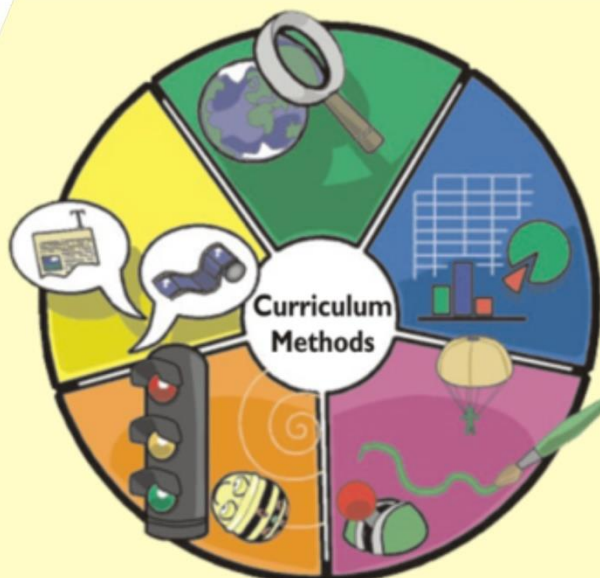


NATIONAL OPEN UNIVERSITY OF NIGERIA

# PED 271



**Primary School Physical and  
Health Education and  
Curriculum Methods**  
**Module 2**

## **4.0 PED 271 (Primary School Physical and Health Education and Curriculum Methods)**

### **5.0 Module 2**

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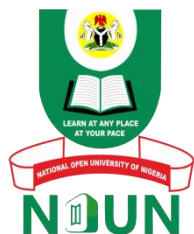
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# Unit I Fundamental Skills in Relation to Movement Education

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## 1.0 Introduction

Under this unit we are going to focus our attention on the meaning of fundamental movements and what constitute fundamental movements that is the basic fundamental skills. The unit will also introduce you to the relevance or values of these basic fundamental skills to man.

## 2.0 Objectives

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

- explain the meaning of fundamental movements/skill in your own words
- differentiate between locomotor and non-locomotor movements
- explain the meaning of rhythmic movements/activities
- state the values/importance of basic/fundamental rhythmic movements.

## 3.0 Main Content

### 3.1 Meaning of Fundamental Movements

The fundamental movements are basic involvement skills required for the achievement or attainment of other major skills in physical education. They are required or needed as we grow or develop. Such fundamental basic skills are sitting, standing walking turning, running, etc. these basic skills can be categorized into two main groups namely locomotor and non-locomotor movements. For easy and proper understanding of the fundamental skills, they shall be treated under these two categories in this unit.

#### 3.1.1 Locomotor Movement/Skills

Locomotor skills are movements in which the body is moved completely from one position or point to another e.g. skipping, stepping, walking, running, hopping, jumping, leaping, galloping, sliding, rolling, etc.

**Stepping:** This is to raise the foot up and put it down in front, behind or beside the other one at a time. In stepping as a basic skill you can either step forward, backward or step aside, for you to do it properly and correctly there must be proper coordination of the arms that is the alternate arm must move forward with alternate leg when you are stepping forward and also in reverse order when you are stepping backward. This type of movement is used in jumps e.g. triple jump.

**Walking:** This is a skill in which one foot is put/move forward in front or behind the other foot continuously from a standing position. Walking is a progression of steps so taken that

the walker makes contact with the ground, so that no visible (to human eye) loss of contact occurs. The advancing leg shall be straightened (i.e. not bent at the knee) from the moment of first contact with the ground until the vertical upright position is attained. In walking, the movement of the Government shall be heel toe action in moving the body forward and the each arm must move with alternate foot. Majority of the physical activities begin or star with walking.

**Running:** This is the shift/quick movement of the legs in upward and downward in front in quick succession with the arms forward and backward alternately in quick succession. Running is done on the balls of the feet with the body lean forward and moment when both feet are temporarily off the ground while there is high knee raising during the running process e.g. races, jumps, etc.

**Hopping:** It is a forceful lifting of the body upward on one foot and landing on the ball of the same foot e.g. triple jump.

**Jumping:** It is the forceful lifting of the body upward and forward on one foot and landing on both feet. This is useful in vertical or horizontal jumps e.g. high, long and triple jumps

**Leaping:** This is when you spring up high in the air with one foot and land on the other. This skill is mostly used in hurdles, steeplechase and triple jump, etc.

**Skiping:** It is a quick but light stepping and jumping movements done on the balls of the feet. It is sometimes done on with rope or hoop e.g. boxing.

**Galloping:** It is a skill or movement that allows both feet to leave the ground with one leading the other and land one after the other. It can be done sideways or forward as it is in high, long and triple jumps

**Sliding:** It is a continuous smooth movement along the surface of the floor/ground in which the feet are continually in touch or contact with the surface of the ground e.g. tacking in football

**Rolling:** It is the turning of the body continuously over and over along a surface either from lying or squatting position e.g. tumbling in gymnastics.

### 3.1.2 Non-Locomotor (axial) Movements

They are basic movement patterns or activities that do not involve the individual moving from one place to another. The movements involved are usually carried out on one spot or position e.g. standing, lying, sitting, lifting, pushing, pulling, bending stretching, twisting, turning, swaying, swinging, etc.

**Standing:** It is an upright position in which the body is supported on both feet e.g. in dart, archery, shooting etc.

**Sitting:** It is a position where the trunk is upright and while the buttocks is on the floor or chair supporting the weight of the trunk e.g. in gymnastics.

**Lying:** It is a position or condition where the body is laid flat and straight on the floor or ground this type of movement is common in gymnastic.

**Lifting:** It is when an object is raised to a higher level while at the same time the body is in a still position e.g. weight lifting

**Pushing:** This is done from a forward walk or astride standing by putting pressure on an object to move it forward against resistance with the palms, hands arms and shoulders e.g. wrestling, boxing.

**Pulling:** This is executed from a forward walk or astride standing position with the hands, arms and shoulders causing the object to move towards the person e.g. turn-of war, judo and wrestling

**Bending:** This is when the trunk from erect position is bent forward and downward e.g. weight lifting, gymnastics, etc.

**Stretching:** This is when a person is in a standing position with the body erect and the arms in an upward and backward position e.g. weight lifting, etc.

**Twisting:** It is the turning of a part of the body around while the legs firmly planted on the ground without changing direction, dance, discus etc.

**Turning:** This is when the body is moved towards another direction when standing on a spot/athletics e.g. hammer, discus, dance, etc.

**Swinging:** This is when the body is in a standing position and the arms and the body are involved in a forceful circular motion to the left or right e.g. hammer throw in athletics.

### 3.1.3 The Importance/values of Fundamental Movement/Skills

- they provide basic guides for the learning of other major skills in games and sports
- it helps to improve/enhance performance
- the acquisition of the skills reduces fatigue and injury in sports and games
- they could be used to create fun and enjoyment.

### 3.1.4 Rhythmic Movement Activities

They are basic movement activities that are carried out in rhythm line with regular beats coming from singing, clapping or sounds from music or tinning of movements. Some of such rhythmic activities are:

- fundamental rhythmic activities
- creative rhythmic activities
- marching
- singing
- folk dance
- social dance.

## **Fundamental rhythmic activities**

They are basic movement activities using rhythm-songs or beats to express action, they are activities that make use of locomotor and non-locomotor movements. They are performed rhythmically using related singing songs e.g. such activities as running activities and singing, pulling activities and singing, sitting and clapping, skipping and singing, etc.

## **Self-Assessment Exercise**

- Explain the meaning of fundamental movements with concrete examples
- Mention two major groups of fundamental movements
- Mention six examples of rhythmic activities.

### **3.1.5 The Importance/Values of Fundamental Rhythmic Activities**

They are as follows:

- help to develop good and proper coordination
- help to develop beauty in performance
- create joy and happiness
- make room for agility and flexibility
- encourage/promote creativity
- help/assist the body and the mind to relax.

## **4.0 Conclusion**

Class, we can conclude from what we have learnt in this unit that fundamental skills are very important and prerequisite to learning skills in major games and sports. The inadequacy or lack of skills in the basic skills by a pupil could lead to poor performance in any of the major games or sports thereby resulting in poor academic achievement in physical and health education. Good performance in the fundamental skills by pupils will definitely enhance better academic achievement in the major games and sports.

## **5.0 Summary**

You have learnt about fundamental skills in relation to movement education. In this unit you learned the meaning of fundamental movements, the different categories locomotor and non-locomotor types and their importance in movement education Detailed explanations were made on each category of the fundamental basic skills so as to enable pupils appreciate their importance to successful execution of any skills in any major games and sports.

## **6.0 Self-Assessment Exercise**

- What is/are difference(s) between locomotor and axial movements.

- List and explain any six in each of the groups
- Explain the values of fundamental movements
- Explain what rhythmic activities are.
- What are the values of rhythmic activities?

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## Unit 2 Organization of Sports and Games in Primary Schools

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### 1.0 Introduction

In this unit we are focusing on organization of sports and games in primary schools. We shall look at sports organization through intramural and extramural competitions. We shall x-ray or examine how sports and games are effectively managed or administered through intramural and extramural competition at the primary school level. This unit shall also focus on the various approaches involved in the organization of sports and games at the primary schools level.

### 2.0 Objectives

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

- explain organization of sports and games
- identify of using the intramural and extramural competitions to achieve proper and effective organization of sports and games at the primary school level.

### 3.0 Main Content

#### 3.1 Administration and Organization of Sports and Games

Sports and games are generally organized in schools and outside the school. The types of sports and games organized within the school are known as intramural competitions while those organized outside the school are known as extramural sports competitions. The effective administration of the organization of sports and games in the primary schools rest squarely on the physical education of teacher and other members of his/her team. Their responsibilities are to guide, direct, coordinate and encourage the efforts of the individual members towards achieving the goals of the schools in sports.

The organization of sports in schools can be seen as the development of formal structures whereby the various or different sections or divisions work together with clear defined lines of authority for effective development of sports in the school environment.

In this unit, we shall identify and discuss the various approaches of organizing sports and the importance of intramural sports at the primary schools.

- **Intramural sports programmes/competitions**

At the primary school level, intramural sports programmes are managed or directed by the games master/mistress. At this level the programme must cater for all the pupils that is, it must provide for a wide range of abilities and interests. In doing so, the physical education teacher must have a well-planned programme that would meet the desired goals e.g. organization of inter-house sports competition. For the games master/mistress to have a

fruitful and rewarding intramural sport programmes he must consider and work in the following steps in order to achieve a better result:

- planning
- activities
- safety precautions
- rules and regulations
- records
- evaluation.

### **Planning**

As a games master, you need to plan on the sporting activities you want the pupils to take part in during the period. This can be taken care of through inter-house sports competition. The planning should contain all the sports events that the pupils are going to take part in, their houses and/or classes. The planning should also include the listing of the order of sport events, officials, members of staff, etc. you must get the permission of the head teacher right from the onset and get his/her approval on what it would cost the school to organize such competition.

The needs and interests of the pupils (male and female) must be considered when planning along with the interest of the school. Facilities to be used for the competition should be considered and their conditions ascertained in readiness for the pupils to use for both practice and competition proper.

In places or cases where the facilities are inadequate, you as the games master/mistress can organize alternative arrangement for such facilities with nearby/ neighbouring schools or sports council.

Finally, you have to ensure that you take care of all problems that may arise from logistics e.g. registration and identification of athletes, recording sheets and provision for emergency cases.

### **Sporting activities/events**

The types of sports events for the intramural should be those that would elicit the interest of the pupils. You should ensure that the right type of sport activities are selected for the pupils to participate in and included in inter-house sports and that they should have positive educational value on or contribution to the pupils e.g. 'catching the train', improves pupil's speed and punctuality and 'egg and spoon race' helps to improve hand-eye coordination.

The activities to be included in the sports programme should be those that a greater percentage of pupils should be able to take part in and should not be too difficult (hammer throw) for the pupils. The activities selected must give/consider the ability of the child at this level so as to prevent or reduce injuries and liability.

There should be adequate provision for wards and technical officials instructors, chaperons, etc that would provide adequate supervision for the various sporting activities so as to guide against sport injuries inherent in sporting activities.

Ensure that adequate facilities and equipment are available for the sporting events for the inter-house sports i.e. you include only activities you have facilities and equipment for. As the games master, ensure that fund is provided for the programme to avoid failure well in advance before the competition and also provide ample time for pupils to practice before the competition day bearing in mind the school calendar. This will also enable you to give notice to the officials to officiate on the day of competition well in advance.

### **Publicity**

You have to devise ways/means by which your intramural sporting activities would attract public attention. In doing this you have to find a way of selling your programme to the public. You can achieve this through the P.T.A., invitation letters to guardians, parents, members Board of Governors, Alumni Association, education of the pupils on the importance of the competition, posters, jingles on radio and television and newspaper advertisement.

### **Security**

There should be adequate security to ensure the safety of teachers, pupils, athletes and invited guests. Letters should be sent to security agents a month before the competition so that they will help to maintain law and order during the competition. Two weeks to the competition the security agents should be reminded. The school can decide to invite members of police, army, vigilante group or the civil defence to help maintain law and order.

### **Awards Systems**

The emphasis of an intramural programme should be on participation and fun. Winning and losing are part of the process but should not be a primary focus. If award must be given they should be for recognition of achievement. If possible some recognition should be available for participation regardless of win/loss.

In your planning as the games master/mistress, you should make provisions for award of prizes to the best three competitors and each of the events as a sort of recognition of their achievements and also as incentive to encourage them to do better in future competitions. It is also to encourage other pupils that did not take part to participate in such competition in future.

### **Safety precautions**

An intramural sports programme seeks to enhance the health of its participants therefore, the following guidelines are critical to the success of the programme:

- all activities should be structured to ensure that safety requirements are met including consideration of each pupil readiness for the activity based on age, skill and physical condition
- all participants should have medical clearance to participate
- clothing should be appropriate to the activity
- all activities should be supervised to ensure safety and orderly progression of each event

- recognize that because of the nature of physical activity, injuries will occur immediate first aid must be available from trained providers any time the programme is in progress
- attention must be given to communication with emergency services in the event of serious injury.

### **Rules and Regulations**

Games master sit with the housemaster, head teacher and games prefect to make the rules that will govern the competition. Some of the rules to be considered are as follows:

- no athlete will participate in more than three events.
- An athlete can only take part in one field event and two track events or two field event and one track event
- no athlete in primary 4, 5 and 6 can run in primary 2 and 3 events
- fill in the bottle and backing the baby are for primary 1 only
- filling the basket with balls is for nursery classes only
- no house member is allowed to run through while an event is going on, if it happens the athlete of that house will be disqualified
- athletes are to maintain their lanes when running 100m, 200m and 100m x 4 relay, any athlete that crosses from his/her lane is automatically disqualified
- there must be decision on how many points each event should be given, for example 1<sup>st</sup> position 10 points, 2<sup>nd</sup> position 8 points and so on.

### **Records**

For future purposes there should be proper keeping of records concerning all inter house competition that take place in the school.

Such as keeping records or positions of the match past, the field events, the track events, especially the time the athletes finish running. Keeping records enable the game master or whoever might take over from him to know whether the school is improving from the various events or not.

All record of finished events must be kept in a file which is subtitled “sports file” and the file should be kept either with game master or the head teacher of the school.

### **Evaluation**

Intramural programming just as with other curricula must be subjected to continuous evaluation. Areas to be reviewed include:

- objectives
- programming
- facilities/equipment

- safety.

### **Organization/Administration**

Information gleaned from the evaluation process allows for modification of objectives, planning and implementation of programme needs, justification for budgets and programme changes.

## **4.0 Conclusion**

This unit addressed the administration and organization of sports and games in primary schools. The unit was able to explain the Intramural sports programmes/competitions and the steps to be considered in order to achieve a better result.

## **5.0 Summary**

In this unit, you have learnt about how to organize and administer intramural games in primary schools. The unit highlighted some steps like planning, activities, safety precautions, rules and regulations, record keeping, award system and evaluation to be considered when organizing sports in schools in order to achieve better results.

## **6.0 Self-Assessment Exercise**

- List and explain the steps to be considered when organizing sports in the school.
- As a games master, list the group of people to work with when organizing sports in school, and why do you need them?

## **7.0 References/Further Reading**

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## Unit 3 Meaning of Safety

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### 1.0 Introduction

One of the basic needs of man is safety. Man's other needs include food, shelter, clothing, love or affection. However, safety remains on top of the list of priorities of people because without safety living and all that one has laboured for may become wasted. Indeed safety makes life interesting and to a remarkable extent, effective living is hinge on safety. A well designed lifestyle is incomplete without safety concept being built into it.

Some of the benefits of safety in both personal and corporate senses include the facts that tasks performance are carried out with little or no stress, injuries are avoided and a lot of manpower is saved, individuals and organizations relate well. Thus the importance of safety in any setting (e.g. in the school) cannot be over emphasized. Before examining the nature of safety, there is need for some understanding of the meaning of safety and what it represents.

### 2.0 Objectives

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

- define safety
- state the different types of safety
- identify some common safety problems in the school
- examine the features of a safe school facility.

### 3.0 Main Content

#### 3.1 Concept of Safety

In the primitive era, people lived together in peace and happiness, they had things in common and there was no need to build fences around homes. We may think that there was no need to be afraid of anything as men followed nature. However, time progresses, the primitive nature of society changed and men became enslaved to technology and civilization. The safety problems that we contend with today can be traced to the absence of a good safety culture or the absence of knowledge concerning safety.

##### 3.1.1 Definition of Safety

Safety can be defined as follows:

- freedom from danger
- ability to detect hazards
- safe practices that enhance growth and development
- a state of being unthreatened by life threatening factors

- removal of obstacles and impediments that may be life threatening
- personal health promotion
- risk management.

## Self-Assessment Exercise I

- Examine the historical antecedent of safety.
- Discuss the various definition of safety.
- Distinguish between a habit and safety practice.

## 3.2 Nature and Scope of Safety

We probably have come across phrases such as “safety first” “play safe” and “be safe”. These expressions have far reaching implications on the nature and scope of safety. In everything that we do even as school teachers, we need to consider safety as extremely important. Safety is expansive in nature and scope. For example, safety in the school environment is meant to ensure the safety of teachers, students, school personnel and school facilities. We shall discuss more on this when we examine safety education in the preceding paragraphs.

Nonetheless, the nature and scope of safety consist of the following:

- safety is a matter of habit
- it involves training i.e. it is a skill acquisition process
- safety involves discipline
- safety is individual and community- based
- it is the responsibility of everybody to be safety conscious
- safety is a pre-condition for safe living.

## 3.3 Safety Problems in the School Environment

The school environment is a haven for many safety problems. The incidence and prevalence rates of drowning, falls, burns and scalds, fractures, bruises are on a consistent increase in the school facilities. These safety problems contribute to the cases of absenteeism and poor academic achievement in the school. It is imperative to mention that safety problems in the school are avoidable if necessary lines of action are taken by school teachers, the learners and school management.

One of the major responsibilities of school management is to ensure the safety of teachers, students and other school personnel. This implies that the classroom have to be properly ventilated and lighted, the stair case is of good design and safety-compliant. The provision of fire extinguishers and other safety accessories must be the joint responsibility of the school and the various agencies responsible for school administration including the host community where the school is situated.

## **8.0 3.4 Safety Education Concepts**

What is safety education? Safety education is a form of education given to learners/people in order for them to live an accident-free life. Accidents are unplanned events or occurrences which can be controlled through balanced safety practices.

Also, safety education is a process or an act that affects the orientation of an individual and he becomes knowledgeable in the things of safety.

Safety education i.e. a training process and it is one of the several components of the comprehensive school health programs.

Safety education has the capacity to solve many safety problems both in the micro and macro senses. It is only when people have knowledge of toxins that they avoid being poisoned. Characteristically, safety education can transform the individual and his society.

The following should constitute the block of learning units in safety education programme in the school:

- how to cross the road and using the zebra crossing signs
- using the swimming pool.
- avoiding sharp and pointed objects
- drug/medicament education
- safety in the play field
- safety gadgets and materials
- reporting accidents
- accident prevention.

## **9.0 Self-Assessment Exercise 2**

Highlight the learning units in safety education programme in the school.

## **10.0 3.5 Maintenance Culture**

One of the banes of the Nigerian society is the absence of a good maintenance culture. Dilapidated school structures, obsolete machinery, poorly kept laboratories just to mention but a few are common sights in our school environment. What is however important is the fact that poor maintenance culture continue to contribute to safety problems in the school.

As earlier discussed, safety is a matter for all education stakeholders; I wish to add that the school, the community and government should be held accountable for accidents that happen in the school premises because of the absence of good maintenance culture.

Maintenance culture must be highly emphasized in the general school curriculum and made part of the conditions for promotion of school principals and teachers.

## **11.0 3.6 Safe School Environment**

A safe school environment is one that is devoid of accidents. It is an environment that is teacher and learner friendly.



Furthermore, a safe school environment is health enhancing in all its ramifications. One example of a safe school environment is an ideal purpose built school where the classrooms are adequately ventilated; the seats well-arranged and does not constitute obstruction. There is free flow of movement in and out of the classroom.

In a safe school environment the lawns are well moored, chemicals in the laboratory are kept in a safe place and containers properly labeled. Finally, a safe school environment is driven on the principles of safety.

## **12.0 4.0 Conclusion**

Safety constitutes part of the basic needs of man. Safety concept consists of freedom from danger. Since everyday life induces stress and hazards, it is expedient that safety be emphasized. It is incumbent upon the school, teacher and learners to learn safety precautions and the importance of safety education. It is the joint responsibilities of the school and the host community where the school is situated to ensure the safety of school facilities.

## **13.0 5.0 Summary**

The meaning of safety includes freedom from danger while accidents are unplanned events. The bases of safety can be connected to man psychological and physiological needs. Every man wants to be safe and over time the hustle and bustle of everyday life continue to make man vulnerable to risks of diverse kinds. Safety education is highly imperative in our school system because of its importance.

## **14.0 6.0 Self-Assessment Exercise**

1. Why is safety an imperative component of human needs?
2. Discuss the features of safety education in Nigerian school curriculum.

## **15.0 7.0 References/Further Reading**

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## Unit 4 Essentials of Safety Education

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### 16.0 1.0 Introduction

In unit one, we studied the nature and concept of safety education, This unit will examine the importance of safety education, aspects of safety education, safety regulations and safety programmes in our school system. Indeed, safety education cannot be separated from the school curricula because of its unique nature in the school system. It is envisaged that you will critically internalize the various concepts concerning safety and also teach safety concepts in the most appropriate manner to your students.

### 17.0 2.0 Objectives

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

- examine the importance of safety education to the society.
- discuss the various aspects of safety education.
- review and apply safety regulations appropriately.
- implement safety programmes accordingly.

### 18.0 3.0 Main Content

Safety education constitutes one of the teaching/learning units of the National Health Education Curriculum which came into existence in 1985. This curriculum was approved for our nation's school in 1985 by the then Military Administration. One of the principal objectives of the Health Education Curriculum is to address the many health problems of school children. Safety education is part and parcel of this document and it defines the imperativeness of safety education both in the individual and collective dimensions.

### 19.0 3.1 Importance of Safety Education

Many accidents that happen in the school and outside the school environment could be prevented if only people have the knowledge and information regarding such accidents. In other words, ignorance is a major factor in accident causation and safety education has the ability to negate wrong perceptions about accidents.

Wrong attitudes, beliefs and habits can induce accidents and experts in the field of safety education strongly hold the view that safety education can help correct negative attitudes towards accidents in our society. The authenticity of this view has been tested and it is correct to say that no matter the policy or funds applied to address safety problems in our society it will not yield ideal results if safety education principles are not engaged. The importance of safety education can therefore not be relegated to the background.

Furthermore, through safety education individuals are sensitized on the factors that cause accidents. Again, safety education is a capacity building avenue for people to know what to do to avoid accidents.

When we go by newspaper reports that accidents of diverse kinds happen in our society especially road-traffic accidents we cannot but discuss the importance of safety education.

Safety precautions are good leverage for accidents prevention. Safety education is a means to an end because prevention and minimizing costs of accidents rest on it.

Safety education helps to correct wrong notions about accidents. Sometimes people believe that accidents are caused by supernatural forces. Carelessness and risky behaviours such as drinking and driving can cause accident. It is the information provided by teachers and those knowledgeable in the skills of accident prevention that can provide information and awareness about what intricate factors that causes accidents.

## 20.0 3.2 Safety Problems

The following are major aspects of safety education programme in the school:

- fire accidents
- road accidents
- industrial accidents
- air disasters
- natural disasters such as volcanoes, tornadoes, flood
- risks management
- injuries and labour relations.

### Fire Accidents

Fire accident is a common phenomenon in our society and in the school. Causes of fire outbreak are mere carelessness on the part of people to faulty equipment in the house. Ignorance is also a major cause of fire accidents

### Road Accidents

Road traffic accidents are due to many factors such as poor driver education, drunkenness, faulty vehicle, bad roads, and poor road traffic regulation. The multiplicity of the causes of road tarmac accidents demands that safety education culture be imbibed.

### Industrial Accidents

Industrial accident ranks top on the list of safety problems in our society. Thus, many workers have been injured while trying to operate one machine or the other while many lost their lives in the course of earning some wages. Industrial accidents can be addressed through safety education approach.

### Natural Disasters

Natural disasters such as volcanoes, for needed, flood, erosion, etc. have destroyed many ecosystems which are beneficial to man. Through a well-articulated safety education programme this huge problem can be addressed.

## 21.0 3.3 Safety Regulations

It is evident that the absence of a balanced safety practice in Nigeria has impeded the process of curtailing the problem of safety. Indeed, safety regulations such as code of

conduct on the roads will go a long way to nib the problem of safety on board, safety regulations can solve many problems.

## **22.0 4.0 Conclusion**

This unit has revealed the basic concepts of safety education. The importance of safety education was highlighted in terms of the theoretical and practical applications. Some safety problems in our society were discussed and the needs for effective safety regulating system were prosecuted.

## **23.0 5.0 Summary**

This unit has revealed the following facts:

- importance of safety education
- safety problems in our society
- safety regulations and the prevention of accidents in the society.

Safety education can contribute to nation –building; hence, the need to emphasize it in our school system.

## **24.0 6.0 Self-Assessment Exercise**

1. Examine the basic issues affecting safety education in our society.
2. Discuss safety problems in our society today.

## **25.0 7.0 References/Further Reading**

Idehen C. O. (1998). The Roles of Health Education Messengers in

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