

# **Life Skills and Moral Values**

## **AET06208**

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# Contents

<b>About this module</b>	<b>1</b>
How this module is structured? .....	1
<b>Module overview</b>	<b>3</b>
Welcome to this module .....	3
General Competency .....	4
Study Skills.....	4
Need help? .....	4
Module Assessment.....	5
<b>Icons Used in this Module</b>	<b>6</b>
<b>Unit 1</b>	<b>7</b>
Understanding Life Skills .....	7
Introduction.....	7
Learning Outcomes .....	7
Concepts Related to Life Skills (Life skills, team building).....	7
Types of life skills.....	8
Sources of life skills.....	9
Importance of life skills .....	10
Unit Reflection .....	10
Unit Assignment.....	11
<b>Unit 2</b>	<b>12</b>
Principles of Life Skills in the Community .....	12
Introduction.....	12
Learning Outcomes .....	12
Principles of life skills .....	12
Description of Principles of Life Skills .....	13
Unit Reflection .....	14
Unit Assignment .....	15
<b>Unit 3</b>	<b>16</b>
Demonstrate Knowledge of Team Building.....	16
Introduction.....	16
Learning Outcomes .....	16
Team building .....	16

Unit Reflection .....	18
Unit Assignment.....	19
<b>Unit 4</b> .....	<b>20</b>
Hygiene Issues .....	20
Learning Outcomes .....	20
Meaning of hygiene .....	20
Different hygienic issues.....	20
Importance of maintaining hygiene for community development.....	21
Unit Reflection .....	22
Unit Assignment.....	22
<b>Unit 5</b> .....	<b>23</b>
Ways to Achieve Hygiene .....	23
Introduction.....	23
Learning Outcomes .....	23
Approaches in achieving hygiene in the community .....	23
Effort to promote hygiene and living practices in the community .....	24
Hygienic problems affecting community healthy .....	24
Unit Reflection .....	25
Unit Assignment.....	25
<b>Unit 6</b> .....	<b>26</b>
Use Hygiene Principles in Daily Life.....	26
Introduction.....	26
Learning Outcomes .....	26
Intervention techniques that are helpful in overcoming hygienic problems in the community .....	26
Impact of hygienic problems in the community .....	27
Measures to address hygienic problems for the sustainable community development.....	28
Unit Reflection .....	29
Unit Assignment.....	29
<b>Unit 7</b> .....	<b>30</b>
Ethical Principles in Carrying Out Day to Day Activities.....	30
Introduction.....	30
Learning Outcomes .....	30
Meanings of ethics and moral values.....	30
Ethical Principles Governing Provision of Good Social Services .....	31
Ethical Principles in Promoting Community Development.....	32

Observation of Ethical Principles in the delivery of Social Services (merits and demerits) .....	33
Unit Reflection .....	34
Unit Assignment .....	34
<b>Unit 8</b>	<b>35</b>
<hr/>	
Major Issues in Moral Values and Patriotism .....	35
Introduction.....	35
Learning Outcomes .....	35
Definition of Concepts .....	35
Behaviours indicating Good Moral Values and Patriotism .....	36
Major issues inherent in Moral Values and Patriotism.....	37
Unit Reflection .....	38
Unit Assignment.....	38
<b>Unit 9</b>	<b>39</b>
<hr/>	
Moral value and Patriotism in the Community .....	39
Introduction.....	39
Learning Outcomes .....	39
Difference between Moral Values and Patriotism .....	39
Essence of Patriotism and Moral Values in Promoting Community Development	40
Responsible and Irresponsible Behaviours among Individual Members of the Community .....	42
Unit Reflection .....	43
Unit Assignment.....	44
<b>References</b>	<b>45</b>
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## About this module

This module has been produced by the **Error! No text of specified style in document.** All modules are structured in the same way, as outlined below:

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## How this module is structured?

### Module overview:

The module overview gives you a general introduction to the module. Information contained in the module overview will help you determine:

- If the module is suitable for you.
- What you already need to know.
- What you can expect from the module.
- How much time you will need to invest to complete the module.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Module assignments and assessments.
- Activity icons.
- Units.

We strongly recommend that you read the overview *carefully* before starting your learning.

### Module content:

The module is broken down into units. Each unit comprises:

- An introduction to the unit content.
- Unit objectives
- Unit outcomes.

- New terminology.
- Core content of the unit with a variety of learning activities.
- A unit summary.
- Assignments and/or assessments, as applicable.

Resources:

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this module; these may be books, articles or web sites.

Your comments:

When reading this module, we would appreciate it if you would make a few comments to give us your feedback on any aspect of this module. Your feedback might include comments on:

- Module content and structure.
- Module reading materials and resources.
- Module assignments.
- Module assessments.
- Module duration.
- Module support (assigned tutors, technical help, and others).

Your constructive feedback will help us to improve and enhance this module.

## Module overview

### Welcome to this module

Dear learner, a turn to Life Skills and Moral Values is at the core of our life in the school, college and at the community at large. Life Skills and Moral Values enables us to understand ourselves, explore hygienic issues in the community, cement our understanding on moral issues, patriotism and its essence on our preparations in the college and in the community at large.

In this module, unit one engages you in demonstrating understanding of life skills. In unit two, you will learn principles of life skills in the community. Unit three, gives you an opportunity to demonstrate knowledge on team building. It gives you a precise understanding on team building, steps involved on team building, and the impact of team building. Importantly, unit four is for those who are engaged in hygiene issues. In essence, we are all involved in this matter. You are obliged to understand the meaning of hygiene, outline different hygienic issues, and the importance of maintaining personal hygiene and the community hygiene. In unit five, you will learn various ways of achieving hygiene in the community, promotion of hygiene in the community as well as hygienic problems affecting community healthy. Unit six of this module, give us a touch of how to use hygiene principles in daily life. Unit 7 will give you an understanding on how to employ ethical principles in providing good social services in enhancing community development. Unit 8 will enable you to deal with major issues in moral values and patriotism. Unit 9 will enable you to demonstrate your understanding moral values and patriotism in the community. It will enhance your understanding on the essence of patriotism and moral values in promoting community development.

During your training, remain focused. Follow all the instruction provided. Make sure you cover all units and its subsequent reflections and assignments. Do not hesitate to contact your facilitators and coordinator in case you need assistance.

I hope you will enjoy studying this module. Welcome!

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## General Competency



After completing this module, you should be able:

- Demonstrate understanding of life skills;
- Explain principles of life skills;
- Exemplify knowledge of team building;
- Explain the meaning of Hygiene and ways to achieve it in the community;
- It gives us a grip understanding on how best we can use Hygiene principles in our daily life;
- It will help us to understand how best we can employ ethical principles in the provision of good social services;
- This module will give you a precise understanding on the major issues in moral values and patriotism in the community.

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## Study Skills

Essentially, you will be taking control of your learning environment. As a result, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to acquaint yourself in areas such as essay planning, coping with exams and using the web as a learning resource.

Your most significant considerations will be *time* and *space* i.e. the time you dedicate to your learning and the environment in which you engage in that learning.

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## Need help?



Dear learner, in the course of your study, you may need help in various issues such as the location and how to get support from resource centres, clarification of various issues pertaining to your study materials i.e., modules, and so on. If this happens, you are advised to ask for the help from your centre coordinator or facilitator. You can also visit the website of the Institute of Adult Education, which is [www.iae.ac.tz](http://www.iae.ac.tz); or, call No. +255 22 2150838 and ask for help.

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## Module Assessment











After each unit, you will be required to attempt one unit assignment. This is not meant for submission, rather, for reflection on what you have learned in the whole module. You will also do tests and assignments for submission as guided by your module facilitator. Finally, you will sit for semester examinations to accomplish your assessment.

## Icons Used in this Module

While working through this module, you will notice the frequent use of margin icons. these icons serve to “signpost” a particular piece of text, a new task or change in activity. they have been included to help you to find your way around the module.

A complete icon set is shown below. We suggest that you familiarize yourself with them and their meaning before starting your study.

			
Reflection	Assessment	Assignment	Help
			
Learning Outcomes	Module Outcome	Help	Reflection

# Unit 1

## Understanding Life Skills

### Introduction

Unit one presents the concepts life skills. It outlines concept such life skills and team building. It identifies types of life skills and explains the importance of life skills. It also provides an opportunity to explore the essence of team building. This unit provides an indication of sparkling fact that life skill is for life.

### Learning Outcomes



Upon completion of this unit, you will be able to:

- Explain concept related to life skills and team building;
- Identify types of life skills; and
- Explain the importance of life skills.

### Concepts Related to Life Skills (Life skills, team building)

#### Life skills

Life skills refer to an individual ability for adoptive and positive behaviour, which enable him or her to deal effectively with the demands and challenges of everyday life. Life skills can be taught or learned. It enables individuals to deal with the daily challenges of life. World Health Organization (WHO) defines life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". On the other hand, UNICEF defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills".

#### Team building

Team building is the action or process of causing a group of people to work together effectively as a team, especially by means of activities and events designed to increase motivation and promote cooperation. It is the process of turning a group of individual contributing employees into a cohesive team—a group of people organized to work together to meet the needs of their customers by accomplishing their

purpose and goals. When you build a team, the focus is to motivate your people to work together, to develop their strengths, and address their weakness. There is a need to encourage cooperation rather than competition. Team building skills are capabilities that help leaders form interactive, supportive, and high-functioning teams. For example, problem solving, listening, and organizing are essential team building skills. The purpose of these skills such as problem solving, listening is to support teamwork and team development.

## Types of life skills

The discussion on types of life skills focuses on the individual's ability to deal with himself, to deal with others, and be able to make rational decision. The focus is to enable the individuals to cope with the surrounding environment. In this context, three categories of life skills are identified as presented in the following section.

a) Skills that enable individual to have ability to cope with personal emotions. They are known as intrapersonal skills. They aim at enabling an individual to cope with emotions, self-esteem, assertiveness, self-awareness and stress. The focus is on ability to have a good relationship with oneself.

b) Skills that enable individual to have good relationship with others in the community. They are known as interpersonal skills. The focus is on enabling an individual to have a good relationship with others: the ability to have good social manners, ability to have good friendship formation, ability to respect others, peer resistance skills, and ability to communicate with others effectively, and ability to negotiate.

c) Skills essential for good decision-making. The focus is on individual capacity to think critically and creatively. They aim at empowering an individual with ability of thinking so as to make rational decisions in the course of solving various problems.

It is important to note that, there is no definitive list of life skills. However, basing on the three categories of life skills, the following 16 types of life skills is outlined:

Communication skills: Individual's ability to communicate effectively both verbally and non-verbally. It is all about ability to express one's desire, feelings, needs, and fear.

1. Interpersonal skills: - it deals with strong relation between people.
2. Decision making- ability to make rational decision.
3. Problem –Solving - ability to solve problems arising at the individual level and in the community at large.
4. Creative thinking: it focuses on fluency, elaboration, and originality.

5. Critical thinking: it is all about reasonable judgment. Ability to analyze information and be able to make reasonable judgment and solve problem rationally.
6. Self –awareness: It is individual ability to focus on oneself, take action, express control his emotion and feeling. (Positive well-being)
7. Empathy: - appreciation of other personal feelings.
8. Flexibility – ability to adapt to new situation and shift strategies.
9. Emotional intelligence – capacity to manage personal emotions, group emotion.
10. Time management – ability to manage time effectively.
11. Assertiveness – ability to stand up for one self and for others; self-control, honesty, accountability and openness.
12. Resilience – strength to cope with stress and hardship.
13. Handling criticism – the need to understand that, no body is perfect. It is necessary to accept constructive criticism positively- good communication skills, listening skills, self-awareness, and desire for improvement.
14. Self management- individual capacity to manage their behavior, emotion, thought in a conscious and productive way. – need to understand personal responsibility in different aspect of life. – It helps us to understand ourselves, time management, self-motivation, accountability, stress management, and goal setting.
15. Cooperation – ability to get along with others in life.

## Sources of life skills

A life skill is influenced by the social cultural context of the time. We are natured and shaped by society, which we belong. Therefore, we learn from each other in the community. Basing on this reality, the sources of life skills include:

- i) Family: Parents, guardians and other relatives are primary source from whom we learn different life skills.
- ii) Neighbours: We learn different ways of life from the our neighbors. Good neighbors help us to behave well.
- iii) Friends: Friends helps us to acquire various life skills. Exchanging good ideas with friends help to mold us in to well-behaved individuals.
- iv) School: During the school time, we received good education,

which enables us to develop skills for life.

- v) Society: The way people live in the society allows an individual to learn what is expected of him/her and how he/she should behave in different circumstances.
- vi) Religion: Good religion teachings help to get skills, which enable us to live harmoniously in a society.

**Note:** The above-mentioned sources of life skills are sources of positive and progressive life skills.

Every member of the society belongs to the community. Individual learns. The community shapes our thinking and behaviour. We can use special skills to make good friends, show empathy, resist peer pressure, display effective communication, and solve problem.

## Importance of life skills

Life skills are essential ability to help someone promote mental well-being. They are important in the following aspects:

- i) developing capacity among individuals to cope with the reality of life
- ii) empowering young people to cope with the reality of life,
- iii) empowering young people to take positive action to protect themselves,
- iv) helping the youth to promote their understanding on healthy matters,
- v) enabling the youth to promote positive social relationship,
- vi) Helping us to focus and pay attention.
- vii) It making us better awareness of ourselves,
- viii) Developing capacity to cope with our emotions, and Helping us to make informed decisions and how to plan.

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## Unit Reflection



After the completion of this unit, reflect on the following:

1. Concepts related to life skills and team building
2. Category and types of life skills;
3. Sources of life skills;
4. Significance of life skills.

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## Unit Assignment



Do the following questions. Remember to put your work in y

1. In your own words, explain the meaning of life skills.
2. In your experience as adult learner, explain how you can benefit from studying life skills.
3. By using your experience as an adult learner, explain the sources of life skills.
4. In your own words, describe the significance of life skills.
5. Ability to control yourself is significant as adult facilitator. In your own words, explain how you can cope with classroom disturbances.

## Unit 2

# Principles of Life Skills in the Community

## Introduction

Dear learner, Welcome to unit two. In this unit, you will learn principles of life skills in the community. Please, note that, the more you read and commit yourself on learning a particular topic, the more you will know more about the essence of the topic. Therefore, it is your time to take a centre stage. Take your time to think about life skills and its subsequent principles. Find out why it is vital to understand ourselves, and the manner in which we interact with each other in the community. Make sure you remain focused on the learning process. Do not hesitate to consult your facilitator wherever you face any difficulty. Learn and develop skills that would help to make life easy. Enjoy your lesson.

## Learning Outcomes



Upon completion of this unit, you will be able to:

- Outline principles of life skills;
- Describe principle of life skills; and
- Identify challenges encountered in applying life skills principles in the community.

## Principles of life skills

Principle 1: Life Skills is a demonstration of behaviours

Life skills should focus on measuring behaviours rather than thought process. It should focus on the ability to solve problems, and self-awareness, manage conflict and empathy.

Principle 2: Life Skills are inter-connected

The need to invest in building youth self-confidence, self-esteem, ability to deal with consequences, and ability to plan forward.

Principle 3: Outcomes of the intervention, independent of inputs

This is important for two reasons: first, the context where the

intervention is happening; and second, the we focus on measuring the result of the intervention made.

Principle 4: Life Skills development is a life-long process.

There is no end goal or end-point to developing life skills irrespective of our age or life experiences.

## Description of Principles of Life Skills

According to the World Health Organization (WHO, 1999) there are six key areas of life skills. However, it is clear that, certain skills may be more or less relevant to you depending on your life circumstances, culture, beliefs, age, and geographic location.

**Communication and interpersonal skills**. This broadly describes the skills needed to get on and work with other people, and particularly to transfer and receive messages either in writing or verbally.

**Decision-making and problem-solving**. This describes the skills required to understand problems, find solutions to them alone or with others, and then take action to address them.

**Creative thinking and critical thinking**. This describes the ability to think in different and unusual ways about problems, and find new solutions, or generate new ideas, coupled with the ability to access information carefully and understand its relevance.

**Self-awareness and empathy**, which are two key parts of *emotional intelligence*. They describe understanding yourself and being able to feel for other people as if their experiences were happening to you. According to Murthy, (2016) and Murthy (2005), the process of self-awareness involves:

- a. developing objectivity in life:
- b. avoiding being narcissistic:
- c. learning to be realistic in life:
- d. assessing your own strengths and weaknesses:
- e. shunning developing complexes about yourself:
- f. verifying your traits based on different evidences:
- g. accepting yourself with all positive and negative attributes.

**Assertiveness and equanimity, or self-control.** This describes the skills needed to stand up for yourself and other people, and remain calm even in the face of considerable provocation.

**Resilience.** This is the ability to cope with problems, which describes the ability to recover from setbacks, and treat them as opportunities to learn, or simply experiences.

### **Challenges encountered in applying life skills principles in the community**

(a) Conceptual and procedural issues: there is a tendency to interpret skills education differently. There is no harmonized understanding of what life skills cover, for what purpose, and for whose age to consider.

(b) Stand alone v/s integrated approach: there is no agreement on what life skill should fall on. Is it a standalone entity or should it be integrated to other subjects?

(c) Life skills education as an ancillary programme: Many managements view life skills education as an ancillary programme, which enable the youth to grow and cope with their environment,

(d) Lack of consensus of Life Skills Education Programme (LSEP): There is no consensus about Life Skills Education programme in the country. Different professions prepare their own package.

---

## Unit Reflection



I hope you have successfully learnt from this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

1. As adult learner, give us your understanding of life skills education
2. Identify one-life skill and discuss it critically.
3. Life skill is part and parcel of our daily proceedings. Basing on this statement, describe the benefits of life skills education.
4. In your own words, explain the meaning and process of self-awareness.

---

## Unit Assignment

Attempt the following questions and put your work in your portfolio

1. Identify and discuss sources of life skills.
2. Define self-awareness and give detail on the benefits of self-awareness.
3. Describe the challenges encountered in enforcing life skills in the community.
4. It is contended that, “Life Skills is a demonstration of behaviours” Discuss this statement with examples.
5. Choose one principal of life skills and discuss its application in the community.

## Unit 3

# Demonstrate Knowledge of Team Building

## Introduction

Dear learner,

Welcome to unit three. In the previous unit, you have spent some time learning appropriate principles of life skills in the community. In unit three, you have to focus your attention on demonstrating knowledge of team building. Ask yourself about the meaning and importance of team building. Think about the important steps involved in team building. Find out how you can manage to build a team. Make sure that you consult different reading materials. Do not hesitate to consult your module facilitator whenever you get into any difficulty concerning this unit.

## Learning Outcomes



Upon completion of this unit, you will be able to:

- Explain the term team building;
- Identify steps involved in team building; and
- Examine the impact of team building.

## Team building

Team building is the process of turning a group of individuals into a cohesive team—a group of people organized to work together to meet the needs of their customers by accomplishing their purpose and goals. It is the art of bringing people together for achieving a common goal. The main purpose of building a team is to motivate your people to work together, to develop their strengths, and to address any weaknesses. To achieve team building, there is a need to encourage collaboration among members while discouraging competition among them (Fapohunda, T. 2013).

### Steps on Team Building

The art of team building is vital for the achievement of the intended objectives. To achieve this objective, you have to make sure that the

resources are always available, members are well motivated and their morale is high. You need to have clear purpose on what you want to achieve. Therefore, as leader, you are supposed to provide skills, training and resources to all members involved.

You have to encourage many trust building exercises in your team. Team members must trust each other for the maximum output. They must know his fellow team member well. Moreover, the team members must be compatible with each other. Create encouraging activities where individuals come together as a single unit and work for a common task.

You are expected to:

- i Identify your team strength and weaknesses: as a team leader, you have to uncover the root of the team problem by asking the following questions
  - a. Is there any conflict between team members which might create division?
  - b. Do members of the team know each other?
  - c. Do members of the team focus on one common goal?
  - d. Is there effective communication between members?
  - e. Do members of the team know how to work together or each one works individually?
  - f. Is there any member who resists changes?
  - g. Are all member well motivated?
- ii Make team-building part of your culture – make team-building part your group’s mind set.
  - a. The need to know your team – their needs, ambition and personalities, build a happy team that trust each other.
  - b. Establish and work towards a common goal, communicate team purpose;
  - c. Develop strong team skills – right skills, and competencies to achieve goals.
  - d. Connect with a virtual team – ensure effective communication
- iii Using team building exercises

- a. Address a particular weakness or problem;
- b. Plan the events to avoid embarrassing, emotionally, or physically uncomfortable scenario for participants.

### The impact of Team Building

The focus of team building is to ensure that various activities are undertaken to motivate the team members to increase the performance of the team. It helps to motivate members to perform at their best. The following are some examples of the impacts of team building:

- i To help the overall development of the team members and in turn improving the team's performance, help employees and other member of group or community to get to know each other.
- ii To strengthen the bond among the employees or group member and they feel motivated to work and achieve the targets.
- iii To boost engagement among employees or group member – foster friendships at work and build trust.
- iv To improve communication skills so as to avoid failure; communicate about work place issues.
- v To improve creativity.

---

## Unit Reflection



I hope you have successfully learned team building in this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

1. Why do we need to understand team building?
2. Is a competition among employee a disgrace or an opportunity? Explain
3. Given an opportunity to lead a group of employees, how can you ensure they work as team?
4. What are the essences of team building?

---

## Unit Assignment



Attempt the following questions and put your work in your portfolio

1. Explain the importance of team building in an adult education context.
2. Describe the main features of team building.
3. If you are given an opportunity to lead a group of adult learners, what will be your priority and why?
4. What are the impacts of team building in an educational institution?
5. Describe the essential components of resources required in team building.

## Unit 4

### Hygiene Issues

Dear learner, welcome to unit four. In the previous unit, you have learned team building. This unit focuses on hygienic issues. For the success of this unit, focus on meaning of hygiene, different types of hygienic issues, and importance of maintaining hygiene in a community. Make sure you remain focused. Spend much time reading various publications on hygiene in the community. Do not hesitate to consult your module facilitator, whenever you encounter any difficulty.

#### Learning Outcomes



Upon completion of this unit, you should be able to:

- Define hygiene;
- Identify different hygienic issues; and
- Describe the importance of maintaining hygiene in community.

#### Meaning of Hygiene

Hygiene is defined as conditions and practices that help to maintain health and prevent the spread of diseases. It can be personal hygiene, which focuses on maintenance of the body's cleanliness, which includes cleaning your body every day, washing your hands with soap after going to the toilet, brushing your teeth twice a day and covering your mouth and nose with a tissue (or your sleeve) when sneezing or coughing.

Hygiene as an activity is grouped into the following:

- i) Home and everyday hygiene;
- ii) Personal hygiene;
- iii) Medical hygiene; and
- iv) Sleep and food hygiene.

#### Different hygienic issues

The discussion on hygiene focuses on different areas, which intend to prevent the spread of disease and promote healthy. According to

Kumwenda, (2019), there are four common types of hygiene as described in the following section.

- i **Personal hygiene:** This includes taking care on one's body and clothes. Personal hygiene encompasses oral hygiene, hand hygiene, hair hygiene, mouth hygiene, and menstrual hygiene.
- ii **Water hygiene:** This involves collection, transportation, storage, and use of water without contaminating it.
- iii **Food hygiene:** This is the practical process of ensuring that food is fit to eat. It is what the food handler does to prevent contamination.
- iv **Waste handling hygiene:** This relates to how solid, liquid, and gas wastes are handled from generation, collection, storage, transportation, and disposal to prevent contamination of the environment

## Importance of maintaining hygiene for community development

The essence of hygiene is ensuring that human live in decent environment, which is free from any form of disease. The most benefits of practicing hygiene include:

- i Controlling of transmission of diseases. This is and achieved, by improving food industry, water supply, and sanitation coupled with other interventions such as improved nutrition
- ii Hygiene practices are vital for the survival and development of children, as it helps to minimize mortality rate.
- iii Hygiene helps to prevent risk for the lives of millions of people especially children and the vulnerable populations, who would be at risk of suffering from water, sanitation, and hygiene-related diseases.
- iv Hygiene has other social benefits including boosting confidence and status, because of the advantage of being free from diseases.
- v Maintaining of hygiene requires significant investment in terms finance and self-awareness.

---

## Unit Reflection



I hope you have successfully learned the hygiene issues from this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

- (i) . Why do we need hygiene?
- (ii) . How can you benefit from hygiene?
- (iii) . Disease prevention is very important for the survival of human being. Explain why?
- (iv) . If you are requested to advice adult learners on hygienic issues, what would be your priority and why?

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## Unit Assignment



Attempt the following questions and put your work in your portfolio

1. Explain the importance of hygiene in adult learning centre.
2. Identify four different types hygiene and explain its relevance the community.
3. If you are given an opportunity to facilitate hygiene lesson in adult learning centre what is going to be your focus and why?
4. Maintaining of hygiene in a community requires decent investment. Basing on this statement, describe the criteria you are going to employ when advising your community on hygiene.
5. In your own words, describe the categories of hygiene.

## Unit 5

### Ways to Achieve Hygiene

#### Introduction

Dear learner, welcome to unit five. In the previous unit, you have learned about hygienic issues. This unit focuses on the description of ways to maintain hygiene. For the success of this unit, focus on identifying different efforts in the community, different efforts to promote hygiene and living practices in the community, hygienic problems that may affect community healthy in general. Make sure you remain focused. Spend much time reading various publications on hygiene. Do not hesitate to consult your module facilitator, whenever you encounter any difficulty.

#### Learning Outcomes



Dear learner, after completion of this unit you should be able to:

- Identify different efforts in the community;
- Mention different efforts to promote hygiene and living practices in the community; and
- List hygienic problems that may affect community healthy in general.

#### Approaches in achieving hygiene in the community

Community hygiene is can be viewed as a cooperative effort to bring greater health and prevention of disease to a group of people living near one another. The focus is on ensuring that valuable hygiene and sanitation knowledge is spread to all members of the community. Nevertheless, in large parts of the world, knowledge on how to prevent illness and maintain hygiene is not widely known or taught. Therefore, awareness creation on community hygiene is foundational to social progress. The community needs to be aware of the core community hygiene and sanitation practices, which include:

- i Washing hands with soap and water

- ii Keeping dishes and utensils clean and off the ground
- iii Using a toilet to keep faeces separate from people
- iv Sweeping the home and keeping rubbish off the floor to prevent environmental contamination
- v Keeping livestock separate from the home
- vi Washing bodies regularly to maintain physical cleanliness.

### **Effort to promote hygiene and living practices in the community**

There is a need to inspire real and lasting improvements to current hygiene practices in the community,

- i To promote positive attitudes towards practices that prevents the spread of diseases.
- ii To engage every member of the community on hygiene education irrespective of age, income or education levels.
- iii To create awareness among community members on hygiene and sanitation focusing on stopping disease transmission.
- iv To increase access to safe water.

### **Hygiene problems affecting community health**

Poor hygiene is having bad or non-existent self-care that can lead to a messy appearance and health concerns. Having, poor hygiene can be an indicator of other problems, like self-neglect. Generally, hygiene concerns should be resolved as quickly as possible.

1. Poor hygiene leads to the outbreak of diseases including diarrhoeal, cholera and dysentery, as well as typhoid, intestinal worm infections and polio. Poor hygiene exacerbates and contributes to the spread of antimicrobial resistance.
2. The effects of poor hygiene are far-reaching beyond the obvious health concerns. Failing to frequently wash your hands, brush your teeth, and take showers does not just affect you. It affects everyone you interact with. Poor personal hygiene arises from either intentional or unintentional neglect of your body's cleanliness and health requirements. Your body begins to look unhealthy, you experience unwanted health concerns, and your overall well-being is affected. People often associate poor hygiene with unpleasant body odour, bad breath, or visible signs of dirt. Some people may also consider rashes, oily skin, or other preventable or treatable appearance flaws as examples of poor

hygiene

3. Long lasting emotional impact that poor hygiene can have on schoolchildren. Embarrassment and shame caused these children to have low self-esteem and low confidence.

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## Unit Reflection



I hope you have successfully learned and describe ways to maintain hygiene from this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

- i Why do we need to maintain hygiene in the community?
- ii Neglecting personal hygiene is a disgrace. Explain
- iii Given an opportunity to advice your colleagues on personal hygiene, what will be your priority and why?
- iv If you are requested to describe of hygienic problem in your community what would be your priority and why?

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## Unit Assignment



Attempt the following questions and put your work in your portfolio

1. Explain the importance hygiene in the school or adult education study centre.
2. Identify four impacts of poor hygiene to the community of adult learners.
3. If you are given an opportunity to lead hygiene discussion in your community, what will be your priority and why?
4. What are the effects of poor hygiene in your community?
5. In your own words, describe the values of hygiene in the community of adult learners.

## Unit 6

### Use Hygiene Principles in Daily Life

#### Introduction

Dear learner, welcome to unit six. In the previous unit, you have learnt about ways of maintaining hygiene. This unit focuses on use of hygiene principle in daily life. For the success of this unit, focus on techniques for overcoming hygienic problems in the community, examine impact of hygienic problems in the community and identify measures to address hygienic problems in the community. Make sure you remain focused. Spend much time reading various publications on hygiene principles in daily life. Do not hesitate to consult your module facilitator, whenever you encounter any difficulty.

#### Learning Outcomes



After the completion of this unit you should be able to:

- Explain the techniques for overcoming hygienic problems in the community;
- Explain the impact of hygienic problems in the community; and
- Identify measures to address hygienic problems in the community.

#### Intervention techniques that are helpful in overcoming hygienic problems in the community

Interventions to promote hygiene and sanitation in the community

The focus should be on changing people's behaviour and practices

1. A health promotion intervention or initiative is one that actively encourages positive behaviour, and is usually concerned with change that will occur over a relative long period of time.
2. Behaviour change aims to promote child-friendly pit latrines in households, water treatment at the point of use, hand washing with soap, proper household water treatment, safe storage and disposal of waste water and food hygiene.
3. Social change aims to increase community involvement in

selecting appropriate design options for water and sanitation facilities.

4. Social mobilisation aims to bring stakeholders together to promote social marketing strategies in water and sanitation, hand washing, utilisation of locally available materials for construction of sanitation and hygiene facilities, technologies suitable for environments
5. Advocacy aims to persuade decision makers to reduce the cost of clean water provision, to promote child, girl and disability friendly wash services in schools, to improve maintenance of water points and to improve municipal waste collection services.

### **Impact of hygienic problems in the community**

Community hygiene is vital for keeping everyone healthy, but especially those with weak immune systems, those under the age of five years old, and the elderly. The impact of hygienic problems include:

- i The effects of poor sanitation can cause a large range of issues from health and well-being related through to economic and societal issues.
- ii Healthy risks are often exacerbated by poor sanitation and hygiene practices and many preventable health problems and diseases can be avoided with a little education and the right environment and products (clean water, soap, water filters, composting toilets, grey water systems, etc).
- iii Increase in diseases - Diarrhoea, cholera, dysentery, typhoid and polio can all be transmitted by contaminated water.
- iv Decrease in schooling: Many children cannot attend school because of diseases and issues relating to poor sanitation.
- v Downturn in economic opportunity: Communities that suffer ill healthy and poor sanitation related issues are more likely to spend less time working because of health-related issue and be required to spend more money on healthcare.

## Measures to address hygienic problems for the sustainable community development

- i Adequate budgetary allocation and consent political will. There is a need to generate significant amount of support in complicated political and financial conditions.
- ii Improve hygiene awareness: encourage every community member to wash hands before eating food and after using toilet and make sure everyone uses soap.
- iii Proper planning and financing sanitation. It should be planned as a utility service that works for all.
- iv Avoid a one-size-fits-all style of implementation: In order to reach different poor communities and their different needs, there is a need to develop specific targeted and tailored strategies for each group and its corresponding group.
- v Provide more support to local level sanitation plans and strategies and communicate the benefits of investing in sanitation to communities.
- vi Provide adequate resources and sanitation ladder for monitoring sanitation progress concerning ensuring environmental, cultural and infrastructural needs are responded.
- vii Increase the accountability of providers: Realising equity from a sanitation perspective requires a fundamental shift in the way we measure success.
- viii The need for rapid change in sector programming
- ix Promotion of behavioural change - Technology will not do us any good if we do not also tackle behavioural change. For behavioural change, we have to understand what underlies the behaviour as the first point, and then focus on what the impact of that behaviour is – on themselves, on the environment, on those they care about. There are cultural, social, religious norms that underlie behaviours around sanitation that we need to understand.

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## Unit Reflection



I hope you have successfully learned on how to use hygienic principle in daily life. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

- i Why do we need to address hygiene problems in the community?
- ii Community awareness on hygiene is essential for the survival of the community. Discuss.
- iii Given an opportunity to design community guidelines on hygiene, what will be your priority and why?
- iv What are the causes of failures in addressing hygienic problems in the community?

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## Unit Assignment



Attempt the following questions and put your work in your portfolio

1. Explain the importance addressing hygiene impact in the community.
2. Identify measures that would help to hygiene problems in the community.
3. Political will is at the centre in minimizing community hygiene problems. With examples, discuss this statement.
4. Community hygiene ought to start with individual hygiene. Explain.
5. In your own words, describe how you can address the problems associated with water sanitation in your community.

## Unit 7

# Ethical Principles in Carrying Out Day to Day Activities

### Introduction

Dear learner, welcome to unit seven. In the previous unit, you have learnt on the use of hygienic principle in daily life. This unit focuses on demonstration of knowledge of ethical principle in carrying out day-to-day activities. For the success of this unit, you should be able to define terms such as ethics and moral values, identify ethical principles governing good conduct, and explain importance of observing ethical principles in the community. Make sure you remain focused. Spend much time reading various publications on ethical principles in carrying out day to day activities. Do not hesitate to consult your module facilitator, whenever you encounter any difficulty.

### Learning Outcomes



After the completion of this unit you should be able to:

- Define concepts such as ethics and moral values;
- Identify ethical principles governing good conduct; and
- Explain importance of observing ethical principle in community.

### Meanings of ethics and moral values

#### Ethics

Ethics is defined as moral principles that govern a person's behaviour or the conduct of an activity. It is a well-founded standard of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues.

#### Moral values

Moral values are defined as guidelines that assist a person in deciding between right and wrong. The great moral values, such as truth, freedom, honesty, fairness, kindness, politeness, respect, virtues, perseverance, integrity, to know about one's duties, charity,

compassion, etc. have one thing in common. When they are functioning correctly, they are life protecting or life enhancing for all.

## **Ethical Principles Governing Provision of Good Social Services**

The ethical principles evolve around core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. The discussion on ethical principles bases on what is guiding our character and repudiation. Our character is what we really are (what you really are), and our reputation is all about what other think of us (what people think you are). Reputation is all about perceptions. Therefore, our character is determined and defined by our actions (i.e. whether our actions are honourable and ethical). Ethical principles governing good conduct include:

1. **HONESTY.** Be honest in all communications and actions. Make sure you are not above all, worthy of trust and honesty is the cornerstone of trust.
2. **INTEGRITY.** Maintain personal integrity. Make sure you earn the trust of others through personal integrity. Integrity refers to a wholeness of character demonstrated by consistency between thoughts, words and actions.
3. **PROMISE-KEEPING.** Keep promises and fulfil commitments. Make sure that you can be trusted. Make every reasonable effort to fulfil the letter and spirit of your promises and commitments.
4. **LOYALTY.** Be loyal within the framework of other ethical principles. Make sure you justify trust by being loyal to the organization and the people you work with. You have to place a high value on protecting and advancing the lawful and legitimate interests of the companies and your colleagues.
5. **FAIRNESS.** Strive to be fair and just in all dealings. As a community member, make sure that you are fundamentally committed to fairness.
6. **CARING.** Demonstrate compassion and a genuine concern for the well-being of others. Make sure you care for others, remain compassionate, benevolent and kind.
7. **RESPECT FOR OTHERS.** It is you are responsibility to treat

everyone with respect. Make sure you demonstrate respect for the human dignity, autonomy, privacy, rights, and interests of all those who have a stake in their decisions. Treat everyone equally and courteous. Treat all people with equal respect and dignity regardless of sex, race or national origin.

8. **LAW ABIDING.** Obey the law. Make sure you abide by laws, rules and regulations governing the community activities.

9. **COMMITMENT TO EXCELLENCE.** Pursue excellence all the time in all things. Make sure you pursue excellence in performing your duties, work hard, make sure that you are well informed and prepared, and constantly endeavour to increase proficiency in all areas of responsibility.

10. **LEADERSHIP.** Exemplify honour and ethics. Make sure you are conscious of the responsibilities and opportunities of you have and seek to be positive ethical role models by your own conduct and by helping to create an environment in which principled reasoning and ethical decision making are highly prized.

11. **REPUTATION AND MORALE.** Build and protect the company's good reputation and the morale of the employees. Avoid words or actions that that might undermine respect and take affirmative steps to correct or prevent inappropriate conduct of others.

12. **ACCOUNTABILITY.** Be accountable. Make sure you acknowledge and accept personal accountability for the ethical quality of the decisions and omissions to the colleagues, their companies, and their communities.

## Ethical Principles in Promoting Community Development

Benefits of Ethical Practices in Organizations

1. **Competitive advantage:** Customers favour those organizations, which are known for their ethical practices. Ethical violation reduces the company's market share, reduces their sales and revenues and ultimately adversely affects their bottom line.

2. **Better staff attraction and retention:** It helps to develop brand image. Ethics compliant organizations also develop their brand image and such employer branding help them to attract and retain the best people, which eventually contribute to their sustainable competitive advantage.

3. **Investment:** Ethics compliant organizations also attract investors, as people repose their confidence only on those who show integrity, a

sense of responsibility and who are trustworthy.

**4. Morale and culture:** Ethics compliant organizations also create a workplace, where employees feel compelled to work. Ethical organizations develop high-integrity, become socially responsible, globally considerate. All these make such organizations less prone to stress, attrition and dissatisfaction.

**5. Reputation:** Building organizational reputation, takes years of effort, and ruining it hardly requires one infringement of the proceeding. Ethically responsible organizations are less prone to scandals and disasters.

**6. Legal and regulatory reasons:** Even though compliance with ethics is still voluntary and organizations comply with their long-term business interests, globally ethical issues are likely to come under legal and regulatory norms, making it compulsory for organizations to comply with the same. Hence, early preparedness of the organization will benefit them in the long run, when ethical issues become legally enforceable.

**7. Legacy:** It is the human nature to be good. Ethical consideration is changing our perceptions of legacy, which is not the pile of money at the cost of others' sufferings, but decisions and business practices, which are beneficial to mankind. Hence, organizations believe the test of real legacy is ethical decision making

## **Observation of Ethical Principles in the delivery of Social Services (merits and demerits)**

Social service delivery is a mechanism through which the social programs are delivered to the needy one by private or public agencies. The focus in the delivery of social services is to meet the ongoing needs of people. Those who are in the field of social service delivery are expected to make sure that, they do good others. They are obliged to promote the well-being of their clients. They should be able to maintain high standards as outlined in the policy guideline. They are expected to be loyal to their company or organization. They are obliged to keep faith, keep their promises and honour the trust placed in rehabilitation counsellors. They are expected to be fair in the treatment of all clients and offer appropriate services to all.

In the process of social service delivery, those who are involved, are obliged to adhere to ethical principles, which bases on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

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## Unit Reflection



I hope you have successfully learnt about ethical principles in carrying out day-to-day activities. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

- i) Discuss relevance of ethics in our daily life.
- ii) Explain the relevance of ethical principles in the community.
- iii) What is good conduct? How can you maintain good conduct in the organization?
- iv) If you are appointed ethical adviser in one of adult education study centres, what will be your priority and why.

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## Unit Assignment



Attempt the following questions and put your work in your portfolio

1. It is contended that, 'the ethical principles evolve around core values of service', discuss this statement with examples.
2. What are the benefits of ethical practices in an adult education study centres?
3. 'Our character is determined and defined by our actions'. Discuss this statement with relevant example.
4. What are the differences between ethics and moral values?
5. What are the sources of moral values?

## Unit 8

### Major Issues in Moral Values and Patriotism

#### Introduction

Dear learner, welcome to unit eight. In the previous unit, you have learnt about ethical principles in carrying out day to day activities. This unit focuses on major issues in moral values and patriotism. For the success of this unit, focus on definition of patriotism, identifying behaviours indicating good moral values and patriotism, and describe issues inherent in moral values and patriotism. Make sure you remain focused. Spend much time reading various publications on major issues in moral values and patriotism. Do not hesitate to consult your module facilitator, whenever you encounter any difficulty.

#### Learning Outcomes



After the completion of this unit you should be able to:

- Define moral values and patriotism;
- Identify behaviours indicating good moral values and patriotism; and
- Describe issues inherent in moral values and patriotism.

#### Definition of Concepts

##### **Moral values**

**Moral Values** is defined as guidelines that assist a person in deciding between right and wrong. In order to create honest, credible, and fair judgments in daily life, the awareness of one's morals - along with self-awareness - is crucial.

##### **Patriotism**

Patriotism is the feeling of love, devotion, and sense of attachment to one's country. This attachment can be a combination of many different feelings, language relating to one's own homeland, including ethnic,

cultural, political or historical aspects

## Behaviours indicating Good Moral Values and Patriotism

### Moral characteristics

School or college members are expected to live in harmony, practicing peaceful actions and democratic practices. Similarly, learners are expected to mature into content (gain the expected knowledge), knowledgeable, morally sound individuals. To achieve this end, learners are expected to show moral characteristics such as:

1. Diligence: A diligent person is the one who is determined to engage in positive and proper endeavours. He is hardworking, perseverant, willing to face obstacles and appreciative of the work he is in charge of.
2. Frugality: A frugal person is the one who leads a simple life and in awareness of one's status. He thinks before spending and knows how to save.
3. Honesty: An honest person is the one who remains true to his duties and profession. He is punctual and carries out his duties to the fullest.
4. Discipline: A disciplined person is the one who acts within the boundary of regulations imposed by the educational institution, other agencies and the nation.
5. Politeness: A polite person is the one who acts humbly in accordance with the circumstances. He is the one who is not aggressive.
6. Cleanliness: A clean person is the one who keeps his body and mind clean.
7. Unity: A united person is the one who has his mind open to the opinions of others. He is aware of his role as a good listener and follower.
8. Generosity: A generous person is the one who does not concern himself with only himself and his business. He is considerate to others.

### What patriotism really means?

Patriotism is the feeling of love, devotion, and sense of attachment to one's country. This attachment can be a combination of many different feelings, language relating to one's own homeland, including ethnic, cultural, political or historical aspects. You can show patriotism by participating in the representative democracy by registering to vote

and voting in elections. Volunteering for community service or running for elected government office. Participation in community - based activities, and volunteering to participate in serving on juries.

## Major issues inherent in Moral Values and Patriotism

Moral issues in society:

- i These issues include privacy and confidentiality,
- ii Issues related to socially vulnerable populations,
- iii Health insurance discrimination,
- iv Employment discrimination,
- v Individual responsibility,
- vi Issues related to race and ethnicity, and implementation

**Patriotism as involves:**

- i Special affection for one's own country
- ii A sense of personal identification with the country
- iii Special concern for the well-being of the country
- iv Willingness to sacrifice to promote the country's good

Accordingly, patriotism can be defined as love of one's country, identification with it, and special concern for its well-being and that of compatriots. Sense of attachment to the country in which we were born and raised and of gratitude for the benefits of life on its soil among its people, and under its laws. It is an important component of our identity.

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## Unit Reflection



I hope you have successfully learnt about major issues in moral values and patriotism in this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

- i) Do you describe yourself as a amoral person?
- ii) Explain moral characters which adult educators are supposed to adhere to.
- iii) Are you a patriot? Describe your contribution in the society as a patriot.
- iv) As adult education facilitator, describe moral issues you are supposed to observe.

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## Unit Assignment



Attempt the following questions and put your work in your portfolio

1. Describe moral characteristics, which are mandatory and relevant adult learners.
2. As a facilitator of adult learning, describe major features of a patriotic tutor.
3. Patriotism is part of our daily life in the community. As experienced adult education facilitator, describe patriotism in our working community.
4. As a facilitator of adult learning, describe moral issues, which you consider as vital in your working community.
5. If you are given an opportunity to advice adult learners on moral issues; describe your priorities and and explain why.

## Unit 9

### Moral value and Patriotism in the Community

#### Introduction

Dear learner, Welcome to unit two. In this unit, you will describe moral values and patriotism in the community. Please, note that, the more you read and commit yourself on learning a particular topic, the more you will know more about the essence of the topic. Therefore, it is your time to take a centre stage. Take your time to think about the difference between moral values and patriotism, examine the essence of observing patriotism and moral values and identify responsible and irresponsible behaviours among individual members of the community. Make sure you remain focused on the learning process. Do not hesitate to consult your facilitator whenever you face any difficulty. Enjoy your lesson.

#### Learning Outcomes



After the completion of this unit you should be able to:

- Differentiate between moral values and patriotism;
- Examine the essence of observing patriotism and moral values; and
- Identify responsible and irresponsible behaviours among individual members of the community.

#### Difference between Moral Values and Patriotism

According to Nathanson, (1997), patriotism consists of four components, which are:

- i. A special affection towards one's country;
- ii. Defining himself or herself through his or her country;
- iii. Being interested in country's welfare; and

- iv. Sacrificing for the sake of country's welfare

### **Factors influencing patriotism**

Nationalism is influenced by many factors, which includes:

- i. Educational background,
- ii. Social media,
- iii. Cultural background,
- iv. Involvement in organizations,
- v. Parental education,
- vi. Parental work, and
- vii. Involvement in religious groups.

### **Core values**

The universal moral values for the community or group include respect, responsibility, fairness, honesty, and compassion.

**Core Moral Values:** include trustworthiness, respect, responsibility, fairness, caring and citizenship.

## **Essence of Patriotism and Moral Values in Promoting Community Development**

### **The Feeling of Patriotism:**

- Patriotism is not just loving and respect for one's country but also the will to serve it.
- A true patriot is an active worker who works for the progress and development of his country.
- He takes pride in representing his nation.
- A patriot is one who fights for the freedom and peace of his country.
- There are occasions when one has to selflessly serve the nation and sacrifice personal pleasure and leisure.

### **Patriotism involves:**

- Love for the citizens of the nation and the urge to live in harmony with all regardless of gender, ethnicity, race, and religion.
- We cannot love our country without loving its people.
- The unity and oneness among people can only lead to the progress and development of the nation.

- Serving the nation.
- It is about going ahead and volunteering to serve the nation and its people whenever need be.
- It is about abiding the laws and acting responsibly by paying taxes.

**Importance of Patriotism in Life:**

- It is important to practice patriotism in everyday life and volunteer to work for the progress of the nation.
- This includes paying taxes, obeying the laws, voting and being active to bring about social and economic welfare.
- It is standing up for views and ideas in favour of the community.

**Common Good:**

- Patriotism is important for the welfare of the community.
- It is a common commitment that the citizens make by accepting their responsibility to work together with other members of the community for the welfare and progress of the nation.
- Everyone shares equal rights here and the progress and development of every single individual lead to the development of our country.

**Loyalty:** The concept of patriotism includes loyalty towards the country and its constitution. Patriots are loyal to their motherland. It is like being loyal to the family.

**Love and Affection:** Patriotism is not only the love for the country but also the love for the citizens of the nation. It includes the feeling of love and affection for the people and being united even in diversity.

**Equal Rights:** In a direct democracy, all the citizens have equal rights and the government represents the will of all the people. Irrespective of the caste, religion, community, and sex of the individual the laws for all the citizens are the same. It is enjoying the same rights and unity in diversity.

**End of Evils:** Patriotism must be seen in every action of the citizens. We must not indulge in unlawful acts such as cheating on customers,

paying less tax, seeking a bribe, exploiting the vulnerable, adding more water to the milk and other corrupt practices.

**Philanthropic Act:** Patriotism reflects in philanthropic acts. Serving our fellow citizens is the best we can do. We must help people in need and relieve suffering by giving time, effort or money. It is to voluntarily act to improve the quality of life of people around them.

## Responsible and Irresponsible Behaviours among Individual Members of the Community

Essential elements for responsible behaviours are made up of five aspects including - **honesty, compassion/respect, fairness, accountability, and courage.**

**Honesty:** —honesty really is the best policy for every person. Note that, honest people do not mess with stuff that does not belong to them. They do not steal. They do not break things that belong to other people. In case they do break something, they admit it and try to make amends. Honest people make decisions about people and things based on evidence rather than emotions. Being honest means being willing to consider all the facts before we draw conclusions. Honesty means being willing to consider that there are aspects of ourselves we need to change. It is dishonest, both to ourselves and to others, to think we are perfect. Note that, everyone has room for improvement. Therefore, being honest with ourselves means being open to constructive criticism.

### Responsible Behaviours among Individual Members of the Community

**Compassion/Respect:** No one likes to be treated with disrespect. Instead, everyone needs to be understood, accepted, and appreciated as well as be treated with kindness. Not that, if you want to be respected, you have to respect others. You must treat other people with kindness. You have to try to put yourself in their shoes. It is important to understand that, everyone is unique and deserves to be treated with kindness and respect.

**Fairness:** Fairness is a lot like respect. It means that we treat everyone the way we want to be treated, without partiality or bias. Being fair means balancing your personal needs with the needs of others. It means that we tolerate people who think, look, or act differently than we do. It is vitally important to note that, we do not show favouritism

or give one group special privileges at the expense of another.

**Accountability:** It is acknowledging and accepting whatever happens as a result of your decisions, actions, and mistakes. Blaming other people for things you did wrong is both dishonest and unkind. Being accountable means thinking about what might happen as a result of your action and deciding if you still want to do it. Accountability means doing what you say you will do.

**Courage:** To do the right thing even when it is not easy, fun, or popular takes a lot of courage. If everyone tells you to do one thing, and you know that it is wrong or unwise, you have to be brave enough to stand up for what you believe. Another thing that takes courage is standing up to people when you see them doing something wrong or harmful.

**Personal Responsibility:** People who take responsibility for themselves, their behaviour, and the consequences of their behaviour have a high degree of personal responsibility. They have a clearly defined set of ethics, or moral principles, that guide what they do and how they do it. These ethics help them make decisions even in complicated situations. People with personal responsibility show compassion, fairness, accountability, and courage.

**Social responsibility:** means taking other people's needs, interests, and feelings into account and acting accordingly. It means not doing something to deliberately hurt or mislead others.

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## Unit Reflection



I hope you have successfully described moral values and patriotism in the community. Before proceeding to the next unit, assess yourself by answering the following reflection questions.

- i) Fairness is at the core of community success. Discuss
- ii) Discuss factors influencing patriotism.
- iii) Discuss the relevance of common good in the community.
- iv) What are the major components of patriotism?

## Unit Assignment



Attempt the following questions and put your work in your portfolio

1. What are the factors influencing patriotism?
2. With examples, discuss the relevance of commoning in adult learning centre.
3. Adult education facilitators are expected to be responsible and accountable person. Discuss this statement with examples.
4. As a facilitator of adult learning, discuss the features of patriotism.
5. In your experience as adult education facilitator, discuss responsible behaviours which members of adult learning centre/community are expected to observe.

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