



**LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION
EARLY CHILDHOOD CARE EDUCATION
SCHEMES OF WORK**

SOCIAL HABITS

KINDERGARTEN (AGE 5)

FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	MY RESPONSIBILITIES (AT HOME)	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> - discuss in a simple term what "responsibility" is; - mention their responsibility at home; - demonstrate some of their responsibilities at home. 	<p>Activities</p> <ul style="list-style-type: none"> -Pupils as a class discuss what responsibilities means to them. -Pupils in small groups explain their responsibilities at home. -pupils are shared into groups to demonstrate some of their responsibilities at home, such as; Group A <ul style="list-style-type: none"> -sweeping of the floor, -placing of plates, napkins, cutlery sets on a table. Group B <ul style="list-style-type: none"> - placing of books, magazine and shoes in a shelves/racks. Group C <ul style="list-style-type: none"> - toilet training, washing and drying of hands after used in the toilets., brushing of teeth etc. <p>Presentation</p> <p>Pupils in small groups role-play some of their responsibilities at home.</p>	<ul style="list-style-type: none"> x Creativity and imagination x Communication and collaboration x Digital literacy <p>Rhymes</p> <p>-Song: Take your bath, cut your nail, eat balance diet and d</p>	<p>Web links</p> <p>https://alysonschafer.com</p> <p>https://www.pbs.org/learn-grow</p> <p>Audio visual resources</p> <ul style="list-style-type: none"> - cutlery sets, -plates -napkin -Picture of a well arranged home
2	MY RESPONSIBILITY (IN SCHOOL AND THE SOCIETY)	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> -revise the 1st week topic on responsibility; -discuss the responsibility of pupils in school; - highlight briefly their responsibility in the society; 	<p>Activity</p> <ul style="list-style-type: none"> -Pupils as a class engaged in a discussion on the responsibility of pupils in school. -Pupils in small groups are taught how to care for their properties in school, such as ; books, bags, lunch box. - How to complete their homework, - How take turns when going out of the class, and 	<ul style="list-style-type: none"> x Creativity and imagination x Communication and collaboration x Digital literacy 	<p>Web links</p> <p>https://centerforparentingeducation.org</p> <p>https://burnabyschools.ca/responsibility</p> <p>Audio visual resources</p> <ul style="list-style-type: none"> -Lunch bags, -Books -Charts

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		- asks questions on the topic.	<p>picking litters into the class bin.</p> <p>-Teacher engaged the pupils to cut and paste the picture of an arranged classroom using a cardboard.</p> <p>-Pupils take turns to go round to see the pasted diagrams of an arranged classroom.</p> <p>-Pupils are guided on the arrangement of their belongings in the classroom and to be a responsible citizen.</p>		
3	MY RIGHTS	<p>By the end of the lesson, pupils should be able to:</p> <p>-discuss their rights .e.i rights to good health rights to education rights to play, etc</p> <p>-understand that they have right to their body;</p> <p>-explain how precious their bodies are and they should not let anyone touch.</p>	<p>-Pupils as a class discuss their rights with their peers.</p> <p>-Pupils are shared into groups to understand that they have right to their body.</p> <p>-Pupils in small groups engaged in a class discussion to know what next to do when their rights are violated.</p>	<p>x Creativity and imagination</p> <p>x Communication and collaboration</p> <p>x Digital literacy</p>	<p>Web links</p> <p>www.nytimes.com</p> <p>https://www.verywellfamily.com</p> <p>youtube jackhartman</p> <p>Audio visual resources</p> <p>Charts or posters</p> <p>Flash cards</p>
4	CHILD ABUSE	<p>By the end of the lesson, pupils should be able to:</p> <p>- explain in a simple term what Child abuse is;</p> <p>-highlight various child abuse practice in the society e.g hawking, molestation ,rape etc.</p>	<p>-Pupils as a class watch a short video clips on child abuse and deliberate on what child abuse means to them.</p> <p>-Pupils in small groups highlights various child abuse practiced in the society.</p> <p>Pupils are encouraged to learn the following song; "My body is my friend, it's the house I live It has two different parts both private and Public I'll do just anything to</p>	<p>x Creativity and imagination</p> <p>x Communication and collaboration</p> <p>x Digital literacy</p>	<p>Web links</p> <p>ho">https://www.thewholechild.org>ho</p> <p>wiki">https://en.m.wikipedia.org>wiki</p> <p>Audio visual resources</p> <p>posters</p> <p>Flash cards</p> <p>Pictures</p> <p>-Books</p> <p>-Charts</p>

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			protect my body Because I love my body and my body Loves me.		
5	CHILD ABUSE (CONTD)	By the end of the lesson, pupils should be able to: - explain ways of preventing child abuse; -show various form of ways children are being abused; -explain to the pupils to report any case or incident of abuse or raise alarm.	-Pupils as a class explain ways of preventing child abuse. -Pupils in small groups highlight ways children are being abused. -pupils as a class are taught how to report any case or incident of abuse and how to raise alarm. -Pupils sings song taught in 4 th week -Pupils should be guided to identify the part of the body that can be touched or untouched.	x Creativity and imagination x Communication and collaboration x Digital literacy	Web links https://www.government.nl/topics https://www.cbi.nlm.nih.gov Audio visual resources Charts posters
6	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK
7	PUBLIC PLACES	By the end of the lesson, pupils should be able to: explain what public places mean -mention different public place e.g Market, Hospitals, Recreation centres, etc -explain activities take takes place in public places.	-Pupils mention one or two public places around them. -Pupils discuss the activities that take place in two public places with the use of charts.	x Creativity and imagination x Communication and collaboration x Digital literacy	Web links parenting>e">https://flintobox.com>parenting>e https://www.washington.com Audio visual resources Charts posters Flash cards Pictures of public places
8	TRAFFIC RULES AND TRAFFIC LIGHT	By the end of the lesson, pupils should be able to: -identify traffic rules; -notice any zebra crossing lines;	- Pupils as a class draw and colour the traffic light sign i.e -Red —means stop -Yellow—means ready -Green—means go - Pupils as a class sing the traffic light song so as so learn what each colour	x Creativity and imagination x Communication and collaboration x Digital literacy	Web links www.nytimes.com advise">https://wecashanycar.com>advise www.fromthegrapevine.com youtube.periwinkle Audio visual resources Charts or posters

TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	- demonstrate how to look right and left before crossing.	denotes. -pupils in small groups demonstrate how to look right and left before crossing. The road must be clear before crossing the road		Flash cards -Colourful traffic chart Red- Stop Yellow-Ready Green-Go Pictures or chart of people crossing
STIGMATIZATION	By the end of the lesson, pupils should be able to: - explain stigmatization in a simple term -highlight the effect of stigmatization on people e.g. low self esteem, looking down on oneself, lack of confidence, fear etc.	-Pupils as a class watch a short video clips on stigmatization and deliberate on what stigmatization means to them. - Pupils as a class are encouraged to build their confidence and learn from examples given in class -Pupils as a class interact with their teacher by telling cases of how they have been stigmatized at home or in school, if any.	x Creativity and imagination x Communication and collaboration x Digital literacy	- Web links www.ncbi.nlm.nih.gov https://parenting.firstcry.com/articles Instructional material posters flash cards Charts -Video clips
REVISION	REVISION	REVISION	REVISION	REVISION
EXAMINATIONS	EXAMINATIONS	EXAMINATIONS	EXAMINATIONS	EXAMINATIONS