



ALPHA CHOICE ACADEMY, AREPO

GRADE 8

SECOND TERM, 2022/2023 SESSION

HOME ECONOMICS

MASTERNOTE

NAME OF STUDENT:

SECOND TERM SYNOPSIS

HOME ECONOMICS GRADE 8

WEEKS

TOPIC

1/2 REVISION /IMPACT OF FAMILY VALUE ON
LIFE STYLE

3/4 FAMILY CONFLICTS AND CRISIS

5/6 HYGIENE AND PUBERTY

7. ADOLESCENCE AND SEXUALITY

8. SEXUALLY TRANSMITTED DISEASES/ INFECTIONS

9/10 BASIC PATTERN DRAFTING

WEEKS 1 AND 2

IMPACT OF FAMILY VALUES ON LIFE STYLES

ESSENTIAL QUESTIONS: By the end of the lesson, I would have learnt and be able to answer the following questions:

- *Define the following terms; values and life style.*
- *Mention different types of values and life styles.*
- *State four importance of values system to the individual, family and society.*
- *State four factors that influence people's value systems.*
- *Factors that influence value system and life style.*
- *Enumerate the effects of moist and dry heat on nutrients.*

Value is the worth or merit of an item, it cannot be seen. Values are beliefs, feelings or ideas of what is important, desirable and good. Family values are those things which members of the family consider very important and useful to them. Values are also based on ideas about what is good, right and desirable. Values can be **positive** or **negative**. Examples of positive values are freedom, good health, honesty, leisure, patience, love etc. While that of negative are envy, falsehood, selfishness, corruption etc.



Family values could be money, uprightness, and respect for elders, compassion, procreation, sporting events, fame, morals, house, cars, education, and respect for human dignity and so on. Members of the family work hard to get most of these values for their own use.



Life style is the particular way of life of a person or a nation. It is the manner in which members of the family do their things or behave, differently from others. It could be in dressing, talking, housing, spending, responding, cooking, eating, relating, etc.



TYPES OF LIFE STYLE

Values can bring about different kinds of behavior in some family members. This behavior may be completely manifest all the time but some life styles may be observed in family members. The various life styles include: simplicity, arrogance, aggression, bullying, quietness, extravagancy, wastefulness, dishonesty, deceitfulness, withdrawal, pretense, diplomacy, hypocritical, luxurious etc.

There are also different ways of classifying life styles. Life styles are made up of ways of life of a person or group. It can be classified based on:



1. *Roles and roles combination* e.g. employers and employees, parents, spouse, student. Each may have different ways of life. The different ways are based on roles performed by each person.
2. *Consumer practices*: some people may be conspicuous consumers; others may be moderate, as seen in the types of housing decisions made by families, types of food, clothing, etc which people possess.

3. *Occupational and employment patterns*: a person's occupational and employment pattern will normally influence how he/she does a thing that is the life style. For instance soldiers, doctors, teachers, lawyers, bankers, accountants, business people all have different life styles as a result of their professions.

CLASSES OF VALUES

Values can be classified into three groups which are:

1. **Intrinsic values/ non-material values**: these are values that are important for their own sake. They are higher values which are of qualities such as love, morals, truth, freedom, power, fame, human dignity etc.
2. **Instrumental values/ material values**: these are values that help to achieve the intrinsic values. Examples are food, shelter, money, clothing, convenience, orderliness, leisure and so on.



3. Values that have **intrinsic and instrumental worth**: these are values that are important for their own sake and can help you in achieving the higher values. Examples are comfort, health, knowledge, religion, ambition, art, etc.

TYPES OF VALUES

We can speak of universal values, because ever since human beings have lived in community, they have had to establish principles to guide their behavior towards others.

In this sense, honesty, responsibility, truth, solidarity, cooperation, tolerance, respect and peace, among others, are considered universal values.

However, in order to understand them better, it is useful to classify values according to the following criteria:

- **PERSONAL VALUES:**

These are considered essential principles on which we build our life and guide us to relate with other people. They are usually a blend of family values and social-cultural values, together with our own individual ones, according to our experiences.

- **FAMILY VALUES:**

These are valued in a family and are considered either good or bad. These derive from the fundamental beliefs of the parents, who use them to educate their children. They are the basic principles and guidelines of our initial behavior in society, and are conveyed through our behaviors in the family, from the simplest to the most complex.



- SOCIAL-CULTURAL VALUES:

These are the prevailing values of our society, which change with time, and either coincide or not with our family or personal values. They constitute a complex mix of different values, and at times they contradict one another, or pose a dilemma.

For example, if work isn't valued socially as a means of personal fulfillment, then the society is indirectly fostering "anti-values" like dishonesty, irresponsibility, or crime.

Another example of the dilemmas that social-cultural values may pose is when they promote the idea that “the end justifies the means”. With this as a pretext, terrorists and arbitrary rulers justify violence, intolerance, and lies while claiming that their true goal is peace.

• **MATERIAL VALUES:**

These values allow us to survive, and are related to our basic needs as human beings, such as food and clothing and protection from the environment. They are fundamental needs, part of the complex web that is created between personal, family and social-cultural values. If exaggerated, material values can be in contradiction with spiritual values.

• **SPIRITUAL VALUES:**

They refer to the importance we give to non-material aspects in our lives. They are part of our human needs and allow us to feel fulfilled. They add meaning and foundation to our life, as do religious beliefs.

• **MORAL VALUES:**

The attitudes and behaviors that a society considers essential for coexistence, order, and general well being

IMPORTANCE OF VALUES:

To individual:

1. It helps you to make decisions.
2. Values control behavior and life style of a person.
3. Clear values promote confidence and strength.
4. Values determine the quality of life.
5. Provides motivation.

To family:

1. They determine how families use their resources.
2. They influence family decision.
3. Values influence the behaviors of family members within and outside the family.
4. Determine the types of goals the family sets.

To society:

1. They help nation to make decision about resource allocation.
2. They prevent evil practice in the country.
3. Provide for every member of the society
4. Solve problems in the country.
5. Plan and provide good programs for the citizen.

FACTORS THAT INFLUENCE VALUES

1. Family members such as siblings, aunts, uncles, cousins, nephews, and grandparents.
2. Education i.e. what you learn in school, school mates, your teachers and environment.
3. Peer pressure i.e. the friends you keep.
4. Neighbors and community contact.
5. Religious trainings.
6. Culture of the society.
7. Internet i.e. what you look out for on the internet.
8. Movies, televisions, books, magazines, newspaper, all suggest different types of values.
9. Happenings in the society e.g. violence, conflicts, cult activities etc.
10. Arts

REVIEW QUESTIONS

1. Explain the terms values and life style.
2. Outline four importance of values
- 3-5. State any four ways in which value system is important to each of the following:
 - ❖ Family
 - ❖ Individual
 - ❖ Nation
6. Explain three ways family values system impacts on life styles.
7. List the three classes of values and give one example of each.
8. Beliefs, feeling and ideas of what is important, desirable and good are called
 - A. Standards

- B. Goals
- C. Values
- D. Resources.

9. Which of the following is an instrumental values?

- A. Love
- B. Orderliness
- C. Freedom
- D. Dignity

10. The way of life of a family is their

- A. Goals
- B. Likes and dislikes
- C. Lifestyle
- D. Values.

PROJECT ACTIVITIES

❖ Write out the lifestyle of;

- Family
- A family in your neighbourhood
- Yourself as you will like it to be.

WEEK 3 and 4

FAMILY CONFLICTS AND CRISIS

ESSENTIAL QUESTIONS: By the end of the lesson, I would have learnt and be able to answer the following questions;

- *Define the following terms; conflict, crises*
- *Mention four causes of conflicts and crisis in the family*
- *List four types of family conflicts and crisis*
- *Discuss briefly three ways of resolving conflict in the family.*
- *With three points, explain ways of how family can manage various crisis*

MEANING OF FAMILY CONFLICTS

Conflict is a struggle between two or more people who disagree. The struggle may be verbal, physical or both.

A family conflict is a struggle between two or more members of the family who disagree over issues. There could be conflicts between husband and wife or between siblings (brother and sister), or even between parents and children. Conflict in the family can lead to quarrel or fight between members of the family. It can lead to expression of negative feelings towards one another such as non-exchange of greetings.

TYPES OF CONFLICTS

1. **Minor conflicts:** these are little disagreements on issues that do not lead to quarrel or fight between couples or among members of the family. It does not take long time to settle.
2. **Major conflicts:** these are conflicts arising from situations that are not easily resolved. Minor conflicts that are not quickly resolved or not easy to settle or control, may lead to major conflicts. This may result in fighting and beating.



CAUSES OF FAMILY CONFLICTS

Some conflicts are not serious, so you might not even know how they began. Others have very serious causes. What causes conflict for one person may not be the same for some other person. Conflicts can be caused by the following:

1. **Financial problems:** conflicts can occur as a result of problem with money or finance. For instance, lack of money to buy family needs or misuse or waste of money on irrelevant things can cause conflicts.
2. **Situational causes:** any situation that dissatisfies people can cause conflict. For instance, when a parent or parents show more love or attention to a child and neglects the others or when children disobey their parents.
3. **Sociological problems** can cause conflict in the family or between couples as a result of their relationship with others, e.g. inability of a couple to fulfill their marital vows after marriage can be a great cause of conflict or too much of the family devoted to jobs at the expense of care for the family may bring about conflicts.
4. **Personality differences:** individual differences arise from heredity and environment. Some people are slow and quiet, while others could be fast, noisy and outgoing. These behavioral patterns bring about conflicts.
5. **Cross-cultural marriage:** this is a case where the husband and wife belong to or come from different cultures, ethnic group, tribes or countries. Such differences in background can bring about conflicts.
6. **Power struggles:** power is the ability to influence another person. Each person will be struggling for power. This can occur between husband and wife, brother and sister, younger and elder brother or sister. Or a boy trying to show a girl that he is stronger than she.
7. **Religious problems in marriage:** conflicts occur between husband and wife, parents and children or among other family members due to religious issues. For instance, change from one religion to another especially because of marriage.

WAYS OF RESOLVING CONFLICTS

1. ***Becoming aware of the conflicts and problem:*** most conflicts are based on differences among people. It is important to recognize a conflict early enough.

2. **Setting limits:** at this stage, the people involved should identify the points, discuss and state their positions for the upcoming argument. Then, the people must recognize and respect each other's views or position.
3. **Dialogue:** This refers to communication between or among the people involved in the conflict.
4. **Negotiation and compromise:** this means trying to reach an agreement by discussion.
5. **Mediation:** this means involving a third party in resolving a conflict between two people or more who are disagreeing.
6. **Following up:** proper follow-up means putting the disagreement behind.

Cri-sis is a period when a problem or difficulty gets to its worst point. It is when members of a family experienced great difficulty or problem that can lead to disturbance or confusion. It is a situation in which there are lots of problems within the family that need quick solution.

TYPES / CAUSES OF FAMILY CRISIS

1. **Bereavement:** the loss of a husband, wife, child or close relation may have an adverse effect on family members. Such effect could be depression, loneliness, withdrawal from society and reduction in family income.
2. **Separation of husband and wife or divorce:** this can result in bitterness, identity crisis for the children-not knowing which parent to take side with, insecurity, homelessness, lack of love and self -confidence.
3. **Cultism:** Innocent students from good homes sometimes find themselves involved in cultism in schools. This can cause serious crisis in the family.
4. **Wayward children and school dropouts:** parents who are too busy to train and supervise their children end up having wayward children who may have to drop out of school. Such children bring shame on their parents.
5. **Accidents:** accidents can cause incapacitation and hospitalisation of a family member which may lead to loss of work or property. Such an experience may result in a family crisis.

6. **Financial crisis:** this is a situation where the breadwinner cannot get money to provide basic needs for members of the family. These needs include food, shelter, clothing or accommodation for the entire family.
7. **Arrival of a new baby:** this is normally a joy to the family but it can be a source of crisis when the mother turns all her attention to the baby and neglect the husband and other children.
8. **Domestic crisis:** this is crisis that occurs in the home which involves the husband and the wife or the children. It can be a form of quarrelling, beating, fighting and destruction of family property.
9. **Political problem:** this involves crisis occurring as a result of the political interest of family members. Members of family may belong to different political parties with conflicting interest, ideologies, beliefs, and manifestoes.
10. **Clashes of personality:** family member differs in their abilities, likes and dislikes. They also differ in the ways they react to situations. Some are fast while others are slow.

DIFFERENCE BETWEEN CONFLICTS AND CRISIS

Conflicts occur between friends, family members, classmates, co-worker etc. But *crisis* occur between members of a family alone. Crisis affect family relationship, goals, values and those things necessary for existence of the family are often affected by the changes. Conflicts are not always bad. Through conflicts people settle disagreements and move towards better action. In this way conflicts are better positive force in our lives. It is important that when conflicts arise they should be resolve.

EFFECTS OF FAMILY CRISIS AND CONFLICTS ON CHILDREN

Conflicts need to be resolved and properly handled. When they are not properly handled, negative results occur.

1. Negative emotions arise, such as anger, frustration, fear, pain, humiliation, sorrow or bitterness etc.
2. Unresolved conflicts can lead to separation of husband from his wife and children from their parents.
3. People who are often angry may become ill. Conflicts causes stress and stress can lead to ulcers and heart disease.

4. They can destroy the social life of children and force them to get involved in anti-social behaviour such as lying, smoking, gossiping, nagging, stealing, flirting, and over drinking.
5. Violence may occur. There can be physical attack, injury or even death when tempers arise with serious argument.

EFFECTS OF CONFLICTS AND CRISIS ON THE SOCIETY

1. Conflicts can make members of the families of the couple to hate one another which may lead to intertribal war in the society.
2. The education and future ambition of children of conflicting parents is affected and may lead the children to join bad gangs and become problem to the society at large.
3. Young members of the family may become extravagant (wasteful) and as result join badly gangs such as armed robbers or touts.
4. The physical and mental development of children will be in danger as a result of inadequate health care and such children will not be able to contribute anything good to the society.
5. Conflicts or crisis usually leads to disunity in the family, and society at large and these prevent development and growth in such family or society.



WAYS OF RESOLVING CRISIS IN THE FAMILY ARE:

1. Decision-making
2. Counseling
3. Social workers services.
4. The use of kinsmen or elders.
5. Use of law enforcement agents.
6. Use of law court.
7. Dialogue

REVIEW QUESTIONS

1. Briefly explain the following terms;
 - Family conflict
 - Family crisis
2. Mention four causes of each of the following;
 - Conflict in the family
 - Family crisis
3. Discuss briefly three ways of resolving conflict in the family.
4. Suggest four ways of resolving some crisis within the family.
5. State three general effects of conflict and crisis on the society.
6. State three ways of managing each of the following:
 - ❖ Change of job/employment
 - ❖ Birth of a new baby
 - ❖ Relocation of the family.
7. Unresolved conflicts can lead to
 - A. Negotiation
 - B. Harmony
 - C. Peace
 - D. Hostility
8. For the welfare of the family, conflicts are best
 - A. Overlooked
 - B. Resolved
 - C. Ignored
 - D. Suppressed.
9. A situation that marks a turning-point, when things cease to go on as usual in a family is called
 - A. Crisis
 - B. Conflict
 - C. Right
 - D. Decision
10. The struggle between two or more people who disagree is called
 - A. Conflict
 - B. Crisis
 - C. Problem
 - D. Challenges.s

PROJECTS ACTIVITY

- ❖ Think of a conflict you have had recently with a friend or member of your family.

Write about:

- Causes of the conflict
- Ways the conflict was resolved
- Were the procedures followed in resolving the conflict similar to those you learned from this topic? If not, what are the differences?

WEEK 5

HYGIENE AND PUBERTY

ESSENTIAL QUESTIONS: By the end of the lesson, I would have learnt and be able to answer the following questions:

- *Define the following terms; good grooming, puberty, menstruation, hygiene and menstrual cycle*
- *List five changes that occur in males and females during puberty*
- *List five causes of body odour and ways of preventing it.*
- *Mention five importance of personal hygiene and ways of practising it*

Good grooming refers to the art of caring about one's appearance.

Puberty is the change from childhood to adulthood. It is also the short span of time which marks the beginning of sexual maturation. This is the time when a person changes physically and develops towards maturity. This period differs between boys and girls. Puberty can occur in female at age 11- 13 years and in males generally reach puberty at age fourteen years. It is a stage when a male or female is able to produce a child. It is also called a stage of **social maturity**.

Hygiene means cleanliness. Personal hygiene is the general care given to part of human body. It includes taking care of the skin, treating the hands and fingernails

(manicure), daily brushing of teeth, grooming the hair, caring for toe nails (pedicure) etc.

SIGNS OF PUBERTY IN BOYS

1. Hairs grow in the private part (pubic hair), in the armpit, beard around the jaw and a moustache above the upper lip.
2. Voice break and become deeper.
3. Wide chest develops and rudimentary breast.
4. Growth of pimples and sweat gland.
5. Sex organs develop. Sex gland called testicle produce spermatozoa.
6. Body odour develops and lead to interest boys in deodorant.
7. Boys tend to feel they are grown-up and may have a desire for more independence.
8. They may start to think about their future career and set themselves goals to achieve.
9. They feel attracted to the opposite sex and may desire their friendship.

SIGNS OF PUBERTY IN GIRLS

1. The chest become wider as the breast grows.
2. The body changes e.g. hips grow wider, hair grows longer on the head and hair also grow in the armpit, and other private part.
3. Menstruation starts. First menstruation is called menarche.
4. Growth of pimples and sweat gland this lead to interest in deodorant.
5. The ovary grows more rapidly and regularly between 11 and 13 years of age.

BEHAVIOURAL CHARACTERISTIC OF BOYS AND GIRLS AT PUBERTY

Puberty can easily be noticed in boys and girls through certain the behavioural characteristic are as follows:

1. At puberty boys and girls eat heavily and like in between meals.
2. They like privacy most of the time and want to live independently of their parents and young ones.
3. They become self-conscious and take care of their appearance.
4. Boys and girls behave to please and attract each other.

5. Have emotional changes.
6. Highly interested in varieties of colors such as red, yellow, blue etc.
7. They become very bold and often like to take part in adventurous through risk activities.

MENSTRUATION

Menstruation is the monthly flow of blood from the private part of the fallopian tube of the female. This occurs through the vagina which occurs in every woman of child-bearing age. This period is called menstrual period.

Menstruation takes place after about 25–30days with the average of 28days, the number of day before the next period is called the **menstrual cycle** this differ from one person to another. As soon as girls start menstruating she becomes a woman. She can then become pregnant and have a baby, if she has sexual relationship with a man.

There is a period when menstruation will stop. This is called **menopause**. It can occur in a woman within 45-55years of age. At this period, a woman cannot get pregnant.

WAYS OF MAINTAINING GOOD MENSTRUAL HYGIENE

Menstrual hygiene is the process of keeping the body clean during menstruation in order to prevent infection that may attack the body and bad odour that may disturb the people around. When menstruation occurs, there is need to maintain good hygiene.



MENSTRUAL HYGIENE IS AS FOLLOWS:

1. Girls must use good absorbent sanitary pads or towel and pants. These will prevent the clothes from staining.
2. Remove and dispose of sanitary towel frequently to prevent bad odour and pants should be washed and change regularly.

3. Have frequent baths during menstruation at least bath twice a day.
4. Menstruation is not a disease therefore carry out your normal activities during your menstrual period.
5. Do not use tissue paper, rags, or used clothes as sanitary materials as any of these could introduce some infections into the private parts.



BODY ODOUR

Body odor is an unpleasant smell that comes from the body. It can occur in male and female whether we are youth or adult.

CAUSES OF BODY ODOUR

1. Poor hygiene during menstruation.
2. Accumulation of dirt on the body.
3. Stale perspiration.
4. Failure to have bath regularly.
5. Using of body care products that smell badly.
6. Wearing dirty clothes.
7. Infections

PREVENTION OF BODY ODOUR/ WAYS OF MAINTAINING GOOD PERSONAL HYGIENE

1. Maintain good hygiene during menstruation.
2. Wearing clean clothes.
3. Changing your underwear everyday.
4. Using good perfumes and deodorants sparingly.
5. Wash your hair regularly.
6. Avoid wearing other people's clothes.
7. Shave your armpit regularly to prevent the accumulation of bacteria.

IMPORTANCE OF PERSONAL HYGIENE

1. It helps to remove body odour.
2. It helps to cope better with temporary skin problems such as pimples, acne, increased perspiration and oily skin.
3. It results in better health.
4. It gives a more attractive appearance.
5. It gives an individual the confidence needed to be in the company of mate.

Review questions

1. State any four menstrual hygiene practices to adopt during menstruation.
2. Mention any six causes of body odour.
3. List any six ways of preventing body odour.
4. State four general characteristics that are common to both adolescent boys and girls.
5. State four signs of puberty in
 - ❖ Boys
 - ❖ Girls
6. The unpleasant smell that comes from the body is called body
 - A. Perfume
 - B. Odour
 - C. Smell
 - D. Gas
7. The breast develop in girls is
 - A. Not always a sign of puberty
 - B. Always a sign of puberty
 - C. A sign of illness
 - D. A sign of class
8. The short span of time which marks the beginning of sexual maturation is called
 - A. Adolescence
 - B. Puberty
 - C. Adulthood
 - D. Childhood
9. The period that lies between the end of childhood and adulthood is called
 - A. Puberty
 - B. Adolescences
 - C. Boyhood
 - D. Womanhood
10. The age of puberty in boys and girls is
 - A. The same
 - B. Different
 - C. Prolonged
 - D. Equal.

WEEK 7

ADOLESCENCE AND SEXUALITY

ESSENTIAL QUESTIONS: By the end of the lesson, I would have learnt and be able to:

- *Who is an adolescent?*
- *Define sexuality and adolescence.*
- *State and explain four challenges facing today's adolescents.*
- *Briefly discuss the characteristics of adolescents.*
- *State ways of expressing sexuality and problems relating to it.*
- *Name four sources of sexuality information available to young people.*

An adolescent is defined as a young person, male or female, who is developing into adulthood. This developmental stage can be classified into two:

- Early adolescent with age range of 10-13 years.
- Late adolescent with age range of 13 -20 years.

Adolescence is the period in every person's life that lies between the end of childhood and beginning of adulthood. It is the period of time a person matures and moves from childhood to adulthood.

This is the period of life when you prepare for adulthood. This means that adolescence begin at puberty i.e. between ages eleven and thirteen and ends at young adulthood.

CHARACTERISTIC OF ADOLESCENTS

The adolescent has some characteristics, some of which can be observed through changes in the physical structure, that is, the development of the parts of the body. Some are observed through their behaviour or attitudes towards individual growths and situations. Some of these are:

- A. **Restlessness:** this may be noticed in the adolescents through their inability to be attentive in class or through a great struggle to achieve a goal. Also physical body changes take place during this period which disturb the adolescents emotionally and make them become worried and restless.
- B. **Differences in sex role:** the differences in the ages at which individual adolescents reach puberty bring about differences in sex role. The females have more superior physical feature which makes them develop interest in the more mature opposite sex than in their male counterpart of same age.
- C. **Search for independence from adults:** all adolescences see themselves as adults and want their own freedom. Youth establish their own independence with the agreement of their peers. Many parents do not see the adolescents as capable of handling their affairs by themselves; hence they refuse to grant independence.
- D. **Feel hungry easily:** they are growing fast. Therefore they need extra food.
- E. **Quick choice of role model:** the adolescents also usually view someone who could be of sex, a teacher or family friend as an ideal role model and therefore want an attachment.
- F. **Have emotional changes:** they can be anxious, moody or irritable
- G. **Ideas considered as possibilities:** adolescents have opinions and believe that these opinions are best and only their ideas can work. They hardly accept opinions or observations that want to be in control of their lives even though they lack experience to support their beliefs.

Special needs of adolescents

The adolescents have some needs that they will want the adult to provide. The needs include the following:

1. **Food:** the adolescents like to eat good and varieties of food. They are still growing and so require food. They will want food to be given to them at the right time and in the appropriate quantity.
2. **Material needs:** the adolescents need certain materials to function well in the society. These include money, clothing items, vehicles, and musical and communication equipment. Where adults fail to provide them, the adolescent can use other means to get them. In the process become violent.
3. **Education:** the adolescents want to go to school and become educated. They want their parents or guardians to pay for their education. The adolescents need education in order to be able to acquire a better social status, work to earn a living and contribute to social development.
4. **Health:** the adolescents value their health greatly. Parents and guardians should help them have access to medical facilities. Lack of healthcare make young people involves themselves in self-medication most of the time. They only see the doctor when their health situation is serious.
5. **Technology:** the adolescents value technology such as electronic gadgets, mobile phones and computers. They like to possess and make use of these things always.
6. **Persuasion:** the adolescents will not want to be scolded in the public or prevented from doing what they want to do. They do not like to be forced but want to be pampered and convinced on an issue by their parents or any trusted adults.
7. They need to be loved and be accepted.
8. Counselling is the key to their moral and psychological development: parents must bring up their children properly and set good moral examples for them.
9. Communication between the youths and adults is very important. Youths must learn not to bottle up their problems.



An adolescent is a boy or a girl that is passing through the adolescence period.

WAYS OF EXPRESSION OF SEXUALITY IN ADOLESCENTS

Sexuality is defined as the things people think, feel, and do that are related to their sexual desire. The adolescent's boys and girls having reached the stage of puberty, the sex organs like other parts of the body, are maturing. For instance, in girls the breasts develop to attract the boys. In boys, the voice is broken and the sexual organs are developed and active.

Terms related to sexuality include the following:

- Sex: this refers to male or female. It also refers to the activity in which the sexual organs of two people come in contact.
- Sexual feeling: this refers to the attraction between male and female.
- Sexual intercourse: to have sex with someone.

SEX EDUCATION: This is the process of acquiring information about sex, relationships and intimacy. Sex education helps young people to develop skills that will aid them in making informed decisions about their behavior and as a result, protect themselves from sexual abuse, exploitation and unwanted pregnancies. Lack of training or information and education often result in unwanted pregnancy or STD's.

Ways of sexuality expression towards opposite sex in girls are:

1. Dressing
2. Use of cosmetics
3. Hair style
4. Bathing and mouth wash
5. Laundry
6. Skin care
7. Greetings, looks and smiles.

8. Preference for course of study in higher institution.



Ways of sexuality expression towards opposite sex in boys are:

1. Body care
2. Dressing
3. Hobby
4. Recreation and sporting activities

CHALLENGES OF ADOLESCENTS

These challenges are problems which the adolescents often face. The adolescent are neither children nor adults. They often have problem as they relate to their parents and other people. There challenges include:

1. **Adjustment:** adolescents have problem adjusting to their physical changes. For instance, the girls have to cope with their enlarged breast and menstruation. The boys cope with changed voice and their private part. They are often anxious, uncomfortable, and clumsy.
2. **Status:** they want to behave like adults yet they are not fully adults. Boys may try to smoke and girls may try to put on make ups.
3. **Disobedience:** adolescents often disobey the rules of the family which are against their freedom or independency. They always want to do things their own way. They do not like to be directed or guided by their parents or other adults. This often brings about conflicts and disagreement between members of the family.
4. **Wrong association/ peer pressure:** many adolescents make friends easily without understanding the character of their friends. They often want to go

along with their peers. There could be negative influences from peer group, e.g. in dressing, feeding, and expression of sexuality.

5. **Interest in opposite sex without caution:** Adolescents' males and females develop interest in each other without considering the problems that may arise from the relationship, such as early pregnancies, HIV /AIDS, venereal diseases, etc.
6. **Conflicts:** adults, parents, politicians and the society at large do not set good examples for the youths by engaging in recurrent conflicts.
7. Some are homeless
8. **Financial problems:** some of them come from homes where the parents are poor and cannot afford to meet their needs.

SOURCES OF INFORMATION ON SEXUALITY INCLUDE THE FOLLOWING:

1. Friends and associations.
2. Television
3. Radio
4. Magazines
5. Literature
6. Internet/ e-mail and mobile phones.
7. Music.



EFFECTS OF SEXUAL EXPRESSION AND INFORMATION ON ADOLESCENT/ PROBLEMS RELATING TO SEXUALITY PRACTICES

1. It brings about early boy-girl relationship and the problems associated with it.
2. Sexual expression can lead the adolescent boys and girls to early marriage which they are not prepared for.
3. It can cause ill health to the adolescent boys and girls through sexually transmitted diseases.

4. Improper information on sexuality can affect the education of the adolescents' if not well handled.
5. It can cause boys and girl's disobedience to parent's instructions.

REVIEW QUESTIONS

1. Define the term adolescence and list five characteristics of adolescents.
2. Define sexuality
3. Explain three ways by which a girl can express sexuality.
4. Mention the three sources of information on sexuality
5. Find out from your parents how they avoided the wrong use of sexual information when they were young.
6. Ask parents what you should do regularly to avoid dropping out of school, unwanted pregnancy, or keeping bad friends, so that you can succeed in future.
7. State three signs of puberty in boys
8. State three signs of puberty in girls
9. State any three general characteristics that are common to both adolescent boys and girls.
10. Explain briefly the signs of puberty/adolescence you can see in your body.

WEEK 8

SEXUALLY TRANSMITTED DISEASES (STDs, HIV/AIDS)

ESSENTIAL QUESTIONS: By the end of the lesson, I would have learnt and be able to answer the following questions:

- *What are sexually transmitted diseases?*
- *List different types of diseases associated with of STDs.*
- *State four ways of preventing STDs/HIV/AIDS.*
- *Explain guidelines for caring for an infected person.*
- *State the consequences of self-medication.*

Sexual activity comes with risks of sexually transmitted diseases/ infections including HIV/AIDS. They can cause very serious damage to the body and even death. It is very important that you know about these STDs and how to prevent them.

SEXUALLY TRANSMITTED DISEASES (STDs)

STDs and sexually transmitted infections {STIs} are diseases contracted through sexual intercourse.

TYPES OF STDs

Gonorrhoea: Those affected experience serious pains even when they urinate as it affects the urinary tract. This is caused by bacterium *Neisseria gonorrhoea*. It is spread through sexual contact between infected persons.

SYMPTOMS (SIGNS) INCLUDE:

- ❖ Itching and discharge from penis and vagina.
- ❖ Painful urination
- ❖ Can cause infertility
- ❖ If a pregnant woman has the disease, her child's eyes will be affected at birth.

Treatment is with antibiotics

1. Syphilis

It is caused by the bacterium *Treponema palladium*. It is spread through sexual contact between infected persons.

SYMPTOMS (SIGNS) INCLUDE:

- ❖ Sores on the sex organs.
- ❖ Fever, aches, rashes and hair loss.
- ❖ At later stages, it affects the heart, eyes and brain.
- ❖ It can lead to insanity and death.

Treatment is with antibiotics

2. Acquired immune deficiency syndrome (AIDS)

One of the most frightening of all STDs is AIDS. It is caused by:

- ❖ A virus called human immunodeficiency virus (HIV).
- ❖ HIV enters the body of a person and kills the cells of the immune system.
- ❖ HIV makes the body weak and less able to fight sickness.
- ❖ People with HIV in their body go on to become sick with AIDS.
- ❖ AIDS results in death.

HOW HIV SPREADS

- ❖ Having sex with someone who already has HIV.
- ❖ Transfusion of infected blood.

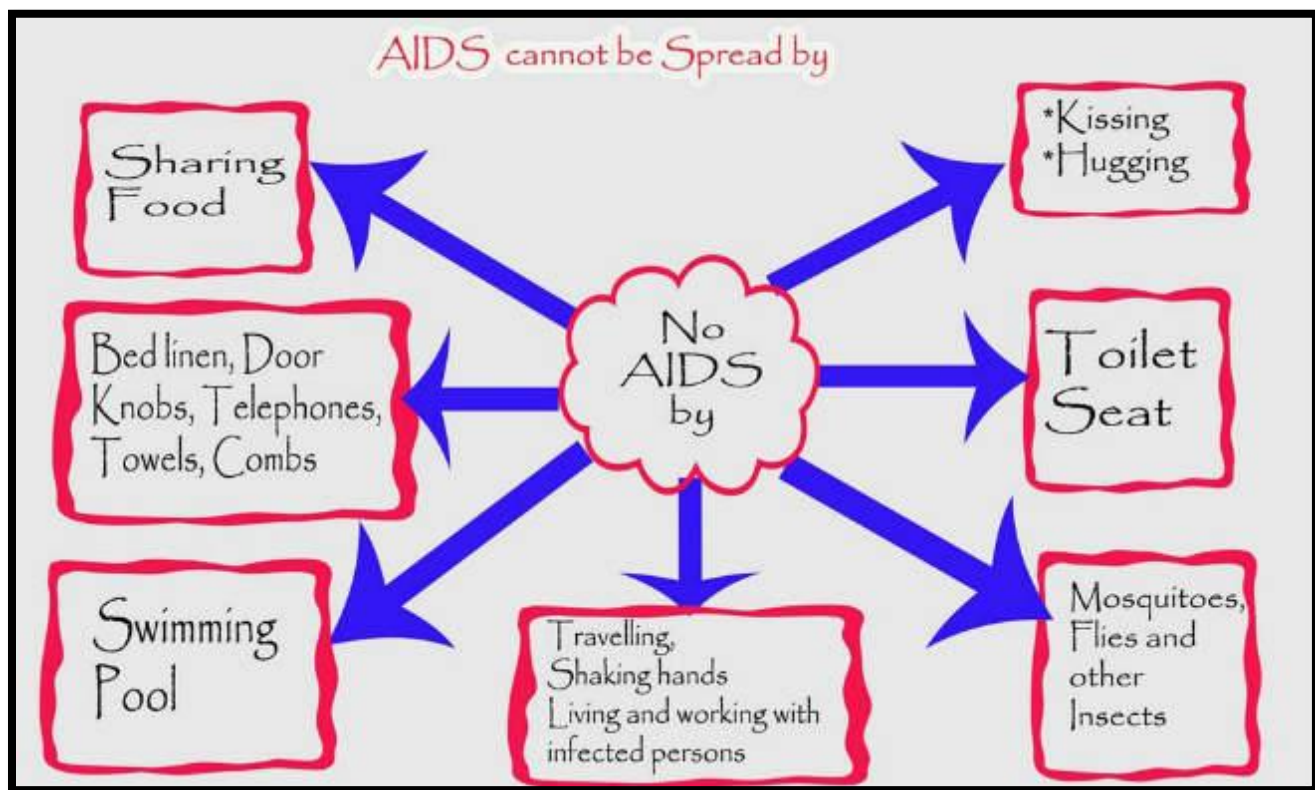
- ❖ Use of needle or blade that has been used on a person with HIV.
- ❖ Women with HIV can pass it to their babies.

SIGNS OF HIV/AIDS

- ❖ Fever, rash and diarrhoea
- ❖ Loss of weight
- ❖ Lack of appetite
- ❖ Nausea and vomiting
- ❖ Death

WAYS HIV INFECTION CAN BE PREVENTED

- ❖ Do not have sex until you are married.
- ❖ Use condoms during sex.
- ❖ Women with HIV seek advice before getting pregnant.
- ❖ Avoid blood transfusion as much as possible.
- ❖ Do not share razor blades.





PICTURES SHOWING DIFFERENT WAYS HIV CAN BE CONTRACTED.



GUIDELINES FOR CARING FOR PEOPLE WITH HIV

- ❖ Provide a home where there is peace, rest, love and acceptance.
- ❖ Make them eat nutritious food.
- ❖ Give them love and support.
- ❖ Share their financial burden.
- ❖ Pay them regular visit.
- ❖ Nurse them.

MEANING OF SELF-MEDICATION

This is the process where a person prescribes a drug for self, or gets someone else other a qualified professional to do so when she/he is sick.

CONSEQUENCES OF SELF- MEDICATION

- ❖ Complications of the diseases being treated
- ❖ Other new serious health conditions.
- ❖ Drug abuse/misuse.
- ❖ Body resistance to abused drugs.
- ❖ Prolonged length of a sickness.
- ❖ Death

REVIEW QUESTION

1. State three signs of each of the following
 - ❖ Gonorrhoea
 - ❖ Syphilis
2. Outline five causes of HIV/AIDS
3. State any four ways through which HIV/AIDS spreads from one person to another.
4. State any four consequences of self-medication.
5. Mention any five ways of caring for people with HIV/AIDS.
6. List any three signs of HIV/AIDS.
7. One of the following is not a sexually transmitted disease
 - A. Gonorrhea
 - B. Syphilis
 - C. HIV

- D. Malaria
8. Human immunodeficiency virus causes
- A. AIDS
 - B. Syphilis
 - C. Gonorrhoea
 - D. Tuberculosis
9. One of the following has no known cure at the moment
- A. Cholera
 - B. Gonorrhoea
 - C. HIV/AIDS
 - D. Syphilis
10. The process where a person prescribes a drug for self is called self
- A. Discipline
 - B. Acceptance
 - C. Injection
 - D. Medication.

PROJECT ACTIVITY

- ❖ With the use of internet, search for more information on HIV/AIDS. Write down the pieces of information and their source.
- ❖ Build up your own information about HIV/AIDS from what you have gathered.

Answer these questions:

What are the effects of HIV/AIDS to?

- a. The victims
- b. The victim's families
- c. The nation

WEEKS 9 AND 10

BODY MEASUREMENT AND BASIC PATTERN/ PRACTICALS

ESSENTIAL QUESTIONS: By the end of the lesson, I would have learnt and be able to answer the following questions:

- *List the two types of patterns used for garment making*
- *State the advantages and disadvantages of drafted and commercial patterns*
- *Take necessary body measurements.*
- *Draft simple paper patterns*
- *Use paper patterns in cutting out garments*
- *Make simple garments*

TAKING BODY MEASUREMENT

Tools for taking body measurements:

1. **Tape measure:** for measuring parts of the body.
2. **Pencil:** for writing down the measurements.
3. **Paper** for recording the measurements.
4. **A string:** to be tied around the natural waistline.

GUIDELINES FOR TAKING BODY MEASUREMENT

1. Take measurements over close- fitting garment or under garment. Wear flat shoes
2. For accurate measurement, let a friend take your body measurements for you.
3. Measure accurately. Avoid adding to or taking from the actual body measurements.
4. Record each measurement as soon as it is made.
5. Use a tape measure that does not stretch.
6. Pull the tape so that it is snug but not too tight.
7. Stand well when taking body measurements.

BASIC BODY MEASUREMENTS

The important measurements needed for making simple garments are:

1. For girls:

- a. **Bust:** round the fullest part of the chest.
- b. **Waist:** round the smallest part of the trunk.
- c. **Hip:** round the largest part of the body below the waist.
- d. **Length of the back (bodice):** from base of the neck to the waist.
- e. **Skirt length:** from waist to kneel/hem.
- f. **Across back:** at the back, from one under-arm to the other.
- g. **Across the chest:** from one underarm to the other across.

2. For boys:

- a. **Neck:** measure round fullest part of the neck. Add about 13-15mm for ease and neck band.
- b. **Chest:** measure round the fullest part of the chest round.

PATTERNS FOR GARMENT

Patterns for clothing construction are shapes of garment parts, cut out of paper.

USES OF PATTERNS IN GARMENT CONSTRUCTION

1. Patterns are used to direct or guide the cutting of fabric.
2. They prevent serious mistakes in dress-making.
3. They prevent waste of time in dress making.

- 4. They prevent waste of fabric.
- 5. They make sewing easy.
- 6. They reduce trial and error in sewing.

TYPES OF PATTERNS

There are basically two types of patterns- the drafted and the commercial patterns.

1. **COMMERCIAL PATTERNS**: these are design and made by expert to fit standard figure types using specific body measurements. They are available in different sizes.

Advantages of commercial patterns

- a. They make sewing easy and accurate to body measurements.
- b. They are made in many different designs.
- c. They have instruction sheets which show how to lay out, cut the fabric and make up the garment.
- d. Each pattern envelop contains information on the type and quantity of fabric needed. It also states the sewing notions(such as zip or button) needed.
- e. It saves time and reduces mistakes in garment making.

Disadvantages of commercial patterns

- a. They are expensive.
 - b. They are not easily or readily available.
 - c. They often require alteration or adjustments to fit the user's size.
 - d. They are light and can tear easily.
2. **DRAFTED PATTERN**: this is made to fit a particular person. A person's body measurements are first taken. Then, the pattern is drafted to fit his/her size.

Advantages of drafted pattern:

- a. It can be made to fit a person perfectly.
- b. It can be adapted to any type of style.
- c. It is cheaper than commercial pattern.
- d. It can help to check the fit of a design before it is made into a garment.
- e. It is original therefore can be unique.
- f. It does not require alteration.

Disadvantages of drafted pattern:

- It can only be useful to one person, the owner.
- Pattern drafting requires special skill.
- It does not offer a wide range of styles like the commercial paper pattern.

The items, which you need for drafting are;

- A good tape measure
- A pencil
- A metre rule
- Brown paper
- A coloured pencil or fine felt pen

The essential measurement for a skirt block are the waist, hips and length of the skirt.

REVIEW QUESTIONS

1. State three guidelines for taking body measurements.
2. State six important body parts for girls and three for boys' shirt.
3. State three advantages of drafted patterns.
4. Mention two disadvantages of commercial patterns.
5. Which of the following is not a tool for taking body measurements?
 - A. French curve
 - B. String
 - C. Pencil
 - D. Tape measure
6. Body measurements should be taken over
 - A. A sweater
 - B. Loose-fitting garment
 - C. High-heeled shoes
 - D. Loose-gown.
7. Which of the following is not a tool for pattern drafting?
 - A. Tape measure
 - B. Metre rule
 - C. French curve
 - D. Needle
8. The basic pattern drafted to the exact size of the body is called a
 - A. Style
 - B. Fashion
 - C. Sewing paper

- D. Block
9. The use of one of the following prevents serious mistakes in dress making;
- A. Styles
 - B. Fashion
 - C. Pattern
 - D. Stitches
10. Which of the following are used as guides in garment construction?
- A. Pins
 - B. Patterns
 - C. Threads
 - D. Brown paper.

11.