

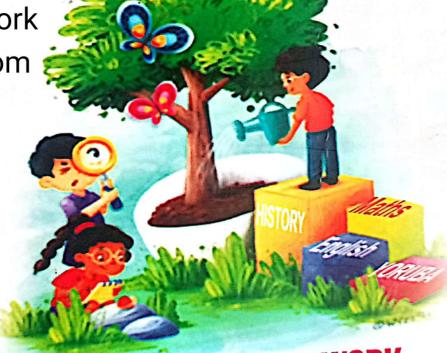
LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION

National Values Education

Primary 1 - Primary 3

Scheme of Work

Classbasic.com



UNIFIED SCHEMES OF WURK FOR PRIMARY SCHOOLS

(DRIMARY 1-3)

PRINTED 2021

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PRIMARY 1 (BASIC 1) NATIONAL VALUES EDUCATION (NVE)

- 1. Civic Education
- 2. Security Education
- 3. Social Studies

LAGOS STATE GOVERNMENT Term 1 Primary 1

UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

NATIONAL VALUES EDUCATION (NVE)
(CIVIC EDUCATION, SECURITY EDUCATION AND SOCIAL STUDIES)
PRIMARY ONE FIRST TERM

VK		LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
(Civic	Readiness test / Meaning of civic education: - Why we study Civic Education	By the end of the lesson, pupils should be able to: i. explain what is meant by Civic Education; ii. highlight reasons why we study Civic Education; iii outline democratic activities and civic right and responsibilities.	Individual pupils attempts the meaning of Civic Education while the teacher gives the real meaning; -Pupils in pairs, identify reasons why we study Civic Education, -Pupils as a class mention democratic activities and civic rights and responsibilities.	Communication and collaboration Critical thinking and problem solving citizenship	AUDIO VISUAL RESOURCES pictures of citizens performing some civic responsibilities e.g. people voting WEB RESOURCES SITE LINK: https://www.legit.ng/11 7087-what-civic- education- importance.html VIDEO LINK: https://youtu.be/FWxot ZXEUU
1 (Security Education)	Concept of Security	By the end of the lesson; pupils should be able to: (I) define the meaning of security; (ii) describe how a security personnel looks like.	whole class brainstorms on the meaning of security. Pupils in small groups, describe how a security personnel looks like.	- Communication and collaboration. -Leadership and personal development.	AUDIO VISUAL RESOURCES -Picture/chart -Audio Visual -Textbook -Newspaper showing security personnel. WEB RESOURCE: SITE LINK WWW.essay.uk.com www.princeton.edu
1 (Social Studies)	Meaning of social studies The study of man and how his problems are solved in the environment	i Pupils should be able to explain the meaning of Social Studies ii list at least two problems of man State how the problems listed above can be solved	Pupils as a class ,discuss the concept of social studies. Pupils in small groups, identify problems of man in the society. The same groups, Using demonstration method with the aid of pictures (e.g. community drainage system) to show how problems can be solve.	Critical thinking /problem solving Communication/ Collaboration Personal development Creativity and imagination	AUDIO VISUAL RESOURCES Pupils textbook/Workbook Pictures Site link: www.researchgate.netedu www.merricum-webster.com WEB RESOURCES www.edudelighttutors.com
2 (Civic Education)	Ways through which civic education can be important at school • Rights of a child • Rights of a citizen	Pupils should be able to • identify simple ways through which civic education can be important at school • outline some of the rights of a child • describe some of the rights of a citizen	Pupils as a class are guided on the importance of civic education at schools. pupils individually identify the rights of a child under the teacher's guidance Pupils as a class discuss the rights of a child and rights of a citizen	Communication and collaboration Citizenship Critical thinking and problem solving Critical thinking and problem solving	AUDIO VISUAL RESOURCES Pictures and charts showing various types of rights of a child Charts showing rights of a citizen WEB RESOURCES SITE LINK: https://www.kidcentralm.com/education/commun ty—after-school- care/the-inportance-of- civic-education-html VIDEO LINK: https://www.google.com /search?q=children+vidov on+child+rights+&ags=chrome_69i57_15062i0j4& client=ms-android- techno&sourceid=chrome
2 (Security Education)	Concept of security.	By the end of the lesson; pupils should be able to: (1) mention security facts e.g. do not take anything from a stranger. (ii) do not follow a stranger e.t.c. (iii). discuss strangers tactics.	1. Pupils in pairs, to identify the material things stranger could use to entice them e.g. Sweet, Money and Toy e t c. 2. Pupils in small groups, discuss strangers tactic e.g. An evil stranger pretending to be a Pastor or Muslim clergy man	-Communication and collaboration -Digital literacy -Leadership and personal development	-mobile&ie=UTF-8# AUDIO VISUAL RESOURCES Picture/ chart Audio visual resources Newspaper showing security personnel WEB RESOURCE: SITE LINK www.tandfonline.com Www.researchgate.net

WK	TOPIC	LEARNING OBJECTIVES	I FADNING A CONTROL		UES EDUCATION (NVE
2 (Social	Family	Pupils should be able to	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
Studies)	Meaning of a	Explain the meaning of a	Individual pupil, give definition of	Critical thinking and	AUDIO VISUAL
,	family	family and mention some	rainity.	problem solving	Family photos pupils
		members of the family	Pupils in pairs ,Mention at list two	Creativity and	textbook/workbook
			members of the family.	imagination	www.dictionary.com
	1.714 @			Communication and	WWW.areastary
	A STATE OF THE STA		J1 - 4	collaboration Personal	Son of Dear and Miles
3 (Civic	Ways through	Pupils should be able to	D. II	development	
Education)	which Civic	, and be able to	Pupils as a class, discuss the	Communication and	AUDIO VISUAL
Education	Education can be	Explain the meaning of civic	meaning of civic education	collaboration	RESOURCES
	important at	education	pupils Individually identify wave	Critical thinking and	Pictures and chart
	home.	identify the importance of civic	through which civic education can	problem solving	showing the importance
		education	be important at home	citizenship	of civic education at home
		highlights four ways through	Pupils in pairs, further describe		WEB RESOURCES:
		which Civic Education can be	ways through which civic education		SITE LINK
		important at home	can be important at home		https://www.legit.ng/111
		important at nome			5202-importance-civic-
					ducation-nigerian-
	1	-3			schools.html
	and the second	11 50 000			VIDEO LINK:
	elsauri', -c			to be the said in the con-	a video clip showing the
				C. R. Wilder C. Br. N. L.	importance of civic
				2 11 2 2 2	education
					https://www.youtube.co
2 (Ca	Sources of	Drobberg			m/watch?v=Pc9ohlVDqAo
3 (Security	Insecurity	By the end of the lesson, pupils	1. Pupils in pairs ,identify the	- Communication and	AUDIO VISUAL
Educati on)	insecurity	should be able	sources of insecurity at home and	collaboration	RESOURCES -
	odara i	(I) mention the sources of	society at large.	- Digital literacy	Picture/ chart of an old
		insecurity. E.g. A dilapidated	2. Pupils in pairs, identify a	-Critical thinking and	building
		building	dilapidated building around their	problem solving	- Audio visual of a petrol
	1	*Filling station with no fire	vicinity and the consequences.	- Leadership and personal	station
	<u>i</u> 3	extinguisher	3. pupils in small groups, identify	development	- posters of security alert
			and compare filling station with no	development	signs
	13		fire extinguisher and with fire	1 7 7 7	WEB RESOURCE:
)		extinguisher in the chart provided		SITE LINK
			by the teacher.	92	www.Legit.ng
	L. C.				www.ncbi.nlm.nih.gov
3 (Social	Family	Pupils should be able to	Individual pupil, identify and	Communication and	
Studies)	Types of family	identify types of family	mention the types of family	collaboration	AUDIO VISUAL
	Structure of a	Explain Nuclear family	Nuclear	Critical thinking and	Family photos Pupils
	nuclear family		Extended	problem solving	www.researchgate.net
	- 5		71-	Personal development	
		1 _{11,1} (2)		Creativity and	
				Imagination	1.1
4 (Civic	Ways through	Pupils should be able to	Pupils as a class, discuss the	•Communication and	AUDIO VISUAL
Education)	which Civic		meaning of media.	collaboration	RESOURCES
	education can be	Explain what media is	Pupils in pairs, identify ways	•Critical thinking and	RESOURCES
	important	outline four ways through	through which Civic Education can	problem solving	Padia jingles
	The media	which civic education can be	be important to the media	•Citizenship	Radio jinglesVideo clips
		important to the media	1	Greizenship	Posters and pictures on
	-		the part of the pa	- 1	the details of an election
	1 1	1	and the second	i War 1 wi	Newspaper cuttings on
	. At -		_		
	HARLE I	F _E	- 13t		news WEB RESOURCES
	1.28		en la		SITE LINK
	100	1			
	200				https://www.edweek.org
	1 1	120	Tie III		/tm/articles/2018/05/09
	Salar Salar				/four-ways-to-put-civics-
		January Company	and the second of the second o	3	education-front-and-
			the second second		center.html
	1.52		57.7	, 1	VIDEO LINK
	1 100		i .		https://youtu.be/p6yy8]]
(Security	Security- Alert	By the end of the lesson; pupils	1. Pupils as a class , identify and	-Communication and	et9g
Education)	signs	should	compare the various security signs	collaboration	AUDIO VISUAL
,	6.13		alert, e.g. Red flag tied- round an old	-Critical thinking and	RESOURCES
		(I) explain the security alert	building		-News paper
		signs	2.The traffic signs Alert colours i.e.	problem solving	-Textbook
	'	(ii) list and discuss the	Red, yellow and green	15. [-Calendar
		consequences of neglecting			WEB RESOURCE:
		signs of security alert	3. Pupils in small group to compose		SITE LINK
. 10	19	A -m = "ABL. m.15 +	songs on neglect of security signs		www.securityri.com
			alert	UI.	www.safetysign.com
(Social					www.mysecuritysign.com
(Sucial	Extended Family	Pupils should be able to	Individual pupil, mention members	Communication/collabora	Audio Visual Resources
Studies)	,	Explain types of family	of extended family	tion	Pictures, charts
	1	Mention the members of an		Critical thinking and	Pupils
	l	extended family		problem solving	textbook/workbook
		extended family			Textbook /was-1-11

WK	TOPIC	LEADMING COLDS		NATIONAL VAL	LUES EDUCATION (N
CONTRACTOR OF THE SECOND	Control of the section of the sectio	LEARNING OBJECTIVES	LEARNING ACTIVITIES	THE PERSON OF THE PROPERTY OF THE PERSON OF	S LEARNING DO
				Personal development	S LEARNING RESOURCE WEB RESOURCES
				Creativity and	SITE LINK
5 (Civic	Other ways	Control of the National State of the Control of the		imagination	www.britan
Education)	through which	Pupils should be able to	Pupils as a class discuss the	Communication and	www.britannnica.com
		explain the meaning of society		collaboration	AUDIO VISUAL RESOURCES
	civic education car			 Critical thinking and 	tipole C
	be important to	education to the society	importance of civic education to	Problem solving	Jingle from radio stati
	the society	identify other ways through	the society	Citizenship	ou die defalle of al
		which Civic Education can be	Pupils as a class individually	and the same	LAND MEDOURCEG
		important in the society	identify other ways through which		SITE LINK
		1	civic education can be important in		https://www.legit.ng/
			the society	and the same of	
				10 + 1	Cuucation-nigerian
					schools.html
				200 4 1 100	VIDEO LINK
E (Committee			, the state of the		http://www.youtube.c
5 (Security	Security colours	By the end of the lesson, pupils	1.Pupils in pairs, identify the	-Communication and	/SWISSIDJOVIDEOS
Education)	ell et epitus	should be	meaning of colours e.g.		AUDIO VISUAL
		(i) mention the security	Red- severe risk	collaboration	RESOURCES
	P	colours and meaning, e.g. Red,	Yellow- Elevated	-Critical thinking and	A chart showing secur
		yellow, Blue, Green and Orange		problem solving	colours and meaning
		a con una orange	Blue- Gurded general risk Green- Low risk		WEB RESOURCE:
		(ii) discuss the meaning of	Orange- High risk		SITE LINK
	2	colours	2 Partie in a state of the stat	The said of	www.pulse.ng
			2. Pupils in small groups, to discuss	17.20	en.m.wikipedia.org
	4 1		and compare the colours i.e. colours	100	1
5 (Social	Qualities of a good	Pupils should be able to	In A with B		200
Studies)	family	Explain the meaning of	Whole class, attempt the meaning	Critical thinking and	Audio Visual Resources
	Honesty	Honesty	of Honesty, Contentment,	problem solving	Pictures, charts
	Contentment	Contentment	Discipline and Obedience.	Communication and	Pupils
	Discipline		Individual pupil, mention at least	collaboration	textbook/workbook
	Obedience	Discipline Obedience	one quality of a good family	Personal development	WEB RESOURCES
	obcurence	Obedience		Creativity and	www.gapyearfamily.com
(Civic	Patriotism	D-1 1 111 11		imagination	www.gapyeariamily.com
Education)	Tolerance	Pupils should be able to	 Pupils as a class discuss the 	Communication and	AUDIO VISUAL
-aucadon)	Co-operation		meaning of patriotism, tolerance	collaboration	RESOURCES
	Honesty	explain the following	and cooperation.	· Creativity and	
	Self reliance	- Patriotism	 Pupils in small groups are arranged 	imagination	Relevant charts and
		- Tolerance	to actively participate in a playlet	Citizenship	pictures showing people
		-Co-operation	on honesty in the classroom	Leadership and Problem	of honesty, tolerance etc
		Explain honesty as a good	Pupils in pairs, are guided to	solving	Video clip of award on
		virtue	describe what is meant to be self-	Solving	honesty as a good virtue
	N CE	Describe self-reliance	reliant and its importance		WEB RESOURCES
	1000	- 1	importance		SITE LINK
- 1	(Apple	v = 2* L = 10			http://static-
	<u></u>	1 1 1 1			phxfeeds.com/commons
100			A The state of the	1	are?originurl=https%3A
1	100			1 41 4	%F%2Fwww.churchofie
				-	uschrist.org%Ftopics%2
					et-self-
					reliance%2Flive%2Fteac
					ing-children-to-be-
		The state of the s	e Board		selfreliant%3Flang%3De
			a La galla a constant		g
		i i	of Mile and Euro	161	VIDEO LINK
					https://www.youtube.co
Security	Security Gadget	Outhound City			m/watch?v=klAtSH9zYeQ
ucation)		By the end of the lesson, pupils	1.Pupils in small groups, describe		
acationj		mound be able to	and analyze how CCTV camera and	collaboration	AUDIO VISUAL
	(i) List security gadget e.g.		District to	Picture/ chart
	(a com t	usefulness	-Digital literacy	 Audio visual resources
		,			showing where CCTV
			1- 1	1	Camera is been fixed
			10 10		Camera is been fixed WEB RESOURCE:
			i ay		WEB RESOURCE: SITE LINK

CLASSBASIC.COM

/K	TOPIC	LEARNING OBJECTIVES	LEARNING ACTIVITIES	NATIONAL VALUE	S EDUCATION (NVE)
(Social	Culture	UDIIS should be all	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
dies	Meaning	Define the meaning of	Whole class brainstorm on the	C 111	
**				problem solving	AUDIO VISUAL
	_		Pupils in small groups, explain the meaning of culture and all	Communication/collabora	RESOURCES Pictures, charts
15			meaning of culture and share with the class.	tion	Pupils
3.11				Personal development	textbook/workbook
			The same groups, Enumerate the	. craonar development	WEB RESOURCES
		MID	three types of culture TERM		www. yourarticlelibrary.co
(Civic	Rights and duties	Pupils should be able to:	Duvil	BREAK	
ducation)	of citizens in the	Ermlein the	Pupils as a class are guided on the	Communication and	AUDIO VISUAL
Quicacion	society	and duties		collaboration	RESOURCES
		Differentiate between rights	Pupil, individually, identify various	Citizenship	Pictures showing types o
			duties of a citizen		
		and duties of citizens in the	Pupils as a class analyze the	Critical thinking and	rights and duties of
			differences between rights and	problem solving	citizens
		Identify the importance of	duties of the street rights and		Charts showing 8
		right and duties of citizens in	duties of the citizen.		WEB RESOURCES
	and the figure	the and duties of citizens in			SITE LINK
		the society	Special Control of the Control of th	412	https://www.kidcentralt
		A CHART			.com/education/commur
	AND WALLEY LAND		1. 1. 1. 1. 1.	A Land Control of the	tyafter-school-
		Lie K. Takana	7 1 7 7	the state of the s	care/the-inportance-of-
e d		The second second			civic-education-html
	the same			problem to a A. A.	VIDEO LINK
	The second of the	The second second		/Al	
		1000			:https://www.google.com
					/search?q=children+vido
	新 异型	1	7.3	_ *·	+on+child+rights+&aqs=
				= _	hrome69i57.15062j0j48
		그 그리 속동에 나가 가 가 그 글 것 같다.	1,74,11,3	Eq. 1	client=ms-android-
	A 45				techno&sourceid=chrom
	K-c			3 SW at	-mobile&ie=UTF-8#
	and the original to	D-4 1-64-1- 11	4.7. 7. 7.		ATIDIO MICHAI
(Security	HOME SECURITY	By the end of the lesson pupil	1. Pupils in small groups,	- Communication and	AUDIO VISUAL
Education)	, <u>8</u>	should be able to:	distinguish flood light from	collaboration	RESOURCES
Luucacion		(I) mention home security tips	detector.	-Creativity and	-Chart showing a list of
		e.g. Locking the doors, Flood	2. Pupils in pairs, describe how a	imagination	home devices.
		e.g. Locking the doors, rioud		magniation	WEB RESOURCE:
		light, detector e.t.c.	flood light looks like.		
			1.50	1470/81	SITE LINK
		国际	To the		www.usnews.com
		等 2	-	100	www.safewise.com
			and the same of th		www.nytimes.com
		Control of the second		1 1 1 1 1	AUDIO VISUAL RESOURC
n (Ci-1	Values that show	Pupils should be able to	Pupils as a class, attempt meaning	Critical thinking and	
8 (Social			of moral	problem solving	Pictures / charts
Studies)	good morals in our	Denne morais	Pupils in small groups, identify and		Pupils
	society	Explain with examples the	Pupils in Sman groups, ruchary and	collaboration	textbook/workbook
	Meaning of morals	values which show good	discuss with examples,		
		morals e.g. a pupil to rise up	values/behaviors which show good		WEB RESOURCES
	AD.	for older person to sit down	morals in the society	Creativity and	www.ias.edu
	4.5	tor order berson to ste down	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	imagination	
	- 1000 h		Pupils as a class are guided by the	Communication and	AUDIO VISUAL
9 (Civic	Public	Pupils should be able to:	rupus as a class are guidea sy	collaboration	RESOURCES
	enlightenment		teacher on the meaning/	Critical thinking and	Picture charts showing
Education)	"	explain the meaning /	importance of HIV/AID education	Problem Solving	the importance of
	campaigns	importance of HIV/AIDS	Pupils in pairs highlight various	- Creativity and	HIV/AIDS education
	HIV/AIDS	Importance of Intelligence		- Litauvity and	_posters and pictures o
1	Education	education	Dunile in small groups are guided	imagination - Leadership and persona	public health
	- Drug abuse and i	- highlight various ways to	to discuss the meaning of drug	- readelement	enlightenment campai
	hazards	nrevent of his / hips		development	- charts showing patien
	1	- discuss the meaning of drug		- Citizenship	with symptoms of
	1 000	abuse as part of public		- Carathan and Salar bandles - Bardin	HIV/AIDS
		anlightenment campaigns in			- Chart showing various
		- lation to civic education			hazards of drug abuse
		- identify the hazards of drug	3000		WEB RESOUCES
		abuse			SITE LINK
		apuse			https://patient.info/s
	- 1				nttps://patient.inio/s
					al-health/sexually-
					transmitted-infection
		1			leaflet/hiv-and-aids
1		1			• VIDEO LINK:
	1	1	i .	1	https://www.youtube
					inteps. 17 territo que de
					m/watch?v=DWuvCK

WK	TOPIC Culture	LEARNING OBJECTIVES	LEADAMA	NATIONAL VALUE	ES EDUCATION (NVE)
(Social	Meaning	Publis should b	LEARNING ACTIVITIES	THE VALUE	es EDUCATION (NVE)
_{tudies})	Types	Explain the meaning of culture	meaning of cult	EMBEDDED CORE SKILL Critical thinking and	LEARNING RESOURCES AUDIO VISUAL
		List types of culture	Pupils in small groups, explain the meaning of culture and share with the class.	problem solving Communication/collabora tion	RESOURCES Pictures, charts Pupils
		MID	The same groups, Enumerate the three types of culture	Personal development	textbook/workbook WEB RESOURCES
(Civic	Rights and duties of citizens in the	Pupils should be able to:	TEKM	BREAK	www. yourarticlelibrary.c
Education)	society	explain the meaning of right and duties	Pupils as a class are guided on the meaning of rights / duties	Communication and collaboration	AUDIO VISUAL
geren-	produce to the first terms	Differentiate between rights and duties of citizens in the	duties of a citizen	Citizenship	RESOURCES Pictures showing types
	1 <u>1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1</u>	Identify the importance of	Pupils as a class analyze the differences between rights and duties of the citizen.	Critical thinking and problem solving	rights and duties of citizens Charts showing 8
	- Andread Strings	right and duties of citizens in the society	addes of the citizen.		WEB RESOURCES SITE LINK https://www.kidcentralt
	grad Southern		$A \times A = A$.com/education/commu tvafter-school-
	AND THE PERSON NAMED IN				care/the-inportance-of- civic-education-html VIDEO LINK
				to such a succession of the su	:https://www.google.com /search?q=children+vido
					+on+child+rights+&aqs= hrome69i57.15062j0j4& client=ms-android-
8 (Security	HOME SECURITY	By the end of the lesson pupil	1 5 1	, al. "	techno&sourceid=chrom -mobile&ie=UTF-8#
Education)	F	should be able to: (1) mention home security tips	Pupils in small groups, distinguish flood light from	- Communication and collaboration	AUDIO VISUAL RESOURCES
		e.g. Locking the doors, Flood light, detector e.t.c.	detector. 2. Pupils in pairs, describe how a flood light looks like.	-Creativity and imagination	-Chart showing a list of home devices. WEB RESOURCE:
			Contract of the Contract of th	19.7%	SITE LINK www.usnews.com
			-		www.safewise.com www.nytimes.com
8 (Social Studies)	Values that show good morals in our	Pupils should be able to Define morals	Pupils as a class, attempt meaning of moral	Critical thinking and problem solving	AUDIO VISUAL RESOURCE Pictures / charts
·	society Meaning of morals	Explain with examples the values which show good	Pupils in small groups, identify and discuss with examples,	Communication and collaboration	Pupils textbook/workbook
	Preaming of morals	morals e.g. a pupil to rise up for older person to sit down	values/behaviors which show good morals in the society.	Personal develop Creativity and	WEB RESOURCES
0.000	4400			imagination	www.ias.edu
9 (Civic Education)	Public enlightenment	Pupils should be able to:	Pupils as a class are guided by the teacher on the meaning/	Communication and collaboration	AUDIO VISUAL RESOURCES
1	campaigns HIV/AIDS	explain the meaning / importance of HIV/AIDS	importance of HIV/AID education Pupils in pairs highlight various ways to prevent HIV /AIDS	Problem Solving - Creativity and	Picture charts showing the importance of HIV/AIDS education
	Education - Drug abuse and its hazards	prevent of HIV/AIDS	-Pupils in small groups are guided to discuss the meaning of drug	imagination - Leadership and personal development	 posters and pictures of public health enlightenment campaign
	1 200	discuss the meaning of drug abuse as part of public enlightenment campaigns in	abuse / hazards of drug abuse	- Citizenship	- charts showing patient with symptoms of HIV/AIDS
		relation to civic education - identify the hazards of drug abuse	N of the		- Chart showing various hazards of drug abuse WEB RESOUCES SITE LINK
					https://patient.info/sex al-health/sexually- transmitted-infections- leaflet/hiv-and-aids
	- 1				 VIDEO LINK: https://www.youtube.co
7					m/watch?v=DWuvCKxa pY

WK	TOPIC	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
9 (Security Education)	OFFICE SECURITY.	By the end of the lesson; Pupils should be able to; (I) mention the security measure to be taken in offices e.g. locking doors, putting all electrical appliances off etc.	1.Pupils in pairs, state the various security measures to be taken in offices.	-Communication and collaborationCritical thinking and problem solving	AUDIO VISUAL RESOURCES -Chart showing security inscription in the offices e.g. SWITCH OFF ALL ELECTRICAL APPLIANCES WEB RESOURCE: SITE LINK www.sonitrolwesterncan ada.com www.getkisi.com www.FAO.org
9 (Social Studies)	Values that show good morals in our society Examples of	pupils should be able to list the attributes of good morals and demonstrate them in school, home and society	individual pupil ,mention one of the attributes of good moral. Pupils in small groups, demonstrate the attributes of good morals (at	Critical thinking and problems solving Personal development Creativity and	AUDIO VISUAL RESOURCES Pictures, charts, Pupils textbook/workbook WEB RESOURCES www.parenting.firstcry.com
	morals that show what is right e.g. Respect Loyalty Kindness Honesty, etc.		least two)	imagination	www.printerest.com www.slideshare.net
10 (Civic Education)	Values that show Bad Morals in our society. Examples of morals to show what is wrong e.g. stealing, building, fighting, lying etc.,	Pupils should be able to List at least five bad morals in the society State the consequences of bad morals s and how to curb it. REVISION	each pupil ,identify and mention bad morals in the society e.g. fighting]and , -state the effects of the points mentioned e.g. fighting brings pain, injury, sin, etc. REVISION	Critical thinking and problem solving Personal development Creative thinking and imagination REVISION	Pictures/charts Pupils textbook/workbook www.quora.com REVISION
10 (Security Education)	PERSONAL SECURITY	By the end of the lesson; pupils should be able to: (I) define personal security. (ii) list components of personal security at home, school, on the road etc.	1. Pupils in pairs, identify and define personal security. 2. Pupils in small groups, list and discuss the components of personal security and on the road.	-Communication and Collaboration. -Critical thinking and problem solving	AUDIO VISUAL RESOURCES -A picture chart showing component of personal security. WEB RESOURCE: SITE LINK www.sectech-uk.com www.quota.com www.texastech.edu
10 (Social Studies)	Values that show Bad Morals in our society. Examples of morals to show what is wrong e.g. stealing, building, fighting, lying etc.,	Pupils should be able to List at least five bad morals in the society State the consequences of bad morals and how to curb it.	Individual pupil, mention more bad morals e.g. fighting State the effects of the points mentioned e.g. fighting brings pain, injury, sin, etc.	Critical thinking and problem solving Personal development Creative thinking and imagination	Audio Visual Resources Pictures/charts Pupils textbook/workbook WEB RESOURCES www.basicknowledge.com
11	REVISION				
2	EXAMINATION				

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LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION TERM UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

Term 2 Primary 1

	CIVIC	EDWA
PRIMARY 1 SECOND TERM	CIVIC	EDUCATION

WK	TOPIC	LEARNING OBJECTIVES	I EADMING ACTIVITIES		
1 (Civic	Revision of last	Pupils should be able to	LEARNING ACTIVITIES	EMBEDDED CORĘ SKILL	LEARNING RESOURCES
Education)	term's work/first term examination questions	Recall some of the last term topics through revision done with them by the teacher.	Pupils as a class, revise the last lessons with the help of the teacher, asking questions on the last term's topics. Pupils individually, attempt some evaluation questions given by the teacher to measure their progress.	- Communication and collaboration - Critical thinking and problem solving - Leadership and personal development	AUDIO VISUAL RESOURCES Charts, pictures, books and some of the last term's video clips and materials.
1 (Security Education)	SECURITY PRECAUTION	By the end of the lesson; Pupils should be able to: (I) mention the security precaution. (ii) discuss the security precaution.	1. Pupils in pairs, Identify the security precautions. 2. Pupils in small groups, composes songs on security precautions.	-Communication and collaboration. -Leadership and personal development	AUDIO VISUAL RESOURCES Picture/charts showing security precaution. WEB RESOURCE: SITE LINK www.mtholyoke.edu www.powerthesaurus.org
1 (Social Studies)	Revision of last term's work	Pupils should be able to recall first term's work	Each pupil respond to the teacher's evaluation questions to assess their progress.	Critical thinking and Personal development Communication/collabora tion	First terms question paper Picture, charts and some of the last term material
2 (Civic Education)	Rules and Regulations - Meaning - Importance	Pupils should be able to: explain in details what is meant by rules and regulations highlight and expatiate on specific examples of rules and regulations create their own classroom rules with the help of their teacher	- Pupils in small groupsare guided to discuss the meaning of rules and regulations - Pupils in pairsidentify specific examples of rules and regulations - Pupils as a classcreate their own classroom rules with the help of the teacher.	- Communication and collaboration - Leadership ad personal development - Creativity and imaginations	AUDIO VISUAL RESOURCES: The school rules and regulations WEB RESOURCES SITE LINK: https://www.scholastic.c om/teachers/articles/tea ching-content/creating- classroom-rules- together/ VIDEO LINK: https://www.scholastic.c om/teachers/articles/tea
4	1			= 1,11	ching-content/creating- classroom-rules- together/
				Para barang	https://www.west-hill- primary.devon.sch.uk/par entspupils/code-of- conduct-school-rules/ https://youtu.be/ulcGlwg Pg-g?t=134
				Critical thinking and	https://youtu.be/uWXPC 8t00M AUDIO VISUAL
2 (Security Education)	IDENTIFY SOURCES OF DANGER	By the end of the lesson, pupils should be able to: (I) define source of danger.	1. Pupils in pairs ,identify and cite example of sources of danger in the society, from a poster/ chart provided.	-Critical thinking and problem solving. -Communication and collaboration	RESOURCES - Electrical cables WEB RESOURCE: SITE LINK www.researchgate.net www.abus.com

VK	TOPIC	LEARNING OBJECTIVES	LEADNING ACTIVITIES	EMBEDDED CORE SKILL	ES EDUCATION (NVE
(Social tudies)	Reasons for taking substances into	Pupils should be able to State the meaning of	LEARNING ACTIVITIES Whole class brainstorm on the definition of Substance.	Critical thinking and Personal development	AUDIO VISUAL RESOURCES
	the body	substances Explain in their own language	Pupils in a small groups, Express	Communication and collaboration	Pictures, charts Pupils textbook/workbook
112	* - 1.5 i	what substance cannot Give examples of substances	clearly their understanding of substance. Pupils in pairs, Give examples of substance	en el mane Vindia grafia	WEB RESOURCES www.chemicool.com www.merrianwebster.com www.webster.com www.biologyonline.com
(Civic ducation)	Gains of obeying Rules and Regulations Love by elders Gift from elders and friends Praise reward from family and	Pupils should be able to explain what is meant by gains highlight at least six gains of obeying the rules and regulations	 Pupils as a class, attempt the meaning of gains of obeying Rules and regulations. pupils in pairs, are guided to identify the gains of obeying rules and regulations 	- Communication and collaboration - Creativity and imaginations - Citizenship	AUDIO VISUAL RESOURCES Charts of picture of some pupils receiving awards WEB RESOURCES SITE LINK: https://www.acadar.com/a/unit/e545b6ea-3287-4d2c-983e-
	constituted authority	for a series and a series		The state of the s	c2aaba9345bc rewards of obeying rules and regulations free lesson notes
	100 m		Thurses		utorials VIDEO LINK: https://youtu.be/FoBrHz GCbR4
3 (Security Education)	SECURITY PRECAUTION ON THE ROAD.	By the end of the lesson/ pupils should be able to: (1) identify some road signs and meaning.	Pupils in pairs, demonstrate proper way of crossing the road i.e. Red means stop Yellow means Ready Green means go.	-Critical thinking and Problem solving, - Communication and collaboration.	AUDIO VISUAL RESOURCE - Chart/ pictures of road signs. WEB RESOURCE: SITE LINK www.momjunction.com www.maggianolaw.com www.pulse.ng
3 (Social Studies)	Reasons for taking substances into the body	Pupils should be able to Mention three reason each for taking substances into the body	Individual pupil, give reasons why substances is taking into the body	Critical thinking and problem solving Communication and collaboration	AUDIO VISUAL RESOURCE Picture charts Pupils textbook/workbook WEB RESOURCES www.recoveryconnect.co memeraldcostjourneypu
1					e.com www.gatewayfoundation.og www.altamirarecovery.co
4 (Civic Education)	Result of Disobeying Rules and Regulations - Unhappiness - Punishment - Denial of privileges -Rejection by loved	Pupils should be able to: explain what it means to be disobedient highlight results of disobeying rules and regulations analyze the results of disobeying rules and regulations	Pupils as a class, are guided on the meaning of disobedience pupils in pairs, are identify the various results of disobedience Pupils as a class, analyze the results of disobeying rules and regulations in any society.	- Critical thinking and	AUDIO VISUAL RESOURCES A picture chart showing consequences of disobedient WEB RESOURCES SITE LINK: https://www.google.com
	ones	regulations	in any society.	Problem solving	/url?sa=t&source=webo ct=j&url=https://lesson an.edulight.com/second term-civic-education- scheme-of-work-for-
			The strong to begin to the sequence of the seq	The second of th	primary-one: 1%25EF%25BB%25BF ved=2ahUKEwjHolß- 9nrAhUmTBUHTToZBav FjAAcgOJARAB&usg=At Vaw1Yg2aExwzw t5cDt vbxNt VIDEO LINK:

NATIONAL	VALUES	EDUCATION	(NVE)
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TO	OPIC I	EARNING OBJECTIVES	Indiana	NATIONAL VAL	UES EDUCATION (NVI
ecurity SE	ECURITY E	by the end of the lesson pupils	LEARNING ACTIVITIES 1. Pupils as a class, discuss the	EMBEDDED CORE SKILL -Communication and	LEARNING RESOURCES AUDIO VISUAL
ration) 111	OME. (I) security precautions to be aken at home e.g. locking the	meaning of precautions at home. 2. Pupils as an individual, mention precautionary measure on sharp	collaborationCritical thinking and problem solving.	RESOURCES - Knife -Gate
		objects away from children e.g.	the object. 2. Pupils in pairs discuss the precautionary measures.		-Camera -Charts showing different sharp objects
		· · · · · · · · · · · · · · · · · · ·		t til trætiggen	WEB RESOURCE: SITE LINK www.trustedchoice.com
			and the second second second	्राप्त का विश्वपात । जन्म	www.alarmnewengland.com www.yellowpages.ca
idies) s	substances into the body	Pupils should be able to state at least two effects of taking substances into the body	Each pupil state at least two reason for taking substances into the body	critical thinking and problems solving communication and	Audio Visual Resources Pictures, chart * Pupils
		Co lead		collaboration personal development	textbook/workbook www.gatewayfoundation.org www.altamirarecovery.com
	Importance of school Rules and	Pupils should be able to:	-Pupils as a class are guided to learn	- Communication and	AUDIO VISUAL
	school Kules and Regulations	memorize their school rules and regulations recite and explain their school rules and regulations	the school rules and regulations -Pupils in pairs recite and explain their school rules and regulations -pupils as a class, are guided to find out and present in the next class some of the rules and regulations in their respective homes	collaboration - Critical thinking and problem solving skills - Citizenship	RESOURCES The school rules and regulations WEB RESOURCES SITE LINK: https://lagosbooksclub.wordpress.com/2013/06/1 3/school-
	2.				rules regulations-and- schedule-of-disciplinary- measures-for-for-non- education-graduates-and- intending-proprietors- 1/amp/
		The first state of the state of	a tradition of the state of the	A company of the comp	https://lessonplan.edulig ht.com/second-term- civic-education-scheme- of-work-for-primary-one- 1%ef%bb%bf/ VIDEO LINK: https://youtu.be/FoBrHz GCbR4
5 (Security Education)	SECURITY PRECAUTION IN THE OFFICE	By the end of the lesson pupils should be able to: (i) mention precautionary measures that should be taken	Pupil as an individual mention some precautionary measures to be taken in the office.	- Communication and collaboration - Critical thinking and problem solving	AUDIO VISUAL RESOURCES -Text book -Chart showing on safety
	The second	In the office.	A Street March 182	y den program con seculo.	tips WEB RESOURCE: SITE LINK www.markeluk.com www.sheriffdeputiesltd.c
5 (Social	Meaning of	Pupils should be able to	Pupil as individual,	critical thinking and	Audio Visual Resources pictures, charts
Studies)	overdose symptoms of overdose	- state the meaning of overdose - demonstrate the looks and behaviours of people who take too much food, drinks and smok	explain the meaning of overdose mention two symptoms of overdose	problem solving communication and collaboration Leadership and personal development	pupils textbooks WEB RESOURCES WWWwebresources.com www.lexico.com
6 (Civic Education)	Why Rules and Regulations are necessary -To protect life and property -To promote peace and progress -To guide our behaviors at home school and in public places	Pupils should be able to Identify at least four importance of rules and regulations Explain two importance of the rules and regulations identified above	-Pupils as a classare guided to discuss the reasons why rules and regulations are necessary -Pupils in pairs identify importance of rules and regulations	-Communication and collaboration -Creativity and imaginations -Citizenship	AUDIO VISUAL RESOURCES Role play/short drama in class by the pupils WEB RESOURCES SITE LINK: https://lessonplan.edulig ht.com/second-term- civic-education-scheme- of-work-for-primary-one- 1%ef%bb%bf/ VIDEO LINK: https://youtu.be/FoBrHz

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WK	TOPIC	LEARNING OBJECTIVES	1	NATIONAL VAI	LUES EDUCATION (NVE
6 (Security Education)	PERSONAL	By the end of the lesson, pupils	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCE
Education)	SECURITY PRECAUTIONS.	should be able to: (I) State personal security measures.	precaution i.e. "not following a stranger, not begging for food.	-Citizenship - Communication and collaboration.	AUDIO VISUAL RESOURCES -Posters showing security precautions
	CARAN)	(ii) Identify the type of Adult to attend to i.e " not following a	2. Pupils as a class, justify why there is need for personal security precautions.	- Digital literacy.	- Textbook
	2(11.00	stranger" (I) discuss why personal	* 0" 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	The state of the s	WEB RESOURCE: SITE LINK
	1 -20 (m 1)	security precaution is necessary.		Since all the second	www.twp.grand- blanc.mi.us www.inc.com www.professionalsecurity
6 (Social Studies)	Overdose effects	Pupils should be able to	Pupils as a class ,identify and	Critical thinking and	THE PARTY OF THE P
		mention at least three effect of overdose	explain the effect of overdose	problems solving Communication and	Audio Visual Resources Pictures, chart www.healthline
		1		collaboration Personal development	www.americanaddictioncenter
7	- 26	11. A series	Approximate and approximate	critical thinking and problems solving	10.6
8 (Civic	Result of not	MID Pupils should be able to:	TERM	BREAK.	- 10
Education)	obeying Government Rules and Regulations.	Explain what government	-Pupils as a class are guided to brainstorm on the meaning of government rules and regulations -Pupils as aclass, are guided on the	-Communication and collaboration -Creativity and	AUDIO VISUAL RESOURCES A picture chart showing
	E.g Imprisonment,Pay ment of fines etc	government rules and	reasons for the government rules and regulations -Pupils in pairs identify results of not obeying government rules and	imaginations -Critical thinking and problem solving	various consequences of not abiding to government rules and regulations
	distributed to	and regulations.	regulations	100 100 100 100 100 100 100 100 100 100	WEB RESOURCES SITE LINK:
	7		A CONTROL OF THE STATE OF THE S		https://lessonplan.edulig ht.com/second-term-
			e sa water	i di	civic-education-scheme- of-work-for-primary-one- 1%ef%bb%bf/
	1 De " 1				https://www.aussenpoliti kforum.net/possible-
					consequences-of- disobeying-the-law/
					VIDEO LINK: https://youtu.be/FoBrHz GCbR4
8 (Security Education)	SECURITY PRECAUTION IN	By the end of the lesson; papils should be able to:	Pupils in small groups, ,discuss the precautions to be taken in	-Leadership and personal	AUDIO VISUAL
	THE SCHOOL	(I) mention security precautions to be taken in school	school 2. Pupils as class describe the	development - Critical thinking and problem solving	RESOURCES - Textbook - Chart
	-1	(ii)describe the security precautions in the school e.g. not walking alone, not playing	examples of precautions to be taken in the school; not walking alone, not playing with harmful objects.	4	WEB RESOURCE: SITE LINK www.expectsecuritytips.c
-	6	with harmful objects e.t.c	3 (1) (Million 5)		om www.prodigygame.com en.m.wikipedia.org
8 (Social Studies)	How to help	Pupils should be able to	Individual pupil, suggest ways one	Critical thinking and	Picture, charts
raules)	people suffering from food or drug overdose	Suggest ways to help people suffering from too much	can help people suffering from too much eating, drinking or smoking	problem solving Communcaition and	Pupils textbook/workbook
	Overdose	eating, drinking or inhaling		collaboration Personal development	www.legit.ng en.m.wikipedia.org
	1		and the second s	Francisco San San Land	pictures, charts pupils textbook/workbook
		The second secon	, the Manus Call		aven.amirtalearing.com
(Civic ducation)	Result of not obeying Government Rules	Pupils should be able to explain the importance of obeying government rules and	-Pupils as a classare guided on the importance of obeying government	-Leadership and personal development	WWW.toppr.com AUDIO VISUAL RESOURCES
	and Regulations	regulations highlight the consequences of	rules and regulations identify the consequences of not obeying government rules and	-Communication and collaboration -Creativity and	Pictures of people demonstrating obedience WEB RESOURCES
1 - 1		outline ways to make people	regulations Pupils in pairs, suggest ways to make people obey set down rules	imaginations -Citizenship	SITE LINK: https://mywondersstudio.com/parents-and-
,		follow set down rules and regulations. E.g. class rules.	and regulations. E.g class rules.	-11 21 6	teachers/2011/8/1/0-5- lesson-plan-quick-to- obey.html
				e de la	https://lessonplan.edulig
					ht.com/second-term- civic-education-scheme- of-work-for-primary-one- 1%ef%bb%bf/
H34	13.1				VIDEO LINK: https://youtu.be/FoBrHz GCbR4

	TOPIC	LEARNING OBJECTIVES			
4 (Security			LEARNING ACTIVITIES	NATIONAL VALU	ES EDUCATION (NVE)
Education)	номе.	(I) security precautions to be taken at home e.g. locking the doors, keeping dangerous objects away from children e.g.	1. Pupils as a class, discuss the meaning of precautions at home. 2. Pupils as an individual, mention precautionary measure on sharp the object. 2. Pupils in pairs discuss the precautionary measures.		LEARNING RESOURCES AUDIO VISUAL RESOURCES - Knife -Gate -Camera -Charts showing different sharp objects WEB RESOURCE: SITE LINK www.trustedchoice.com www.alarmnewengland.c
4 (Social Studies)	Effects of taking substances into	Pupils should be able to state at least two effects of	Each pupil state at least two reason		om www.yellowpages.ca
je selen	the body	taking substances into the body	for taking substances into the body	critical thinking and problems solving communication and collaboration personal development	Audio Visual Resources Pictures, chart * Pupils textbook/workbook www.gatewayfoundation.org
5 (Civic Education)	Importance of school Rules and Regulations	Pupils should be able to: memorize their school rules and regulations recite and explain their school rules and regulations	-Pupils as a class are guided to learn the school rules and regulations -Pupils in pairs recite and explain their school rules and regulations -pupils as a class, are guided to find out and present in the next class some of the rules and regulations in their respective homes	- Communication and collaboration - Critical thinking and problem solving skills - Citizenship	www.altamirarecovery.com AUDIO VISUAL RESOURCES The school rules and regulations WEB RESOURCES SITE LINK: https://lagosbooksclub.w ordpress.com/2013/06/1 3/school- rulesregulations-and- schedule-of-disciplinary- measures-for-for-non- education-graduates-and- intending-proprietors- 1/amp/
			Manager 1		https://lessonplan.edulig ht.com/second-term- civic-education-scheme- of-work-for-primary-one- 1%ef%bb%bf/ VIDEO LINK: https://youtu.be/FoBrHz GCbR4
5 (Security Education)	SECURITY PRECAUTION IN THE OFFICE	By the end of the lesson pupils should be able to: (i) mention precautionary measures that should be taken in the office.	Pupil as an individual mention some precautionary measures to be taken in the office.	- Communication and collaboration - Critical thinking and problem solving	AUDIO VISUAL RESOURCES -Text book -Chart showing on safety tips WEB RESOURCE: SITE LINK www.markeluk.com www.sheriffdeputiesltd.c
5 (Social	Meaning of	Pupils should be able to	Pupil as individual,	critical thinking and	Audio Visual Resources pictures, charts
Studies)	overdose symptoms of overdose	- state the meaning of overdose - demonstrate the looks and behaviours of people who take too much food, drinks and smo	kė	collaboration Leadership and personal development	pupils textbooks WEB RESOURCES wwwwebresources.com www.lexico.com
6 (Civic Education)	Why Rules and Regulations are necessary -To protect life and property -To promote peace and progress -To guide our behaviors at home school and in public places	Pupils should be able to Identify at least four importance of rules and regulations Explain two importance of the rules and regulations identified above	-Pupils as a classare guided to discuss the reasons why rules and regulations are necessary -Pupils in pairs identify importance of rules and regulations	-Communication and collaboration -Creativity and imaginations -Citizenship	AUDIO VISUAL RESOURCES Role play/short drama in class by the pupils WEB RESOURCES SITE LINK: https://lessonplan.edulig ht.com/second-term- civic-education-scheme- of-work-for-primary-one- 1%ef%bb%bf/ VIDEO LINK: https://youtu.be/FoBrHz GCbR4

6 (Security	TOPIC	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
Education)	PERSONAL SECURITY	By the end of the lesson, pupils	1.Pupils in pairs, demonstrate	-Citizenship	
Daucation	PRECAUTIONS.	should be able to: (I) State personal security	precaution i.e. "not following a stranger, not begging for food.	- Communication and collaboration.	RESOLIDER
	The strong is	measures.	2. Pupils as a class, justify why	- Digital literacy.	-Posters showing security precautions.
		(ii) Identify the type of Adult to	there is need for personal security		- Textbook
	1966 C	attend to i.e " not following a	precautions.	difference	WEB RESOURCE:
	T 61 - 15 - 17	stranger"		Fit Discoul Discount	211F LINK
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	(I) discuss why personal security precaution is	, i	111 Tyrono i program	www.twp.grand-
		necessary.	n jeralija je i	Deter Completed Disease	blanc.mi.us
	186	1			www.inc.com
	100				www.professionalsecurity
6 (Social	Overdose effects	Pupils should be able to	Pupils as a class ,identify and	Critical thinking and	· · · · · · · · · · · · · · · · · · ·
Studies)	5 17 m	mention at least three effect of	explain the effect of overdose	problems solving	Audio Visual Resources Pictures, chart
	F .	overdose		Communication and	www.healthline
n' con	1 Stern Street			collaboration	
				Personal development	www.americanaddictioncenters
	9 h.	•	7	critical thinking and	
7	/ / / /	MID	pentide to the committee of the	problems solving	
8 (Civic	Result of not	Pupils should be able to:	TERM	BREAK.	
Education)	obeying	Explain what government	-Pupils as a class are guided to brainstorm on the meaning of	-Communication and	AUDIO VISUAL
	Government Rules	rules are:	government rules and regulations	collaboration -Creativity and	RESOURCES
	and Regulations.	discuss various reasons for the	-Pupils as aclass, are guided on the	imaginations	A picture chart showing
	E.g	government rules and	reasons for the government rules	-Critical thinking and	various consequences of not abiding to
	Imprisonment,Pay	regulations;	and regulations	problem solving	government rules and
	ment of fines etc	Highlight at least two results of	-Pupils in pairsidentify results of	Jing/Parlman	regulations
		not obeying government rules	not obeying government rules and	State Land	WEB RESOURCES
		and regulations.	regulations	- Mandon	SITE LINK:
	The same	The second of th	the second	Service Manuals	https://lessonplan.edulig
	220 V		A C - 11 2452 A T -		ht.com/second-term-
		All and the second	T. C. Stored		civic-education-scheme-
				The second second	of-work-for-primary-one-
				Market Comment	1%ef%bb%bf/
	14	Life William Co.		100	https://www.aussenpoliti
		The second second			kforum.net/possible-
	the state of the s				consequences-of-
	1 - 1			34	disobeying-the-law/
					VIDEO LINK:
					https://youtu.be/FoBrHz
O (Comunity	CECHPIEN	7			GCbR4
8 (Security Education)	SECURITY PRECAUTION IN	By the end of the lesson; pupils	1. Pupils in small groups, ,discuss	-Leadership and personal	AUDIO VISUAL
cudcationj	THE SCHOOL	should be able to;	the precautions to be taken in	development	RESOURCES
	THE SCHOOL	(I) mention security precautions to be taken in	school	- Critical thinking and	- Textbook
	,	school	2. Pupils as class describe the	problem solving	- Chart
	land.	(ii)describe the security	examples of precautions to be taken in the school; not walking alone, not	Let -	WEB RESOURCE:
	-	precautions in the school e.g.	playing with harmful objects.	50	SITE LINK
	400	not walking alone, not playing	programs with marming objects.		www.expectsecuritytips.c
		with harmful objects e.t.c	at the street of	A second	om www.prodigygame.com
	11 TY		212 20		en.m.wikipedia.org
(Social	How to help	D 2 1 111			Characteristics
tudies)	people suffering	Pupils should be able to	Individual pupil, suggest ways one	Critical thinking and	Picture, charts
	from food or drug	Suggest ways to help people suffering from too much	can help people suffering from too	problem solving	
1	overdose	eating, drinking or inhaling	much eating, drinking or smoking	Communcation and	Pupils textbook/workbook
	Ma (C)	Barmong or innaming		collaboration	www.legit.ng
~ :		- 1 - 1		Personal development	en.m.wikipedia.org
		the complete the figure			pictures, charts
-	No. of the second	Property of the second		Market State of the Control of the C	pupils
				Obj.	textbook/workbook
	1	No			aven.amirtalearing.com
(3)	The same of the sa			1 to 10 to 1	
	Result of not	Pupils should be able to	-Pupils as a classare guided on the	al anderekin and	www.toppr.com
	obeying	explain the importance of	-Pupils as a classare guided on the importance of obeying government	-Leadership and personal	www.toppr.com AUDIO VISUAL
ucation)	obeying Government Rules	explain the importance of obeying government rules and	importance of obeying government rules and regulations	development	www.toppr.com AUDIO VISUAL RESOURCES
ucation)	obeying	explain the importance of obeying government rules and regulations	Importance of obeying government rules and regulations -identify the consequences of	development -Communication and	Www.toppr.com AUDIO VISUAL RESOURCES Pictures of people
lucation)	obeying Government Rules	explain the importance of obeying government rules and regulations highlight the consequences of	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and	development -Communication and collaboration	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience
ucation)	obeying Government Rules	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations	development -Communication and collaboration -Creativity and	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES
lucation)	obeying Government Rules	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to	development -Communication and collaboration	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK:
ucation)	obeying Government Rules	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations outline ways to make people	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to make people obey set down rules	development -Communication and collaboration -Creativity and imaginations	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK: https://mywondersstudie
lucation)	obeying Government Rules and Regulations	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations outline ways to make people follow set down rules and	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to	development -Communication and collaboration -Creativity and imaginations	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK: https://mywondersstudio.com/parents-and-
lucation)	obeying Government Rules and Regulations	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations outline ways to make people	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to make people obey set down rules	development -Communication and collaboration -Creativity and imaginations	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK: https://mywondersstudic.com/parents-and-teachers/2011/8/1/0-5-
(Civic lucation)	obeying Government Rules and Regulations	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations outline ways to make people follow set down rules and	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to make people obey set down rules	development -Communication and collaboration -Creativity and imaginations	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK: https://mywondersstudis.com/parents-and-
lucation)	obeying Government Rules and Regulations	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations outline ways to make people follow set down rules and	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to make people obey set down rules	development -Communication and collaboration -Creativity and imaginations	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK: https://mywondersstudis.com/parents-and-teachers/2011/8/1/0-5-lesson-plan-quick-to-obey.html
lucation)	obeying Government Rules and Regulations	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations outline ways to make people follow set down rules and	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to make people obey set down rules	development -Communication and collaboration -Creativity and imaginations	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK: https://mywondersstudic.com/parents-and-teachers/2011/8/1/0-5-lesson-plan-quick-to-obey.html https://lessonplan.edulig
lucation)	obeying Government Rules and Regulations	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations outline ways to make people follow set down rules and	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to make people obey set down rules	development -Communication and collaboration -Creativity and imaginations	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK: https://mywondersstudic.com/parents-and-teachers/2011/8/1/0-5-lesson-plan-quick-to-obey.html https://lessonplan.edulig.ht.com/second-term-
ucation)	obeying Government Rules and Regulations	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations outline ways to make people follow set down rules and	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to make people obey set down rules	development -Communication and collaboration -Creativity and imaginations	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK: https://mywondersstudic.com/parents-and-teachers/2011/8/1/0-5-lesson-plan-quick-to-obey.html https://lessonplan.edulight.com/second-term-civic-education-scheme-
ucation)	obeying Government Rules and Regulations	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations outline ways to make people follow set down rules and	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to make people obey set down rules	development -Communication and collaboration -Creativity and imaginations	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK: https://mywondersstudic.com/parents-and-teachers/2011/8/1/0-5-lesson-plan-quick-to-obey.html https://lessonplan.edulight.com/second-term-civic-education-scheme-of-work-for-primary-one-
lucation)	obeying Government Rules and Regulations	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations outline ways to make people follow set down rules and	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to make people obey set down rules	development -Communication and collaboration -Creativity and imaginations	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK: https://mywondersstudic.com/parents-and- teachers/2011/8/1/0-5- lesson-plan-quick-to- obey.html https://lessonplan.edulig- ht.com/second-term- civic-education-scheme- of-work-for-primary-one- 1%ef%bb%bf/
ucation)	obeying Government Rules and Regulations	explain the importance of obeying government rules and regulations highlight the consequences of not obeying government rules and regulations outline ways to make people follow set down rules and	Importance of obeying government rules and regulations -identify the consequences of not obeying government rules and regulations - Pupils in pairs, suggest ways to make people obey set down rules	development -Communication and collaboration -Creativity and imaginations	www.toppr.com AUDIO VISUAL RESOURCES Pictures of people demonstrating obedience WEB RESOURCES SITE LINK: https://mywondersstudic.com/parents-and- teachers/2011/8/1/0-5- lesson-plan-quick-to- obey.html https://lessonplan.edulig ht.com/second-term- civic-education-scheme- of-work-for-primary-one-

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9 (Security	TOPIC Precaution in the	LEARNING OBJECTIVES	LEADNING + CETT	NATIONAL VAI	LUES EDUCATION (NV
	car/buses	Lesson pupils should be able	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
Education)	car/ buses	(I) mention the security measures to be taken in car/ buses (ii) describe the danger attached to a child sitting in the front seat (iii) Explain how a seat belt looks like	1. Pupils in small groups, discuss the precautions measures to be taken in car/ buses 2. Pupils in pairs ,describe the dangers attached to a child sitting in the front seat 3. individual pupil, explain briefly how a seat belt looks like	-Critical thinking and problem solving - Citizenship - Leadership and personal development	AUDIO VISUAL RESOURCES - Textbook
					kidshealth.org>kids>car-
9 (Social Studies) 10 (Civic	Food Meaning of food Types of food we eat in our locality Sources of food Obedience	Pupils should be able to Define food Mention as many food as they can that are found in our locality Pupils should be able to	Whole class, attempt the definition of food Each pupil mention types of food in our locality	Critical thinking and problem solving Communication and collaboration Personal development	safety AUDIO VISUAL RESOURCE Picture, charts Pupils textbook/workbook WEB RESOURCES aven.amiratalearning.com www.toppr.com
Education) • 1	•Meaning •Obedience at home, school, and obedience to God	explain the meaning of obedience highlight the importance of obedience as the tool for obeying rules and regulations discuss what it means to be obedient to parents, school authority and God	Pupils as a class, discuss the meaning of obedience Pupils in small groupsidentify and explain the importance of obedience as the tool for obeying rules and regulation Pupils in pairs, describe what it means to be obedient to parents, school authorities and God with the help of the teacher.	Critical thinking and problem solving Communication and collaboration Creativity and imagination Leadership and personal development	AUDIO VISUAL RESOURCES: The school rules and regulations Picture chart showing various rules and regulations WEB RESOURCES SITE LINK: http://www.momentsada y.com/how-to-teach- obedience-to-young- children/
, -	С	LASSB	ASIC.C	OM	https://amp.hattiesburga merica.com/amp/862617 42 VIDEO LINK: https://youtu.be/g- 8Nf1t GrY
1	10.53	* · · · · · · · · · · · · · · · · · · ·			https://youtu.be/xoKvUT
	General security tips	By the end of the lesson, pupils should be able to; (i) mention important security tips e.g. knowing emergency numbers, not playing with sharp object.	Pupils as a class, identify various security tips Pupils as a small group, discuss security tips e.g. emergency numbers, sharp objects e.t.c	collaboration - Digital literacy - Critical thinking and problem solving	R R1w AUDIO VISUAL RESOURCES - Text book - Chart showing some security tips WEB RESOURCE:
		(ii) Describe some other security tops			SITE LINK www.safetvinfo.com
0 (Social tudies)	Food safety Meaning of food safety		Individual pupil, Define food safety Pupils in groups, explains food safety and, Give at least two signs to show that food is safe	Critical thinking and problem solving Communcaition and collaboration Personal development	www.gribbins.com www.atlantictraining.com Audio Visual Resources Picture, charts Pupils textbook/workbook Web Resources www.toppr.com
duare.	Food safety Guide to food safety	Pupils should be able to Mention things to took out for in a safety food	Pupils in small groups, enumerate the things that suggest food safety	Critical thinking and problem solving	Picture, chart Picture textbook www.toppr.com

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National Values Education Plan Lesson Notes @CLASSBASIC.COM



MINISTRY OF EDUCATION Term 3 Primary 1 UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

CIVIC EDUCATION

Civic	Revision of last	Pupils should be able to	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
ication)	term's			Communication and	AUDIO VISUAL
en But	term examination	topics through revision done with them by the teacher.	asking questions on the last term's topics. Pupils individually, attempt some evaluation questions given by the teacher to measure their progress.	collaboration Critical thinking and problem solving Leadership and personal development	RESOURCES Charts, pictures, books and some of the last term's video clips and materials.
Security lucation)	term work	What are general precaution measure is all about.	Whole class revises the last term's topics Each pupil provide correct answers to the evaluation questions given to assess their progress	Communication and collaboration ,leadership and personal development.	
(Social tudies)	Revision of last term's work	Pupils should be able to recall second term's work	Pupils as class, revise their last term's lesson Individual pupil ,attempt and provide answers to the question given to assess them.	Communication and collaboration, leadership and personal development.	1 10
(Civic Educati on)	Respect -Meaning	Pupils should be able to Explain the meaning of respect Identify the importance of showing respect for one another and the society Highlight and discuss various examples of respect	Pupils as a class, brainstorm on the meaning of Respect Pupils in small groups, discuss the importance of respect amongst one another and the society Pupils in pairs, identify various examples of respect	Communication and collaboration Critical thinking and personal development Leadership and personal development Creativity and imagination	AUDIO VISUAL RESOURCES: Pictures of children greeting elders WEB RESOURCES SITE LINK: https://www.educatiom orld.com/a lesson/lesso /lesson329.shtml VIDEO LINK https://youtu.be/DmqR u Wzbc https://youtu.be/k- 6ws8LZECU
2 (Security Education)	Concept of security road accident	By the end of the lesson, Pupils should be able to; (i) Mention cause of road accidents. (ii) State ways of reducing	individual pupil, mention causes of road accident Pupils in pairs, describe and explain the causes of road accident Pupils in small groups, discuss	-Communication and collaboration - Leadership and personal development	AUDIO VISUAL RESOURCES - Text - Pictures of Road Accident
		accidents on the road	ways of reducing accident on the road		WEB RESOURCE: SITE LINK www.ncbi.nlm.nih.gov www.strongtieinsurance om m.grin.com
2 (Social Studies)	Risk factor in food Meaning of risk factor in food	d Pupils should be able to Explain the meaning of risk factor in food	Pupils as a class, explain what they understand by risk and, What risk factors in food mean to them	Critical thinking and problem solving Communication and collaboration Personal development	Andio Visual Resources Pictures, chart Pupils textbook/workbook WEB RESOURCES lessonplan.edudelight.co www.fdta.gov
3 (Civic Education	•Salutation/Green	highlight at least three ways o showing respect demonstrate ways of showing	1 too an amonget	-Communication and	
	kneeling, prostrating etc	respect			WEB RESOURCES SITE LINK: https://www.aconsciou ethink.com/8558/respe ing-others/ https://www.quora.com What.are.the.ways.to- respect-our-elders
					VIDEO LINK: https://youtu.be/Bkxh- UTRFA
	:r				https://youtu.be/tyC0

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VK	TOPIC	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
		*(H			https://youtu.be/uPmQP7Dybw
(Security ducation)	Sources of danger: fire outbreak	By the end of the lesson pupils should be able to; (I) mention the causes of fire outbreak (ii) describe the possible places fire outbreak could occur	1.Pupils as a class, describe the causes of fire outbreak 2. Pupils in small groups, describe and discuss the possible places fire outbreak could occur.	Communication and collaboration - Citizenship - Digital literacy	AUDIO VISUAL RESOURCES - Newspaper cutting of fire accident - Textbook WEB RESOURCE: SITE LINK
(Social tudies)	Risk factors in food Examples of risk factors in food	Pupils should be able to State some examples of risk factors in food	Individual pupil, give examples of risk factors in food	Critical thinking and problem solving Communication and collaboration Personal development	www.donegalgroup.com www.readersdigest.ca Audio Visual Resources Pictures, chart Pupils textbook/workbook WEB RESOURCES www.statefoodsafety.com www.fda.gov
(Civic Education)	People to respect Parents Elders Teachers Principal Head teachers	Pupils should be able to explain the meaning of respect highlight examples of people to be respected discuss ways to show respect to their Parents, Elders, Teachers, proprietors/proprietress, head teachers etc.	Pupils as a class, are guided to brainstorm on the meaning of respect Pupils in pairs, identify examples of people to be respected with the help of the teacher Pupils in small groups, discuss on the ways to show respect to their parents, teachers, proprietors/proprietress, elders etc.	Communication and collaboration Critical thinking and problem solving Leadership and persona development	AUDIO VISUAL RESOURCES Picture chart showing
		Taglica in the same particular to the same pa			WEB RESOURCES SITE LINK: https://www.educationw 294-05.shtml VIDEO LINK:
					https://youtu.be/g- a SBq2ML0 https://youtu.be/tyC0JV
4 (Security Education)	Sources of danger: relationship with strangers	By the end of the lesson pupils should be able to; (I) define relationship (ii) describe and identify a stranger (iii)take precautionary measures when dealing with strangers	1.Pupils as a class, define "Relationship" 2. Pupils in small groups, describe and identify a stranger 3. Pupils as a class discuss the precautionary measures to be taken when dealing with stranger	- Citizenship - Communication and collaboration -Leadership personal development	hC8Q AUDIO VISUAL RESOURCES - Textbook - Pictures - Chart WEB RESOURCE: SITE LINK www.carman.k12.mi.us www.understood.org www.alston.bham.sch.uk
4 (Social Studies)	Risk factors in food Food distribution Food preparation	Pupils should be able to Identify risk factors in food distribution and preparation	Pupils in pairs, Identify areas of risk factors in the distribution of food Mention areas of risk factors in food preparation	Critical thinking and problem solving Communication and collaboration Personal development	Pictures, chart Pupils textbook/workbook lessonplan.edudelight.cor WEB RESOURCES www.statefoodisfety.com www.ocfoodinfo.com
5 (Civic Education)	People to Respect e.g. people who •represent •authorities • Ministers • Senators • Governors • President • Uniformed Men	Pupils should be able to: explain the roles of people in authority to respect list examples of people representing the authorities to be respected in the society	Pupils as a class, are guided to discuss the roles of people in authority to be respected pupils in pairs, identify examples of people representing the authority to be respected in the society with the help of the teachers	Communication and collaboration Creativity and imaginations Leadership and personal development Critical thinking and problem solving	www.researchgate.net AUDIO VISUAL RESOURCES: A chart showing some citizens saluting the governor WEB RESOURCES SITE LINK: https://youtu.be/DmqRN u Wzbc

IV 1	ГОРІС	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
7K	ENOR ENT			JAINE SAID CORE JAILE	VIDEO LINK:
	11/2		71		https://youtu.be/mTsvSA ltPqA
(Security	00411	By the end of the lesson; pupils should be able to;	1.Pupils in pairs mention	- Citizenship	AUDIO VISUAL
- Lioni			different types of foods	- Communication and	RESOURCES
111,	contaminated	1 .	2. Pupils in small groups, identify and	collaboration	-Chart showing samples
	foods	(ii) identify contaminated	discuss contaminated foods	-Leadership and	of contaminated/ unsafe
		foods e.g. Expired food in cans,		personal development.	food
	AT 15.	food not prepared hygienically			WEB RESOURCE:
	7	tood not prepared tygicineany			SITE LINK
	1111	1			www.everydayhealty.com
	A)**				en.m.wikipedia.org
(Social	Sources and uses	Pupils should be able to	Individual pupil define water	Critical thinking and	Audio Visual Resources
tudies)	of water	Define water	Pupils in pairs, Outline source of	problem solving	Chart showing pictures
unice			water supply in their locality	Communication and	WEB RESOURCES
	1-102	the locality	In the own	collaboration	www.open.edu
		12 ⁽¹⁾ (1794)	20.0	Leadership and Personal development	
-21 :-	Places to respect	Pupils should be able to:	- Pupils in pairs, highlight places to	-Leadership and personal	AUDIO VISUAL
(Civic	Government	identify at least four places to	be respected using flash cards with	development	RESOURCES:
ducation)	buildings e.g.	respect	their teacher's guidance	-Communication and	Pictures of government
	Offices	Discus what those places are	- pupils in small groups, discus the	collaboration	buildings e.g National
	Banks	used for	uses of those places to be respected	-Creativity and	Assembly, law courts, Banks etc
	Law courts		with the help of the teacher.	imaginations	WEB RESOURCES
	National Assembly			To Marcoles	SITE LINK:
	etc	210		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	https://www.educationw
	3716 20 - 21 - 21			4 18 3 3 D	orld.com/a lesson/04/lp
	4	Annual States and Advances		an . 151 gath.	329-03_shtml
	3 6 10 1	Dit Kirki, I b		to last.	https://youtu.be/DmqRN
	ALC: Y			Action 1 1 1 10000	u_Wzbc
	967				VIDEO LINK:
		A STATE OF THE STA			https://youtu.be/gGfzKw gYgQ8
		v 1			
. (6	Sources of Danger	By the end of the lesson, pupils	1.individual pupil define "Drug"	-Communication and	AUDIO VISUAL
6 (Security		should be able to;	2. Pupils as a class, mention	collaboration	RESOURCES
Education)	fake drug intake	(I) define drug	different types of drugs	- Digital literacy	- Textbook
		(ii) mention the danger of	3. Pupils in small groups, discuss the	- Leadership and	- Charts showing list of
		(n) mention the danger of	danger of taking fake drugs	personal development	fake drugs sold in the
	177	taking fake drugs	uanger or annual		market
			450		accuracy
		5 2			WEB RESOURCE:
	42 1 -1 2	5 =			SITE LINK
		The second second	and the state of t	A CONTRACTOR OF THE PARTY OF TH	www.pharmapproach.com
			e other bank.	mon As a fin	www.ncbi.nlm.nih.gov
		1.2	* in the second	2	Audio Visual Resources
((0))		Pupils should be able to	Individual pupil, identify and state	Critical thinking and	Picture, chart
6 (Social	Sources and uses	Enumerate all the sources of	all the sources of water in their	problem solving Communication and	Pupils textbook and
Studies)	of water		environment,Also,		workbook
	Industrial uses of	water State uses of water	State what they use water for on	collaboration	WEB RESOURCES
	water	Give examples of areas need	daily basis	Personal development	www.aquatechtrade.com
	La Berland		Mention industries that use water	1	www.encyclopidia.com
	A Company of the	water			www.edc.gov
			. 24	MID-TERM	MID-TERM
7	MID SERVICE	MID-TERM	MID-TERM	- Communication and	AUDIO VISUAL
8 (Civic	MID-TERM	a d Lld be able to	- Pupils as a class, are guided to	collaboration	RESOURCES:
Education	Places to respect	- Name the religious places to b	discuss the religious places to be	- Creativity and	Pictures of churches and
-autation)	-6	respected	respected		mosque
1	Church	- Highlight places of interest	- Pupils in small groups ,are guided to	- Leadership and personal	
	Mosque		1 mariba places of interest	- Crarer surf	showing The national
	Places to respect		- Pupils in pairs, identify reasons why	- Critical thinking and	stadium, amusement
	e.g. Places of	_ 1- 1 H	they like those places of interest	problem solving	parks etc
4	interest		77	Processing 1	•
	1901 At	1		agric.	WEB RESOURCES
A	The National			I	SITE LINK:
	Museum	par en et a			SHE LINK.
	Museum Amusement park				https://lessonplan.edude
	Museum Amusement park National Arts	gradient en			https://lessonplan.edude
	Museum Amusement park	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			https://lessonplan.edude ight.com/third-term- civic-education-scheme-
	Museum Amusement park National Arts				https://lessonplan.edude
	Museum Amusement park National Arts				https://lessonplan.edudelight.com/third-term- civic-education-scheme- of-work-for-primary- 1%ef%bb%bf
500	Museum Amusement park National Arts	•			https://lessonplan.edude ight.com/third-term- civic-education-scheme- of-work-for-primary-

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WK	TOPIC	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
8 (Security	Sources of danger:	By the end of the lesson, pupils	1 Dunile on a class describe dure	-Leadership and	https://youtu.be/TmRjyQ lWyQg
Education)	Drug Abuse	should be able to; (1) define drug abuse (ii) state how drugs can be abused	Pupils as a class ,describe drug abuse Pupils as small groups, discuss how drugs can be abused.	-Leadersinp and personal development - Communication and collaboration - Digital literacy	AUDIO VISUAL RESOURCES - Textbook - Charts showing people that abused drugs
			, W. (1)	y -	WEB RESOURCE: SITE LINK www.mebmd.com www.drugabuse.gov www.drugwise.org.uk
8 (Social Studies)	Sources and uses of water Why we must not waste water	Pupils should be able to Mention source of water State reason why water must not be wasted	Each pupil mention other sources of water apart from the ones mentioned before. Pupils in pairs, give reasons why they must not waste water	Critical thinking and problem solving Communication and collaboration Leadership and personal development	Audio Visual Resources Picture, charts, Pupils textbook/workbook WEB RESOURCES www.quora.com www.greenbiz.com www.intelligenthanddrye
9 (Civic Education)	Things to Respect in the society e.g. The Constitution National flag The National Anthem The pledge	Pupils should be able to Demonstrate ways to respect the national anthem and the national pledge Identify ways to respect the constitution and the national flag of the country Explain the importance of respecting the national	Pupils as a class, are guided on how to respect the national anthem and national pledge Pupils in small groups, are guided on how to sing the national anthem and recite the national pledge Pupils in pairs, role play how to respect the national anthem and national pledge with the help of the teacher	Communication and collaboration Creativity and imaginations Leadership and personal development Critical thinking and problem solving	AUDIO VISUAL RESOURCES: Pictures showing how to respect the national anthem and pledge WEB RESOURCES SITE LINK: https://lessonplan.edudel ight.com/third-term- civic-education-scheme- of-work-for-primary- 1%ef%bb%bf
			Albert Sea	Construction of the Constr	VIDEO LINK: https://yowtu.be/khPpVC H6PoU
				I market	https://youtu.be/3ULSilp csBG
0.00					https://youtu.be/Fdn02Q zPbcg
9 (Security Education)	Sources of Danger; Gang(s)	By the end of the lesson, pupils should be; (I) identify gang(s) (ii) mention the effect and danger of joining gang (s)	Pupils as a class describe gang (s) 1. Pupils in pairs, mention and analyze the effect and danger of joining gang (s) 2. Pupils as a small group discuss the ways to desist from joining gang (s)	Communication and collaboration - Digital literacy - Leadership and personal development	AUDIO VISUAL RESOURCES - Textbook - Charts showing different gang(s) / group WEB RESOURCE: SITE LINK
	A STATE OF THE PARTY OF T			A Section	www.e-ir.info www.publicsafety.gc.ca en.m.wikipedia.org
9 (Social Studies)	Concept of security Sources of danger and insecurity	Pupils should be able to Identify the various sources of danger and insecurity around them	Individuals pupil, encourage to speak out on areas they feel in - secured Explain the meaning of security and insecurity with examples	Critical thinking and problem solving Communication and collaboration Personal development	AUDIO VISUAL RESOURCES Picture, charts, Pupils textbook/workbook WEB RESOURCES www.abuse.com www.phychologytoday.com www.thinkmind.org
10 (Civic Education)	Things to respect (cont.) The constitution National Flag Nigeria Currency The Mace	 Pupils should be able to: Demonstrate how to respect things Identify how to respect places, time and things 	 Pupils in groups demonstrate how to respect things with the help of their teacher. Pupils in pairs identify how to respect places and time. 	Communication and collaboration Creativity and imaginations Leadership and personal development	AUDIO VISUAL RESOURCES: Pictures showing the constitution, national flag Nigerian flag, Nigerian currency and the mace WEB RESOURCES
					SITE LINK: https://lessonplan.edudo ight.com/third-term- civic-education-scheme- of-work-for-primary-

/K	TOPIC	LEARNING OBJECTIVES	LEARNING ACTIVITIES	141	EDUCATION (NVE)
		Established States	THE STATE OF THE S	EMBEDDED CORE SKILL	LEARNING RESOURCES 1%ef%bb%bf VIDEO LINK: https://youtu.be/ZtkLqo UArGA
0 (Security Education) 10 (Social Studies)	Revision Concept of security Sources of danger and insecurity	Pupils should be able to Mention sources of dangers and insecurity	Individual pupil, identifies source of dangers at Home e.g. security cable School-prohibited areas junction box Neighborhood e.g. electric poles, transformer, generator stand	Critical thinking and problem solving Communication and collaboration Personal development	Audio Visual Resources Picture, charts, Pupils textbook/workbook www.abuse.com www.phychologytoday.co m nigerianfounder.com
11 (Civic Education)	Revision	Revision	Revision		
11(Security Education)	Revision		•		- ileo
11 (Social Studies)	Concept of security How we can take precautions against danger and insecurity	Pupils should be able to Sate how we can take precaution against dangers and insecurity	Pupils as individuals Sate how we can take precautions against dangers and insecurity	Critical thinking and problems solving Communication and collaboration Personal development	Picture, charts, Pupils textbook/workbook www.foxnews.com www.wikihouse.com www.iffoundation.org.ar

SOCIAL STUDIES ACHIEVEMENT STANDARD FOR PRIMARY ONE

At the end of the session, Pupils should be able to:

recognize the different family systems and their attendant problems.

develop good moral values that would produce quality family lifestyle - of contentment, not selfish or greedy, loyalty etc.

develop the problem solving attitude that impacts positively on the larger society.

recognize that substances are taking into the body.

itemize the merits and demerits of taking substances.

identify precautionary measures that could be taken against self-destruction and good safety on a daily basis.

disabuse their minds on eating/ taking overdose.

understanding of the importance of water on daily basis and guide against pollution and wastage.

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PRIMARY 2 (BASIC 2) NATIONAL VALUES EDUCATION 1. CIVIC EDUCATION 2. SECURITY EDUCATION SOCIAL STUDIES



LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

Civic Education

PRIMARY 2 FIRST TERM

Term 1 Primary 2

VEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
(Civic siducation)	Revision / Importance of civic education	Pupils should be able to: discuss some topics taught last term explain civic education / the importance of civic education identify the advantages of civic education	 Pupils as a class, discuss and gives answers to some topics taught in previous term Pupils as a class ,explain the meaning / the importance of civic education Pupils as a class ,identify the advantages of civic education 	 Critical thinking and problem solving Communication and collaboration Citizenship 	AUDIO VISUAL, RESOURCES: • Picture Chart illustrating the importance of civic education. • Projector/interactive board WEBSITE RESOURCES: • SITE LINK https://www.ci viced.org/pape rs/articles_role.html
I (Security Education)	Sources of danger and Insecurity	By the end of this lesson, pupils should be able to: Explain what danger is. (ii) differentiate between danger and insecurity (iii) identify various sources of insecurity in Nigeria.	1. Pupils in smalls groups, discuss what danger means to them. 2. Pupils in small groups, discuss the differences between danger and insecurity 3. Pupils in small groups, brainstorm on the sources of insecurity in Nigeria.	-Communication and collaboration Citizenship - Leadership and - personal development	AUDIO VISUAL RESOURCES VIASH cards, dictionary, security education textbook, WEB RESOURCES: SITE LINK https://www.lovelifesolv ed VIDEO LINK - Escaping Boko Haram; a child's Reliefweb, UNICEF Apr. 15, 2015.
1 (Social Studies)	Scope of social studies and meaning of social studies	Pupils should be able to: 1. define social studies 2. Explain the scope of social studies 3. Identify the areas of focus on social studies	- Pupils as a class, discuss the meaning of social studies - Pupils in small groups, describe the areas of focus on social studies - individual pupil, enumerate the scope of social studies	- Communicative and Collaboration - Critical thinking and problem solving - Leadership and personal development	AUDIO VISUAL RESOURCE: Pictures showing people living in a particular area. Picture of things that make the environment e.g. animals, plants, rock, montain WEB LINK:
, === == 1		2 200 000	10 20 20 20 20 20 20 20 20 20 20 20 20 20	2 (a 40m).	http://classball.com/less on/the-meaning-and- scope-of-social-studies- education/
2 (Civic Education)	Why study civic education	- Puplls should be able to: Explain Civic Education - identify the reasons for the study of civic education - discuss the reasons why they study civic education at school	Pupils as a Class, brainstorm on the meaning of civic education Pupils individually, identify various reasons for the study of civic education at school Pupils as a class, discuss reasons for the study of civic education	- Critical thinking and problem solving - Communication_and collaboration - Citizenship	AUDIO VISUAL RESOURCES: Chart showing the Importance of studying civic education/ Projector/inter active board WEBSITE RESOURCES: SITE LINK https://study.com/acade my/lesson/what- isctlizenship-education- definition-types.html VIDEO LINK https://video.search.yaho
-					o.com/search/video?fr=m oz35&p=youtube+video+ o+the+component+of•civi c+education/lid=6&vid=0 bc0251c5f6e269b60340c b348b12745&action=click
2 (Security Education)	Sources of danger and Insecurity Bombing I	pupils should be able to: (I) explain bombing (ii) Outline the negative effects of bombing explosion on the environment.	Pupils as a class, discuss what bombing is Pupils as small groups, write out the aftermath of bomb explosion on the environment. FOR PRIMARY SCHOOLS (PRY)	 Leadership and personal development Communication and collaboration. 	AUDIO VISUAL RESOURCES Pupils as a class make use of dictionary, Security textbooks, Chart showing bombing scene. WEB RESOURCES: SITE LINK: - https www.aljazeera.com-http

	TODICS	LEADNING ODIFCTURE		NATIONAL VALUE	S EDUCATION (NVE)
WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
2 (Social	Culture (meaning)	Pupils should be able to	Pupils on a day 1		www.theguadian.com / world/2019/dec/28 Hruck-bomk-kills- Score-in-mogadishu-somalia
Studies)	Component of	1. Define culture 2. List things that make up a culture 3. Distinguish the culture of the three major tribes in Nigeria Pupils should be able to:	- Pupils as a class, discuss culture - Pupils in small groups, distinguish between the three major cultural groups in Nigeria - Pupils in pairs, mention things that makes up a culture - Pupils in small group dramatize the three cultural group in Nigeria	- Communicative and Collaborative skills - Critical thinking and problem solving skills - Leadership and personal development skills - Citizenship skills	AUDIO VISUAL RESOURCES Pictures showing the three major cultural groups in Nigeria WEB LINK: http://www.legit.ng/120 6548-types-culture- Nigeria.html.utm- sourceswhatapp/ubm_me dium=ps VIDEO LINK: http://youtube/dweftqqqn
Education)	civic Education Nationality Rights and duties Democratic practices Community Values	Explain component of civic education Identify the component of civic education Describe here and how civic education takes place	Pupils as a class, are guided on the component of civic education pupils, Individually identify the component of civiæducation Pupils as a classare guided on the places civic education takes place	Critical thinking and problem solving Communication and collaboration Citizenship	AUDIO VISUAL RESOURCES: Pictures/Photographs of political leaders in Nigeria Projector/interactive board WEBSITE RESOURCES: SITE LINK https://wicivi cs.blogspot. com/2015/05/three-com ponents-of-c ivics- education.html VIDEO LINK: https://www.youtube.co m/watch?v=w Y9rp- ikKLE# action=share
3 (Security Education)	Sources of Danger and Insecurity Bombing II	By the end of this lesson, pupils should be able to: (1) explain the consequences of	 Pupils in small groups, discuss the consequences of joining bad groups. pupils in small groups, mention the 	- Communication and collaboration Leadership and	AUDIO VISUAL RESOURCES Chart showing the site
1.2		involving in suicide bombing (ii) discuss solutions to bomb explosion in Nigeria.	negative effect of being a suicide bomber 3. Pupils in the same small groups, enumerate solutions to bomb explosion in Nigeria.	personal development -Critical thinking and problem solving	aftermath of bomb explosion. WEB RESOURCES: SITE LINK en.m.wikipedia.org>wiki>bomb VIDEO LINK: - Al-Jazeera (April 14, 2014).
3 (Social Studies)	Elements of culture	Pupils should be able to: 1. Mention elements of culture 2. Compare the element of culture among the three major cultured group in Nigeria	- Pupils as a class, mentions the elements of culture - Pupils in pairs, compare the elements of culture among the three major cultural groups in Nigeria Pupils in small groups, dramatize the elements of culture among the three major cultural groups in Nigeria.	- Communicat and Collaborat - Critical thinking and problem solving - Leadership and personal development - Creativity and Imagination skills	AUDIO VISUAL RESOURCES Chart and picture showing the elements of culture, food, tribal-marks etc. WEB LINK: http://mokun.com/@nige riacultureNig/component s-of-nigeria-culture- streetch VIDEO LINK: http://youtube/edu
4 (Security Education)	Sources of danger and Insecurity suspicious movement	By the end of this lesson, pupils should be able to: (I) identify suspicious persons and activities in the school. (ii) highlight what to do in case of any suspected movement in school and at home.	1. Pupils in small groups ,discuss the attitude and activities of suspicious persons. 2. Pupils in same small groups ,suggest actions to be taken when suspecting any strange movement in school and at home.	- Communication and collaboration. - Leadership and personaldevelopment	AUDIO VISUAL RESOURCES Flash cards, Dictionary Security Textbooks. WEB RESOURCE: SITE LINK - dictionary.babylon- software.com> VIDEO LINK - Youtube-inkhabar Aug 12, 2016.
4 (Social Studies)	The importance of culture in Nigeria	Pupils should be able to: list and explain the important of culture in Nigeria describe various ways of	-pupils as class, mention the importance of culture in Nigeria -pupils in small groups, analyze the various ways of presenting our	- Communicat and Collaborate skills - Critical thinking and problem solving	AUDIO VISUAL RESOURCES Pictures and charts storing the three major cultural groups in Nigeria

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
	- Company	presenting our culture to Nigeria	culture in Nigeria .	- Leadership and	WEB LINK:
			-pupils in same small groups,	personal development	http://wanasta.com
		mention the effects of foreign on our culture	describe the effects of foreign culture		http://www.legit.n\i126 16-importance-culture- nigeria-
	and the second	on our culture	on our culture		nigeria-
	and the second	A SECTION AND ASSESSMENT OF THE PERSON OF TH	a contract to the second of	District The Colonial	html?utm sour
	v 8 41 1		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	and the property	p&utm_medium=ps
	in a	16 P 17 P	The second secon		VIDEO LINK:
		1 7	a light a light.		http://youtube/
(0)		21.6	- 10 - 110 -	MAC ST. III	dw2ftooogm
(Civic	Importance of	-Pupils should be able to:	Double 1 - 1		100
ducation)	Civic Education to	discuss the importance of civic	-Pupils as a classdiscuss the	Critical thinking and	WEBSITE RESOURCES:
	national	education to national	importance of civic education to	problem solving	
	development:	development	national development	Communication and	https://www.logit.
	- Systems and	describe the system and	- Pupils in small groupsoutline the roles of institution on government	Collaboration	
	institution of	institution of government	democratic process	Citizenship	ducation-importance.ht
	government democratic	democratic process	The second secon		por cance.nt
	process etc	identify acquired	- Pupils individually	W. Landon and Co.	
	-Acquire skills	skills for national	identify the acquired	in the same of the	
	such as active	development	skills for national		
	citizenship		development	A	- Pier
	enquiry,	1	3-		
100	cooperation etc			100	
(Security	Sources of Danger	Drugh	and the same of th		
ducation)	Insecurity; food	By the end of this lesson,	1. Pupils as a class, discuss the	7 . 1	
	poisoning	pupils should be able to;	meaning of food poisoning	- Leadership and	AUDIO VISUAL
		(1) explain food poisoning	2. Each pupil, mention different types	personaldevelopment	RESOURCES.
		(ii)identify types	of food poisoning they have seen	- C	- Chart Showing
		and symptoms of food poisoning	Defore.	- Communication and collaboration	Contaminated Food
		(iii) enuments il	3. Pupils in pairs, outline the side	Critical III	Dictionary Textbooks Co
		(iii) enumerate the effects of food poisoning	effect of food poisoning	- Critical thinking and	MES KESOURCE.
		rood borzoitting		problem solving.	SITE LINK
					- www.healthline.com-
		1970	and the same of th	A STATE OF THE STA	nealth20356230
			THE REPORT OF THE PARTY OF THE	Service of the service of	Www.Medicinet.Come>A
			And the second second		ricie
			and after now a semigroup of		VIDEO LINK
	Marian and maria	Mistro	THE PART OF THE PA		- Mount Sinai - Oct 17,
(Social			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		2019
tudies)	-Food we eat in	Pupils should be able to:	45	and the same of the same of	- Shape Maga /. Dec. 23,
ruuies j	our family	Define foods	-Pupils as a class, discuss food in our	- Communication and	2019
	members		locality	Collaboration	AUDIO VISUAL RESOURCES
		Mention types of food eaten	-Pupils in small groups, analyze the	- Critical thinking and	Charts and pictures
		among the three major cultural	1 5 PCS OI IOINI PATEN IN the man	problem solving	showing varieties of food
		1 groups in Nigeria	cuitulal grolins in Nigoria	- Leadership and	eat in the major cultural
	ALL ME STON	Mention similar food we get	-Pupils in pairs, mention the common	personal development	groups in Nigeria
		Wether in our cultural -		- Creativity and	Real objects-Different
	THE REAL PROPERTY.	menuon the types of food		Imagination	cooked food eaten by the
	7 2	eaten by other culture	- individuals pupil, mention the foods	magmadon .	three major cultural
			eaten in their culture	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	groups in Nigeria
	No.	and the same	FIER HOLD SALES JULIA	n a min man	
	The same of the sa				WEB LINK:
	1	12 to	The second second	,	
-			and the second	J 4	http://www.pulse.ng/life
(Civic	Importance of	D. Z. I	47 1930		style/food/10-best-food
ducation)	Civic Education to	- Pupils should be able to:	-Pupils as a classhighlight the	7	to-eat-from-10-region-in
	national	- highlight the importance of	importance of civic education to	- Critical thinking and	nigeria/iba zish
	development	Livic education to national		problem solving	AUDIO VISUAL
	Contd.:	development	-Pupils in small groups		RESOURCES:
	Civic engagement	- explain the role of civic		- Communication and	Picture Charts showing
	in the political.	education in-political process	political, social and economic process	Collaboration	the reward of honesty
	Social and	-social process -Economic process		45 4 m (* 200)	Chart showing the
	economic process	-identify the i	importance of having walter in	- Citizenship	importance of civic
The ora	1.2023	-identify the importance of	importance of having political leaders in the society	La I a II	education to the
		having political leaders in the society	- Stricty	The fact was	development of the
		Jonety	in terms of the form of the control	ral 'tree a per	society
				illann	projector/Interactive
					board
					WEBSITE RESOURCES:
	10 49		-		SITE LINK:
			No. 17 a		https://www.verywellfa
				the state of the s	mily com /toa. b!
		1 11 11 11 11	The second secon		miny.com/teachi ng-your
			the second secon		child.
			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		https://www.cdc.gov/he
ateur				The second second	child.

UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)



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VC T	OPICS.	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
EKS		Marina Longen		SANGED COME SANGES	https://www.youtube.co. m/watch?v=wY9rp:
cation)	and Insecurity: Dangerous Chemical	By the end of this lesson, pupils should be able to: (i) Identify dangerous chemicals such as acid, air pollution arsenic, asbestos, highly hazardous pesticides (gamalin20), lead etc. (ii) Outline the effects of dangerous chemicals on health	Pupils in small groups, discuss dangerous chemicals. Pupils in same small groups, discuss the effects of dangerous chēmicals on health	Communication and collaboration Leadership and personaldevelopment Critical thinking and problem solving.	ikKLE#action=share AUDIO VISUAL RESOURCES: Flash cards, textbooks, dictionary etc. WEB RESOURCE: SITE LINK www.safecosmestics.org/ fragrance: discloure/learn- more/health: effec.chemicalconcern
dioc)	Why we eat together as a family member	Pupils should be able to: State the reason why people eat together Mention effects of eating as a family List different type of food they eat in their family	- Pupils in groups, describe the reason why family eat together - Pupils, individually list the different types foods eaten in their family -pupils in small groups, discuss the effects/impotance of eating together as a family	- Communication and Collaboration - Critical thinking and problem solving - Creativity and Imagination	AUDIO VISUAL RESOURCE Charts and pictures showing different types of food cooked in Nigeria family WEB LINK http://blog.over.org/sautg/?-benefits-of-eating-together-as-a-family
	MID TERM BREAK		-Pupils as a classbrainstorm on the	-Critical thinking and	AUDIO VISUAL
(Civic ducation)	-Meaning -The importance of telling the truth alwaysReward of honesty e.g. praise, gift, promotion etc.	Pupils should be able to; - explain the meaning of Honesty - identify the Importance of telling the truth always -outline the reward of honesty -describe the punishment of dishonesty	-Pupils as a classoralistorin on the meaning of Honesty -Pupils in pairsidentify the importance of telling the truth always -Individual pupil identify and mentiorthe reward of honesty -Pupils in small groups ,identify and describe the punishment of Dishonesty	problem solving	RESOURCES: Chart showing importance of telling the truth Picture chart illustrating punishments of Dishonesty Puzzle activity book on reward of honesty WEBSITE RESOURCES SITE LINK
	-Punishment of dishonesty e.g. shame, beating, disgrace etc.				https://www.te acherplanet.com/conten. honesty VIDEO LINK: https://www.te.acherpla. et.com/content/honesty AUDIO VISUAL
8 (Security Education)	Sources of danger and Insecurity Riot	By the end of the lesson, pupils should be able to: (I) define riot (ii) explain causes of riot (iii) di scuss how riot can be curbed in school.	1. Pupils as a class, discuss what' riot' mean to them. 2. Pupils in small groups ,discuss the causes of riot in school 3. Pupils in same small groups, suggest solutions to rioting in school.	Leadership and personal development Communication and collaboration. Critical thinking and problem solving.	RESOURCES: Textbooks, dictionary, chart showing riotous scene. WEB RESOURCE: SITE LINK
				- Communication and	https://www.wikihow.co m.handle VIDEO LINK - youtube.zebratech July 16, 2019. AUDIO VISUAL RESOURCE
8 (Social Studies)	The nutrient in the food we eat and their importance to growth	Pupils should be able to define nutrient and food mention various nutrient gotten from the food we eat list the six classes of food with examples of food on each class discuss the important of food to our growth	- Pupils as a class discuss nutrient in foodPupils in a small groups, analyze the six classes of food with examples -pupils in pairs, mention various nutrient gotten from the food we eat	Communication and Collaboration skills Critical thinking and problem solving Leadership and personal development	Chart/pictures showing different type of food we eat and their name Real objects: different type of food in our localit WEB LINK: http://bookpubco.com/sntent/nutrients-food-we-eat
9 (Civic Education	Courtesy, Politeness and	Pupils should be able to: Explain the following:	-Pupils as a classbrainstorm on the meaning of courtesy, politeness and etiquette.	-Collaboration & CommunicationCritical thinking and	AUDIO VISUAL RESOURCES: Pictures Charts showing how to treat people and behave in the public
-400[etiquette -Meaning -Treating other	-COURTESY -POLITENES	etiquettePupilsindividually, identify their roles in the society regarding	problem solving	Demonstration of the second

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
WEEKS	people with courtesy and proper behavior in the street, buses, trains and queues	Identify their roles in the society as regarding courtesy and politeness Outline ways to be responsible in the public	courtesy, etiquette and politeness Papils in small groups, role play on ways to respect and show politeness in the society	- Leadership &Personal development -Creativity & imagination - Citizenship	Interactive board/ Projector WEBSITE RESOURCES: SITE LINK https://www.teacherplan et.com/content/honesty VIDEO LINK: www.youtube.com/watch 2 v=xmWTffoe Agk
9 (Security Education)	Sources of Danger and Insecurity: Stranger	By the end of the lesson, pupils should be able to: (i)identify strangers (ii) report stranger to superior person.	1. Pupils in pairs explains who stranger is. 2. Pupils in groups, suggest ways of identifying stranger. 3. Pupils in small groups, outline how to report stranger to superior person.	- Communication and collaboration - Leadership and personal development - Critical thinking and problem solving.	AUDIO VISUAL, RESOURCES: Dictionary, textbooks and flash cards WEB RESOURCE: SITE LINK www.dictionary.com>bro wse>stranger Pupils as a class watch this video Edmontion P/.EPSVid/ Mar. 29, 2015.
9 (Social Studies)	Nutrient of food we eat(contd)	Pupils should be able to: define nutrient and food distinguish between nutrients and food mention the six classes of food describe the importance of food to our growth mention the nutrients derived from eating a particular food	- Pupils as a class discuss the important of eating nutritious food -Each papil mentions the various food nutrients Pupils in small groups distinguish the nutrients derived from various foods	- Communication and Collaboration - Critical thinking and problem solving - Leadership and personal development	AUDIO VISUAL RESOURCE. Chart/pictures showing different types of food we eat and their names WEB LINK: http://bookpubco.com/co ntent/nutrients-food-we- eat
10 (Civic Education)	Revision	Revision	Revision	Revision	
10 (Security Education)	Revision		Total Vision	WAS IN	3 3 3 3 3
10 (Social Studies)	Revision	TOTAL STATE OF THE	and formation	Torther Hill	The same of the sa

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PRIMARY 2 SECOND TERM

LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION Term 2 Primary 2 UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

CIVIC EDUCATION

	TOPICS	LEARNING OBJECTIVES	T		
WEEKS	Revision	Pupils should be able to:	LEARNING ACTIVITIES		
1. (Civic Education)	/welcome Test	Discuss some topics taught in	Tupils as a class with	EMBEDED CORE SKILLS	LEARNING RESOURCES
Education		the previous term such as: - Importance of civic education Honesty - The importance of telling the truth always	of the topics from previous term	All embedded core skills used in the previous term	All learning resources used in the previous term
	Revision of First	Provide correct answers to the			
(Security Education)	Term's Work	evaluation questions given .	Individual pupil revises their previous lessons and provide answers to the assessment questions given.		
1 (Social Studies)	Revision of first term work	Recall most of the last term's topic and provide answers to the assessment test given.	Each pupil revises their notes on the last term's topic and proffer answers to the evaluation test given.		in the second
2 (Civic Edu cation	Our Community -Meaning of community - Types of community Modern	Pupils should be able to: explain the meaning of a Community identify types of community with examples describe the various types of community	Pupils as a class, discuss the meaning of community Pupils in pairs, identify types of community Pupils in small groups, describe various types of community with	-Critical thinking and problem solving -Communication and collaboration	AUDIO VISUAL RESOURCES: Pictures chart showing various types of community Interactive
	communities/ins titution e.g. School community		examples of community with	- Citizenship	board/projector WEBSITE RESOURCES: SITE LINK https://www.slideshare.net/antarcticaroma/community-types-for-kids-2ndgrade VIDEO LINK: www.youtube.com/watch 2v=5dCe6 kWYFvk
2. (Security Education)	Preventive Measures: Involvement of Security Agents	By the end of this lesson, pupils should be able to: (I) mention some security agents in Nigeria (ii)identify logos of each	Pupils as a class, discuss the meaning of security agents Pupils in pairs ,mention the various types of security agent that we have in Nigeria	Communication and collaboration Leadership and personal development	AUDIO VISUAL RESOURCES: Chart showing pictures of security agents in Nigeria. WEB RESOURCE:
		security agents e.g. Police, NSCDC, NDLEA, Nigeria Immigration etc.	3. Pupils as small groups, draw the logos of each security agent and display in the class.	- Creativity and Imagination	SITE LINK www.security- asa.com/guards isstf.lagosstate.gov.ng>oth er-security agencies en.m.wikipedia.org>wiki> security
2 (Social Studies)	Meaning and importance of greeting	Pupils should be able to: Explain the meaning of greeting State the importance of greeting Mention people we should greet	-pupils as a class, discuss the meaning of greeting -pupils in small groups, describe the importance of greeting people - individual pupil, mention the people we should greet	Communication and Collaboration Critical thinking and problem solving Leadership and personal development Citizenship	AUDIO VISUAL RESOURCE Chart and pictures showing people mode of greeting WEB LINK: http://en.m.wikipedia.org /wiki/greeting
3 (Civic Education)	Members of the community -Father -Mother -Siblings -Community Leaders Balee, chief, Obi and Emir	Pupils should be able to: - outline members of community - identify the roles of community leaders differentiate between community leaders(Balee, Chief, Obi and Emir)	- Pupils as a class outline members of the community - Pupils in pairs identify the roles of community leaders - Pupils in groups, differentiate between each community leaders and their ethnic group	Critical thinking and problem solving Communication and Collaboration Citizenship	AUDIO VISUAL RESOURCES: Poster showing members of a community Projector/Interactive board WEBSITE RESOURCES: SITE LINK https://www.educati on.com/lesson-plan/ people-in-the-
200		, , ,		Communication	community/ VIDEO LINK: www.youtube.com/ watch?v=IGC0zxgRN IQ
3 (Security Education)	Preventive Measures: Tips on Being Security Alert	By the end of this lesson pupils should be able to: (I) identify necessary skills needed in time of danger. (ii) familiarize with Security tips during danger.	1. Pupils in small groups, discuss the skills needed to be security alert in time of danger. 2. Pupils in small groups illustrate methods to be familiar with security tips during danger.	- Communication and collaboration - Leadership and personal development - Critical thinking and problem solving	AUDIO VISUAL RESOURCES: To be provided are:flash cards; textbooks, dictionary. WEB RESOURCE: SITE LINK

LAGOS STATE MINISTRY OF EDUCATION

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
					safety?persoanl-se-
3 (Social Studies)	Forms of greeting	Pupils should be able to: mention forms of greeting e.g kneeling ,prostrating ,bowing, et identify greeting as a way of showing respect to people Perform various act or forms of greeting in their culture	-individual pupil, demonstrate how to greet in their culture	- Communication and Collaboration - Critical thinking and problem solving - Leadership and personal development - Citizenship	tips.html AUDIO VISUAL RESOURCE Chart and pictures showing people greeting one another WEB LINK: http://en.m.wikipedia.or /wiki/greeting
4 (Civic Education)	Rules in the community -Obedience -loyalty -Cooperation -Peaceful coexistence -Orderliness -Sanitation -Respect	Pupils should be able to; - explain the meaning of Rules' - outline Rules in thecommunity, - describe each rules in the community.	Pupils as a class discuss the meaning of Rules' Pupils in pairs, outline the rules in th community Pupils in small groups, describe each rules in the community.	Collaboration - Leadership & personal	AUDIO VISUAL. RESOURCES: Chart illustrating rules in the community Picture charts showing people demonstrating various rules of a community Projector/Interactive WEBSITE RESOURCES: SITE LINK https://www.education.com/lesson-plan/peoplein-the-community/
4. (Security Education)	Preventive Measures: Tips on how to Avoid Relating with Stranger	By the end of this lesson, pupils should be able to: (I) identify stranger in their environment. (ii) explain what to do when dealing with a stranger	Pupils as a class discuss ways to identify a stranger: Pupils as small groups evaluate how to avoid relating with stranger	- Leadership and personal development - Communication and collaboration - Critical thinking and problem solving	AUDIO VISUAL RESOURCES; Flash cards, textbooks, dictionary etc. WEB RESOURCE: SITE LINK www.safety4kids.com.au> safety-20 - pupils should watch this video (Stranger Danger & Awareness for
					kids/Children Nursery Rhymes Safety songs. VIDEO LINK https://m.youtube.com/w atch?y
4 (Social Studies)	Meaning and type of environment	Pupils should be able to: Explain the meaning of environment State types of environment Mention things found in our environment	- pupils as a class discuss the meaning of environment -pupils in small groups compare the type of environment -pupils in pairs mention things found in our environment	- Communication and Collaboration - Critical thinking and problem solving - Leadership and Personal development skills - Citizenship	AUDIO VISUAL RESOURCE: Chart and Picture showing things found in our environment WEB LINK: http://www.yourarticleli brary.com/environment/ meaning-definitionand- components-of- environment/6157 VIDEO LINK: http://Youtu.be/gek6iltm gou
5 (Civic Education)	Community leaders e.g -Yoruba-Oba -Igbo-Eze -Benin-Enugo -Alupo-Etsu -Ebira-Ohinoyi -Other title holders in the community	Pupils should be able to: • explain who a leader is • identify at least five ethnic group Nigeria • describe each title leader	ethnic group in Nigeria	collaboration -Critical Thinking & problem solving -Citizenship	AUDIO VISUAL RESOUCRES: Picture charts showing various communities and their leaders VIDEO LINK: www.youtube.com/watch ?v=jt2q1cHsH6E
5 (Security Education)	Identification of Security Agencies: Police	By the end of this lesson, pupils should be able to: (I) identify Nigeria Police with their Uniform. (ii) outline the functions of the Nigeria Police.	1. Pupils as a class discuss who Nigeria Police is in their own words 2. Pupils in pairs, describe police uniform 3. Pupils in groups, highlight functions of the Nigeria police.	personal development - Communication and collaboration	AUDIO VISUAL RESOURCE: - Chart showing Nigeria Police - npf.gov.ng VIDEO LINK: AI-Jazeera (Nov. 28, 2008) nttps://www.aljazeera.co n/news/2018/II/Nigeria

UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES		LUES EDUCATION (N
	Ways of keeping	Pupils should be able to:		EMBEDED CORE SKILLS	LEARNING RESOURCES
5 (Social Studies)	our environment clean	Mention ways of keeping our environment clean List the tools needed to keep our environment clean. Explain the meaning of sanitation and how often it should be done	Pupil, as individual, mention tools needed for keeping our environment clean Pupils in small groups carry out	- Communication and Collaboration - Critical thinking and problem solving - Leadership and Personal development - Citizenship	-police-president-appex AUDIO VISUAL RESOURCE Chart of objects used in keeping our environent clean WEB LINK: http://www.sustainableb usinestalent.com/s-bps- help-the-environment- clean/ VIDEO LINK:
6 (Civic	Roles of	Pupils should be able to:	-Punit-		http://m.youtu.be/gergilt
Education)	community leaders -Settlement of disputes -Ensuring peace -Organizing Community work -Link between the government and the community	-explain the roles of community leaders -identify the roles of community leaders -differentiate between dispute & peace	understanding -Pupils in pairs identify the roles of	-Communication and collaboration -Leadership & personal development -Citizenship -Creativity & imagination	ngou AUDIO VISUAL RESOURCES: Picture chart showing a leader settling dispute in a small community Picture charts showing various community leaders roles WEBSITE RESOURCES • VIDEO LINK:
(Security	Introduction of	By the end of this lesson, pupils	1 D		www.youtube.com/watch
Education)	Security Agencies: Federal Road Safety Corps (FRSC) and Lagos State Traffic Management Authority (LASTMA)	should be able to: (I) identify the FRSC and LASTMA with their uniform respectively. (ii) differentiate the functions of FRSC and LASTMA	Pupils in small groups discuss who is a Federal Road Safety Corp and the type of uniform they wear. Pupils in same small groups outline the differences between FRSC and LASTMA	Leadership and personal development Communication and collaboration Critical thinking and problem solving.	?v=jt2q1cHsH6E AUDIO VISUAL RESOURCES: - Chart showing the pictures of FRSC and LASTMA officers. WEB RESOURCE: SITE LINK frsc.gov.ng
(Social Studies)	Importance of	Pupils should be able to:	- Pupils as a class, describe the	The second second	lastma.lagosstate.gov.ng
nuures)	cleaning in our environment	1. Mention the importance of cleaniness in our environment	IMportant Cl	- Communication and Collaboration	AUDIO VISUAL RESOURCES
		Mention effect of dirty environment Mention environmental activities to be carried out in our homes and school	Pupils in small groups describe ways of maintain a clean and hygiene environment Pupil, as individual, mention the effects/importance of daily cleaning Pupils in pairs, mention environmental activities in the home	- Critical thinking and problem solving skills - Leadership and Personal development skills - Citizenship Skill	Chart/pictures of dirty and clean environment WEB LINK: http://www.sustainables ubjectstechkit.com/5- tops-help-keep- environment-clean/ VIDEO LINK:
	MID TERM BREAK		and in school	- Pag 1 =	http://youtube/geb6tljelg
(Civic	Qualities of	Pupils should be able to:		1 1/6	
Education)	Community leaders -Caring -Wise -Patient -Courage -Intelligent -Integrity -Honesty	-identify the qualities of community leaders -explain at least four quality of community leaders -outline the importance of these qualities	Pupils as a classidentify qualities of community leaders Pupils as a class discuss the qualities of acommunity leader Pupils in pairs outline the importance of the community leaders qualities	Communication & collaboration Critical Thinking & problem solving Citizenship	AUDIO VISUAL RESOURCES: Charts illustrating the qualities of a community leader Projector/interactive board WEBSITE RESOURCES: VIDEO LINK: https://www.youtube.co m/watch?v=Zo17ou_SpwA #action=share
	Security Agencies: NAFDAC and NDLEA	By the end of this lesson, pupils should be able to: (I) identify the full meaning of NAFDAC and the NDLEA (ii) differentiate the functions of the NAFDAC and the NDLEA	Pupils as a class, find out the full meaning of NAFDAC and NDLEA Pupils in small groups, discuss the functions of NAFDAC and NDLEA.	- Communicatio n and Collaboration - Leadership and personal development	AUDIO VISUAL RESOURCES: - Chart showing the pictures of NAFDAC and NDLEA officers WEB RESOURCE: SITE LINK cn.m.wikipedia.org>wiki> national_agency_for_food_ and_drug_administrationcontrol -
8 (Social	Meaning of				https:///www.channelstv
	Mos	I .	İ.	i .	1

EEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	
udies)	accidents - Causes of accidents at home and school	1. Define accidents 2. Mention causes of accidents in the schools 3. Mention causes of at home 4. Mention the danger spots at home and in the school. E.g. toilet, bath tub, kitchen, playground etc.	of accident - Pupils in pairs, mention causes of accidents at home and in the school - Pupils in small groups, describe danger spots at home and in the school	Collaboration - Critical thinking and problem solving - Leadership and Personal development - Citizenship	Chart / pictures showing causes of accidents of home and school WEB LINK: http://www.istclaims.co.uk/personal-injury/children/school-accident.php VIDEO LINK: http://m.youtube.com/dlfcbtx1bmm
& 10 (Civic ducation)	Kinds of work in our community e.g-Farming -Weaving -Woodwork -Cattle rearing -Trading -Fishing Kinds of works in our modern community -A Doctor -An Engineer -A lawyer -A teacher -A soldier A pastor Reasons for working	Students should be able to: • explain reason why we work • identify at least six types of work in the local community • describe the tools used to work done in the community	Pupils as a class discuss various reasons why we work Pupils, individually, identify types of work in the local community. Pupils in pairs, describe tools used for each kind of work in the community	Communication & collaboration Critical Thinking & Problem solving Citizenship	AUDIO VISUAL RESOUCES: Pictures showing Modern day kind of work Picture charts showing various tools used to work in the Community Projector/Interactive board WEBSITE RESOUCES: SITE LINK https://www.icivics.org/ news/teaching- citizenship-through- primary-resources- unique-approach-civic- education
9 (Security Education)	Identification of Security Agencies: State Security Service (SSS) and Nigeria Security Civil Defense Corps (NSCDC)	By the end of this lesson, pupils should be able to: (I) describe the state security service (SSS) and Nigeria Security Civil Defense Corps (NSCDC) (ii) explain the functions of the SSS and the NSCDC)	Pupils in pairs, discuss the ways to recognize the SSS and NSCDC Pupils in small groups, analyze the functions of the SSS and the NSCDC	- Leadership and personal development - Communicatio n and collaboration - Digital literacy	AUDIO VISUAL RESOURCES: - Chart showing the SSS and NSCDC WEB RESOURCE: VIDEO LINK - https://
9 (Social	Causes of	Pupils should be able to:			m.youtube.com/watchau io-visualmaterials - youtube Lagos Television March 7, 2017 SITE LINK https://m.facebook.com/ NSCDC/videos/1869425 197741981
Studies) 10 (Security	accidents at home and in school	1. Identify causes of accidents at home and in the school 2. Mention dangerous objects such as pin, knife, match stick etc. By the end of this lesson, pupils	Pupils in small groups, analyze the causes of accident at home and in the school each pupil, mentions dangerous objects.	- Communication and Collaboration - Critical thinking and problem solving skills - Leadership and personal development - Citizenship	AUDIO VISUAL RESOURC Chart/pictures showing causes of accidents at home and school WEB LINK: http://www.honendin.co. uk/be- healthy/lifesyle/10-most common-accidents-in-the home-and-how-to-treat- them/ VIDEO LINK:
Education	Security Agencies: The Military	should be able to: (I) identify different armed forces in Nigeria e.g. army, navy and air force (ii) outline the functions of each Nigerian armed forces.	Pupils as a class, discuss the Nigeria armed forces Pupils as small groups ,outline the functions of each Nigerian armed force.	- Leadership and personal development - Communicatio n and collaboration - Citizenship	AUDIO VISUAL RESOURCE: -Chart showing the Nigerian armed forces WEB RESOURCES: SITE LINK https://en.m.wikipedia.or g/wiki/Nigerian Armed forces https://m.facebook.com/ defence/nfong/posts/face
10 (Social Studies)	Effects of home and school accidents	Pupils should be able to: 1. Explain the effects of home and school accidents.	- Pupils as a class ,discuss the effects of home and school accidents - Pupils in small groups, describe	- Communicative and Collaborative skills - Critical thinking and	book) LOCAL RESOURCES Charts/Pictures showing accidents at school

	TOPICS	LEARNING OBJECTIVES	I EADNING ACTIVI	NATIONAL VALUE	ES EDUCATION (NVE)
WEEKS	101100	2 Martha t	LEARNING ACTIVITIES E	MBEDDED CORE SKILLS	LEARNING RESOURCES
	, , , ,	where accident can occur at home and in the school 3. List dangerous objects they must not play with	various places where accidents can occur at home and in the school - Pupils, as individual ,mention dangerous objects pupils must not play with	problem solving skills - Leadership and Personal development skills - Citizenship Skill	playground and common accidents at home WEB LINK: http://www.stapa.com/homesafety/advice/general/preventing-accident-in-
	Conscience -Meaning -Man's possession of free will to do good or evil -Man's feelings when he does evil-guilt conscience coupled with rest of mind	Pupils should be able to: • Explain the meaning Of Conscience • Discuss the word joy guilt • Importance of Conscience to our daily lives	 Pupils as a class, are guided on the meaning of the word conscience Pupils as a class, discuss the word joy and guilt Pupils as a class, are guided on the importance of Conscience to our daily lives. 	• Communication and Collaboration • Citizenship	the-home-asps AUDIO VISUAL RESOURCES: Picture chart showing a man doing good to another individual WEBSITE RESOURCES: SITE LINK http://elimutanzania.com/notes/form-2/civics-notes/
11 (Security Education)	Nigerian Prison Service	By the end of this lesson, pupils should be able to: (I) identify the Nigerian Prison Service officer (ii) outline the functions of the Nigerian Prison Service	Pupils in small groups ,describe the Nigerian Prison Service Officer. Pupils in small groups analyze functions of the Nigerian Prison Service.	- Leadership and personal development - Communicatio n and collaboration - Citizenship	AUDIO VISUAL RESOURCES: - Chart showing the image of the Nigerian Prison Service Officer. WEB RESOURCE: SITE LINK https://dailynigerian.com/nigeria-prisons-service-promote
11 (Social Studies)	How to prevent accidents in the school and at home	Pupils should be able to 1. Explain ways of preventing accidents in the school and at home 2. Mention ways of helping accident victims at home and in the school 3. Mention emergency line numbers in Nigeria e.g. (767)	- Pupils as a class, mention various ways of preventing accidents in the school and at home - Pupils in small groups, describe what to do to help accidents victims at home and in the school - Pupils, as individual, mention the emergency code in Nigeria	- Communication and Collaboration - Critical thinking and problem solving - Leadership and Personal development - Citizenship	AUDIO VISUAL RESOURCES Charts/pictures showing accident at school playing around and common accidents at home WEB LINK: http://suferidcakids.com/blog/savings- preventOplayground-accident/
	1 195	INDESCRIPTION OF THE PROPERTY		1	<u>accidenty</u>
12.	REVISION	r i garan e			

National Values Education Plan Lesson Notes @CLASSBASIC.COM



LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

PRIMARY 2 THIRD TERM

civic education Term 3 Primary 2

EEKS (Civic	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
ducation)	Revision/welcom e Test	Pupils should be able to: • Answer some question on last term's topics	Pupils as a class give answers to questions from previous term	All embedded skills used in previous term	• All resource s used in previous term
(Security Education) (Social	Revision of Last Term's Work			previous term	ni in
tudies)	Revision of last term work				
Z (Security	Community leadership in Nigeria traditional setting	Pupils should be able to; -explain who a leader is with examples -identify the three major ethic group in Nigeria -outline traditional title of the community leadership in the major ethnic groups	-Pupils asa class, brainstorm on the meaning of a leader -Pupils in pairs identify the three major ethnic groups in Nigeria -Pupils as a class discuss the traditional titles of the community	-Communicationand collaboration -Critical thinking & problemsolving -Communication &collaboration	AUDIO VISUAL RESOURCES Pictures of some commu- ity leader in Nigeria tradition al settin Projector /Interactive board WEBSITE RESOURCES: VIDEO LINK: https://www.youtube.com/watch?v= t2q1 cHsH6E
Education)	Duties of Security Agencies: Police	should be able to: (I) explain the duties of the Nigerian Police	Pupils in small groups, discuss the duties of the Nigerian Police with the teacher's guide, pupils relate the duties of police to their environment	- Communication and collaboration - Leadership and personal development - Citizenship	WEB RESOURCE: SITE LINK https://www.legit.ng/11 5421/primaryduties- nigeria-police.htm
2 (Social Studies)	Drugs	Pupils should be able to: Explain the meaning of drugs List examples of drugs Classify drugs into legal and illegal	- Pupils as a class, define drugs - Pupils in pairs, give examples of drugs - pupils in groups, categorize drugs into Legal and Illegal.	Communication and Collaboration Critical thinking and problem solving	AUDIO VISUAL RESOURC Charts & pictures showin common drugs in our locality WEB RESOURCES:
3 & 4 (Civic	Duties of a	Droile de cel 11		- Creativity and Imagination - Citizenship	https://kidskhealth.org/ n/kids/know-drug.html VIDEO LINK: https://youtube/thodt9 odofil
Education) 3 (Security	community leader	Pupils should be able to: -explain the meaning Duties -discuss the duties of a community leader Same groupsOutline the Characteristics of a good leader	-Pupils as a class brainstorm on the meaning of duties -Pupils in groups, discuss the duties of a community leader -Same groups, outline characteristics of a good leader	-Critical thinking & problem solving -Communication & collaboration -Citizenship -Leadership and personal development	AUDIO VISUAL RESOURCES: Pictures showing a community leader addressing the people Charts showing the characteristics of a good leader Projector/Interactive board WEBSITE RESOURCES: SITE LINK https://w www.greatanagers.com.au 4-most-i mportant-duties
Education)	Agencies: FRSC and LASTMA	should be able to: (I) outline the duties of FRSC and LASTMA respectively.	duties of FRSC and LASTMA 2. with the teacher's guide, pupils relate the duties of FRSC and LASTMA to their environment	Communicati on and collaboration Leadership and personal development Citizenship	of-every-go AUDIO VISUAL RESOURCES: -Chart showing FRSC an LASTMA Officers. WEB RESOURCES: SITE LINKS https://www.autorepor ng.co m/2019/11/duties-and functions-of lastma-vio-
3 (Social Studies)	Categories of drugs legal drug & illegal drugs	Pupils should be able to: 1. Categorize drugs into legal and illegal drugs 2. List examples of legal drugs 3. List examples of illegal drugs	Pupils as a class, discuss the meaning of legal drugs and illegal dugs Pupils in small groups, distinguish between legal drugs and illegal drugs Pupils in pairs give examples of legal	-Communication and Collaboration - Critical thinking and problem solving -Leadership and	and.html AUDIO VISUAL RESOUR

EEKS		LEARNING OBJECTIVES	LEARNING ACTIVITIES		ES EDUCATION (NVE
				EMBEDED CORE SKILLS	LEARNING RESOURCES
a writy	Duties of	By the end of the lesson number	megal drugs.	personal development	https://www.kidshealth.o rg/enkids/know-drug VIDEO LINK: https://youtu.be/eairakac
Security lucation)	NAFDAC and NDLEA	should be able to; (I) list the duties of NDLEA and NAFDAC	1. Pupils in small groups, discuss the duties of NAFDAC and NDLEA.	- Communication and collaboration - Citizenship	AUDIO VISUAL RESOURCES: -pictoral chart. WEB RESOURCE: SITE – LINK en.m.wikipedia.org, <wiki>National-Agency-for- food-and-Drug- Administration-control.</wiki>
(Social tudies)	Drug abuse meaning & types	Pupils should be able to: 1. Explain the meaning of drugs abuse. 2. Mention types of drug abuse 3. List examples of drugs that can be abused	- Pupils as a class, explain the meaning of drug abuse - Pupils in pairs enumerate examples of drugs that can be abused - Pupils in small groups, describe types of drug abuse	-Communication and Collaboration - Critical thinking and problem solving -Leadership and personal development - Citizenship	AUDIO VISUAL RESOURCES Pictures & Chart showing commonly abused drugs WEB RESOURCES: https://freebythesea.com /addering- resources/drug- addiction/types-of-drugs- abuse/ VIDEO LINK: https://youtube.com/bgo te96wdqm
5 (Civic Education)	Reward of community leaders	Pupils should be able to: -explain the meaning of reward -outline the importance of reward -identify ways community leaders are rewarded.	-Pupils as a class, discuss the meaning of reward -Pupils in pairs, outline the importance of reward -Pupils in small groups, identify and suggestways community leaders are/can be rewarded	-Communication and collaboration -Critical thinking and problem solving -Citizenship	AUDIO VISUAL RESOURCES: Chart illustrating the reward given to community leaders Interactive board/Projector WEBSITE RESOURCES: VIDEO LINK: https://www.youtube.com/watch?v=8WlcYw-lBao
5 (Security Education)		By the end of this lesson pupils should be able to: (I) differentiate between the duties of the Army, Navy and Air force	Pupils in small groups, discuss the duties of the Army, Navy and Air force.	- Communication and collaboration - Citizenship	AUDIO VISUAL RESOURCES: - Chart showing the Nigerian Armed forces WEB RESOURCE: SITE LINK https://en.n.wikipedia.or g/wiki Nigerian Armed I orces
5 (Social Studies)	Effects of drug abuse	Pupils should be able to: Explain the effects of drug abuse Mention symptoms of drug abuse	- Pupils as a class, mentions the effects of drug abuse Pupils, as individual, match drugs samples to illegal or legal drugs - Pupils in small groups, mention symptoms of drug abuse	-Communication and Collaboration -Critical thinking and problem solving -Leadership and personal development -Citizenship	http://www.incut.anten. today.com/articles/effect s-of-drug-abuse-long- term-effect VIDEO LINK: https://youtu.be/b60te9 wdpm
6 (Civic Educatio	Other duties of community leader -Keeping peace/Ensuring peaceful coexistence among his per community went to provision of the social amenit for the citizen	rork Identify other dates community leaders - Explain the duties of other leaders of a community - Outline the importance of t community leaders duties the society The society	other leaders in the community Pupils as a class, outline the important of the community leaders duties to the	-Communication and collaboration -Critical thinking and problem solving -Citizenship	AUDIO VISUAL RESOURCES: Chart illustrating other

WEEKS	TOPICS LEARNING OBJECTIVES LEARNING ACTIVITIES				
	- 0.163	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE	NVI
Mark, J	- F	1.27	the first section of the section of	SKILLS CORE	LEARNING RESOURCES
6.60					
6 (Security Education)	Duties of the Nigerian Prison Service	By the end of this lesson pupils should be able to: (I) highlight the duties of the Nigerian Prison Service.	1. Pupils in groups ,analyze the duties of the Nigerian Prison Service.	- Communicati	AUDIO VISUAL RESOURCES: - Chart showing the
6 (Social	Want			collaboration - Citizenship	Nigerian Prison Officer. 2. Pupils to visit the site below: WEB RESOURCE: SITE LINK https://www.academia.e du/11709829/the role of the nigerian prison serv ice in _prisoners rehabilitation
Studies)	Ways of preventing drug	Pupils should be able to:	- Pupils as a class, discuss the various	-Communication and	a_study of owerri prison
gasti No. 1. gaster Station	abuse	Explain ways of preventing drug abuse Mention symptoms of drug abuse	ways of preventing drug abuse - Pupils in pairs, mention symptoms of drug abuse each pupil, mention people we can report symptoms of drug abuse to	Collaborative - Critical thinking and problem solving -Leadership and personal development - Citizenship	AUDIO VISUAL RESOURCE Charts showing drug addicts WEB RESOURCES: https://ametinaddict.eng. org/blog/five-tips-help- prevent-substance-abuse VIDEO LINK: http://youtube./b6ote96
7.	MID TERM BREAK	,	1		wdqm
8 (Civic	Humility	- Pupils should be able to:	-Pupils as class, brainstorm on the		
Education)	-Meaning -Reason why people should be humble	describe the word Humility Identify reasons why people should be humble e.g to exalt and recommend respect	meaning of Humility -Pupils in pairs, identify reasons why people should be humble	- Communication and Collaboration - Critical thinking and - problem solving	AUDIO VISUAL RESOURCES: Picture of a Pupils showing respect to
27 21		- highlight the advantages of humility	-Pupils as a class, discuss the advantages of humility	- Citizenship	elderly people Charts illustrating children showing respect to their parents WEBSITE RESOURCES:
					SITE LINK https://wehavekids.com/ parenting/Leadership- Qualities -Teaching-Kids- to-be-Leaders VIDEO LINK: https://www.youtube.co
8 (Security Education)	Duties of the Nigerian Security and Civil Defence Corps (NSCDC)	By the end of this lesson, people should be able to: (i) Outline the duties of the Nigerian Security and Civil Defense Corps (NSCDC)	Pupils in small groups, describe the duties of the Nigerian Security and Civil Defense Corps (NSCDC)	- Communicati on and collaboration - Citizenship	m/watch?v=L2wftjpFl-w AUDIO VISUAL RESOURCES: Chart showing Nigerian Security and Civil Defense Officer WEB RESOURCE:
		3 1 f v			SITE LINK https://en.m.wikipedia.or g/wiki/nigerian security and civil defence corps. VIDEO LINK: https:/m.facebook.com/N SCDC/videos
8 (Social	Harmful	Pupils should be able to:	- Pupils as a class, discuss the meaning	-Communicative and	7 September at 20:07 LOCAL RESOURCES
Studies)	substances meaning and examples of harmful substance	Explain the meaning of harmful substance Mention examples of harmful substance Explain the reason why people take harmful substance	of harmful substances - individual pupil, mention examples of harmful substance - Pupils in small groups, explain why people take harmful substance	Collaborative skills - Critical thinking and problem solving -Leadership and personal development	Pictures of stale foods, expired drugs and drinks etc. WEB RESOURCES https://classhad.com/less on/the-meaning-and-
	/			- Citizenship skills	examples-of-harmful- substance/ VIDEO LINK; http://youtube/ox- wpoihz2u
9 (Civic Education)	Qualities of Community leadership	Pupils should be able to: Explain who a leader is Highlight at least 10, qualities of community leaders Identify importance of good	Pupils as a class, discuss who a leader is Pupils in pairs, identify qualities of community leaders Pupils in small groups, highlight the importance of good qualities of a	Communication and Collaboration Critical thinking and problem solving Citizenship	AUDIO VISUAL RESOUCRES: Chart showing qualities of a good community leader

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WEEKS	TOPICS	LEARNING OBJECTIVES	DOMINING ACTIVITIES	NATIONAL VALUES	
	1	qualities of a community leader		EMBEDED CORE SKILLS	LEARNING RESOURCES
			Toming leader		WEBSITE RESOURCES: SITE LINK https://wehavekids.com/ parenting/Leadership- Qualitles-Teaching-Kids- to-be-Leaders • VIDEO LINK: https://www.youtube.co
(Security Education)	Duties of Security Agencies:	By the end of the lesson, pupils should be able to:	1. Pupils in small groups, discuss the duties of Independent 6	-	m/watch?v=L2wftjpFI-w AUDIO VISUAL
Micari	Independent Corrupt Practices Commission (ICPC)	(i) Enumerate the duties of Independent Corrupt Practices Commission	duties of Independent Corrupt practices Commission (ICPC)	Communicati on and collaboration - Citizenship	RESOURCES: - Chart showing the picture of ICPC building WEB RESOURCE: SITE LINK
(Social	Whys of	Pupils should be able to:	- Punils as a class dis-		https://icpc.gov.ng/page/
Studies)	preventing intake of harmful substances	Explain ways of preventing the intake of harmful substances Mention symptoms of taking harmful substances	- Pupils as a class, discuss ways of preventing the intake of harmful substances - Pupils in small groups, discuss the symptoms of taking harmful substance - Pupils in pairs discuss the symptoms of taking harmful substances	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development - Citizenship skills	Chart & picture showing contaminated food and drinks WEB RESOURCES: https://www.schoolmatta zz.com/2016/1z.harmful-substances/ VIDEO LINK: https://youtube/6a-
0 (Civic Education)	Road signs and traffic light	Pupils should be able to: Explain the meaning of road	Pupils as a class, brainstorm on the	Communication and	wq0hiz2u AUDIO VISUAL
	-Meaning - Types -Importance of traffic light and signs	signs and traffic light Identify and interpret various types of road signs and traffic lights	meaning of rod signs and traffic light Pupils in pairs, Identify and interpret road signs and traffic light Pupils in groups, differentiate between road signs and traffic light	collaboration Critical thinking and problem solving Citizenship	RESOURCES: Picture charts showing various types of traffic light. Picture charts showing various road signs
		Highlight the importance of traffic lights and signs	road signs and dame ugnt		Film show/video clips on how to use the
		Differentiate between road signs and traffic light	nt Barring.		road signs and traffic ligh Interactive board/ projector WEBSITE RESOURCES: SITE LINK
10 (Security	Duties of Securit				https://www.beam- e.com/newsletter/impor ant-road-afety-rules-kids know/ VIDEO CLIP: https://www.youtube.co m/watch?v=L2wftjpFl-v
Education)	Agencies: Other Security Agents e.g. KAI (Kick Against Indiscipline)	y By the end of this lesson pupils should be able to: (i) Identify the duties of other agents such as KAI	Pupils in small groups, evaluate the duties of KAI (Kick Against Indiscipline)	- Communicati on and collaboration - Citizenship	-Chart showing the plcture of a KAI officer Pupils should visit the site below: lagesc.lagosstate.gov.ng.
10 (Social Studies)	Danger and insecurity - Meaning - Sources of danger and insecurity	Pupil should be able to: Define damage and insecurity Mention sources of danger and insecurity Mention sources of danger and insecurity in the school and in the environment	sources of danger at school, home,	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	sponsibilites LOCAL RESOURCES Charts showing sources
11 (Civic					VIDEO LINK: http://youtube/cqh2q Q
-	Revision				

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE	LEADNING PRO
			(SKILLS	LEARNING RESOURCES
Education)				אווואט	-
11 (Security	REVISION				
Education)	,				
11 (Social Studies)	How to keep away from danger	Pupils should be able to: 1. Explain how to keep away from danger 2. Mention emergency numbers in Nigeria (767, 112)	- Pupils as a class, discuss ways of keeping away from danger - individual pupil, mention emergency numbers in Nigeria	- Communicative and Collaborative skills - Leadership and personal development - Digital literacy	LOCAL RESOURCES Chart showing dangerous place to be at night and in the day WEB RESOURCES: https://www.new24.com/amp/parent/child7- 12/development/health-
	And a second		4		safety/these-9-safety- tips-ill-keep-your-child- safe-in-dangerous-
		27 1			situation-20180531 <u>VIDEO LINK:</u> <u>http://youtube/prq7ut07</u> v1u

ACHIEVEMENT STANDARD FOR PRIMARY TWO

At the end of the session, Pupils should be able to;

know about their physical environments;

identify their culture and respect for other people's culture.

identify common foods in our locality and importance of eating healthy foods.

develop good moral values that would enable them to greet elders in our society

build personal and environmental cleanliness in our society.

identify causes, effects and precautionary measures against accident at home and in the school.

identify and categorize common drugs in our society.

identify the consequences of taking illicit drugs and harmful substances.

develop habits of staying away from strangers and other sources of insecurity in our society.

National Values Education Plan Lesson Notes @CLASSBASIC.COM

PRIMARY 3 (BASIC 3) NATIONAL VALUES EDUCATION 1. CIVIC EDUCATION 2. SECURITY EDUCATION SOCIAL STUDIES



MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

CIVIC EDUCATION Term 1 Primary 3

	3 FIRST TERM	I DADAMA -	EDUCATION TEITH		TARNING DECOMPOSE
WEEKS		Δ - μ	The Control of the Co	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1 (Civic Education)	Meaning of Civic education	Pupils should be able to: i. discuss the meaning of civic education ii. Identify reasons for civic education in the society	- Pupils as a class ,discuss various definitions of civic education - Pupils in small groups, illustrate reasons for civic education in the society	-Communication& collaboration -Critical thinking and problem solving -Citizenship -Leadership & personal development	AUDIO VISUAL RESOURCES: Picture chart illustrating the branches of civic education WEB RESOURCES: SITE LINK https://classnotes.ng/less on/meaning-and- components-of-civic- education-civic-
(Security	Elements of	By the end of this lesson pupils	1. Pupils in small groups, discuss what		education-pry-5/
1 (security Education)	Security: - Confidentiality - Integrity - Authenticity - Availability	should be able to: (i) Explain, elements of security (ii) Give examples of elements of good security	elements of security mean to them. 2. Pupils in small groups, highlight the example of elements of good security	Communicati on and collaboration - Leadership and personal development - Digital literacy	AUDIO VISUAL RESOURCE: -Flash Cards, Textbooks, Dictionary WEB RESOURCE: SITE LINK https://www.paymill.com /en/blog/six-essential- elements-of-an- application-security- framework/
1 (Social Studies)	Meaning and types of Family	Pupils should be able to: Define Family Mention the types of family Differentiate the types of Family Draw Family tree	Pupils as a class, define family, nuclear family and extended family. Pupils, as Individual, mention the types of family Each pupil, draw their family tree. Pupils in small groups, dramatize the types of family	Collaborative skills - Critical thinking and problem solving - Creativity and imagination	LOCAL RESOURCES Picture of nuclear family and extended family Diagram of family tree WEB RESOURCES: https://en.m.wikipedia.or g/wiki.nuclear family# VIDEO LINK: https://youtu.be/oyuwhu
			To the state of th		chigs
2 (Civic	Components of civic education	- Pupils should be able to: - Identify the component of civic education - explain the meaning Nationality - highlight Conditions of belonging to a state	 Pupils as a class, discuss the components of civic education Pupils in small groups, discuss the word nationality Pupils in pairs, highlight the conditions of belonging to a state 	- Communication & Collaboration - Critical thinking and problem solving - Leadership& personal development - Citizenship	AUDIO VISUAL RESOURCES Poster showing the basic component of civic education Projector/Interactive board WEB RESOURCES: SITR LINK https://classbasic.com/ www.google.com/
(Security	Elements of	By the end of this lesson, pupils	Pupils as a class, discuss the meaning	- Leadership	AUDIO VISUAL
Education)	Security Integrity	should be able to: (i) Explain the meaning of integrity. (ii) Discuss why integrity is a vital element of security	of integrity. 2. Pupils as small groups, discuss why integrity is a vital element of security 3. Pupils in pairs, relate integrity to their environment.	and personal development Communicati on and collaboration	RESOURCE: -Flash Cards, Dictionary, textbook 2. Pupils visit the site below
& 3 (Social	Members of	Pupils should be able to	- Pupils as a class, identify a nuclear	-Communicative and	LOCAL RESOURCES
tudies)	Nuclear and Extended family	Identify a nuclear family and extended family Demonstrate how to show respect to members of the nuclear and extended family List members of nuclear family and extended family	family and extended family individual pupil, list the members of nuclear family and extended family Pupils in small groups, demonstrate ways of showing respects to members of the nuclear family and extended family	Collaborative skills - Critical thinking and problem solving -Leadership and personal development	Picture of members of extended family and nuclear family Diagram of family tree WEB RESOURCES: https://en.m.wikipedia.og/wiki/nuclear family#
M name en			10		VIDEO LINK:
(Security	200		1 Dunile as a class brainstarms on the	- Loadorchi-	AUDIO VICUA
ducation)	Elements of Security: Confidentiality	By the end of the lesson, pupils should be able to: (i) Describe confidentiality	Pupils as a class brainstorms on the meaning of confidentiality.	- Leadership and personal development	AUDIO VISUAL RESOURCE <u>:</u> -Flash Cards, dictionary

TOPICS	LEADNING ODIFICE		TOTAL VAL	OES EDUCATION (NV
707103	printer in	This is	SKILLS	LEARNING RESOURCES
	confidentiality	importance of confidentiality and share with the class.	Communicati on and collaboration - Digital literacy	textbooks VIDEO LINK https://m.youtube.come. om/watch?v=mxv7sd-n-YK
functions/ Roles of extended family members	Pupils should be able to: explain the roles each family members plays in raising a child compare and contrast the roles of each member of the family demonstrate the roles of a child in the family	 pupils as a class ,discuss the roles of each member of the extended family pupils in pairs, explain the roles of a child in the family pupils in small groups ,play the role of members of extended family 	-Communicative and Collaborative skills - Critical thinking and problem solving - Citizenship skill - Creativity and imagination	LOCAL RESOURCES chart of the family tree pictures of members of extended family WEB RESOURCES: https://en.m.wikipedia.g/wiki/nuclear family# VIDEO LINK: https://youtu.be/oyuwh
Component of Civic education contd. Benefits of being a nationale -Right to vote -Acess to government	-Pupils should be able to: -explain the word Nationale -identify the Benefits of being a nationale -discuss the importance of being a nationale	-Pupils as a class, are guided on the meaning of nationale Pupils as a class, identify the benefits of being a nationale pupils in small groups, using a picture chart discuss various importance of being a nationale	Communication and Collaboration Leadership and personal development Critical thinking and problem solving	AUDIO VISUAL RESOURCES: Pictures / Photographs showing people casting their votes Interactive board WEB RESOURCES: SITE LINK https://classbasic.com/ www.google.com/
Element of Security: Authenticity	By the end of this lesson, pupils should be able to (i) Explain authenticity (ii) Outline the importance of authenticity	Pupils in pairs, discuss the meaning of authenticity Pupils as small groups ,demonstrate the importance of authenticity	- Leadership and personal development - Communicati	AUDIO VISUAL RESOURCE: -Flash Cards, dictionary, textbooks etc.
			on and collaboration - Digital literacy	WEB RESOURCE: SITE LINK https://www.inc.com/p er-economy/9-ways- amazing-leaders- demonstrate-real- authenticity-every- day.html
marriage	explain the meaning of marriage decide the appropriate time for marriage in life discuss importance of marriage	of marriage - Pupils in pairs, explain the appropriate time to prepare for marriage - Pupils in small groups, itemize the importance of marriage	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES Picture / charts of coupl REAL OBJECTS Bible & Quran WEB RESOURCES: https://family.frank.org, pages/Nigeria-marriage in-Nigeria-html# VIDEO LINK: https://youtu.be/ns2jm reits
NEAL and duties	Pupils should be able to: -explain the meaning of rights / duties -identify various examples of rights and duties of an individual -highlight the importance of rights &duties to individual in the society	- Pupils as a class ,brainstorm on various definitions of rights and duties - Pupils as a class, identify various examples of rights and duties - Pupils in pairs ,highlight importance of rights and duties	- Communication and Collaboration - Critical thinking and problem solving - Citizenship	AUDIO VISUAL RESOURCES: Chart illustrating how to vote in the polling centre Picture chart showing people casting the votes Charts showing various illustrations of rights WEB RESOURCES: SITE LINK https://www.crunchgrace.com/study-tips/students-school-responsibilities-duties/VIDEO LINK
	Component of Civic education contd. Benefits of being a nationale -Right to vote -Acess to government Element of Security: Authenticity Meaning of	Functions/ Roles of extended family members Pupils should be able to: explain the roles each family members plays in raising a child compare and contrast the roles of each member of the family demonstrate the roles of a child in the family Pupils should be able to: explain the word Nationale eldentify the Benefits of being a nationale Right to vote education contd. Element of Security: Authenticity By the end of this lesson, pupils should be able to (i) Explain authenticity (ii) Outline the importance of authenticity Meaning of marriage Meaning of marriage Pupils should be able to: explain the meaning of marriage decide the appropriate time for marriage in life discuss importance of marriage Right and duties Pupils should be able to: explain the meaning of rights and duties of an individual highlight the importance of rights & duties to individual in highlight the	Component of Crive deuction contd. Pupils should be able to: explain the roles of a child in the family demonstrate the roles of a child in the family demonstrate the roles of a child in the family demonstrate the roles of a child in the family demonstrate the roles of a child in the family demonstrate the roles of a child in the family pupils in pairs, explain the role of a child in the family pupils in pairs, explain the role of a child in the family pupils in pairs, explain the role of a child in the family pupils in pairs, explain the role of a child in the family pupils in pairs, explain the role of a child in the family pupils in pairs, explain the role of a child in the family pupils in pairs, explain the role of members of extended family pupils in pairs, explain the role of a child in the family pupils in pairs, explain the role of members of extended family pupils in pairs, explain the role of being a nationale pupils in small groups, using a picture charter of the extended family pupils in small groups, pay the role of being a nationale pupils in small groups, using a picture charter of the extended family pupils in small groups, using a picture charter of the extended family pupils in small groups, using a picture charter of the extended family pupils in small groups, using a picture charter of the extended family pupils in small groups, using a picture charter of the extended family pupils in small groups, using a picture charter of the extended family pupils in small groups, using a picture charter of the extended family pupils in small groups, using a picture charter of the extended family pupils in small groups, using a picture charter of the extended family pupils in small groups, using a picture charter of the extended family pupils in pairs, explain the meaning of rights and using the pupils in pairs, explain the wild in the family pupils in pairs, explain the wild in the family pupils in pairs, explain the wild in th	Component of Civic education contd.

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
5 (Security Education)	Elements of Security: Availability	By the end of this lesson, pupils should be able to: (i) Describe availability (ii) Discuss the importance of availability	Pupils as a class, discuss the meaning of availability Pupils as small groups ,evaluate the importance of availability.	SKILLS - Leadership and personal development - Communicati	AUDIO VISUAL RESOURCE: -Flash Cards, dictionary, textbooks
				on and collaboration	WEB RESOURCE: SITE LINK https://www.thebalancer areers.com/what-days- hours-are-you-available- to-work20627
5 (Social Studies)	Types of marriage	Pupils should be able to: Identify the major types of marriage in our society. Compare and contrast the major types of marriage in our society Explain the type of marriage practiced in their culture	- Pupils as a class, explain the meaning of marriage - Pupils in pairs, identify the major types of marriage in our society - Pupils in small groups, compare and contrast the major types of marriage in our society - pupils, as individual, explain how marriage is done in his or her culture	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development - Citizenship skill - Creativity and imagination	LOCAL RESOURCES Picture/ charts showing types of marriage Pictures/charts showing plans where marriage ar performed WEB RESOURCES: https://familyirank.org/ ages/nill/Nigeria-
	2: 1				Marriage-in-Nigerai- html# YIDEO LINK: https://youtube/n32IM gests
6 (Civic Education)	Rights and duties -Right to life -Right to education	Pupils should be able to: -discuss on rights in relation life and education -highlight types of rights -demonstrate various types of rights and duties	-Student as a class ,discuss on right in relation to life and education -Students in pairs, identify various types of rights -Pupils in small groups, role play various types of rights and duties of an	1-Communication and Collaboration 2- leadership and personal development	AUDIO VISUAL RESOURCES: Charts illustrating the rights& duties of citizens WEB RESOURCES:
		, , , , , , , , , , , , , , , , , , ,	individual in the society		SITE LINK https://www.crunchgrad e.com/study- tips/students-school- responsibilities-duties/
				imagination	responsionities-duties/
(Security Education)	Empathy	By the end of the lesson, pupils should be able to; Explain the meaning of empathy Discuss the necessity for empathy in human relations	Pupils as a class, discuss the meaning of empathy Pupils in small groups, outline the necessity for empathy	personal development Communication and collaboration	Local materials: Flash cards, textbooks, dictionary etc Website http://www.charterforco mpassion.org
(Social tudies)	Marriage practices in Nigeria	Pupils should be able to: Describe how marriages are contacted. Explain marriage according to religion practice Compare and contrast marriages among the three	Pupils as a class, discuss the process of creating marriages in our society Pupils in small groups, role play marriage according to the religion practices Pupils in pairs, compare marriage practices among the three major religions group in our society	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES Picture/charts showing forms of marriage in Nigeria Pictures/charts showing how different religious groups perform marriage
		religious group in our society	rengions group in our society		WEB RESOURCES: https://family.jrank.org/p ages/1211/Nigeria- Marriage-in- Nigeria.html#
	MID- TERM				AUDIO VICUAI
(Civic lucation)	BREAK Democratic practices -Registration -campaign	Pupils should be able to: -Explain the meaning of -democracy	-Pupils as a class, are guided on the meaning of democracy -Pupils as a class , relate democracy in the immediate environment	-Communication and Collaboration -Critical thinking and problem solving -Leadership and	AUDIO VISUAL RESOURCES Picture charts showing process of democratic practices
	I - campaign I	-describe democracy in the	Pupils in small groups, analyze the process of democratic practice	personal	Projector/ interactive board
b a	campaign	immediate environment -identify and discuss democratic	2011/16	development.	A STATE OF THE STA
6 a	campaign	immediate environment		development.	WEB RESOURCES: SITE LINK https://academic.oup.co

LAGOS STATE MINISTRY OF EDUCATION

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EEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
- <u>-</u>				O. C.	VIDEO LINK: https://www.youtube.co m/watch?v=I nR0gWZp9 A
(Security ducation)	Partnering with Key Security Department e.g.	By the end of the lesson, pupils should be able to: (i) Identify the key security department Army, Police, FRSC, LASTMA. (ii) Enumerate the importance of partnering with the key	1. Pupils as a class, name the key security departments that are available in our society. 2. Pupils as small groups ,analyze the importance of partnering with the key security departments	- Leadership and personal development - Communicati on and collaboration	AUDIO VISUAL RESOURCES; -Chart showing the Nigerian Security agents.
(Social tudies)	Objects used in Marriage	security department Pupils should be able to: Itemize the objects used in marriage practiced in our society. Differentiate objects used in marriages according to religious practices Compare the objects used in marriage according to religious practices	- Pupils as a class, discuss the objects used in marriage practices - Pupils in small groups, itemize objects used in marriage according to the religious practices in our society - Pupils in pairs, compare the objects used in marriage according to religious practices in our society	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development - Creativity and imagination	LOCAL RESOURCES Picture/Charts of couples (husband & wife Pictures/charts of objects used in marriages REAL OBJECTS: Objects used in marriage such as Rings, Bible/Quran, Honey etc. WEB RESOURCES https://infoguidenigeria.om/yoruba-list-items-traditional-marriage-coletrated/
9 (Civic Education)	Benefit of democracy Freedom of speech Freedom of association	-Pupils should be able to: -Explain the benefit of democracy in the society -discuss and explain -Freedom of speech with example -Freedom of Association with example Differentiate between freedom	Pupils as a class, analyze the benefit of democracy in the society Pupils as a class, are guided to identify the benefits of democracy with examples Pupils as a class, highlight difference between freedom of speech and freedom of association	- Communication and collaboration - Critical thinking and problem solving - Citizenship	AUDIO VISUAL RESOURCES: Pictures showing people in the community cooperating with one another Projector/Interactive board WEB RESOURCES:
		of speech and freedom of association		Arman Atman	SITE LINK https://kids.britannica. m/kids/article/democry/352935
9 (Security Education)	Elements of Security Creativity Sharing Information	By the end of this lesson, pupils should be able to: (i) Provide helpful information or evidence needed on any matter. (ii) Recognize the proper channel to share the information with the security agents	1. Pupils in small groups, discuss various ways of providing helpful information when any incident happened. 2. Pupil in small groups, demonstrate how to share information with the security agents.	- Collaboration and communicati on - Creativity and imagination - Critical thinking and Problem solving	AUDIO VISUAL RESOURCES: -Flash Cards, Phones WEB RESOURCE: SITE LINK https://www.nap.edu>i ad>chapter VIDEO LINK: -You Tube-Sabq Foundation
9 (Social Studies)	Meaning of dugs Types of drugs	Pupils should be able to: Define drugs List types of common drugs in our society Mention appropriate means of getting drugs in our society	Pupils as a class ,explain the meaning of drugs. individual pupil , list types of drugs in our society Pupils in small groups, discuss means of getting drugs in our society	-Communicative and Collaborative skills - Critical thinking and problem solving - Citizenship skill - Digital literacy	LOCAL RESOURCES Charts / pictures of read available drugs. Exampl of labels of empty pocke of common drugs REAL OBJECTS: Samples of common dru such as Paracetamol, Panadol etc. WEB RESOURCES: https://kidshealth.org/ /teensmed html VIDEO LINK: https://youtu.be/xfaz-
10 (Civic Education)	Community values: Types of values -Honesty -Cooperation -Self reliance	Pupils should be able to: - explain the meaning of Value - highlight various types of value - discuss the different types of value and its importance	-Pupils as a class, are guided to brainstorm the word value ,using VALUABLES as an illustration -Pupils in pairs ,highlight types of value -Pupils in small groups, give short presentations on the different types of	- Critical thinking and problem solving - Communication and collaboration - Creativity &	Nig-ok AUDIO VISUAL RESOURCES: Pictures showing peoplin the community cooperating with one



values using their environment as a case study Values using their environment as a case study Values using their environment as a case study Values using their environment as a case study Values using their environment as a case study Values using their environment as a case study Values using their environment as a case study Value using addio materials Values using addiversion Values using addio materials Values using addiversion Values using addio materials Values using addiversion Values using ad	ZEEKS	TOPICS	LEARNING OBJECTIVES	11.75.1	EMBEDDED CORE SKILLS	LEARNING RESOURCES
Security Securi		A. 3: A		values ,using their environment as a case study	-Leadership and personal development	WEB RESOURCES:
modern common medicine or drug in our society Classify modern common drugs in our society Classify modern common drugs in to tablets, syrups, ointment and injection Mention forms of taking common modern drugs in its society Revision Revision Revision Revision Revision Revision Il (Givic Education) 11 (Social Identification of Studies) In our society Revision Rev	(Security ducation)	Materials in	should be able to explain audio awareness materials (i) Highlight the importance of	meaning of audio materials 2. Pupils as small groups. Give the importance of using audio materials in security	and communicati on Leadership and personal development Digital	RESOURCES: -Radio, tape-recorder, gramophone, audio cassette player . WEB RESOURCE:
Revision Rev		modern common	Identify modern common drugs in our society Classify modern common drugs into tablets, syrups, ointments and injection Mention forms of taking common modern drugs in our	modern drugs in our society - Pupils in small groups, classify modern common drugs in to tablets, syrups, ointment and injections - Pupils in pairs, discuss the forms of taking common modern drugs in its	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES Picture/chart showing drug samples. REAL OBJECTS: Samples of modern common drugs WEB RESOURCES: https://kidhealth.org/en/ teen/meds.html VIDEO LINK: https://youtu.be/xfaz3.mi
Revision		Revision	Revision	1 44 1		l g-cr
Identification of Pupils should be able to: Pupils as a class ,discuss the meaning of Communicative and LOCAL RESOURCE	(Security	Revision	Revision		a spiral	
Studies Collaborative skills Define herbs. Mention components of herbs Classify herbs into seed, roots, leaves and barks Define herbs. Mention components of herbs Each pupil, mention components of herbs Pupils in small groups, classify herbs into seeds, roots, leaves and barks. Collaborative skills C-critical thinking and problem solving REAL OBJECTS: Samples of herbs Collaborative skills C-critical thinking and problem solving Lemon, Grass, Bit development etc. WEB RESOURCE: https://intechop books/herbal-		Identification of	Punils should be able to:	Purils as a class disgues the meaning of	Communicative and	LOCAL DECOLIDER
medicine/herba medicines-in-afi traditional-med VIDEO LINK:		local herbs and drugs	Define herbs. Mention components of herbs Classify herbs into seed, roots,	herbs Each pupil, mention components of herbs Pupils in small groups, classify herbs	Collaborative skills - Critical thinking and problem solving -Leadership and personal development	Picture/chart of herbs (roots/leaves) REAL OBJECTS: Samples of herbs e,g Lemon, Grass, Bitter leaf etc. WEB RESOURCES: https://intechopen.com/ books/herbal- medicine/herbal- medicines-in-african- traditional-medicine VIDEO LINK: https://youtu.be/tmaWo
11. REVISION	,	DEVICION	The state of the s	Name of the second		

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Term 2 Primary 3 LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

(Civic	TOPICS Revision of First	LEARNING OBJECTIVES Pupils should be able to:	-Pupils as a class, revise the last lessons	EMBEDDED CORE SKILLS Communication and	LEARNING RESOURCES
ducation)		Pupils should be able to:	D. ileas a class review the last lessons	Communication and	ATTRIO THE
	Term's Work/First Term Examination Questions	Answer some questions from last term topics through revision done with them by the teacher.	with the help of the teacher, asking questions on the last term's topics. -Pupils, individually, attempt some evaluation questions given by the teacher to measure their progress	collaboration Critical thinking and problem solving Leadership and personal development	AUDIO VISUAL RESOURCES; Charts, pictures, books and some of the last term's video clips and materials.
	Revision of Last Term's Work				
l (Social Studies)	Revision of First Terms Work				
2 (Civic Education)	National Identity Meaning of National Identity Element of national Identity	Pupils should be able to; Explain community Analyze the types of community Highlight various types of community	Pupils as a class, interact with each other to identify various meaning of community. Pupils in pairs, highlight types of community Pupils Individually identify various types of community	- Collaboration and Communication - Critical thinking and problem solving, - Citizenship Leadership and personal development	AUDIO VISUAL RESOURCES: Pictures of various types of community A copy of the national identity card WEB RESOURCES: SITE LINK: https://lessonplan.edud. lght.com/secomd-term- civic-education-scheme- of-work-for-primary-3/
2	27				VIDEO LINK https://youtu.be/IGC0zx RNIO https://youtu.be/NR7z9
					<u>bUf5k</u>
2 (Security Education)	Identification of Criminal Behavior	By the end of this lesson, pupils should be able to: (i) Describe Criminal Behavior	Pupils as a class ,discuss the meaning of criminal behavior. Pupils as a class, outline criminal	- Leadership and personal development	AUDIO VISUAL RESOURCES: -Flash cards, textbooks,
		(ii) Avoid criminal behavior in school and at home	behavior in the school environment	- Citizenship	dictionary etc.
		Production of the second			WEB RESOURCE: SITE LI -https://www.tandfol
			7		
2 (Social Studies)	Meaning of Drug Abuse	Pupil should be able to: Define drug and drug abuse List examples of drugs that can be abused Mention the right people to administer drug	Pupils as a class, explain the meaning of drug and drug abuse Individual pupil mention examples of common drugs in our society Pupils in pairs, mention people who must administer drugs Pupils in small group, classify drugs into tablets, syrups, capsule and injections	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES Charts/poster illustrating same method of taking medicines Poster showing a drugs addict WEB RESOURCES: https://luxury.rehads.co m/drug-abuse VIDEO LINK: https://youtu.be/b6dte9.
Education)	National Identity National Anthem National Pledge National Currency Nigerian Passport etc Working for the success of the nation	explain the meaning/ explain the meaning/ elements of national identity recite the national anthem	- Pupils, individually, recite the national	Communication and collaboration Critical thinking and problem solving Leadership and personal development Creativity and imagination	AUDIO VISUAL RESOURCES: Relevant pictures and charts WEB RESOURCES: SITE LINKS: https://youtu.be/- InFeHTQIPQ VIDEO LINK: https://youtu.be/FPHMA hSSMmQ
	Payment of taxes			I	

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Neglect, Drug Abuse	in the society.		- Digital literacy	dictionary etc. WEB RESOURCE: SITE LINK -https://www.unodc.org/
3 (Social Studies)	Ways of knowing someone who has abused drugs	drugs		- Critical thinking and problem solving -Leadership and personal development - Creativity and imagination	LOCAL RESOURCES Chart of health center and medical personnel Poster showing a drug addict WEB RESOURCES: https://luxury.rehabs.com/drug-abuse/VIDEO LINK: https://youtu.be/b6dto9 6wdqm
4 (Civic Education)	Elements of national Identity (Contd)	Pupils should be able to: - Identify the elements of national identity. - highlight the examples of elements of national identity. - recite the National pledge	 Pupils, individually, identify the elements of national identity in their understanding while teacher corrects them accordingly Pupils in small groups, discuss various elements of national identity with the help of the teacher Pupils in pairs, recite the national pledge while teacher makes necessary corrections 	collaboration - Critical thinking and problem solving - Leadership and personal development - Creativity and imagination	AUDIO VISUAL RESOURCES: Pictures and charts of various elements of national identity. Picture chart of the national pledge WEB REOURCES: SITE LINK https://youtu.be/- inFeHTQIPQ VIDEO LINK: https://youtu.be/FPHMA h5SMm0
4 (Security Education)	Categories of Crime e.g. Personal and	By the end of this lesson, pupils should be able to: (i) Differentiate between the	Pupils as small groups, discuss the differences between personal and state crime	Communicati	AUDIO VISUAL RESOURCES: -Flash cards, textbooks
	State	two categories of crime e.g. personal and state crime.		- Citizenship	WEB RESOURCE: SITE LINK www.justia.com>criminal >offenses
4 (Social Studies)	Effects of Drug Abuse	Pupils should be able to: State effects of drug abuse Explain methods of abusing drugs (e.g. smoking cigarette) Identify drugs that should be taken with strict supervision of medical personnel or parents or guardian	- Pupil as a class ,state the effect of drug abuse - Pupil in groups, explain the methods of abusing drugs - Pupils in pairs, mention drugs that are commonly abused	-Communicative and Collaborative skills, - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES Charts showing drugs that can be abused Charts showing people that are smoking and drinking alcohol WEB RESOURCES: https://luxury.rehadbs.co m/drug-abuse/ VIDEO LINK: https://youtu.be/b6ote96 wdqw
5 (Civic Education)	Patriotism Meaning of patriotism How to show patriotism. e.g. Promoting our civic responsibilities	Pupils should be able to; -explain patriotism -demonstrate and explain how to show patriotism -analyze ways to promote our civic responsibilities	Pupils as a class, discuss the meaning of patriotism. Pupils in small groups, demonstrate and explain ways to show patriotism with the help of the teacher. Pupils in pairs, are guided to explain how our civic responsibilities can be promoted.	- Communication and collaboration - Critical thinking and problem solving - Leadership and personal development - Creativity and imagination - Citizenship	AUDIO VISUAL RESOURCES: Pupils textbooks Pictures of examples of patriotic citizens WEB RESOURCES: SITE LINK: https://lessonplan.edudel ight.com/patriosim VIDEO LINK: https://youtu.be/6kHMR pQFKB
5 (Security Education)	Factor Affecting Criminal Behavior	By the end of the lesson, pupils should be able to: (i) Enumerate the factors that	Pupils in small groups, explain factors that affect criminal behavior and share with the class.	- Communicat	

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
M			Z New Y	SKILLS - Citizenship	RESOURCES
E (Social	ered Association	affect criminal behavior	i i i i i i i i i i i i i i i i i i i	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	WEB RESOURCE: SITE LINK: www.bbc.co.uk>bitesize> guides
5 (Social Studies)	Ways of helping people who has abused drugs	Pupils should be able to: Mention ways of helping people who abuse drugs Explain signs of identifying people who abuse drugs Discuss the appropriate authority to report to incase of drug abuse	Pupils as a class ,explain ways of helping people who abuse drugs. Pupils in small groups, discuss signs and symptoms shown by people who abuse drugs each pupil, mentions the appropriate authority to report drugs abuse to. Pupils in small groups, demonstrate caring in people who abused drugs	-Communicative and Collaborative skills - Critical thinking and problem solving - Creativity and imagination	LOCAL RESOURCES Charts /poster of hospital and sickbay Chart illustrating people who abuse drugs WEB RESOURCES: https://luxury.rehabs.co m/drug-abuse/ VIDEO LINK: https://youtu.be/b6dte96
6 (Civic Education)	Reasons why Nigerians should be patriotic. To promote Unity -To promote development -To ensure full and proper use of resources	- Pupils should be able to:	-Pupils in pairs, are guided to identify the reasons for patriotismPupils in small groups, are guided to discuss ways to promote unity in the class -Pupils as a class, brainstorm on how nation can benefit from our knowledge and skills with the help of the teacher.	- Communication and collaboration - Leadership and personal development - Critical thinking and problem solving - Citizenship	AUDIO VISUAL RESOURCES: Pictures showing examples of patriotic citizens Charts showing the qualities of a patriotic citizen WEB RESOURCES:
	-To help the nation benefit from our knowledge and skills	aco quan	The second secon		SITE LINK: https://lessonplan.edude ight.com/patriotism/ VIDEO LINK: https://youtu.be/6kHMR
6 (Security Education)	Common Criminal Behavior	By the end of this lesson, pupils should be to: (i) Explain common criminal behavior (ii) Identify the effects of	Pupils in pairs, discuss the meaning of common criminal behavior Pupils as small groups, highlight the effects of common criminal behavior on the society	- Communicati on and collaboration - Citizenship	pQFKB AUDIO VISUAL RESOURCES: -Flash cards, textbooks.
1.5		common criminal behavior on the society	the society	-	WEB RESOURCE: SITE LINK www.sciencedirect.com>
6 (Social Studies)	Meaning of illness	Pupils should be able to:	Pupils as a class ,explain the meaning of illness Pupils , individually, itemize examples of common illness in our society Pupils in a small groups, discuss the major causes of common illness in our society Pupils in pairs, sing songs related to prevention of common illness in our society	-Communicative and Collaborative skills - Critical thinking and problem solving - Creativity and imagination - Digital literacy-	schology LOCAL RESOURCES Chart/poster showing people suffering from illness Charts/poster showing mosquito and dirty environment WEB RESOURCES: https://uhs.princelon.edu/health- resources/common- illnesses VIDEO LINK:
7	MID-TERM BREAD				http://youtube/firstaid
8 (Civic Education)	Reasons for patriotism (contd.) -Consequences of not being patriotic as a nation -Benefits of being patriotic as a	Pupils should be able to: -Identify the consequences of not being patriotic as a nation -discus some of the consequencesexplain some of the benefits of being patriotic as a nation.	-Pupils as a class, are guided to brainstorm on the consequences of not being patriotic as a nation -Pupils in small groups, discuss on the consequences of not being patriotic as a nationPupils in pairs, discuss the benefits of being patriotic as a nation under the guidance of the teacher.	-Communication and collaboration -Critical thinking and problem solving -Leadership and personal development.	AUDIO VISUAL RESOURCES: Pictures showing examples of patriotic citizens Charts showing the qualities of a patriotic citizen
	nation				WEB RESOURCES: SITE LINK: https://lessonplan.edudelight.com/patriotism/
		<i>n</i> ,	E COMPANIA		VIDEO LINK: https://youtu.be/6kHMRI pQFKB
					https://youtu.be/FgAVCd wVrPU

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCE
	Common	By the end of this lesson, pupils		SKILLS	27.55
8 (Security Education)	Criminal Behaviour: Examination Malpractice	should be able to: (i) Explain the meaning of examination malpractice (ii) Outline the causes of examination malpractice	Pupils as a class discuss what examination malpractice mean to them. Pupils as groups, discuss the causes of examination malpractice	- Communicati on and collaboration - Digital literacy	
8 (Social Studies)	Common illness in the community	Pupils should be able to: Identify common illness in our community. State preventive measures against common illness in our community Mention importance of living in a clean environment	- Pupils as a class, discuss common illness in our society - Pupils in small groups, dramatize preventive measures against common illness in our society (trimming of finger nails, bathing) - Pupils in pairs ,sing songs related to prevention against common illness in our society	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES Charts/pictures showing common illness in our society Charts/pictures of dirty/clean environment WEB RESOURCES https://uhs.princeton.ed/ /health- resources/comomon- illnesses YIDEO LINK: http://youtube/tupidf13j
9 (Civic Education)	Kevision	Revision			20
9 (Security Education)	Preventive Measures of Common Crimes, Primary Prevention	By the end of this lesson, pupils should be able to: (i) Analyze the ways to prevent common crimes	1.Pupils in small groups, describe a crime free society	on and collaboration - Leadership and personal development	AUDIO VISUAL RESOURCES: -Flash cards, textbooks and dictionary WEB RESOURCE: SITE LINK https://justgive.org/2015 /08/03/10-ways-to- prevent-crime-in- yourcommunity
9 (Social Studies)	Symptoms of common	Pupils should be able to: Mention the symptoms of	- Pupils as a class, mention sign or symptoms of common illnesses in our	-Communicative and	LOCAL RESOURCES
	illnesses in the	common illnesses in our	society (headache, vomiting etc.)	Collaborative skills - Critical thinking and	Charts/pictures showing people vomiting stooling
	community	community such as (malaria, typhoid) Explain immunization as a means o preventing some illnesses Discuss importance of sanitation	Pupils in small groups, discuss the meaning of immunization Pupils in pairs, role play some signs and symptoms of common illnesses in our society	problem solving - Citizenship skill - Creativity and imagination - Digital literacy	charts showing medical personnel given immunization WEB RESOURCES: https://lluhs.prinucton.ed u/health-resources/common-illnesses VIDEO LINK: https://youtu.be/tupidfbi bo
10 (Civic Education)	Revision				1995
10 (Security Education)	Preventive Measure of Common Crimes (II) Create, Implement and monitor a national security	By the end of this lesson, pupils should be able to: (i) Create and implement policy that helps to monitor a national security		Communicati on and collaboration Leadership and personal development	AUDIO VISUAL. RESOURCES: -Flash cards, textbooks WEB RESOURCE: SITE LINK https://www.nap.edu/rea d/14682/chapter18
0 (Socia) Studies)	Causes of common illness: Dysentery	Pupils should be able to: 1. Identify causes of common illness such as dysentery etc in our community	illness in our society - Pupils in pairs, list common illness	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES LOCAL RESOURCES Chart / posters showing people stooling and vomiting Charts showing common drugs to be taken to treat common illness WEB RESOURCES: https://uhs- princeton.edu/health- resources/common/disea ses VIDEO LINK: http://youtu.be/tuojof13j
11 (Civic		The Thirty of the Co.			bOq
ducation)	Revision				

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14.60	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE	LEARNING RESOURCES
Education)	Preventive measures against theft (III) Seek international responds to global crimes	By the end of this lesson, pupils should be able to; (i) Describe theft (ii) Indicate the preventive measures that can be taken against theft	Pupils in small groups, discuss the meaning of theft Pupils in small groups, describe the measures that can be taken against theft	Communicati on and collaboration - Leadership and personal development - Digital literacy	AUDIO VISUAL RESOURCES: -Flash cards and textbook WEB RESOURCE: SITE LINK www.researchgate.nets.nets.nets.nets.nets.nets.nets.ne
11 (Social Studies)	Prevention of common diseases	Pupils should be able to: Mention ways of preventing common illness in the society List ways of providing good hygiene to prevent common illness in our community	- Pupils as a class, discuss ways of prevention common illness in our society - Pupils in small groups, explain ways of maintaining good personal hygiene to prevent illness - Pupils in pairs, participate in cleaning the classroom	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES Charts/Poster showing people cleaning their surroundings. Charts/pictures showing people cleaning their bodies WEB RESOURCES https://uhs.prinction.edu/health-resouces/common-illnessylDEO LINK:
12	REVISION	Established To the Control of the Co	E. RELE	- A N-10-11	http://youtube/tupjof13

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Term 3 Primary 3

LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

PRIMARY 3 THIRD TERM

CIVIC EDUCATION

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
1 (Civic Education)	Revision	Pupils as a class should be able to: Answer questions on some topics from previous terms	Pupils as a class, discuss and give answers to questions on some topics taught in the previous term	All skills used in the previous term	Some of the resources used in the previous term
1 (Security Education) 1 (Social	Revision of Last Term's Work Revision of Second Terms			1 5 10	
Studies) 2 (Civic	Work Description of national	Pupils should be able to: descibe the significance of each	Pupils in small groups,		AUDIO VISUAL
Education)	symbols - National Flag - Coat of Arm - National anthem - National Pledge	national symbols e.gThe eagle in the coat of arm represent strength	discuss the significance of each national symbols Pupils as a class, recite the National anthem and National pledge	development Critical thinking and problem solving Citizenship	RESOURCES: Pictures of Nigeria national flag &charts showing the national anthem & Pledge Interactive board/ Projector
					WEB RESOURCES: SITE LINK: https://awajis.com/nigeri a-national-symbols/
2 (Security Education)	Avoiding Criminal Behaviour	By the end of this lesson, pupils should be able to: (i) Identify ways to avoid involving in crime.	Pupils in small groups , discuss the right way to avoid involving in criminal activities pupils in same groups, relate the topic to classroom environment	and communicati	AUDIO VISUAL RESOURCES: -Flash cards, textbooks, dictionary etc. WEB RESOURCE: SITE LINK -https://www.tandfol
2 (Social Studies)	Meaning of Road Accident	Pupils should be able to: Define road and road accidents	- Pupils as a class, discuss the meaning of road accidents	-Communicative and Collaborative skills	LOCAL RESOURCES Pictures and charts
		Classify roads into private drive pathways, two-lane highways, dual carriage easy and expressways Describe road accidents on each classification of roads.	- Pupils in groups, draw the types of roads - Pupils in small groups, describe how fatal accident could be in each types of road Pupils in pairs ,discuss the classification of roads	- Critical thinking and problem solving -Leadership and personal development	showing road accident scene Charts sharing causes of road accidents WEB RESOURCES: https://jhtransport.gov.in /causes-of-road- accident.html yIDEO LINK: https://youtu.be/vbuela9 qhqu
3 (Civic Education)	Description of national symbols -The coat of arms	Pupils should be able to: explain the features of the coat of arm discuss and describe what each features of the coat of arm represents	-Pupils as a classare guided on the features in the coat of arm -Pupils in small groups discuss and illustrate what each features in the coat of arms represents	-Communication and -collaboration -Critical thinking and problem solving -Leadership and personal development	AUDIO VISUAL RESOURCES: Picture chart showing illustration of the of the coat of arm and what what each features in the coat of arm represents
10	Company of the contract of the	Access of the control	equipment is stepped and an application of the second and are the second are the	to the real part of the state o	WEB RESOURCES: SITE LINK: https://awajis.com/nigeri a-national-symbols/ VIDEO LINK: https://youtu.be/FPHMA h5SMm0
(Security ducation)	Behavior (ASB) e.g. Aggressive behavior, Violence, Racism	By the end of this lesson, pupils should be able to: (i) Describe anti- social behavior in the society. (ii) Discuss the effects of anti-social behavior in the society	Pupils in small groups ,discuss what anti-social behavior is: Pupils in small groups, discuss the negative effects of anti-social behavior	-Collaboration and communication -Leadership and personal development	AUDIO VISUAL RESOURCES: -Flash cards, textbooks, dictionary etc. WEB RESOURCE: SITE LINK

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VEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	SKILLS	LEARNING RESOURCES
17.5x		pi po	e, the regular	247	https://study.com/acade my/lesson/antisocial- behaviour-causes- symptoms
3 (Social Studies)	Causes of Road Accidents	Pupils should be able to: List causes of road accidents. Describe how drivers and other road users should maintain roads Explain in details of road sign and their meaning	- Pupils as a class ,discuss causes of road accident - Pupils, as individual, explain causes of road accident - Pupils in small groups, describe good behavior on the road Pupils in pairs analyze the meaning of road signs	Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES Charts showing bad roads, overloading etc. Charts of road signs WEB RESOURCES: https://jhtransport.gov.m/causes-of-road-accident.html VIDEO LINK: https://youtu.be/vbfla9qhqu
4 (Civic Education)	The need for constituted authority -Maintenance of law and order -Protection of rights and dignity	Pupils should be able to: -explain the meaning constituted authority -analyze the need for constituted authority -highlight the importance of constituted authority	-Pupils as a class brainstorm on the meaning of constituted authority -Pupils in small groups illustrate the need for constituted authority -Pupils in pairs identify the importance of constituted authority	-Critical thinking& problem solving -Communication and collaboration -Leadership and personal development -Citizenship	AUDIO VISUAL RESOURCES: Picture chart of past &present leaders A copy of the constitution Interactive board/ Projector WEB RESOURCES: SITE LINK https://www.schoolmatta zz.com/2016/10/constitu ted-authorities/
4 (Security Education)	Violence offers e.g. Murder, Rape, Robbery, Man Slaughter etc	By the end of this lesson, pupils should be able to: (i) Explain violence offences (ii) Give examples of some violence offences in the society	Pupils as small groups , discuss the meaning of murder, rape, robbery, manslaughter etc	- Leadership and personal development -Communication and collaboration -Critical thinking and problem solving	AUDIO VISUAL RESOURCE: Flash cards, textbooks and dictionary. WEB RESOURCE: VIDEO LINK https://study.com/acade my/lesson/what-are- violent-crimes-
4 (Social	Effects of Road	Pupils should be able to:	Pupils as a class , discuss the effects of	-Communicative and	LOCAL RESOURCES
Studies)	Accidents	Mention effects of road accidents on the victim Describes the damage done to the road and vehicle involved	road accidents on the victim Pupils in small groups, explain the extents of damages done to road and vehicles Pupils in same groups, explain the effect of road accident on the victims	Collaborative skills - Critical thinking and problem solving -Leadership and personal development	Charts shoeing accidents victims in the hospital Charts of damaged vehicle WEB RESOURCES: https://jhvanspot.gov.en/causes-of-road-accident-html VIDEO LINK: https://youtu.be/vbuelag qbqu
5 (Civic Education)	Difference between national symbol and other symbols e.g. national symbols are for the entire country while other symbols are for specific group/organizat ion	Pupils should be able to: -Identify the importance of national symbols in the country -differentiate between national symbols and other symbols -draw the Nigeria national flag correctly	-Pupils as class identify the importance of national symbols -Pupils as a class discuss on the difference between national symbols and other symbols -Pupils,individually ,draw the Nigeria national flag	-Communication and collaboration -Creativity and imagination -Critical thinking and problem solving -Cittzenship	AUDIO VISUAL RESOURCES: Chart showing each national symbol and their meaning Projector/Interactive board WEB RESOURCES: SITE LINK https://classnotes.ng/less on/national-symbols-2/
5 (Security Education)	Solution to Road Accident	should be able to:	accident	- Leadership	AUDIO VISUAL RESOURCES::
**	* *	(i) Describe road accident (ii) Proffer solutions to road accident	2. Pupils as small groups, provide solution to road accidents.	development Communicat on and collaboration	-A chart showing evidence of road accident. i WEB RESOURCE:
200	Calminat	In the second		- Digital literacy	VIDEO LINK https://m.youtube.com/watch?vIHZZSa06*pe
5 (Social Studies)	Solution to Road Accident	Pupils should be able to: Identify solution to the road accidents	Pupils as a class, discuss the solution to road accidents - individual pupil, mention the scene of	The same of the sa	

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
1 21		Mention security agents that help people at the scene of accidents	road accidents - Pupils in pairs, explain ways of preventing road accidents	problem solving -Leadership and personal development	Audio visual showing road accident scene WEB RESOURCES: https://jlitransport.gov.lo/causes-of-road-accidents.html VIDEO LINK: https://youtu.be/vBuEla9qh9u
6 (Civic Education)	Respecting national symbols e. g stand attention	Pupils should be able to: -discuss theimportance of respecting the national symbols -recite the National anthem and National pledge correctly -demonstrate the respect for national symbols			AUDIO VISUAL RESOURCES Picture of a man demonstrating the respect for his nation by standing at attention WEB RESOURCES: SITE LINK https://www.courts.ca.go y/17861.htm VIDEO LINK https://youtu.be/fp9dTTI QLPY
6 (Security	Sexual Offences	By the end of this lesson, pupils			https://lessonplan.edudel ight.com/secomd-term- civic-education-scheme- of-work-for-primary-3/
Education)		should be able to: (i) Describe sexual offences (ii) Itemize some sexual offences	Pupils as small groups, discuss the meaning of sexual offences. Pupils as small groups, outline sexual offense society	Communicati on and collaboration - Leadership personal development	AUDIO VISUAL RESOURCES: -A chart list of sexual offences. WEB RESOURCE: SITE LINKwww.police.vic.gova u>sexual offences
6 (Social	Meaning of First	Pupils should be able to:	- Pupils as a class , discuss the meaning		LOCAL RESOURCES
Studies)	Aid MID-TERM BREA	Define First Aid and Aid Box. Explain who a First Aid giver is. State emergency hotlines in Nigeria. (767)	of First Aid - Pupils in pairs, explain who a First Aid giver is Pupils in pairs, analyze the difference among First Aid, First Aid Box and First Aid giver Pupils as individual state the emergency hotlines in Nigeria	Collaborative skills - Critical thinking and problem solving -Leadership and personal development -	Charts showing First Aid Box and its contents REAL OBJECTS: First Aid Box WEB RESOURCES: https://en.m.wikipedia.or g/wiki/first-aid-kit VIDEO LINK: http://youtube/firstaid
8 (Civic					
Education)	Highway codes	Pupils should be able to: explain the meaning of highway codes identify simple highway codes Identify the importance of highway codes	Pupils as a class, are guided to brainstorm on the meaning of highway codesPupils in pairs, are guided to highlight simple highway codesPupils as a class, identify importance of highway codes	-Communication and collaboration -Leadership and personal development -Creativity and imagination	AUDIO VISUAL RESOURCES: Pictures and charts of various highway codes WEB RESOURCES: SITE LINKS: http://www.highwaycode com.ng/
			The second of th		https://www.brake.org.uk/info-and-resources/resources/guide-to-teaching-road-safety#keystage2 VIDEO LINK: https://youtu.be/ NeEF1:wT4k
The second second		The state of the s	The format of the second of th	1 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	https://youtu.be/VorVTs
8 (Security Education)	Avoiding Criminal Behaviour e.g. Theft	By the end of this lesson, pupils should be able to: (i) Explain theft (ii) Describe actions that could be referred to as theft	Pupils in small groups , discuss what theft means to them. Pupils in small groups, outline actions that could be referred to as	- Communicati on and collaboration - Citizenship	

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
	i in		theft 3.with the help of the teacher, the pupils relate the topic to classroom environment	- I I I	WEB RESOURCE: SITE LINK https://lessonplan.edudel ight.com/avoing-criminal- behaviour
8 (Social Studies)	Objects found in First Aid Box	Pupils should be able to: List the contents of First Aid Box. Explain the uses of Each contents of the First Aid Box	- Pupils as a class, list the objects found in the First Aid Box - Pupils in small groups, explain the uses of each Contents in the First Aid Box - individual pupil, itemize the contents in the First Aid Box	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES Charts showing First Aid content REAL OBJECTS: First Aid contents such as cotton wool, gauze, spirit etc. WEB RESOURCES https://www.emedicineh ealth.com/first-aid- kits/article-em.html VIDEO LINK: http://youtube/grbxtsca8
9 (Civic Education)	Highway codes (contd)	Pupils should be able to: -explainin details the simple highway codes -demonstrate ways to take caution when crossing the road	-Pupils in small groups, explain the simple highway codes with the help of the teacherPupils, individually, demonstrates how to take caution when crossing the road	-Communication and collaboration -Leadership and personal development -Creativity and imagination	Ao AUDIO VISUAL RESOURCES: Pictures of road signs WEB RESOURCES: SITE LINKS: http://www.highwaycode.com.ng/ https://www.brake.org.u k/info-and- resources/resources/guide-to-teaching-road- safety#keystage2 VIDEO LINK: https://youtu.be/ NeEF1
11 20°			1,-27, may 1,-27	1	wT4k https://youtu.be/VorVTs 1esLQ
9 (Security Education)	Avoiding peer pressure	By the end of this lesson, pupils should be able to: (i) Describe peer pressure (ii) Identify the behavior that could be the result of peer pressure	Pupils as small groups, discuss the meaning of peer pressure. Pupils in pairs, mention behavior that could be the result of peer pressure	- Communicati on and collaboration - Leadership and personal development	AUDIO VISUAL RESOURCES: -Flash cards of theft behaviour WEB RESOURCE: SITE LINK https://kidhelplines.com au/teens/issues/peer- pressure-and-fitting
(Social tudies)	Simple Fist Aid treatment	Pupils should be able to: Describe how simple first aid is applied to an accident victim Give report of what has been done for the victim and call for emergency if need be. (767)	- Pupils as a class ,discuss simple First Aid treatment - Pupils in small groups, write the report of treatment given to an injured person - Pupils in pairs, dramatize ways of given simple First Aid treatment	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development	LOCAL RESOURCES Charts showing simple First Aid treatment Practical showing simple First Aid treatment WEB RESOURCES: https://www.verywellhe lth/basic-first-aid- practice-1298578 VIDEO LINK; https://youtu.be/firstaic
D (Civic ducation)	Respecting other symbols e.g. Traditional leaders, staff of office, religious leaders, highway codes	Pupils should be able to: -identify other symbols that can be respected -describe who religious leaders and traditional leaders areexplain the meaning of staff of office	-pupil Individually, identify other symbols that can be respected -Pupil in small groups, are guided to discuss who religious leaders and traditional leaders are -whole class, are guided on the meaning of staff of office.	-Leadership and personal development -Communication and collaboration -Citizenship	AUDIO VISUAL RESOURCES: Relevant pictures and charts of other symbols that can be respected. WEB RESOURCES: SITE LINK: https://lesson.edudeligh com/third-term-civic- education-scheme-of- work-for-primary-three- 3/

EEKS	OPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
		Puths and of the	r dans dans	Trodiper visit	VIDEO LINK: https://youtu.be/fp9dTT QLPY
(Security Jucation) C	riminal sehavior e.g.	(i) Describe gang (ii) Outline the characteristics of a gang	Pupils as a class, discuss the meaning of gang Pupils as small groups, discuss the characteristics of gang	- Leadership and personal development - Communicati on and collaboration - Citizenship	AUDIO VISUAL RESOURCES: -Chart showing characteristics of a gang. WEB RESOURCE: SITE LINKwww.accreditedsch
udies)	Security Agencies and Cheir Primary duties	Pupils should be able to: Define security Mention security agents in Nigeria Mention the duties of security agencles	- Pupils as a class, discuss the meaning of security and security agency - each pupil, enumerate the security agencies in Nigeria Pupils in small groups, distinguish the duties of each security agencies - Pupils in pairs, mention the duties of security agencies	-Communicative and Collaborative skills - Critical thinking and problem solving -Leadership and personal development - Digital literacy	LOCAL RESOURCES Picture/chart showing drug samples. REAL OBJECTS: Charts/ pictures of resources such as road safety, Red Cross, Police etc. WEB RESOURCES: https://Nigerianintopadi com.ng/major- gorvernment-society- agencies-in-Nigeria
11 (Civic Education)	Respecting other national symbols e.g. -National anthem -The constitution -National -currency -Maze -National -Assembly		-whole class, demonstrates respect for the national anthem and pledge while the teacher guides them. -pupils in pairs, highlight other symbols that can be respected -pupils as a class, discuss what the maze represents	Communication and collaboration Leadership and personal development Creativity and imagination Citizenship	AUDIO VISUAL RESOURCES: Relevant pictures and charts of national symbol Picture chart showing various ways to show respect to the national symbols. WEB RESOURCES: SITE LINK: https://lesson.edudeligh com/third-term-civic- education-scheme-of-
	11 1				work-for-primary-three- 3/ VIDEO LINK https://youtu.be/HHbCr fFMms https://youtu.be/6wFrE C5TXE
11 (Security Education)	Contentment as an instrument of Avoiding Criminal Behaviour	By the end of this lesson, pupils should be able to: (i) Explain contentment (ii) Discuss the Characteristics of satisfaction	Pupils as a class, discuss the meaning of contentment Pupils as a small groups, analyze the characteristics of contentment	- Leadership and personal development - Communicati on and collaboration - Citizenship	AUDIO VISUAL RESOURCES: -Flash cards, dictionary, textbooks WEB RESOURCE: SITE LINK https://lionessesofafrica om/6kg
11 (Social Studies)	Revision		Revision	CO MARKE	and and
12 (Civic	Revision	Revision	1. Pupils as small groups, analyze the	1.22	AUDIO VISUAL
Education) 12 (Security Education)	Enlightenment on Good Family Life	By the end of this lesson, pupils should be able to: (i) Give the characteristics of a good Family life (ii) Analyze the advantages of a good family life.	2. Pupils as small groups, explain the	Communicati on and collaboration - Leadership and personal development - Citizenship	RESOURCES: - Chart showing the characteristics of a good family life. WEB RESORCE: SITE LINK https://wordfromthebireblog/the-blog/characteristics-of-a healthy-family
10.6	1				
12 (Social Studies)					
	1				

LAGOS STATE MINISTRY OF EDUCATION

ACHIEVEMENT STANDARDS FOR PRIMARY THREE

At the end of the session, pupils should be able to;
identify family, family members and family relation.
discuss marriage practice among the three major ethnics and religion in Nigeria
define drugs, types of drugs and difference between orthodox medicine and local herbs
define the meaning and consequences of drug abuse
identify common illnesses and means of preventing illnesses in our society
build habit of personal and environmental hygiene
identify forms of accident causes and prevention
explain the meaning of first aid and treatment of minor injuries in the school and at home.
identify the security agencies in our society and their functions.

National Values Education
Primary 1 - Primary 3
Scheme of Work and Plan Lesson Notes
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