



# **LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION**

NATIONAL VALUES EDUCATION

NVE

## **UNIFIED SCHEMES OF WORK**

FOR

**PRIMARY SCHOOLS**  
**(PRIMARY 4-6)**

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# LAGOS STATE MINISTRY OF EDUCATION

## UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

### NATIONAL VALUES EDUCATION

#### PRIMARY FOUR FIRST TERM

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Social Studies	Living in the family	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>1. Explain meaning and types of family (Nuclear and Extended)</li> <li>2. Identify the members of the Nuclear and Extended family</li> <li>3. Identify the member of nuclear and extended family</li> <li>4. Mention the importance of the family</li> </ol>	<ul style="list-style-type: none"> <li>- Pupils as a class discuss what is the meaning of family</li> <li>- Pupils are divided into small groups to identify and explain types of family</li> <li>- Allow each groups list out the importance of the family</li> </ul>	-Communication and Collaboration skills - Critical thinking and problem solving -Leadership and personal development	<b>LOCAL RESOURCES:</b> Chart showing members of the family <b>VIDEO LINK:</b> <a href="https://youtube.com/watch?v=...">https://youtube.com/watch?v=...</a> <b>WEB RESOURCES:</b> <a href="https://passwordnewspaper.com/classwork">https://passwordnewspaper.com/classwork</a>
	Civic Education	<ul style="list-style-type: none"> <li>• Definition of Governance</li> <li>• Meaning of Good Governance</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>• Explain governance</li> <li>• Discuss the meaning of good governance</li> <li>• Demonstrate good governance in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils as a Class Brainstorm on the meaning of governance</li> <li>• Pupils in pairs interact to describe the meaning of good governance</li> <li>• Pupils in small groups role-play good governance in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> <li>• Creativity and imagination</li> <li>• Communication and collaboration</li> <li>• Leadership and personal development</li> <li>• Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>• Charts showing different government activities</li> <li>• Charts showing good governance</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://en.m.wikipedia.org/wiki/Governance">https://en.m.wikipedia.org/wiki/Governance</a>
	Security Education	Introduction to Neighborhood security, Meaning of Neighborhood.	By the end of the lesson, pupils should be able to: (i) define neighborhood, (ii) identify things that make up a neighborhood.	<ol style="list-style-type: none"> <li>1. Pupils as a class discuss the meaning of neighborhood.</li> <li>2. Pupils in pairs point out the names of their friends in church or mosque</li> </ol>	- Citizenship - Leadership and personal development	<b>AUDIO VISUAL RESOURCES:</b> Creating a mini paper city <b>WEB RESOURCES:</b> <b>VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a> <a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a>
2	Social Studies	Relationship of some member of the family	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>1. Draw the family tree</li> <li>2. Identify how relate to one another e.g. Family tree</li> <li>3. Itemize the benefit of the family e.g. Care and interest for one another</li> </ol>	<ul style="list-style-type: none"> <li>- Pupils as a class itemize members in the family tree</li> <li>- Pupils are grouped into 2 to 3, depend on how large the class, to list and draw family tree each group.</li> <li>- Pupils as individual explain the benefits of a family member</li> </ul>	-Communication and Collaboration - Critical thinking and problem solving - Citizenship - Creativity and imagination	<b>LOCAL RESOURCES:</b> Chart on family tree <b>WEB RESOURCES:</b> <a href="http://www.helpguide.org">www.helpguide.org</a> <b>VIDEO LINK:</b> <a href="https://youtube.com/watch?v=...">https://youtube.com/watch?v=...</a> <a href="https://youtube.com/watch?v=...">https://youtube.com/watch?v=...</a>
	Civic Education	Types of Governance e.g. <ul style="list-style-type: none"> <li>• Democratic governance</li> <li>• Economic and Financial governance</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>• Identify types of Governances</li> <li>• Explain the types of Governance</li> <li>• Analyses The Features of Good Governance.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils in small groups are guided to outline and display in chart the types of Governance.</li> <li>• Pupils in pairs discuss the types of Governance.</li> <li>• Pupils as a class analyze critically the features of good governance</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> <li>• Creativity and imagination</li> <li>• Communication and collaboration</li> <li>• Leadership and personal development</li> <li>• Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>• Picture charts showing various features of good governance</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://en.m.wikipedia.org/wiki/Governance">https://en.m.wikipedia.org/wiki/Governance</a>
	Security Education	Types of Neighborhood	By the end of the lesson, pupils should be able to: (i) group the types of neighborhood e.g. Villages, street, compound, school, areas, homes, churches, mosques etc, (ii) identify name of street in their neighborhood.	<ol style="list-style-type: none"> <li>1. Pupils as a class do a survey of their school compound</li> <li>2. Pupils in groups tell how their streets and homes look like</li> <li>3. Pupils as a class mention three names of street and market in their neighborhood</li> </ol>	-Communication and collaboration - Citizenship	<b>AUDIO VISUAL RESOURCES:</b> Charts showing a school map <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="http://www.neighborhoods.com">www.neighborhoods.com</a> <a href="http://www.wilmingtonde.gov">www.wilmingtonde.gov</a> <a href="http://en.m.wikipedia.org">en.m.wikipedia.org</a> <b>LOCAL RESOURCES:</b> - Chart on different marriage in Nigeria
3	Social Studies	Marriage	By the end of the lesson pupils should be able to:	- Pupils as a class discuss the meaning of marriage	-Communication and Collaboration skills	



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			<ol style="list-style-type: none"> <li>1. Define the meaning of marriage</li> <li>2. Explain the types of marriage e.g. Monogamy and Polygamy marriage</li> <li>3. Mention marriage festival in Nigeria and give differences from one to the other</li> </ol>	<ul style="list-style-type: none"> <li>- Pupils as a group of 2 to 4, to explain types of marriage</li> <li>- Each of the group to demonstrate one marriage is living practice in Nigeria and how difference it is in other communities</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking and problem solving</li> <li>- Leadership and personal development</li> <li>- Citizenship</li> </ul>	<p><b>VIDEO LINK:</b>  <a href="https://m.youtube.com/watch?ysYYxkUJVLJc">https://m.youtube.com/watch?ysYYxkUJVLJc</a></p> <p><b>WEB RESOURCES:</b>  <a href="http://www.britannica.com">www.britannica.com</a></p>
	Civic Education	What is Governance Structure?	<p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain Governance Structure</li> <li>• Highlight examples of Governance Structure</li> <li>• Draw a Chart illustrating Government Structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils as a class use songs to explain Governance structure e.g. <ul style="list-style-type: none"> <li>□ Legislative makes the law</li> <li>□ Judiciary interpret law executive implement.</li> </ul> </li> <li>• Pupils individually highlight examples of Governance Structure using flash cards.</li> <li>• Pupils in small groups draw the charts illustrating Governance structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> <li>• Creativity and imagination</li> <li>• Communication and collaboration</li> <li>• Leadership and personal development</li> <li>• Citizenship</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Charts showing the structure of governance</li> <li>• Flash cards</li> </ul> <p><b>WEB RESOURCES:</b>  <b>SITE LINK</b>  <a href="http://www.search.org/files/pdf/Governance.pdf">http://www.search.org/files/pdf/Governance.pdf</a></p>
	Security Education	Types of Neighborhood (Contd.)	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) classify the types of neighborhood they have e.g. people living next door, people whose activities will affect us, school mates etc.</p> <p>(ii) differentiate the good neighborhood from the bad ones.</p>	<ol style="list-style-type: none"> <li>1. Pupils in small groups relate as friends with themselves,</li> <li>2. Pupils as a class mention the names of their school mates,</li> <li>3. Pupils as a class evaluate the behaviors of people that will affect them both in school and home.</li> </ol>	<ul style="list-style-type: none"> <li>- Communication and collaboration</li> <li>- Citizenship</li> </ul>	<p><b>AUDIO VISUAL RESOURCES</b>  Charts showing types of neighborhood.</p>
4	Social Studies	Marriage problems and solution	<p>By the end of the lesson pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the problems in marriage</li> <li>2. Provide solution to the problems of marriage</li> </ol>	<ul style="list-style-type: none"> <li>- Pupils as class discuss the problem in marriage</li> <li>- Pupils in pairs provide solution to the problem discussed</li> </ul>	<ul style="list-style-type: none"> <li>- Communication and Collaboration skills</li> <li>- Critical thinking and problem solving</li> <li>- Leadership and personal development</li> <li>- Citizenship skill</li> </ul>	<p><b>LOCAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>- Chart showing disagreement at home</li> </ul> <p><b>WEB RESOURCES:</b>  <a href="https://www.webmd.com">https://www.webmd.com</a></p> <p><b>VIDEO LINK:</b>  <a href="https://www.powerofwommarriage.com/info/how-to-fix-marriage-problems/">https://www.powerofwommarriage.com/info/how-to-fix-marriage-problems/</a></p>
	Civic Education	Characteristics of Good Governance	<p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Outline Characteristics of Good Governance</li> </ul> <ol style="list-style-type: none"> <li>1. Openness/Transparency</li> </ol>	<ul style="list-style-type: none"> <li>• Pupils as a class brainstorm on the characteristics of Good Governance.</li> <li>• Pupils in pairs itemize and describe the characteristic of Good Governance.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> <li>• Creativity and imagination</li> </ul>	<p><b>AUDIO VISUAL RESOURCES :</b></p> <ul style="list-style-type: none"> <li>• Charts on social services provided by the Government</li> <li>• Picture charts showing various</li> </ul>

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			2. Freedom of speech 3. Sincerity 4. Provision of jobs <ul style="list-style-type: none"> <li>Explain the characteristics of Good Governance</li> <li>Demonstrate some of the Characteristics of Good Governance</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small groups role play good Governance.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	characteristics of good governance WEB RESOURCES: SITE LINK <a href="https://allenvisioninc.com/faq/good-governance-characteristics/">https://allenvisioninc.com/faq/good-governance-characteristics/</a>
	Security Education	Strangers in the neighborhood	By the end of the lesson pupils should be able to: (i) describe a stranger, (ii) examine the precautionary measures on personal security, (iii) identify strangers in their neighborhood e.g. people loitering about in the neighborhood, scavengers, hawkers etc.	1. Pupils as a class demonstrate who a stranger is, 2. Pupils as a class give their opinion on how to safeguard themselves from strangers, 3. Pupils as a class give examples of a stranger in their neighborhood.	-Critical thinking and problem solving - Creativity and imagination - Leadership and personal development	AUDIO VISUAL RESOURCES Chart showing a stranger peeping through a window WEB RESOURCES: <a href="http://www.researchgate.net">www.researchgate.net</a> <a href="http://www.amazon.com">www.amazon.com</a> VIDEO LINK <a href="http://kidsHealth.org/n/kidshome/alone.html">kidsHealth.org/n/kidshome/alone.html</a> <a href="http://pngenfermero-nurse-having-eyes">pngenfermero-nurse-having-eyes</a>
5	Social Studies	Our culture – Element of culture	By the end of the lesson pupils should be able to: 1. Explain the meaning and types of culture 2. List the element of culture 3. What are the different kinds of culture in Nigeria (Hausa, Igbo and Yoruba)	- Pupils in small groups to role play with some cultural materials and costumes to discuss how each culture dress, greet, hair, meal, ceremonies - Pupils as a class discuss element of culture - Pupils in small groups of 3 to be dressed in Hausa, Igbo and Yoruba culture in Nigeria - Demonstrate culture in Nigeria	-Communicative and Collaborative - Critical thinking and problem solving - Creativity and imagination Citizenship	LOCAL RESOURCES - Chart showing people dressed in the cultural costumes and mea WEB RESOURCES: <a href="https://www.iedunigeria.com">https://www.iedunigeria.com</a> VIDEO LINK: <a href="https://pressbooks.hawaii.edu/soci101/chapter3-1-the-element-of-culture/">https://pressbooks.hawaii.edu/soci101/chapter3-1-the-element-of-culture/</a>
	Civic Education	Definition of Government and Types of Government	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Explain Government</li> <li>Highlight types of Government</li> <li>Analyze the types of Government.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class discuss the concept Government.</li> <li>Pupils in pairs identify the types of Government.</li> <li>Pupils in small groups debate the types of Government and make presentation to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	AUDIO VISUAL RESOURCES: <ul style="list-style-type: none"> <li>Picture charts analyzing various types of governments</li> </ul> WEB RESOURCES: SITE LINK <a href="https://www.toppr.com/notes/civics/what-is-government/meaning-of-government/">https://www.toppr.com/notes/civics/what-is-government/meaning-of-government/</a>
	Security Education	Suspicious movement	By the end of the lesson, pupils should be able to: (i) describe suspicious movement, (ii) examine people walking about in the neighborhood aimlessly.	1. Pupils as a small groups discuss the activities of people with suspicious movement, 2. Pupils as a class discuss tips to be considered in observing suspicious movement, 3. Pupils as a class identify who suspicious movement should be reported to,	-Communication and collaboration - Critical thinking and problem solving -Creativity and imagination.	AUDIO VISUAL RESOURCES Pictures showing some group of people walking on street WEB RESOURCES: SITE LINK <a href="http://www.sandiego.gov">www.sandiego.gov</a> <a href="http://www.seslisozluk.net">www.seslisozluk.net</a> <a href="http://www.dhs.gov">www.dhs.gov</a>



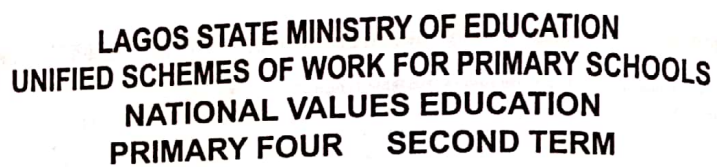
WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
6	Social Studies	Culture	By the end of the lesson pupils should be able to: 1. Identify the different culture e.g. different dialects, difference in geographical position 2. Mention the difference in external influences 3. List the similarities in cultures e.g. Food, Dressing, Ceremony, Greetings etc.	- Pupils are divided into 3 groups to discuss different costume of each culture - Whole class to itemize the difference in external influence - The pupils in small groups to identify the similarities in Nigeria culture.	-Communicative and Collaborative  Critical thinking and problem solving -Leadership and personal development - Citizenship - Creativity and imagination	<u>LOCAL RESOURCES</u> - Chart showing geographical position, food, dress e.t.c.  <u>WEB RESOURCES:</u> <a href="https://www.iedunot.com">https://www.iedunot.com</a>
	Civic Education	Arms of Governments: • Legislative • Executive • Judiciary	By the end of the lesson pupils should be able to: • Highlight the arms of Government • Draw a Chart showing Legislative, Executive and Judiciary	• Pupils individually identify the arms of Government • Pupils as a class discuss the arms of government and its functions. • Pupils in small groups discuss and display charts showing the arms of government and its functions.	• Critical thinking and problem solving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship	<u>AUDIO VISUAL RESOURCES:</u> • Picture Charts showing the arms of government and its functions • Physical sample of the Nigeria constitution  <u>WEB RESOURCES:</u> <u>SITE LINK</u> <a href="https://study.com/academy/lesson/the-3-branches-of-government-executive-legislative-judicial.html">https://study.com/academy/lesson/the-3-branches-of-government-executive-legislative-judicial.html</a>
	Security Education	Types of suspicious movement	By the end of the lesson, pupils should be able to: (i) identify activities that can be considered as suspicious movement e.g. peeping into other people window etc, (ii) roaming about.	1.Pupils as a small groups carry out research on activities considered suspicious, 2.Pupils as a class draw a diagram showing a stranger peeping through a window, 3. Pupils as a small groups discuss when (the time) to raise alarm on suspicious movement	- Leadership and personal development -Critical thinking and problem solving	<u>AUDIO VISUAL RESOURCES</u> A chart showing a hidden place like uncompleted building.  <u>WEB RESOURCES: SITE LINK</u> <a href="http://www.usf.edu">www.usf.edu</a> <a href="http://www.lapdonline.org">www.lapdonline.org</a> <a href="http://www.dhs.gov">www.dhs.gov</a>
7	MID TERM BREAK					
8	Social Studies	Culture	By the end of the lesson pupils should be able to: 1. List out ways of cultural presentation e.g. Symbol, Building, Dressing and Festival 2. Pin-point and state reasons for discarding some culture e.g. ritual 3. Identify the culture to be retained e.g. respect to elders.	- Pupils as a class to brainstorm to mention cultural preservation. - Pupils in small groups to discuss reasons for discarding some culture e.g. Ritual. - Whole class to enumerate some culture to retain	-Communication and Collaboration skills - Critical thinking and problem solving -Leadership and personal development - Citizenship skill	<u>LOCAL RESOURCES</u>  <u>WEB RESOURCES</u> <a href="https://www.livescience.com">https://www.livescience.com</a>
	Civic Education	Functions of Government	By the end of the lesson pupils should be able to: 1. Outline at least FIVE Functions performed by Government e.g. • Provision of good roads; • Provision of pipe borne water; • Provision of Schools; • Provision of Electricity; • Provision of Health Clinics; 2. Explain the Functions of Government 3. Describe how the government functions affects them e.g. Schooling.	• Pupils in pairs identify the functions of government in chart • Pupils as a class discuss the functions of government • Pupils in small groups debate on how the functions of government affects them and the society at large.	• Critical thinking and problem solving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship	<u>AUDIO VISUAL RESOURCES:</u> • Picture charts showing various functions of government  <u>WEB RESOURCES:</u> <u>SITE LINK</u> <a href="http://www.legintent.com/what-are-the-functions-of-government/">http://www.legintent.com/what-are-the-functions-of-government/</a>

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	Security Education	Reporting suspicious movements	By the end of the lesson, pupils should be able to: (i) identify who to report suspicious movements to e.g. parents, adult, teacher etc, (ii) outline ways to raise alarm over suspicious movements.	1. Pupils in pair discuss who to report suspicious movements to, 2. Pupils as a class give examples of ways of alerting people for help e.g. by shouting etc, 3. Pupils as a class mention their parents phone number	Communication and collaboration -Leadership and personal development	WEB RESOURCES: SITE LINK <a href="http://www.sandiego.gov">www.sandiego.gov</a> <a href="http://www.seattle.gov">www.seattle.gov</a> <a href="http://www.bavariannews.com">www.bavariannews.com</a> <a href="http://Kidshealth.org/en/kids/emergency.html">Kidshealth.org/en/kids/emergency.html</a>
9	Social Studies	Our religion and practice	By the end of the lesson pupils should be able to: 1. Explain meaning and types of religion. 2. Identify the mode and materials used to worship in different religion practice e.g. Holy Bible, Holy Quran, candle etc.	- Pupils as a class discuss our religion and types of religion we have in Nigeria  - Pupils as a class to mention the mode and materials used to worship in different religion practices	-Communication and Collaboration  -Leadership and personal development - Citizenship - Creativity and Imagination	LOCAL RESOURCES - Chart showing materials and place of worship WEB RESOURCES: <a href="https://www.equalityhumanrights.com">https://www.equalityhumanrights.com</a> VIDEO LINK: <a href="https://study.com/academy/lesson/reign-on-lesson-for-kids-definition-facts.html">https://study.com/academy/lesson/reign-on-lesson-for-kids-definition-facts.html</a>
	Civic Education	Difference between the various types of Governments.	By the end of the lesson pupils should be able to: • Highlight the differences between various types of Government • Explain the differences between various types of Government • Analyze some of the similarities between Various types of Government.	• Pupils as a class discuss and identify the differences in various forms of government. • Pupils as a class are grouped into the various type of government and distinguish the differences and similarities using a chart	• Critical thinking and problem solving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship	AUDIO VISUAL RESOURCES: • Picture charts showing various type of government in Nigeria WEB RESOURCES: SITE LINK <a href="https://www.toppr.com/grades/civics/what-is-government/meaning-of-government/">https://www.toppr.com/grades/civics/what-is-government/meaning-of-government/</a>
	Security Education	Consequences of not reporting suspicious activities/movement	By the end of the lesson, pupils should be able to: (i) write the consequences of failure to report suspicious movements. (ii) mention the right person to report to, e.g. Uniform men or security men	1. Pupils in small groups discuss reason to report suspicious movements, 2. Pupils as a class brainstorm on the sequences or effects of not reporting suspicious movements, 3. Pupils as a class discuss what to do in time or situation of sexual harassment	-Communication and collaboration - Critical thinking and problem solving - Digital literacy	AUDIO VISUAL RESOURCES Chart showing fire outbreak or robbery attack WEB RESOURCE VIDEO LINK <a href="https://youtube.OWGION/IDI">https://youtube.OWGION/IDI</a>
10	Social Studies	Similarities in aspect of religion	By the end of the lesson pupils should be able to: 1. List the similarities of each religion e.g. we all pray to God through different means, style of dressing etc. 2. Describe the aspect of religion in Nigeria 3. Display how each religion pray	- Pupils as a class to brainstorm on the similarities of each religion practices - Pupils in small groups to describe the aspects of religion in Nigeria - Pupils to demonstrate how each religion pray	-Communication and Collaboration  - Critical thinking and problem solving -Leadership and personal development - Creativity and imagination	LOCAL RESOURCES - Chart showing place of worship Holy Bible, Holy Quran WEB RESOURCES: <a href="https://www.esquire.com">https://www.esquire.com</a> VIDEO LINK: <a href="https://study.com/academy/lesson/similarities-differences-between-islam-christianity-lesson-for-kids.html">https://study.com/academy/lesson/similarities-differences-between-islam-christianity-lesson-for-kids.html</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Civic Education	Problems Facing Government	By the end of the lesson pupils should be able to: 1. Outline some of the problems facing • Federal Government • State Government • Local Government 2. Analyze the Problem facing Government 3. Suggest some of the Solutions to some of the problems facing the government	<ul style="list-style-type: none"> <li>Pupils as a class brainstorm and discuss the various problems facing the government</li> <li>Pupils individually identify the problems facing government.</li> <li>Pupils as a class suggests solutions to problems faced by the government.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Chart showing possible solutions to the problems faced by the government</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://www.rutter-net.com/blog/challenges-facing-government-it-4-things-you-should-know">https://www.rutter-net.com/blog/challenges-facing-government-it-4-things-you-should-know</a>
	Security Education	REVISION	REVISION	REVISION	REVISION	REVISION
11	Social Studies	Other people's belief and tradition	By the end of the lesson pupils should be able to 1. Generate ways of our belief e.g. Tradition diff from and similar to other 2. Identify means and method of worship 3. Explain how to respect other people scene e.g. belief and tradition	<ul style="list-style-type: none"> <li>Pupils as a class to discuss how to generate ways of our belief</li> <li>Pupils in small groups of 3 to stand for the 3 religion to identify names and methods of worshipping God</li> <li>Whole class to explain how to respect other people</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> </ul>	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>Chart and real copies of Bible, Quran, candle, dress and iron</li> </ul> <b>WEB RESOURCES:</b> <a href="https://www.pewforum.org">https://www.pewforum.org</a> <b>VIDEO LINK:</b> <a href="https://www.physio-pedia.com/Personal_Values_and_Beliefs">https://www.physio-pedia.com/Personal_Values_and_Beliefs</a>
	Civic Education	Solution to Problem Facing Government	By the end of the lesson pupils should be able to: • Identify three solutions to problems facing government • Explain solutions to problem facing government	<ul style="list-style-type: none"> <li>Pupils as a class discuss possible solutions to problems faced by the government</li> <li>Pupils individually identify solutions to problems faced by the government</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Chart showing possible solutions to the problems faced by the government</li> </ul> <b>WEB RESOURCES :</b>
			<ul style="list-style-type: none"> <li>Discuss ways bribery and corruption can be stopped</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class are guided on ways bribery and corruption can be stopped</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>SITE LINK</b> <a href="https://www.emerald.com/insight/content/doi/10.1108/DPM-11-2015-0260/full/html">https://www.emerald.com/insight/content/doi/10.1108/DPM-11-2015-0260/full/html</a>
	Security Education	Revision				
12-13	REVISION / EXAMINATION					

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**LAGOS STATE MINISTRY OF EDUCATION**



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
3	Social Studies	The concept of Local Government	By the end of the lesson, pupils should be able to: 1. Describe the concept of Local government. 2. Mention the importance of Local government 3. Enumerate the benefit of Local government people	- Pupil in small groups to discuss the concept of Local government - Pupils as a class mention the importance of local government - Pupils in pairs enumerate the benefit of Local government to the people	-Communication and Collaboration skills - Critical thinking and problem solving -Leadership and personal development - Creativity and imagination	<b>LOCAL RESOURCES</b> Charts showing arm of Government  <b>WEB RESOURCES:</b> <a href="https://www.jstor.org">https://www.jstor.org</a>  <b>VIDEO LINK:</b> <a href="https://study.com/academy/lesson/what-is-local-government-definition-responsibilities-challenges.html">https://study.com/academy/lesson/what-is-local-government-definition-responsibilities-challenges.html</a>
	Civic Education	Types of National Values E.g. Civil Values	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"><li>Identify at least four types of National Values</li><li>Describe each of the types of values.</li><li>Analyze examples of civil values E.g. Obedience Dedication</li></ul>	<ul style="list-style-type: none"><li>Pupils as a class discuss and identify various types of national values</li><li>Pupils in pairs improvise games to describe types of values E.g. Value Pillar</li><li>Pupils in small groups cut out papers representing the values and do concept mapping on a cardboard E.g. Arrange the examples of Civil Values under it and examples of economic values under it etc.</li></ul>	<ul style="list-style-type: none"><li>Critical thinking and problem solving</li><li>Creativity and imagination</li><li>Communication and collaboration</li><li>Leadership and personal development</li><li>Citizenship</li></ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"><li>Charts showing types of national values</li><li>Newspaper cuttings</li></ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://tipsinfluencer.com.ng/national-value-meaning-importancefactors-sources-and-manifestation-of-values/">https://tipsinfluencer.com.ng/national-value-meaning-importancefactors-sources-and-manifestation-of-values/</a>
	Security Education	Keeping neighborhood safe and clean	By the end of the lesson, pupils should be able to: (i) explain the meaning of safety and cleanliness, (ii) analyses some safety precautions e.g. to be observant etc, (iii) list the various ways of keeping the neighborhood safe/clean.	1. Pupils as a class brainstorm on the meaning of safety and cleanliness, 2. Pupils in small groups identify the safety precautions, 3. Pupils in same groups relate the topic to their classroom environment	-Critical thinking and problem solving - Communication and collaboration - Creativity and imagination - Digital literacy	<b>AUDIO VISUAL RESOURCES</b> Picture showing security personnel  <b>WEB RESOURCES: SITE LINK</b> <a href="http://www.wikihow.com">www.wikihow.com</a> <a href="http://www.weisbergcummins.com">www.weisbergcummins.com</a> <a href="http://www.fire-monitoring.com">www.fire-monitoring.com</a>
4	Social Studies	Problems and solution of Local government	By the end of the lesson pupils should be able to: 1. Identify the problems of Local government 2. Itemize the solution to the problems mentioned above 3. Recall the problems and suggested solution of local government	Teacher divide the pupils in a group of 2-4 group to identify the problems of Local government - Pupils as a class itemize a prefer solution to the problems of Local government - Whole class to list the problems and solution	-Communication and Collaboration  - Critical thinking and problem solving -Leadership and personal development - Creativity and imagination	<b>LOCAL RESOURCES</b> Pictures of local government  <b>WEB RESOURCES:</b> <a href="https://www.resea.chgate.net/">https://www.resea.chgate.net/</a>  <b>VIDEO LINK:</b> <a href="https://www.nigeria.com/940647/list-problems-nigeria-possible-solution/1">https://www.nigeria.com/940647/list-problems-nigeria-possible-solution/1</a>
	Civic Education	Importance of National values	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"><li>Highlight the importance of National Values.</li><li>Analyze the need to imbibe values in the society</li><li>Debate the importance of national value</li></ul>	<ul style="list-style-type: none"><li>Pupils in pairs highlights the importance of National Values.</li><li>Pupils as a class analyze the need to imbibe values in the society.</li><li>Pupils in small groups debate on the importance of national values.</li></ul>	<ul style="list-style-type: none"><li>Critical thinking and problem solving</li><li>Creativity and imagination</li><li>Communication and collaboration</li><li>Leadership and personal development</li><li>Citizenship</li></ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"><li>Picture charts showing various importance of National values</li></ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://tipsinfluencer.com.ng/national-value-meaning-importancefactors-sources-and-manifestation-of-values">https://tipsinfluencer.com.ng/national-value-meaning-importancefactors-sources-and-manifestation-of-values</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES			
	Security Education	Meaning of danger	By the end of the lesson, pupils should be able to: (i) define the term danger, (ii) classify the types of danger in the society e.g. physical, emotional, spiritual etc, (iii) generate some measure in curtaining danger or dangerous acts.	1. Pupils as an individual explain the term danger, 2. Pupils as a groups mention the types of danger in the society 3. Pupils as a small groups outline some ways of controlling danger in the society, - relate group opinions to justify the consequences of danger or dangerous act	-Communication and collaboration - Critical thinking and problem solving - Creativity and imagination - Digital literacy	AUDIO VISUAL RESOURCES Picture of weapons - picture of motor accide  WEB RESOURCES: SITE LINK <a href="https://lovdata.nolodolum.nl/NLE/lov/2005-05-20-28/KAPITTEL-2-13#%C2%A7358">https://lovdata.nolodolum.nl/NLE/lov/2005-05-20-28/KAPITTEL-2-13#%C2%A7358</a>
5	Social Studies	The concept of State government	By the end of the lesson pupils should be able to: 1. Define the concept of State government 2. Discover who controls the public affair of the state and what is the motto of your state 3. Locate the importance of a state government e.g building of roads, provision of electricity etc.	- Pupils in groups discusses the concept of State government - Pupils in a pairs to discuss who controls the public affair of the State and what is the motto of your state - Pupils as a class recite the State and Capital of Nigeria - Whole class to locate the importance of a state government	-Communication and Collaboration  -Leadership and personal development - Citizenship skill - Creativity and imagination	LOCAL RESOURCES: - Chart showing State government WEB RESOURCES: <a href="https://www.ease.com">https://www.ease.com</a>  VIDEO LINK: <a href="https://www.topp.com/guide/what-is-government-meaning-of-government/">https://www.topp.com/guide/what-is-government-meaning-of-government/</a>
	Civic Education	Characteristics of National Values	By the end of the lesson pupils should be able to: • Outline the characteristics of National Values E.g. 1. Loyalty 2. Co-operation 3. Humility • Explain the characteristics of national values • Demonstrate characteristics of national values	• Pupils as a class discuss the characteristics of National Values • Pupils in pairs display using flash cards the characteristics of national values they stand for and fix it in flannel board • Pupils in small groups demonstrate the characteristic of national values	• Critical thinking and problem solving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship	AUDIO VISUAL RESOURCES: • A chart showing the characteristics of National Values WEB RESOURCES: SITE LINK <a href="https://tiosinfluencer.com/ng/national-value-meaning-importance-factors-sources-and-manifestation-of-values">https://tiosinfluencer.com/ng/national-value-meaning-importance-factors-sources-and-manifestation-of-values</a>
	Security Education	Crimes and criminal behaviors	By the end of the lesson, pupils should be able to: (i) describe the effects of crimes on the society and individual, (ii) cite some criminal behaviors of people in the neighborhood e.g. vandalism, stealing etc.	1. Pupils in a small groups discuss the meaning of crime, 2. Pupils in pairs brainstorm on the effects of crime on the society and individuals 3. Pupils in small groups discuss some criminal behaviors of people in the neighborhood,	-Communication and collaboration -Leadership and personal development - Digital literacy	AUDIO VISUAL RESOURCES Posters showing criminal activities WEB RESOURCES SITE LINK <a href="https://www.eatnpo-16">https://www.eatnpo-16</a> <a href="https://www.globalvoices-tice.org">https://www.globalvoices-tice.org</a>
6	Social Studies	Separation of power and functions	By the end of the lesson pupils should be able to: 1. Mention problems of power sharing e.g. corruption 2. Discuss how to promote co-operation between the state and local government e.g. maintain peace and order in the state etc.	- Pupils as a class present the problem of power sharing - Pupils in small groups to identify the benefit of the state government - Pupils brainstorm and discuss how to promote co-operation between the State and Local government	-Communication and Collaboration  - Critical thinking and problem solving  -Leadership and personal development - Citizenship	LOCAL RESOURCES Chart showing function of power WEB RESOURCES: <a href="https://www.lmce-mell.edu">https://www.lmce-mell.edu</a> VIDEO LINK: <a href="http://study.com/academy/lesson/separation-of-powers-definition-examples-quiz.html">http://study.com/academy/lesson/separation-of-powers-definition-examples-quiz.html</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Civic Education	Meaning of a nation <ul style="list-style-type: none"> <li>A body of people sharing a spirit of unity</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Explain the meaning of a nation using relevant resources</li> <li>Identify some nations of the world</li> <li>Locate their nation in the map of the world</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class brainstorm and discuss on the meaning of a Nation</li> <li>Pupils in pairs identify some Nations of the world.</li> <li>Pupils as a class individually draws the map of Nigeria in a cardboard as a project</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Digital Literacy</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>A physical Map of Nigeria</li> <li>Picture charts showing examples of nation's of the world</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://opentextbc.ca/nationalism/chapter/what-is-a-nation/">https://opentextbc.ca/nationalism/chapter/what-is-a-nation/</a>
	Security Education	Avoiding dangerous places and peoples	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> <li>identify dangerous places in the neighborhood,</li> <li>identify dangerous people in the society e.g. thieves, rapists, kidnappers, etc and other undesirable elements</li> </ol>	<ol style="list-style-type: none"> <li>Pupils as a small groups identify dangerous places in the neighborhood,</li> <li>Pupils as a class describe dangerous places and people</li> <li>Pupils as a class analyses their views about dangerous places and peoples in the neighborhood</li> </ol>	<ul style="list-style-type: none"> <li>-Communication and collaboration</li> <li>-Leadership and personal development</li> <li>-Critical thinking and problem solving</li> </ul>	<b>AUDIO VISUAL RESOURCES</b>  A chart showing some dangerous places  <b>WEB RESOURCES: SITE LINK</b> <a href="http://www.worldvision.org">www.worldvision.org</a> <a href="http://www.mapquest.com">www.mapquest.com</a>
7	MID TERM BREAK					
8	Social Studies	Division of Labour	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>Define discussion of labour</li> <li>Describe agricultural industry</li> <li>List out types of agriculture. i.e. Animal production, animal husbandry, fishery and forestry</li> </ol>	<ul style="list-style-type: none"> <li>- Pupils in a small group 5 – 10, to define division of labour</li> <li>- The whole class to describe agricultural industry</li> <li>- Pupils to do quiz on types of agriculture</li> </ul>	<ul style="list-style-type: none"> <li>-Communication and Collaboration skills</li> <li>- Critical thinking and problem solving</li> <li>-Leadership and personal development</li> <li>- Digital literacy</li> </ul>	<b>LOCAL RESOURCES</b> - Chart on division of labour  <b>WEB RESOURCES</b> <a href="https://www.economicshelp.org">https://www.economicshelp.org</a> <b>VIDEO LINK:</b> <a href="http://study.com/academy/lesson/division-of-labor-text-lessons-test.html">http://study.com/academy/lesson/division-of-labor-text-lessons-test.html</a>
	Civic Education	Characteristics of a Nation e.g. <ul style="list-style-type: none"> <li>Common territory</li> <li>Common customs and tradition</li> <li>Common language (understanding each other)</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Identify the characteristics of a nation</li> <li>Explain various characteristics of a nation e.g. Common customs, common territory, common language</li> <li>Indicate on a map some of the characteristics e.g. States that share territories</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in pairs identify the characteristics of a nation</li> <li>Pupils as a class brainstorm on the characteristic of a nation</li> <li>Pupils in small groups draw the map of Nigeria indicating states that share common languages, Territory, common customs and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>A physical Map of Nigeria</li> <li>Picture charts showing various characteristics of a Nation</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://www.britannica.com/topic/nation-state">https://www.britannica.com/topic/nation-state</a>
	Security Education	Types of neighborhood security	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> <li>identify types of neighborhood security personnel e.g. local guards, vigilante groups, neighborhood watch, Lagos State Neighborhood Safety Corps etc,</li> <li>formulate tips and ways of relating with security personnel in the society</li> </ol>	<ol style="list-style-type: none"> <li>Pupils as a class mention neighborhood security personnel,</li> <li>Pupils in a small groups act activities of a preferred security agent - through their leaders,</li> <li>Pupils identify and analyses the logo, motto, uniform of a security agent chosen by the group</li> <li>Pupils as a class compare different security agents mentioned in the teaching.</li> </ol>	<ul style="list-style-type: none"> <li>-Communication and collaboration.</li> <li>- Leadership and personal development</li> <li>- Critical thinking and problem solving</li> <li>- Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES</b> Chart showing different types of neighborhood security personnel  <b>WEB RESOURCES: SITE LINK</b> <a href="http://www.flocksafety.com">www.flocksafety.com</a> <a href="http://www.safewise.com">www.safewise.com</a>
9	Social Studies	Why division of labour is necessary in agricultural industry	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>Identify why division of labour is necessary in agriculture e.g. more acres can be cultivated and maintained etc.</li> <li>Identify the problems of agriculture labour e.g. lack of capital</li> <li>Investigate the ways to solve the problems of agricultural industry</li> </ol>	<ul style="list-style-type: none"> <li>- Pupils in groups to brainstorm and justify why division of labour is necessary in agriculture industry</li> <li>- Pupils as a class identify the problems of agriculture labour</li> <li>- Pupils in pairs of 4-6 to investigate the ways to solve to the problems of agriculture industry</li> </ul>	<ul style="list-style-type: none"> <li>-Communication and Collaboration</li> <li>- Critical thinking and problem solving</li> <li>-Leadership and personal development</li> </ul>	<b>LOCAL RESOURCES</b> - Chart showing farm tools  <b>WEB RESOURCES:</b> <a href="https://www.britannica.com">https://www.britannica.com</a> <b>VIDEO LINK:</b> <a href="http://study.com/academy/lesson/division-of-labor-text-lessons-test.html">http://study.com/academy/lesson/division-of-labor-text-lessons-test.html</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCE
	Civic Education	Reasons why we should build our Nation	By the end of the lesson pupils should be able to: 1. Identify the reasons why we should build our nation 2. Discuss why we should build our nation e.g. • For peaceful co-existence • For common use of resources • To benefit from one another • To unite against exits and aggression • To provide a framework for social order 3. Justify why we need to build our nation	<ul style="list-style-type: none"> <li>Pupils individually identify the reasons why we should build our nation</li> <li>Pupils as a class discuss the reasons why we should build our nation</li> <li>Pupils in small groups debate and justify reasons why we need to build our nation.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>PICTURE charts showing reasons why we should build our nation</li> <li>Newspapers, Magazine</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://www.acadar.com/unil/c641dd4c-7444-4213-bb33-04afe400e301-why-we-should-build-our-nation-ee-lesson-notes.html">https://www.acadar.com/unil/c641dd4c-7444-4213-bb33-04afe400e301-why-we-should-build-our-nation-ee-lesson-notes.html</a>
	Security Education	Types of neighborhood security (contd) functions of the different agents	By the end of the lesson, pupils should be able to: i) highlight different types of neighborhood e.g. local guards (OPC), vigilante groups, ii) state the function of different groups mentioned.	1. Pupils as a class brainstorm on some of the neighborhood security personnel in the society 2. Pupils in small groups prioritize between local guard (OPC) and vigilante groups - through their group leaders, 3. Pupils discuss the functions and activities of the group mentioned	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Leadership and personal development</li> </ul>	
10	Social Studies	Savings	By the end of the lesson pupils should be able to: 1. Define of savings 2. Traditional way and modern way of saving 3. Identify the types of bank i.e. Commercial banks 4. Discuss how to open bank account i.e. passport photograph, particulars of the person	<ul style="list-style-type: none"> <li>Pupils as small groups to give definition of saving (traditional and modern way of saving)</li> <li>The whole class to identify the type of bank</li> <li>Pupils as a class outline has to open bank account</li> <li>Pupil in pairs list the advantages of saving money</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration skills</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> </ul>	<b>LOCAL RESOURCES</b> <b>WEB RESOURCES</b> <a href="https://un-princeton.edu/lib-resources/comm/diseases">https://un-princeton.edu/lib-resources/comm/diseases</a> <b>VIDEO LINK:</b> <a href="http://youtu.be/tuodf0h">http://youtu.be/tuodf0h</a>
	Civic Education	Duties and Responsibilities of parents and children in building the Nation	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Explain using a diagram the family tree</li> <li>Highlight the duties of parents in building a nation</li> <li>Identify the duties of children in building a Nation</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class discuss the composition of a family and their responsibilities towards building a nation</li> <li>Pupils in pairs draw a family tree using cardboard</li> <li>Pupils in small groups discuss the duties of parents and children in building a Nation</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Charts showing various duties of parents and children in building a Nation</li> <li>Chart showing a family tree</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://www.google.com/mp/s/leadership-ne-2002/09/parenting-s-key-to-nation-building-sar-experts/amp/">https://www.google.com/mp/s/leadership-ne-2002/09/parenting-s-key-to-nation-building-sar-experts/amp/</a>
	Security Education	Types of neighborhood security (Contd) -neighborhood watch - Lagos neighborhood safety corps (LNSC)	By the end of the lesson, pupils should be able to: i) state the functions of neighborhood watch, ii) examine the activities of the LNSC iii) Assess the functions of LNSC	1. Pupils as a class brainstorm on the functions of neighborhood watch, 2. Pupils as a class tell how the neighborhood watch are formed in their communities 3. Pupils as a small groups identify the activities of the LNSC 4. Pupils in small groups analyses the functions of LNSC 5. Pupils as a class brainstorm and examine the agencies to report specific crimes to and the websites, e-mail addresses or phone numbers to call in times of trouble	<ul style="list-style-type: none"> <li>Citizenship</li> <li>Critical thinking and problem solving</li> <li>Communication and collaboration</li> </ul>	<b>AUDIO VISUAL RESOURCES</b> Pictures showing local neighborhood watch and LNSC  <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://lscif.lagosstate.gov.ng/lagos-neighborhood-safety-corps-lscif">https://lscif.lagosstate.gov.ng/lagos-neighborhood-safety-corps-lscif</a> <a href="https://lagosstate.gov.ng/log/2018/05/23/neighborhood-security-corps-seeks-more-collaboration-with-nigeria-police/">https://lagosstate.gov.ng/log/2018/05/23/neighborhood-security-corps-seeks-more-collaboration-with-nigeria-police/</a>
11	Social Studies	Employment	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>Define employment</li> <li>Identify reasons for employment</li> <li>Identify reasons for unemployment</li> <li>Describe unemployment and list out some problems that leads to unemployment</li> </ul>	<ul style="list-style-type: none"> <li>Pupils were divided into groups to role play people that are employers</li> <li>Pupils as a class to identify reason for employment/having a job.</li> <li>Pupils in small groups to analyze unemployment and pinpoint the problem of unemployment</li> <li>The whole class to outline reasons and solution to unemployment</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> </ul>	<b>LOCAL RESOURCES</b>  <b>WEB RESOURCES</b> <a href="https://www.smh.com.au">https://www.smh.com.au</a> <b>VIDEO LINK:</b> <a href="http://www.abc.net.au/employment/">http://www.abc.net.au/employment/</a>
12-13	REVISION REVISION /EXAMINATION					





**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**NATIONAL VALUES EDUCATION**  
**PRIMARY FOUR THIRD TERM**

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Social Studies	Revision of Second Terms Work				
	Civic Education	Revision of Second term Work/Readiness test				
	Security Education	Revision of 2 <sup>nd</sup> term work Students readiness assessment	i) evaluation of 2 <sup>nd</sup> term work/ treating of 2 <sup>nd</sup> term past questions, ii) responds to various questions.	-Expose pupils to revision of 2 <sup>nd</sup> term's work and corrections of 2 <sup>nd</sup> term's past questions.	Communication and collaboration - Creativity and imagination	
2	Social Studies	Meaning of Road Accident	By the end of the lesson pupils should be able to: 1. Define road and road accidents 2. Classify roads into private drive pathways, two-lane highways, dual carriage easy and expressways 3. Describe road accidents on each classification of roads.	- Pupils as a class discuss the meaning of road accidents - Pupils as individuals draw the types of roads - Pupils in small groups describe how fatal accident could be in each types of road Pupils in pairs discuss the classification of roads	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	<b>LOCAL RESOURCES</b> - Pictures and charts showing road accident scene - Charts sharing causes of road accidents <b>WEB RESOURCES:</b> <a href="https://jhrtransport.gov.in/causes-of-road-accident.html">https://jhrtransport.gov.in/causes-of-road-accident.html</a> <b>VIDEO LINK:</b> <a href="https://youtu.be/vbuela9qhqu">https://youtu.be/vbuela9qhqu</a>
	Civic Education	Meaning of Ethnicity	By the end of the lesson pupils should be able to: • Explain the meaning of Ethnicity • Analyze the problem of ethnicity in Nigeria • Mention different ethnic groups in Nigeria	• Pupils as a class interact to explain the meaning of ethnicity • Pupils in pairs create a game using the map of Nigeria to identify the different ethnic group in Nigeria	• Critical thinking and problem solving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship	<b>AUDIO VISUAL RESOURCES:</b> • A physical Map of Nigeria • Picture charts showing different ethnic groups <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://en.m.wikipedia.org/wiki/Ethnic_group">https://en.m.wikipedia.org/wiki/Ethnic_group</a>
	Security Education	Important phone numbers and their uses	By the end of the lesson, pupils should be able to: i) identify important phone numbers to contact in case of danger e.g. 112 or 119, ii) outline the appropriate line in time of danger. iii) mention the right personnel to contact in danger	1. Pupils as a class itemize the emergency members. 2. Pupils as a class mention their class teachers phone number (s) and school number (s) 3. Pupils as a class brainstorm with the guide of the teacher in listing the following: i) the headquarters of the Nigeria police, ii) the telephone numbers of the control rooms 1 and 2 iii) E-mail address of the Nigerian police	Communication and personal development - Citizenship	<b>AUDIO VISUAL RESOURCES</b> A chart showing emergency numbers. <b>WEB RESOURCES: SITE LINK</b> <a href="http://www.lonelyplanet.com">www.lonelyplanet.com</a> <a href="http://www.citywindsor.ca">www.citywindsor.ca</a> <a href="http://www.myguidenigeria.com">www.myguidenigeria.com</a>
3	Social Studies	Causes of Road Accidents	By the end of the lesson pupils should be able to: 1. List causes of road accidents. 2. Describe how drivers and other road users should maintain roads 3. Explain in details of road sign and their meaning	- Pupils as a class discuss causes of road accident - Pupils as individuals explain causes of road accident - Pupils in small groups describe good behaviour on the road. - Pupils in pairs analyse the meaning of road signs	-Communication and Collaboration - Critical thinking and problem solving -Leadership and personal development	<b>LOCAL RESOURCES</b> - Charts showing bad roads, overloading etc. - Charts of road signs <b>WEB RESOURCES:</b> <a href="https://jhrtransport.gov.m/causes-of-road-accident.html">https://jhrtransport.gov.m/causes-of-road-accident.html</a> <b>VIDEO LINK:</b> <a href="https://youtu.be/vbfla9qhqu">https://youtu.be/vbfla9qhqu</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Civic Education	Causes of Ethnicity	By the end of the lesson pupils should be able to: 1. Highlight at least Five causes of ethnicity • Economic reason • Political reason • Tribalism 2. Explain the causes of Ethnicity 3. Debate the causes of Ethnicity	<ul style="list-style-type: none"> <li>Pupils individually identify causes of ethnicity through a drama presentation</li> <li>Pupils as a class brainstorm on causes of ethnicity</li> <li>Pupils in small groups debate on the causes of ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>A physical Map of Nigeria</li> <li>Picture charts showing different ethnic groups</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://www.wiley.com/bm/Ethnic+Conflict+Causes,+Consequences,+Responses-p-9780745639307">https://www.wiley.com/bm/Ethnic+Conflict+Causes,+Consequences,+Responses-p-9780745639307</a>
	Security Education	Emergency phone numbers in Nigeria - list of government emergency lines	By the end of the lesson, pupils should be able to: (i) enumerate emergency lines of the following security organizations e.g. (ii) inspector general of police (IGP) 08059666666 (sms Only), (iii) State security service (SSS) 08132222105-9, (iv) Federal road safety corps (FRSC) 122, 07002255372.	1. Pupils in a small groups discuss and point out through their leaders the emergency number and codes as a country. 2. Pupils as a class should justify the importance of these numbers. 3. Pupils as a class compare the differences between the government agencies mentioned	Leadership and personal development. -Communication and collaboration - Creativity and imagination	<b>AUDIO VISUAL RESOURCES</b> A chart showing lists of emergency lines in Nigeria.  <b>WEB RESOURCES</b> <b>SITE LINK</b> <a href="https://nigerianfocp.com.ng/emergency-help-lines-in-nigeria/">https://nigerianfocp.com.ng/emergency-help-lines-in-nigeria/</a>
4	Social Studies	Effects of Road Accidents	By the end of the lesson pupils should be able to: 1. Mention effects of road accidents on the victim 2. Describes the damage done to the road and vehicle involved	<ul style="list-style-type: none"> <li>Pupils as a class discuss the effects of road accidents on the victim</li> <li>Pupils in small groups explain the extents of damages done to road and vehicles</li> <li>Pupils as individuals explain the effect of road accident on the victims</li> </ul>	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>Charts showing accidents victims in the hospital</li> <li>Charts of damaged vehicle</li> </ul> <b>WEB RESOURCES:</b> <a href="https://niansoul.gov.ng/causes-of-road-accident.html">https://niansoul.gov.ng/causes-of-road-accident.html</a>  <b>VIDEO LINK:</b> <a href="https://youtu.be/uelagobou">https://youtu.be/uelagobou</a>
	Civic Education	Consequences of Ethnicity E.g. Communal conflicts, Political violence, Nepotism.	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Itemize the consequences of Ethnicity</li> <li>Explain the consequences of Ethnicity</li> <li>Justify the consequences of Ethnicity.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class discuss the consequences of ethnicity</li> <li>Pupils in pairs arrange and display the consequences of ethnicity in a flannel board</li> <li>Pupils in small groups give reasons to justify the consequences of ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Picture charts showing communal conflicts</li> </ul> <b>WEB RESOURCES</b> <b>SITE LINK</b> <a href="https://www.wiley.com/bm/Ethnic+Conflict+Causes,+Consequences,+Responses-p-9780745639307">https://www.wiley.com/bm/Ethnic+Conflict+Causes,+Consequences,+Responses-p-9780745639307</a>
	Security Education	List of government emergency lines (Contd)	By the end of the lesson, pupils should be able to: (i)state the emergency lines of the following security organizations; (ii) Lagos emergency service 767 or 112 ( this covers police, ambulance service and traffic service), (iii) Lagos state traffic management authority (LASTMA) 08029228271 (GM), 08023386921 (Provost), (iv) Police 112, 199.	1. Pupils as a class discuss some of the state emergency lines e.g. Lagos emergency service, LASTMA etc. 2. Pupils in small groups, each group tell us the functions of LASTMA on the road. 3. Each of the groups compare the importance of LASTMA and police.	Communication and collaboration -Leadership and personal development. - Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES</b> A chart showing a list of emergency lines.  <b>WEB RESOURCES</b> <a href="https://lagosstate.gov.ng/emergency-numbers">https://lagosstate.gov.ng/emergency-numbers</a> <a href="https://fireservice.lagosstate.gov.ng/">https://fireservice.lagosstate.gov.ng/</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
5	Social Studies	Solution to Road Accident	By the end of the lesson pupils should be able to: 1. Identify solution to the road accidents 2. Mention security agents that help people at the scene of accidents	- Pupils as a class discuss the solutions to road accidents - Pupils as individuals mention the scene of road accidents - Pupils in pairs explain ways of preventing road accidents	-Communication and Collaboration skills - Critical thinking and problem solving -Leadership and personal development	<u>LOCAL RESOURCES</u> - Charts showing person at the accident scene - Audio visual showing road accident scene <u>WEB RESOURCES:</u> <a href="https://jittransport.gov.io/causes-of-road-accidents.html">https://jittransport.gov.io/causes-of-road-accidents.html</a> <u>VIDEO LINK:</u> <a href="https://youtu.be/vBuEla9qh9u">https://youtu.be/vBuEla9qh9u</a>
	Civic Education	Solution to Ethnicity	By the end of the lesson pupils should be able to: • Mention how to solve the problems of Ethnicity • Explain how to solve the problem of Ethnicity	<ul style="list-style-type: none"> <li>Pupils in pairs identify the solutions to ethnicity</li> <li>Pupils as a class discuss the possible solutions to ethnicity</li> <li>Pupils in small groups demonstrate the solutions to ethnicity in a drama presentation</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<u>AUDIO VISUAL RESOURCES:</u> • Picture charts showing solutions to ethnicity <u>WEB RESOURCES:</u> <u>SITE LINK</u> <a href="https://www.wiley.com/en-bm/Ethnic+Conflict:+Causes,+Consequences,+and+Responses-p-9780745639307">https://www.wiley.com/en-bm/Ethnic+Conflict:+Causes,+Consequences,+and+Responses-p-9780745639307</a>
	Security Education	List of personnel to contact during emergency	By the end of the lesson , pupils should be able to: (i) enumerate the following personnel contacts during emergency e.g. police, neighborhood watch, FRSC, LASTMA, free service, NAFDAC etc.	1. Pupils as a small groups, represents a security agency 2. Each group tell the whole class the contact lines of an agency represented through the guidance of teacher - the group also analyses the importance of each agency mentioned	Communication and collaboration - Leadership and personal development -Digital literacy	<u>WEB RESOURCES:</u> <u>SITE LINK</u> <a href="https://fireservice.lagosstate.gov.ng/">https://fireservice.lagosstate.gov.ng/</a> <a href="http://www.nagalac.gov.ng">www.nagalac.gov.ng</a> <a href="http://www.immigration.gov.ng">www.immigration.gov.ng</a> <a href="http://www.army.mil.ng">www.army.mil.ng</a>
6	Social Studies	Meaning of First Aid	By the end of the lesson pupils should be able to: 1. Define First Aid and Aid Box. 2. Explain who a First Aid giver is. 3. State emergency hotlines in Nigeria. (767)	- Pupils as a class discuss the meaning of First Aid - Pupils as individual explain who a First Aid giver is. - Pupils in pairs analyse the difference among First Aid, First Aid Box and First Aid giver. - Pupils as individual state the emergency hotlines in Nigeria	-Communication and Collaboration  - Critical thinking and problem solving -Leadership and personal development -	<u>LOCAL RESOURCES</u> - Charts showing First Aid Box and its contents <u>REAL OBJECTS:</u> - First Aid Box <u>WEB RESOURCES:</u> <a href="https://en.m.wikipedia.org/wiki/first-aid-kit">https://en.m.wikipedia.org/wiki/first-aid-kit</a> <u>VIDEO LINK:</u> <a href="http://youtube/firstaid">http://youtube/firstaid</a>
	Civic Education	Duties of Community leaders in ensuring peaceful co-existence between ethnic groups	By the end of the lesson pupils should be able to: • Explain the meaning of peaceful co-existence • Highlight the duties of community leaders in ensuring peaceful co-existence • Analyze the duties of community leaders.	<ul style="list-style-type: none"> <li>Pupils in small groups role play peaceful co-existence</li> <li>Pupils as individually identify duties of community leaders in ensuring peaceful co-existence</li> <li>Pupils in pairs debate on the duties of community leaders toward ensuring a peaceful co-existence among ethnic groups</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<u>AUDIO VISUAL RESOURCES:</u> • Pictures of ethnic groups • A chart showing the duties of leaders in ensuring peaceful co-existence amongst themselves <u>WEB RESOURCES:</u> <u>SITE LINK</u> <a href="https://unamid.unmissions.org/conflict-resolution--community-leaders-contribute-sustainable-peace">https://unamid.unmissions.org/conflict-resolution--community-leaders-contribute-sustainable-peace</a>

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Security Education	Emergency situations that could be reported -robbery -Accident -Sexual abuse etc	By the end of the lesson, pupils should be able to: (i) explain the term 'Emergency' (ii) identify emergency that could be reported e.g. robbery, accident, flood, fire outbreak, kidnapping, raping etc.	1. Pupils as individual explain the meaning of emergency 2. Pupils as a class describe emergency situations that needs to be reported 3. Pupils as a class brainstorm on the nearest person to report sexual harassment and accident to. 4. Pupils as a class mention the importance of safety precautions in the case of accident and robbery.	Communication and collaboration - Leadership and personal development - Critical thinking and problem solving	AUDIO VISUAL RESOURCES A chart showing the list of crimes in the society. WEB RESOURCES: VIDEO LINK <a href="https://youtube/v71v4uG2rVE">https://youtube/v71v4uG2rVE</a> <a href="https://youtube/QwGQw7IDI">https://youtube/QwGQw7IDI</a>
7	MID TERM BREAK					
8	Social Studies	Objects found in First Aid Box	By the end of the lesson pupils should be able to: 1. List the contents of First Aid Box.  2. Explain the uses of Each contents of the First Aid Box	- Pupils as a class list the objects found in the First Aid Box - Pupils in small groups explain the uses of each Contents in the First Aid Box - Pupils as individual itemize the contents in the First Aid Box	-Communication and Collaboration  - Critical thinking and problem solving  -Leadership and personal development	LOCAL RESOURCES - Charts showing First Aid content REAL OBJECTS: - First Aid contents such as cotton wool, gauze, spirit etc. WEB RESOURCES <a href="https://www.emedicinehelp.com/first-aid-kits/article-em.html">https://www.emedicinehelp.com/first-aid-kits/article-em.html</a> VIDEO LINK: <a href="http://youtube/grbxtsc28Q">http://youtube/grbxtsc28Q</a>
	Civic Education	Tribalism and Ethnicity	By the end of the lesson pupils should be able to: • Explain identity • Analyze the meaning of Tribalism	• Pupils in pairs identify themselves giving their names, birthplace, town and state. • Pupils as a class brainstorm on tribalism • Pupils individually take a gallery walk to the sample of pictures of people and places in Nigeria to identify some tribes.	• Critical thinking and problem solving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship	AUDIO VISUAL RESOURCES: • Physical sample of Birth Certificate • Picture chart showing different people and places of Nigerian tribes WEB RESOURCES: SITE LINK <a href="https://www.foresightfordevelopment.org/featured-stories/ethnicity-tribalism">https://www.foresightfordevelopment.org/featured-stories/ethnicity-tribalism</a>
	Security Education	Lagos state emergency services and call numbers.	By the end of the lesson, pupils should be able to: (i) State Lagos emergency services and call numbers e.g. Lagos zonal commander FRSC 08033706639, 01-7742771, 01-7944929, KAI brigade (for orientation services and organization) 0802306632, 08055284914, Lagos emergency service 767, 112 etc.	1. Pupils as whole class discuss the emergency experience they have or part took in 2. Pupils as whole class discuss on the importance of reporting emergency 3. Pupils take a gallery walk of the classroom to see pictures or chart showing emergency lines.	-Communication and collaboration. - Critical thinking and problem solving - Citizenship	AUDIO VISUAL RESOURCES A chart showing Lagos emergency services call numbers. WEB RESOURCES: SITE LINK <a href="https://lagosstate.gov.ng/emergen-numbers/">https://lagosstate.gov.ng/emergen-numbers/</a>
9	Social Studies	Simple First Aid treatment	By the end of the lesson pupils should be able to: 1. Describe how simple first aid is applied to an accident victim 2. Give report of what has been done for the victim and call for emergency if need be. (767)	- Pupils as a class discuss simple First Aid treatment - Pupils in small group write the report of treatment given to an injured person - Pupils in pairs dramatize ways of given simple First Aid treatment	-Communication and Collaboration skills - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES - Charts showing simple First Aid treatment - Practical showing simple First Aid treatment WEB RESOURCES: <a href="https://www.wentwellhealth/basic-first-aid-practice/1298578">https://www.wentwellhealth/basic-first-aid-practice/1298578</a> VIDEO LINK: <a href="https://youtu.be/frstaid">https://youtu.be/frstaid</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Civic Education	Similarities between Ethnicity and Tribalism	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Identify the similarities between ethnicity and tribalism</li> <li>Distinguish between ethnicity and tribalism</li> <li>Describe some tribal intolerance in Nigeria</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class discuss the similarities and differences between ethnicity and tribalism</li> <li>Pupils in pairs identify the similarities between ethnicity and tribalism</li> <li>Pupils in small groups role play some tribal intolerance in Nigeria</li> </ul>		<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Picture charts of the three major ethnic groups in Nigeria</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://study.com/academy/lesson/nigerian-ethnic-groups.html">https://study.com/academy/lesson/nigerian-ethnic-groups.html</a>
	Security Education	Lagos emergency services and call number (contd)	By the end of the lesson, pupils should be able to: (i) State Lagos emergency services and call numbers e.g. LASTMA (Traffic emergency numbers) 08075005411, 08023111742, 08023909364, -Police emergency phone numbers (Lagos State) 01-4931260, 01-4978899, -Rapid response squad (RRS) 07055350249, 07035068242, 08079279349	1. Pupils as a class identify the emergency call numbers of LASTMA, Police, RRS in Lagos state. 2. Pupils as a class discuss the functions of the agencies mentioned. 3. Pupils as a class explain the correlation between the agencies mentioned	-Communication and collaboration - Critical thinking and problem solving. -Leadership and personal development	<b>AUDIO VISUAL RESOURCES</b> A chart showing Lagos emergency services call numbers discussed.
10	Social Studies	Security Agencies and their Primary duties	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>Define security</li> <li>Mention security agents in Nigeria</li> <li>Mention the duties of security agencies</li> </ol>	- Pupils as a class discuss the meaning of security and security agency - Pupils as individual enumerate the security agencies in Nigeria. - Pupils in small groups distinguish the duties of each security agencies - Pupils in pairs mention the duties of security agencies	-Communication and Collaboration skills - Critical thinking and problem solving -Leadership and personal development - Digital literacy	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>Picture/chart showing drug samples.</li> </ul> <b>REAL OBJECTS:</b> <ul style="list-style-type: none"> <li>Charts/ pictures of resources such as road safety, Red Cross, Police etc.</li> </ul> <b>WEB RESOURCES:</b> <a href="https://nigerianintopadia.com.ng/major-government-society-agencies-in-Nigeria">https://nigerianintopadia.com.ng/major-government-society-agencies-in-Nigeria</a>
	Civic Education	Similarities between ethnicity and Tribalism (PROJECT)	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Identify the similarities between ethnicity and tribalism</li> <li>Describe the different tribes</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class identify similarities between ethnicity and tribalism</li> <li>Pupils in small groups are given project work on different ethnic group and tribes e.g. Tribal wears, Occupations etc.</li> </ul>		<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Physical Map of Nigeria</li> <li>Picture chart showing similarities between ethnicity and tribalism</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://study.com/academy/lesson/nigerian-ethnic-groups.html">https://study.com/academy/lesson/nigerian-ethnic-groups.html</a>
	Security Education	REVISION				
11	REVISION					
12-13	EXAMINATION					

## ACHIEVEMENT STANDARDS

At the end of Primary 4, pupils are able to:

- Detect any suspicious movement in their local environment.
- Report suspicious movement to the appropriate personnel.
- Engage in personal safety and cleanliness as modalities for safety environment.
- Contact the appropriate phone numbers in case of emergency.





**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**NATIONAL VALUES EDUCATION**  
**PRIMARY FIVE FIRST TERM**

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Social Studies	Other people in the family - Other members of our family and how they relate to us - Obligations of the members of the family	By the end of the lesson pupils should be able to: 1. Name other members of our family 2. Explain how they related to us 3. List obligations of the members of the family	- Pupils as a class itemize other members of our family - Pupils in pairs discuss obligations of the members of the family	- Communicative and Collaborative - Critical thinking and problem solving - Leadership and personal development skills - Citizenship	<b>LOCAL RESOURCES</b> Chart – member of the family <b>WEB LINK:</b> <a href="http://www.academyofmz.com/unit&gt;cjgbq9910fAz:uizlet.com&gt;duftecand-responsib/ities">http://www.academyofmz.com/unit&gt;cjgbq9910fAz:uizlet.com&gt;duftecand-responsib/ities</a> <b>VIDEO LINK:</b> <a href="http://www.youtube.com&gt;Roles and Responsibilities of family">http://www.youtube.com&gt;Roles and Responsibilities of family</a>
	Civic Education	Readiness test / loyalty • Meaning of loyalty • Evidence of loyalty	By the end of the lesson pupils should be able to: • Describe loyalty and show evidence of loyalty to family, school and the society as a whole • Discuss the consequences of disloyalty • Identify national services that shows loyalty	• Pupils as a class are guided on the meaning of loyalty • Pupils in small groups discuss the consequences of disloyalty • Pupils in pairs identify national service that shows loyalty	• Communicative and collaboration • Critical thinking and problem solving • Leadership and personal development • citizenship	<b>AUDIO VISUAL RESOURCES:</b> chart displaying the national pledge <b>WEB RESOURCES:</b> site link: <a href="http://www.yessafechoices.org/parents/character-education-comeer/loyalty">http://www.yessafechoices.org/parents/character-education-comeer/loyalty</a>
	Security Education	Introduction to personal security - Meaning - Sources of threat to personal security	By the end of the lesson, pupils should be able to: (i) Explain the term personal security, (ii) Analyses at least 3 sources of threat to personal security e.g. rogue security, employees, insiders, social media, natural disasters etc.	1. Pupils as a class should discuss what the term personal security means to them. 2. Pupils as a class outline sources of threats 3. Pupils as a class discuss the various sources of threat mentioned	- Communication and collaboration - Critical thinking and problem solving - Leadership and personal development.	<b>AUDIO VISUAL RESOURCES</b> A poster giving pupils information on personal safety tips <b>WEB RESOURCES: SITE LINK</b> <a href="http://www.securitas.com">www.securitas.com</a> <a href="http://www.texastech.edu">www.texastech.edu</a>
2	Social Studies	Unity in cultural diversity - Meaning of culture diversity and unity - Culture as a people's way of life - Customs and tradition - Chargeable customs	By the end of the lesson pupils should be able to: 1. Define culture diversity and unity 2. Describes culture as people's way of life 3. Explain customs and tradition 4. Name retainable custom	- Pupils in small groups display role play on culture diversity and unity - Pupils as a class discuss customs and tradition	- Communication and Collaboration skills - Critical thinking and problem solving - Leadership and personal development - Creativity and Imagination	<b>LOCAL RESOURCES</b> - Chart on different culture <b>PHYSICAL MATERIALS</b> - Different traditional clothes <b>WEB LINK:</b> <a href="http://www.unitecommunity.org2011http://acadar.com&gt;ty&gt;sjq6q8ss0463">http://www.unitecommunity.org2011http://acadar.com&gt;ty&gt;sjq6q8ss0463</a> <b>VIDEO LINK:</b> <a href="http://youtube&gt;what parents spendsmuch on early childcare">http://youtube&gt;what parents spendsmuch on early childcare</a>
	Civic Education	• loyalty in relationship and its examples	By the end of the lesson pupils should be able to: • demonstrate how to show loyalty to friends and families • compare examples of loyal individuals they know	• Pupils in small groups present a role play on ways through which loyalty can be shown to friends and family; • Pupils in pairs highlight examples of people of loyalty they know within their school and immediate environment	• Leadership and personal development • Communication and collaboration • Creativity and imagination • Citizenship	<b>AUDIO VISUAL RESOURCES</b> • Pictures, flash cards <b>WEB RESOURCES</b> • Site link: <a href="http://www.yessafechoices.org/parents/character-education-comeer/loyalty">http://www.yessafechoices.org/parents/character-education-comeer/loyalty</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Security Education	Types of personal security	By the end of the lesson, pupils should be able to: (i) understand the concept of danger, (ii) Classify the types of personal security e.g. home, on the street, while travelling etc.	1. Pupils in pairs discuss the concept of danger and helplessness 2. Whole class discuss how to be conscious of their environment. 3. Pupils in small groups argue the concept "Safety" 4. Pupils as a class examine the types of personal security to be taken at home, on the street, on the road etc.	Communication and collaboration. - Critical thinking and problem solving - Leadership and personnel development	WEB RESOURCES: SITE LINK <a href="http://www.quora.com">www.quora.com</a> <a href="http://www.kumc.edu">www.kumc.edu</a> <a href="http://www.gps-securitygroup.com">www.gps-securitygroup.com</a>  VIDEO LINK <a href="https://youtube/MyPpG2e71E">https://youtube/MyPpG2e71E</a> c
3	Social Studies	Process of changing culture and difference  - Reason for change - Process of changing culture - Nigerian language - Using maps to indicate language	By the end of the lesson pupils should be able to: 1. Outline reasons for changing cultures 2. Analyze maps to indicate languages	- Pupils as a class brainstorm reasons for change - Pupils as a class discuss process of changing cultures	- Communicative and Collaborative - Critical thinking and problem solving - Leadership and personal development  - Creativity and Imagination	LOCAL RESOURCES Chart of a tree growing wild and a tree grown in any direction left to either survive or die: on chart main factors and causes of cultural changes WEB LINK: <a href="http://peopledevelopmentmagazine.com">http://peopledevelopmentmagazine.com</a> > <a href="http://www.yourarticlelibrary.com/culture">www.yourarticlelibrary.com/culture</a>  VIDEO LINK: <a href="http://www.youtube.com/part5">http://www.youtube.com/part5</a> how do cultures change
	Civic Education	<ul style="list-style-type: none"> <li>Importance of loyalty</li> <li>Consequences of disloyalty</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Explain the meaning of disloyalty</li> <li>Analyze and explain the importance of loyalty</li> <li>Discuss the consequences of disloyalty</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class discuss the meaning of loyalty;</li> <li>Pupils in small groups enumerate the importance of loyalty;</li> <li>Pupils in pairs highlight the consequences of disloyalty.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	AUDIO VISUAL RESOURCES: <ul style="list-style-type: none"> <li>charts and flash cards</li> </ul> WEB RESOURCES: <ul style="list-style-type: none"> <li>site link: <a href="https://smaschools.com/the-importance-of-loyalty-for-kids/">https://smaschools.com/the-importance-of-loyalty-for-kids/</a></li> <li><a href="https://lessonplan.edudelight.com/disloyalty-national-consciousness/">https://lessonplan.edudelight.com/disloyalty-national-consciousness/</a></li> </ul>
	Security Education	Importance of personal security	By the end of the lesson, pupils should be able to: (1) mention precaution tips on personal security, (2) state the importance of personal security, (i) keeping yourself safe/ personal protection/ defense, (ii) keeping your home safe, (iii) feeling safe in your community, (iv) quick medical assistance etc.	1. Pupils as a class discuss tips on personal security when they are alone 2. Pupils as a class mention things to observe when they are in the midst of stranger 3. Pupils as a small groups discover the importance of being safe at every given time	- Communication and collaboration - Critical thinking and problem solving - Leadership and personal development	AUDIO VISUAL RESOURCES A chart showing list of importance of personal security  WEB RESOURCES: VIDEO LINK  <a href="https://youtube/HxySrSbSy70">https://youtube/HxySrSbSy70</a>

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	Social Studies	Marriage customs and practices - Steps in selecting marriage partners - Purpose of writing or visiting - Values that are relevant to selection of marriage partners	By the end of the lesson pupils should be able to: - Describe steps in selecting marriage partners - Explain purpose of writing or visiting - Outline values that are relevant to selection of marriage partners	- Pupils as a class brainstorm in selecting marriage partner - Pupils in small group to itemize values that are relevant to selection of marriage partners	- Communicative and Collaborative - Critical thinking and problem solving - Leadership and personal development	<b>LOCAL RESOURCES</b> Chart: marriage in different cultures and religions <b>WEB LINK:</b> <a href="http://www.collinsdictionary.com&gt;5nigerians">http://www.collinsdictionary.com&gt;5nigerians</a>  <b>VIDEO LINK:</b> <a href="http://youtube.com&gt;the core values of marriage">http://youtube.com&gt;the core values of marriage</a>
	Civic Education	<ul style="list-style-type: none"> <li>National service that shows loyalty</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>suggest loyal services that can be rendered to the family</li> <li>demonstrate loyal services that can be rendered to the school</li> <li>identify the services that requires loyalty to the nation</li> </ul>	<ul style="list-style-type: none"> <li>pupils as a class are guided to mention loyal services that can be rendered to the family</li> <li>Pupils in small groups demonstrate loyal services that can be rendered to the school</li> <li>Pupils as a class brainstorm on services that requires loyalty to the nation</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>handbook on NYSC</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://www.nap.edu/read/18869/chapter/">https://www.nap.edu/read/18869/chapter/</a></li> </ul>
	Security Education	General safety rules	By the end of the lesson, pupils should be able to:  (1) Identify parts of their body not to be touched by stranger or people, (2) develop these general personal safety rules which include, (i) know your name, home address and parent phone number, (ii) Do not eat anything given to you by a stranger, (iii) Do not walk off the road alone, (iv) Never go anywhere with a stranger, (v) No one is allowed to touch your body etc.	1. Pupils as a class mention the part of their body not to be touched by any one. 2. Pupils in small groups demonstrate self-defense tip or karate 3. Pupils in small groups discuss self-discipline 4. Pupils as a class discuss precautions to take when crossing a road.	-Communication and collaboration  - Leadership and personal development - Creativity and imagination - Digital literacy	<b>AUDIO VISUAL RESOURCES</b>  A chart showing tips on general safety  <b>WEB RESOURCES:</b> <b>VIDEO LINK</b> <a href="https://youtube/-OPN-C7haY">https://youtube/-OPN-C7haY</a>
5	Social Studies	Roles played by families - Consequence - The roles of families and other providing useful advice - Unhealthy marriage practice (consequences)	By the end of the lesson pupils should be able to: - Lists the roles of families - Describes how the roles is been played by the families - Identify unhealthy marriage practice	- Pupils as a class itemize the roles of families - Pupils as a class role play on unhealthy marriage practices	- Communication and Collaboration skills - Critical thinking and problem solving - Leadership and personal development - Citizenship	<b>LOCAL RESOURCES</b> Chart: Write five roles of a family. <b>WEB LINK:</b> <a href="http://pubs.ext.vt.edu">http://pubs.ext.vt.edu</a> > <a href="http://www.betterhelp.com&gt;advice">http://www.betterhelp.com&gt;advice</a> > What is the importance of family in Modern society...  <b>VIDEO LINK:</b> <a href="http://youtube.com&gt;roles and responsibilities of family">http://youtube.com&gt;roles and responsibilities of family</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Civic Education	<ul style="list-style-type: none"> <li>meaning of leadership</li> <li>types of leadership</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>explain the term leadership</li> <li>identify who a leader is</li> <li>mention the types of leadership</li> <li>analyze the types of leadership</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class discuss the meaning of leadership;</li> <li>Pupils as a class individually mention who the leader in the class, school and home is;</li> <li>Pupils in small groups explain the types of leadership</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>pictures</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://www.gettingsmart.com/2016/06/learning-teaching-leadership-early-grades/">https://www.gettingsmart.com/2016/06/learning-teaching-leadership-early-grades/</a></li> <li><a href="https://www.classcraft.com/blog/features/how-to-teach-leadership-skills-to-your-students/">https://www.classcraft.com/blog/features/how-to-teach-leadership-skills-to-your-students/</a></li> </ul>
	Security Education	General safety rules (Contd.)	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> <li>(1) state the consequences of keeping a bad friend (s)</li> <li>(2) describe these general safety rules for children, <ol style="list-style-type: none"> <li>(i) playing or experimenting with fire is not allowed,</li> <li>(ii) If you get lost, stay where you are,</li> <li>(iii) Do not share address of parents' phone number with anyone except in emergency situation,</li> <li>(iv) do not climb the fence etc.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils as a class discuss the consequences of having a bad friend (s)</li> <li>2. Pupils in small groups emphasis on the general safety rules for children</li> <li>3. Pupils in small groups examine benefits of playing safe</li> </ol>	<ul style="list-style-type: none"> <li>-Communication and collaboration</li> <li>-Leadership and personal development</li> <li>- Critical thinking and problem solving</li> </ul>	<b>AUDIO VISUAL RESOURCES</b> Chart showing the list of consequences of keeping a bad friends  <b>WEB RESOURCES: SITE LINK</b> <a href="http://www.atlantictraining.com">www.atlantictraining.com</a> <a href="http://www.gribblins.com">www.gribblins.com</a> <a href="http://www.safetyinfo.com">www.safetyinfo.com</a>
6	Social Studies	Responsible parenthood <ul style="list-style-type: none"> <li>- Who are parents</li> <li>- Duties of parents</li> <li>- Characteristic of responsible parenthood</li> </ul>	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>1. Explain who are parents</li> <li>2. Describe duties of parents</li> <li>3. Outlines characteristics of responsible parenthood</li> </ol>	<ul style="list-style-type: none"> <li>- Pupils as a class to brainstorm on who parents are</li> <li>- Pupils in small groups itemize characteristics of responsible parenthood</li> </ul>	<ul style="list-style-type: none"> <li>- Communication and Collaboration</li> <li>- Critical thinking and problem solving</li> <li>- Leadership and personal development</li> </ul>	<b>LOCAL RESOURCES</b>  Chart: Mother demonstrating how to sweep, wash etc. <b>WEB LINK:</b> <a href="http://passnownow.com&gt;civic-education">http://passnownow.com&gt;civic-education</a> <b>VIDEO LINK:</b> <a href="http://youtube.com&gt;responsibleparenthood">http://youtube.com&gt;responsibleparenthood</a>
	Civic Education	<ul style="list-style-type: none"> <li>qualities of a good leader</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>identify qualities of a good leader;</li> <li>describe the qualities of a good leader;</li> <li>highlight examples of a good leader;</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as individual mention the qualities of a good leader</li> <li>Pupils in small groups illustrate the qualities of a good leader.</li> <li>Pupils as an individual mention examples of a good leader</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Pictures of a good leader in the nation and locality</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://www.edutopia.org/blog/successful-school-leadership-social-emotional-learning-maurice-elias">https://www.edutopia.org/blog/successful-school-leadership-social-emotional-learning-maurice-elias</a></li> </ul>
	Security Education	Roles of the school in the security of the pupils	By the end of the lesson, pupils should be able to <ol style="list-style-type: none"> <li>(1) Assess the roles of the school in ensuring the pupils' security which include;</li> <li>(i) School need to have appropriate security</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils as a class discuss the benefits of roll call or register in the school</li> <li>2. Pupils in a small groups demonstrate by forming a round circle to illustrate the importance of a fence in the school</li> </ol>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>-Leadership and personal development</li> <li>-Creativity and imaginary</li> </ul>	<b>AUDIO VISUAL RESOURCES</b> Picture showing the administrative block of the school  <b>WEB RESOURCES: SITE LINK</b> <a href="http://www.gps-securitygroup.com">www.gps-securitygroup.com</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			measures in place to protect the pupils, (ii) keeping a register of all pupils in the school, (iii) provide a gatehouse and a security guard, (iv) proper monitoring of the pupils movement. (2) state the importance of security in the school	3. Pupils as a class brainstorm on the roles of school in security		<a href="http://www.warriordoors.co.uk">www.warriordoors.co.uk</a>
7	MID TERM BREAK					
8	Social Studies	Problems of parenthood STIS/STDs/AIDS - Meaning of STDs/HIV/AIDS - Types of STDs - Effects of STDs/HIV/AIDS - Responsible sexual behaviour - Values relevant	By the end of the lesson pupils should be able to: 1. Define STDs/HIV/AIDS 2. List types of STDs 3. Identify effects of STD/HIV/AIDS 4. Describe responsible sexual behaviour 5. Explain values relevant	- Pupils as a class discuss about STDs/HIV/AIDS - Pupils as a class itemize types of STDs - Pupils as a class think of responsible sexual behaviour - Pupil as a class discuss the effect of STD/HIV/AIDS	- Communicative and Collaborative - Critical thinking and problem solving - Leadership and personal development - Creativity and Imagination	<b>LOCAL RESOURCES</b> Chart – meaning of STDs/HIV/AIDS <b>WEB LINK:</b> <a href="http://thewellproject.org">http://thewellproject.org</a> <b>VIDEO LINK:</b> <a href="http://youtube.com&gt;Sexually transmitted diseases(STDs)">http://youtube.com&gt;Sexually transmitted diseases(STDs)</a>
	Civic Education	• Leadership functions	By the end of the lesson pupils should be able to: • Highlight different function of a leader • Explain the different levels of leadership i.e. religious and political leader • Discuss their roles	• Pupils in small groups state the different functions of a leader • Pupils as a class	• Communication and collaboration • Critical thinking and problem solving • Leadership and personal development • Citizenship • Creativity and imagination	<b>AUDIO VISUAL RESOURCES:</b> • Chart • Pictures • Resource person <b>WEB RESOURCES:</b> site link: <a href="https://www.classcraft.com/blog/features/how-to-teach-leadership-skills-to-your-students/">https://www.classcraft.com/blog/features/how-to-teach-leadership-skills-to-your-students/</a>
	Security Education	Security tips in the school	By the end of the lesson, pupils should be able to: (1) tell why information is important, (2) mention some security tips i) school compound should be fenced and gated, ii) there should be security personnel stationed at the gate, iii) clearance should be given to any visitor (s) before entering the school premises, iv) pupils should be trained on security related subject etc.	1. Pupils in a class should identify the importance of pupil's identity card. 2. Pupils in a small groups illustrates the importance of administrative block (s) or office (s) in their school 3. Pupils in small groups through their group leaders mention and explain the importance of these security tips in the school 4. Pupils as class present a school map	-Communication and collaboration - Leadership and personal development -Communication and collaboration -Creativity and imagination -Leadership and personal development	<b>AUDIO VISUAL RESOURCES</b> Chart showing security tips -textbook <b>WEB REASOURCES:</b> <b>SITE LINK</b> <a href="http://www.prodigygame.com">www.prodigygame.com</a> <a href="http://www.expertsecuritytips.com">www.expertsecuritytips.com</a> <a href="http://www.sheriffdeputiestid.com">www.sheriffdeputiestid.com</a>
9	Social Studies	Traditional marriage - Meaning of traditional marriage - Modern marriage - Main features of traditional marriage - Values of traditional marriage	By the end of the lesson pupils should be able to: 1. Define traditional marriage 2. Describe modern marriage 3. Lists main factors of traditional marriage 4. Outline values of traditional marriage	- Pupils as a class discuss traditional marriage and modern marriage - Pupils as a class to mention features of traditional marriage	- Communication and Collaboration - Critical thinking and problem solving - Leadership and personal development	<b>LOCAL RESOURCES</b> Chart – Bead, Marriage costume <b>WEB LINK:</b> <a href="http://dictionary.com/browse/traditional...">http://dictionary.com/browse/traditional...</a> <b>VIDEO LINK:</b> <a href="http://youtube.com&gt;what's the definition of 'tradition'">http://youtube.com&gt;what's the definition of 'tradition'</a>

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WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Civic Education	<ul style="list-style-type: none"> <li>leadership styles e.g democracy, dictatorship and liesser-faire</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>identify leadership styles</li> <li>discuss leadership styles</li> <li>give examples of leadership styles</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as individual mention leadership styles</li> <li>Pupils peer up to discuss leadership styles</li> <li>Pupils as an individual mention examples of leadership styles</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>posters</li> <li>Pictures</li> <li>Resource person</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://www.classcraft.com/blog/features/how-to-teach-leadership-skills-to-your-students/">https://www.classcraft.com/blog/features/how-to-teach-leadership-skills-to-your-students/</a></li> </ul>
	Security Education	Security tips in the school ( Contd.)	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> <li>identify different clubs in school,</li> <li>describe the importance of exit card</li> <li>relate the topic to their environments, school and home.</li> </ol> (i) A security club should be formed in the school, (ii) pupils activities should be strictly monitored to prevent them from joining bad gangs, (iii) pupils should not be allowed to leave the school premises at will, (iv) pupils should be discouraged from loitering	<ol style="list-style-type: none"> <li>Pupils as a class mention the different club available in their school</li> <li>Pupils as a class justify the importance of a class representative (s)</li> <li>Pupils as a class tell why "Exit" card is important in the school</li> <li>Pupils as a class formulate self-discipline ideas.</li> </ol>	-Communication and collaboration -Leadership and personal development -Creativity and imagination	
10	Social Studies	Modern marriage - Main features of Christian marriage - Values of Christian, Islamic and marriage by ordinance - Main feature of Muslim marriage - Main feature of marriage by ordinance	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>Explain main features of Christian marriage</li> <li>Identify values of Christian and Islamic</li> <li>Outline main feature of Muslim marriage</li> <li>List main features of marriage by ordinance</li> </ol>	<ul style="list-style-type: none"> <li>Pupils as a class itemize the features of Christian marriage</li> <li>Pupils are grouped into 2 to list features of Muslim marriage and marriage by ordinance</li> </ul>	- Communicative and Collaborative - Critical thinking and problem solving - Leadership and personal development - Creativity and Imagination - Citizenship	<b>LOCAL RESOURCES</b> Chart – Wedding gown, ring <b>WEB LINK:</b> <a href="http://maggiereves.com/definition-mode">http://maggiereves.com/definition-mode</a> <b>VIDEO LINK:</b> <a href="http://youtube.com/modemmarriage">http://youtube.com/modemmarriage</a>
	Civic Education	REVISION				
	Security Education	REVISION				
11	Social Studies	Religion and religious belief - Concept of religion - Types of religion - Religious intolerance - Problems of religious intolerance	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>Explain concept of religion</li> <li>List types of religious intolerance</li> <li>Describe religious intolerance</li> <li>Outline problems of religious intolerance</li> </ol>	<ul style="list-style-type: none"> <li>Pupils as a class brainstorm on concept of religion</li> <li>Pupils as a class discuss problem of religious intolerance</li> <li>Pupils as a class List types of religious intolerance</li> </ul>	- Communication and Collaboration - Critical thinking and problem solving - Leadership and personal development	<b>LOCAL RESOURCES</b> Chart: Bible, Quran, Church building, Mosque, Masquerade <b>WEB LINK:</b> <a href="http://basicknowledge101.com">http://basicknowledge101.com</a> <a href="http://study.com/academy/lesson/whatisdefinitionofreligion">http://study.com/academy/lesson/whatisdefinitionofreligion</a> <b>VIDEO LINK:</b> <a href="http://youtube.com/d">http://youtube.com/d</a>
12-13	REVISION /EXAMINATION					





# LAGOS STATE MINISTRY OF EDUCATION

## UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

### NATIONAL VALUES EDUCATION

#### PRIMARY FIVE SECOND TERM

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Social Studies	Leadership - Who is a leader - Type of leadership - How can a leader be selected - Function of political leaders - Formation of political parties and changes - What attributes a good and bad leadership	By the end of the lesson pupils should be able to: 1. Define a leader 2. List types of leadership 3. Describe how a leader can be selected 4. States function of political leader	- Pupils as a class brainstorm on who a leader is - Pupils as a small groups discuss political leadership - Pupils in the same groups discuss on how a leader can be selected	- Communication and Collaboration skills - Critical thinking and problem solving skills - Leadership and personal development skills - Creativity and Imagination - Citizenship	<b>LOCAL RESOURCES</b> - Chart A king, political leaders <b>WEBLINK:</b> - <a href="http://www.chiefsofstaffoffice.com">http://www.chiefsofstaffoffice.com</a> <b>VIDEO LINK:</b> - <a href="http://youtube.com">http://youtube.com</a>
	Civic Education	• Revision /Characteristics of a bad leader	By the end of the lesson pupils should be able to: • Identify characteristics of a bad leader • Discuss the characteristics of a bad leader • problems that may arise from bad leadership	• Pupils as an individual mention the characteristic of a bad leader • Pupils in pairs discuss the characteristic of a bad leader • Pupils in small groups brainstorm on problems that may arise from bad leadership	• Communication and collaboration • Critical thinking and problem solving • Leadership and personal development • Citizenship • Creativity and Imagination	<b>AUDIO VISUAL RESOURCES:</b> • posters • Pictures • Resource person <b>WEB RESOURCES:</b> • site link <a href="https://www.classroomaid.com/blog/leadership-skills-to-your-students/">https://www.classroomaid.com/blog/leadership-skills-to-your-students/</a>
	Security Education	Student readiness assessment and revision of 1 <sup>st</sup> term work	By the end of the lesson, pupils should be able to: i) evaluate the 1 <sup>st</sup> term work and treating the 1 <sup>st</sup> term past questions, ii) Responds to various questions.	-expose pupils to revision -corrections of past examination questions -write out 2 <sup>nd</sup> term work or scheme	Communication and collaboration -Creativity and Imagination -Leadership and personal development	<b>AUDIO VISUAL RESOURCES</b> Reference to textbooks/ scheme of work and note book
2	Social Studies	Organization and cooperation - Meaning of organization and co-operation - Types of organization and co-operation - Why people live together - Function of various organization and co-operation - Benefit of living together	By the end of the lesson pupils should be able to: 1. Define organization and co-operation 2. List types of organization and cooperation 3. Explain why people live together 4. Describe function of various organization co-operation	- Pupils as a class brainstorm on what organization and cooperation means - Pupils in pairs mention types of organization and co-operation - Pupils as a small groups do a role play on benefit of living together	- Communicative and Collaborative  - Critical thinking and problem solving  - Leadership and personal development - Creativity and Imagination - Citizenship	<b>LOCAL RESOURCES</b> -Chart – Group of people <b>WEB LINK</b> <a href="http://quora.com/organisation-and-cooperation">http://quora.com/organisation-and-cooperation</a> <b>VIDEO LINK:</b> <a href="http://youtube.com">http://youtube.com</a>
	Civic Education	• Definition and meaning of government	By the end of the lesson pupils should be able to: • Define government • Explain the meaning of government • Identify the form of government practiced in Nigeria	• Pupils as an individual define government  • Pupils as a class discuss the meaning of government • Pupils in peers identify the forms of government	• Communication and collaboration • Critical thinking and problem solving • Leadership and personal development • Citizenship • Creativity and imagination	<b>AUDIO VISUAL RESOURCES:</b> • Pictures • Newspapers <b>WEB RESOURCES</b> • site link <a href="https://www.kids.gov.ng/">https://www.kids.gov.ng/</a>
	Security Education	Agents of personal security	By the end of the lesson, pupils should be to: 1) identify the followings as an agent of personal security, i) parents, ii) School, iii) community, 2) discuss their views on the above mentioned agents	1.Pupils as individual mention the agents of personal security - explain the work parents, school and community as an agent of personal security. 2. Pupils as a class discuss different ways by which their safety can be guaranteed	-Communication and collaboration -Leadership and personal development -Citizenship	<b>AUDIO VISUAL RESOURCES</b> Cardboard paper showing different types of security personnel <b>WEB RESOURCES SITE LINK</b>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
3	Social Studies	Resource/preservation - What is resource preservation - Mention types of saving - Banking facilities in communities - Process of opening an account in the bank	By the end of the lesson pupils should be able to: - Define resource presentation - List types of savings - Outline banking facilities in communities - Explain process of opening an account in the bank	- Pupils as a class discuss the resource preservation - Pupils as a class share the process of opening an account in the bank	- Communication and Collaboration skills - Critical thinking and problem solving skills - Leadership and personal development	<b>LOCAL RESOURCES</b> - Chart – <b>WEB LINK:</b> <a href="http://lessonplan.edudelight.com">http://lessonplan.edudelight.com</a> <b>VIDEO LINK:</b> <a href="http://youtube.com">http://youtube.com</a>
	Civic Education	• arms of government	By the end of the lesson pupils should be able to: • identify the three arms of government e.g executive, legislative and judiciary • explain the arms of government • mention the head of each arm of government	• Pupils in peer identify the three arms of government • Pupils as a class discuss the arms of government • Pupils as an individual mention the head of each arm of government	• Communication and collaboration • Critical thinking and problem solving • Leadership and personal development • Citizenship • Creativity and imagination	<b>AUDIO VISUAL RESOURCES:</b> • Nigeria constitution • Pictures <b>WEB RESOURCES:</b> • site link: <a href="https://study.com/academy/popular/three-branches-of-government-lesson-plan.html">https://study.com/academy/popular/three-branches-of-government-lesson-plan.html</a>
	Security Education	Roles of parent on child's personal security	By the end of the lesson, pupils should be able to: i) list the roles of parents on child's personal security, ii) explain different roles of parents on child's personal security.	-Pupils as a class discuss relationship between them and their parents -Pupils as a class identify the kinds or types of parenting they have -Pupils in a small groups discuss the security tips put in place in their various homes	Communication and collaboration -Leadership and personal development -Citizenship	<b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://vikaspedia.in/education/child-rights/child-protection-i/child-protection-parentsrole">https://vikaspedia.in/education/child-rights/child-protection-i/child-protection-parentsrole</a>
4	Social Studies	- causes of poor savings - practice saving	By the end of the lesson pupils should be able to: 1. Outline causes of poor savings 2. Explain inability to manage one's income properly 3. Identifies practice	- Pupils as a class itemize causes of poor savings - Pupils in group discuss reasons for inability to manage one's income properly	- Communication and Collaboration skills - Critical thinking and problem solving  - Creativity and Imagination	<b>LOCAL RESOURCES</b> - Chart – Local box <b>WEB LINK:</b> <a href="http://lessonplan.edudelight.com">http://lessonplan.edudelight.com</a> <b>VIDEO LINK:</b> <a href="http://Youtube.trans port-lesson-air-and-water-transport">http://Youtube.trans port-lesson-air-and-water-transport</a>
	Civic Education	• functions of the arms of government	By the end of the lesson pupils should be able to: • mention some of the functions performed by the arms of government • explain functions of each of the arms of government	• Pupils as an individual mention some of the functions performed by the arms of government • Pupils in small groups are guided by the teacher to explain the function of each arm of government	• Communication and collaboration • Critical thinking and problem solving • Leadership and personal development • Citizenship • Creativity and imagination	<b>AUDIO VISUAL RESOURCES:</b> • Resource person • Photos • newsp <b>WEB RESOURCES:</b> site link: <a href="https://study.com/academy/popular/three-branches-of-government-lesson-plan.html">https://study.com/academy/popular/three-branches-of-government-lesson-plan.html</a>
	Security Education	Roles of peer group on child's personal security	By the end of the lesson, pupils should be able to : i) define the term "Peer group", ii) highlight the influence of peer group on child's personal security.	-Pupils as a class mention the names of their friends both at school and home -Pupils as a class explain the meaning of peer group -Pupils as a class analyses the importance of making friend -Pupils in a small groups distinguish between a good friend and bad friend -through their group leaders, pupils outline the effects of peer group on child's personal security	-Communication and collaboration -imagination -Leadership and personal development	<b>AUDIO VISUAL RESOURCES</b> Pictures showing different groups of friend



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
5	Social Studies	Resources development - Meaning of capital - Ways of raising funds - Sources of funds Identify the uses of funds	By the end of the lesson pupils should be able to: 1. Define ways of raising funds 2. Describe sources of funds 3. Identify the uses of funds	- Pupils as a class brainstorm to give the meaning of capital - Pupils in groups itemize ways of raising funds, 0sources	- Communicative and Collaborative skills - Critical thinking and problem solving skills - Creativity and Imagination skills - Citizenship skills	<b>LOCAL RESOURCES</b> - Chart - Meaning of capital <b>WEB LINK:</b> <a href="http://www.lantern.com">http://www.lantern.com</a> <b>VIDEO LINK:</b> <a href="http://m.youtube.com">http://m.youtube.com</a>
	Civic Education	• importance of the arms of government	By the end of the lesson pupils should be able to: • list importance of each arm of government • discuss the importance of each arm of government	• Pupils in peer list the importance of each arm of government • Pupils in small groups discuss the importance of each arm of government	• Communication and collaboration • Critical thinking and problem solving • Leadership and personal development • Citizenship • Creativity and imagination	<b>AUDIO VISUAL RESOURCES:</b> • Nigerian constitution • textbook • newspapers <b>WEB RESOURCES:</b> site link: <a href="https://lessonplan.edutopia.org/lessonplan/importance-of-government-programme-to-nigerians-2/">https://lessonplan.edutopia.org/lessonplan/importance-of-government-programme-to-nigerians-2/</a>
	Security Education	Reasons for personal security	By the end of the lesson, pupils should be able to: i) explain reasons for personal security, ii) enumerate the importance of personal security	-Pupils as a class discuss the importance of "Life" -Pupils as a class identify precautionary measures on personal security -Pupils in small groups analyses the reasons for personal security	-Communication and collaboration -Critical thinking and problem solving -Leadership and personal development	<b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://www.sectech.uk.com/blog/importance-personal-security/">https://www.sectech.uk.com/blog/importance-personal-security/</a>
6	Social Studies	Resources distribution - Meaning of resource - Types of resources - Why resources are not evenly distributed - Problems of over concentration of industries - Ways of ensuring even distribution of resource	By the end of the lesson pupils should be able to: 1. Define resources 2. List types of resources 3. Explain why resources are not evenly distributed 4. Outline problems of over concentration of ensuring even distribution 5. Describe distribution of resource	- Pupils as a class discuss the meaning of resources - Pupils as the whole class analyze problems of over concentration of industries - Pupils shares the ways of ensuring even distribution of resources	- Communication and Collaboration  - Critical thinking and problem solving skills - Leadership and personal development skills - Creativity and Imagination	<b>LOCAL RESOURCES</b> - Chart: Land, Water, Minerals <b>WEB LINK:</b> <a href="http://www.nationalgeographic.org">http://www.nationalgeographic.org</a> <b>VIDEO LINK:</b>
	Civic Education	• difference between the arms of government	By the end of the lesson pupils should be able to: • differentiate between, legislature, executive and judiciary	• Pupils in large groups differentiate between the legislative, executive and judicial arm of government	• Communication and collaboration • Critical thinking and problem solving • Leadership and personal development • Citizenship • Creativity and imagination	<b>AUDIO VISUAL RESOURCES:</b> • Resource person • Photos • Newspapers • Nigerian constitution <b>WEB RESOURCES:</b> site link: <a href="https://www.legit.ng/116382-the-arms-government-nigeria-functions.html">https://www.legit.ng/116382-the-arms-government-nigeria-functions.html</a>
	Security Education	Duties and responsibilities of a child in respect of personal security	By the end of the lesson, pupils should be able to: i) explain the word "Responsibility", ii) classify the duty of a child in respect to personal security	-Pupils as a class explain the meaning of Responsibility -Pupils in a small groups discuss their responsibility as children to tightened personal security Pupils as a class should abide by rules and regulations laid down to help tightened personal security in school and at home.	-Communication and collaboration - Leadership and personal development	<b>AUDIO VISUAL RESOURCES</b> Chart showing a list of child responsibility <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://www.oqusa.com/en/childrens-responsibilities-and-youth-rights-and-responsibilities">https://www.oqusa.com/en/childrens-responsibilities-and-youth-rights-and-responsibilities</a>
7	MID TERM BREAK					
8	Social Studies	Employment - What is employment - Concept of employment and unemployment	By the end of the lesson pupils should be able to: 1. Define employment 2. Write/list concepts of employment	- Pupils as a class discuss the meaning of employment - Pupils as a class itemize concepts of employment - Pupils in small groups outline the causes of unemployment	- Communication and Collaboration  - Critical thinking and problem solving	<b>LOCAL RESOURCES</b> - Chart: Employment <b>WEB LINK:</b> <a href="http://myaccount.cause.com/employment">http://myaccount.cause.com/employment</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		- Causes of unemployment	3. States concept of unemployment 4. Describe causes of unemployment		- Leadership and personal development skills - Creativity and Imagination skills	<b>VIDEO LINK:</b> <a href="http://m.youtube.com">http://m.youtube.com</a>
	Civic Education	<ul style="list-style-type: none"> <li>Pressure groups meaning of pressure group and types of pressure group</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>explain the meaning of pressure groups</li> <li>highlight the type of pressure groups</li> <li>mention pressure groups in the country</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class brainstorm on the meaning of pressure group.</li> <li>Pupils as an individual highlight the types of pressure group.</li> <li>Pupils in peers mention pressure groups in the country</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Resource person</li> <li>Photos</li> <li>newspapers</li> </ul> <b>WEB RESOURCES:</b> site link: <a href="https://lessonplan.edudeligh.com/4361-2/">https://lessonplan.edudeligh.com/4361-2/</a>
	Security Education	Identification of different security/information 1	By the end of the lesson, pupils should be able to: i) define information security, ii) tell why we need information security iii) identify some of the security information	<ul style="list-style-type: none"> <li>-Pupils as a class describe the meaning of information security</li> <li>-pupils as a class examine the importance of security information</li> <li>-pupils as a class brainstorm on different security information.</li> </ul>	<ul style="list-style-type: none"> <li>-communication and collaboration</li> <li>-critical thinking and problem solving</li> <li>-leadership and personal development</li> </ul>	<b>WEB RESOURCES:</b> SITE LINK Pictures of security appliances <b>WEB RESOURCES:</b> <b>VIDEO LINK</b> <a href="https://youtube/zulazpgFtBe">https://youtube/zulazpgFtBe</a>
9	Social Studies	Wages and income - Concept of wages and salary - Why some people earn higher salaries than others	By the end of the lesson pupils should be able to: 1. Explain concept of ways 2. Describe concept of salary 3. State why some people earn higher salaries than others	<ul style="list-style-type: none"> <li>- Pupils as a class brainstorm concept of wages</li> <li>- Pupils in small groups of 2 or 3 discuss why some people earn higher salaries than other</li> </ul>	<ul style="list-style-type: none"> <li>- Communication and Collaboration skills</li> <li>- Critical thinking and problem solving skills</li> </ul>	<b>LOCAL RESOURCES</b> - Chart – Definition of wages & salaries <b>WEB LINK:</b> <a href="http://www.britannica.com&gt;topic&gt;wages">http://www.britannica.com&gt;topic&gt;wages</a>
					<ul style="list-style-type: none"> <li>- Leadership and personal development skills</li> <li>- Creativity and Imagination skills</li> </ul>	<b>VIDEO LINK:</b> <a href="http://youtube">http://youtube</a>
	Civic Education	REVISION				
	Security Education	Identification of different security information II	By the end of the lesson, pupils should be able to: i) identify more security information, ii) examine the functions of the mentioned security information.	<ul style="list-style-type: none"> <li>-Pupils as a class mention some of these security information they have in their school</li> <li>-Pupils as a class itemize the functions of the mentioned security information</li> <li>-Pupils in a small groups criticize the effectiveness of the mentioned security information to their personal security</li> </ul>	<ul style="list-style-type: none"> <li>-communication and collaboration</li> <li>-creativity and imagination</li> <li>-critical thinking and problem solving</li> </ul>	<b>WEB RESOURCES:</b> SITE LINKS <a href="https://hcsis.journal.springeropen.com/articles/10.1186/113673-017-0087">https://hcsis.journal.springeropen.com/articles/10.1186/113673-017-0087</a> <b>VIDEO LINKS</b> <a href="https://youtube/fkQdmsqyHL">https://youtube/fkQdmsqyHL</a> <a href="https://youtube.com/ELVH1JE">https://youtube.com/ELVH1JE</a>
10	Social Studies	Communication - Meaning of communication - Types of electronic communication - Use of the device - Problems of some of the devices	By the end of the lesson pupils should be able to: 1. Define communication 2. Lists types of electronic communication 3. State uses of the device 4. Explain problems of the devices	<ul style="list-style-type: none"> <li>- Pupils as a class brainstorm the meaning of communication</li> <li>- Pupils as a class itemize problems of some of the devices</li> </ul>	<ul style="list-style-type: none"> <li>- Communication and Collaboration</li> <li>- Critical thinking and problem solving</li> <li>- Leadership and personal development</li> <li>- Citizenship</li> </ul>	<b>LOCAL RESOURCES</b> - Chart: Mobile phone, Local communication (using symbols, signs) <b>WEB LINK:</b> <a href="http://skillsyouneed.com&gt;ips&gt;">http://skillsyouneed.com&gt;ips&gt;</a> <a href="http://techwalla.com&gt;articles&gt;">http://techwalla.com&gt;articles&gt;</a> <b>VIDEO LINK:</b> <a href="http://youtube.com">http://youtube.com</a>

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WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Civic Education	REVISION				
	Security Education	REVISION				
11	Social Studies	Transportation - Meaning of transportation - Types of transportation - Forms of land transportation - Draw means of transportation on land - Advantage of transportation - Identify the problems of land transportation - Solution to problems of transportation	By the end of the lesson pupils should be able to: 1. Define transportation 2. List types of transportation 3. Explain form of land transportation 4. Draw means of transportation	- Pupils as a class brainstorm the meaning of transportation - Pupils as a class discuss form of land transportation - Pupils in group outline advantages of transportation - Pupils as a whole class identify solution to problems of transportation	- Communication and Collaboration skills - Critical thinking and problem solving skills - Leadership and personal development - Creativity and Imagination	<b>LOCAL RESOURCES</b> - Meaning of transportation <b>WEB LINK:</b> <a href="http://en.m.wikipedia.org/transportation">http://en.m.wikipedia.org/transportation</a> <b>VIDEO LINK:</b> <a href="http://m.youtube.com">http://m.youtube.com</a>
	Civic Education	REVISION				
	Security Education	REVISION				
12-13	REVISION N/EXAMINATION					

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**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**NATIONAL VALUES EDUCATION**  
**PRIMARY FIVE THIRD TERM**

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Social Studies	Housing - Types of houses Nigerians live in - Provision and acquisition of house	By the end of the lesson pupils should be able to: 1. Outline the types of houses Nigeria live in. 2. Describe necessary provision of houses 3. Identify means of acquiring houses in Nigeria	- Pupils in whole class itemize type of houses Nigerians live in. - Pupils as a class identify means of acquiring houses in Nigeria	- Communicative and Collaborative - Critical thinking and problem solving - Creativity and Imagination	<b>LOCAL RESOURCES</b> - Chart showing a building <b>WEB RESOURCES:</b> <a href="https://www.businesdictionary.com">https://www.businesdictionary.com</a> <a href="http://yourdictionary.com/housing">http://yourdictionary.com/housing</a> <b>VIDEO LINK:</b> <a href="https://youtube.com">https://youtube.com</a>
	Civic Education	Resumption test				
	Security Education	Revision of last term work student readiness assessment	By the end of the lesson, pupils should be able to: i) evaluate the 1st term work and 2nd term past questions, ii) responds to various questions.	-Expose pupils to revision -corrections of 2nd term examination -write out 3rd term scheme of work	Communication and collaboration -Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES</b> References to textbooks, schemes of work and notebook
2	Social Studies	Features of adequate - Housing - Qualities of a good house - Difference in the housing needs of urban and rural settlement	By the end of the lesson pupils should be able to: 1. Outline qualities of a good house 2. Draw that shed roof and mud house or iron roofing sheets 3. Draw a complete 4. Describe differences in the housing needs of urban and rural settlement	- Pupils in pairs of two itemize qualities of a good and bad houses - Pupils in small groups compare differences in the housing needs of urban and rural settlement	- Communication and Collaboration - Critical thinking and problem solving - Leadership and personal development  - Creativity and Imagination	<b>LOCAL RESOURCES</b> - Chart showing man mud and concrete types of building <b>WEB RESOURCES:</b> <a href="https://lessonplan.edudelight.com">https://lessonplan.edudelight.com</a> <a href="http://joeldgreat.expertscolumn.com">http://joeldgreat.expertscolumn.com</a> <b>VIDEO LINK:</b> <a href="https://youtube.com">https://youtube.com</a>
	Civic Education	Advantages and disadvantages of pressure group	By the end of the lesson pupils should be able to: • Identify the advantages of pressure groups • Mention the disadvantages of pressure groups	• Pupils in small groups are being guided by the teacher to identify the advantages of pressure groups • Pupils as a class brainstorm and mention the disadvantages of pressure groups	- Communication and collaboration - Critical thinking and problem solving - Leadership and personal development - Citizenship - Creativity and imagination	<b>AUDIO VISUAL RESOURCES:</b> • Resource person • Textbooks • newspapers <b>WEB RESOURCES:</b> site link: <a href="https://lessonplan.edudelight.com/4361-2/">https://lessonplan.edudelight.com/4361-2/</a>
	Security Education	Threat to personal security (Rape)	By the end of the lesson, pupils should be able to: i) explain briefly the meaning of rape, ii) state the causes of rape.	-Pupils as a class discuss the meaning of " Rape" -Pupils as a class identify those that most vulnerable to Rape. -Pupils in a small groups discuss some of the causes of Rape	Communication and collaboration -Critical thinking and problem solving -Leadership and personal development - Digital literacy	<b>AUDIO VISUAL RESOURCES</b> A chart showing list of causes of rapes <b>WEB RESOURCES:</b> <b>VIDEO LINK</b> <a href="https://youtube/01pvHWRAY">https://youtube/01pvHWRAY</a> <a href="https://youtube/LU7iArB7-S">https://youtube/LU7iArB7-S</a>
3	Social Studies	Population and housing - Meaning of population - Relationship between	By the end of the lesson pupils should be able to: 1. Define population 2. Outline the relationship between population and available numbers of houses	- Pupils as a class brainstorm the meaning of population - Pupils in small groups compare the relationship between population and available number of houses	- Communication and Collaboration - Critical thinking and problem solving - Digital literacy	<b>LOCAL RESOURCES</b> - Chart: Past causes world map <b>WEB RESOURCES:</b> <a href="https://unfpa.org/populations&gt;unf...">https://unfpa.org/populations&gt;unf...</a> <b>VIDEO LINK:</b>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		population and availability - Reasons everybody does not own house in Nigeria - Solution to housing shortage	3. Explain in reasons everybody does not own house in Nigeria 4. Give solution to housing shortage			<a href="https://youtube.com">https://youtube.com</a>
	Civic Education	Meaning and definition of values	By the end of the lesson pupils should be able to: • Explain value • mention the types of value • discuss the types of value	<ul style="list-style-type: none"> <li>Pupils as a class brainstorm to explain the term value</li> <li>Pupils in pairs are guided to mention the types of value.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Resource person</li> <li>Photos</li> <li>newspapers</li> </ul> <b>WEB RESOURCES:</b> site link: <a href="https://www.schoolnet.org.com/2016/10/value-definitions-types-of-value">https://www.schoolnet.org.com/2016/10/value-definitions-types-of-value</a>
	Security Education	Threat to personal security (Robbery)	By the end of the lesson, pupils should be able to: i) explain the meaning of robbery, ii) highlight and explain the causes of robbery, iii) state ways to prevent robbery.	<ul style="list-style-type: none"> <li>Pupils as a class discuss the meaning of robbery.</li> <li>Pupils as a class differentiate between robbery and theft.</li> <li>Pupils in pairs discuss the causes of robbery</li> <li>Through the group leaders, pupils develop ways to prevent Robbery</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> </ul>	<b>AUDIO VISUAL RESOURCES</b> Pictures showing and incident of robbery <b>WEB RESOURCES:</b> <b>VIDEO LINK</b> <a href="https://youtube.com/watch?v=339C0xDE">https://youtube.com/watch?v=339C0xDE</a> <a href="https://youtube.com/watch?v=339C0xDE">https://youtube.com/watch?v=339C0xDE</a>
4	Social Studies	Personal hygiene and physical development - What is personal hygiene and physical development - Characteristics of physical development - Factor that can under grow in children	By the end of the lesson pupils should be able to: 1. Define personal hygiene and physical development 2. Outline characteristics or physical development 3. Write factors that can hinder growth in children	<ul style="list-style-type: none"> <li>Pupils as a class brainstorm on personal hygiene</li> <li>Whole class itemize the characteristics of physical development</li> <li>Pupils pair up to write factors that can hinder growth in children</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Creativity and Imagination</li> </ul>	<b>LOCAL RESOURCES</b> - Chart: bathing soap, washing hand soap <b>WEB RESOURCES:</b> <a href="http://medicareworld.com">http://medicareworld.com</a> <a href="http://sca.org.uk">http://sca.org.uk</a> <b>VIDEO LINK:</b> <a href="https://youtube.com/watch?v=339C0xDE">https://youtube.com/watch?v=339C0xDE</a>
	Civic Education	<ul style="list-style-type: none"> <li>values that promotes peace</li> </ul>	By the end of the lesson pupils should be able to: • Explain the values that promotes peace • Identify values that promotes peace • Discuss the values that promotes peace	<ul style="list-style-type: none"> <li>Pupils as a class brainstorm on the values that promotes peace</li> <li>Pupils as an individual identify values that promotes peace</li> <li>Pupils in small groups go on a gallery walk to discuss the values that promotes peace</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Resource person</li> <li>Photos</li> <li>newspapers</li> </ul> <b>WEB RESOURCES:</b> site link: <a href="https://lessonplaneducation.com/values-that-promote-peace/">https://lessonplaneducation.com/values-that-promote-peace/</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Security Education	Threat to personal security (Cultism)	By the end of the lesson, pupils should be able to: i) define the term cultism, ii) mention causes of cultism, iii) Examine why cultism is a threat to personal security.	-pupils as a class discuss the meaning of cultism - Pupils as a class identify names of some cult groups -Pupils in a small groups analyses some causes of cultism in our society -Through the group leaders, pupils point out some consequences of cultist activities	Communication and collaboration -Imagination -Leadership and Personal Development	<b>AUDIO VISUAL RESOURCES</b> Chart showing different cult groups with their logo  <b>WEB RESOURCES:</b> <b>VIDEO LINK</b> <a href="https://youtube/5K9Qeo4vw-8">https://youtube/5K9Qeo4vw-8</a>
5	Social Studies	Physical fitness and population - Things to do to keep our body physically fit - Characteristics of household population and effect on personal hygiene	By the end of the lesson pupils should be able to: 1. Outline things to do to keep our body physically fit 2. Describe characteristics of household population 3. Explain characteristics of household population and effect on personal hygiene	- Pupils in small groups demonstrate how to keep our body physically fit - Pupils as a class discuss characteristic of house child population and the effect on personal hygiene	- Communication and Collaboration skills - Critical thinking and problem solving - Leadership and personal development skills - Creativity and Imagination - Citizenship	<b>LOCAL RESOURCES</b> Picture/chart showing an image (running, dancing, skipping)  <b>WEB RESOURCES:</b> - <a href="http://open.edu&gt;ucontent&gt;view">http://open.edu&gt;ucontent&gt;view</a> - <a href="http://nebi.nim.nih.gov&gt;article">http://nebi.nim.nih.gov&gt;article</a>  <b>VIDEO LINK:</b> <a href="https://youtube.com&gt;physical">https://youtube.com&gt;physical</a>
	Security Education	<ul style="list-style-type: none"> <li>concept of social injustice</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>define social injustice</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class with guidance from of the teacher defines the term social justice</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Photos of workers demonstration</li> </ul> <b>WEB RESOURCES:</b> site link: <a href="https://study.com/academy/lesson/social-justice-lesson-for-kids-definition-issues-examples.html">https://study.com/academy/lesson/social-justice-lesson-for-kids-definition-issues-examples.html</a>
	Security Education	Advance free fraud (419) as a threat to personal security	By the end of the lesson, pupils should be able to: i) explain briefly what an advance fee fraud means, ii) examine various preventive measures against advance fee fraud	-Pupils as a class discuss the meaning of advance fee fraud (219) - Pupils as a class highlight some of the consequences of advance fee fraud. -Pupils in a small groups justify some preventive measures to be taken against advance fee fraud	Communication and collaboration -Leadership and personal development -Critical thinking and problem solving	<b>WEB RESOURCES:</b> <b>VIDEO LINK</b> <a href="https://youtube/MyJwa05tRnM">https://youtube/MyJwa05tRnM</a>
6	Social Studies	Drug abuse - Concept of drug abuse - Factors contributing to drug abuse - Effects of abuse of stimulation - Sources of drugs	By the end of the lesson pupils should be able to: 1. Explain concept of drug abuse 2. List factors contributing to drug abuse 3. Describe effects of stimulation 4. Outline sources of drugs	- Pupils as a class brainstorm on concept of drug abuse - Pupils as a class share the factors contributing to any abuse - Pupils role play the effects of stimulation	- Communication and Collaboration skills - Critical thinking and problem solving skills - Leadership and personal development  - Creativity and Imagination	<b>LOCAL RESOURCES</b> - Picture/Real of panadol, tramadol  <b>WEB RESOURCES:</b> <a href="https://www.medication.net&gt;healthd14ammgtwzf5a.cloudfront.net&gt;">https://www.medication.net&gt;healthd14ammgtwzf5a.cloudfront.net&gt;</a>  <b>VIDEO LINK:</b> <a href="http://www.youtube.com">http://www.youtube.com</a>
	Civic Education	<ul style="list-style-type: none"> <li>Social injustice continues</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Give examples of social injustice</li> <li>Explain the examples of social injustice</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in peer give example of social injustice</li> <li>With images of social injustice from a newspaper pupils as class are guided to</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Photos</li> <li>newspapers</li> </ul> <b>WEB RESOURCES:</b> site link: <a href="https://study.com/academy/lesson/social-justice-">https://study.com/academy/lesson/social-justice-</a>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Security Education	Punishment for various threats to personal security	By the end of the lesson, pupils should be able to: i) explain briefly the term 'punishment', ii) enumerate types of punishment	explain social injustice -Pupils as a class illustrate the meaning of punishment - Pupils as a class identify some crime that are punishable under the law -Pupils as a class list the types of punishment	<ul style="list-style-type: none"> <li>Creativity and imagination</li> </ul> Communication and collaboration -Critical thinking and problem solving -Creativity -Imagination skill	issues-examples.html <b>AUDIO VISUAL RESOURCES</b> Pictures showing arrested criminals, copy of Nigeria institution <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://kubanni.abu.edu.ng/jspui/handle/234567894678">https://kubanni.abu.edu.ng/jspui/handle/234567894678</a>
7	<b>MID TERM BREAK</b>					
8	Social Studies	Prevention of drug abuse and life coping skills - How do we prevent drug abuse - Health promotion behaviour - Non-government organization - Moral responsibility - Consequences	By the end of the lesson pupils should be able to: 1. List how we prevent drug abuse 2. explain health promotion behaviour 3. Outline non-government organization 4. Describe moral responsibility 5. Outline non-governmental organization	- Pupils as a class itemize how to prevent drug abuse - Pupils in small groups discuss health promotion behaviour - Pupils in whole class to outline non-governmental organization - Pupils as a class evaluate moral responsibility	- Communication and Collaboration skills - Critical thinking and problem solving - Leadership and personal development skills - Citizenship	<b>LOCAL RESOURCES</b> - Chart showing a boy smoking <b>WEB RESOURCES</b> <a href="https://lessonplan.edudeign.com">https://lessonplan.edudeign.com</a> <b>VIDEO LINK:</b> <a href="http://youtube.com&gt;drugabuse,cases,signs">http://youtube.com&gt;drugabuse,cases,signs</a>
	Civic Education	<ul style="list-style-type: none"> <li>Types of social injustice</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Identify the types of social injustice</li> <li>Discuss the types of social on justice</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as an individual with the aid of photos identify types of social injustice</li> <li>Pupils in small groups discuss the types of social injustice as seen in the photos</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Resource person</li> <li>Photos</li> <li>newspapers</li> </ul> <b>WEB RESOURCES:</b> site link: <a href="https://www.cultofpedagogy.com/social-justice-resources/">https://www.cultofpedagogy.com/social-justice-resources/</a> <a href="https://sharemylesson.com/collections/social-justice-issues-collection">https://sharemylesson.com/collections/social-justice-issues-collection</a>
	Security Education	Punishment for various threats to personal security e.g. rape and cultism,	By the end of the lesson, pupils should be able to: i) list types of threat, ii) state punishment for various threats mentioned above.	- Pupils as a class identify some types of threat to their personal security - Pupils as a class invent some punishment to the threat mentioned above -Pupils as a small groups develop ways to curb those threat mentioned above	Communication and collaboration -Critical thinking and problem solving -Creativity and imagination	<b>WEB RESOURCES:</b> <b>SITE LINKS</b> <a href="https://thenigerialawyer.com/new-punishment-for-rape-in-nigeria/">https://thenigerialawyer.com/new-punishment-for-rape-in-nigeria/</a> <a href="https://infoquidenigeria.com/punishments-cultism-nigeria-nigeria-law/">https://infoquidenigeria.com/punishments-cultism-nigeria-nigeria-law/</a>
9	Social Studies	Pollution - Meaning of pollution - Sources and causes of air pollution	By the end of the lesson pupils should be able to: 1. Define pollution 2. Outline sources of air pollution 3. Describe causes of land pollution	- Pupils as a class deliberate on the meaning of pollution - Pupils as a group share the causes of air pollution - Whole class brain storm on pollution	- Communication and Collaboration skills - Critical thinking and problem solving - Leadership and personal development - Citizenship	<b>LOCAL RESOURCES</b> - Charts showing pollution (smoke) <b>WEB RESOURCES:</b> <a href="http://www.nrdc.org">http://www.nrdc.org</a> <a href="http://www.livesciences.com">http://www.livesciences.com</a> <b>VIDEO LINK:</b> <a href="http://youtube.com">http://youtube.com</a>

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WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Civic Education	how to communicate social injustice	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Identify how to communicate social injustice</li> <li>discuss how to communicate social injustice</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in pairs identify how to communicate social justice.</li> <li>Pupils in small groups role play how to communicate social justice</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Resource person</li> <li>Photos</li> <li>newspapers</li> </ul> <b>WEB RESOURCES:</b> site link: <a href="https://sharemylesson.com/collections/social-justice-issues-collection">https://sharemylesson.com/collections/social-justice-issues-collection</a>
	Security Education	Child's right law I	By the end of the lesson, pupils should be able to: i) define the term law, ii) illustrate the meaning of right iii) analyses the child right act in Nigeria	<ul style="list-style-type: none"> <li>Pupils as a class brainstorm on the meaning of Law</li> <li>Pupils as a class discuss the child rights law.</li> <li>Pupils are divided into small groups to examine child right Act in Nigeria</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Communication and collaboration</li> <li>Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES</b> Chart showing the list of child right Act in Nigeria  <b>WEB RESOURCES:</b> SITE LINK  <a href="https://en.wikipedia.org/wiki/child-rights-Act-in-nigeria">https://en.wikipedia.org/wiki/child-rights-Act-in-nigeria</a>
10	Social Studies	Natural disaster - Meaning of natural and unnatural disaster - Causes of natural disaster - Effect of natural disaster on life and property	By the end of the lesson pupils should be able to: 1. Define natural disaster 2. Explain unnatural disaster 3. List causes of natural disaster 4. Describe effect of natural disaster on life and property	<ul style="list-style-type: none"> <li>Pupils as a class discuss natural disaster and unnatural disaster</li> <li>Pupils in pairs to deliberate on causes of natural disaster and the effect of natural disaster on life and property</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>Charts showing flood or earthquake</li> </ul> <b>WEB RESOURCES:</b> <a href="http://www.sciencedirect.com&gt;naturaldisaster">http://www.sciencedirect.com&gt;naturaldisaster</a> <a href="http://study.com&gt;academy&gt;lesson">http://study.com&gt;academy&gt;lesson</a>  <b>VIDEO LINK:</b> <a href="http://m.youtube.com">http://m.youtube.com</a>
	Civic Education	REVISION				
	Security Education	Child's right law II	By the end of the lesson, pupils should be able to: i) determine a child under the child right Act, ii) enumerate child right law in Lagos state.	<ul style="list-style-type: none"> <li>Pupils as a class interpret the meaning of a child under the law</li> <li>Pupils as a class brainstorm on child violation</li> <li>Pupils in small groups describe Lagos State child right law</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Communication and collaboration</li> <li>Imagination</li> <li>Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES</b> Chart showing child right law of Lagos state. <b>WEB RESOURCES:</b> SITE LINK <b>WEB RESOURCES:</b> SITE LINK <a href="https://laws.lawnigeria.com/2018/03/01/child-rights-law/">https://laws.lawnigeria.com/2018/03/01/child-rights-law/</a>
11	Social Studies	Mechanized agriculture - Concept of mechanized agriculture - Agricultural mechanized - Problems of mechanized agriculture - Modern agricultural technology to fishing and farming	By the end of the lesson pupils should be able to: 1. Explain the concept of mechanized agriculture 2. Lists agriculture machines 3. Outline problems of mechanized agriculture 4. Describe modern agricultural technology to fishing and farming	<ul style="list-style-type: none"> <li>Pupils as a class brainstorm the concept of mechanized agriculture</li> <li>Whole class itemize agriculture machines</li> <li>Pupils as a group discuss the problems of mechanized agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Critical thinking and problem solving</li> </ul>	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>Chart/picture showing tools of farming</li> </ul> <b>WEB RESOURCES:</b> <a href="http://en.m.wikipedia.org&gt;wiki&gt;mecanizedagricultue">http://en.m.wikipedia.org&gt;wiki&gt;mecanizedagricultue</a> <a href="http://steemit.com&gt;fams&gt;">http://steemit.com&gt;fams&gt;</a> <b>VIDEO LINK:</b> <a href="http://m.youtube.com">http://m.youtube.com</a>
	Civic Education	REVISION				
	Security Education	REVISION				
12-13	REVISION /EXAMINATION					

#### ACHIEVEMENT STANDARD

At the end of Primary 5, pupils are able to:

- Maintain safety rules at home and school.
- Avoid keeping bad friends.
- Liaise with the local security agents (parents, schools and communities) in combating crime in the society.
- Track down behaviour that could lead to threat to avoid punishment.





**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**NATIONAL VALUES EDUCATION**  
**PRIMARY SIX FIRST TERM**

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Social Studies	External Influence on Nigeria life: - Language - Family system - Behaviour of family members - Food - Music and Education - Working mothers or parents - Influence of religion on Nigeria family life - Marriage pattern (relationship between members) - General behaviour of family	By the end of the lesson pupils should be able to: 1. Describe how the external influence on Nigeria family life in terms of: Family system, language, behaviour, family members, food, music and education 2. Explain how religion influence Nigerian family life; marriage pattern, relationship between family members general behaviour of family members 3. Discuss the influence of working parents on the Nigeria family life. Inadequate attention to the children, use of baby seaters putting children in day care. More in week 2	- Pupils as a class brainstorm on how external influence affect our family life (language: not many of our children can speak - Pupils as a class mention how much of the members of their extended family they know.	- Communication and Collaboration skills - Critical thinking and problem solving skills - Leadership and personal development  - Creativity and Imagination	<b>LOCAL RESOURCES</b> Chart – our native way of life against the foreign e.g. Prostrating – shaking of hand Iya mi – My mummy Extended family – Nuclear Iyan – Salad etc. <b>WEB LINK:</b> <a href="http://Familyiran.org&gt;1211&gt;pages&gt;Nigeria-marriage-in-Nigeria.html">http://Familyiran.org&gt;1211&gt;pages&gt;Nigeria-marriage-in-Nigeria.html</a> <b>VIDEO LINK:</b> <a href="http://www.youtube&gt;NigeriaFamilyLife,externalinNigeriafamily">http://www.youtube&gt;NigeriaFamilyLife,externalinNigeriafamily</a>
	Civic Education	Readiness test / loyalty • Definition and meaning of national honors awards • Type of national honor award	By the end of the lesson pupils should be able to: • explain national honors award  • Mention the types of national honor award, e.g ONE, CON GCON etc • Describe the types of national honor award	• Pupils as a class brainstorm on the meaning of national Honor award. • Pupils in pairs highlight the types of national Honor award. • Pupils in small groups observe national Honor award, pictures or plaques displayed	• Communication and collaboration • Critical thinking and problem solving  • Leadership and personal development • citizenship	<b>AUDIO VISUAL RESOURCES:</b> • Pictures of individuals decorated with national honors • Award plaque  <b>WEB RESOURCES:</b> • site link: <a href="https://lessonplan.edu/delight.com/national-honours-awards/">https://lessonplan.edu/delight.com/national-honours-awards/</a>
	Security Education	Personal Security	By the end of the lesson, pupils should be able to: I. Define personal security II. Identify adults they can reach out to in times of problems III. Tell why we need personal security	-Pupils as individuals Describe personal security -Pupils in pairs illustrate people they can reach out to in problems -Pupils as a class justify why there is need for personal security	-Communication and collaboration -Citizenship -Digital literacy	<b>AUDIO-VISUAL RESOURCES</b> -Textbook -Free cyber security -Free cybervideos  <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="http://www.understood.com">www.understood.com</a>
2	Social Studies	The influence of working parents on the Nigerian Family - Use of body sitters - Putting children in the day care institution - More income is generated for the family	By the end of the lesson pupils should be able to:  Describe working parents from the above	- Pupils as a class share the experience of their working parents on the family (who pick them from school, prepare their foods, take care of them generally)	- Communication and Collaboration skills - Critical thinking and problem solving - Leadership and personal development skills - Citizenship	<b>LOCAL RESOURCES</b> Chart – Implication of working mother on the children. <b>WEB LINK:</b> <a href="http://lessonplan.dudelight.com&gt;external-influencennigeriafamilylife">http://lessonplan.dudelight.com&gt;external-influencennigeriafamilylife</a> <b>VIDEO LINK:</b>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		- Lack of parental care and moral up bringing				<a href="http://youtube&gt;wh ydoparents spendsomuchone arlychildcare">http://youtube&gt;wh ydoparents spendsomuchone arlychildcare</a>
	Civic Education	<ul style="list-style-type: none"> <li>examples of peoples rewarded with national honor</li> </ul>	<p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> <li>Mention at least five national heroes and heroine e.g Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Albert Macaulay etc</li> <li>Arrange the pictures of national honor award receipt in a chart.</li> <li>Identify the award received by each</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in pairs identify the heroes and heroine and award received.</li> <li>Pupils in small groups arrange newspapers cutting of national Honor award recipient in a chart</li> <li>Pupils as individuals walk round the chart and identify the award received by each recipient</li> </ul>	<ul style="list-style-type: none"> <li>Leadership and personal development</li> <li>Communication and collaboration</li> <li>Creativity and imagination</li> <li>Citizenship</li> <li>Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>Posters of national award recipients</li> <li>Newspapers</li> </ul> <p>Cutting</p> <p><b>WEB RESOURCES</b></p> <ul style="list-style-type: none"> <li>Site link: <a href="https://lessonplan.edudelight.com/national-honours-awards/">https://lessonplan.edudelight.com/national-honours-awards/</a></li> <li>Video link: <a href="https://www.youtube.com/watch?v=qg2IRBsRYSM">https://www.youtube.com/watch?v=qg2IRBsRYSM</a></li> </ul>
	Security Education	Types of personal Security	<p>By the end of the lesson, pupils should be able to:</p> <p>I. Mention the types of security</p> <p>II. Explain the types of security</p> <p>III. Classify the categories of security</p>	<p>-Pupils as a class mention the types of personal security</p> <p>-Pupils as individual explain the types of security</p>	<p>Communication and collaboration</p> <p>-Digital literacy</p>	<p><b>AUDIO-VISUAL RESOURCES</b></p> <p>-Textbook chart showing the types of security</p> <p><b>WEB RESOURCES:</b></p> <p><b>SITE LINK</b></p> <p><a href="http://www.ehow.com">www.ehow.com</a></p>
3	Social Studies	<p>Inter Marriage.</p> <p>Meaning of</p> <ul style="list-style-type: none"> <li>Intermarriage</li> <li>Intra ethnic marriage</li> <li>Advantages (inter and intra ethnic)</li> <li>Disadvantages (inter and intra ethnic marriage)</li> <li>Value that foster intermarriage (affection, tolerance, unity, cooperation etc)</li> </ul>	<p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain intermarriage and intra marriage</li> <li>List the gains of inter and intra ethnic marriage</li> <li>Mention the disadvantages of inter and intra ethnic marriage</li> <li>Identify values promoting intermarriage</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class discuss inter and intra ethnic marriage</li> <li>Pupils as a class count the cost of intermarriage (affection, tolerance, unity)</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration skills</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development skills</li> <li>Creativity and Imagination</li> <li>Citizenship</li> </ul>	<p><b>LOCAL RESOURCES</b></p> <p>Chart showing inter and intra ethnic marriage</p> <p><b>WEB LINK:</b></p> <p><a href="http://ftp.iza.org&gt;inter-and-intra-marriage">http://ftp.iza.org&gt;inter-and-intra-marriage</a></p> <p><b>VIDEO LINK:</b></p> <p><a href="http://youtube.com/are-interethnic-marriage-acceptable">http://youtube.com/are-interethnic-marriage-acceptable</a></p>
	Civic Education	<ul style="list-style-type: none"> <li>Reasons for national honor award</li> </ul>	<p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> <li>Identify reason for nation honors award</li> <li>Reward for hard work, obedience, patriotism, encouragement</li> <li>Discuss reason for national honor award</li> <li>Demonstrate attitude/values allowing people to receive award</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in pairs identify reasons for award</li> <li>Pupils as a class discuss reason for national Honor award</li> <li>Pupils in groups role play good values that allows for national Honor award</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>charts stating the reasons for national honors</li> </ul> <p><b>WEB RESOURCES:</b></p> <ul style="list-style-type: none"> <li>site link: <a href="https://lessonplan.edudelight.com/national-honours-awards/">https://lessonplan.edudelight.com/national-honours-awards/</a></li> </ul>

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WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
						<ul style="list-style-type: none"> <li>video link: <a href="https://www.youtube.com/watch?v=qg2IRB8RYSM">https://www.youtube.com/watch?v=qg2IRB8RYSM</a></li> </ul>
	Security Education	Importance of Personal Security	By the end of the lesson, pupils should be able to: I. Describe the importance of Personal Security II. Justify the importance of Personal Security	-Pupils in small groups describe the importance of personal security -Pupils in pairs discuss the importance of personal security -Pupils as a class justify the importance of personal security	- Citizenship - Communication and collaboration Digital literacy	<b>AUDIO-VISUAL RESOURCES</b> -Textbook  <b>WEB RESOURCES:</b> SITE LINK <a href="http://www.exclusec.co.uk">www.exclusec.co.uk</a>
4	Social Studies	Marital Failure	By the end of the lesson pupils should be able to: - Explain marital failures - Itemize reason for marital failure - Identify sexual behaviours that promote STD/HIV/AIDS	- Whole class discuss marital failure (meaning and reasons) - Pupils as a class discuss STDS/HIV/AIDS EDUCATION - Pupils as a class itemize reason for marital failure	- Communication and Collaboration - Critical thinking and problem solving - Leadership and personal development skills - Creativity and Imagination	<b>LOCAL RESOURCES</b> Flash card- reasons for marital failure <b>WEB LINK:</b> <a href="http://www.leit11.com/majorproblems/whomtoagefail">http://www.leit11.com/majorproblems/whomtoagefail</a> <b>VIDEO LINK:</b> <a href="http://youtube.com/sonsformarriagefailure">http://youtube.com/sonsformarriagefailure</a> <a href="http://youtube.com/asonswhywomstopledivorce">http://youtube.com/asonswhywomstopledivorce</a>
	Civic Education	<ul style="list-style-type: none"> <li>Concepts of valuing Nigerian goods</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Explain the concept of valuing Nigeria goods</li> <li>Identify some Nigeria made goods</li> <li>Analyze the worth value of Nigeria goods</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as class interact to show understanding of valuing Nigeria made goods.</li> <li>Pupils in pairs display some Nigeria made goods.</li> <li>Pupils in small groups describe the worthy value of Nigeria made goods by making a comparison between imported goods and Nigeria made goods.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>pictorial display of Nigeria goods/ commodities</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://lessonedudelight.com/valuing-nigerian-goods/">https://lessonedudelight.com/valuing-nigerian-goods/</a></li> </ul>
	Security Education	Precautionary measures on personal security	By the end of the lesson, pupils should be able to: I. List the precautionary measures on personal security II. Discuss the precautionary measures on personal security III. Analyze precautionary measures such as technology devices( camera) IV. Formulate security policies	-Pupils as individual mention the precautionary measures on personal security -Pupils in pairs discuss the precautionary measure -Pupils as a class develop precautionary measures such as technological devices -Pupils in small groups design precautionary measures on chart(video, gate, lightning etc).	- Critical thinking and problem solving - Communication and collaboration - Digital literacy	<b>AUDIO-VISUAL RESOURCES</b> -Textbook, -camera, -gate, -lightning, -charts, -gallery walk  <b>WEB RESOURCES:</b> SITE LINK <a href="http://www.protectivesecurity.t.nz">www.protectivesecurity.t.nz</a>
5	Social Studies	- Some foreign cultures that are affecting our values and cultures(dress, foods, religions practice)	By the end of the lesson pupils should be able to: - Mention some foreign cultures that are affecting our values and culture	- Pupils in small groups discuss the cultures of their ethnic group (dress, food and religion practice) - Pupils as a class brainstorms how foreign	- Communication and Collaboration - Critical thinking and problem solving	<b>LOCAL RESOURCES</b> Chart showing: Foreign culture against our culture e.g. Greeting, Dressing, respect for elders etc.



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		- Advantages and disadvantages of foreign cultures (advantages- better ways of doing things, education, health etc.) (disadvantages, destruction of traditional value, immorality, violence etc)	- Discuss the advantages of foreign cultures on our culture - Itemize the disadvantages of foreign culture on our culture	cultures affect our indigenous values.	- Leadership and personal development  - Creativity and Imagination	<b>WEB LINK:</b> <a href="http://allafrica.com/how-western-culture-erodes-value-among-Nigerian">http://allafrica.com/how-western-culture-erodes-value-among-Nigerian</a> <b>VIDEO LINK:</b> <a href="http://youtube/influenceofbritishcolonisationonNig">http://youtube/influenceofbritishcolonisationonNig</a>
	Civic Education	<ul style="list-style-type: none"> <li>Reason why we should value Nigerian goods</li> <li>(b) examples of Nigerian goods</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Identify reason we should value Nigeria goods</li> <li>Give at least five examples of Nigeria goods e.g groundnut oil, palm oil, cocoa, petrol, cement.</li> <li>Justify the preference of Nigeria goods to imported goods</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small groups suggest reason why we should value Nigeria goods</li> <li>Pupils in pairs displays example of Nigeria goods</li> <li>Pupils as individuals debate the necessity to value Nigeria made goods</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Pictures of Nigerian foods and goods</li> <li>Real objects e.g palm oil, cocoa etc</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://lessonplan.edudelight.com/valuing-nigerian-goods/">https://lessonplan.edudelight.com/valuing-nigerian-goods/</a></li> </ul>
	Security Education	Personnel to contact during emergency	By the end of the lesson, pupils should be able to: I. Mention the security agents to contact during emergency	-Pupils as individual mention various bodies to contact during emergency -Pupils as a class identify some personnel such as	-Creativity and imagination -Critical thinking and problem solving	<b>AUDIO-VISUAL RESOURCES</b> -Textbook, -picture diagram of emergency personnel  <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="http://www.shrm.org/toolkits/pages">www.shrm.org&gt;toolkits&gt;pages</a>
			II. Give examples of some personnel security to contact during emergency explain the work of the security personnel	LASAEC, fire fighters, SQUAD RESPONSE etc. Pupils as a class describe the duties of the security personnel		<b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="http://www.shrm.org&gt;toolkits&gt;pages">www.shrm.org&gt;toolkits&gt;pages</a>
6	Social Studies	Religious Intolerance in Nigeria. - Concept of religious intolerance - Causes of religious intolerance - Control of religious intolerance	By the end of the lesson pupils should be able to: - Describe the concepts of Religious intolerance - Explain causes of religious intolerance in Nigeria - Suggest ways of controlling religious intolerance in Nigeria	- Pupils as a group discuss their experiences and attitude towards people from other religion - Pupils as a class brainstorm to the control of Religion intolerance	- Communication and Collaborative skills - Critical thinking and problem solving skills - Creativity and Imagination - Citizenship	<b>LOCAL RESOURCES</b> Photograph of religious crises e.g. Matazine in Kaduna. Hausa/people in southern Kaduna Zangokataf <b>WEB LINK:</b> <a href="http://www.zarewiqua.org/zarewiqua-intolerance-in-contemporary-nigeria.php">http://www.zarewiqua.org/zarewiqua-intolerance-in-contemporary-nigeria.php</a>  <a href="http://puching.com/religious-intolerance-killing-Nigeria">http://puching.com/religious-intolerance-killing-Nigeria</a> <b>VIDEO LINK:</b> <a href="http://youtube/religious-tension-cranks-up-in-Nigeria">http://youtube/religious-tension-cranks-up-in-Nigeria</a>
	Civic Education	<ul style="list-style-type: none"> <li>Benefit of patronizing</li> </ul>	By the end of the lesson pupils should be able to:	<ul style="list-style-type: none"> <li>Pupils as a class identify some Nigeria made goods</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b>

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WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		Nigerian goods	<ul style="list-style-type: none"> <li>Identify at least four benefit of patronizing made in Nigerian goods</li> <li>Analyze the benefit of patronizing Nigerian goods.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in pairs displays in a chart the goods</li> <li>Pupils in small groups analyze the benefit of patronizing Nigeria goods</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> <li>Digital literacy</li> </ul>	<ul style="list-style-type: none"> <li>A picture showing a couple arguing with one another over Nigeria made goods</li> </ul> <p><b>WEB RESOURCES:</b></p> <ul style="list-style-type: none"> <li>site link: <a href="https://lessoneduelight.com/using-nigerian-goods/">https://lessoneduelight.com/using-nigerian-goods/</a></li> <li>video link: <a href="https://www.youtube.com/watch?v=WB2EK3dU1-A">https://www.youtube.com/watch?v=WB2EK3dU1-A</a></li> </ul>
	Security Education	Emergency phone numbers	By the end of the lesson, pupils should be able to: I. Mention important security numbers II. Describe the appropriate personnel to contact during emergency	-Pupils as a class identify various emergency phone numbers -Pupils as a class describe the appropriate personnel to contact during emergency	Critical thinking and problem solving Digital literacy Leadership and personal development	<p><b>AUDIO-VISUAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>-Charts,</li> <li>-textbook,</li> <li>-phones</li> </ul> <p><b>WEB RESOURCES:</b></p> <p><b>SITE LINK</b></p> <p>nigerianinfopoceda.com/9</p>
7	<b>MID TERM BREAK</b>					
8	Social Studies	Labour and Trade union - Concept of Labour - Example of labour and trade union in Nigeria	By the end of the lesson pupils should be able to:  - Describe the concept of labour and trade union - Give example of labour and trade union	- Pupils as a class discuss various trade groups their parents belong to (e.g. NURTW, National Association of Market Men and Women etc.) - Pupil as a class write in full the following acronyms: NUT, NBA, NASU, NMA, NLC, TUC, NUPENG, etc.	- Communicative and Collaborative  - Creativity and Imagination - Citizenship	<p><b>LOCAL RESOURCES</b></p> <p>Chart – Labour and trade union in Nigeria</p> <p><b>WEB LINK:</b></p> <p><a href="http://businesslionary.com/what-is-trade-union/">http://businesslionary.com/what-is-trade-union/</a></p> <p><a href="http://economicsindiaimes.in/nigeria-s-10-most-powerful-trade-unions/">http://economicsindiaimes.in/nigeria-s-10-most-powerful-trade-unions/</a></p> <p><b>VIDEO LINK:</b></p> <p><a href="http://www.eyarh.com/types-of-trade-union-shuswhe-nigeria">http://www.eyarh.com/types-of-trade-union-shuswhe-nigeria</a></p>
	Civic Education	<ul style="list-style-type: none"> <li>Reason why made in Nigerian goods suffer low percentage</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Mention at least three reason why made in Nigerian goods suffer low patronage e.g government policy, fake product, exchange rate</li> <li>explain the reason why made in Nigerian goods suffer low patronage</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small groups highlight the reason why Nigeria made goods are suffering low patronage.</li> <li>Pupils in pairs display the fake goods</li> <li>Pupils as individual walk round the displayed goods to explain why there is low patronage for Nigeria goods</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<p><b>AUDIO VISUAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>x Pictures showing the low quality of some Nigerian made goods</li> </ul> <p><b>WEB RESOURCES</b></p> <ul style="list-style-type: none"> <li>site link: <a href="https://lessoneduelight.com/using-nigerian-goods/">https://lessoneduelight.com/using-nigerian-goods/</a></li> <li><a href="https://lessoneduelight.com/german-and-foreign-made-goods-2/">https://lessoneduelight.com/german-and-foreign-made-goods-2/</a></li> </ul>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Security Education	Acting properly in the face of danger	By the end of the lesson, pupils should be able to: I. Explain the meaning of danger II. Illustrate what to do in the face of danger III. Act properly in the face of danger IV. Improve on fighting danger	-Pupils as a class demonstrate what to do in the face of danger -Pupils as a class analyze who to call in the face of danger -Pupils as an individual be careful of where they go and who they visit.	-Critical thinking and problem solving- Communication and collaboration -Leadership and personal development Digital literacy	<b>AUDIO-VISUAL RESOURCES</b> -Textbook -Pictorial chart  <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="http://www.foxnews.com">www.foxnews.com</a>
9	Social Studies	Wages and income distribution - Concept of wages and income distribution - Relationship between income and standard of living - Factors determining wages and income - Causes of wage increase Aspect of income management. (Household, needs, savings, investment, charity, reserve etc.)	By the end of the lesson pupils should be able to: - Discuss the concept of wages and income distribution - Itemize the relationship between income and standard of living - Explain factors determining wages and income - List the causes of wages increase - Identify factors in income management	- Pupils as a class discuss various ways people get money (income) - Pupil in small groups discuss reasons why doctor's salary is more than teachers - Pupils as a class discuss how money is spent (income)	- Communication and Collaboration - Critical thinking and problem solving - Leadership and personal development skills - Creativity and Imagination	<b>LOCAL RESOURCES</b> Chart – wages and income distribution. E.g the senate – University lecturer <b>WEB LINK:</b> <a href="http://www.lessonplan.edudelight.com/wagesandincomedistri_wikipedia">http://www.lessonplan.edudelight.com/wagesandincomedistri_wikipedia</a> = <a href="http://www.incomedistribution">incomedistribution</a> <b>VIDEO LINK:</b> <a href="http://youtube/wagesandincomedistribution">http://youtube/wagesandincomedistribution</a>
	Civic Education	<ul style="list-style-type: none"> <li>Problems on developing positive attitude towards made in Nigerian goods</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Identify problems of developing positive attitude towards made in Nigeria goods</li> <li>Explain problems of developing positive attitude towards made in Nigeria goods</li> <li>Demonstrate some of the positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small groups interact to identify the problem of developing positive attitude towards made in Nigeria goods</li> <li>Pupils as a class brainstorm on the problem of developing positive attitude towards made in Nigeria goods</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> Real items display of Nigeria made goods <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://lessonplan.edudelight.com/nigerian-and-foreign-made-goods-2/">https://lessonplan.edudelight.com/nigerian-and-foreign-made-goods-2/</a></li> </ul>
	Security Education	REVISION				
10	Social Studies	Employment - Employment - Unemployment - Problems of unemployment (drug trafficking and abuse, begging)	By the end of the lesson pupils should be able to: - Define employment and unemployment. - Discuss causes of unemployment	- Pupils as a class share ideas about meaning of working for income (Employment and its opposite.	- Communication and Collaboration skills - Critical thinking and problem solving - Leadership and personal development	<b>LOCAL RESOURCES</b> Chart – solution to unemployment <b>WEB LINK:</b> <a href="http://wikipedia/unemployment">http://wikipedia/unemployment</a> <b>VIDEO LINK:</b>







**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**NATIONAL VALUES EDUCATION**  
**PRIMARY SIX SECOND TERM**

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Social Studies	Revision of Last term examination			<ul style="list-style-type: none"> <li>- Communicative and Collaborative</li> <li>- Critical thinking and problem solving</li> <li>- Leadership and personal development</li> <li>- Creativity and Imagination</li> </ul>	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>- Notes and Textbooks</li> </ul>
	Civic Education	Revision of last term's work readiness quest concept of national values	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>• Pupils should be able to:</li> <li>• Explain values</li> <li>• Analyze the concept of national value.</li> <li>• Mention examples of national values.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils as a class brainstorm values.</li> <li>• Pupils in small groups analyses the concept of national values</li> <li>• Pupils as individual cut out cardboard to display the examples of the values of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Leadership and personal development</li> <li>• Citizenship</li> <li>• Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>x Poster displaying different values e.g cooperation, tolerance etc</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>• site link: <a href="https://lessonplan.edudelight.com/values-that-promote-peace/">https://lessonplan.edudelight.com/values-that-promote-peace/</a></li> </ul>
	Security Education	REVISION				<a href="http://livingvalues.net/children-ages-8-14">http://livingvalues.net/children-ages-8-14</a>
2	Social Studies	Resources utilization <ul style="list-style-type: none"> <li>- Importance of natural resources</li> <li>- Overutilization of natural resources</li> <li>- Danger of overutilization</li> <li>- Underutilization of natural resources</li> <li>- Problems of underutilization of natural resources</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>- Appreciate the importance of natural resources to the country</li> <li>- Describe overutilization of resources and itemize the implications of overutilization of natural resources</li> <li>- Describe underutilization of resources and mention the danger of underutilization of resources</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class discuss resources and natural resources</li> <li>- Whole class brainstorm on the result of over utilization and under utilization</li> </ul>	<ul style="list-style-type: none"> <li>- Communication and Collaboration skills</li> <li>- Critical thinking and problem solving</li> <li>- Leadership and personal development skills</li> <li>- Citizenship</li> </ul>	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>- Chart – Nigeria Natural Resources</li> </ul> <b>WEB LINK:</b> <a href="http://legit.ng/listofnaturalresourcesinNigeria">http://legit.ng/listofnaturalresourcesinNigeria</a> <b>VIDEO LINK:</b> <a href="http://m.youtube.com/majornaturalresourcesinNigeria">http://m.youtube.com/majornaturalresourcesinNigeria</a>
	Civic Education	<ul style="list-style-type: none"> <li>• Types of values that promotes peace.</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>• Mention and explain at least Five (5) types of values that promote peace. Honesty, Tolerance, Respect.</li> <li>• Explain types of national value that promotes peace</li> <li>• demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils as a class suggest the types of values that promote peace.</li> <li>• Pupils in pairs share ideas and share ideas with the whole class on the types of national values that promotes peace.</li> <li>• Pupils in small groups play some of the national values e.g honesty.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and personal development</li> <li>• Communication and collaboration</li> <li>• Creativity and imagination</li> <li>• Citizenship</li> <li>• Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES</b> <ul style="list-style-type: none"> <li>• Pictures of citizens paying respect to elderly ones and respect to the national flag.</li> </ul> <b>WEB RESOURCES</b> <ul style="list-style-type: none"> <li>• Site link: <a href="https://lessonplan.edudelight.com/values-that-promote-peace/">https://lessonplan.edudelight.com/values-that-promote-peace/</a></li> <li>• Video link: <a href="https://parenting.firs">https://parenting.firs</a></li> </ul>

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Security Education	Security Management	By the end of the lesson, pupils should be able to: I. Define security management II. List examples of security management	-Pupils in pairs discuss security management -Pupils as a class list the examples of security management	-Citizenship -Critical thinking and problem solving	<a href="http://tcry.com/articles/moral-values-you-must-teach-your-kids/">tcry.com/articles/moral-values-you-must-teach-your-kids/</a> <b>AUDIO-VISUAL RESOURCES</b> -Textbook <b>WEB RESOURCES:</b> SITE LINK <a href="http://en.m.wikipedia.org">en.m.wikipedia.org</a>
3	Social Studies	Labour Force: - Meaning - Trading the population to be healthy and productive - Implication of poor health on Labour force	By the end of the lesson pupils should be able to: - Define labour force - Recognize ways of training the population to be healthy and productive - Mention the implication of poor health on labour force	- Pupils as a class discuss what happens when one in working with poor health  - Pupils as a group itemized the implication of poor health on Labour force.	- Communication and Collaboration - Critical thinking and problem solving - Leadership and personal development  - Creativity and Imagination	<b>LOCAL RESOURCES</b> - Chart - Nigeria Natural Resource <b>WEB LINK:</b> <a href="http://www.annualviews.org/relationshipbetweenhealthandlabour-annual">http://www.annualviews.org/relationshipbetweenhealthandlabour-annual</a> <b>VIDEO LINK:</b> <a href="http://www.ilo.org/wcms_686571">http://www.ilo.org/wcms_686571</a>
	Civic Education	Continuation of (wk3) • Types of values that promote peace	By the end of the lesson pupils should be able to: • Mention: Self-control, Moderation, Comproment • Explain national values that promotes peace • Bring out the benefit of having values	• Pupils in small groups suggest values that promote peace. • Pupils as a class discuss values that promote peace. • Pupils in pairs role play self control, moderation each standing for a value to demonstrate the benefit.	• Communication and collaboration • Critical thinking and problem solving • Leadership and personal development • Citizenship • Digital literacy	<b>AUDIO VISUAL RESOURCES:</b> • Newspaper displaying the national football team showing respect to the Nigerian flag • Pictures of a citizen paying tax and another obeying traffic light. <b>WEB RESOURCES:</b> • site link: <a href="https://lessonplan.dudelight.com/videos-that-promote-peace/">https://lessonplan.dudelight.com/videos-that-promote-peace/</a> • Video link: <a href="https://careertech.tcry.com/articles/moral-values-you-must-teach-your-kids/">https://careertech.tcry.com/articles/moral-values-you-must-teach-your-kids/</a>
	Security Education	Types of security management	By the end of the lesson, pupils should be able to: I. mention the types of security management II. describe the types of security management mentioned	-Pupils as individual mention the types of security -Pupils as a class discuss the types of security management mentioned	-Creativity and imagination -Critical thinking and problem solving	-AUDIO-VISUAL RESOURCES -Textbook -Chart -Excursion <b>WEB RESOURCES:</b> SITE LINK <a href="http://developer.mozilla.org">developer.mozilla.org</a>
4	Social Studies	Transport and Communication - Water and Air transportation (meaning and Examples)	By the end of the lesson pupils should be able to: - Describe water and Air transportation in Nigeria	- The whole class draw/sketch a means of water and air transportation or download on their system. Pupils as a class discuss communication networks	- Communication and Collaboration skills - Critical thinking and problem solving - Creativity and Imagination	<b>LOCAL RESOURCES</b> - Chart - Picture on water and air transportation (ship and airplane) <b>WEB LINK:</b>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>- Problems and solution of Air and Water transportation in Nigeria</li> <li>- Communication system in Nigeria (meaning and examples)</li> <li>- When and how to use means of telecommunication</li> <li>- Why telecommunication do not work</li> </ul>	<ul style="list-style-type: none"> <li>- Pinpoint problems and solution to Air and Water transportation in Nigeria</li> <li>- Describe communication and give examples in Nigeria, when and how they are used</li> <li>- Troubleshoot in communication system</li> </ul>	providers in Nigeria (GLO, MTN, 9Mobile and Airtel). Mention in also examples of phones		<a href="http://lessonplan.edudelight.com:water-and-air-transportation-in-Nigeria">http://lessonplan.edudelight.com:water-and-air-transportation-in-Nigeria</a> <b>VIDEO LINK:</b> <a href="http://Youtube.trans-port-lesson-air-and-water-transport">http://Youtube.trans-port-lesson-air-and-water-transport</a>
	Civic Education	<ul style="list-style-type: none"> <li>• Concept of cooperation</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>• Explain the</li> <li>• Meaning of cooperation</li> <li>• Mention the attribute of cooperation</li> <li>• Describe the attribute of cooperation.</li> <li>• Communal efforts</li> <li>• Shared responsibilities</li> <li>• Willingness to assist               <ul style="list-style-type: none"> <li>• National unity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils as a class share ideas on concept of cooperation.</li> <li>• Pupils as individuals suggest attributes of cooperation.</li> <li>• Pupils in pairs walk down to observe displayed what on attributes of values</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Leadership and personal development</li> <li>• citizenship</li> <li>• digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>• Pictures of kids working together on a school project</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>• site link: <a href="https://www.kidsintransitiontoschool.org/5-tips-for-teaching-cooperation/">https://www.kidsintransitiontoschool.org/5-tips-for-teaching-cooperation/</a></li> <li>• video link: <a href="https://www.youtube.com/watch?v=AA9MD2ceOBI">https://www.youtube.com/watch?v=AA9MD2ceOBI</a></li> </ul>
	Security Education	Importance of security management -At home -At school -In the society	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>mention the importance of security management at home, school and in the society</li> <li>describe the importance of security management at home, school and in society</li> <li>distinguish security management at home, school and in society</li> </ol>	-Pupils as a class mention the importance of security management at home, school and in the society -Pupils in pairs describe some security measures put in place in their environment -Pupils as a class discuss the importance of security management at home, school and in the society	-Citizenship -Leadership and personal development -Critical thinking and problem solving	<b>AUDIO-VISUAL RESOURCES</b> -Textbook -Chart -Excursion  <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="http://www.warriordoors.co.uk">www.warriordoors.co.uk</a>
5	Social Studies	Gender discrimination - Meaning and Areas of discrimination (examples) - Consequences of gender discrimination - Solution to gender discrimination	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>- Describe and give examples of areas of discrimination.</li> <li>- Itemize consequences of gender discrimination</li> <li>- Suggest ways of curbing gender discrimination in the society</li> </ul>	- Pupils as a class discuss ways in which male children are better than female - Whole class brainstorm how they can help to curb gender discrimination	- Communication and Collaboration - Critical thinking and problem solving - Creativity and Imagination - Citizenship	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>- Chart – Example of areas of discrimination</li> </ul> <b>WEB LINK:</b> <a href="http://www.inc.com:encyclopedia:gender-discrimination">http://www.inc.com:encyclopedia:gender-discrimination</a> <b>VIDEO LINK:</b> <a href="http://m.youtube.com:gender-discrimination-movie">http://m.youtube.com:gender-discrimination-movie</a>
	Civic Education	<ul style="list-style-type: none"> <li>• Concept of tolerance.</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>• Define tolerance</li> <li>• Demonstrate tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils in small groups discuss the concept of tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>• Posters displaying various characteristic of tolerance</li> </ul>

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WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			<ul style="list-style-type: none"> <li>Identify characteristics of tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in pairs role play tolerance</li> <li>Pupils as a class suggest character stict of tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Digital literacy</li> </ul>	<b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://blog.planbook.com/teaching-tolerance/">https://blog.planbook.com/teaching-tolerance/</a></li> <li>video link: <a href="https://study.com/academy/lesson/tolerance-lesson-for-kids-definition-quotes.html">https://study.com/academy/lesson/tolerance-lesson-for-kids-definition-quotes.html</a></li> </ul>
	Security Education	Precautionary measures in security management	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> <li>mention precautionary measures in security management</li> <li>explain precautionary measures in security management</li> <li>describe some examples of precautionary measures</li> </ol>	-Pupils as individual mention some precautionary measures -Pupils as a group discuss precautionary measures in security management Pupils as a class relate the topic to their immediate environment. -Pupils as a class describe some examples of precautionary measures in security management	-Critical thinking and problem solving -Digital literacy -Communication and collaboration	<b>AUDIO-VISUAL RESOURCES</b> <ul style="list-style-type: none"> <li>-Textbook</li> <li>-Phones</li> <li>-Camera</li> <li>-Laptops</li> <li>-CCTV Camera</li> <li>-Human being</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="http://www.wimi-teamwork.com">www.wimi-teamwork.com</a>
6	Social Studies	Group conflicts and cooperation - Meaning of conflicts and cooperation - Importance of communication cooperation - Controlling and avoiding conflict in our community - International conflicts a and organization meaning and causes.	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>- Describe conflicts and cooperation.</li> <li>- State the importance of communication and cooperation</li> <li>- Proper ways of controlling and avoiding conflicts in our community</li> <li>- Describe conflicts in the organization highlighting the causes</li> </ul>	<ul style="list-style-type: none"> <li>- The class as a whole discuss the concept of conflict</li> <li>- The whole class discuss how conflict can be resolved or avoided</li> <li>- Pupils as a class brainstorm on: can there be conflict among nations?</li> </ul>	<ul style="list-style-type: none"> <li>- Communication and Collaboration</li> <li>- Critical thinking and problem solving</li> <li>- Leadership and personal development skills</li> <li>- Citizenship</li> </ul>	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>- Ways of controlling conflict in our community</li> </ul> <b>WEB LINK:</b> <a href="http://highspeedtraining.co.uk/typesofgroupconflict">http://highspeedtraining.co.uk/typesofgroupconflict</a> <b>VIDEO LINK:</b> <a href="http://study.com/academy/causesofgroupconflict">http://study.com/academy/causesofgroupconflict</a>
	Civic Education	<ul style="list-style-type: none"> <li>Concepts of forgiveness</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Define forgiveness</li> <li>Mention attributes of forgiveness</li> <li>Explain attributes of forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small groups interact and share ideas on forgiveness</li> <li>Pupils in pairs do a paper cutting on characteristics of forgiveness and display it in a chart.</li> <li>Pupils in small groups narrates a story each to explain the characteristics of forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Chart showing attributes of forgiveness</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://www.monster.org/how-to-gradually-introduce-kids-to-the-debate-forgiveness/">https://www.monster.org/how-to-gradually-introduce-kids-to-the-debate-forgiveness/</a></li> <li>video links: <a href="https://www.kissmyehouse.com/parents-parenting-achievable-moments/teaching-kids-forgiveness">https://www.kissmyehouse.com/parents-parenting-achievable-moments/teaching-kids-forgiveness</a></li> </ul>
	Security Education	Safety and security management	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>define safety</li> </ol>	-Pupils as individual define safety	-Critical thinking and problem solving	<b>AUDIO-VISUAL RESOURCES</b> <ul style="list-style-type: none"> <li>-Textbooks</li> </ul>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			II. distinguish between safety and security management	-Pupils in small groups distinguish between safety and security management	-Leadership and personal development	-pictorial diagram  <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="http://www.controlglobal.com">www.controlglobal.com</a>
<b>MID TERM BREAK</b>						
7 8	Social Studies	International organization - Meaning and examples - Efforts of international bodies at solving the problems posed by COVID-19, HIV/AIDS and STDS	By the end of the lesson pupils should be able to: - Describe international organizations (with examples) - Pinpoint efforts international bodies at solving problems posed by COVID -19, HIV/AIDS and STDS.	- The class as a whole what other countries as a body (WHO) is doing on the issue of COVID-19	- Communication and Collaboration skills - Critical thinking and problem solving - Leadership and personal development skills - Creativity and Imagination	<b>LOCAL RESOURCES</b> - Chart – International organization  <b>WEB LINK:</b> <a href="http://unstats.un.org/listofinternationalorganization">http://unstats.un.org/listofinternationalorganization</a>  <b>VIDEO LINK:</b> <a href="http://m.youtube.com/richardburchillontheimportanceofinternationalorganization">http://m.youtube.com/richardburchillontheimportanceofinternationalorganization</a>
	Civic Education	• Concept of Self control	By the end of the lesson pupils should be able to: • Explain the meaning of self-control • Highlight characteristics of self-control • Demonstrate self-control	• Pupils as a class discuss the concept of self-control • Pupils in small groups demonstrate self-control. • Pupils in pairs walk down to identify the character of self-control displayed in the chart.	• Communication and collaboration • Critical thinking and problem solving • Leadership and personal development • Citizenship • Creativity and imagination • Digital literacy	<b>AUDIO VISUAL RESOURCES:</b> • Charts highlighting the characteristic of self-control  <b>WEB RESOURCES:</b> • site link: <a href="https://www.collinsdictionary.com/dictionary/english/self-control">https://www.collinsdictionary.com/dictionary/english/self-control</a> • video link: <a href="https://www.youtube.com/watch?v=H01brYwdSY">https://www.youtube.com/watch?v=H01brYwdSY</a>
	Security Education	Managing Security	By the end of the lesson pupils should be able to: I. cite ways to manage security II. develop ways of managing security ▫ Reduce risk exposure ▫ Assess, plan and design implementation of overall security management	-Pupils as a class mention ways to manage security -Pupils as a class discuss ways of managing security	-Communication and collaboration -Critical thinking and problem solving -Digital literacy	<b>AUDIO-VISUAL RESOURCES</b> -Textbook  <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="http://Securityintelligence.com">Securityintelligence.com</a>
9	Social Studies	Peace Education - Meaning of peace - Characteristics of tolerance - Attributes of Cooperation - Value that promote peace, - National Unity meaning and symbols of National Unity	By the end of the lesson pupils should be able to: - Describe peace as opposed to conflict - Identify characteristics of tolerance and cooperation - Express value that promote peace in the community - Describe and mention symbols of national unity	- Pupils as a class discuss a peaceful atmosphere as opposed to class - Pupils in small groups brainstorm on those things that must be present before talking about peace - Whole class discuss how can you identify Nigeria (flag, currency, anthem etc).	- Communication and Collaboration skills - Critical thinking and problem solving - Leadership and personal development skills - Citizenship	<b>LOCAL RESOURCES</b> - Chart – attributes of cooperation  <b>WEB LINK:</b> <a href="http://en.m.wikipedia.org/wiki/peace_education">http://en.m.wikipedia.org/wiki/peace_education</a>  <b>VIDEO LINK:</b> <a href="http://youtube/peace-education&gt;kennethleal">http://youtube/peace-education&gt;kennethleal</a>
	Civic Education	• Concept of moderation	By the end of the lesson pupils should be able to:	• Pupils in small groups compose a song on	• Communication and collaboration	<b>AUDIO VISUAL RESOURCES:</b>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			<ul style="list-style-type: none"> <li>Define moderation</li> <li>Explain the meaning of moderation</li> <li>State the characteristics of moderation</li> </ul>	medication and sing along with the whole class <ul style="list-style-type: none"> <li>Pupils as a class share ideas on meaning of moderation.</li> <li>Pupils in pairs identify the characteristics of moderation using flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of individuals showing self-comportment</li> <li>Charts displaying the characteristics of moderation</li> </ul> Chart WEB RESOURCES: <ul style="list-style-type: none"> <li>site link: <a href="https://www.vocabulary.com/dictionary/moderation">https://www.vocabulary.com/dictionary/moderation</a></li> </ul>
	Security Education	Threats to security	By the end of the lessons, pupils should be able to: <ol style="list-style-type: none"> <li>define threats</li> <li>mention common security threat               <ol style="list-style-type: none"> <li>Bonnets</li> <li>Hacking</li> <li>Malware</li> <li>Phishing etc</li> </ol> </li> </ol> Explain some security threats	-Pupils as individual define threats -Pupils in small groups discuss common security threats -Pupils as a class describe each security threat mentioned above	-Communication and collaboration -Critical thinking and problem solving -Leadership and personal development	<b>AUDIO-VISUAL RESOURCES</b> -Textbook -chart <b>WEB RESOURCES:</b> SITE LINK <a href="http://cyberthreatportal.com">cyberthreatportal.com</a>
10	Social Studies	Concepts of drug and drug abuse - Meaning of drug and drug abuse - Examples of drugs often abused - Consequence of drug abuse	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>- Describe drug and drug abuse</li> <li>- Mention examples of drugs often abused</li> <li>- Discuss the consequence of drug abuse</li> </ul>	- Pupils as a class discuss the concepts of drug and drug abuse as against medically prescribed dosage - Pupils discuss examples of drug often abused and reasons for doing so	- Communicative and Collaborative skills - Critical thinking and problem solving skills - Leadership and personal development skills - Citizenship skills	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>- Flash card – Examples of drugs abused</li> </ul> <b>WEB LINK:</b> <a href="http://drugabused.gov/defaults&gt;file">http://drugabused.gov/defaults&gt;file</a> <b>VIDEO LINK:</b> <a href="http://psv.pb.unizin.org&gt;bhh143&gt;chart-er7-4-prevention-of-substance-abuse-and-mental-illness">http://psv.pb.unizin.org&gt;bhh143&gt;chart-er7-4-prevention-of-substance-abuse-and-mental-illness</a>
	Civic Education	<ul style="list-style-type: none"> <li>Concept of Compassion.</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Explain compassion</li> <li>Identify characteristics of compassion</li> <li>Demonstrate characteristics of compassion</li> <li>describe how government policy can solve the problem of disunity</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class brainstorm on compassion</li> <li>Pupils in pairs showcase on a flash card the characteristics of compassion.</li> <li>Pupils in small groups tell a story line demonstrate characteristics of compassion.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> Posters, Charts <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://everfi.com/courses/k-12/lesson-plans-empathy-compassion-elementary/">https://everfi.com/courses/k-12/lesson-plans-empathy-compassion-elementary/</a></li> </ul>
	Security Education	Combating threats to security	By the end of the lesson, pupils should be able: <ol style="list-style-type: none"> <li>list ways of combating security threats</li> <li>describe how to combat security threats</li> <li>identify paces where there is security threats</li> </ol>	-Pupils in small groups identify places where there is security threats -Pupils as a class mention ways of combating security threats -Pupils as a class describe how to combat security threats	-Communication and collaboration -Digital thinking and literacy -Critical thinking and problem solving -Citizenship	<b>AUDIO-VISUAL RESOURCES</b> -Textbook -CCTV -Laptop -Human being -Camera <b>WEB RESOURCES:</b> SITE LINK <a href="http://www.petersous.com">www.petersous.com</a>
11	Social Studies	Synthetic and naturally occurring drugs - Meaning and examples - Solution to drugs abuse	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>- Describe synthetic and naturally occurring drugs</li> <li>- Compare and contrast between the synthetic and naturally occurring drugs</li> <li>- Suggest solution to drug abuse</li> </ul>	- Pupils as a class discuss synthetic and naturally occurring drugs (Natural – Herbs, Synthetic – Paracetamol)	- Communication and Collaboration skills - Critical thinking and problem solving - Creativity and Imagination - Citizenship	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>- Flash card – solution to drug abuse</li> </ul> <b>WEB LINK:</b> <a href="http://erudit.com/drug-abuse-in-Nigeria">http://erudit.com/drug-abuse-in-Nigeria</a> <b>VIDEO LINK:</b> <a href="http://m.youtube.com&gt;watch-solution-">http://m.youtube.com&gt;watch-solution-</a>
	Civic Education	REVISION				
	Security Education	REVISION				
12-13	REVISION					





**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**NATIONAL VALUES EDUCATION**  
**PRIMARY SIX SECOND TERM**

**THIRD TERM**

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Social Studies	Effect of substance abuse - Health and socio economic effects of substance abuse - Heroin - Cocaine sedative drugs - Mandrax - Valium	By the end of the lesson pupils should be able to: 1. Discuss health and socio economic effects of drugs (Cocaine & Heroin) (chills, cramps, panic, houses, lack of appetite and loss of weight, increased in blood pressure, stroke, loss of weight, convulsion, sudden death 2. Health and socio economic effects of sedative drugs (mandrax and valium) (inco-ordination, anxiety, poor school performance, truancy, general weakness)	- Pupils as a class brainstorm on drugs usually abused by people - Pupils as class discuss the health and social economic effects of drugs (Heroin, Cocaine etc)	- Communicative and Collaborative skills - Critical thinking and problem solving - Leadership and personal development	<b>LOCAL RESOURCES</b> - Effects of substance abuse  <b>WEB RESOURCES:</b> <a href="https://www.gatewayfoundation.org&gt;fags">https://www.gatewayfoundation.org&gt;fags</a> <b>VIDEO LINK:</b> <a href="https://youtube/drugabusecauses.signandsymptoms">https://youtube/drugabusecauses.signandsymptoms</a>
	Civic Education	Readiness test / loyalty • Concept of National Unity • Evidence of loyalty	By the end of the lesson pupils should be able to: • Pupils should be able to explain the concept of national unity	• Pupils in small groups compose a song to explain national unity and the whole class joins to sing the song.	• Communication and collaboration • Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES:</b> Poster showing the three major Ethnic Groups in Nigeria <b>RESOURCES:</b> • site link: <a href="https://lessonplan.edudelight.com/national-unity/">https://lessonplan.edudelight.com/national-unity/</a>  video link: <a href="https://www.youtube.com/watch?v=3YQQYK8NYy8">https://www.youtube.com/watch?v=3YQQYK8NYy8</a>
			• Demonstrate the concept of national unity • Analyze importance of national unity that promote national unity	• Pupils in pairs display in ages to demonstrate national unity • Pupils as individual walk round the images and charts displayed to identify the importance of national unity	• Leadership and personal development • Citizenship • Digital literacy	
	Security Education	REVISION OF 2 <sup>ND</sup> TERM WORK				
2	Social Studies	Modes of drug use and consequences - Effects of normal use of drugs - Consequences of excessive use of drugs - Factors causing drug abuse behaviour	By the end of the lesson pupils should be able to: 1. Itemize effects of normal use of drugs (e.g desired effects) 2. List effects of excessive use of drugs ( damage to body organs or death) 3. Discuss factors responsible for drugs abuse (desire for pleasure and excitement, peer pressure, availability of drug in the environment	- Pupils as a class discuss, compare and contrast the effects of normal use of drugs and abuse  Pupils as a class itemize effect of normal drugs (e.g desired effects)	- Communicative and Collaborative skills - Critical thinking and problem solving skills - Creativity and Imagination skills - Citizenship skills	<b>LOCAL RESOURCES</b> Charts – Examples of counter drugs and the work <b>WEB RESOURCES:</b> <a href="https://www.gatewayfoundation.org&gt;fags">https://www.gatewayfoundation.org&gt;fags</a> <b>VIDEO LINK:</b> <a href="https://youtube.com/drugsabusecauses.signandsymptoms">https://youtube.com/drugsabusecauses.signandsymptoms</a>

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Civic Education	<ul style="list-style-type: none"> <li>Characteristics of National Unity</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Mention at least three characteristic of national unity e.g (i) one constitution (ii) common national goals (iii) Common national symbols.</li> <li>Explain some of the characteristics</li> <li>Analyze national symbols</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small groups suggest characteristics of national unity.</li> <li>Pupils as a class discuss characteristics of national unity.</li> <li>Pupils in pairs draw &amp; display some of the national symbols and what they stand for in our nation</li> </ul>	x Leadership and personal development x Communication and collaboration x Creativity and imagination x Citizenship	<b>AUDIO VISUAL RESOURCES</b> <ul style="list-style-type: none"> <li>Posters on national sym chart.</li> </ul> <b>WEB RESOURCES</b> Site link: <a href="https://lessonplan.elight.com/national">https://lessonplan.elight.com/national</a>
	Security Education	Meaning of personal security management	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> <li>define the meaning of personal security management</li> </ol>	-Pupils as a class define personal security management. -Pupils as a class describe the concept of personal security management.	-Citizenship -Communication and collaboration -Leadership and personal development	<b>AUDIO-VISUAL RESOURCES</b> -Textbook <b>WEB REASOURCES:</b> <b>SITE LINK</b> <a href="http://www.yourarticlelibrary.com/safety">www.yourarticlelibrary.com/safety</a>
3	Social Studies	Sources of drugs supply and trafficking - Registered - Unregistered	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>Distinguish between the various sources of dry supply and trafficking (registered and unregistered)</li> <li>Mention example of sources of drug supply and trafficking (registered – pharmaceutical industries, hospital, patent medicine store, hotel and club.</li> <li>Unregistered – plantations traditional medicine establishments, herb seller, road side hawkers</li> </ol>	- Pupils as a class brainstorms on sources of drugs (supply and trafficking) in the society. - Pupils as individuals lists the registered and unregistered sources of drugs in their environment.	- Communication and Collaboration - Critical thinking and problem solving - Leadership and personal development skills - Citizenship	<b>LOCAL RESOURCE</b> <ul style="list-style-type: none"> <li>Chart – source of drugs</li> </ul> <b>WEB RESOURCES:</b> <a href="https://www.dharmaapproach.com/sourceofdrugs">https://www.dharmaapproach.com/sourceofdrugs</a> <b>VIDEO LINK:</b> <a href="https://youtube.com/sourcesofdrugs">https://youtube.com/sourcesofdrugs</a>
	Civic Education	<ul style="list-style-type: none"> <li>Factors that promote National Unity</li> </ul>	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Identify five factors that promote national unity</li> <li>Explain the factors that promotes national unity</li> <li>Demonstrate some of the factors</li> </ul>	x Pupils in pairs interact to share the factors that promote national unity x Pupils in small groups discuss the factors that promotes national unity x Pupils as a class sing the National Anthem to demonstrate one of the factors of national unity	x Communication and collaboration x Critical thinking and problem solving x Leadership and personal development x citizenship	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Charts national symbols</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link:  <a href="https://passnownow.com/classwork-series-education-civic-education-series-promoting-national-unity">https://passnownow.com/classwork-series-education-civic-education-series-promoting-national-unity</a> </li> </ul>
	Security Education	Types of crime	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> <li>define crime</li> <li>list the types of crime in the society</li> <li>explain each crime</li> <li>mention examples of various crimes mentioned</li> </ol>	-Pupils in small groups mention various crimes in the society -Pupils as a class explain the types of crimes -Pupils as a class describe each crimes mentioned	-Citizenship -Digital thinking and literacy -Communication and collaboration	<b>AUDIO-VISUAL RESOURCES</b> -Textbook -Picture -Chart <b>WEB REASOURCES:</b> <b>SITE LINK</b> <a href="http://www.victimsupport.org">www.victimsupport.org</a>
4	Social Studies	Identification of abuses. - Their treatment and rehabilitation	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>Identify person involved in drug abuse (heroin and cocaine)</li> </ol>	- Pupil as a class discuss how to identify drug addicts in the society - Suggests where they can be treated	- Communicative and Collaborative skills - Critical thinking and problem solving skills	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>Charts – Identification of abuse</li> </ul> <b>WEB RESOURCES:</b>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		- Effects	<p>excessive joy, tiny pupils, pain and shivering)</p> <p>2. Sedative drugs (drunken behaviour with or without smell, tremor, convulsion)</p> <p>3. Discuss ways of treatment and rehabilitation of people on drug abuse. (counseling social centre, use of sport to occupy idle time, arresting and publishing peddlers (sellers)</p>	- Propose how they can be rehabilitated	<p>- Leadership and personal development</p> <p>- Creativity and Imagination</p>	<p><a href="https://addiction.org/FAQ&gt;how-to-identify">https://addiction.org/FAQ&gt;how-to-identify</a></p> <p>-drug-abuse</p> <p><b>VIDEO LINK:</b></p>
	Civic Education	Factors that promote National Unity <Continuation>	<p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> <li>Identify five factors that promote national unity e.g               <ol style="list-style-type: none"> <li>Peaceful co-existence</li> <li>Love</li> <li>Perseverance</li> <li>understanding</li> </ol> </li> <li>explain factors that promote national unity               <ul style="list-style-type: none"> <li>Demonstrate factors that promote national unity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pupils in pairs interact to share other factors that promote national unity</li> <li>Pupils in small groups discuss other factors that promote national unity.</li> <li>Pupils as a class demonstrate peaceful co-existence and love.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Charts showing national symbols</li> <li>Pictures Explaining factors that promote national unity.</li> </ul> <p><b>WEB RESOURCES:</b></p> <ul style="list-style-type: none"> <li>site link: <a href="https://passnownow.com/classwork-series-exerc/vise-civic-education-jss1-promoting-national-unity/">https://passnownow.com/classwork-series-exerc/vise-civic-education-jss1-promoting-national-unity/</a></li> <li>x video link: <a href="https://www.youtube.com/watch?v=3YOQYK8NYv8">https://www.youtube.com/watch?v=3YOQYK8NYv8</a></li> </ul>
	Security Education	Punishment for various crimes -Theft -Rape -Impersonation	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> <li>mention the punishment for various crimes e.g. theft, rape, impersonation etc</li> <li>describe the punishment attached to each crime</li> </ol>	<p>-Pupils as a class mention various punishment attached to each crime</p> <p>-Pupils as a class discuss the punishment of crimes</p>	<p>-Citizenship</p> <p>-Communication and collaboration</p>	<p><b>AUDIO-VISUAL RESOURCES</b></p> <p>-Textbook</p> <p>-Chart</p> <p><b>WEB REASOURCE:</b></p> <p>SITE LINK</p> <p><a href="http://en.m.wikipedia.org">en.m.wikipedia.org</a></p> <p><a href="http://law.justia.com">law.justia.com</a></p>
5	Social Studies	Prevention of drug abuse - Life saving skills - Developing positive health behaviour	<p>By the end of the lesson pupils should be able to:</p> <ol style="list-style-type: none"> <li>Mention life savings skill (health promotion behaviour, regular exercise, constructive play)</li> <li>Identify and develop positive health behaviours (constructive relationship with others, avoidance of harmful drugs. More discrimination in what is consumed and choice of friends.</li> </ol>	<p>- Pupils as individual suggest and adapts ways of saying NO TO DRUG ABUSE</p> <p>- Pupils as INDIVIDUALS INSCRIBE SAY NO TO DRUG ABUSE on their notes, their seats and other places where others can see it regularly</p>	<p>- Communication Collaboration</p> <p>- Critical thinking and problem solving</p> <p>- Leadership and personal development skills</p> <p>- Citizenship</p>	<p><b>LOCAL RESOURCES</b></p> <p>Chart – Effects of drug abuse</p> <p><b>WEB RESOURCES:</b></p> <p><a href="http://en.m.wikipedia.org/wiki/subsatnce_abuse">http://en.m.wikipedia.org/wiki/subsatnce_abuse</a></p> <p><a href="http://drugabuse.com&gt;addiction&gt;drug-prevention">http://drugabuse.com&gt;addiction&gt;drug-prevention</a></p> <p><b>VIDEO LINK:</b></p> <p><a href="https://youtube&gt;Drug abuse">https://youtube&gt;Drug abuse</a></p>

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			3. List organizations responsible for curtailing drug abuse, welfare and social centers, sport organization, NDLEA, customs (non government – social, churches, mosque etc.			education – it's a fact
	Civic Education	Factors that hinders National Unity	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Identify three factors that hinder national unity</li> <li>Explain factors that hinders national unity</li> <li>Demonstrate some of the factors that hinders national unity.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as individuals suggest factors that hinder national unity</li> <li>Pupils as a class discuss the factors that hinders national unity</li> <li>Pupils in small groups role-play some of the factors that hinders national unity.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Pictures illustrating factors that hinders national unity</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://www.premiumtimesng.com/news/more-news/234466-10-factors-working-against-nigerias-unity-senator.html">https://www.premiumtimesng.com/news/more-news/234466-10-factors-working-against-nigerias-unity-senator.html</a></li> </ul>
	Security Education	Punishment for crimes e.g -production of adulterated food(food fraud) -Fake drugs	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> <li>cite the punishment for production of adulterated food</li> <li>describe the punishment for dealing in fake drugs</li> </ol>	<ul style="list-style-type: none"> <li>Pupils as a class discuss the punishment for production of adulterated food</li> <li>Pupils as a class explain the punishment for dealing in fake drugs</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship</li> <li>Communication and collaboration</li> </ul>	<b>AUDIO-VISUAL RESOURCES</b> <ul style="list-style-type: none"> <li>-Textbook</li> <li>-drugs</li> <li>-pictures</li> </ul> <b>WEB REASOURCE: SITE LINK</b> <a href="http://www.fdamatters.com">www.fdamatters.com</a>
6	Social Studies	Obstacle to physical development in youth	By the end of the lesson pupils should be able to: <ol style="list-style-type: none"> <li>Explain the word obstacle to physical development</li> <li>List obstacles to physical development – poor feeding, bad habit, diseases</li> <li>Discuss solution to obstacles to physical development in youth – good hygiene, balanced diet, regular exercise, sleep and rest.</li> </ol>	<ul style="list-style-type: none"> <li>Pupil as a class discuss obstacles to physical development in youths</li> <li>Pupil as a group list obstacles of physical development</li> </ul>	<ul style="list-style-type: none"> <li>Communicative and Collaborative</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<b>LOCAL RESOURCES</b> <ul style="list-style-type: none"> <li>- Charts – obstacle to physical development in youth</li> </ul> <b>WEB RESOURCES:</b> <a href="https://www.quora.com/what-are-the-obstacle-to-physical-development-in-youth-in-Nigeria">https://www.quora.com/what-are-the-obstacle-to-physical-development-in-youth-in-Nigeria</a>
	Civic Education	Factors that hinder National Unity (Continuation)	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> <li>Itemize four factors that hinder national unity e.g <ol style="list-style-type: none"> <li>Ethnicity</li> <li>Like of love</li> <li>disloyalty</li> </ol> </li> <li>discuss that factors that hinders national unity</li> <li>draw a map of Nigeria showing ethnic groups</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as individuals suggest other factors that hinders national unity</li> <li>Pupils as a class discuss the factors that hinder national unity.</li> <li>Pupils in pairs draw the map of Nigeria showing different ethnic groups.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Posters showing ethnic diversity</li> <li>Map of Nigeria</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>site link: <a href="https://www.premiumtimesng.com/news/more-news/234466-10-factors-working-against-nigerias-unity-senator.html">https://www.premiumtimesng.com/news/more-news/234466-10-factors-working-against-nigerias-unity-senator.html</a></li> </ul>



WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
						<a href="#">against-nigerias-unity-senator.html</a>
	Security Education	Punishment for -Bribery and corruption -Embezzlement -Extortion	By the end of the lesson, pupils should be to: I. list the punishment for bribery and corruption II. describe the punishment for embezzlement III. identify the punishment for extortion	-Pupils as individual mention the punishment for bribery and corruption -Pupils as individual describe the punishment for embezzlement -Pupils as a class discuss the punishment for extortion	-Citizenship -Communication and collaboration -Digital thinking and literacy	<b>AUDIO-VISUAL RESOURCES</b> -Textbook -Chart -Pictures  <b>WEB REASOURCE: SITE LINK</b> <a href="http://en.m.wikipedia.org">en.m.wikipedia.org</a> <a href="http://www.globallegalinsights.com">www.globallegalinsights.com</a>
7	MID TERM BREAK					
8	Social Studies	REVISION				
	Civic Education	Solution to the factors that hinder national unity	By the end of the lesson pupils should be able to: x Identify two solution to the factors that hinders unity (i) Government policy (ii) Lack of co-operation (iii) tribalism  • explain the solution to the factors that hinders national unity	• Pupils in small groups suggest solution to factors that hinders national unity • Pupils as a class share ideas on solutions to factors that hinders national unity • Pupils in small groups do an online research project on government policy and present to class how it can solve issues of disunity in Nigeria.	• Communication and collaboration • Critical thinking and problem solving • Leadership and personal development • Citizenship • Creativity and imagination • Digital literacy	<b>AUDIO VISUAL RESOURCES:</b> x Posters showing peaceful gathering and coexistence of different ethnic groups in Nigeria  <b>WEB RESOURCES:</b> • site link: <a href="https://infoquidenigeria.com/problems-nigeria-national-integration/">https://infoquidenigeria.com/problems-nigeria-national-integration/</a> • video link: <a href="https://www.youtube.com/watch?v=Mfkf3zSVG4k">https://www.youtube.com/watch?v=Mfkf3zSVG4k</a>
			• describe how government policy can solve the problem of disunity			
	Security Education	Punishment for -False pretense -Fraud -Burglary	By the end of the lesson, pupils should be able to: I. explain the punishment for false pretense, fraud and burglary	-Pupils as a class discuss the punishment attached to -False pretense -Fraud and burglary	-Citizenship Communication and collaboration	<b>AUDIO-VISUAL RESOURCES</b> -Textbook -Picture -Chart  <b>WEB REASOURCE: SITE LINK</b> <a href="http://www.criminaldefenselawyer.com">www.criminaldefenselawyer.com</a>
9	Social Studies	REVISION				
	Civic Education	REVISION				
	Security Education	Punishment for -Advance fee fraud (419) -Money laundering -Terrorism -Forgery	By the end of the lesson, pupils should be able to: I. identify the punishment for Advance fee fraud (419) Money laundering Terrorism	-Pupils as a class describe the punishment for the following crimes -Advance fee fraud -Money laundering -Terrorism	-Citizenship -Communication and collaboration	<b>AUDIO-VISUAL RESOURCES</b> -Textbook -Pictures  <b>WEB REASOURCE: SITE LINK</b> <a href="http://www.lexology.com">www.lexology.com</a> <a href="http://jicjnet.com.jic">jicjnet.com.jic</a>

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WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
10	Social Studies	REVISION				
	Civic Education	REVISION				
	Security Education	Economic crime	By the end of the lesson, pupils should be able to: I. define economic crime II. give examples of economic crime	-Pupils as a class discuss the meaning of economic crime -Pupils as a class mention the examples of economic crime	-Citizenship -Communication and collaboration	AUDIO-VISUAL RESOURCES -Textbook -Pictures  WEB RESOURCE SITE LINK <a href="http://www.classbasic.com">www.classbasic.com</a>
11-13		REVISION/ EXAMINATION				

## ACHIEVEMENT STANDARDS

At the end of Primary 6, pupils are able to:

- Confide in trusted adults in times of problem.
- Take precautionary measures on personal security.
- Familiarize themselves with the phone numbers of security personnel for easy contact during emergency.
- Act courageously in the face of danger.
- Appreciate a crime free environment.

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