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PED 320



Family Education
Module 2

PED 320 (Family Education) Module 2

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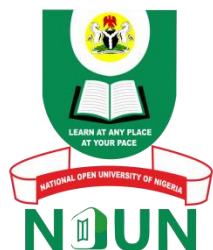
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Unit I Important Physical and Health Issues that Affect Family Life

1.0 Introduction

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

2.0 Objectives

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

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

3.0 Main Content

3.1 Drug Abuse, Signs, Effects and Remedy

What is a Drug? A drug is any medicine or substance that causes physical and or mental changes in the body.

What is drug used for? Generally, drugs are used to treat infections and diseases. Some drugs such as immunization drugs are used to prevent sickness.

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

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

- An overwhelming urge to continue taking the drug and to obtain it by any means.
- A tendency to increase the dose.

- A psychological and sometimes physical dependence on the effects of the drugs.

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

Signs of drug abuse

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

Effects of drug abuse

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

Others are:

- Lower educational achievement/ability.
- An inability to think through the consequences of behaviour.
- Poor self-image. This can also be a form of self-stigmatization where the adolescent begins to view him or herself as "bad" and unable to fit into society.

- Greater susceptibility to behavioural health problems. Changes in brain chemistry may make the child vulnerable to diseases like depression or bipolar disorder (also known as manic-depression).
- Difficulty managing emotions without alcohol or drugs. Changes in brain chemistry caused by drug abuse may affect emotions. Also, the addict may fail to develop the ability to manage emotions rationally. For instance, the addict may resort to using a substance instead of working through a problem. When the effect of the substance is gone, the addict has little or no ability to manage the “raw” emotion.

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

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

Self-Assessment Exercise 1

1. Define drug and explain two major types of drugs.
2. Enumerate four signs of drug abuse.
3. Discuss what family members can do to a family member with drug addiction problem.

3.2 Guarding Children against Use of Alcohol and Drugs

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

Drug abuse by adolescents can cause serious problems that can follow them into adulthood. Further, adolescent drug abuse use is also a frequent cause of family upheaval. Therefore, parental monitoring and supervision are keys to preventing alcohol and drug abuse among children/adolescents. Parents need to set clear limits, enforce them, and demonstrate they are aware of what their child is doing, and provide necessary support including counseling from professionals to enable their children overcome these challenges.

Better still, parents should ensure that their children do not attempt the use of these drugs in the first place by guarding against peer influence which is also crucial in this regard.

Self-Assessment Exercise 2

1. Mention and explain three crucial effects of drugs and alcohol abuse on children or adolescents.
2. List two things parents can do to prevent their children from engaging in drug or alcohol abuse.

3.3 HIV and AIDS

What is HIV? HIV stands for Human Immunodeficiency Virus. It destroys the body's immune system, which protects the body from illnesses and diseases.

What is AIDS? AIDS means Acquired Immune Deficiency Syndrome. AIDS is caused by the human immunodeficiency virus (HIV). The body normally has a system that fights off infections and diseases called the immune system. HIV is a virus that slowly breaks down this immune system. During this period, the person may look healthy and feel well, but the virus remains active. He/she may infect another person if he/she engages in unprotected sexual intercourse.

Eventually, the immune system of the individual will become weaker and the body will no longer be able to fight off infections. Consequently, the person with HIV will become ill more often and it takes a longer time to recover from each illness. When HIV has permanently damaged the immune system, the immune system can no longer do its job and at this stage, the person with HIV will develop AIDS. The period of transition from HIV to AIDS cannot be easily determined, but on the average, it takes about four to eight years.

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

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

HIV/AIDS is NOT spread by:

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

How Can HIV be prevented?

- Abstinence is 100per cent effective in preventing the sexual transmission of HIV.
- Engage in protected sex by using condoms.

- Avoid sharing needles, syringes, or other personal items that could be contaminated with blood.

Important precautions to be taken at home

- Have a first aid kit at home so that injuries can be treated immediately and children should be taught how to stop their own bleeding.
- Teaching children not to touch other people's blood with bare hands, rather they must wear gloves if they have to do so.
- Every member of the family should have their individual barbing or hair dressing kit.
- Every member of the family should go to a government designated HIV screening centre to know their HIV status.

What should be done if a family member has HIV

- Do not condemn or stigmatize the person.
- Show he/she love and do not send him/her away from the home.
- Ensure that the HIV status is medically ascertained and provide financial and moral support for the treatment.
- Help him/her to maintain good health, good nutrition and personal hygiene to prevent infections and ill health.
- Encourage the person to continue to live a normal happy life.
- Strengthen the person's spiritual faith.
- Encourage the person to join a support group.

Self-Assessment Exercise 3

1. What does HIV and AIDS stand for?
2. Describe how a person who is HIV progresses to AIDS.
3. List four ways by which HIV can be contracted.
4. Enumerate precautions that can be taken at home to prevent HIV infection.
5. Discuss what members of the family should do to a family member who is HIV positive.

3.4 Sexually Transmitted Infections (STIs)

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

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

Signs and symptoms of STIs: Most of the time, a man will know if he has STI because of the itching and severe pain in the reproductive organs. Sometimes, he may experience unusual discharge or pus from the penis. On the other hand, a woman may not know that

she has STI because they are sometimes itching and the itching may go away while the infection is still there and with no other signs or symptoms.

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

How can STIs be prevented

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

4.0 Conclusion

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

5.0 Summary

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

6.0 Self-Assessment Exercise

1. Distinguish between the signs and symptoms of STIs presented by a male from a female.
2. What should a person do if he or she suspects that he/she has an STI?
3. STIs can be treated at home by an individual. Discuss.

7.0 Reference/Further Reading

Department of Education, HIV and AIDS Unit, S/A. (2003). "HIV and AIDS in Your School: What Parents Need To Know."

Unit 2 Some Traditional Practices that Affect People's Health

1.0 Introduction

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

2.0 Objectives

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

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

3.0 Main Content

3.1 What are Harmful Traditional Practices?

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

3.1.1 Female Genital Mutilation (FGM)

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

Types of female circumcision

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

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

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

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

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

Reasons for female circumcision

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

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

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

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

Implications and effects of female circumcision

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

- excruciating pain.
- infections such as HIV, pelvic infection, tetanus, etc.
- excessive bleeding leading to shock and death.
- painful sexual intercourse.

- prolonged and obstructed labor leading to complications such as Vesico Vaginal Fistula (VVF) or Recto Vaginal Fistula.
- Keloid formation.
- Sexual problems such as frigidity and lack of orgasm, etc.
- Infertility resulting from chronic infections.
- Difficulty with urination (burning, retention, etc.).
- Psychological trauma, including feeling of inadequacy and lack of self-confidence.

Family members need to recognize that female circumcision is a form of discrimination against women and the girl child, and a violation of their rights to health and freedom of choice. They should discourage their girls and mothers from participating in such practices.

Parents, especially fathers should also take time to educate their grandparents and other extended family members about the dangers of the practice and firmly let them know that they oppose the practice. Girls who refuse to be circumcised should be protected from communal sanctions and should not be stigmatized.

Finally, already circumcised family members should be treated with empathy and provided necessary medical care and support to live healthy happy lives.

Self-Assessment Exercise I

1. What is FGM and why is it practiced?
2. Describe four types of FGM according to the World Health Organization.
3. List six harmful effects of FGM.
4. What can a family do about FGM?

3.2 Early Marriage

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

3.2.1 Reasons for Early Marriage

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

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

To preserve the chastity of the girl: Some parents encourage early marriage among their teenage daughters to avoid the teenage pregnancy and promiscuity.

3.2.2 Consequences of Early Marriage

Some consequences of early marriage include:

Obstructed labour: This occurs when early childbearing results in complications because of the immature state of the birth canal. At this age, the birth canal of the girl is small and not physically strong enough to allow for the passage of the baby's head. This leads to obstructed labour.

As a result, the head of the baby becomes stuck in the pelvis and the head presses the vagina. The prolonged and unrelieved pressure on the girl's pelvic wall causes the inability to hold urine. This results in the continuous leaking of urine from the bladder through the vagina. This condition is called Vesico Vagina Fistula (VVF). In some cases, the rectum is affected and the woman becomes unable to control the leaking of faeces.

In addition to this condition, these women may also lose their babies (they die) and have to undergo a surgical repair to rectify the damage. Subsequent births would also have to be through caesarian sections. The women are usually sent away from their husband's house, and their family and friends reject them. They are socially stigmatized, humiliated, and discriminated against for as long as they remain in this condition.

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

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

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

Self-Assessment Exercise 2

1. Why is early marriage a harmful traditional practice?
2. What are the reasons for early marriage?
3. What can parents do to stop this harmful traditional practice?

3.3 Nutritional Taboos

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

- Women and girls are not allowed to eat the head of goat or chicken, as well as gizzard, liver, and snail, because it is meant for males.

- Babies are also prevented from taking colostrum (first milk secreted by nursing mothers; it is slightly different in composition from the normal breast milk, with higher content of protein, fat-soluble vitamins and electrolytes) immediately after birth, resulting sometimes in low resistance to diseases, and infection, etc. The child's survival and development may also be in jeopardy due to maternal malnutrition.

4.0 Conclusion

Lot of compromises to health and physical growth and development has been made under the guise of tradition and cultural practices. While good cultural practices should be promoted, others such as widowhood, early marriage, FGM, and nutritional practices should be stopped because of the short and long-term effects on the lives of the victims.

5.0 Summary

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

6.0 Self-Assessment Exercise

1. Our traditions and cultures are legacies that should not be compromised. Discuss.
2. Women and girls should be protected from harmful cultural practices. What roles can families play in this regard?
3. Discuss two traditional practices that should be prohibited in Nigeria.

7.0 References/Further Reading

Clegg, A., Bio, F., & Clegg, P.C. (1973). *Man against Disease*. London: Heinemann Educational Books.

Olugboji, W. (1998). *Before the Doctor Arrives*. Ibadan: Atlantis Books.

Unit 3 Healthy Practices that Promote Good Health

1.0 Introduction

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

2.0 Objectives

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

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

3.0 Main Content

3.1 Personal and Household Hygiene

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

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

- Roll-ons and perfumes should be moderately used.
- The nails should be kept clean at all times.
- Shoes should be aired after use.

3.2 Preventing and Treating Fever

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

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

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

Self-Assessment Exercise I

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

3.3 Preventive Health Care for Babies

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

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

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

Periodic medical check-up: A baby in the first year should be taken regularly to the hospital for routine check and immunization. Parents should go to qualified health professionals at primary health centers, maternity hospitals, clinics, and hospitals. Mothers and fathers should ensure that their babies receive all immunizations, the weight is checked

for growth and development, and the baby is examined for early detection of disease. Mothers should also breastfeed their children exclusively for the first six months.

Self-Assessment Exercise 2

Discuss three ways of preventing babies from developing health problems.

3.4 General Rules for First Aid Treatment

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

The purposes of first aid are:

- to save life.
- to prevent further injury.
- to minimize or prevent infection.

Every member of the family must know how and when to render first aid and be prepared to provide competent assistance to the sick and injured in all circumstances. While administering first aid, the primary objectives should be:

- to maintain an open airway.
- to maintain breathing.
- to maintain circulation.

General tips for first aid are as follows.

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

- Keep the casualty comfortable and warm enough to maintain normal body temperature.
- Take the person to the hospital immediately and call or inform the family members of the victim.

4.0 Conclusion

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

5.0 Summary

In this unit, you have learnt about how to maintain good health in the family. You have also learnt basic tips about personal and household hygiene, care of the baby, prevention and treatment of certain diseases and ways of applying first aid in emergencies.

6.0 Self-Assessment Exercise

1. State and discuss five tips for promoting personal and household hygiene.
2. Discuss three ways of preventing babies from developing health problems.
3. State the objectives of first aid and discuss five tips for conducting first aid.

7.0 References/Further Reading

Clegg, A., Bio, F., & Clegg, P. (1973). *Man against Disease*. London: Heinemann Educational Books.

Olugboji, W. (1998). *Before the Doctor Arrives*. Ibadan: Atlantis Books.

Unit 4 Healthy Family-Friendly Foods and Recipe

1.0 Introduction

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

2.0 Objectives

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

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

3.0 Main Content

3.1 Importance of Food to the Family?

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

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

Self-Assessment Exercise I

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

3.2 Types of Food and their Functions

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

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

Protective Foods: Sometimes these types of foods are called “glow foods”. They contain essential vitamins and minerals that the body needs to function well and shining. Examples of protective foods are vegetables (such as spinach, pumpkin), tomatoes and carrots.

Most fruits such as pawpaw, mango, orange, and pineapple contain important vitamins. It is important for parents to teach their children to take these protective foods at least once in a day to prevent diseases. It also helps children’s brain to develop properly and helps them to perform well in school. Children also need to know the length of time required to cook these foods and how to preserve the vitamins in them. Most protective food should be taken fresh after thorough washing with clean water and where necessary, cooked lightly.

Body Building Foods: These types of foods are also referred to as “grow foods”. They contain protein, which is regarded as the building block of the body. Protein helps the body to grow and develop properly. As children become adolescents, they require protein to develop to transit from their child-like body to that of an adult.

Protein foods also help the body to heal and repair itself, when someone gets a cut. Examples of food that contains protein are groundnuts, peas, beans, and meat, chicken, fresh fish, dried fish, snails as so forth. Other types of food that contain protein are chesses, yogurt, milk and eggs. Many sources of protein are also rich in iron, which is also good for the body, especially green and dark leafy vegetables. Iron is very important especially for girls and women when they are menstruating and when they get pregnant.

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

Self-Assessment Exercise 2

1. Mention four types of food.
2. List two examples of each of the four types of food.
3. Which types of food should one avoid and why?

3.3 Examples of Nutritious Foods

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

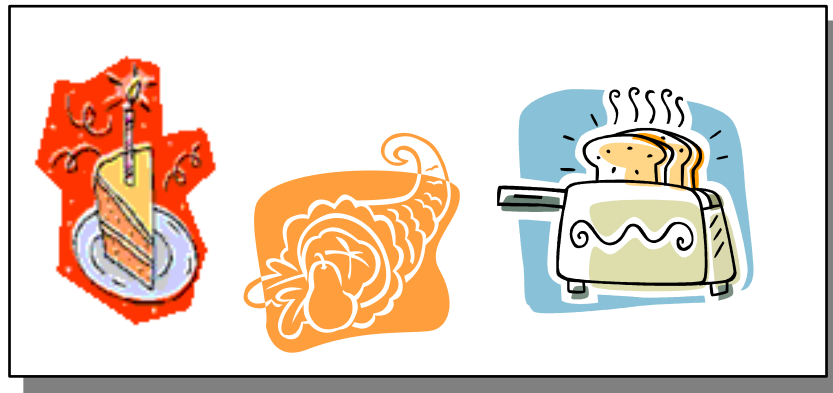
Table 3: Examples of Nutritious Foods

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

3.4 Cautions for Food Taking

Food is important to every human being, but too much food or junk food can cause ill health for an individual later in life. Energy foods in particular should be taken in moderation. This is because energy is measured in calories.

Therefore, if a person eats food containing more calories (or energy) than the body needs, during the day, the calories will turn into fat and the body will store up the fat until such a time when it is needed. For most people, the storing up of fat is healthy and normal; however, it can become a problem if too much fat is stored up in the body. Sometimes, people need to exercise to burn off the fat from the body system. This explains the reason why people should avoid eating too much fried food. Although fried food is easy and quick to prepare, it can be harmful to the body and may damage the heart and blood vessels later in the person's adult years.



3.5 Family-Friendly Recipes

Yam Pottage

Recipe (2 servings)

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

Method

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

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

Akara (Bean Cake)

Recipe:

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

Method

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

Jollof Rice

Recipe (2 servings)

- 1½ cups (milk-can/about 300g) rice
- 150g meat or 300g fresh fish

- medium size fresh tomatoes (or 1 table spoon of tomato puree)
- 1 small onion
- 2 tablespoon of vegetable oil
- ¼ teaspoon each of thyme, curry and/or seasoning powder
- Salt to taste
- Pepper to taste
- About 3 cups of water or more
- Green vegetables (for garnishing) e.g. green peas, cabbage or African spinach.

Method

1. Wash the meat and cut into pieces of desired size.
2. Place meat in a sauce pan and season with salt, onion, thyme and curry.
3. Grind/blend tomatoes and pepper, cut the remaining onion.
4. Make the stew as follows:
 - Heat the vegetable oil.
 - Fry the cooked meat to a golden brown colour.
 - Add the onions, fry on a gentle heat.
 - Add the tomatoes and other ingredients. Fry gently for about 10 minutes.
 - Add the meat stock and more water for the cooking of the rice. Remove the stew from fire.
5. Prepare the rice as follows:
 - Pick the stones or grits from the rice. Winnow to remove any husks.
 - Wash and boil for 10 minutes. Drain.
 - Wash again and drain.
6. Pour the rice into the stew, add remaining water and salt to taste. Mix properly.
7. Cook gently over low heat. Add extra water gradually if necessary until the rice is cooked. Cook at low heat to avoid burning.
8. Stir the cooked rice to obtain uniform colour and taste.
9. Prepare the vegetable as follows:
 - Pick the vegetables, wash thoroughly and drain.
 - Shred or cut up as desired.
 - Sauté with onions. That is, toss vegetable with onions in little vegetable oil in a frying pan over sharp heat for short time.
 - Dish the jollof rice and garnish with vegetables.

4.0 Conclusion

Cooking and meal times are important periods that a family can spend together. It also presents an opportunity for children to learn how to make healthy foods. Parents should provide for and encourage their children to eat a nutritious balanced diet and help them to refrain from eating junk unhealthy foods containing too much fat and oil and sweets.

5.0 Summary

In this unit, you have learnt that different types of foods perform different functions in the body. Food is important for every human being especially growing children. Energy, protective and bodybuilding foods are essential for good health, growth and development and should be taken at least once or twice a day.

6.0 Self-Assessment Exercise

1. Draw a diagram depicting how cooking and eating periods can be utilized in the family.
2. State one function of each of the following types of foods:
 - Energy-giving foods
 - Protective foods
 - Bodybuilding foods
3. Discuss reasons why certain foods can be harmful to the body.
4. Describe two healthy family-friendly recipes.

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Unit 5 Family Fun and Entertainment

1.0 Introduction

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

2.0 Objectives

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

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

3.0 Main Content

3.1 Family Traditions

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

3.2 The Value of Family Traditions

Traditions cultivate connection between immediate family members and between generations. Family scholars, Nick Stinnett and John DeFrain, say that traditions are the “we always” of families, like “We always make snow ice cream at the first snowfall,” or “We always have games and popcorn on Saturday night.” Family traditions have meaning that is special to an individual in a family hence; they create feelings of warmth and closeness. By spending time together in a fun and special setting, family members grow closer.

Effective traditions promote a sense of identity and a sense of belonging. They also promote a feeling of safety and security within the family by providing a predictable and familiar experience. Family members have something to look forward to which gives them a sense of assurance in a hectic and ever-changing world. In his book, “The Intentional Family”,

William Doherty says that as family bonds are weakened by busy lifestyles, families can stay connected only by being intentional about maintaining important rituals and traditions.

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

Self-Assessment Exercise I

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

3.3 Classification of Play Activities

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

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

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

He concluded that, through play or games, the African child develops physical assets which will serve him in good stead when he grows older. The word ‘game’ comes from the old Teutonic ‘gaman’ meaning ‘joy’. ‘Play’ is the English verb corresponding to the noun ‘game’, the old Teutonic form of which is “plegan” meaning to be glad’.

Two distinct present day use of the words ‘play’ and ‘game’ can be distinguished. In a broad sense, they both denote any activity indulged in for the sake of pleasure it affords rather than for any purpose it achieves. In a narrower sense, they denote a contest carried out according to recognized rules and decided by the strength, skill or luck of the contestants.

No such distinction is absolute. But the play of pre-school children and the ritualistic games, rhymes and chants of infants and younger primary school children are the best examples of the first sense. Play in its second sense is exemplified by the organized games of older children.

Research has shown that playing develops from predominantly individual spontaneous and imaginative games of young children into competitive game of older children and adults, which are predominantly carried out in groups and governed by recognized rules.

3.4 Motive and Mode of Play

The motives and the mode of children play vary according to whether it belongs to the first or second type. When children play ball games sometimes, the social motive seems to be predominant (they are playing as a group), sometimes the competitive (two groups have formed sides and are playing a match).

A child will play by himself throwing a ball up into the air or against a wall and catching it. He may be practicing his skill, or just “having fun”, feeling sheer joy from the bodily movement and the skill he has acquired. His fantasy may reveal a social motive (he is “taking turns” with an imaginary companion) or a competitive one (he is taking turns with a rival and ‘heating’ him each time). Play can be fun; it gives pleasure and a sense of high-spirited merriment.

Play is generally regarded as spontaneous and free, while games have rules. Play often implies pretense; children’s absorption in their play causes them to lose the sense of pretense. Play is linked with the tangible artifacts of the culture—a chair, a table and the space beneath it, large boxes and so on. Such play takes the child imaginatively beyond his limited capacities and outside his restricted status as a child. He is an engine driver, a captain, a father or mother.

Play is conceived as activity carried out for its own sake. It is not ‘necessary’ in the sense of directly serving an obvious biological need; though, it serves other purposes. The urge to play, like the urge for food and drink when hungry or thirsty, is very powerful. Children must play. One sure sign that a child is physically ill or psychologically distressed is when he does not play.

3.5 Child Play Theories

The surplus-energy theory: Those who propounded this as a theory are of the opinion that because children and young animals do not expend their energies in self-preservation (that is, food-gathering, hunting, defense) or in preservation of species (reproduction) they have a large quantity of surplus energy which they use for play. Children tend to have more energy for play, because unlike adults, they do not have to worry about all the things mentioned above.

The 19th century industrial society tolerated play, though qualifies it as a wasteful expenditure of energy which we must put up with until the energy can be channeled into the industrial process. Play is positive in the sense that through play, excess energy, which might otherwise be used for destructive purposes, is expended in harmless ways. This corresponds to one of the early justifications (a negative one) of games and physical exercises in schools and colleges, and of playgrounds in city schools.

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

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

The instinct-practice theory: This theory, which is the result of the work of Groos (1861-1946) who devoted himself to the study of the play of animals and children, may be summarized as follows. Animals and humans have instincts - a term which is used to mean an innate tendency to be active (to see, to feel, to behave) in ways which serve essentially preservative ends: self-maintenance, self-preservation, preservation of the species. Play is a means by which these instinctive activities are practiced and perfected.

As Groos's theory puts it, "Animals cannot be said to play because they are young and frolicsome, but rather they have a period of youth in order to play." To him, play is preparatory in two aspects. Generally, it involves the practice of bodily skills and their co-ordination, that is, mastery of the physical self; and more specifically it provides practice in miniature of the roles the animal or child will fulfill when grown up.

Groos' study of children's imaginatively symbolic play also revealed, that children convert everyday objects - a chair or table or the like - into whatever takes their fancy; or they create a whole environment - domestic, school or hospital. The place is not just a living-room; it is a hospital. The settee is not a settee, nor the length of rubber tubing just rubber tubing; rather, one is a hospital bed, the other a stethoscope.

Groos' theory had a strong influence on educationists, particularly on Maria Montessori (1876-1952) whose methods of teaching kindergarten children were revolutionary. The basis of her teaching was to allow freedom of action in order to encourage children do things for themselves. Provided with furniture and equipment of appropriate size, children were encouraged in small- scale adult activities such as, to lay meals, wash up, and so on.

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

Self-Assessment Exercise 2

1. List three classifications of play activities.
2. Discuss the motive and mode of play.
3. Explain child play theories.

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

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

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

4.0 Conclusion

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

5.0 Summary

Play in context allows the child the freedom of participation and control over the choice of role interpretation, as well as being bound by the behaviour appropriate to the accepted role(s). Play also gains social relevance when two children get the idea that each can take a separate role- for instance, as mother and father. .. Each child is then 'set' to behave in a way appropriate to his/her role. Each has expectations that the behaviour of the companion will align with the companion's role. Games like football and basketball allows the child to learn and practice special techniques.

Because there are many people involved, the child has to know exactly what each member of his/her team and what each member of the opposing team will do in response to any move he/she makes. This complex reciprocity and techniques provide skills in organization, which is further 'tightened' by the institution of rules.

6.0 Self-Assessment Exercise

1. Mention five roles of schools in family entertainment and children's play.
2. Discuss any two child play theories.

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Source: http://www.foreverfamilies.net/xml/articles/family_traditions.aspx?