activities.

- i. He shall promote and arrange the class social functions such as symposia, debates, parties, and dances.
- ii. He shall be responsible for inviting guests to all the social functions.
- iii. He shall present a report to the class at the end of each term.

6. Treasurer.

- i. He shall collect and give all the class's monies.
- ii. He shall account for all the class's monies received in or paid out
- iii. He shall maintain an imprest of ₦50.00 in case of emergency.
- iv. He shall prepare a balance sheet and report to the class at the end of each term.

7. Financial Secretary.

- i. He shall receive all monies coming into the purse of the class.
- ii. He shall later hand over such monies to the treasurer for safe-keeping.
- iii. He shall prepare a balance sheet and report to the class at the end of each term.

8. Patron.

1. The class teacher shall be the patron of the class government.
2. He shall give advice and necessary guidance to all activities of the class.

Section Four

ELECTORAL COMMITTEE AND ELECTIONS.

1. Electoral Committee.

1. The electoral committee shall be appointed by the class members.
2. The committee shall be made up of six members.
3. The class shall appoint a chairman and a secretary for the committee out of the six members.
4. The chairman shall be the executive head of the committee, while the secretary shall remain the scribe of the committee.
5. The electoral committee shall fix dates for nomination of candidates, campaigns, and elections.
6. The committee shall organize and conduct the campaigns and all elections.
7. The committee shall count all the votes and declare the winners.

8. The committee shall prepare and swear-in the elected officers. The swearing-in shall be performed by the patron.

2. Elections.

1. All members of the class, except the members of the electoral committee, shall be eligible to vote and be voted for.
2. Winning an office shall be by a simple-majority votes.
3. In case of an equality of votes, the contestants concerned shall undergo the process of a second ballot so as to decide the winner.
4. Members shall vote once for each office.
5. Before elections, there shall be nomination of all contestants for all the offices and each contestant shall be supported by two members of the class before his/her nomination is accepted.

Section Five

1. Medium of Communication.

For the purposes of deliberations in all meetings, the medium of communication shall be English.

2. Amendment of the Constitution

This constitution shall be subject to amendments as circumstances dictate and any such amendments shall only be done by a two-third majority votes of the members of the class.

3. Oath of Allegiance.

I..... do solemnly swear that I shall be faithful and bear true allegiance to the union and that I will preserve and defend the constitution of the union. So help me God.

3. Students' Learning Activities.

1. Activity I

The students under the guidance of the teacher:-

- i. Demarcates the offices to be contested for by the students.
- ii. Outline the functions of each office.
- iii. Collectively decide on the nature of voting whether by simple or two-third majority.
- iv. Appoints members of the electoral committee, its chairman and secretary.
- v. Collectively decide on the functions of the committee, the chairman and the secretary.
- vi. Decide on the types of constituencies.

- vii. Decide on the type of franchise.
- viii. Fixes dates for nomination of candidates, campaigns, elections, and swearing-in.

Teacher's Role.

He will serve as the chairman for the conduct of the various sub-activities under this activity. For example, he will help the students to decide on what offices to contest for, what functions each officer will perform, the appointment of the members of the electoral committee, the various functions to be assigned to the committee, etc, etc.

2. Activity II

The entire class under the guidance of the teacher sits down to distribute responsibilities to students in procuring all materials necessary for the conduct of the elections.

Teacher's Role.

The teacher helps the students in listing the necessary materials for the organization and conduct of the elections. He will tell them where to obtain such materials and provide the means of procuring them. For example, if there is a government electoral office nearby, the teacher could direct his students there. He also has the duty of assigning the collection of specific materials to specific students. He tells them when to report with the materials.

3. Activity III (Campaigns)

The teacher helps his students to organize a fascinating campaign for the contestants. The students should set a mock stage for the contestants to come and sell their manifestos to the rest of the students. All the other students should come round this stage to cheer their various candidates throw questions to them either to buttress the campaign strategies of supporters or to lead to the defeat of opponents.

Teacher's Role.

He will help the students to determine how long a contestant will sell his manifesto on the stage (say five to ten minutes). He can assist in organizing the campaigns in several ways. He can help the various contestants to write votes-catching manifestos, draw and present attractive posters, and other strategies towards winning an election. He could also help draw striking questions to be thrown to opposing candidates. However, he will give this assistance only to a contestant that comes for it so that he (the teacher) will not be seen as being partisan.

4. Activity IV (Elections)

On the date of elections, all members of the class participate in the election processes, either as contestants, mere voters, or members of the electoral committee.

For the reasons of serving the purpose and in order to demonstrate the lack of acceptance and tolerance, patriotism and loyalty to one's group, community or nation for a common good, the teacher secretly plans with another group of the students in the class to boycott the elections for trumped-up reasons.

Teacher's Role.

On the date of the elections, he goes round to see the extent the elections are conducted smoothly. Where there is a hitch he tries to help to surmount it. With his secret group, he decides on what reasons they should boycott the elections and what charges they will pose for the electoral committee and the class members. For example, this secret group could accuse the Electoral Committee for undue support of some candidates.

4.0 Resources and Materials.

In conducting the elections for the purpose of a mock student's government, certain essential resources and materials will be needed. Some of them will include the following

- 4.1 Money
- 4.2 Writing materials for the electoral committee
- 4.3 Nomination papers
- 4.4 Ballot boxes and ballot papers
- 4.5 Passports of contestants for the use of the electoral committee.

- 4.6 Post-card size pictures of the contestants for display during nominations, campaigns and elections.
- 4.7 Manifestoe's posters.

5.0 Culminating Activities.

- 5.1 The teacher will ask his students to list offices of responsibility occupied by certain highly placed persons in the community which are vital for running a smooth government and why.
- 5.2 The teacher will take his students out on a trip to witness first-hand areas of national life where law-makers make laws, or certain strategic government establishments. This provides the students an opportunity to ask questions relevant to their just concluded exercises, the people's experiences during their elections, in working with other people who hold differing opinions, the need for acceptance, tolerance, and cooperation, and the entire responsibility placed on them by their communities.

6.0 Evaluative Activities.

At the end of the elections and the trip, the entire class sits down together to assess themselves as regards the activities they have just gone through. They should try to collectively and objectively answer the following questions:-

1. Why is it necessary to accept responsibility?
2. Why is it important to accept, tolerate and cooperate with each other?
3. Why is it necessary to be patriotic and loyal to one's group, community or nation at large?
4. What are the consequences of refusing to accept responsibility, consequences of not being tolerant and cooperative, patriotic and loyal?
5. Why is it needful to respect the opinions of the majority?
6. Why do people hold differing opinions and why should we as individuals or groups respect these differing views?
7. Despite the holding of differing views, why is it useful to participate in activities of the collective group such as elections?

8. What are the consequences of not respecting the majority's views and not tolerating differing views from other people?
9. Will you like to take up positions of responsibility in the future in your community and why?
10. What specifically have you learned as a result of your participation in these activities? Each student should be asked to state his experiences objectively.

The pool of the answers collected from the students will be as a result of the thoughts-provoking questions posed for them. If before this time and activities the students were holding different views on the various questions asked them for deliberation, they will begin to think twice. This in turn will serve as a step towards the inculcation of these desirable social values in the students for the good of our society. And from the answers the students give, the teacher can assess the extent his objectives have been attained.

UNIT THREE

PROJECT TITLE: THE STORIES OF ABUBAKAR AND
OMONKWO'S SCHOOL LIVES
(FRAMED-UP STORIES)

1.0 Objectives.

1. At the end of the activities, the students should be able to appreciate the fact that success and achievement are as a result of dedicated work towards a visualized goal.
2. At the end of the activities, the students should be able to appreciate the importance of punctuality and constant attendance in school or place of work.
3. At the end of the activities, the students should be able to realise that laziness and lack of dedication in one's work can breed anti-social behaviours like the lack of respect for public property, aggressiveness, etc.

2.0 Content

Abubakar

Abubakar was born in a village called Abunkwo in the year 1956. This is in Ma'aja Local Government of Dunaka State. He started schooling in 1962. He successfully completed his primary school which paved the way for his entry into secondary

school. While in the secondary school, he was so much loved by both fellow students and his teachers. This was because he was quite a brilliant boy and had an attractive character.

At the end of his secondary school, he so excelled in his performance at the GCE that he was granted an automatic scholarship by his government. This was made easier by the publicity his principal gave him. This scholarship enabled him to read human medicine in one of the universities in the country. He is one of the most qualified and honoured medical practitioners the country is proud of today.

Abubakar's gradual move towards his present status in the society was not due to sheer natural gift but for the fact that he was very dedicated to the task ahead of him and had a strong vision of what he wished to become in the future. Because of this urge, Abubakar never missed a single lesson throughout his school life, except in his first time form three, when he was sick for three days. He felt as if he had spent one year outside school. He never failed to be in the right place in the right time and really devoted his time to his studies.

Okonkwo

Okonkwo hails from the same village with Abubakar. They were born in the same year and started schooling in the same school the same year. Okonkwo, just as Abubakar, successfully completed his primary school and this earned him a place in the

same secondary school with Abubakar. Okonkwo was good in his first three years in the school but soon after began to develop certain anti-social attitudes. He began to miss school on the pretext that he was not well. Even when he came to school, he was not punctual (he would always come late no matter what).

It was soon discovered that at night Okonkwo would sneak out into the town to meet his friends. These friends knew nothing than to smoke pot, fight, attend cinema and discotheque halls. Before the end of his year four, Okonkwo dropped out of school and became a member of a gang of hooligans called "Yanchindurunwa". But before then he was discovered to be the brain behind the disappearance and deliberate destruction of the school's properties. These properties included books, window and door classes and frames, furniture (desks, tables, chairs, cardboards) and the disappearance of beds in the hostels.

Okonkwo is now a useless fellow, roaming about the streets of the town. Whenever there is any case of theft or armed robbery he is traced to be involved. He has been imprisoned three different times for armed robbery.

3.0 Students' Learning Activities

In this project, the entire class will be divided into groups of five or six students each but assigned the same tasks. Each group will work independently of the other towards the successful completion of the same project. The main activities under this project will be surveys, or interviews, group discussion, jotting down notes, and reconciling the notes to make up points for the group.

3.1 Activity I.

After electing a secretary and a chairman for each of the groups, the groups will be engaged in trying to find answers to the following questions:-

1. Why is dedication to work or studies important?
2. How can one reach the heights of success and achievement?
3. Why do people aspire for success and achievement in the society?
4. What are the consequences of not being dedicated to one's work or studies?

Teacher's Role.

The teacher will help the students draw up the appropriate questions for the survey or interviews. He also has the task of directing the students to sources of answers to the questions drawn up. These sources will include the strategic areas in

the community. And as the students in each group are engaged in the discussion of the questions under this activity, the teacher will be moving from one group to the other guiding the trends of the discussions. He also determines when each group will end the discussion and when to report the summary of its findings and discussion.

3.2 Activity II

Under this activity, students should be engaged in tackling the following questions:-

1. Why is it important to always be punctual in one's place of work or school?
2. Why is it necessary not to be absent from one's place of duty or school?
3. What are the consequences of not being punctual and being absent from one's place of work or school?

Teacher's Role.

The role of the teacher remains the same as in activity I above.

3.3 Activity III.

Under this activity students should also try to find answers to the following questions:-

1. Should people become lazy in performing their expected duties?

2. What are the consequences of being lazy and not dedicated to one's duty or responsibility?
3. Who owns public property?
4. Should an individual take it upon himself to destroy public property? Why?
5. What are the consequences of being aggressive?

Teacher's Role.

His role still remains the same as in activity I above.

3.4 Activity IV.

Each of the groups now prepares a final report of all the group's reconciled points as regards all the previous activities. Each group, through its chairman or secretary, presents the group's report to the general class. The entire class now meets and discusses the various reports. All points from each group are reconciled and a final report compiled for the class. This final report will centre on the importance of success and achievement in our society, the need for punctuality and dedication to duty and one's work, and the consequences of being lazy and aggressive.

Teacher's Role.

Before each group prepares its final report, the teacher should give a guideline as to how to write such reports. Such a guide could include an introduction, a main content, summary, suggestions, and conclusion.

4.0 Resources and Materials.

This project will require the following materials.

- 4.1 Pencils or pens and notebooks for jotting down points of discussion.
- 4.2 Duplicating papers, stencils and ink for rolling questionnaires for the public.
- 4.3 Money or vehicles for transportation for collection of data through interviews and questionnaires.

5.0 Culminating Activities.

- 5.1 The teacher asks the students to go out and collect the views of the general public as regards every aspect of the project.
- 5.2 The teacher asks the students to find and display pictures of the successful and the achieved in the community, cartoons of the latecomers and absentees from duty or school, and pictures of the lazy, the aggressive, the rogue and the armed robber facing the firing squad, all these go in for the exhibition.

6.0 Evaluative activities.

Finally, each of the students should objectively try to answer the following questions to himself.

1. What have I learned as a result of my participation in this class project?
2. What will be the consequences, if after learning and acquiring all these experiences they don't be of benefit to me?

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. This serves as a guide to him in knowing how much of the objectives have been attained by the students.

UNIT FOURPROJECT TITLE: THE PLIGHT OF THE GRADUATE
(FRAMED-UP STORY)1.0 Objectives.

- i. At the end of the activities, students should be able to appreciate the importance of manual labour.
- ii. At the end of the activities, students should be able to begin to acquire the value of respect for the dignity of labour.

2.0 Content.

There is a university graduate by name Shaki. He was born in 1960 to a couple who lived in a village called Mphok. Through the personal efforts and ingenuity and the close participation of the father in church activities, he soon knew how to read and write in Hausa. This enabled him to read and interpret the Bible so well that the local headmaster temporarily employed him to instruct the junior pupils in Christian Religion until he was formally employed by the Local Authority. This was in 1962.

Shaki was already in the local primary school where his father was employed to teach. It seemed there was a laxity in Shaki's upbringing at home. This is because, being the only child of the parents, he was very much over-indulged or

over-pampered by his parents. Shaki entered school with this attitude. He hardly participated in the school's manual labour activities such as gardening, clearing etc. This is because at home he did not participate even in cleaning the houseyard. Moreso, as his father was teaching in the same school, and for the respect the headmaster had for him (father), he hardly rebuked Shaki for displaying that attitude. Shaki never changed up to the time he graduated from the University.

Shaki is however, honoured and respected in one aspect of his life. He is so naturally gifted that he excelled in all his academic works. This enabled him to move from one academic step to the next until he graduate with a Bachelor of Science (B.Sc) degree in Industrial Psychology. Shaki graduate in June 1984 at a time when jobs were already scarce to comeby in the labour market. Up to now, he has not gained any employment. He is not even qualified to teach in any of the secondary schools around.

One thing stands out clear; since 1982, when the acute austerity began, money became scarce, workers were not paid, and food became "gold" that even when one had the money one could not spend it on food. The then government launched a "back to land campaign" tagged the "Green Revolution" where every available space in the country was to be farmed.

Meanwhile, Shaki had lost his parents in a fatal accident and had no one to depend upon even as a relative. In terms of feeding, every day took care of itself. For the fact that

Shaki had never been used to manual labour and did not develop any respect for the dignity of labour, he has not responded to the government's call for everyone to be gainfully employed in his backyard for the production of food to feed the nation and one-self. Even his very father's compound where he now lives is crumbling and has remained over-grown with bush without his caring to clear it.

3.0 Students' Learning Activities

In conducting this project, the teacher will divide the class into groups of five or six too as in the last concluded project but all the groups will be assigned the same tasks towards a successful completion of the whole project. And the main activities the students will be engaged in this project will be discussions, jotting down points of discussions and eventually reconciling the groups' points for a final presentation to the entire class. And after each group has selected a secretary and chairman for the group they will begin their activities.

3.1 Activity I

Each group will organize itself into a circle with the chairman and secretary at a strategic point for the execution of their duties. The group now discusses the problems faced by Shaki and the possible solutions. In analysing Shaki's situation they will first identify his problems and then try to collectively arrive at possible solutions. In executing

this task, the group will try to answer the following questions:-

1. Is manual labour an honored activity?
2. Should one refuse to participate in manual labour because of one's education or position?
3. Why is manual labour then important?
4. What are the consequences of one not participating or completely not engaged in manual labours such as cleanings of one's surrounding, school or compound, land clearing and cultivation, handling of simple tools for minor repairs, etc?
5. If you know you will find yourself in a position like that of Shaki's today, what could you have done to avert it?

Teacher's Role.

He moves from one group to the other, listening to the trend of the discussion and giving suggestions as to how to achieve the desired objectives of the discussion. He tells the groups when to stop the discussion, compile a summary of the main points of the discussion and report to the class.

3.2 Activity II

Under this activity, the students in each group will try to analyse the following questions with a view to generating

possible solutions.

1. Should Shaki now remain without food and any employment because he has no respect for the dignity of labour?
2. Why is it then important to have respect for the dignity of labour?
3. If you found yourself in Shaki's shoes today, would you rather begin to change your attitude towards manual labour and the dignity of labour or not?
4. What possible options are left for me in order to survive if I find myself in Shaki's shoes today?

Teacher's Role

The role of the teacher remains the same as in activity I above.

4.0 Resources and Materials

The materials that will be required for conducting this project will include some of the following:-

- 4.1 A round table and chairs for sitting in a convenient shade or class.
- 4.2 Writing materials-pencils or pens and pads for jotting down points.

- 4.3 Note book for the final points of each group and for the entire class.
- 4.4 Pictures of people of different statuses engaged in manual labour.
- 4.5 Pictures of types of tools and how they are used manually, especially farm implements.
- 4.6 Pictures of all sorts of farm produce which are as a result of manual labour from the farms.

5.0 Culminating Activities.

- 5.1 The teacher will ask the students out to a multi-purpose farm centre to see first-hand what is being done there, how it is being done and ask why it is being done. These will enrich their experiences even after the discussions.
- 5.2 He asks them to find and display pictures of different people engaged in farming and other forms of manual labour. For example, they can display pictures of the agricultural engineer who cannot handle the steering of a farm tractor, but prefers to sit down in an air-conditioned office to administer. Or, they can display the picture of the mechanical engineer who prefers to call a roadside mechanic to fix his tyre instead of doing it himself because he doesn't want to dirty himself.

5.3 The teacher now organizes the whole groups into the normal class for a general discussion of the points of the various aspects of the project. The chairman or the secretary of each group (whoever is mandated by the group) presents his own group's report. Each of the reports is deliberated by the entire class one after the other. After all the reports have been considered the various points are reconciled and a final report agreed upon by members of the class. The teacher remains the chairman of this activity.

6.0 Evaluative Activities.

The final report produced by the entire class now serves as a point of reference for all the members of the group as regards Shaki's position in his present predicament. In rounding up the project, the teacher asks each of the students to objectively answer the following questions:-

1. What part did I play in all the activities of this project?
2. Why is it useful to participate in a group's assigned task?
3. What educational values have I acquired as a result of my participation in the group's assigned task?

OR

Have I really gained anything?

If Yes, what is it?

If No, why?

The teacher listens and collects all the different answers from the students. He assesses these answers and can see the extent his laid down objectives have been realised.

UNIT FIVEPROJECT TITLE: THAT FATAL ACCIDENT
(FRAMED-UP STORY)1.0 Objectives.

1. At the end of the activities, the students should be able to appreciate the need to show concern for each other.
2. At the end of the activities; the students should be able to begin to appreciate the value of loving one another.

2.0 Content.

Easter is usually a period many people, especially christians, travel about to visit friends and relatives both near and far. During the last easter break (1986), as we were travelling from Saminaka to Kafanchan in Kaduna State after a visit to a friend, we suddenly noticed a ghastly accident of the long bus that had just overtaken our vehicle. Long many-seaters buses usually ply the roads from the East to parts of the north and back, transporting passengers between the two regions.

The accident was a head-on collision between this long bus and a saloon 504 car. Because of the impact of the collision and due to their high speed along the road, each of the vehicles tour the other and each found itself crashing

into the gutter on the roadside. Oh!, the site of the accident was so sympathetic that many who came around began to shed tears.

On the spot, ten passengers died in the long many-seaters bus and three from the saloon car. Some were cut into halves, some beheaded, some with bursted stomachs, while others had their brains scattered all over. These were the set of people sitting towards the front of the bus. Someone with a soft mind would't have wished to see the bodies of both drivers but it had happened.

We were travelling in a 'dafaduka' taxi, ie a peugeot 504 station wagon. Soon came from the opposite direction two toyota hiace buses. In about twenty minutes time we had over six vehicles all lined up to help the victims that could be helped to survive the accident. We all tried our best in using our first-aid training in removing the accident victims, fanning them, consoling them, stopping gushin out blood etc. Incidentally, the only surviving victim from the saloon 504 car was a surgeon and chief medical officer of Saminaka General Hospital who was returning to his place of duty after the easter break. He had a deep cut on his head where blood was gushing out. He was able to come out of the car after forcing the door open and helped. He soon collapsed as he was losing more blood.

Eventually, we got the remaining victims of the accident (including the medical sector) into the vehicles and moved them fast enough to Saminaka General Hospital for further attention. Although two later died, all the others survived the accident after receiving the necessary medical attention. The medical doctor was soon back to work and even battled so devotedly for the survival of some of the victims of the accident and for him many wouldn't have survived.

3.0 Students' Learning Activities.

As usual, the teacher will divide the class into many groups of five or six each and all the groups assigned the same tasks. And as in the last two projects, the students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congregation of the entire class through its secretary or chairman.

3.1 Activity I

Each group sits down privately and quietly in a place devoid of distractions, visualizes and analyses the scene of the accident. To help each group in its analysis, they should try to answer the following questions:-

1. Should one be apathetic towards people he discovers suffering and dying? Why?

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2. Why is it important to show concern for each other?
3. If people had not helped, what could have happened to the other accident victims that survived the accident, especially the medical doctor?
4. If all that survived were not helped but allowed to bleed to death, what could have been the benefit?

Teacher's Role.

The teacher will move from one group to the other. He listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the main points of the discussion for presentation.

3.2 Activity II

Once again each group sits down and collectively analyses the scene of the accident and tries to find answers to the following questions.

1. Is there any value in loving each other?
2. Is there any value in hating someone?
3. What are the consequences of both hatred and love for one another?

Teacher's Role

The role of the teacher in this activity remains the same as in activity I above.

4.0 Resources and Materials.

As in the last two projects, the following materials will be used.

- 4.1 A round table and chairs for sitting either in the class or a nice shade.
- 4.2 Writing materials and pads.
- 4.3 Notebooks for each group.
- 4.4 Pictures of those in tribulations such as the sick in hospital beds, the hunger, the diseased, accident victims, the maimed, the deaf, the dumb, etc etc.

5.0 Culminating Activities.

- 5.1 The teacher will organize a trip to the general hospital where the students can see for themselves the sick under varying conditions. Alternatively, he can organize another trip for the students to go and see the hunger, the diseased, and the deprived in the homes of the destitutes or orphans.
- 5.2 The pictures mentioned under resources should be collected by the students and displayed in an exhibition which is organized to invite other members of the community.

6.0 Evaluative Activities.

This is a time when the teacher calls for the meeting of the entire class to deliberate the various reports. Each group presents its report on each of the activities through the group's secretary or chairman to the entire class. The various reports are considered collectively by the entire class and a final report drawn up by the class. The final report, like the previous ones in other projects, serve as a reference point for the conduct of the members of the class. Finally, each of the students should try to answer the following questions as objectively as possible:-

1. What have I gained in participating in all these project activities?
2. What are the consequences to one if he does not show concern and love for his fellow men?
3. How do I feel after showing concern to the suffering by rendering my best help?
4. How do I feel when I have been helped by 'a good samaritan' and where I have been showered with love and affection?

As each student airs his views the teacher can see the extent his objectives are being achieved.

UNIT SIXPROJECT TITLE: PATIENCE1.0 Objective.

At the end of the activities, the students should be able to appreciate the virtue of PATIENCE acquired by an individual.

2.0 Content.

Patience is a wonderful virtue.
Nothing works like patience.
Few can practise it; it is very hard to endure.
The man in a hurry misses his way.

Patience is better than wisdom.
For wisdom without patience is like a garden full of weeds.
An ounce of patience is worth a pound of brains.
Impatience brings sorrows, discomfort, grief,
misery, sadness and failure.

To others, it is delaying; Yet it is inevitable
for a successful end.

There is no need to be in haste.
Everyone has his lucky days.
The ones that are in a hurry may miss the way or
meet with failure and hence be disappointed.

The rushing driver soon meets with an accident.
The rushing customer in the market finds himself in
friction with other customers.
The rushing examinee does not organise his thoughts
very well and so he misses many points.
The hasty policy-maker finds that the public does
not easily accept his policies.

He who has patience will laugh last.
He who has no patience will be complaining
Confidence and courage will be lost.
But the patient one will inherit the earth and
heavens.
He will laugh last but best.

The journey of 1,000km begins with a step
 Slow and steady wins the race.
 We must not rush at things.
 Remember, anything done in a haste is not
 done well.

Who can cook a stone successfully?
 It is the patient ONE.

3.0 Students' Learning Activity.

As usual, the students will be divided into small groups of five or six and each group assigned the same tasks. As part of their activities, the students will be engaged in group discussions in the various groups. They will jot down the points of discussion, strike out areas of differences in opinions, reconcile and compile the group's major points for presentation to a session of the entire class.

In the course of each group's discussion, it should be guided by the following questions:-

1. Is patience a good virtue to imbue?
2. If Yes, why?
3. If No, why?

OR,

Why is it important to employ the virtue of patience in one's daily undertakings?

4. What are the consequences of one not being patient in his undertakings.

Teacher's Role

He will move from one group to the other. He will guide every stage of the activities. He will redirect the trend of discussion where he finds it going astray and give valuable suggestions towards a fruitful discussion.

He also will set out some guidelines of discussion, what rules to observe, when each group should present its report, and when the full class will meet for a general discussion.

4.0 Resources and Materials.

- 4.1 A table and chairs for sitting
- 4.2 Writing materials and pads
- 4.3 Notebooks for each group
- 4.4 Pictures of the impatient and the rushing.

5.0 Culminating Activities.

- 5.1 Where possible the teacher takes the students to a highway such as that of Kaduna-Zaria. Students are opportuned to observe first-hand the rushing nature and the impatient drivers along the road. It has been observed that impatience along our highways is one of the factors that causes road accidents.

5.2 He asks the students to collect several pictures of the impatient ones at work. Such pictures will include those of the rushing drivers along the highways, scenes of overtakings along the road, scenes of actual road accidents, pictures of the wounded and the death as a result of accidents. The class also collects pictures of students writing hastily in an examination hall, and those administrators making public policies. All these pictures are exhibited for both members of the class and the community to observe.

6.0 Evaluative Activities.

Each group has compiled the points of its discussion and got them ready for presentation to a session of the class. The teacher now calls for the full class for a general discussion and reconciliation of the main points of the discussion on the virtues of patience.

Throughout the course of the discussion the teacher shall remain the chairman and guide. He will help to determine the rules that will guide the discussion and when it is expected to be completed. And in conducting a full session discussion of the class it should be guided by such items as:-

1. The importance of the virtues of patience.
2. The consequences of one not being patient and citing examples such as those scenes of overtakings and accidents along the highway.
3. What each student has gained as a result of his participation in the group and class discussion on the virtues of patience.

UNIT SEVEN

PROJECT TITLE: THAT CLASH BETWEEN THE
NATIVE AUTHORITY POLICE
AND THE CRIPPLE (FRAME-
UP STORY).

1.0 Objectives.

1. At the end of the activities, the students should be able to appreciate that each individual has private property that should be respected.
2. At the end of the activities, the students should be able to say whether justice denied is right.

2.0 Content.

In the early 1960s, there used to be one cripple by name Saika who lived in a village called Shiomayio in one of the districts in Jema's Local Government Area of Kaduna State. Saika was cripple from the waste down and could move only by the use of his weak kness. He had no means of livelihood. The writer grew up as a young boy to know this man before he died.

His wife died after just one issue. This issue was a girl. Girls do not till the farm in that community. This man stayed for the rest of his life without marrying another woman. He had no close relations to take care of

him and his only daughter. His hut, built by community effort, was even crumbling down.

In Jema'a Local Government, the law exempted certain categories of handicapped people from tax-payment. These included the deaf, the dumb (even if healthy), and the cripple (those that had lost the use of any of their pair of limbs, either the whole legs, or hands or both). Moreso, the primary criteria for enlistment for tax-payment was to be a grown-up and had a hoe for farming. This was a time the community and the authority believed one could now take care of his own family.

Despite his crippledness and predicament, Saika was hardworking. He had a trade which was hand matmaking. Through this trade he was able to collect a few kobos with which he hired "Yankwadugo" (Seasonal farmers) to cultivate pieces of land plots for what to each.

Through this hardwork in matmaking, Saika soon was able to buy one goat. A young goat could cost just about 10/(now one naira) in those days. Within a year this goat had had an issue and were now two. This year around Saika was enlisted by the wardhead to pay tax (£1.10/- ie ₦3.00 now) to the Native Authority through the local chief. This was a time the members of the communities around the district already knew the atrocities committed by the local chief and the police attached to the district in the name of the Native Authority.

Legally, the law exempted Saika from tax-payment. This is because Saika had no hoe, he was a cripple that could not farm, though a grown-up. Now that he was seen with two goats by his immediate authority (the wardhead) Saika was being compelled to pay tax. Through the collaboration of this his immediate authority (the wardhead) and the local chief, the local police were sent to Saika for the purpose of collecting his tax. Twice they came and twice Saika resisted the payment. This is because, truly speaking, Saika had no money to pay the tax demanded of him. Though a grown-up, he had no hoe for cultivation which was a precondition for tax-payment, and his two goats, even if sold could not pay the tax demanded of him. Moreover, it was clear to all that he was a crawling cripple.

The third time the local police came they seemed to have prepared for a battle with Saika. These men came and caught the fattest and biggest of the two goats. Saika did not consent to this act and he strongly clung to the goat. To everyone's surprise and dismay, the local police continued to drag Saika and the goat on the bare ground along the road for more than 100 metres away from his house. The road was peoples ridden and it was because Saika's body was already bleeding profusely that he eventually gave up the struggle. The local police took away the goat leaving poor Saika and on-lookers gaping their mouths in dismay.

3.0 Students' Learning Activities

The teacher should divide the class into small groups of five or six students and all the groups assigned the same tasks. Each group will be engaged in discussion, note taking and compiling the group's final report.

3.1 Activity I

Each group meets and selects a secretary and chairman. Each group will now be engaged in a discussion to agree on points to present as a report to the class. In their discussion, each group should be guided by such questions as:-

1. Is it allowed by law for one to own private property?
2. Of what benefits is it to own private property?
3. Is it proper to take by force what one has legally acquired through his own sweat? And moreso, where the owner of such property is legally protected by the law since he is handicapped?
4. What are the consequences where one knows he has the right to own and use property but which is not respected by his immediate authority?

Teacher's Role

The teacher has the duty of going round to direct the discussions towards the set objectives. And as in the previous activities he will determine when such discussion should stop,

when the groups' results are to be presented for a general discussion. The teacher will also help to determine the rules of conduct for the discussion.

3.2 Activity II

In the same vein as in activity I above, each group should try to find answers to the following questions:-

1. Since everyone under the law has a right to own and use property, is it justifiable to deny someone of his own property? Moreso, where such a person has been exempted by the same law not to pay tax?
2. Are policies of those in authority always meant for the good of all?
3. Should such policies always be for the common good?
4. Were the local police right in forcefully taking away Saika's goat?
5. What do you think were the feelings of both Saika and the on-looking sympathisers?

Teacher's Role.

The role of the teacher here remains the same as in activity I above.

4.0 Resources and Materials.

- 4.1 A table and chairs for sitting
- 4.2 Writing materials and pad
- 4.3 Notebooks for each group.

5.0 Culminating Activities

- 5.1 The teacher should take his students to a court room for the students to witness how cases are adjudicated by judges. The students should be able to analyse and conclude that such cases have been judged rightly or say whether justice has been miscarried somewhere.
- 5.2 The teacher should organize some of the students to role-play the scene. Some students should act for Saika's immediate authority and the local police, Saika, and the on-looking sympathizers. This will enable the students to have true feelings of what each of the principal actors felt.

6.0 Evaluative Activities.

Each group now presents its report to a full session of the class for a general discussion. This will be presided over by the teacher who has the role of guiding the trend of discussion towards the set targets. Before the discussion actually begins he will help the students determine rules of conduct to be observe during the activities and will also say when they should stop.

The general discussion should be guided by such items

as:-

1. The importance of acceptable and respectable laws in general.
2. The need to respect the rights of people by both individuals and the authority.
3. The need to respect the properties of individuals by both other individuals and the authority.
4. The consequences of denial of rights and disrespect for one's legal property.
5. What the students have individually learned in the conduct of this project.

Chapter 5

CONCLUSIONSUMMARY AND RECOMMENDATION1.0 Summary.

This curriculum project was conceived to reflect happenings around our society today. History and close observations of contemporary events or happenings now in the fabric of our society tells a lot in terms of values held in the past and now. In the past, within a given community, members had norms, rules, taboos, customs, or traditions that bound them together. They upheld and respected these norms, customs, or traditions to the letter. Today, the reverse is the case in the society. People hold values which are contrary to the expectations of the society. Today people have added some other values systems in addition to those observed from their various communities. This is now giving rise to what one can call national values or priorities today in the country. These desired national values have been expressed in several media such as our constitutions, national policy on education and the programmes launched by our various governments in the past and present. Some of these programmes include the National Reorientation Committee and National Ethical Committee of Shagari's

administration and the War Against Indiscipline (W.A.I.) by the Buhari regime, which is still being waged, though in a different fashion by the present regime.

Governments after governments in the country have had to go either through the barrel of the gun or through the constitution for being accused of one thing or the other. These accusations upon accusations are as a result of what values are displayed by those in authority at the time they are being toppled.

The decaying value systems now held commonly in our society are expressed through the display of certain ugly misbehaviours. These misbehaviours include corruption, bribery, disrespect, lack of cooperation, acceptance and tolerance of one another, patriotism and disloyalty to authority, armed robbery, theft, and a host of other forms of indiscipline acts as already seen in the introductory chapter. And it is true that these forms of indiscipline acts have been acknowledged to be prevalent in the fabric of our society that various efforts have been made by past and present governments to arrest the situation towards a better society where national values will be upheld and respected by the people. We have already seen this being expressed in some government policies and programmes both past and present and in the many tribunals that have worked and are still at work to track down defaulters.

This curriculum project was developed to show the role Social Studies can play in our schools in trying to achieve a better society. The writer believes that one way of tackling the ugly situation is through our educational system. This educational system helps students to acquire both desired values and skills that will be beneficial to them now and in the future. It was because of what was observed as the trend in the society in terms of our value systems that social studies was introduced to serve as one of the means to solve social problems.

Social Studies lays emphasis not only on the content or cognitive aspect of education but also on the affective domain. This emphasis is expressed in the methods employed in the subject to instruct our students. Social Studies is therefore a methods-laden subject of instruction in our schools.

It was on this premise that this curriculum project was undertaken. It was developed with a view to guiding teachers on how to employ one of the many teaching methods used in Social Studies. This method is the PROJECT METHOD of instruction. It is hoped that through this method desired social values can be acquired. Those values that have been emphasised through the development of various students learning activities in this curriculum project include cooperation, hardwork, responsibility, acceptance, tolerance, patriotism, loyalty, success, achievement, punctuality and aggressiveness.

Other are respect for the opinions of the majority, respect for opposing opinions, respect for public property, respect for private property, respect for manual labour and the dignity of labour, and the love and concern for one another. Yet others are patience, and the ability to exercise justice in our undertakings.

The scope of this curriculum project is not wide enough to include all known values in the developed activities but it is hoped that where such a step is taken, it will be one in the right direction.

This curriculum project guideline indicates the objectives to be realised, the content of the project in terms of the information and the various activities the students should engage themselves as their learning activities. The guideline also includes the resources and materials that can be obtained and made use of by the students in the conduct of their learning activities, what appropriate strategies to be used to collect necessary data, how to organize the class in terms of grouping and size of groupings, a consideration of the students' activities, needs and interests, and the selection of the group's chairman, secretaries and the rules to be observed in the conduct of the learning activities. Yet, the guideline includes how to get the members of the class ready for the project activities by the teacher, culminating activities to buttress

what has been learned through the activities, and evaluative activities to assess the extent students have realised the objectives of each of the projects.

The project contains seven different units and the objectives intended to be realised in each of the units actually dictated what content and learning activities are chosen, what specific questions are framed both for the real activities and the evaluative activities.

Unit one concerns rail transport system in Nigeria and it's meant to enable the student realise the importance of cooperation and hardwork. Unit two is base on a students mock government. It is hoped that through their participation in the formation of this government they will begin to appreciate the importance of shouldering responsibility, accepting and tolerating each others, the importance of being patriotic and loyal to one's group, community or nation, and the importance of respecting a majority's views and opposing opinions from others.

While unit three is centred on success and achievement and the consequences of laziness and lack of dedication to one's duty or responsibility, unit four concerns the importance of manual labour and respect for the dignity of labour.

Unit five is centred on the need to show concern for one another and the whole essence of showing love and affection for each other. And while unit six is based on the virtue of patience, seven is based on the importance of respecting one's private property and the need to exercise justice in all our undertakings.

2.0 Recommendations.

This curriculum project as already stated elsewhere is to serve as a guide to teachers in conducting students' project activities. Teachers are advised therefore to make use of these guidelines for the conduct of students' project activities. They should always bear in mind that the objectives intended to be realised sometimes dictate the content learning, culminating, and evaluative activities.

Teachers should bear in mind too that project activities are not the only media through which the affective domain of educational objectives could be realised. There are several other methods and techniques available. These include the inquiry or problem-solving method, role-playing, discussions, debates, games and simulations, etc, etc. This point has been emphasised under the selection of appropriate strategies or techniques in chapter four.

Teachers should also take note of the fact that in using one method as a way of realising certain objectives, certain other methods are employed as specific techniques towards easier realisation of the said objectives (see definitions of methods and techniques, page 13 and the selection of appropriate strategies or techniques, page 39). For example, in organizing students learning activities towards the realisation of desired objectives in this curriculum project, discussion has been very much used in all the activities as a specific technique towards realising objectives.

Although the project guideline is intended to serve teachers in the Junior Secondary Schools, teachers in the Senior Secondary Schools could also make use of this guideline as their students sometimes engage in projects to serve certain objectives.

The writer of the curriculum project also believes that both academic institutions where such projects are submitted for the requirements of the award of degrees and the various governments that sponsor students to undertake such projects, have very important role to play in the dissemination of information derived from these projects. Most of the time one finds these projects lying in library shelves in the institutions or in stores or offices in government establishments and forgotten. The writer therefore recommends that such project be publicised and made accessible to teachers and the general public.

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