



**LAGOS STATE GOVERNMENT**  
**MINISTRY OF EDUCATION**

PREVOCATIONAL STUDIES

**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**  
**PRE -VOCATIONAL STUDIES**  
**(AGRICULTURE & HOME ECONOMICS)**  
**PRIMARY FOUR FIRST TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>PVS (Agriculture)</b>  Meaning and importance of Agriculture	By the end of the lesson, pupils should be able to: 1. define agriculture; 2. enumerate the importance of agriculture.	1. Pupils are guided by the teacher to explain the meaning of agriculture. 2. Pupils as a class discuss what they get from farmers activities on the farm	1) Communication and Collaboration 2) Critical thinking and problem solving.	Display of agricultural produce and animal by-products (meat, egg, milk etc). Web Link <a href="https://www.farmingportal.co.za/index.php/farminglifestyle/agriculture#:~:text=agriculture%20is%20the%20main%20source,age%20to%20their%20national%20income.&amp;text=Agricultural%20sector%20provides%20fo%20for,a%20form%20of%20that,ective%20food">https://www.farmingportal.co.za/index.php/farminglifestyle/agriculture#:~:text=agriculture%20is%20the%20main%20source,age%20to%20their%20national%20income.&amp;text=Agricultural%20sector%20provides%20fo%20for,a%20form%20of%20that,ective%20food</a>
	<b>PVS (HOME ECONOMICS)</b>  RESUMPTION TEST AND REVISION OF LAST SESSION'S  WORK INTRODUCTION TO HOME ECONOMICS	By the end of the lesson, pupils should be able to:  define Home Economics; explain the scope of Home economics.	Class Discussion  Full explanation on Home economics	Communication and collaboration. Critical thinking and problem solving.	Chart showing the different area of Home economics
2	<b>PVS (Agriculture)</b>  Agriculture as a source of food to man	By the end of the lesson, pupils should be able to: 1. outline various food substances produced from agriculture; 2. identify the sources of manufactured produce in agriculture; 3. give the nutritional value of some agricultural produce.	1. Pupils, in pairs, make a list of various food substances gotten from agriculture and share with the class. 2. Pupils, in groups, discuss the source of biscuit, plantain chips, fruit drinks etc. and share with the class. 3. Pupils, in the same groups, create charts of some selected food of their choice with their respective classes of food provided.	1) Communication and Collaboration 2) Critical thinking and Problem solving 3) Leadership and Personal development 4) Creativity and Imagination.	Display of food items: rice, beans, yam, tomatoes, pepper, banana, plantain, biscuit etc.  Web Link: <a href="https://relatewithkatypark.com/agriculture-as-the-major-source-of-food-for/">https://relatewithkatypark.com/agriculture-as-the-major-source-of-food-for/</a>  <a href="http://agriculturegoods.com/why-is-agriculture-important/">http://agriculturegoods.com/why-is-agriculture-important/</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.sida.se/English/how-we-work/our-fields-of-work/agriculture-and-food-security/&amp;ved=2ahUKEwizkPX4-crtAhWMURUIHzy8AqkQFjANegQlOxAB&amp;usq=AOvVaw0bh82fuFXmcWiAZMTj7DKA&amp;csid=1607862549083">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.sida.se/English/how-we-work/our-fields-of-work/agriculture-and-food-security/&amp;ved=2ahUKEwizkPX4-crtAhWMURUIHzy8AqkQFjANegQlOxAB&amp;usq=AOvVaw0bh82fuFXmcWiAZMTj7DKA&amp;csid=1607862549083</a> VIDEO LINK <a href="https://youtu.be/v7HNTGXwQd0">https://youtu.be/v7HNTGXwQd0</a> <a href="https://youtu.be/8M8siMgbVKA">https://youtu.be/8M8siMgbVKA</a>
	<b>PVS (HOME ECONOMICS)</b>  MEANING, SCOPE AND IMPORTANCE OF HOME	By the end of the lesson, pupils should be able to:  explain the meaning of Home Economics; enumerate the different areas of Home Economics;	Class Discussion Definition Full explanation of scope and areas of scope and areas of Home Economics Give examples of careers in	Communication and collaboration. Leadership and personal development. Critical thinking and problem solving. Creativity and imagination	Chart showing different careers in Home Economics, scope and areas in Home Economics.



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	ECONOMICS	list the various careers in Home Economics; outline the Importance of Home Economics	Home Economics Explain the importance of Home Economics to the society. Demonstration of different careers the knowledge of Home Economics.		
3.	<b>PVS (Agriculture)</b>  Agriculture as a source of employment and source of income to the farmer.	By the end of the lesson, pupils should be able to: 1) highlight different job opportunities in agriculture; 2) identify different means of generating income in agriculture; 3) demonstrate how agricultural produce can be sold to generate income.	1. Pupils, as a class are guided to mention job opportunities that can be provided through agriculture. 2. Think pair share on how income are generated through agriculture 3. Pupils, in small groups, demonstrate buying and selling of agricultural produce in the class.	1) Communication and Collaboration 2) Leadership and Personal development 3) Creativity and Imagination 4) Critical thinking and Problem solving	Charts on different professions in agriculture. Web link: <a href="http://www.aawee.org/wp-content/uploads/2015/01/10kug_e_paper_mod.pdf">http://www.aawee.org/wp-content/uploads/2015/01/10kug_e_paper_mod.pdf</a>  <a href="https://blog.agrivi.com/post/employment-in-agriculture">https://blog.agrivi.com/post/employment-in-agriculture</a>  <a href="https://www.google.com/vr?source=web&amp;rct=i&amp;url=https://www.environmentalscience.org/careers/agriculture-and-forestry&amp;ved=2ahUKEwld_rf_MrtAhVqaRUIHW5ZBwQF4gQqIBxAE&amp;usq=AOvVaw339WHurAeX38mBRTiqb4JB">https://www.google.com/vr?source=web&amp;rct=i&amp;url=https://www.environmentalscience.org/careers/agriculture-and-forestry&amp;ved=2ahUKEwld_rf_MrtAhVqaRUIHW5ZBwQF4gQqIBxAE&amp;usq=AOvVaw339WHurAeX38mBRTiqb4JB</a>  VIDEO LINK <a href="https://youtu.be/xavmMQP0YA">https://youtu.be/xavmMQP0YA</a> <a href="https://youtu.be/LcgvF5SMq">https://youtu.be/LcgvF5SMq</a>
	<b>PVS (HOME ECONOMICS)</b>  THE HUMAN BODY:  PARTS AND FUNCTIONS OF THE HUMAN BODY	By the end of the lesson, pupils should be able to:  identify part of the human body;  state functions of the parts of the human body	Class Discussion  Displays a properly labeled chart of parts of the human body.  Touch different parts of the body. Whole class brainstorm on functions of each parts of the human body.	Communication and collaboration. Critical thinking and problem solving. Leadership and personal development.	Well labelled chart showing parts of the human body. A baby doll. Real object – Teacher and pupils
4.	<b>PVS (Agriculture)</b>  Agriculture as a source of raw materials for industries.	By the end of the lesson, pupils should be able to: 1) outline industries and the agricultural raw materials used 2) make a list of industrially finished goods produced from agricultural materials, 3) give the location of some of these industries.	1) Pupils, as a class, are guided to identify agro-allied industries and the materials used. 2) Pupils, in small groups, create charts of industrially finished goods with their corresponding raw materials. 3) Pupils, individually, visit the internet, make a list of agro-allied industries in Nigeria with their respective location and submit at the next lesson.	1. Communication and Collaboration 2. Leadership and Personal development 3. Creativity and Imagination 4. Critical thinking and Problem solving 5. Digital literacy.	Display of agricultural raw materials and their product  Web link: <a href="https://www.economicsonline.net/economic-development/contribution-of-agriculture-to-economic-development/21407">https://www.economicsonline.net/economic-development/contribution-of-agriculture-to-economic-development/21407</a>  <a href="https://www.actions-not-words.ch/en/sustainability-topics/agriculture-and-processing/raw-materials/textiles.html">https://www.actions-not-words.ch/en/sustainability-topics/agriculture-and-processing/raw-materials/textiles.html</a>  <a href="https://www.actions-not-words.ch/en/sustainability-topics/agriculture-and-processing/raw-materials/oil.html">https://www.actions-not-words.ch/en/sustainability-topics/agriculture-and-processing/raw-materials/oil.html</a>  <a href="https://www.actions-not-words.ch/en/sustainability-topics/agriculture-and-processing/raw-materials/rice.html">https://www.actions-not-words.ch/en/sustainability-topics/agriculture-and-processing/raw-materials/rice.html</a>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<b>PVS (HOME ECONOMICS)</b>  <b>FOOD AND NUTRITION:</b>  <b>NUTRIENT AND NUTRITION</b>	By the end of the lesson, pupils should be able to: tell the meaning of foods; mention the different types of food in the locality; state the reason for eating food; explain the classes of food and their sources.	Class Discussion  Definition of food Observe the chart on display and discuss. Discussion on food nutrient and nutrition.	Communication and collaboration. Critical thinking and problem solving. Leadership and personal development.	<b>VIDEO LINK</b> <a href="https://youtu.be/uRt96vK_h0">https://youtu.be/uRt96vK_h0</a>  Chart showing different kind of food. Real food items e.g rice, beans, e.t.c
5.	<b>PVS (Agriculture)</b>  Agriculture as a source of materials for clothing and medicine production	By the end of the lesson, pupils should be able to; 1) identify raw materials used in producing cloths and medicine, 2) describe the benefits of clothing and medicine.	1. Pupils, watch a five minutes video on raw materials and mention the raw materials use in producing cloths and medicine. 2. Pupils, in small groups, discuss the benefits of cloths and medicine and share with the class.	1) Communication and Collaboration 2) Critical thinking and problem solving 3) Leadership and Personal Development.	Paracetamol, cloths, chart display of agricultural raw materials and their product etc.  Web link: <a href="https://www.economicsdiscussion.net/economic-development/contribution-of-agriculture-to-economic-development/21407">https://www.economicsdiscussion.net/economic-development/contribution-of-agriculture-to-economic-development/21407</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://www.theenglishgarden.co.uk/plants/5-drugs-derived-from-plants/&amp;ved=2ahUKEwiBova4hcviAhUzRxUIHXcPAZUQFACeQQLCBAE&amp;usq=AOvWaw2HqGQhOR01l8mnqaB2xi_w">https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://www.theenglishgarden.co.uk/plants/5-drugs-derived-from-plants/&amp;ved=2ahUKEwiBova4hcviAhUzRxUIHXcPAZUQFACeQQLCBAE&amp;usq=AOvWaw2HqGQhOR01l8mnqaB2xi_w</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://doctor.ndtv.com/living-healthy/7-best-medicinal-plants-and-their-uses-1826198&amp;ved=2ahUKEwic3LeHhsvtAhXcRhUIHdV6ATIQFACeQQLBhAE&amp;usq=AOvWaw3X3n7XwcmPQJGCo7De3Yg">https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://doctor.ndtv.com/living-healthy/7-best-medicinal-plants-and-their-uses-1826198&amp;ved=2ahUKEwic3LeHhsvtAhXcRhUIHdV6ATIQFACeQQLBhAE&amp;usq=AOvWaw3X3n7XwcmPQJGCo7De3Yg</a>
	<b>PVS (HOME ECONOMICS)</b>  <b>CLASSIFICATION OF FOOD AND THEIR SOURCES</b>	By the end of the lesson, pupils should be able to:  list the six classes of food; give examples; mention their functions; classify the food items on display.	Class Discussion  Discusses the type of food nutrient; Functions of food and their sources; Provides real food items and chart of the classes of food based on their nutrients.	Communication and collaboration. Critical thinking and problem solving. Creativity and imagination.	Chart showing the classes of food Real food items Website <a href="http://www.healthline.com">www.healthline.com</a>
6.	<b>PVS (Agriculture)</b>  Agriculture as a means of foreign exchange	By the end of this lesson, pupils should be able to: 1) create a list of agricultural produce that can be exported, 2) describe the importance of exchange, 3) evaluate the demerit of foreign exchange.	1. Whole class brainstorm on different agricultural produce that can be exported. 2. Pupils, as a class, discuss the benefit of exchange and a leader present to the class. 3. Pupils, in small groups, discuss the disadvantages of foreign exchange.	1) Communication and Collaboration 2) Critical thinking and Problem solving 3) Leadership and Personal development.	Display of crops used for foreign exchange.  Web link: <a href="https://agriculturegoods.com/why-is-agriculture-important/#:~:text=For%20example%2C%20agricultural%20commodities%20such,for%20a%20country's%20foreign%20exchange">https://agriculturegoods.com/why-is-agriculture-important/#:~:text=For%20example%2C%20agricultural%20commodities%20such,for%20a%20country's%20foreign%20exchange</a> <a href="https://www.economicsdiscussion.net/economic-">https://www.economicsdiscussion.net/economic-</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<b>PVS (HOME ECONOMICS)</b>  <b>KITCHEN EQUIPMENT AND UTENSILS</b>	By the end of the lesson, pupils should be able to: explain the meaning of kitchen equipment and utensils; mention them; state the uses of each tool and equipment; differentiate between equipment and utensils; describe how to care for each tool and equipment.	Whole class Discussion  Identification of the kitchen equipment and utensils. Practice how to clean kitchen equipment and utensils.	Communication and collaboration. Creativity and imagination. Leadership and personal development. Critical thinking and problem solving.	development/role-of-agriculture-in-economic-development-economics/30200 Chart showing different kitchen equipment and utensils. Real objects Website www.mealsime.com/lesson/
7.	<b>Mid -Term Test and Break</b>				
8.	<b>PVS (Agriculture)</b>  Branches of Agriculture; People involved in agricultural production	By the end of this lesson, pupils should be able to: 1) identify the different branches of agriculture, 2) give examples of people involved in agricultural production.	1. Whole class discussion on the branches of agriculture. 2. Pupils, as a class are guided to mention the profession in each branch of agriculture.	1) Communication and Collaboration 2) Leadership and personal development.	Charts, video clips etc. Web link: <a href="https://en.wikipedia.org/wiki/History_of_agriculture">https://en.wikipedia.org/wiki/History_of_agriculture</a> <a href="https://peta.net/kernia-2000-cts2/agriculture/form-one-100">https://peta.net/kernia-2000-cts2/agriculture/form-one-100</a>
	<b>PVS (HOME ECONOMICS)</b>  <b>NEEDLE CRAFT</b>	By the end of the lesson, pupils should be able to: state the meaning of needle craft; list articles made from needle craft; create an articles made with needle and thread.	Whole class Discussion  The needle arts; Discuss the needle work tools. Making of articles using needle craft	Communication and collaboration Creativity and imagination. Critical thinking and problem solving Leadership and personal development.	Chart showing needle craft Real objects e.g needles, pins, thread, measure tape Website www.favecraft.com www.shutterstock.com
9.	<b>PVS (Agriculture)</b>  Crop production	By the end of this lesson, pupils should be able to; 1) outline various crops produced in agriculture, 2) explain the importance of each crops to man, 3) carryout some of the activities involved crop production.	1. Pupils, are guided to list different types of crops. 2. Pupils, in small groups, discuss the benefits of these crops. 3. Pupils, individually, cultivate any crop of their choice in pots, cups, bowl etc and bring to school.	1) Communication and Collaboration 2) Critical thinking and Problem solving 3) Creativity and Imagination 4) Leadership and Personal development 5) Citizenship.	Display of different agricultural crops. Web link: <a href="https://studv.com/directions/or/Agriculture/Agriculture-Production/Crop-Production.htm">https://studv.com/directions/or/Agriculture/Agriculture-Production/Crop-Production.htm</a> <a href="https://en.wikipedia.org/wiki/Crop_production">https://en.wikipedia.org/wiki/Crop_production</a> <a href="https://www.illiedu.com/booth/s-crop-production-system">https://www.illiedu.com/booth/s-crop-production-system</a> VIDEO LINK <a href="https://youtu.be/Va200W...">https://youtu.be/Va200W...</a> <a href="https://youtu.be/xR2DPh...">https://youtu.be/xR2DPh...</a> <a href="https://youtu.be/CLo...">https://youtu.be/CLo...</a>
	<b>PVS (HOME ECONOMICS)</b>  Simple Sewing Tools	By the end of the lesson, pupils should be able to:  explain the meaning of simple sewing tools; mention And identify the simple sewing tools; give examples; state the uses of sewing tools	Whole class discussion  Displays the sewing tools Explanation of the sewing tools Identifying the simple sewing tools.	Communication and collaboration Critical thinking and problem solving. Creativity and imagination Leadership and personal development.	Chart Real objects, sewing machine, scissor, thread, needles, tracing wheel, measuring tape etc. Website www.thesprucecraft.com
10.	<b>PVS (Agriculture)</b>  Rearing of animals  <b>NOTE</b>	By the end of the lesson, pupils should be able to 1) identify different types of domestic animals like sheep, goat, cattle, pig	1. Pupils, as a class, are guided to identify and name animals that can be reared from the charts provided.	1) Communication and Collaboration 2) Critical thinking and Problem solving 3) Citizenship	Charts, video links. Web link: <a href="https://www.iloencyclopedia.org/contents/part-x-96841/livestock/">https://www.iloencyclopedia.org/contents/part-x-96841/livestock/</a>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	A poultry farm should be created in the school.	etc., 2) justify reasons for rearing domestic animals, carryout the activities of caring for chicken.	2. Small groups discussion on the reasons for rearing animals. 3. Pupils, in small groups, demonstrate how to care for chicken at the school farm.	4) Leadership and Personal development 5) Creativity and Imagination.	<a href="#">rearing#:~:text=Livestock%20rearing%20operations%20are%20mainly,skins%2C%20draught%20power%20and%20wool.https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.britannica.com/topic/livestock-farming&amp;ved=2ahUKEwiMk8Ka5MztAhUR4OAKHZIfCYwQFjAcegQIKRAB&amp;usq=AOvVaw1OB-U1HWNCO AIN-65KMEI</a>  <a href="https://byjus.com/biology/animal-husbandry-food-animals/">https://byjus.com/biology/animal-husbandry-food-animals/</a>  VIDEO LINK <a href="https://youtu.be/bw6jy49WCik">https://youtu.be/bw6jy49WCik</a> <a href="https://youtu.be/1CBfORVzpnU">https://youtu.be/1CBfORVzpnU</a>
	<b>PVS (HOME ECONOMICS)</b>  Knitting and Crocheting	By the end of the lesson, pupils should be able to:  explain the meaning of knitting and crocheting; mention tools for knitting and crocheting; list examples of article made by knitting and crocheting e.g sweaters.	Whole class brainstorm.  Demonstrate the making of common articles made by sewing, knitting and crocheting.	Critical thinking and problem solving Creativity and imagination Leadership and personal development.	Chart Real object e.g Yam, knitting pins, baby sweaters etc. Website <a href="http://www.thesprucecraft.com">www.thesprucecraft.com</a>
11	REVISION				
12	EXAMINATION				

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**PRIMARY FOUR SECOND TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>PVS (Agriculture)</b>  REVISION OF LAST TERM'S TOPICS	By the end of the lesson, pupils should be able to:  recall previous topics taught in first term.	Pupils participate in the welcome test and last terms work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination questions  Students notes books.  Previous term's charts etc.
	<b>PVS (HOME ECONOMICS)</b>  RESUMPTION TEST AND REVISION OF LAST TERM'S WORK.  CLASSES OF FOOD, NUTRIENT AND NUTRITION	By the end of the lesson, pupils should be able to: attempt questions on last term's work: explain the meaning of food; state reasons for eating food; mention types of food list the six classes of food (Nutrients) and their uses.	Whole class discussion on food classification and functions of food:  Definition of food. Discuss types of food nutrient, sources and their function Provides real food item and chart of the classes of food based on their nutrients.	Communication and collaboration. Creativity and imagination. Critical thinking and problem solving	Chart showing the Six classes of food (Nutrient) Real objects e.g raw food like rice, bean, garri, yam, fruit, vegetable, water, oil e.t.c
2.	<b>PVS (Agriculture)</b>  Soil  Meaning and importance of soil	By the end of the lesson, pupils should be able to: 1) explain the term soil; 2) describe the uses of soil in agriculture; 3) cultivate any seed of their choice in a pot.	1. Pupils, observe the different soil samples provided by the teacher and explain what soil is. 2. Pupils, watch a three minutes video on different ways of using the soil in agriculture, discuss what with a partner and share with the class the importance of soil. 3. Pupils, in groups of four, plant a seed in a pot and bring to school.	Communication and collaboration Critical thinking and problem solving Leadership and	Display of different soil types.  Web link: <a href="https://www.soils.org/files/sssa/15/arch-soils-overview.pdf">https://www.soils.org/files/sssa/15/arch-soils-overview.pdf</a>
	<b>PVS (HOME ECONOMICS)</b>  METHOD OF COOKING:  BOILING METHOD	By the end of the lesson, pupils should be able to:  explain the meaning and reason for cooking food; List the methods of cooking e.g Boiling, Frying, Roasting, Baking, Steaming. e.t.c; explain the boiling method in cooking. prepare food using boiling method.	Whole class discussion  Explanation on method of cooking Listing of different cooking method. Discuss the boiling method. Prepare food using boiling method (practical)	Personal development Creativity and Imagination Citizenship.	<a href="https://www.nature.com/scitable/knowledge/library/what-are-soils-67647639/#:~:text=Soil%20is%20a%20material%20composed,mine,ogy%20of%20soils%20is%20diver">https://www.nature.com/scitable/knowledge/library/what-are-soils-67647639/#:~:text=Soil%20is%20a%20material%20composed,mine,ogy%20of%20soils%20is%20diver</a> <a href="https://www.soils4kids.org/about">https://www.soils4kids.org/about</a> <a href="https://youtu.be/eJ23Yc82EII">https://youtu.be/eJ23Yc82EII</a>
3.	<b>PVS (Agriculture)</b>  Soil  Classification of soil in agriculture	By the end of the lesson, pupils should be able to: 1) identify different soil types; 2) compare and contrast the soil types.	1. Whole class discussion on the three types of soil. (Pupils brought sandy, loamy and clay soil to class). 2. Pupils, in small groups, discuss the differences and similarities between the soil types and share with the class. 3. Individual pupils mould	Communication and collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination.	Display of Sandy soil, loamy soil, clayey soil, mesh  Web link: <a href="https://www.toppr.com/guides/science/soil/types-of-soil-and-suitable-crops/">https://www.toppr.com/guides/science/soil/types-of-soil-and-suitable-crops/</a> <a href="https://web.extension.illinois.edu/soil_frm/soil_frm.htm">https://web.extension.illinois.edu/soil_frm/soil_frm.htm</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<b>PVS (HOME ECONOMICS)</b>  METHOD OF COOKING  ROASTING METHOD	By the end of the lesson, pupils should be able to:  explain the roasting method of cooking; write foods suitable for roasting e.g corn, plantain, yam, fish, meat e.t.c	any object of their choice with clay soil and submit at the next lesson.  Class discussion roasting as a method of cooking Small group activities for practical work	Communication and collaboration. Small group discussion. Creativity and imagination. Leadership and personal development	Charts Real objects e.g food stuff, kitchen utensil e.t.c Website <a href="http://www.studential.com">www.studential.com</a>
4.	<b>PVS (Agriculture)</b>  Soil  Causes of reduction in soil fertility	By the end of the lesson, pupils should be able to: 1) explain soil fertility; 2) identify the causes of reduction in soil fertility; 3) describe effects of reduction in soil fertility.	1. Whole class brainstorm on the meaning of soil fertility. 2. Pupils, visit the school farm, observe different soil samples and identify soil rich in nutrients from nutrients deficient soil. 3. Pupils, in groups of five, observe crops at the farm and discuss the effect of soil fertility reduction. 4. Pupils, in groups of two, collect three samples of sandy, loamy and clayey soil in a sealed nylon, label properly, paste on a cardboard paper and present to the class.	Communication and collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination.	Display of fertile and non-fertile soil.  Web link: <a href="https://www.biologydiscussion.com/soil/soil-fertility-its-meaning-causes-and-maintenance-with-diagram/7262">https://www.biologydiscussion.com/soil/soil-fertility-its-meaning-causes-and-maintenance-with-diagram/7262</a>  <a href="https://www.qld.gov.au/environment/land/management/soil/soil-health/fertility-decline">https://www.qld.gov.au/environment/land/management/soil/soil-health/fertility-decline</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.biologydiscussion.com/soil/soil-fertility-its-meaning-causes-and-maintenance-with-diagram/7262&amp;ved=2ahUKEwin2KfDnMtAhXURUIHZJiC68QFIAEeqQIERAB&amp;usq=AOvVaw1Hqaged1yVFUMPm-NhL96l&amp;cshid=1608009155221">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.biologydiscussion.com/soil/soil-fertility-its-meaning-causes-and-maintenance-with-diagram/7262&amp;ved=2ahUKEwin2KfDnMtAhXURUIHZJiC68QFIAEeqQIERAB&amp;usq=AOvVaw1Hqaged1yVFUMPm-NhL96l&amp;cshid=1608009155221</a> VIDEO LINK <a href="https://youtu.be/TjbxOEE0Ch0">https://youtu.be/TjbxOEE0Ch0</a> <a href="https://youtu.be/H-R8Y25NF_E">https://youtu.be/H-R8Y25NF_E</a>
	<b>PVS (HOME ECONOMICS)</b>  PERSONAL GROOMING AND USE OF BASIC COSMETIC	By the end of the lesson, pupils should be able to:  identify parts of the human body; state function of the parts of human body; list the traditional and modern materials used for taking care of the body; demonstrate how to take care of their body; correction use of basic and safe cosmetics; adverse effect of some chemicals used in cosmetics.	Class discussion Touch different part of the body Display a properly labelled chart of parts of the body; Display different traditional and modern materials used for taking care of the body; Differentiate traditional materials from modern materials. Demonstrate the correct use of each cosmetics on the body; Classify cosmetics into safe and dangerous ones	Communication and collaboration. Small group discussion. Creativity and imagination. Critical thinking and problem solving	Chart showing traditional and modern materials used for taking care of the body Traditional cosmetics e.g oil, camwood, laali, tiroo, e.t.c Modern cosmetics e.g body spray, cream, nail polish e.t.c Baby doll to show part of the body Real objects e.g soap, towel, sponge, water, toothbrush, toothpaste, chewing stick etc.
5.	<b>PVS (Agriculture)</b>  Soil  Methods of improving soil fertility	By the end of the lesson, pupils should be able to: 1) identify different methods of improving soil fertility; 2) outline the importance of improving soil fertility; 3) carryout ways of improving soil fertility.	1. Pupils, as class, watch a short video on methods of improving soil fertility and discuss what they have learnt with the class. 2. Pupils, in groups, discuss reasons for improving soil fertility and a leader share with the class. 3. Pupils, in the same groups, demonstrate the methods of soil fertility improvement (Prepare compost manure using	Communication and collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination.	Web link: <a href="https://www.biologydiscussion.com/soil/soil-fertility-its-meaning-causes-and-maintenance-with-diagram/7262">https://www.biologydiscussion.com/soil/soil-fertility-its-meaning-causes-and-maintenance-with-diagram/7262</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.tehacharefarm.com/improve-soil-quality/amp/&amp;ved=2ahUKEwiO1Zz5oM_tAhWNuCAKHfzJAFcQFIAKegQIDRAB&amp;usq=AOvVaw29qlR5zii-g6iUju7pCRkt&amp;ampcf=1">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.tehacharefarm.com/improve-soil-quality/amp/&amp;ved=2ahUKEwiO1Zz5oM_tAhWNuCAKHfzJAFcQFIAKegQIDRAB&amp;usq=AOvVaw29qlR5zii-g6iUju7pCRkt&amp;ampcf=1</a>

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			bucket within the classroom space).		<a href="https://rodaleinstitute.org/blog/20-ways-to-boost-soil-fertility/">https://rodaleinstitute.org/blog/20-ways-to-boost-soil-fertility/</a> VIDEO LINK <a href="https://youtu.be/tjZFD9Z7tEM">https://youtu.be/tjZFD9Z7tEM</a> <a href="https://youtu.be/YN7nUHkxw0g">https://youtu.be/YN7nUHkxw0g</a> <a href="https://youtu.be/Gp1z77nKh-U">https://youtu.be/Gp1z77nKh-U</a>
	<b>PVS (HOME ECONOMICS)</b>  PERSONAL CLOTHING  TYPES AND CARE OF PERSONAL CLOTHING	By the end of the lesson, pupils should be able to: identify types of personal clothing; mention reason for wearing clothes and foot wears; state the reason they care for their clothes; list the steps in caring for their clothes; e.g washing, drying, ironing, mending, storing e.t.c; mention the equipment needed in taking care of the clothes e.g bowls, iron, pegs, needle, thread, water e.t.c	Class discussion  Display a variety of clothing e.g shirt, blouses, pants, trouser, vest, caps, scarves, wrapper, pyjamas, night gown, foot wears, e.t.c; Identify and name different kinds of clothing; Discuss the reasons for wearing clothes; Demonstrate how to take care of the clothes.	Communication and collaboration. Critical thinking and problem solving. Leadership and personal development Creativity and imagination.	Chart showing different articles of clothing Provides picture of people of various profession in uniforms e.g nurse, police e.t.c Real object e.g bowls, iron, pegs, needle, thread e.t.c
6.	<b>PVS (Agriculture)</b> Soil Suitable soil for planting different crops.	By the end of this lesson, pupils should be able to: 1) identify the best soil for planting; 2) outline the properties found in each soil; 3) differentiate between fertile and non fertile soils.	1. Pupils, as class, discuss the best soil for planting as guided by the teacher. 2. Pupils, as a class, watch a short video on properties of soil, list the properties and describe the role of each item in the soil. 3. Pupils, in groups, discuss	Communication and collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination Citizenship.	Display of soil and the crops that can be grown on each soil type. Web link: <a href="https://parenting.firstcry.com/articles/magazine-best-soil-for-plants-in-your-home-garden/">https://parenting.firstcry.com/articles/magazine-best-soil-for-plants-in-your-home-garden/</a> <a href="https://www.toppr.com/guides/science/soil/types-of-soil-and-suitable-crops/">https://www.toppr.com/guides/science/soil/types-of-soil-and-suitable-crops/</a>
			differences between fertile and non-fertile soil and share with class. 4. Pupils, in the same groups, plant one type of crop on fertile and non fertile soil each to examine the importance of soil fertility in crop production.		crops/ <a href="https://futurepump.com/get-the-most-from-soil-on-your-farm/">https://futurepump.com/get-the-most-from-soil-on-your-farm/</a>
	<b>PVS (HOME ECONOMICS)</b>  REASONS FOR WEARING CLOTH	By the end of the lesson, pupils should be able to: list the reasons for wearing cloth e.g protection, beautification, identification, special occasion like party.	Class discussion Identify different kinds of clothing; Naming different kinds of clothing; Discuss reasons for wearing clothes; Demonstration of steps for caring of personal clothing.	Communication and collaboration. Critical thinking and problem solving	Chart showing different people wearing varieties of clothes: Real Objects e.g sweater, uniform etc.
7.	<b>MID TERM Test and Break</b>				
8.	<b>PVS (Agriculture)</b>  Horticultural activities in Agriculture	By the end of this lesson, pupils should be able to: 1) define horticulture; 2) identify different flowering plants; 3) describe the importance of horticulture.	1. Whole class brainstorm on the meaning of horticulture. 2. Pupils, move round the school and identify flowering plants. 3. Pupils, pair up, discuss the importance of horticulture and share with the class. 4. Pupils, in groups of four, create herbarium of flowers and submit at the	Communication and collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination.	Charts of different flowers Web link: <a href="https://en.wikipedia.org/wiki/Horticulture">https://en.wikipedia.org/wiki/Horticulture</a> <a href="https://www.britannica.com/science/horticulture">https://www.britannica.com/science/horticulture</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.grifarming.in/horticulture-farming-types-of-horticulture-">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.grifarming.in/horticulture-farming-types-of-horticulture-</a>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			next lesson.		<p>Importance&amp;ved=2ahUKEwlvspK1qB_IhUIMAKHIdLVAHQFnoECCBQDq&amp;usq=AOvVaw3hS11uS9qkPc d-yz7GH2</p> <p>VIDEO LINK  <a href="https://youtu.be/1306iRqUgml">https://youtu.be/1306iRqUgml</a>  <a href="https://youtu.be/sCA0YEITAzy">https://youtu.be/sCA0YEITAzy</a></p>
	<b>PVS (HOME ECONOMICS)</b> HOW TO PREPARE LIQUID SOAP	By the end of the lesson, pupils should be able to: specify the chemical for making liquid soap e.g nitro- soil, sulphoric acid, soda ash, caustic soda e.t.c make liquid soap.	Class discussion Making of liquid soap (practical)	Communication and collaboration. Leadership and personal development.	Real objects bowls, water, nitro- soil, sulphoric acid, e.t.c
9	<b>PVS (Agriculture)</b> Materials/tools for horticultural practices	By the end of this lesson, pupils should be able to: 1) identify various tools used in horticultural practices; 2) outline the application of each materials/tools; 3) demonstrate the use of each tools.	<ol style="list-style-type: none"> <li>1. Pupils, as a class name the tools used for horticultural practices from the charts presented (Real objects can be displayed).</li> <li>2. Whole class discussion on the uses of each tool.</li> <li>3. Pupils, visit the school garden and carryout horticultural practices.</li> <li>4. Individual pupils, sketch tools used in horticultural practices and submit at the next lesson.</li> </ol>	Communication and collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination.	<p>Display of horticultural tools: shovel, spade, axe, garden fork, hand trowel, manure drag etc. Web link:  <a href="https://farmer.gov.in/dacdivision/Machinery/1/chap9.pdf">https://farmer.gov.in/dacdivision/Machinery/1/chap9.pdf</a>  <a href="https://www.agrifarming.in/types-of-gardening-tools-and-their-uses">https://www.agrifarming.in/types-of-gardening-tools-and-their-uses</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.to-plino.ie/blog/project-ideas/top-10-must-have-gardening-tools&amp;ved=2ahUKEwik_d-gps_IAhUWHcAKHS3kBGhQFJAHe">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.to-plino.ie/blog/project-ideas/top-10-must-have-gardening-tools&amp;ved=2ahUKEwik_d-gps_IAhUWHcAKHS3kBGhQFJAHe</a></p>
					<p><a href="https://youtu.be/1306iRqUgml">gQIAhAE&amp;usq=AOvVaw2J3-1EqTjut4wMA9Xht4Uf</a></p> <p>VIDEO LINK  <a href="https://youtu.be/IK31eOjWy1A">https://youtu.be/IK31eOjWy1A</a>  <a href="https://youtu.be/bwC-i9PZ_I">https://youtu.be/bwC-i9PZ_I</a>  <a href="https://youtu.be/XFx-96GUoJY">https://youtu.be/XFx-96GUoJY</a></p>
	<b>PVS (HOME ECONOMICS)</b> USES AND CARE FOR SIMPLE TOOLS	By the end of the lesson, pupils should be able to: recognize the simple sewing tools when they see them; list different types of simple sewing tools; explain the uses of sewing tools; explain care of simple tools.	Class discussion Displays different sewing tools Mention the simple sewing tools e.g scissors, thread, needle, measuring tape, tracing wheel, sew machine e.t.c. Discuss the uses and care of each tools Drawing some simple tools. Demonstrate the use of each tools.	Communication and collaboration. Critical thinking and problem solving Leadership and personal development. Creativity and imagination.	Chart showing simple sewing tools. Real object of simple sewing tools
10	<b>PVS (Agriculture)</b> Maintenance of flowers	By the end of this lesson, pupils should be able to: 1) identify different ways of maintaining flowers; 2) Plant and maintain flowers in their school garden.	<ol style="list-style-type: none"> <li>1. Pupils, in groups, discuss ways of maintaining flowers and share with the class.</li> <li>2. Pupils in the same groups, carryout the activities of flower maintenance in the school garden.</li> <li>3. Individual pupils plant a flowering plant at home and nurture it.</li> </ol>	Communication and collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination.	<p>Charts, video clips etc.  <a href="https://www.avasflowers.net/a-florists-guide-to-flower-care-and-maintenance">https://www.avasflowers.net/a-florists-guide-to-flower-care-and-maintenance</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://dengarden.com/gardening/How-to-Take-Care-of-your-Flower-Plants&amp;ved=2ahUKEwui0baLp8_IhWDYSAKHWNVDxoQFIAdQeQIHR">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://dengarden.com/gardening/How-to-Take-Care-of-your-Flower-Plants&amp;ved=2ahUKEwui0baLp8_IhWDYSAKHWNVDxoQFIAdQeQIHR</a></p>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
					<a href="#">AE&amp;usq=AOvWav0VNDG5G5rMI84IsP9AB</a> <a href="https://www.avasflowers.net/florists-guide-to-flower-care-and-maintenance">https://www.avasflowers.net/florists-guide-to-flower-care-and-maintenance</a> VIDEO LINK <a href="https://youtu.be/9DYI-nK6r0k">https://youtu.be/9DYI-nK6r0k</a> <a href="https://youtu.be/fqIFy380Kc">https://youtu.be/fqIFy380Kc</a>
	<b>PVS (HOME ECONOMICS)</b>  <b>STITCHES AND TYPE OF STITCHES</b> e.g Temporary stitches Permanent stitches Decorative stitches	By the end of the lesson, pupils should be able to:  summarize the meaning of stitches; list the different types of stitches; explain the types of stitches.	Class discussion Small group activities Drawing of different types of stitches Practice the temporary stitches e.g tracking, basting, backstitch, hemming stitch, running stitch	Communication and collaboration. Critical thinking and problem solving Leadership and personal development. Creativity and imagination.	Chart showing different types of stitches; Real object e.g needle, thread, pins, tape measure etc.
11.	Revision				
12	Examination				

PREVOCATIONAL STUDIES -  
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**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**PRE -VOCATIONAL STUDIES**  
**(AGRICULTURE & HOME ECONOMICS)**  
**PRIMARY FOUR THIRD TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>PVS (Agriculture)</b>  REVISION OF SECOND TERM'S TOPIC	By the end of the lesson, pupils should be able to:  recall previous topics taught in second term.	Pupils participate in the welcome test and last terms work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination questions.  Students notes books.  Previous term's charts etc.
	<b>PVS (HOME ECONOMICS)</b>  RESUMPTION TEST AND REVISION OF LAST TERM WORK.  LAUNDRY AGENT TOOLS AND EQUIPMENT.	By the end of the lesson, pupils should be able to:  mention some in laundry agent tools e.g soap, water, starch, blue, stain remover, e.t.c; list the steps in care for clothing e.g washing, ironing, storing, mending e.t.c	Whole class discussion  Question on the topic Explain the procedure of involved in laundry	Communication and collaboration. Critical thinking and problem solving	Chart showing laundry agent tools and equipment Real object of laundry agent tools and equipment.
2	<b>PVS (Agriculture)</b>  Common farm tools	By the end of the lesson, pupils should be able to: 1. identify farm tools; 2. draw some common farm tools;  3. demonstrate the use of farm tools.	1. Pupils, as a class, name the common farm tools presented to by the teacher. 2. Individual pupils draw a well labelled diagram of any farm tool of their choice. 3. Pupils, as a class, carryout the use the farm tools at the school farm. 4. Pupils, in small groups, create at least five simple farm tools using chocolate or milk can.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Charts, display of simple farm tools (Real objects).  Web link: <a href="https://www.legit.ng/1186398-farm-tools-uses-pictures.html">https://www.legit.ng/1186398-farm-tools-uses-pictures.html</a>  <a href="https://farmingmethod.com/modern-farm-tools/">https://farmingmethod.com/modern-farm-tools/</a>  VIDEO LINK <a href="https://youtu.be/tcinvDnfCGc">https://youtu.be/tcinvDnfCGc</a>
	<b>PVS (HOME ECONOMICS)</b>  HOW TO PREPARE STARCH	By the end of the lesson, pupils should be able to:  List the materials use for making starch; Prepare starch; Tell the uses of starch, Apply the starch on things like clothes e.t.c	Whole class discussion  Display the materials for making starch Give the process of making starch practical	Communication and collaboration. Whole class brain storm. Whole class discussion Creativity and imagination	Real object for practical work e.g cassava tubers, cold water, hot water, grater, strainer e.t.c
3	<b>PVS (Agriculture)</b>  Description and uses of farm tools	By the end of the lesson, pupils should be able to: 1) describe the parts of farm tools; 2) explain the importance of these farm tools.	1. Whole class discussion on the parts of farm tools. 2. Pupils, in small groups, discuss what each farm tools presented to the class are used for and share with the class. 3. Pupils, in the small groups, create charts of different farm tools and submit at the next lesson.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Display of simple farm tools, charts etc.  Web link: <a href="https://www.legit.ng/1186398-farm-tools-uses-pictures.html">https://www.legit.ng/1186398-farm-tools-uses-pictures.html</a>  <a href="https://farmingmethod.com/modern-farm-tools/">https://farmingmethod.com/modern-farm-tools/</a>  VIDEO LINK <a href="https://youtu.be/mFGGtEaxRC4">https://youtu.be/mFGGtEaxRC4</a> <a href="https://youtu.be/VmaZTQqchIU">https://youtu.be/VmaZTQqchIU</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED SKILLS	LEARNING RESOURCES
	<b>PVS (HOME ECONOMICS)</b>  ADEQUATE DIET (BALANCE DIET)	By the end of the lesson, pupils should be able to: discuss the meaning of adequate diet. tell the reason for eating food; mention classes of food nutrients; give the importance of adequate diet.	Class discussion  Full explanation on adequate diet. Display charts and discuss the classes of food based on their nutrient.	Communication and collaboration. Critical thinking and problem solving Leadership and personal development.	Chart showing classes of food Real objects of food items
4.	<b>PVS (Agriculture)</b>  Agricultural Tillage tools	By the end of this lesson, pupils should be able to; 1) identify agricultural tools used in tilling soil; 2) describe each identified tools; 3) make use of each tool at the school farm.	1. Pupils, as a class, name the tilling tools presented to the class. 2. Whole class discussion on the use of each tool. 3. Pupils, individual demonstrate the use of the tools at the school farm. 4. Pupils, in small, groups, create tillage tools and present same for assessment.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination.	Hoo, shovel, spade, rake. Web link: <a href="https://en.wikipedia.org/wiki/Tillage#:~:text=Tillage%20is%20the%20agricultural%20preparation,which%20%20hoeing%20%20and%20%20king">https://en.wikipedia.org/wiki/Tillage#:~:text=Tillage%20is%20the%20agricultural%20preparation,which%20%20hoeing%20%20and%20%20king</a> <a href="https://www.google.com/url?source=web&amp;rct=j&amp;url=https://europa.eu/eurostat/statistics-explained/index.php/Grassroots_ge_practices&amp;ved=2ah1JFmre4DB1dzAhWJEBOKHlpAOWF&amp;DegQIAxAE&amp;usq=AOI1aw1r6cASP0aKdujy5FmcjKu">https://www.google.com/url?source=web&amp;rct=j&amp;url=https://europa.eu/eurostat/statistics-explained/index.php/Grassroots_ge_practices&amp;ved=2ah1JFmre4DB1dzAhWJEBOKHlpAOWF&amp;DegQIAxAE&amp;usq=AOI1aw1r6cASP0aKdujy5FmcjKu</a> <a href="https://www.google.com/url?source=web&amp;rct=j&amp;url=http://www.sesonline.iastate.edu/Grassrootsprinciples%2520of%2520Agriculture%2520%26%2520agribusiness%2520economics/AGRO101/Data%2520es/lec10.pdf&amp;ved=2ah1JFmre4DB1dzAhWJEBOKHlpAOWF&amp;eqQIDhAE&amp;usq=AOI1aw1r6cASP0aKdujy5FmcjKu">https://www.google.com/url?source=web&amp;rct=j&amp;url=http://www.sesonline.iastate.edu/Grassrootsprinciples%2520of%2520Agriculture%2520%26%2520agribusiness%2520economics/AGRO101/Data%2520es/lec10.pdf&amp;ved=2ah1JFmre4DB1dzAhWJEBOKHlpAOWF&amp;eqQIDhAE&amp;usq=AOI1aw1r6cASP0aKdujy5FmcjKu</a> <a href="https://agritech.trau.ac.in/agriculture/agri_tillage_tillageimplementation.html">https://agritech.trau.ac.in/agriculture/agri_tillage_tillageimplementation.html</a> VIDEO LINK <a href="https://youtu.be/YV4ZVcc2E8">https://youtu.be/YV4ZVcc2E8</a> <a href="https://youtu.be/SnQJKGeehw">https://youtu.be/SnQJKGeehw</a>
	<b>PVS (HOME ECONOMICS)</b>  DEFICIENCY AND MALNUTRITION	By the end of the lesson, pupils should be able to: explain deficiency and mal-nutrition; mention the classes of food nutrient; list and explain the deficiency diseases of each nutrient.	Class discussion  Full explanation on deficiency and mal-nutrition. Display charts and discuss deficiency diseases of nutrients. Mention deficiency diseases of each nutrients.	Communication and collaboration. Critical thinking and problem solving	Wall chart showing a picture of a well feed child and mal-nourish child
5.	<b>PVS (Agriculture)</b>  Digging tools	By the end of this lesson, pupils should be able to: 1) identify digging tools; 2) describe the use of digging tools; 3) demonstrate the use of digging tools at the school farm	1. Pupils, as a class give names of different digging tools they know. 2. Whole class discussion of features of digging tools. 3. Pupils visit the school farm and practice the use of digging tools.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Spade, shovel, auger, hand trowel etc. Web link: <a href="https://www.agriculture.solutions.in/gardening-equipment/digging-tools">https://www.agriculture.solutions.in/gardening-equipment/digging-tools</a> <a href="https://www.homesteadspheres.in/types-of-digging-tools/">https://www.homesteadspheres.in/types-of-digging-tools/</a> <a href="https://www.google.com/url?source=web&amp;rct=j&amp;url=https://en.wikipedia.org/wiki/Digging_tools">https://www.google.com/url?source=web&amp;rct=j&amp;url=https://en.wikipedia.org/wiki/Digging_tools</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
					<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.agriculturesolutions.com/gardenimg-equipment/digging-tools&amp;ved=2ahUKEwiQxe2J2NztAhWQQRUIHdg5BdqQFIABegQIAhAE&amp;usq=AOvVaw0mzMP7y17fGyHQ2ySiBhSK">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.agriculturesolutions.com/gardenimg-equipment/digging-tools&amp;ved=2ahUKEwiQxe2J2NztAhWQQRUIHdg5BdqQFIABegQIAhAE&amp;usq=AOvVaw0mzMP7y17fGyHQ2ySiBhSK</a> <a href="https://www.youtube.com/watch?v=V9bfxmLmxk">https://www.youtube.com/watch?v=V9bfxmLmxk</a> <a href="https://www.youtube.com/watch?v=MysJnWPe8Jc">https://www.youtube.com/watch?v=MysJnWPe8Jc</a>
	<b>PVS (HOME ECONOMICS)</b> <b>DEFICIENCY AND MALNUTRITION</b>	By the end of the lesson, pupils should be able to: explain deficiency and mal-nutrition; mention the classes of food nutrient; list and explain the deficiency diseases of each nutrient.	Class discussion Full explanation on deficiency and mal-nutrition. Display charts and discuss deficiency diseases of nutrients. Mention deficiency diseases of each nutrients.	Communication and collaboration. Critical thinking and problem solving	Wall chart showing a picture of a well feed child and mal-nourish child
6.	<b>PVS (Agriculture)</b> Gathering tools	By the end of the lesson, pupils should be able to: 1) identify tools used for gathering items in the farm; 2) describe each tools identified for gathering items and dirt on the farm; 3) make use of gathering items.	1. Whole class visit the school farm and separate gathering tools from other tools at the school farm. 2. Pupils pair with a partner and discuss the use and features of each gathering tools found at the school farm. 3. Pupils, in small groups: a. use the gathering tools to remove dirt from the school farm; b. create wooden tools for gathering dirt and packing items on the farm and present same for assessment.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Charts, rake etc. Web link: <a href="https://toolsfromtheearth.com/category/gathering/">https://toolsfromtheearth.com/category/gathering/</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://wiki.guildwars2.com/wiki/Gathering_to&amp;ved=2ahUKEwihRm_12NztAhXR0VwKHQH4DeqQFIADegQIGRAE&amp;usq=AOvVaw046WV_WBcK0IHfUmZN_oL6">https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://wiki.guildwars2.com/wiki/Gathering_to&amp;ved=2ahUKEwihRm_12NztAhXR0VwKHQH4DeqQFIADegQIGRAE&amp;usq=AOvVaw046WV_WBcK0IHfUmZN_oL6</a> <a href="https://fmexim.com/agricultural-tools.php">https://fmexim.com/agricultural-tools.php</a>
	<b>PVS (HOME ECONOMICS)</b> <b>METHOD OF COOKING</b> <b>BAKING METHOD:</b> Baking Of Cake	By the end of the lesson, pupils should be able to: mention The Items Needed For Baking A Cake; list The Methods For Baking A Cake; what Are Cakes Used For? Often Served As A Celebratory Dish On Ceremonial Occasions, Such As weddings, Anniversaries, And Birthdays; make a Small Cake.	Whole class discussion (Practical)	Communication and collaboration. Critical thinking and problem solving.	Real objects e.g Flour, butter, sugar, egg e.t.c
7.	<b>Mid-Term Test and Break</b>				
8.	<b>PVS (Agriculture)</b> Carrying or transportation tools	By the end of the lesson, pupils should be able to: 1) identify tools used for transporting items within the farm; 2) describe the advantages	1. Whole class discussion on carrying tools 2. Pupils, in small groups, discussion the advantages of carrying tools and a leader present it to the	Communication and Collaboration Critical thinking and Problem solving Leadership and personal	Wheelbarrow, rake, shovel, manure drag etc. Web link: <a href="https://www.agrifarming.in/farm-machinery-types-uses-and-">https://www.agrifarming.in/farm-machinery-types-uses-and-</a>

# PREVOCATIONAL STUDIES - AGRICULTURE HOME ECONOMICS

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<b>ECONOMICS)</b>  <b>BASIC STITCHES</b>  Temporary stitches Example of temporary stitches	should be able to:  explain the meaning of temporary stitches; give examples of temporary stitches; identify temporary stitches; make samples of temporary stitches on brown papers.	Small group activities	Leadership and personal development. Critical thinking problem solving.	Real object e.g brown paper, scissors needle, thread, e.t.c Website ecourseonline.iasri.res.in www. Quora.com
	<b>PVS (HOME ECONOMICS)</b>  <b>TEMPORARY STITCHES</b>	Pupils Should be able to:  Identify temporary stitches Create samples of different temporary stitches on brown papers	Whole class discussion.  Small group	Communication and collaboration. Critical thinking and problem solving. Leadership and personal development.	Chart showing temporary stitches Real object e.g brown paper, scissors needle, thread, e.t.c Website ecourseonline.iasri.res.in www. Quora.com
11.	Revision				
12.	Examination				

## ACHIEVEMENT STANDARDS

At the end of the session, pupils are able to:

1. recognize the importance of agriculture as a source of food;
2. carryout the activities of buying and selling as it relate to real life event;
3. cultivate/raise any plant of their choice till harvest;
4. create compost/manure for soil fertility;
5. put to use farm tools;
6. maintain farm tools to prevent it from spoilage or rusting;
7. run the activities of the school farm under teacher's supervision.

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**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**PRE -VOCATIONAL STUDIES**  
**(AGRICULTURE & HOME ECONOMICS)**

**PRIMARY FIVE FIRST TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>PVS(Agriculture)</b>  Review of primary four scheme of work	By the end of the lesson, pupils should be able to:  recall previous topics taught in primary 4.	Pupils participate in the welcome test and last term's work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination Students notes books Previous term's charts
	<b>PVS (HOME ECONOMICS)</b>  Resumption test  Revision of last terms/ session work: meaning and scope of Home Economics	By the end of the lesson, pupils should be able to:  . discuss the meaning of Home Economics; . outline the importance of Home Economics to the society; . state the areas of Home Economics.	. Pupils as a group discuss the meaning of Home economics.  . Pupils in small groups discuss the importance of Home Economics to the society. . Pupils as an individual enumerate areas of Home Economics.	. communication and collaboration.  . leadership and personal development.	. chart showing areas of Economics.  <a href="http://www.fulfillment.com/economics">www.fulfillment.com/economics</a>
2.	<b>PVS (Agriculture)</b>  Crop production	By the end of the lesson, pupils should be able to: 1) define crop production; 2) identify different types of crops;	1. Whole class brainstorm on the meaning of crops. 2. Pupils, as a class, tell the names of crops provided by the teacher.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination.	Display of different types charts farm tools etc.  Web link: <a href="https://study.com/directory/Agriculture/Agriculture/n/Crop_Production.html">https://study.com/directory/Agriculture/Agriculture/n/Crop_Production.html</a> <a href="https://en.wikipedia.org/wiki/Crop">https://en.wikipedia.org/wiki/Crop</a> <a href="https://classhall.com/lesson/crop-based-on-cycle-morphology/">https://classhall.com/lesson/crop-based-on-cycle-morphology/</a> <b>VIDEO LINK</b> <a href="https://youtu.be/qcM63Nf">https://youtu.be/qcM63Nf</a> <a href="https://youtu.be/VaDcYU">https://youtu.be/VaDcYU</a>
	<b>PVS (HOME ECONOMICS)</b>  Family : meaning and types of family	By the end of the lesson, pupils should be able to:  . explain the meaning of family; . discuss types of family; . compare and contrast the features of each family types.	. pupils as a class sing rhymes on family. . pupils in small groups brainstormed and shared their opinions on features of family types. . pupils as an individual sketch images of their family members.	. leadership and personal development.  . communication and collaboration.  . creativity and imagination	. family pictures . audio visual device <a href="http://www.eslkidstuff.com">www.eslkidstuff.com</a> .com m.youtube.com
3.	<b>PVS (Agriculture)</b>  Procedures for crop production.	By the end of the lesson, pupils should be able to: 1) outline procedures for cultivating crops; 2) identify pre-planting activities; 3) carryout pre-planting operations on the farm.	1. Pupils watch a two minutes video on crop cultivation procedures and discuss what they have learnt as a class. 2. Pupils, as a class, discuss pre-planting operations from the video they watched. 3. Pupils, visit the school farm and demonstrate the	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and	Farm tools, video clips, etc.  Web links: <a href="https://en.wikipedia.org/wiki/Plant_cycle#:~:text=these%20activities%20include%20sowing%20the%20seed%20and%20watering">https://en.wikipedia.org/wiki/Plant_cycle#:~:text=these%20activities%20include%20sowing%20the%20seed%20and%20watering</a> <a href="https://www.scienceonline.com/agricultural-and-biotechnology">https://www.scienceonline.com/agricultural-and-biotechnology</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			activities of pre-planting operations.	Imagination.	sciences/crop-production <a href="https://www.google.com/amp/s/mahabrasheed.wordpress.com/2012/11/14/steps-a-farmer-performs-and-what-information-is-required-at-each-step/amp/">https://www.google.com/amp/s/mahabrasheed.wordpress.com/2012/11/14/steps-a-farmer-performs-and-what-information-is-required-at-each-step/amp/</a>  VIDEO LINK <a href="https://youtu.be/VaDccWJJ864">https://youtu.be/VaDccWJJ864</a> <a href="https://youtu.be/xR2DPnyLEE0">https://youtu.be/xR2DPnyLEE0</a>
	<b>PVS (HOME ECONOMICS)</b>  Roles of each family members and functions of the family.	By the end of the lesson, pupils should be able to:  . identify the roles of each family members; . summarize the roles of each family members; . evaluate the functions of family.	. pupils as an individual mention their names and the names of their family members.  . pupils in small groups role play their family members.  . pupils as a class discuss the functions of the family.	. communication and collaboration.  . leadership and personal development.  . Creativity and imagination.	. family pictures  . audio visual devices  <a href="http://www.eslkidstuff.com">www.eslkidstuff.com</a>
4.	<b>PVS (Agriculture)</b>  Planting activities	By the end of the lesson, pupils should be able to: 1) describe planting activities; 2) identify tools used in planting activities; 3) carryout planting activities on the school farm and at home.	1. Pupils, as a class, discuss the activities of planting. 2. Pupils, as a class, prepare nursery beds using simple farm tools. 3. Pupils, in small groups are given portion at the school farm to cultivate any crop of their choice.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Farm tools, charts, crops etc.  Web link: <a href="https://www.agrifarming.in/pre-planting-tasks-post-planting-tasks-in-agriculture#:~:text=These%20include%20all%20forms%20of,pricking%20out%2C%20thinning%20and%20hardening.">https://www.agrifarming.in/pre-planting-tasks-post-planting-tasks-in-agriculture#:~:text=These%20include%20all%20forms%20of,pricking%20out%2C%20thinning%20and%20hardening.</a> <a href="http://www.fao.org/3/Y4360E/y4360e0a.htm">http://www.fao.org/3/Y4360E/y4360e0a.htm</a>
					<a href="https://www.fabclass.com/2017/10/planting-operations.html?m=1">https://www.fabclass.com/2017/10/planting-operations.html?m=1</a>  <a href="https://www.google.com/amp/s/www.pinterest.com/amp/primarythemepark/plant-activities-for-kids/">https://www.google.com/amp/s/www.pinterest.com/amp/primarythemepark/plant-activities-for-kids/</a>  VIDEO LINK <a href="https://youtu.be/-cpBG10YAqQ">https://youtu.be/-cpBG10YAqQ</a> <a href="https://youtu.be/MIZLeaTfT0o">https://youtu.be/MIZLeaTfT0o</a> <a href="https://youtu.be/M2P...">https://youtu.be/M2P...</a>
	<b>PVS (HOME ECONOMICS)</b>  Family relationship and family tree	By the end of the lesson, pupils should be able to:  . describe family relationship; . justify the reasons for family bonding; . draw their family tree.	. pupils as a class summarizes family relationship. . pupils in small groups role play their kinsmen. . pupils as an individual draw their family tree.	communication and collaboration.  . leadership and personal. development . creativity and imagination.	. family pictures. . family tree chart.
5.	<b>PVS (Agriculture)</b>  Post-planting activities; irrigation, mulching, thinning, supplying, application of manure/fertilizer and weeding.	By the end of the lesson, pupils should be able to: 1) explain post planting activities; 2) outline examples of activities done during post planting; 3) demonstrate fertilizer application on farm crops.	1. Pupils, as a class, see a short video on post planting operations and share what they have learnt with the class. 2. Pupils, in small groups, discuss the various post planting activities and a leader present their thought to the class. 3. Pupils, as a class, visit the	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and	Farm tools, fertilizer/manure etc.  Web link: <a href="https://www.agrifarming.in/pre-planting-tasks-post-planting-tasks-in-agriculture#:~:text=These%20include%20all%20forms%20of,pricking%20out%2C%20thinning%20and%20hardening.">https://www.agrifarming.in/pre-planting-tasks-post-planting-tasks-in-agriculture#:~:text=These%20include%20all%20forms%20of,pricking%20out%2C%20thinning%20and%20hardening.</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			school farm and practice the various post planting operations.	Imagination Citizenship	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.iustagric.com/managing-a-farm-business-preplanting-postplanting/&amp;ved=2ahUKEwPwtzmq3t3UahVPPcAKHbwzAeqQFIAB&amp;usq=AOvVaw1JBo1v5w7C6hSxqpCdTn">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.iustagric.com/managing-a-farm-business-preplanting-postplanting/&amp;ved=2ahUKEwPwtzmq3t3UahVPPcAKHbwzAeqQFIAB&amp;usq=AOvVaw1JBo1v5w7C6hSxqpCdTn</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.fabioclass.com/2017/10/planting-operations.html%3Fm%3D1&amp;ved=2ahUKEwPwtzmq3t3UahVPPcAKHbwzAeqQFIAB&amp;usq=AOvVaw25rt-UBS3m9S_7SeVT-F1H">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.fabioclass.com/2017/10/planting-operations.html%3Fm%3D1&amp;ved=2ahUKEwPwtzmq3t3UahVPPcAKHbwzAeqQFIAB&amp;usq=AOvVaw25rt-UBS3m9S_7SeVT-F1H</a> <a href="https://kofastudy.com/courses/sc2-agricultural-science-1st-term/lessons/conditions-necessary-for-nursery-practices-week-6/topic/post-planting-operations/">https://kofastudy.com/courses/sc2-agricultural-science-1st-term/lessons/conditions-necessary-for-nursery-practices-week-6/topic/post-planting-operations/</a> VIDEO LINK <a href="https://youtu.be/8ZyTwrWWfz4">https://youtu.be/8ZyTwrWWfz4</a>
	<b>PVS (HOME ECONOMICS)</b>  Identification of simple cooking tools and equipment.	By the end of the lesson, pupils should be able to:  identify simple cooking tools and equipment; enumerate simple cooking tools and equipment;	Pupils as an individual identified simple cooking tools and equipment. pupils as a class describe simple cooking tools and equipment. pupils in groups present	Critical thinking and Problem solving. communication and collaboration Creativity and imagination.	images of simple cooking tools and equipment.. real objects eg. pots, stove, knives, kettle, colander, spatula, blender Etc.
		draw some simple cooking tools and equipment.	diagrams of simple cooking tools and equipment.		. <a href="http://www.mealtime.com">www.mealtime.com</a>
6.	<b>PVS (Agriculture)</b>  Harvesting activities	By the end of this lesson, pupils should be able to: 1) describe the steps involved in harvesting crops; 2) enumerate tools used in harvesting crops; recognize the right time for harvesting crops.	1. Whole class discussion on harvesting. 2. Pupils, as a class, discuss the features of harvesting tools and how they are used. 3. Pupils, as a class, visit the schools farm and predict the time of harvest for each crops at the school farm.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination.	Charts, farm tools video clips etc. Web link: <a href="https://www.agrifarming.in/pre-planting-tasks-post-planting-tasks-agriculture#:~:text=These%20include%20all%20forms%20of,crops%20out%2C%20thinning%20and%20hardening">https://www.agrifarming.in/pre-planting-tasks-post-planting-tasks-agriculture#:~:text=These%20include%20all%20forms%20of,crops%20out%2C%20thinning%20and%20hardening</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.fao.org/3/ac142e/ac142e0d.htm&amp;ved=2ahUKEwiZsoH7hN3UahUaQhUIHbVAAToQFIAB&amp;usq=AOvVaw33dQP8RMhyVho2C8gwrD4">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.fao.org/3/ac142e/ac142e0d.htm&amp;ved=2ahUKEwiZsoH7hN3UahUaQhUIHbVAAToQFIAB&amp;usq=AOvVaw33dQP8RMhyVho2C8gwrD4</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.notimeforflashcards.com/2014/11/harvest-crafts-activities.html&amp;ved=2ahUKEwZsH7hN3UahUdQhUIHbVAAToQFIAB&amp;usq=AOvVaw0AFwZTb3CwN@id8DrXifz">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.notimeforflashcards.com/2014/11/harvest-crafts-activities.html&amp;ved=2ahUKEwZsH7hN3UahUdQhUIHbVAAToQFIAB&amp;usq=AOvVaw0AFwZTb3CwN@id8DrXifz</a> <a href="https://study.com/academy/lesson/harvest-lesson-plan.html">https://study.com/academy/lesson/harvest-lesson-plan.html</a> VIDEO LINK









**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**PRE -VOCATIONAL STUDIES**  
**(AGRICULTURE & HOME ECONOMICS)**  
**PRIMARY FIVE SECOND TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>PVS (Agriculture)</b>  Review of first term schemes of work.	By the end of the lesson, pupils should be able to:  recall previous topics taught in first term.	Pupils participate in the welcome test and last term's work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination questions.  Students notes books.  Previous term's charts etc.
	<b>PVS (HOME ECONOMICS)</b>  Resumption test And Revision of last term's work : meaning and types family	By the end of the lesson, pupils should be able to:  explain the meaning of family; discuss types of family; compare and contrast the features of each family types.	pupils as a class sing rhymes on family. pupils in small groups discuss family types.	Communication and Collaboration. creativity and imagination.	. device to play a song.  . family pictures.
2	<b>PVS (Agriculture)</b>  Weeds	By the end of the lesson, pupils should be able to: 1) define weeds; 2) identify common weeds in the farm; 3) create a weed album.	1. Whole class discussion on the meaning of weed. 2. Pupils, as a class, visit the school farm and remove weeds found in there. 3. Pupils, in small groups, create a weed album stating the common	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination.	Samples of weeds, charts etc.  Web link: <a href="https://www.bnnica.com/plant/weedrita">https://www.bnnica.com/plant/weedrita</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.g">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.g</a>
			names and submit at the next lesson.		<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.sprinq-green.com/blog-plant-characteristics-weeds/&amp;ved=2ahUKEwivr_Gwi93tAhUUoVwKHb8tA-MQFIABeqQIBxAF&amp;usq=AOvVaw3h48doSRQXCsqLKRjiDh0">ardeningknowhow.com/plant-problems/weeds/what-is-a-weed.htm&amp;ved=2ahUKEwivr_Gwi93tAhUUoVwKHb8tA-MQFIABeqQIBxAF&amp;usq=AOvVaw3h48doSRQXCsqLKRjiDh0</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.sprinq-green.com/blog-plant-characteristics-weeds/&amp;ved=2ahUKEwivr_Gwi93tAhUUoVwKHb8tA-MQFIABeqQIBxAF&amp;usq=AOvVaw3h48doSRQXCsqLKRjiDh0">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.sprinq-green.com/blog-plant-characteristics-weeds/&amp;ved=2ahUKEwivr_Gwi93tAhUUoVwKHb8tA-MQFIABeqQIBxAF&amp;usq=AOvVaw3h48doSRQXCsqLKRjiDh0</a> <a href="https://pfaf.org/user/cmspage.asp?pageid=44">https://pfaf.org/user/cmspage.asp?pageid=44</a>  VIDEO LINK <a href="https://youtu.be/SKXA-1WIAAE">https://youtu.be/SKXA-1WIAAE</a> <a href="https://youtu.be/Wda7u8maakA">https://youtu.be/Wda7u8maakA</a> <a href="https://youtu.be/veRE-1zr40l">https://youtu.be/veRE-1zr40l</a>
	<b>PVS (HOME ECONOMICS)</b>  Family values and family cycle	By the end of the lesson, pupils should be able to:  explain the meaning of family values; give examples of family values; compare and contrast the stages of family	Pupils as a class discuss the meaning of family values. Pupils as an individual mentioned examples of family values. Pupils in small groups discuss the stages of family cycle.	Communication and Collaboration. Critical thinking and Problem solving. Leadership and Personal development development.	. sketch note/ flash cards on core family values. . family pictures . . <a href="http://www.wikihow.com&gt;family">www.wikihow.com&gt;family</a>





WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<b>ECONOMICS)</b> Cleaning agents for cooking tools and equipment	should be able to:  list cleaning agents for cooking tools and equipment; classify cleaning agents for cleaning cooking tools and equipment; produce a cleaning agent for cleaning cooking equipment and tools.	the meaning of cleaning agents. pupils as an individual mentioned types of cleaning agents. pupils in small groups discuss the classes of cleaning agents for cooking tools and equipment. pupils in groups produce a cleaning agent for cooking tools and equipment.	collaboration.  critical thinking and problem solving.  creativity and imagination	. samples of cooking tools and equipment/ images.  . samples of cleaning agents for cleaning cooking tools and equipment.  <a href="http://www.pinterest.com">www.pinterest.com</a>
5.	<b>PVS (Agriculture)</b> Benefits of weeds: animal feed, production of drugs, food to man.	By the end of this lesson, pupils should be able to: 1) enumerate the benefit of weeds to animals and man; 2) discuss how weeds are used as medicine.	1. Pupils, as a class, discuss the benefit of weeds to both animals and man and share with the class. 2. Pupils, as a class, see a short video on the use of weeds as medicine and share their thought with the class.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development.	Charts, video clips etc.  Web link: <a href="https://abcofaqri.com/weeds-definition-benefits-losses/#:-:text=BENEFITS%20OF%20WEEDS,being%20(Ghol%2C%20Tandulja).">https://abcofaqri.com/weeds-definition-benefits-losses/#:-:text=BENEFITS%20OF%20WEEDS,being%20(Ghol%2C%20Tandulja).</a>  <a href="https://www.smilinggardener.com/organic-pest-control/benefits-of-weeds/">https://www.smilinggardener.com/organic-pest-control/benefits-of-weeds/</a>  <a href="https://agriinfo.in/importance-of-weeds-or-benefits-or-advantages-derived-from-weeds-2144/">https://agriinfo.in/importance-of-weeds-or-benefits-or-advantages-derived-from-weeds-2144/</a>
	<b>PVS (HOME ECONOMICS)</b> Cleaning cooking tools and equipment.	By the end of the lesson, pupils should be able to:  match cooking tools and equipment with the appropriate cleaning agent; use cleaning agents for cleaning cooking equipment and tools; evaluate the use of cleaning agents on cooking tools and equipment.	Pupils in pairs match cooking equipment and tools with the appropriate cleaning agent.  Pupils in groups demonstrate the cleaning of cooking tools and equipment. Pupils as a class discuss the effect of cleaning agents on cooking tools and equipment.	Critical thinking and Problem solving. Leadership and Personal development. Creativity and Imagination. Communication and Collaboration.	. samples of cleaning agents and equipment.  . samples of cooking tools and equipment/ images.
6.	<b>PVS (Agriculture)</b> Pest and diseases of crops	By the end of this lesson, pupils should be able to: 1) define pests of crops; 2) identify various insect pests.	1. Whole class discussion the meaning of pest. 2. Pupils, as a class, take a gallery work, inspect the charts showing different pests of crops pasted on the classroom wall and discuss about it.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development.	Charts, video clips etc.  Web links: <a href="https://californiaaqtoday.com/pests-diseases-cause-worldwide-damage-crops/">https://californiaaqtoday.com/pests-diseases-cause-worldwide-damage-crops/</a> <a href="https://www.agricultureandpests-diseases-weeds/plant">https://www.agricultureandpests-diseases-weeds/plant</a>  <a href="https://smfarm.cfans.umn.edu/pests-and-diseases">https://smfarm.cfans.umn.edu/pests-and-diseases</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://en.m.wikipedia.org/wiki/Pest_(organism)&amp;ved=2ahUKEwNja-kkd3tAhUVqXEKHQnEA_cQFjAMEqQIHBA&amp;usq=ACvVaw24ohW8qbNbaxe7gqwkz2Bq">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://en.m.wikipedia.org/wiki/Pest_(organism)&amp;ved=2ahUKEwNja-kkd3tAhUVqXEKHQnEA_cQFjAMEqQIHBA&amp;usq=ACvVaw24ohW8qbNbaxe7gqwkz2Bq</a>  VIDEO LINK <a href="https://youtu.be/0D-lrYWKXI">https://youtu.be/0D-lrYWKXI</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<b>PVS (HOME ECONOMICS)</b>  Care of cooking tools and equipment	By the end of the lesson, pupils should be able to:  discuss the guidelines for care of cooking tools and equipment; practice proper way of handling cooking tools and equipment	Pupils in small groups discuss the guidelines for care of cooking tools and equipment. Pupils as a class describe proper way of handling cooking tools and equipment.	Critical thinking and Problem solving. Leadership and Personal development. Communication and Collaboration.	<a href="https://youtu.be/g9uPm5j0uE">https://youtu.be/g9uPm5j0uE</a> <a href="https://youtu.be/V2Nk77EGCw">https://youtu.be/V2Nk77EGCw</a> Images / real samples of cooking toolstand equipment. Images/ samples of facilities for keeping cooking tools and equipment. <a href="http://www.pinterest.com">www.pinterest.com</a>
7.	Mid-term Test and Break				
8.	<b>PVS (Agriculture)</b>  Classification of insect pests; piercing and sucking insect pest burrowing and boring insect pest	By the end of the lesson, pupils should be able to: 1) classify insect pest according to their mouth parts; 2) outline examples of insects in each group; 3) justify the reason for classification	1. Pupils, as a class, discuss the various groups of crop pests according to their mouth parts. 2. Pupils, in small groups, discuss the importance of classification and share with the class. 3. Pupils, in the same groups, create an album of pests and submit at the next lesson.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Charts, video clips etc. Web link: <a href="https://www.len.com/colours/509/Classification-of-Insect-Pests-and-their-Economic-Importance">https://www.len.com/colours/509/Classification-of-Insect-Pests-and-their-Economic-Importance</a> <a href="https://kotastudy.com/courses/101-agricultural-science-3rd-term/lessons/classification-of-insect-pests-week-3/topic/classification-of-insect-pests-based-on-mouth-parts">https://kotastudy.com/courses/101-agricultural-science-3rd-term/lessons/classification-of-insect-pests-week-3/topic/classification-of-insect-pests-based-on-mouth-parts</a> <a href="https://www.biologydiscussion.com/invertebrate-zoology/insects/mouth-parts-in-insects-with-diagram/778">https://www.biologydiscussion.com/invertebrate-zoology/insects/mouth-parts-in-insects-with-diagram/778</a>
	<b>PVS (HOME ECONOMICS)</b>  Basic stitches	By the end of the lesson, pupils should be able to:  highlight types of	Pupils as a class discuss meaning and types of permanent stitches. Pupils in small groups	Communication and Collaboration. Leadership and Personal	stitches album samples of articles with permanent stitches.
	(Permanent stitches)	permanent stitches; state the importance of permanent stitches; create an album of permanent stitches.	discuss the importance of permanent stitches. Pupils as an individual creates an album of permanent stitches.	development. Critical thinking and Problem solving. Creativity and Imagination	Pieces of fabrics sewing kit. <a href="http://www.weallsew.com&gt;basicstitches">www.weallsew.com&gt;basicstitches</a>
9.	<b>PVS (Agriculture)</b>  Damages caused by pests	By the end of the lesson, pupils should be able to: 1) identify the damages caused by pests on crops; 2) describe the damages caused by pest on crops; 3) Provide solution on how to avoid pest damage.	1. Whole class visit the school farm and collect samples of crops damaged by pests. 2. Pupils, as a class, discuss the damages caused by pests and share with the class. 3. Pupils, in small groups, discuss solutions to preventing pest damages to crops and a leader present it to the class.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Real objects, charts etc. Web link: <a href="https://www.safeguardscotland.uk/impact-pests-agriculture-industry/">https://www.safeguardscotland.uk/impact-pests-agriculture-industry/</a> <a href="https://www.britannica.com/animal/insect/Damage-to-growing-crops">https://www.britannica.com/animal/insect/Damage-to-growing-crops</a>
	<b>PVS (HOME ECONOMICS)</b>  Basic stitches (Decorative/ embroidery stitches)	By the end of the lesson, pupils should be able to: list types of decorative/ embroidery stitches; discuss importance of decorative/ embroidery stitches; make an album of decorative stitches.	Pupils as a class discuss meaning and types of decorative/ embroidery stitches. Pupils in groups discuss importance of decorative stitches. Pupils as an individual create an album of decorative/ embroidery stitches.	Communication and Collaboration. Critical thinking and Problem solving. Creativity and Imagination.	stitches album. samples of articles with decorative embroidery stitches. sewing kit. pieces of fabrics <a href="http://www.weallsew.com&gt;basicstitches">www.weallsew.com&gt;basicstitches</a>
10.	<b>PVS (Agriculture)</b>  Control of insect pests; use of	By the end of the lesson, pupils should be able to: 1) outline the various methods of controlling	1. Pupils, as a class watch a short video on different methods of pest control and discuss what they	Communication and Collaboration Critical thinking and Problem solving	Charts, net, trap, pesticide etc. Web links: <a href="https://en.wikipedia.org/wiki/Pest_control">https://en.wikipedia.org/wiki/Pest_control</a>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	pesticides, setting traps, use of biological enemies of pests.	pests; 2) describe the advantages and disadvantages of biological method of pest control; 3) carryout the various methods of pest control on the school.	have learnt. 2. Pupils, in small groups, discuss the advantages and disadvantages of controlling pest using exotic species and share with the class. 3. Pupils, as a class, practice pest control methods at the school farm from time to time.	Leadership and personal development Creativity and Imagination Citizenship	<a href="https://blog.agrivi.com/post/best-practices-for-pest-management-in-organic-farm-production">https://blog.agrivi.com/post/best-practices-for-pest-management-in-organic-farm-production</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://www.canna-uk.com/how_control_pests_and_diseases_biological_vs_chemical&amp;ved=2ahUKEwj9KGRII3IAhWai1wKHfB3BhQQFjAOegQIBRAB&amp;usq=AOvVaw1DbV8gQga-WZLnvm89rkKx">https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://www.canna-uk.com/how_control_pests_and_diseases_biological_vs_chemical&amp;ved=2ahUKEwj9KGRII3IAhWai1wKHfB3BhQQFjAOegQIBRAB&amp;usq=AOvVaw1DbV8gQga-WZLnvm89rkKx</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://www.slideshare.net/mobile/archana7712/pestcontrol-39547779&amp;ved=2ahUKEwjMq628I3IAhVFolwKHRT9DFUQFjAAegQIBFAC&amp;usq=AOvVaw3k3mKlnGaUV74zn874Rvs">https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://www.slideshare.net/mobile/archana7712/pestcontrol-39547779&amp;ved=2ahUKEwjMq628I3IAhVFolwKHRT9DFUQFjAAegQIBFAC&amp;usq=AOvVaw3k3mKlnGaUV74zn874Rvs</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://en.m.wikipedia.org/wiki/Pest_control&amp;ved=2ahUKEwjMq628I3IAhVFolwKHRT9DFUQFjAAegQIBhAE&amp;usq=AOvVaw2LT_K3cigXi3gGlinkibzDy">https://www.google.com/url?sa=t&amp;source=web&amp;rct=i&amp;url=https://en.m.wikipedia.org/wiki/Pest_control&amp;ved=2ahUKEwjMq628I3IAhVFolwKHRT9DFUQFjAAegQIBhAE&amp;usq=AOvVaw2LT_K3cigXi3gGlinkibzDy</a>
	<b>PVS (HOME ECONOMICS)</b> Sewing processes (production of an article) e. g an apron table cover, knitted/ crocheted belt, arm rest, headrest etc	By the end of the lesson, pupils should be able to: discuss the processes in sewing; list the equipment for sewing; create an article using a sewing process.	Pupils as a class discuss sewing processes (knitting, crocheting, stitching). Pupils in groups highlight the tools and equipment needed for sewing. Pupils as an individual design an article.	. communication and collaboration. . leadership and personal development. . critical thinking and problem solving. . creativity and imagination.	. sewing tools and equipment. . pieces of fabrics. . knitting and crocheting tools and equipment. . samples of different designed articles. <a href="http://www.weallsew.com.&gt;knitting">www.weallsew.com.&gt;knitting</a>
11.	Revision				
12.	Examination				

# PREVOCATIONAL STUDIES - AGRICULTURE HOME ECONOMICS @CLASSBASIC.COM





**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**PRE -VOCATIONAL STUDIES**  
**(AGRICULTURE & HOME ECONOMICS)**  
**PRIMARY FIVE THIRD TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>PVS (Agriculture)</b>  Review of second term schemes of work.	By the end of the lesson, pupils should be able to:  recall previous topics taught in second term.	Pupils participate in the welcome test and last term's work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination questions.  Students notes books.  Previous term's charts etc.
	<b>PVS (HOME ECONOMICS)</b>  Resumption test And Revision of last term's work: family values	By the end of the lesson, pupils should be able to:  enumerate family values; state the importance of family values to the family members and society.	Pupils as a class discuss the meaning of family values.  Pupils in groups discuss the importance of family values.	Communication and Collaboration. Leadership and Personal development.	. flashcards of core family values. . family pictures. . www.wikihow.com family
2	<b>PVS (Agriculture)</b>  Rearing of farm animals	By the end of the lesson, pupils should be able to; 1) outline the kinds of animals that can be raised; 2) describe the importance of animal rearing; 3) raise animals of their choice.	1. Pupils, as a class mention different kinds of animals they know can be raised and give reason. 2. Pupils, in small groups, discuss reasons for rearing animals and share with the class. 3. Pupils, in the same groups, raise pigs, goat, rabbit etc at the school farm,	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Feeders, waterers, etc.  Web link: <a href="https://en.wikipedia.org/wiki/Livestock">https://en.wikipedia.org/wiki/Livestock</a>  <a href="https://en.wikipedia.org/wiki/Livestock#Types">https://en.wikipedia.org/wiki/Livestock#Types</a>  <a href="https://www.britannica.com/topic/livestock-farming">https://www.britannica.com/topic/livestock-farming</a>
					<a href="https://invoice.ng/blog/poultry-farming-in-nigeria/">https://invoice.ng/blog/poultry-farming-in-nigeria/</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.biodiversityworld.org/ag_animal.php&amp;ved=2a1UKEwiQ09mVmN3tAhUymVwKHw2CQxMQFjADegQI1hAE&amp;usq=AOvVawG8nYozNpEMlwMxFe5 WPC">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.biodiversityworld.org/ag_animal.php&amp;ved=2a1UKEwiQ09mVmN3tAhUymVwKHw2CQxMQFjADegQI1hAE&amp;usq=AOvVawG8nYozNpEMlwMxFe5 WPC</a>  VIDEO LINK <a href="https://youtu.be/LIGHHueB/Vq">https://youtu.be/LIGHHueB/Vq</a> <a href="https://youtu.be/1CBfORVzonU">https://youtu.be/1CBfORVzonU</a>
	<b>PVS (HOME ECONOMICS)</b>  Uses of personal and family resources.	By the end of the lesson, pupils should be able to:  list personal and family resources; state the use of personal and family resources; discuss the importance of personal and family resources.	.pupils as a class give examples of personal and family resources. . pupils in groups discuss the use of personal and family resources. . pupils in small groups discuss the importance of personal and family resources.	. communication and collaboration. . leadership and personal development. . critical thinking and problem solving.	. charts on personal and family resources. <a href="http://www.extension.illinois.edu.com">www.extension.illinois.edu.com</a>
3.	<b>PVS (Agriculture)</b>  Procedures for rearing farm animals	By the end of the lesson, pupils should be able to: 1) itemize the steps involved in raising farm animals;	1. Whole discussion on procedures for rearing farm animals. 2. Pupils, as a class, list the tools for raising farm	Communication and Collaboration Critical thinking and Problem solving Leadership and	Charts, fishing nets, hook and line etc.  Web links: <a href="https://en.wikipedia.org/wiki/Livestock">https://en.wikipedia.org/wiki/Livestock</a>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		2) identify the tools needed to raise farm animals; 3) demonstrate the procedures on the school farm.	animals and discuss how they are used. 3. Pupils, in groups and as a class, practice what they have learnt on the school farm.	personal development Creativity and Imagination Citizenship	<b>#Types</b> <a href="http://www.ilocis.org/documents/chpt70e.htm">http://www.ilocis.org/documents/chpt70e.htm</a> <a href="https://lessonplan.edudelight.com/how-to-raise-livestock-farm-animals/">https://lessonplan.edudelight.com/how-to-raise-livestock-farm-animals/</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://classbasic.com/2019/01/03/how-to-raise-livestock-and-procedures-for-rearing-farm-animals-like-cattle-sheep-and-pigs-primary-5/&amp;ved=2ahUKEwiU15bPmN3IAhUkQkEAHT-RCMEQFjABegQIAhAF&amp;usq=AOvVawOUVMniM5J2pN4d6583oCR4">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://classbasic.com/2019/01/03/how-to-raise-livestock-and-procedures-for-rearing-farm-animals-like-cattle-sheep-and-pigs-primary-5/&amp;ved=2ahUKEwiU15bPmN3IAhUkQkEAHT-RCMEQFjABegQIAhAF&amp;usq=AOvVawOUVMniM5J2pN4d6583oCR4</a> <b>VIDEO LINK</b> <a href="https://youtu.be/UqgwATbDuEo">https://youtu.be/UqgwATbDuEo</a> <a href="https://youtu.be/852zxDEAR-Q">https://youtu.be/852zxDEAR-Q</a> <a href="https://youtu.be/KZE5OpK7dII">https://youtu.be/KZE5OpK7dII</a>
	<b>PVS (HOME ECONOMICS)</b>  Care of personal belongings	By the end of the lesson, pupils should be able to: state the guidelines for care of personal belongings; discuss the reasons for care of personal belongings;	pupils as class discuss the guidelines for care of personal belongings. pupils in small groups discuss the reasons for care of personal belongings. pupils as an demonstrates the care of their personal	communication and collaboration. leadership and personal development. creativity and imagination.	Samples of some personal belongings like shoes, bags, clothes etc.  <a href="http://www.web.extension.illinois.edu.com-&gt;resources">www.web.extension.illinois.edu.com-&gt;resources</a>
		care for personal belongings.	belongings e.g ( washing of their socks and polishing of their shoes)		
4.	<b>PVS (Agriculture)</b>  Rearing of chicken, rabbit or snail	By the end of the lesson, pupils should be able to: 1) Identify tools/materials needed for raising farm animals; 2) construct a medium size cage, hutch or pen for animals; 3) raise chicken, rabbit and snail at the school farm and at home.	1. Pupils, as a class, are guided to construct a medium size battery cage, hutch or snail pen for use at the school farm. 2. Pupils, in small groups, raise either chicken, or snail to maturity and market the animals for income purpose. 3. Pupils, visit the internet for help.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Web link: <a href="https://en.wikipedia.org/wiki/Poultry_farming#:~:text=Poultry%20farming%20is%20the%20form.meat%20or%20eggs%20for%20food.&amp;text=In%20the%20United%20States%20%20the%20d%20Drug%20Administration%20(FDA)">https://en.wikipedia.org/wiki/Poultry_farming#:~:text=Poultry%20farming%20is%20the%20form.meat%20or%20eggs%20for%20food.&amp;text=In%20the%20United%20States%20%20the%20d%20Drug%20Administration%20(FDA)</a> <a href="https://www.agriculture.com/livestock/poultry/when-and-how-to-start-a-poultry-farm">https://www.agriculture.com/livestock/poultry/when-and-how-to-start-a-poultry-farm</a> <a href="https://www.google.com/amp/s/kishijagan.com/aqripedia/benefits-latest-method-marketing-of-poultry-farming-business-read-unknown-facts-proper-care-of-chicken-farm%3famp=1">https://www.google.com/amp/s/kishijagan.com/aqripedia/benefits-latest-method-marketing-of-poultry-farming-business-read-unknown-facts-proper-care-of-chicken-farm%3famp=1</a> <b>VIDEO LINK</b> <a href="https://youtu.be/GToWzbkPTzs">https://youtu.be/GToWzbkPTzs</a> <a href="https://youtu.be/uE70Ek10Q3A">https://youtu.be/uE70Ek10Q3A</a> <a href="https://youtu.be/lzW2n2NQ85Q">https://youtu.be/lzW2n2NQ85Q</a>
	<b>PVS (HOME ECONOMICS)</b>  Food safety	By the end of the lesson, pupils should be able to: discuss the meaning of food safety; justify the importance	Pupils as a class discuss the meaning of food safety. Pupils in groups discuss the importance of food safety.	. communication and collaboration. . leadership and personal development. . critical thinking and problem	. samples of food storage devices like plastic containers, cellophane, refrigerator, freezer. . images of food storage devices.

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		of food safety; write food safety rules.	pupils as individuals outline food safety rules.	solving.	.www.reachgate.net> food safety -
5.	<b>PYS (Agriculture)</b>  Management of farm animals, feeding, keeping records, sanitation.	By the end of the lesson, the pupils should be able to; 1) outline tools for farm animals management; 2) describe various approaches towards the management of farm animals; 3) manage farm animals properly.	1. Whole class discussion on tools for managing farm animals. 2. Pupils, as a class discuss the best type of approach for managing farm animals. 3. Pupils, in small groups, plan a routine check on farm animals, feed and care for the animals, ensure that the animal's environment is kept clean and safety of the animals.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Farm records, shovel, rake, broom etc. Web link: <a href="https://en.wikipedia.org/wiki/Poultry_farming#:~:text=Poultry%20farming%20is%20the%20form,meat%20of%20egg%20for%20food.&amp;text=In%20the%20United%20States%2C%20the%20Drug%20Administration%20FDA">https://en.wikipedia.org/wiki/Poultry_farming#:~:text=Poultry%20farming%20is%20the%20form,meat%20of%20egg%20for%20food.&amp;text=In%20the%20United%20States%2C%20the%20Drug%20Administration%20FDA</a> <a href="https://www.acs.edu.au/info/agriculture/sustainable-agriculture/managing-livestock.aspx">https://www.acs.edu.au/info/agriculture/sustainable-agriculture/managing-livestock.aspx</a> <a href="https://vikaspedia.in/agriculture/livestock/cattle-buffalo/common-management-practices">https://vikaspedia.in/agriculture/livestock/cattle-buffalo/common-management-practices</a> <a href="https://www.google.com/url?sa=source=web&amp;rct=j&amp;url=https://m.farms.com/livestock-management/&amp;ved=2ahUKEwif8wN3tAhVCUCAKHcw7AbMQFADegQIBRAE&amp;usq=AOvYaw2CyOAiYU7GwSlGCpAqzE2">https://www.google.com/url?sa=source=web&amp;rct=j&amp;url=https://m.farms.com/livestock-management/&amp;ved=2ahUKEwif8wN3tAhVCUCAKHcw7AbMQFADegQIBRAE&amp;usq=AOvYaw2CyOAiYU7GwSlGCpAqzE2</a>
	<b>PVS (HOME ECONOMICS)</b>  Food	By the end of the lesson, pupils should be able to:  explain the meaning of food contamination;	Pupils as a class discuss the meaning of food contamination. Pupils in groups	Communication and Collaboration. Leadership and Personal development.	. samples of contaminated food item.
	contamination	recognize contaminated food; examine types of food contamination; discuss the risk factor in raw food item	investigate types of food contamination. Pupils as an individual relate types of food contamination with food contaminants.	Critical thinking and Problem solving.	. samples of food contaminants. <a href="http://www.foodsafety.com.au">www.foodsafety.com.au</a>
6.	<b>PVS (Agriculture)</b>  Systems of rearing farm animals; intensive, extensive and semi-intensive	By the end of the lesson, pupils should be able to: 1) identify the systems of rearing farm animals 2) evaluate the advantage and disadvantages of rearing animals using each system	1. Pupils, as a class, watch a short video on intensive, extensive and semi-intensive systems of raising farm animals and discuss what they learnt. 2. Pupils, in small groups, discuss the advantages and disadvantages of each system and share with the class.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Charts, video clips etc. Web link: <a href="https://www.farm4trade.com/management-systems-livestock-farming/">https://www.farm4trade.com/management-systems-livestock-farming/</a> <a href="https://www.livestocking.net/livestock-farming-overview">https://www.livestocking.net/livestock-farming-overview</a>
	<b>PVS (HOME ECONOMICS)</b>  Cooking of food	By the end of the lesson, pupils should be able to: explain the meaning of cooking; discuss the reasons for cooking food; list methods of cooking food.	Pupils as a class discuss the meaning of cooking. Pupils in small groups discuss reasons for cooking food. Pupils as an individual mention methods of cooking food.	Communication and Collaboration. Leadership and Personal development. Critical thinking and Problem solving.	. samples of food items/ images. . samples of cooking tools and equipment/ images. <a href="http://www.eufic.org&gt;food safety&gt;article">www.eufic.org&gt;food safety&gt;article</a> <a href="http://www.foodnetwork.com &gt;recipe">www.foodnetwork.com &gt;recipe</a>
7.	Mid Term Test/Break				
8.	<b>PVS (Agriculture)</b>  Common pests and parasites of farm animals	By the end of the lesson, pupils should be able to; 1) explain what they understand by pests and parasites; 2) outline common pests	1. Whole class discussion on the meaning of pest and parasite. 2. Pupils think pare share on common pests and parasites.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Charts, video clips, transparent plastic etc. Web link: <a href="https://www.mla.com.au/research-and-development/animal-health-">https://www.mla.com.au/research-and-development/animal-health-</a>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		and parasites of farm animals 3) discuss the methods that can be adopted in controlling pests and parasites.	3. Pupils, in small groups, discuss the methods they will adopt for controlling pest and share with the class. 4. Pupils, in the same groups, collect samples of pests, store in a transparent plastic and label each sample properly (group project).	Creativity and Imagination.	welfare-and-biosecurity/parasites/#:~:text=Parasites%20that%20infest%20cattle%2C%20sheep,they%20can%20also%20infect%20humans.  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.mla.com.au/research-and-development/animal-health-welfare-and-biosecurity/parasites/%23:~:text%3DThe%2520five%2520parasites%2520highlighted%2520were.%252C%2520ticks%252C%2520lice%2520and%2520mites.&amp;ved=2ahUKEwiKq76nd3tAhVFfWwKHQSRBJAQFjABeqQIAhAE&amp;usq=AOvVaw3XAwi XTpt63e2uKmh nBPi">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.mla.com.au/research-and-development/animal-health-welfare-and-biosecurity/parasites/%23:~:text%3DThe%2520five%2520parasites%2520highlighted%2520were.%252C%2520ticks%252C%2520lice%2520and%2520mites.&amp;ved=2ahUKEwiKq76nd3tAhVFfWwKHQSRBJAQFjABeqQIAhAE&amp;usq=AOvVaw3XAwi XTpt63e2uKmh nBPi</a>
	<b>PVS (HOME ECONOMICS)</b>  Cooking methods:  Boiling, steaming, stewing	By the end of the lesson, pupils should be able to: discuss each method of cooking; compare and contrast the merits and demerits of each method of cooking; choose a suitable method of cooking for a particular food.	Pupils in groups discuss methods of cooking. Pupils in small groups debate merit and demerit of each method of cooking. Pupils as an individual rate each method of cooking.	Communication and Collaboration. Leadership and Personal development. Critical thinking and Problem solving.	Samples of cooked food items/ images. . charts illustrating different methods of cooking. <a href="http://www.studential.com&gt;cooking">www.studential.com&gt;cooking</a> <a href="http://www.thedailymeal.com&gt;cook">www.thedailymeal.com&gt;cook</a>
9.	<b>PVS (Agriculture)</b>  Common diseases of farm animals	By the end of the lesson, pupils should be able to: 1) define diseases of farm animals; 2) identify the causes of diseases of farm animals; 3) outline some examples of farm animal diseases.	1. Whole class discussion on various farm animal diseases. 2. Pupils, as a class, discuss the cause of farm animal diseases. 3. Small groups activities on example of farm animal diseases at the school farm (Pupils should check among the animals reared to identify a sick animal under the inspection of their teachers).	Communication and Collaboration Critical thinking and  Problem solving Leadership and personal development Creativity and Imagination Citizenship	Pictures of animals infected with disease.  Web link: <a href="https://www.cdc.gov/healthypets/pets/farm-animals.html">https://www.cdc.gov/healthypets/pets/farm-animals.html</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.cdc.gov/healthypets/pets/farm-animals.html&amp;ved=2ahUKEwi2z9qJnt3tAhWEEAAHTE8AAsQFIACeqQIAhAE&amp;usq=AOvVaw2UTIAueNT AYIz dYEDIFnM">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.cdc.gov/healthypets/pets/farm-animals.html&amp;ved=2ahUKEwi2z9qJnt3tAhWEEAAHTE8AAsQFIACeqQIAhAE&amp;usq=AOvVaw2UTIAueNT AYIz dYEDIFnM</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.daf.qld.gov.au/business-priorities/biosecurity/animal-biosecurity-welfare/animal-health-pests-diseases/a-z-list-of-significant-animal-pests-and-diseases&amp;ved=2ahUKEwi2z9qJnt3tAhWEEAAHTE8AAsQFIACeqQIAhAE&amp;usq=AOvVaw2HqekHINEit2HNxbUL fLH">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.daf.qld.gov.au/business-priorities/biosecurity/animal-biosecurity-welfare/animal-health-pests-diseases/a-z-list-of-significant-animal-pests-and-diseases&amp;ved=2ahUKEwi2z9qJnt3tAhWEEAAHTE8AAsQFIACeqQIAhAE&amp;usq=AOvVaw2HqekHINEit2HNxbUL fLH</a>  <a href="https://langleyanimalclinic.ca/common-diseases-in-farm-animals/">https://langleyanimalclinic.ca/common-diseases-in-farm-animals/</a>
	<b>PVS (HOME ECONOMICS)</b>  Cooking methods:  Baking, roasting, frying	By the end of the lesson, pupils should be able to: discuss each methods of cooking; compare and contrast merits and demerit of each method of	Pupils in groups discuss methods of cooking. Pupils in small groups debate each method of cooking. Pupils as an individual rate each cooking method.	Communication and Collaboration. Leadership and Personal development. Critical thinking and Problem solving.	Samples of cooked food items/ images. . charts illustrating different methods of cooking. <a href="http://www.blog.ciachef.edu&gt;-3-types -cook">www.blog.ciachef.edu&gt;-3-types -cook</a>

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		cooking; choose a suitable method of cooking for a particular food.			allnigerianfoods.com>nigerian foods
10.	<b>PVS (Agriculture)</b>  Common diseases of farm animals	By the end of the lesson, pupils should be able to; 1) outline the symptoms of some farm animal diseases; 2) identify the modes of transmission of diseases; 3) suggest preventive and control measures for each diseases.	1. Whole class visit the school farm, inspect diseased animals and separate them from healthy animals. 2. Pupils, in small groups discuss the modes of transmission of farm animal diseases from their observation. 3. Pupils, in the same groups, suggest possible solution to preventing farm animal diseases. 4. Pupils, as a class, adopt various methods of control from time to time.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	allnigerianfoods.com>nigerian foods Pictures of animals infected with disease Web link: <a href="https://www.cdc.gov/healthypets/pets/farm-animals.html">https://www.cdc.gov/healthypets/pets/farm-animals.html</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.cdc.gov/healthypets/pets/farm-animals.html&amp;ved=2ahUKEw7Cz5o-0AhWEQEEAHTe8AAsQFACeQ3AE&amp;usq=AOvVaw2UTIAjEKT-Jk-dYEDIFhM">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.cdc.gov/healthypets/pets/farm-animals.html&amp;ved=2ahUKEw7Cz5o-0AhWEQEEAHTe8AAsQFACeQ3AE&amp;usq=AOvVaw2UTIAjEKT-Jk-dYEDIFhM</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.d.gov.au/business-priorities/biosecurity/animal-biosecurity-welfare/animal-health-pests-diseases/a-z-list-of-significant-animal-pests-and-diseases&amp;ved=2ahUKEw7Cz5o-0AhWEQEEAHTe8AAsQFACeQ3AE&amp;usq=AOvVaw2HqekHINe2-HvL-fLH">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.d.gov.au/business-priorities/biosecurity/animal-biosecurity-welfare/animal-health-pests-diseases/a-z-list-of-significant-animal-pests-and-diseases&amp;ved=2ahUKEw7Cz5o-0AhWEQEEAHTe8AAsQFACeQ3AE&amp;usq=AOvVaw2HqekHINe2-HvL-fLH</a> <a href="https://langlevanimalclinic.ca/common-diseases-in-farm-animals/">https://langlevanimalclinic.ca/common-diseases-in-farm-animals/</a>
	<b>PVS(HOME ECONOMICS)</b>  Cooking methods	By the end of the lesson, pupils should be able to:  experiment each method of cooking; evaluate the outcome of each cooking method; recommend method of cooking suitable for particular food.	Pupils in groups choose food to be prepared and a suitable method of cooking the food. Pupils as an individual visits websites for more findings on the food and cooking method chosen in their groups. Pupils in small groups Plan the cooking of food using a suitable cooking method.	Communication and Collaboration. Critical thinking and Problem solving. Leadership and Personal development. Digital literacy Creativity and Imagination.	food items needed. cooking tools and equipment <a href="http://www.mynigerianfood.com">www.mynigerianfood.com</a> <a href="http://allnigerianfoods.com&gt;Nigerian diseases">allnigerianfoods.com&gt;Nigerian diseases</a> <a href="http://www.thedailymeal.com&gt;cooking methods">www.thedailymeal.com&gt;cooking methods</a>
11.	Revision				
12.	Examination				

## ACHIEVEMENT STANDARDS

At the end of the lesson, pupils are able to:

1. cultivate crops on their own;
2. harvest cultivated crops;
3. preserve some of the harvested crops;
4. carryout both cultural and chemical methods of controlling weeds and pest of agricultural produce;
5. raise any farm animals of their choice;
6. make income from the school farm,



**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**PRE - VOCATIONAL STUDIES**  
**(AGRICULTURE & HOME ECONOMICS)**  
**PRIMARY SIX FIRST TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>PVS (Agriculture)</b>  Review of primary five schemes of work.	By the end of the lesson, pupils should be able to:  recall previous topics taught in primary five.	Pupils participate in the welcome test and last term's work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination questions.  Students notes books.  Previous term's charts etc.
	<b>PVS (HOME ECONOMICS)</b>  Reasons for cleaning the house, classroom and the environment.	By the end of the lesson, pupils should be able to:  State reasons for cleaning their homes, classrooms and school environment; List tools and agents for cleaning the home and its surroundings; State guidelines for cleaning the home and its surroundings; Clean their rooms and classrooms.	Whole class discussion on reasons for cleaning; Small group discussion by listing the tools and agents for cleaning; Small group activities on cleaning their classroom.	Communication and collaboration Leadership and personal development	Materials: Brooms, water, buckets, detergent, towels, waste bin, mopping pail, scrubbing brush, Hoover toilet brush etc.  MYoutube.com7watch Google search: <a href="http://www.cheatsheet.com">www.cheatsheet.com</a> <a href="http://Blog.nationwide.com">Blog.nationwide.com</a> <a href="http://www.goodhousekeeping.com">www.goodhousekeeping.com</a>
2	<b>PVS(Agriculture)</b>  Preservation of farm produce	By the end of the lesson, pupils should be able to: 1) explain the meaning of preservation; 2) justify the reason for	1. Pupils, as a class, brainstorm the meaning of preservation. 2. Pupils, in small groups,	Communication and Collaboration Critical thinking and Problem solving Leadership and	Charts, fish, meat, beans, pepper, etc.  Web link: <a href="https://www.iiste.org/Journals/index.p">https://www.iiste.org/Journals/index.p</a>
		preserving farm produce.	discuss the reasons for preserving farm produce and a leader present it to class.	personal development	<a href="http://hp/FSQM/article/viewFile/12881/13224#:~:text=These%20include%3A%20drying%2C%20smoking%2C%20oldest%20methods%20of%20food%20preservation.">hp/FSQM/article/viewFile/12881/13224#:~:text=These%20include%3A%20drying%2C%20smoking%2C%20oldest%20methods%20of%20food%20preservation.</a>
	<b>PVS (HOME ECONOMICS)</b>  Tools and agents for cleaning the home	By the end of the lesson, pupils should be able to: List the tools used in cleaning the home; Mention the agents used in cleaning the home; Discuss the processes of cleaning the home; Demonstrate how to clean the home.	Class discussion on tools used for cleaning; Think pair share on processes of cleaning different rooms in a house. Small group activities on cleaning of sitting room or living room, bedroom, kitchen and toilet.	Communication and collaboration. Leadership and personal development. Creativity and imagination.	Broom, water, buckets, mop, brushes, detergents, towels, dust bin, packer, etc.  Google search:  <a href="http://www.apartmenttherapy.com">www.apartmenttherapy.com</a> ; <a href="http://www.tidy.com">www.tidy.com</a> ; <a href="http://www.foodsafety.ca">www.foodsafety.ca</a> .
3	<b>PVS (Agriculture)</b>  Methods of preserving farm produce; sun drying, smoking and salting, frying, refrigeration	By the end of the lesson, pupils should be able to; 1) identify various methods of preserving farm produce; 2) discuss each methods of preserving farm produce; 3) carryout the various methods of preservation	1. Whole class discussion on different methods of preservation. 2. Pupils in small groups, discuss each methods and determine the best type of preservative method. 3. Individual pupils, preserve any food item of their choice and present to school at the next lesson.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Charts, fish, meat, beans, pepper, etc.  Web link: <a href="https://www.iiste.org/Journals/index.p">https://www.iiste.org/Journals/index.p</a> <a href="http://hp/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by%20reasonable%20level%20to%20avoid%20spoilage.">hp/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by%20reasonable%20level%20to%20avoid%20spoilage.</a>
	<b>PVS (HOME ECONOMICS)</b>  How to make	By the end of the lesson, pupils should be able to:  Explain what detergents are	Class discussion on meaning of detergents; List materials or ingredients for making detergents;	Communication and collaboration Creativity and imagination Leadership and personal	Ash, light hydrogen, ammonia etc.  Google search: <a href="http://www.foreveryasasaphorademy.com/borsoap-making">www.foreveryasasaphorademy.com/borsoap-making</a> .



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	detergents.	Describe the process of making detergents	Demonstration of how to make detergents;	development.	<a href="http://www.dow.com">www.dow.com</a>
4.	<b>PVS (Agriculture)</b>  Factors that may hinder preservation	By the end of the lesson, pupils should be able to: 1) outline various reasons for preserving farm produce; 2) evaluate the factors that may hinder the preservation of farm produce; 3) proffer solution on how to avoid the factors.	1. Whole class brainstorm on the importance of preservation. 2. Pupils, as a class, discuss the factors that may hinder preservation and share with the class. 3. Pupils, in small groups, provide solution to the problem discussed above.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Charts, video clips etc.  Web link: <a href="https://passnownow.com/iss2-agricultural-science-third-term-preservation-farm-produce-marketing/#:~:text=The%20needs%20for%20preservation%20of,the%20re%20consumed%20or%20sold">https://passnownow.com/iss2-agricultural-science-third-term-preservation-farm-produce-marketing/#:~:text=The%20needs%20for%20preservation%20of,the%20re%20consumed%20or%20sold</a> <a href="https://extension.usu.edu/news_centers/home_family_and_food/foodstora">https://extension.usu.edu/news_centers/home_family_and_food/foodstora</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.training.co.uk/hub/food-preservation-methods/&amp;ved=2ahUKEwJhs-in93tAhUTsXEKHaduB3cQFjHedQlRAE&amp;usq=AQvVaw09080kaF&amp;MxOidUMRh">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.training.co.uk/hub/food-preservation-methods/&amp;ved=2ahUKEwJhs-in93tAhUTsXEKHaduB3cQFjHedQlRAE&amp;usq=AQvVaw09080kaF&amp;MxOidUMRh</a> <a href="https://www.preservearticles.com/articles/what-is-the-importance-of-food-preservation/5187">https://www.preservearticles.com/articles/what-is-the-importance-of-food-preservation/5187</a>
	<b>PVS (HOME ECONOMICS)</b>  Meaning of meal planning and importance for	By the end of the lesson, pupils should be able to: Explain the meaning of meal planning; Explain reasons why we	Whole class discussion leading to the meaning of meal planning; Class as a whole explain Factors that influence meal planning;	Communication and collaboration Critical thinking and problem solving Leadership and personal development	Charts showing food groups.  Google search: <a href="http://www.nhlbi.nih.gov">www.nhlbi.nih.gov</a> Chart of standard one-day meal.
	healthy eating	eat for healthy living; Identify the six classes of food. Discuss the importance and guidelines for healthy eating; State factors influencing meal planning;	Pupils as individuals identify the six food classes: Pupils as individuals discuss the importance of meal planning. Think pair share on factors influencing meal planning; Small group discussion in identifying the right foods of the three meals of the day; Pupils as individual plan a simple breakfast, lunch supper/dinner.		
5.	<b>PVS (Agriculture)</b>  Preservation of grains and cereal crops; maize, millet, rice, guinea corn, wheat etc.	By the end of the lesson, pupils should be able to: 1) identify grains and cereal crops 2) discuss the methods of preserving grains and cereal crops. 3) Carryout the activities of preserving cereal crops.	1. Pupils, as a class, name the different types of cereal crops provided by the teacher tell what they know about the crops. 2. Whole class discussion on how to preserve grain and cereals. 3. Pupils, in small groups, demonstrate how to preserve cereal crops.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Real objects, charts etc.  Web link: <a href="https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/1334#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20scallage">https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/1334#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20scallage</a> <a href="https://hgic.clemson.edu/factsheets/extracting-storing-cereals-grains/">https://hgic.clemson.edu/factsheets/extracting-storing-cereals-grains/</a>
	<b>PVS (HOME ECONOMICS)</b>  Three major meals of the day and factors to be considered in planning meals.	By the end of the lesson, pupils should be able to: Mention factors to be considered in planning meals; Identify the three major meals of the day-breakfast, lunch, supper/dinner; State the right foods for the	Whole class discussion on factors to be considered; Small group discussion in identifying the three major meals; Pupils as individuals plan a simple meal of the day (breakfast, lunch, supper/dinner);	Communication and collaboration. Critical thinking and problem solving. Leadership and personal development.	Charts on food classes. Menu card. Google: <a href="http://www.verywell.com">www.verywell.com</a>

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		three meals of the day.	Small group activity in planning menu card.		
6.	<b>PVS (Agriculture)</b> Preservation of roots and tuber crops; carrot, cassava, yam, Irish potato, cocoyam, sweet potato etc.	By the end of the lesson, pupils should be able to: 1) identify tuber crops; 2) describe how to preserve tuber crops; 3) cultivate tuber crops.	1. Pupils, as a class, discuss the shape of tuber crops from the charts provided by the teacher. 2. Small groups activities on the preservation of tuber crops. 3. Pupils, as a class visit the school farm and plant different types of tuber crops.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Web link: <a href="https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20spoilage.">https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20spoilage.</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.fao.org/3/X5415E/x5415e03.htm&amp;ved=2ahUKEwiDw4Wfr97tAhUQCWMBHYqeCSqQFjAKegQICxAC&amp;usq=AOvVaw3wpi98jtfZjD6mMAu0-sbt">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.fao.org/3/X5415E/x5415e03.htm&amp;ved=2ahUKEwiDw4Wfr97tAhUQCWMBHYqeCSqQFjAKegQICxAC&amp;usq=AOvVaw3wpi98jtfZjD6mMAu0-sbt</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.fao.org/3/X5415E/x5415e04.htm&amp;ved=2ahUKEwiDw4Wfr97tAhUQCWMBHYqeCSqQFjALegQICxAH&amp;usq=AOvVaw0-OmF0pGG6KIGTfbL9-KhP">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.fao.org/3/X5415E/x5415e04.htm&amp;ved=2ahUKEwiDw4Wfr97tAhUQCWMBHYqeCSqQFjALegQICxAH&amp;usq=AOvVaw0-OmF0pGG6KIGTfbL9-KhP</a> VIDEO LINK <a href="https://youtu.be/0w404FmJr94">https://youtu.be/0w404FmJr94</a> <a href="https://youtu.be/ti7NbhCjhsM">https://youtu.be/ti7NbhCjhsM</a> <a href="https://youtu.be/0C4CM8Bfrhg">https://youtu.be/0C4CM8Bfrhg</a>
	<b>PVS (HOME ECONOMICS)</b> Effects of wrong meal planning and eating habits.	By the end of the lesson, pupils should be able to:  Mention factors influencing meal planning;	Whole class discussion. Small group discussion. Pupils as individuals list the effects of wrong meal planning and eating habits.	Communication and collaboration. Critical thinking and problem solving.	Google search: <a href="http://www.sahealth.sa.gov.au&gt;connect">www.sahealth.sa.gov.au&gt;connect</a> <a href="http://www.eufic.org&gt;article&gt;the.deter">www.eufic.org&gt;article&gt;the.deter</a>
	habits.	State factors influencing meal planning; Identify effects of wrong meal planning; List the effects of wrong meal planning and eating habits Plan a single breakfast, lunch and supper/dinner; Write a menu card.			
7	<b>Mid Term Test/Break</b>				
8.	<b>PVS (Agriculture)</b> Preservation of fruits; orange, banana, tomatoes, pawpaw, pineapple, mango, cucumber etc.	By the end of the lesson, pupils should be able to: 1) identify vegetable fruits; 2) preserve different types of fruits; 3) produce different types of fruit juice;	1. Whole class discussion on different types of fruit. 2. Whole class activities on fruit preservation. 3. Pupils, in small groups, any make fruit juice from fruits bought from the market.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: <a href="https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20spoilage.">https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20spoilage.</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://learningenglish.voanews.com/amp/common-ways-to-preserve-food-/5076159.html&amp;ved=2ahUKEwiAnLnasN7tAhVB8BQKHZXXCykQFIANeqQIEhAF&amp;usq=AOvVaw0PXUALs6KBh6iPLZ9QlpY5&amp;ampcf=1">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://learningenglish.voanews.com/amp/common-ways-to-preserve-food-/5076159.html&amp;ved=2ahUKEwiAnLnasN7tAhVB8BQKHZXXCykQFIANeqQIEhAF&amp;usq=AOvVaw0PXUALs6KBh6iPLZ9QlpY5&amp;ampcf=1</a> <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.quickenloans.com/blog/7-ways-preserve-summer-fruits-veggies-winter&amp;ved=2ahUKEwiAnLnasN7tAhVB8BQKHZXXCykQFIANeqQICBAE&amp;usq=AOvVaw1IQGVSWmp1Va6up">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.quickenloans.com/blog/7-ways-preserve-summer-fruits-veggies-winter&amp;ved=2ahUKEwiAnLnasN7tAhVB8BQKHZXXCykQFIANeqQICBAE&amp;usq=AOvVaw1IQGVSWmp1Va6up</a>





WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
					<a href="https://www.gardeningknowhow.com/edible/vegetables/vgen/preserving-vegetables.htm">https://www.gardeningknowhow.com/edible/vegetables/vgen/preserving-vegetables.htm</a>  VIDEO LINK <a href="https://youtu.be/F1NzA7jC9Cg">https://youtu.be/F1NzA7jC9Cg</a>
	<b>PVS (HOME ECONOMICS)</b>  Introduction to clothing construction process (Seam)	By the end of the lesson, pupils should be able to:  Describe seam Mention types of seam Describe the steps for making seams	Whole class discussion on meaning of seam Think pair share on types of seam Small group discussion on types of seam	Communication and collaboration Leadership and personal development	Real objects of different garments showing different seams Charts showing stages seams Charts showing stages of seam making <a href="http://www.coats.com&gt;informationHub">www.coats.com&gt;informationHub</a> <a href="http://www.thecreativecurator.com">www.thecreativecurator.com</a> <a href="http://en.m.wikipedia.org&gt;wiki-seam">en.m.wikipedia.org&gt;wiki-seam</a>  Seams control: Google: <a href="http://www.masterclass.com&gt;articles&gt;7">www.masterclass.com&gt;articles&gt;7</a> <a href="http://www.sciencedirect.com&gt;article&gt;">www.sciencedirect.com&gt;article&gt;</a>
11.	Revision				
12.	Examination				

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**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**PRE -VOCATIONAL STUDIES**  
**(AGRICULTURE & HOME ECONOMICS)**  
**PRIMARY SIX SECOND TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>PVS (Agriculture)</b>  Review of first term schemes of work.	By the end of the lesson, pupils should be able to:  recall previous topics taught in first term.	Pupils participate in the welcome test and last term's work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination questions Students notes books. Previous term's charts etc.
2.	<b>PVS (Agriculture)</b>  Packaging of processed food	By the end of the lesson, pupils should be able to: 1) identify packaged food; 2) justify reason for packaging processed food; 3) devise means to package produce harvested from the school farm.	1. Pupils, as a class mention packaged food they know. 2. Pupils, in small groups, discuss reasons for packing processed food and share with the class. 3. Pupils, in the same groups, produce geisha, sardine, potato chips, plantain chips, etc.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: <a href="https://ubblab.weebly.com/pkts/packaging-of-agriculture-products.pdf">https://ubblab.weebly.com/pkts/packaging-of-agriculture-products.pdf</a>  <a href="https://www.shutterstock.com/ch/agriculture+packaging">https://www.shutterstock.com/ch/agriculture+packaging</a>  <a href="https://www.google.com/search?source=web&amp;rct=i&amp;url=https://m.wikipedia.org/wiki/Food_packaging%2520is%2520packaging%2520for%2520being%2520ered%2520for%2520sale&amp;ref=ahUKEwi-biZs97tAhVkoHEKHS77CisQFA">https://www.google.com/search?source=web&amp;rct=i&amp;url=https://m.wikipedia.org/wiki/Food_packaging%2520is%2520packaging%2520for%2520being%2520ered%2520for%2520sale&amp;ref=ahUKEwi-biZs97tAhVkoHEKHS77CisQFA</a>  <a href="https://www.google.com/search?source=web&amp;rct=i&amp;url=https://www.sciencedirect.com/topics/agricultural-and-biological-sciences/food-packaging&amp;ved=2ahUKEwi-biZs97tAhVkoHEKHS77CisQFAegQIDRAB&amp;usq=ACvWaw3M0Jk1sm1IQKs1GqH2M8u">https://www.google.com/search?source=web&amp;rct=i&amp;url=https://www.sciencedirect.com/topics/agricultural-and-biological-sciences/food-packaging&amp;ved=2ahUKEwi-biZs97tAhVkoHEKHS77CisQFAegQIDRAB&amp;usq=ACvWaw3M0Jk1sm1IQKs1GqH2M8u</a>  VIDEO LINK <a href="https://youtu.be/xLzE5wmcQY">https://youtu.be/xLzE5wmcQY</a> <a href="https://youtu.be/3V7i0ccU">https://youtu.be/3V7i0ccU</a> <a href="https://youtu.be/YndUq0k4">https://youtu.be/YndUq0k4</a>
	<b>PVS (HOME ECONOMICS)</b>  Clothing Construction continued.  (Production of seam Album)	By the end of the lesson, pupils should be able to:  Mention different types of seam; Mention uses of seam; Describe the steps for making seams; Produce an album showing stages of making seams; Produce an album of seams.	Whole class discussion on types of seam e.g. Plain seam Run and fell seam French seam  Demonstrate how to make seams; Small group activities on making seams; Pupils as individual produce a seam album with labels.	Communication and collaboration. Leadership and personal development Creativity and imagination	Real Objects: Different garments showing different seams Charts showing stages of seam making Album showing samples of stages of stages of seam making Brown paper coloured thread scissors, needles and pins Google search: occs.nmsu.edu/pubs en.m.wikipedia.org/wiki/seam
3.	<b>PVS (Agriculture)</b>  Types of packaging;	By the end of the lesson, pupils should be able to: 1) identify different types	1. Whole class discussion on primary, secondary and tertiary packaging.	Communication and Collaboration Critical thinking and	Charts, video clips, packaging materials, etc.





WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	mopping etc.)	materials for cleaning different parts of the home and the surroundings; Describe the ways of cleaning the home and the surroundings.			
5.	<b>PVS (Agriculture)</b>  Reasons for packaging farm produce	By the end of the lesson, pupils should be able to: 1) justify the importance of packaging goods; 2) Create a list of processed crops and materials used in packaging them.	1. Whole class discussion on the reason for packaging goods. 2. Pupils, in small groups, create charts of processed crops and their packaging materials.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Charts, video clips, packaging materials etc.  Web link: <a href="https://www.fmiblog.com/what-is-the-importance-of-agricultural-packaging/#:~:text=Agricultural%20packaging%20helps%20farmers%20and,process%2C%20storage%2C%20and%20transportation">https://www.fmiblog.com/what-is-the-importance-of-agricultural-packaging/#:~:text=Agricultural%20packaging%20helps%20farmers%20and,process%2C%20storage%2C%20and%20transportation</a>  <a href="https://www.google.com/url?sa=s&amp;source=web&amp;rct=i&amp;url=https://www.economicdiscussion.net/marketing-management/what-is-packaging/31951&amp;ved=2ahUKEwrtvJtd7IAhVz5OAKHYPDNwQFABegQIBRAE&amp;usq=AOvVaw06E1K4TL8cGK2ItTomPMRC">https://www.google.com/url?sa=s&amp;source=web&amp;rct=i&amp;url=https://www.economicdiscussion.net/marketing-management/what-is-packaging/31951&amp;ved=2ahUKEwrtvJtd7IAhVz5OAKHYPDNwQFABegQIBRAE&amp;usq=AOvVaw06E1K4TL8cGK2ItTomPMRC</a>  <a href="https://www.google.com/url?sa=s&amp;source=web&amp;rct=i&amp;url=https://metiafast.com/5-reasons-why-product-packaging-converts-to-sales/&amp;ved=2ahUKEwRvNGKt7AhV95-AKHZJPD4wQFIABegQIAhAE&amp;usq=AOvVaw0Sg2AOY0J7D32_QG_Yi-3V">https://www.google.com/url?sa=s&amp;source=web&amp;rct=i&amp;url=https://metiafast.com/5-reasons-why-product-packaging-converts-to-sales/&amp;ved=2ahUKEwRvNGKt7AhV95-AKHZJPD4wQFIABegQIAhAE&amp;usq=AOvVaw0Sg2AOY0J7D32_QG_Yi-3V</a>  <a href="https://www.google.com/url?sa=s&amp;source=web&amp;rct=i&amp;url=https://www.standuppouches.net/blog/what-is-the-purpose-of-packaging%3Fhs_amp%3Dtrue&amp;ved=2ahUKEwRvNGKt7AhV95-AKHZJPD4wQFIABegQIAhAE&amp;usq=AOvVaw24-FnB_cxArcyKKQsvPJr2&amp;amod=1">https://www.google.com/url?sa=s&amp;source=web&amp;rct=i&amp;url=https://www.standuppouches.net/blog/what-is-the-purpose-of-packaging%3Fhs_amp%3Dtrue&amp;ved=2ahUKEwRvNGKt7AhV95-AKHZJPD4wQFIABegQIAhAE&amp;usq=AOvVaw24-FnB_cxArcyKKQsvPJr2&amp;amod=1</a>  <a href="https://packagingrevolution.net/5-reasons-why-right-packaging-is-important-for-food-safety/">https://packagingrevolution.net/5-reasons-why-right-packaging-is-important-for-food-safety/</a>
	<b>PVS (HOME ECONOMICS)</b>  Types of home cleaning	By the end of the lesson, pupils should be able to: Mention the different types of cleaning that can be done in the home; Distinguish materials for cleaning different areas in the home; List different areas of the home; Arrange different areas in the home the home appropriately; Describe how to clean different areas of the home; Clean different areas of the home.	Whole class discussion on different types of home cleaning such as 'daily, weekly and seasonal such as renovation, painting and change of decoration materials – flowers, curtains etc.; Pupils as individuals mention different areas of the home; Small group activities in cleaning the: Sitting/living room Bedroom Kitchen Toilet Bathroom Surroundings	Communication and collaboration. Leadership and personal development. Creativity and imagination.	Charts showing different areas of a home Cleaning materials broom, detergent, mop, mopping pad, towel, ceiling, brush, scrubbing brush etc.

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
6.	<b>PVS (Agriculture)</b>  Crops that can be packaged.	By the end of the lesson, pupils should be able to: 1) identify crops that can be packaged; 2) outline factors that may affect packaging of crops.	1. Pupils, as a class differentiate between packaged and unpackaged crops. 2. Whole class discussion on factors affecting packaging of crops.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Charts, video clips, harvested crops.  Web link: <a href="http://www.fao.org/3/t0073e/t0073E03.htm">http://www.fao.org/3/t0073e/t0073E03.htm</a>
	<b>PVS (HOME ECONOMICS)</b>  Types of home cleaning	By the end of the lesson, pupils should be able to:  Mention the different types of cleaning that can be done in the home; Distinguish materials for cleaning different areas in the home; List different areas of the home; Arrange different areas in the home the home appropriately; Describe how to clean different areas of the home; Clean different areas of the home.	Whole class discussion on different types of home cleaning such as 'daily, weekly and seasonal such as renovation, painting and change of decoration materials – flowers, curtains etc.; Pupils as individuals mention different areas of the home; Small group activities in cleaning the:  Sitting/living room Bedroom Kitchen Toilet Bathroom Surroundings	Communication and collaboration. Leadership and personal development. Creativity and imagination.	Charts showing different areas of a home Cleaning materials broom, detergent, mop, mopping pail, towel, ceiling, brush, scrubbing brush etc.
7.	<b>Mid Term Test/Break</b>				
8.	<b>PVS (Agriculture)</b>  Market and marketing of agricultural produce	By the end of the lesson, pupils should be able to: 1) describe market and marketing; 2) give reasons for marketing agricultural produce; 3) carryout marketing of produce from the school farm.	1. Whole class brainstorm on the meaning of market and marketing. 2. Pupils, in small groups, discuss the reason for marketing agricultural produce. 3. Pupils, as a class, sell harvested produce from the school farm for income purpose.	Communication and Collaboration Critical thinking and Problem solving  Leadership and personal development Creativity and Imagination	Charts, video clips, harvest materials.  Web link: <a href="https://en.wikipedia.org/wiki/Agricultural_marketing">https://en.wikipedia.org/wiki/Agricultural_marketing</a>  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.businessmanagementideas.com/agricultural-business/agricultural-marketing-definition-characteristics-types-functions-and-measures/19934&amp;ved=2ahUKEwi_a_P_Zit7tAhXpAGMBHdmSAwAQFIAXegQINRAE&amp;usq=AOvVaw1bxJD-MVW_UBI29K7WbLjW">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.businessmanagementideas.com/agricultural-business/agricultural-marketing-definition-characteristics-types-functions-and-measures/19934&amp;ved=2ahUKEwi_a_P_Zit7tAhXpAGMBHdmSAwAQFIAXegQINRAE&amp;usq=AOvVaw1bxJD-MVW_UBI29K7WbLjW</a>  <a href="https://www.farmrepublic.ng/importance-of-agriculture-for-agricultural-prod">https://www.farmrepublic.ng/importance-of-agriculture-for-agricultural-prod</a>  <a href="https://m.jagraniosh.com/gene-knowledge/government-steps-for-agricultural-marketing-1446187571-1">https://m.jagraniosh.com/gene-knowledge/government-steps-for-agricultural-marketing-1446187571-1</a>
	<b>PVS (HOME ECONOMICS)</b>  Kitchen: Definition and types	By the end of the lesson, pupils should be able to:  Describe a kitchen; Discuss what is done in a kitchen; Mention types of kitchen; Describe different types of kitchen arrangement; Draw a type of kitchen arrangement	Whole class discussion on meaning of kitchen Pupils as individual discuss the use of kitchen Small group discussion on types of kitchen; Small group activities on kitchen arrangement.	Communication and collaboration. Leadership and personal development. Creativity and imagination	Charts showing different types of kitchen Google search: <a href="http://www.grundig.com.&gt;blog">www.grundig.com.&gt;blog</a>
9.	<b>PVS (Agriculture)</b>	By the end of the lesson,	1. Pupils, as a class, discuss	Communication and	Charts, video clips.



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Agricultural Marketing activities	pupils should be able to: 1) explain the relationship between agriculture and marketing; 2) demonstrate various marketing activities.	the relationship between agriculture and marketing. 2. Pupils, in small groups, carryout marketing activities in the classroom. 3. Pupils, as a class, create a mini market in the school for the sales of harvested produce from the school farm.	Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: <a href="https://en.wikipedia.org/wiki/Agricultural_marketing">https://en.wikipedia.org/wiki/Agricultural_marketing</a> <a href="https://extquest.home.blog/2019/06/02/agricultural-marketing-activities-and-problems-in-nigeria/">https://extquest.home.blog/2019/06/02/agricultural-marketing-activities-and-problems-in-nigeria/</a> VIDEO LINK <a href="https://youtu.be/ShoD-FQWJY">https://youtu.be/ShoD-FQWJY</a> <a href="https://youtu.be/EAF5GY_F3M">https://youtu.be/EAF5GY_F3M</a> <a href="https://youtu.be/aLXPtPj1m">https://youtu.be/aLXPtPj1m</a> <a href="https://youtu.be/n17R6U0Y2JA">https://youtu.be/n17R6U0Y2JA</a>
	<b>PVS (HOME ECONOMICS)</b> Kitchen Hygiene	By the end of the lesson, pupils should be able to:  Mention different areas in the kitchen; Explain the reasons for maintaining kitchen hygiene; Describe ways of taking care of the kitchen; Discuss common accidents in the kitchen; Identify how to prevent accident in the kitchen; Demonstrate how to care for the kitchen.	Whole class discussions on different areas in a kitchen Pupils as individuals explain the reasons for maintaining kitchen hygiene; Pupils as a class describe ways of taking care of the kitchen; Pupils as a group mention different areas in a kitchen; Small group discussion on common accidents in the kitchen and their prevention; Small group activities demonstrating how to care for the kitchen.	Communication/collaboration.  Leadership and personal development Critical thinking and problem solving. Creativity and imagination.	Charts showing different types of kitchen (Traditional and modern kitchen) Real objects; materials for cleaning e.g. broom, mop, mopping pail, brush, towel, detergent etc.
10	<b>PVS (Agriculture)</b> Types of agricultural market; domestic, farm gate, local market, supermarket etc.	By the end of the lesson, pupils should be able to: 1) outline types of agricultural market; 2) identify items sold in each market; 3) create a small market in the school.	1. Whole class discussion on different types of agricultural market. 2. Pupils, in pairs match items sold with their corresponding market. 3. Pupils, as a class, create a mini market in the school for the sales of harvested produce from the school farm.	Communication and Collaboration Critical thinking and Problemsolving Leadership and personal development Creativity and Imagination	Charts, video clips. Web link: <a href="https://www.businessmanagementdeas.com/agricultural-business/agricultural-marketing-definition-characteristics-types-functions-and-measures/19934#:~:text=Agricultural%20Marketing%20%E2%80%93%20Classification%20on%20the%20produce%20and%20semi%20processed%20products.">https://www.businessmanagementdeas.com/agricultural-business/agricultural-marketing-definition-characteristics-types-functions-and-measures/19934#:~:text=Agricultural%20Marketing%20%E2%80%93%20Classification%20on%20the%20produce%20and%20semi%20processed%20products.</a> <a href="https://www.businessmanagementdeas.com/agricultural-business/agricultural-marketing-definition-characteristics-types-functions-and-measures/19934#:~:text=Agricultural%20Marketing%20%E2%80%93%20Top%20Types%20Operative%20Markets%20and%20State%20Trading">https://www.businessmanagementdeas.com/agricultural-business/agricultural-marketing-definition-characteristics-types-functions-and-measures/19934#:~:text=Agricultural%20Marketing%20%E2%80%93%20Top%20Types%20Operative%20Markets%20and%20State%20Trading</a> VIDEO LINK <a href="https://youtu.be/EAF5GY_F3M">https://youtu.be/EAF5GY_F3M</a>
	<b>PVS (HOME ECONOMICS)</b> First Aid Box	By the end of the lesson, pupils should be able to: Explain what first Aid Box is; Mention the materials in a first Aid box; Describe what each item is used for;	Whole class discussion on first Aid Box; Pupils as individuals mention the content in a first Aid Box; Pupils as a class explain what each item is used for; Pupils as a small group discuss how to care for the box;	Communication and collaboration. Critical thinking and problem solving. Creativity and imagination.	Charts of a First Aid Box Content of a First Aid Box e.g. Cotton wool, bandage, Methylated spirit, iodine, scissors, blade, plaster, Vaseline etc.
11.	Revision				
12.	Examination				

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Agricultural Marketing activities	pupils should be able to: 1) explain the relationship between agriculture and marketing; 2) demonstrate various marketing activities.	the relationship between agriculture and marketing. 2. Pupils, in small groups, carryout marketing activities in the classroom. 3. Pupils, as a class, create a mini market in the school for the sales of harvested produce from the school farm.	Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: <a href="https://en.wikipedia.org/wiki/Agricultural_marketing">https://en.wikipedia.org/wiki/Agricultural_marketing</a> <a href="https://extquest.home.blog/2019/06/02/agricultural-marketing-activities-and-problems-in-rural/">https://extquest.home.blog/2019/06/02/agricultural-marketing-activities-and-problems-in-rural/</a> VIDEO LINK <a href="https://youtu.be/ShoD-FQIMUY">https://youtu.be/ShoD-FQIMUY</a> <a href="https://youtu.be/EAf5GY_F3M">https://youtu.be/EAf5GY_F3M</a> <a href="https://youtu.be/aLXPtjTjw">https://youtu.be/aLXPtjTjw</a> <a href="https://youtu.be/nI7R6UOX2uA">https://youtu.be/nI7R6UOX2uA</a>
	<b>PVS (HOME ECONOMICS)</b> Kitchen Hygiene	By the end of the lesson, pupils should be able to:  Mention different areas in the kitchen; Explain the reasons for maintaining kitchen hygiene; Describe ways of taking care of the kitchen; Discuss common accidents in the kitchen; Identify how to prevent accident in the kitchen; Demonstrate how to care for the kitchen.	Whole class discussions on different areas in a kitchen Pupils as individuals explain the reasons for maintaining kitchen hygiene; Pupils as a class describe ways of taking care of the kitchen; Pupils as a group mention different areas in a kitchen; Small group discussion on common accidents in the kitchen and their prevention; Small group activities demonstrating how to care for the kitchen.	Communication/collaboration.  Leadership and personal development Critical thinking and problem solving. Creativity and imagination.	Charts showing different types of kitchen (Traditional and modern kitchen) Real objects; materials for cleaning e.g. broom, mop, mopping pail, brush, towel detergent etc.
10	<b>PVS (Agriculture)</b> Types of agricultural market; domestic, farm gate, local market, supermarket etc.	By the end of the lesson, pupils should be able to: 1) outline types of agricultural market; 2) identify items sold in each market; 3) create a small market in the school.	1. Whole class discussion on different types of agricultural market. 2. Pupils, in pairs match items sold with their corresponding market. 3. Pupils, as a class, create a mini market in the school for the sales of harvested produce from the school farm.	Communication and Collaboration Critical thinking and Problemsolving Leadership and personal development Creativity and Imagination	Charts, video clips. Web link: <a href="https://www.businessmanagementdeas.com/agricultural-business-agricultural-marketing-definition-characteristics-types-functions-and-measures/19934#:~:text=Aggricultural%20Marketing%20%E2%80%93%20Classification%20on%20the%20produce%20and%20semi%20processed%20products,https://www.businessmanagementdeas.com/agricultural-business/agricultural-marketing-definition-characteristics-types-functions-and-measures/19934#:~:text=Aggricultural%20Marketing%20%E2%80%93%20Top%207%20Types,Operative%20Markets%20and%20State%20Trading">https://www.businessmanagementdeas.com/agricultural-business-agricultural-marketing-definition-characteristics-types-functions-and-measures/19934#:~:text=Aggricultural%20Marketing%20%E2%80%93%20Classification%20on%20the%20produce%20and%20semi%20processed%20products,https://www.businessmanagementdeas.com/agricultural-business/agricultural-marketing-definition-characteristics-types-functions-and-measures/19934#:~:text=Aggricultural%20Marketing%20%E2%80%93%20Top%207%20Types,Operative%20Markets%20and%20State%20Trading</a> VIDEO LINK <a href="https://youtu.be/EAf5GY_F3M">https://youtu.be/EAf5GY_F3M</a>
	<b>PVS (HOME ECONOMICS)</b> First Aid Box	By the end of the lesson, pupils should be able to: Explain what first Aid Box is; Mention the materials in a first Aid box; Describe what each item is used for;	Whole class discussion on first Aid Box; Pupils as individuals mention the content in a first Aid Box; Pupils as a class explain what each item is used for; Pupils as a small group discuss how to care for the box;	Communication and collaboration. Critical thinking and problem solving. Creativity and imagination.	Charts of a First Aid Box Content of a First Aid Box e.g. Cotton wool, bandage, Methylnated spirit, iodine, scissors, blade, vaseline etc.
11.	Revision				
12.	Examination				





LAGOS STATE MINISTRY OF EDUCATION  
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS  
**PRE -VOCATIONAL STUDIES**  
**(AGRICULTURE & HOME ECONOMICS)**  
**PRIMARY SIX SECOND TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>PVS (Agriculture)</b>  Review of second term schemes of work.	By the end of the lesson, pupils should be able to:  recall previous topics taught in second term.	Pupils participate in the welcome test and last term's work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination questions. Students notes books. Previous term's charts etc.
	<b>PVS (HOME ECONOMICS)</b>  Resumption test				
2	<b>PVS (Agriculture)</b>  Marketing channels for farm produce; producers of farm produce, middlemen, retailers, co-operative societies, marketing boards.	By the end of the lesson, pupils should be able to: 1) define marketing channels; 2) outline channels of marketing farm produce; 3) discuss the importance of marketing channels	1. Pupils, as a class, brainstorm on the meaning of marketing channels. 2. Whole discussion on the importance of marketing channels. 3. Pupils, in small groups, role play on the activities	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Web link: <a href="http://www.luresext.edu/?q=content/marketing-channels">http://www.luresext.edu/?q=content/marketing-channels</a>  <a href="https://www.investopedia.com/terms/d/distribution-channel.asp">https://www.investopedia.com/terms/d/distribution-channel.asp</a>  VIDEO LINK <a href="https://youtu.be/iMZ6aYXqVnM">https://youtu.be/iMZ6aYXqVnM</a>
	<b>PVS (HOME ECONOMICS)</b>  How to make disinfectant – Dettol	By the end of the lesson, pupils should be able to:  Explain the meaning of disinfectant; Discuss uses of disinfectant Identify different types of disinfectants; List the ingredients used in making liquid soap; Identify infections that can be prevented by using disinfectants; Prepare Dettol.	Whole class discussion on the topic  Pupils as a class explain the concept "disinfectant"; Pupils as a class discuss uses of disinfectant; Class discussion on different types of disinfectants; Small group discussion in listing the ingredients used in preparing Dettol; Pupils as a class explain the procedure of preparing Dettol; Small group activities in preparation of Dettol;	Communication and Collaboration  Creativity and imagination. Leadership and personal development. Digital literacy.	<a href="https://youtu.be/ALoo4vrKKUw">https://youtu.be/ALoo4vrKKUw</a> Materials: Texapol, pine oil, Chlorozonol, I.P.A. disinfectant, colour, bowls, wooden spoon, bottles, funnel etc. Youtube something cooking with alph- Youtube.  Google: <a href="http://www.verywell.health.com&gt;makezy">www.verywell.health.com&gt;makezy</a>  <a href="http://www.nycoproducts.com&gt;blog&gt;tv">www.nycoproducts.com&gt;blog&gt;tv</a> ... <a href="http://www.clorox.com">www.clorox.com</a> <a href="http://Livesimple.me&gt;homemade-dis...">Livesimple.me&gt;homemade-dis...</a>
3	<b>PVS (Agriculture)</b>  Marketing channels for farm produce; producers of farm produce.	By the end of the lesson, pupils should be able to: 1) define producers in the context of agriculture; 2) outline the importance of producers; 3) evaluate the challenges faced by producers in marketing channels	1. Whole class discussion on agricultural producers. 2. Pupils, as a class discuss the role of producers in agriculture and share their thought with the class. 3. Pupils, in small groups, discuss the challenges faced producer and possible solution to the problem.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Web link: <a href="http://www.luresext.edu/?q=content/marketing-channels">http://www.luresext.edu/?q=content/marketing-channels</a>  <a href="https://agritech.tnau.ac.in/agriculture/marketing/agrimark_Marketing%20channels.html">https://agritech.tnau.ac.in/agriculture/marketing/agrimark_Marketing%20channels.html</a>  VIDEO LINK <a href="https://youtu.be/aOT4Wnuv3E8">https://youtu.be/aOT4Wnuv3E8</a>  <a href="https://youtu.be/JzLoo8cFJBI">https://youtu.be/JzLoo8cFJBI</a>

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<b>PVS (HOME ECONOMICS)</b> Making of liquid soap	By the end of the lesson, pupils should be able to:  Mention uses of liquid soap; List the ingredients used in making liquid soap; Prepare liquid soap.	Whole class discussion on the uses of liquid soap;  Pupils as an individual lists the ingredients use in making liquid soap; Small group activities on how to prepare liquid soap.	Communication/collaborations.  Creativity and personal development. Digital literacy.	Materials soda, ash, caustic soda, sulphur, palm kernel oil (VPO), silicone, perfume, colour etc.  Google: <a href="http://www.Legit.ng&gt;1087692-how-liquid-soap-is-made">www.Legit.ng&gt;1087692-how-liquid-soap-is-made</a>
4.	<b>PVS (Agriculture)</b> Marketing channels for farm produce; middlemen (Intermediaries) and retailers.	By the end of this lesson, pupils should be able to; 1) define middlemen in the context of agriculture; 2) identify the importance of middlemen and retailers in marketing channels for farm produce; 3) evaluate the challenges faced by middlemen and retailers.	1. Whole class discussion on the meaning of intermediaries. 2. Pupils, in small groups, discuss the role played by intermediaries and retailers as marketers of farm produce. 3. Pupils, in pairs, evaluate the challenges faced by middlemen and retailers, write a proposal proffering solution to the challenges and submit at the next lesson.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: <a href="http://www.lurex.edu/?q=content/marketing-channels">http://www.lurex.edu/?q=content/marketing-channels</a>  <a href="https://www.businessmanagementideas.com/marketing/channels/middleman-meaning-importance-and-functions-distribution-channel/">https://www.businessmanagementideas.com/marketing/channels/middleman-meaning-importance-and-functions-distribution-channel/</a>  <a href="https://www.agropreneurszone.com/middlemen-participation-in-agribusiness-the-pains-and-gains/#:~:text=Middlemen%20are%20regarded%20as%20intermediary,rewarded%20by%20performing%20the%20functions.">https://www.agropreneurszone.com/middlemen-participation-in-agribusiness-the-pains-and-gains/#:~:text=Middlemen%20are%20regarded%20as%20intermediary,rewarded%20by%20performing%20the%20functions.</a>  <a href="https://www.oerafrica.org/FTPFolder/Aqshare/Marketing%20and%20Proe%20Analysis/role%20of%20middlemen%20in%20the%20marketing%20of%20agricultural%20commodities.html">https://www.oerafrica.org/FTPFolder/Aqshare/Marketing%20and%20Proe%20Analysis/role%20of%20middlemen%20in%20the%20marketing%20of%20agricultural%20commodities.html</a>
	<b>PVS (HOME ECONOMICS)</b> Making of Petroleum Jelly	By the end of this lesson, pupils should be able to; Mention different brands of petroleum jelly; Explain the use of petroleum jelly; Identify the importance of petroleum jelly; List the ingredients used in making petroleum jelly; Prepare petroleum jelly.	Whole class discussion on different brands of petroleum jelly. Pupils as individuals explain uses of petroleum jelly. Pupils as a class identify the importance of petroleum jelly. Pupils in small group list the ingredients used in making petroleum jelly. Pupils in small groups prepare petroleum jelly using different perfumes and colours.	Critical thinking and problem solving Communication and collaboration  Leadership and personal development. Creativity and imagination. Digital literacy.	Materials: petroleum jelly, mineral oil, Wax, sulphur, perfume, colour, container  Google: <a href="http://www.Thoughtco.com&gt;petroleum-jelly">www.Thoughtco.com&gt;petroleum-jelly</a>  Youtube-soaping101 petroleum jelly-wikipedia
5.	<b>PVS (Agriculture)</b> Marketing channels for farm produce; co-operative societies and marketing boards	By the end of the lesson, pupils should be able to: 1) explain the operation of co-operative societies and marketing board; 2) describe the importance of co-operative societies and marketing boards.	1. Pupils, as a class, discuss the activities of co-operative societies and marketing board. 2. Pupils, in small groups, reasons for discuss establishing a cooperative society in the school and share with the class.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Web link: <a href="http://www.lurex.edu/?q=content/marketing-channels">http://www.lurex.edu/?q=content/marketing-channels</a> <a href="https://en.m.wikipedia.org/wiki/Agricultural_cooperative">https://en.m.wikipedia.org/wiki/Agricultural_cooperative</a> <a href="https://aq4impact.org/sid/socoeconomic-intensification/building-social-capital/agricultural-cooperatives/">https://aq4impact.org/sid/socoeconomic-intensification/building-social-capital/agricultural-cooperatives/</a> <a href="https://eos.com/blog/agricultural-cooperatives/">https://eos.com/blog/agricultural-cooperatives/</a>
	<b>PVS (HOME ECONOMICS)</b> Home accidents.	By the end of this lesson, pupils should be able to;  Mention different types of home accidents; Identify the causes of home accidents; Explain common types of home accidents; Discuss how home accidents can be prevented;	Mentioning different types of home accidents; Pupils as individuals explain common types of home accidents; Pupils as a class identify the causes of home accidents; Pupils as individuals discuss prevention of home accidents; Small group demonstration of treatment of minor home	Communication and collaboration. Critical thinking and problem solving Creativity and imagination Leadership and personal development Digital literacy	Charts:  Google: <a href="http://www.researchgate.net/publication/311111111">www.researchgate.net/publication/311111111</a>  <a href="http://www.researchgate.net/publication/311111111">www.researchgate.net/publication/311111111</a>  <a href="http://www.hkfsd.gov.hk/&gt;home-house-tuffworks.com">www.hkfsd.gov.hk/&gt;home-house-tuffworks.com</a>  <a href="http://www.foodnetwork.com">www.foodnetwork.com</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		Demonstrate how minor home accidents can be treated.	accidents.		..... <a href="http://www.aegistegal.co.uk&gt;accident types">www.aegistegal.co.uk&gt;accident types</a> <a href="http://www.typesflori.com.qu&gt;blog">www.typesflori.com.qu&gt;blog</a>
6.	<b>PVS (Agriculture)</b> Farm Records and types.	By the end of the lesson, pupils should be able to: 1) describe farm records; 2) identify the different types of farm records; 3) explain the importance of farm records to a farm manager.	1. Whole class discussion on the meaning of farm records. 2. Pupils, as a class, visit the school farm, observe and discuss the features of the farm records found in there. 3. Pupils, in small groups, discuss the importance of farm records from a farm manager standpoint. 4. Pupils, in pairs, prepare an inventory book of the school farm and submit at the next lesson.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: <a href="http://www.luresext.edu/?q=content/marketing-channels">http://www.luresext.edu/?q=content/marketing-channels</a> <a href="https://www.legit.ng/1131221-types-farm-records-uses.html#:~:text=A%20farm%20record%20is%20a,aspects%20of%20all%20farm%20operations">https://www.legit.ng/1131221-types-farm-records-uses.html#:~:text=A%20farm%20record%20is%20a,aspects%20of%20all%20farm%20operations</a> <a href="https://www.agrifarming.in/keeping-farm-records-a-beginners-guide">https://www.agrifarming.in/keeping-farm-records-a-beginners-guide</a> VIDEO LINK <a href="https://youtu.be/3D-jZvc3nE">https://youtu.be/3D-jZvc3nE</a> <a href="https://youtu.be/7H_sM92upEk">https://youtu.be/7H_sM92upEk</a>
	<b>PVS (HOME ECONOMICS)</b> Home accidents.	By the end of this lesson, pupils should be able to;  Mention different types of home accidents; Identify the causes of home accidents; Explain common types of home accidents; Discuss how home accidents can be prevented; Demonstrate how minor home accidents can be treated.	Mentioning different types of home accidents; Pupils as individuals explain common types of home accidents; Pupils as a class identify the causes of home accidents; Pupils as individuals discuss prevention of home accidents; Small group demonstration of treatment of minor home accidents.	Communication and collaboration. Critical thinking and problem solving Creativity and imagination Leadership and personal development Digital literacy	Charts: Google: <a href="http://www.researchgate.net&gt;publication">www.researchgate.net&gt;publication</a> . <a href="http://www.researchgate.net&gt;publication">www.researchgate.net&gt;publication</a> ..... <a href="http://www.aegistegal.co.uk&gt;accident types">www.aegistegal.co.uk&gt;accident types</a> <a href="http://www.typesflori.com.qu&gt;blog">www.typesflori.com.qu&gt;blog</a>
					<a href="http://www.typesflori.com.qu&gt;blog">www.typesflori.com.qu&gt;blog</a>
7	<b>Mid Term Test/Break</b>				
8-12	<b>PVS (Agriculture)</b> Revision/ examination				

## ACHIEVEMENT STANDARDS

At the end of the session, pupils are able to:

1. preserve farm produce using the various methods of preservation;
2. carryout permanent and temporary stitches;
3. package farm produce for sales;
4. keep the home clean by proper cleaning and keeping personal hygiene;
5. market farm produce;
6. produce disinfectant and baby jelly
7. practice to prevent home or domestic accident.

**PREVOCATIONAL STUDIES -  
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