



EARLY CHILDHOOD CARE EDUCATION
SCHEMES OF WORK

CIVIC EDUCATION NURSERY ONE (AGE 3) THIRD TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	REVISION Revision of 2 nd term's work	By the end of the lesson, pupils should be able to: - recall the last term's topics through revision with the aid of the teacher. - attempt evaluation questions given by the teacher correctly to assess their level of understanding of the last term's works and their progress.	Pupils as a class revise the last term topics with the help of the teacher. Pupils individually attempt the evaluation questions given and proffer correct answers.	Communication and collaboration, critical thinking and problem solving.	
2.	SOCIAL ACTIVITIES IN THE COMMUNITY	By the end of the lesson, pupils should be able to: - Discuss the meaning of social activities in the community. - Outline and explain in their own simple way, some social activities in the community, e.g. birthday, cultural dance, naming ceremony, etc.	-Pupils as a whole class interact with each other to discuss the possible meanings of social activities in the community. -Pupils in small group demonstrate social activities in the community with the directions of the teacher.	Collaboration and Communication, critical thinking and problem solving, Citizenship.	Audio visual resources -Charts on child friendly environment. -Rocking horse. -Merry go round. -Picture book showing various social activities in the community. Web resource: video clip https://www.kidzaa.my.mobi .

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3	CONFLICT RESOLUTION	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> - Explains simple meaning of conflict and resolution. - Identify some anti-social behavior amongst themselves and in the society, e.g. abusing, fighting, stealing, etc. 	<ul style="list-style-type: none"> - Pupils as a class discuss the meaning of conflict and resolution of conflict with the assistant of the teacher. ii. Small groups of pupils do a role play on conflict and resolution. 	Communication and collaboration, critical thinking and problem solving, leadership and personal development, Citizenship skills.	<p>Audio visual resources:</p> <p>Picture books, charts showing example of conflicts and resolution,</p> <p>Web resources:</p> <p>video clips:</p> <p>https://youtu.be/7p2UbPsR9Cu.</p> <p>https://youtu.be/bG_jcf8QTVs</p>
4	GENDER FAIRNESS	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> - Discuss simple meaning of gender. - Identify gender differences, e.g. boy, girl, man and woman. 	<ul style="list-style-type: none"> Pupils discuss on the meaning of gender differences while teacher gives the correct meaning. ii. Pupils pairs up to identify individual differences amongst themselves. iii. Pupils mention some activities that promote gender fairness amongst themselves with the help of the teacher. 	Collaboration and Communication, Critical thinking and Problem solving, Citizenship .	<p>Audio visual resources:</p> <p>-Picture/ charts of boys' and girls' wears.</p> <p>-games,</p> <p>-Toys and dolls,</p> <p>Web resources:</p> <p>video clips ;</p> <p>https://www.britishcouncil.org</p> <p>https://m.youtu.be.com .</p>
5.	CHILD'S ENVIRON-MENT	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> - Give simple meaning of environment, - mention some items that can be found in the environment. 	<ul style="list-style-type: none"> i. Pupils as a class watch a video on the topic and identify the meaning of environment. ii. Pupils are guided to study the environment and mention things that can be found e.g. flowers, house, trees etc. 	Communication and collaboration, critical thinking and problem solving Citizenship and leadership.	<p>Audio visual resources:</p> <p>-Pictures/ charts of people cleaning their environment.</p> <p>-A visit to the school garden or the flower beds,</p> <p>Web resource:</p> <p>video clip;</p> <p>WWW.youtube.NETEarthDay</p>

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7.	PLAY ACTIVITIES AND GUIDE	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i. Identify some play/recreational activities, ii. Participate in some of the play/recreational activities, e.g. dancing, jumping, playing with toys, clapping, running, playing football etc. 	Pupils in pairs pick varieties of toys and other useful materials to learn as they play with each other in the class or school compound under the teacher's supervision.	Collaboration and communication, citizenship.	<p>Audio visual resources:-Toys -Playing equipment -Push-pull toy,</p> <p>Web resources: videos clips https://www.zerotothree.org https://www.unicef.org>parenting www.Education.gov.gc.ca www.momjunction.com</p>
8.	CORRECT DRESSING	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> - Explain the meaning of dressing. - Mention some clothes appropriate for boys and girls. 	<p>i. Pupils individually identify the differences in their dressing (boys and girls).</p> <p>ii. Pupils in small groups identify and mention improper dressing for boys and girls. e.g. shorts, and shirt for boys; skirts, blouse, wrapper for girls.</p>	Critical thinking skill Communication and Collaboration, Leadership and Personal development.	<p>Audio visual resources: Pictures showing boys' and girls' dresses. -Dolls,</p> <p>Web resource: -video clip https://www.pinterest.com>pin.</p>
9 & 10		REVISION	REVISION		
11 & 12		EXAMINATIONS	EXAMINATIONS		