



LAGOS STATE GOVERNMENT  
MINISTRY OF EDUCATION

EARLY CHILDHOOD CARE EDUCATION  
SCHEMES OF WORK

CIVIC EDUCATION NURSERY TWO (AGE 4) FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	GREETINGS	By the end of the lesson, pupils should be able to: - explain the simple meaning of greeting. - demonstrate local social practices and habits on greetings. - identify different tribal greetings	i. Pupils individually attempt the meaning of greetings with the help of the teacher. ii. Pupils are arranged in gender to demonstrate on how to greet (girls kneel down to greet while boys prostrate). iii. Pupils in small groups do a role play on different tribes' greetings in Yoruba, Igbo and Hausa.	Communication and Collaboration Critical thinking and Problem solving Citizenship Leadership and Personal development.	Audio-visual resource: Picture books, calendar of different tribes greetings, story books. Web resources: Video clips <a href="https://music.apple.com/album/thehell">https://music.apple.com/album/thehell</a> <a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a>
2	CULTURAL DRESSING	By the end of the lesson, pupils should be able to: - explain simple meaning of dressing. - discuss proper way of dressing. - identify female cultural attires and male cultural attires.	i. Pupils as a class give the meaning of dressing while the teacher guides and leads them to the correct meaning. ii. Pupils in different groups study chart on different cultural attires reflecting the different tribes in Nigeria (Yoruba, Hausa and Igbo culture).	Communication and collaboration. Citizenship and critical thinking	Audio-visual resources: Picture books, shoes, jewelry, coat, handbag, cap, socks, walking sticks, head tie, beads for neck and wrist, and video clips. Web resources: <a href="http://www.youtube.com/GoDsonEh">www.youtube.com/GoDsonEh</a> <a href="http://www.pinterest.com/pin/">www.pinterest.com/pin/</a>
3	SOCIAL DEVELOPMENT: Eating habits (Table manners)	By the end of the lesson, pupils should be able to: - discuss good posture at the table while eating.	Pupils in small groups demonstrate good eating habit, in the class while the teacher watches and gives remarks to pupils during lunch break.	Leadership and personal development. Communication and Collaboration and Citizenship	Audio-visual resource: Picture books, video showing good eating habits. Web resources: <a href="http://www.youtube.com/watch?v=...">www.youtube.com/watch?v=...</a> <a href="http://www.youtube.com/watch?v=...">www.youtube.com/watch?v=...</a> <a href="http://www.youtube.com/watch?v=...">www.youtube.com/watch?v=...</a> <a href="http://www.youtube.com/watch?v=...">www.youtube.com/watch?v=...</a>

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4.	CULTURAL VALUES: Helping others.	By the end of the lesson, pupils should be able to: - Define simple meaning of cultural values. - Identify cultural benefits and values of the family on helping others, e.g. feeding younger ones, helping the less privileged, caring for older people, feeding domestic animals, etc.	i. Pupils watch video clip on cultural value and identify the meaning of cultural value from the video clip watched, with the help of the teacher. ii. Pupils in small groups demonstrate simple cultural values: helping each other to carry school bags, lunch boxes, pick up pencils on the floor, pass books to each other, etc.	Communication and collaboration, Critical thinking and problem solving, leadership and personal development, citizenship and digital literacy.	Audio visual resources: picture books, song books on helping each other.  web resource: <a href="http://www.study.com">www.study.com</a> .
5.	CULTURAL VALUES: Respect	By the end of the lesson, pupils should be able to: - give simple meaning of respect, - identify and discuss some examples of showing respect to elders in the community.	i. Pupils as a class, discuss possible meaning of Respect. ii. Pupils in small groups perform simple act of respect by standing up and genuflect to greet their class teacher, collect her bag and place it at the appropriate place in the class, standing up for elders to sit at school, home and public places, genuflect when receiving or giving something to older people etc.	Communication and Collaboration, Critical thinking and problem solving, leadership and personal development, Citizenship.	Audio visual resources: Picture books, resource persons (teacher, pupils and other visitors) Web resource: video clip <a href="http://www.youtube.com/pinehillsschool">www.youtube.com/pinehillsschool</a> .
6.	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK		MID TERM BREAK
7.	CULTURAL VALUES: Folk songs	By the end of the lesson, pupils should be able to: i. identify folk songs, ii. discuss the moral lessons in each folk songs, iii. sing local songs and recite rhymes that teach cultural values of the society.	i. Pupils as a class watch, sing and recite rhymes after the teacher. ii. Pupils in small groups, listen and reacts to stories and songs on cultural values. iii. Pupils sing local songs and recite rhymes that teach cultural values of the society, e.g. "Iyaniwura" (mother is gold), song "Imototo" (cleanliness), etc.	Communication and Collaboration, Citizenship, digital literacy.	Audio visual resources: Tape recorder, song books, Web resource: video clip. <a href="http://www.youtube.com/Nigeriankidsongs">www.youtube.com/Nigeriankidsongs</a> .

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8.	COMMUNITY VALUES	By the end of the lesson, pupils should be able to: i. give simple meaning of values ii. discuss some activities in the community that promote values.	Pupils discuss the simple meaning of values. ii. Pupils in groups demonstrate different types of activities in the community that promotes values such as local play e.g. "Tente", "Who is in the garden", "Suwe", "Ayo olopon" game etc.	Communication and Collaboration, Critical thinking and problem solving, leadership and personal development, Citizenship.	Audio visual resources: Picture books showing those plays, Ayo olopon game board,  Web resource: video clip; <a href="https://store.BarefootBook.com">https://store.BarefootBook.com</a> .
9.	CULTURAL ACTIVITIES	By the end of the lesson, pupils should be able to: -explain simple meaning of cultural activities with examples. -Participate in healthy competition with other pupils on acceptable cultural activities	i. Pupils as a whole class actively participate in listening to tales e.g. folktales, tales by moonlight, "Ewi" (short local poetry) and ask questions on the moral lessons. ii. Pupils in groups participate in narrating tales and identify the moral lessons in them.	Communication and Collaboration, leadership and personal development, Critical thinking and problem solving, and citizenship skills.	Audio visual resources: Story books, Pictures book.  Web resource: video clips on folktales. <a href="http://www.youtube.com/NigerianKidsSongs">www.youtube.com/NigerianKidsSongs</a> . (Aeroplane song).
10 & 11			REVISION		REVISION
12 & 13			EXAMINATIONS		EXAMINATIONS