NATIONAL VALUES **PRIMARY FOUR**

FIRST TERM

THEME:SOCIAL STUDIES

SUB THEME: FUNDAMENTALS OF SOCIAL STUDIES

MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE	PERIODS WEEKS
			TEACHERS	PUPILS			
Social Environment	Pupils should be able to: (1) Explain social environment	Man is a social being: - He enjoys and depends on the company of others. - People live together in groups - Established set of patterns of behavior regarding customs. - People organized their daily lives, like the kind of food they eat, their dress, language, occupation and culture etc.	(1) Leads the pupils to discover their social environment	(1) Participate in the discussion (2) Respond to the teacher's questions	(1) Pupils textbook (2) Video clips	Pupils to: (1) Explain Social Environment	1 & 2
The relationship of some members of the family	(2) Name and identify members of nuclear and extended family	Members of the nuclear and extended family - The nuclear family consist of father, mother and the children - The extended family consist of father, mother, children, grandfather and grandmother, uncles, aunts, cousins and nephews	(1) Explains the meaning of the nuclear and extended family	(1) Give examples of members of both nuclear and extended families	(1) A chart showing the nuclear and extended families (2) Photographs of family members (3) Picture of an extended family which showing its membership	(1) Name 3 members of nuclear family (2) Name 5 members of the extended family	3, 4 & 5

NATIONAL VALUES **PRIMARY FOUR**

FIRST TERM

THEME:SOCIAL STUDIES

SUB THEME: FAMILY AS THE BASIC OF SOCIETY

MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE	PERIODS WEEKS
			TEACHERS	PUPILS			
The relationship of some members of the family	(3) Describe the various kinds of relationship among family members as aunt, uncle, nephew, niece, cousin and ward	Relationship of members of the extended family; uncle, i.e. brother of our father and mother. Aunt; i.e. sister of our father and mother. - Cousin, i.e. the children of our uncles and aunts	(3) Draw a family tree and uses it to explain the various kinds of relationship among family members e.g. uncle, aunt, nephew, niece and cousins	(1) Explain the words aunt, uncle, cousin and play the role of each member of the extended family	(1) Picture of an extended family which showing its membership	(1) Explain the meaning of aunt, uncle and cousin.	6
	MID – TERM TEST						7
	(4) State the benefits of good relationship between family members	Benefits of family relationship E.g. love, concern and interest for one another, sense of belonging.	(4) Leads pupils to mention the benefits of family relationship e.g. love, etc.	(4) Demonstrate how members of the extended family show love and concern for one another		(1) State 3 benefits of good relationship between family members	8 & 9
Culture	Pupils should be able to: (1) Give a simple meaning of culture	Meaning of culture - Way of life of a people	(1) Guides the pupils to explain what is meant by culture	(1) Discuss and explain the concept and	(1) Pictures of dressing from different cultural areas	Pupils to: (1) Give a simple meaning	10 & 11

				elements of culture		of the concept of culture	
	REVISION AND EXAMINATION						12

NATIONAL VALUES **PRIMARY FOUR**

SECOND TERM

THEME:SOCIAL STUDIES

SUB THEME:

MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE	PERIODS WEEKS
			TEACHERS	PUPILS			
Culture	Pupils should be able to: (1) Identify the elements of culture	(1) Elements of culture languages, foods, clothes, religious festivals and ceremonies.	(1) Leads pupils to mention types of food eaten in their areas, dresses etc.	Pupils display items of their culture	(1) Pictures showing different ways of greetings, eating etc.	Pupils to: (1) Mention 5 Nigerian foods	1 & 2
	(2) Explain why peoples languages, dressings and eating habits differ from community to community	Why different people have different customs - Differences in histories - differences in geographical positions - Differences in external influences	(2) Guides pupils to identify and classify similar aspects of culture in their areas.	(2) Demonstrate some values like respect, tolerance, etc. which can be promoted with a better understanding of cultural similarities	(2) Real cultural materials and objects	(2) Give 3 reasons why people's languages, dressings and eating habit differ	3 & 4
Other people's beliefs and traditions	Pupils should able to: (1) Explain ways in which other people's beliefs and traditions differ from ours	(1) Ways our beliefs and tradition differ from and similar to others: - The names they call God - The methods of worship	(1) Explains why our beliefs and traditions differ.	(1) Discuss the differences in our beliefs and traditions	(1) Pictures of people with different cultural backgrounds and beliefs in an interaction	(1) Give 3 reasons why our beliefs and traditions differ	5 & 6

		- The style of dressing etc.					
	MID – TERM TEST						7

NATIONAL VALUES **PRIMARY FOUR**

SECOND TERM

THEME:SOCIAL STUDIES

SUB THEME:

MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE	PERIODS WEEKS
			TEACHERS	PUPILS			
Other people's beliefs and traditions	(2) Mention some values that can be promoted with a better understanding of the differences among our culture	Some of the values that can be promoted with better understanding of cultural differences include respect of other people's views, beliefs and traditions; fairness, unity; good neighborliness, etc.	(2) Guides pupils to show how to respect other people's views, beliefs and traditions to be fair to other people from different cultures etc.	(2) Participated in a demonstration of how to respect and tolerate other people's views, beliefs and traditions	(2) Pictures of people's with different cultural backgrounds and beliefs in an interaction	(2) Mention some values that can be promoted with a better understanding of our cultural differences	8
Characteristics of drug abusers, their treatment and rehabilitation	(1) List commonly abused drugs and identify them by their street names	Street names of commonly abused drugs: Canabis – hemp, stone, garry a, Igbo etc.	Uses relevant posters to highlight and guide discussion on street names for commonly abused drugs	(1) React to posters on street names of commonly abused drugs	(1) Posters on street names of commonly abused drugs	(1) List 3 street names of commonly abused drugs	9
	(2) List some characteristic of abusers of alcohol, tobacco and cannabis	Characteristics of abusers of (a) Alcohol: (i) Aggressiveness – Convulsion (ii) Slowed speech – hallucination (iii) Shaking of the hands – inability to	Organize guided class discussion on characteristics of alcoholics, tobacco addicts and addicted users of cannabis	(2) Discuss what signs to watch out for early reporting (3) Listen to the talk and ask questions after the talk	(2) Cases / Stories on the characteristics of different kinds of abusers. (3) Resource persons.	(2) List 3 characteristics of abusers of alcohol, tobacco and cannabis	10 & 11

		maintain balance, disobedience (b) Tobacco: (i) Smells, discoloration of lips, burnt / dark fingers, coloured teeth etc. (c) Cannabis (i) Undue excitement (ii) False source of confidence and pleasure etc.	Invites a resource person to give talk on the subject matter				
	REVISION AND EXAMINATION						12

NATIONAL VALUES **PRIMARY FOUR**

THIRD TERM

THEME:SOCIAL STUDIES

SUB THEME: SOCIAL AND HEALTH ISSUES

MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE	PERIODS WEEKS
			TEACHERS	PUPILS			
Prevention of drug abuse – Life coping skills.	Pupils should be able to: (1) List behaviours that promote physical, mental and social well-being	(1) Healthy promoting behaviours - Stress: regular exercise, constructive plays - Positive and good relationship with peers etc.	(1) Arranges a guided class discussion on behaviours that can help in the promotion of physical and mental health	(1) Participate in the guided discussion on behaviours that can help in the promotion of physical and mental health	(1) Posters illustrating appropriate positive health behaviours	Pupils to: (1) List 3 behaviours that promote physical mental, and social well-being among youths.	1 & 2
	(2) Mention some life skills that are needed for maintaining positive healthy behaviours	(2) Life coping skills: - Choosing good friends, - Avoiding bad company, establishing acceptable measures of discipline, - Choosing good habits and values of discipline, honesty, handwork, contentment, courage, respect for others etc	(2) Helps to organized life club activities aimed at preventing drug abuse	(2) Discuss on life club activities and how they can help in preventing drugs abuse.	(2) Eminent or respected persons in the community as resources persons.	(2) Give 2 examples of skills that are needed for maintaining positive healthy behaviours.	3 & 4

Attitude to different forms of accident	(1) List other forms of accident and their causes.	(1) Meaning and types of accidents - Road, - Air, water, rail, fire, hot water etc. which can cause physical injuries, burns, scalds bruises and sometimes death.	(1) Leads the pupils to discuss the meaning, forms and causes of accidents (2) Asks pupils to explain the differences in the various forms of accidents	(1) Participate in the discussion on the meaning forms and causes of accidents (2) Express how they feel when they come in contact with metals	(1) Pictures of different types of accidents	(1) Explain the following: burns, scalds, bruises and list what causes each	5 & 6
	MID – TERM TEST						7

NATIONAL VALUES **PRIMARY FOUR**

THIRD TERM

THEME:SOCIAL STUDIES

SUB THEME:

MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE	PERIODS
			TEACHERS	PUPILS			
	(2) Explain types of first aid treatment to be given to victims of burns, scalds, bruises and road accidents	The first aid treatment - Burns and scalds: Do not torch the affected area; cover the affected part with clean cloth, take him/her to hospital; - Bruises; Put ice block in a towel and place it on the surface of the bruise.	(1) Demonstrate how to administer first aid treatment on victims of bruises, scalds, burns and road accidents.	(1) Watch teacher's demonstration and practicalize first aid treatment following the teacher's demonstration in groups	(1) First aid materials/box	(1) Explain the types of first aid to be given to victims of burns, scalds, bruises and road accidents (2) Demonstrate accident scene and practice first aid delivery	8 & 9
	(3) Describe some of the different kinds of positive attitude to accident victims	Positive attitudes to accident and accident victims: - Being more careful - Avoid rough play - Promote attention - show of concern reporting to the right agencies	(1) Guide pupils to role play, identify and discuss positive attitudes to accident and accident victims	(1) Role Play accident scenes and use such activities to identify positive attitudes to accident and accident victims	(1) First aid materials / box (2) Poster of an accident scene	(1) State any 2 positive attitudes which people should have towards accidents and accident victims	10 & 11

		- Avoid neglect - Take victim to clinic/hospital etc.					
	REVISION AND EXAMINATION						12

NATIONAL VALUES **PRIMARY FOUR**

THEME:SECURITY EDUCATION

SUB THEME: PERSONAL / NEIGHBOURHOOD SECURITY: DUTIES AND RESPONSIBILITIES

MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE	PERIODS
			Tr's ACTIVITIES	PUPILS ACTIVITIES			
Introduction to Neighbourhood Security	Pupils should be able to: (1) Explain the meaning of neighborhood security	(1) Meaning of neighborhood watch	(1) Leads pupils to explain the meaning of neighborhood security	(1) Participate in the class discussion on neighborhood security	(1) Textbooks (2) Charts (3) Pictures (4) Video Clips, handbills, etc (5) Posters (6) Newspapers / magazines	Pupils to: (1) Explain the meaning of neighborhood security	1ST TERM
	(2) Observe suspicious movement in their neighborhoods	Dangerous people such as thieves, robbers, kidnappers, rapist and other undesirable elements may infiltrate the neighborhood. As a result violence may occur	(2) Identify different security tips	(2) Mention some of the security tips identified		(2) Mention 4 tips on neighborhood security	
	(3) Explain the consequence of failure to observe suspicious movements in the neighborhood	Consequences of failure to observe suspicious movements and people in the neighborhood	(3) Organizes and helps pupils to feel the consequences of failure to observe suspicious people in the neighborhood	(3) Participates in practical activities to help them feel the consequences of failure to observe suspicious people in the neighborhood	(1) Textbooks (2) Posters (3) Newspapers/Magazines	(3) Mention 3 consequences of having suspicious people in the neighborhood	2ND TERM

Important Phone numbers and their uses	Pupils should be able to mention and be familiar with emergency phone numbers	Different emergency phone number and their uses: - Police - Fire Service - FRSC - NEMA, Hospitals - NAFDAC	(1) Guides pupils to: Identify the different emergency phone numbers within their environment	(1) List the emergency security phone numbers.	Telephone set	(1) List the emergency security phone numbers	3RD TERM

NATIONAL VALUES **PRIMARY FOUR**

FIRST TERM

THEME:CIVIC EDUCATION

SUB THEME: NATIONAL CONSCIOUSNESS

MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE	PERIODS
			Tr's ACTIVITIES	PUPILS ACTIVITIES			
(1) Meaning and importance of good governance	Pupils should be able to: (1) Explain good governance	(1) The art of governing people	(1) Guide pupils to explain governance	(1) Explain governance	(1) Charts on social services provided by government	Pupils to: (1) State the meaning of governance and the characteristic of good governance	1 & 2
	(2) Identify government for different levels	(2) Levels of Government (i) Local Government (ii) State Government (iii) Federal Government	(2) Assist pupils to identify levels of governance	(2) Identify levels of government	(2) Video clips on government activities (3) Textbooks	(2) Identify the 3 levels of governance	3 & 4
	(3) State features of good governance	Good Governance	(3) Assist pupils to list features of good governance	(3) List features of governance	(1) Video clips on government activities (2) Textbooks	(1) List 4 features of good governance	5 & 6
	MID – TERM TEST						7
(2) Types of Government	(1) Explain types of government	(1) Types of Government - Monarchy: King e.g. Jordan, Morocco, - Traditional e.g. Oba, emir, Obi - Oligarchy: Usually by the	(1) Guide pupils to identify the leaders in their communities and what they do. (2) Leads pupils to look at pictures and identify leaders	(1) Read about traditional rulers (2) Observe pictures and make notes (3) Watch videos clips of	(1) Photographs (2) Charts (3) Resource person (4) Government institutions (5) Video clips (6) Nigerian constitution	(1) Explain the traditional form of government (2) Explain the constitutional form of government.	8 & 9

		powerful or privileged people - Constitutional e.g. Parliamentary or presidential.	in government and what they do.	government in action			
	(2) Differentiate between the various types of government e.g. traditional and constitutional	Differences between the different types of government (i) Monarchy – King or Queen, hereditary or succession. No end to tenure (ii) Oligarchy – Few people who are privileged or powerful	(1) Organizes pupils to discuss the difference between the two	(1) Discuss the differences between types of government in groups	(1) Photographs (2) Charts (3) Resource persons (4) Government institutions (5) Video clips (6) Nigerian constitution	Identify the differences between the traditional and constitutional forms of government	10 & 11
	REVISION AND EXAMINATION						12

NATIONAL VALUES PRIMARY FOUR

SECOND TERM

THEME:CIVIC EDUCATION

SUB THEME: NATIONAL CONSCIOUSNESS

MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE	PERIODS
			Tr's ACTIVITIES	PUPILS ACTIVITIES			
National Values	Pupils should be able to: (1) Explain the meaning of values	Meaning of values	(1) Guides discussion on the meaning of civic values	(1) Contribute to discussions	(1) Text books (2) Newspapers (3) Magazines (4) Biographies, etc.	Pupils to: (1) Explain the meaning of values	1 & 2

	(2) List some values	Some Examples of values are: (i) Honesty (ii) Obedience (iii) Hard work (iv) Tolerance (v) Political faith etc.	(2) Leads pupils to identify at least 5 Civic values	(2) Identify people with good civic values		(2) List five values	3 & 4
	(3) Discuss the need to imbibe values in the society	Needs for Civic Values in the society (i) Self discipline, (ii) Self contentment, (iii) Thinking and talking positively about our country etc.	(3) Guide pupils to identify people in the society with good civic values	(3) Identify people with good civic values in the society		(3) Explain the needs for values in the society	5 & 6
	MID – TERM TEST						7
Nation	Pupils should be able to: (1) Explain the meaning of nation	Meaning of Nation - A body of people - Share a spirit of unity - Want to live together under the same government	(1) Guide the pupils to define Nation	(1) Pupils defines Nation	(1) Maps (2) Pictures (3) Video clips (4) Charts (5) Class textbooks (6) Newspapers/magazine.	(1) Define a Nation	8 & 9
	(2) Identify and explain the characteristics of a nation	Characteristics of a Nation (i) Common territory (ii) Common customs & traditions (iii) Common economy	(2) Help pupils identify and explain the characteristics of a nation	(2) Identify and explain the characteristic of nation		Identify and explain 2 characteristics of a nation	10 & 11

		(iv) Common language					
	REVISION AND EXAMINATION						12

NATIONAL VALUES **PRIMARY FOUR**

THIRD TERM

THEME:CIVIC EDUCATION

SUB THEME: NATIONAL CONSCIOUSNESS

MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE	PERIODS
			Tr's ACTIVITIES	PUPILS ACTIVITIES			
Building our Nation	Pupils should be able to state reasons why we should build our nation	Reasons why we should build our nation (i) For peaceful co-existence (ii) For common use of resources (iii) To unit us against external aggression (iv) To benefit from one another etc.	Leads pupils to discuss and give reasons why we should build a nation	Participate in discussion on reasons to build a nation	(1) Maps (2) Pictures (3) Video Clips (4) Charts (5) Class textbooks (6) Newspapers / magazines	Pupils to mention 3 reasons why we need to build our nation	1 & 2
Ethnicity and its problems	Pupils should be able to: (1) State the meaning of ethnicity	Ethnicity: ethnic or social group consciousness that influence social economic and political decision	(1) Leads pupils to state the meaning of ethnicity	(1) State the meaning of ethnicity as they understand it	(1) Maps (2) Posters (3) Video clips (4) Pictures (5) Newspapers / magazines	(1) State the meaning of ethnicity	3 & 4
	(2) List causes of ethnicity in Nigeria.	Causes of ethnicity in Nigeria. (i) Feeling that one's social group has been cheated in resource allocation, (ii) Colonialism (iii) Poverty (iv) Illiteracy	(2) Guides the pupils to list causes of ethnicity in Nigeria	(2) Write down on paper the causes of ethnicity in Nigeria		(2) Identify and list 3 causes of ethnicity in Nigeria	5 & 6

		(v) Political strategy to win election, etc.					
	MID – TERM TEST						7
	(3) Explain the consequences of ethnicity in Nigeria	Consequences of ethnicity are ammonal conflict, political violence, nepotism / discrimination, under-development, resources, etc.	(3) Organizes and helps pupils to feel the consequences of ethnicity	(3) Participate in practical activities to help them feel the consequences of ethnicity		(3) Mention 3 consequences of ethnicity in Nigeria	8 & 9
	(4) Mention how to solve the problem of ethnicity	How to solve problems of ethnicity in Nigeria (i) Tolerate one another (ii) Be patriotic (iii) Deliberate government policies (iv) Organize public enlightenment campaign and (v) Encourage inter-marriages	Helps pupils through class and homework to find solution to the problem of ethnicity in Nigeria	Suggest ways to solve the problem of ethnicity in Nigeria	(1) Maps (2) Posters (3) Video clips (4) Newspapers / magazines	Suggest 2 ways of solving the problem of ethnicity in Nigeria	10 & 11
	REVISION AND EXAMINATION						12