



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

PRIMARY 1 SECOND TERM

WEEK	TOPIC	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
1 (Civic Education)	Revision of last term's work/Second term examination questions	Pupils should be able to explain 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)	Revision of 2 nd 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.	
1 (Social Studies)	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.	
2 (Civic Education)	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.educationworld.com/a_lesson/lesson/lesson329.shtml VIDEO LINK https://youtu.be/DmqRNuWzbc https://youtu.be/k-6wsBLZECU
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 accidents on the road	1. individual pupil, mention causes of road accident 2. Pupils in pairs, describe and explain the causes of road accident 3. Pupils in small groups, discuss ways of reducing accident on the road	-Communication and collaboration -Leadership and personal development	AUDIO VISUAL RESOURCES - Text - Pictures of Road Accident
					WEB RESOURCE: SITE LINK www.ncbi.nlm.nih.gov www.strongtieinsurance.com m.grin.com
2 (Social Studies)	Risk factor in food Meaning of risk factor in food	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	Audio Visual Resources Pictures, chart Pupils textbook/workbook WEB RESOURCES lessonplan.edudelight.com www.statefoodsafety.com www.fda.gov
3 (Civic Education)	Ways of showing respect Salutation/Greeting e.g. bowing, kneeling, prostrating etc	Pupils should be able to highlight at least three ways of showing respect demonstrate ways of showing respect	Pupils in pairs, identify and outline various ways of showing respect. Pupils in small groups, are guided to Present a role play on various ways of showing respect amongst themselves and the society .	Leadership and personal development Communication and collaboration Creativity and imagination	AUDIO VISUAL RESOURCES: Picture chart showing various types of respect Picture chart showing children greeting their elders in their localities WEB RESOURCES SITE LINK: https://www.aconsciousr.ethink.com/8558/respecting-others/ https://www.quora.com/What-are-the-ways-to-respect-our-elders VIDEO LINK: https://youtu.be/Bkxh46UTRFA https://youtu.be/7c01V

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					<p>hCBQ</p> <p>https://youtu.be/uFmQ5E7Dybw</p>
3 (Security Education)	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	<p>AUDIO VISUAL RESOURCES</p> <ul style="list-style-type: none"> - Newspaper cutting of fire accident - Textbook <p>WEB RESOURCE: SITE LINK www.donegalgroup.com www.readersdigest.ca</p>
3 (Social Studies)	Risk factors in food (Example of risk factors in food)	Pupils should be able to State some examples of risk factors in food	Individual pupils, give examples of risk factors in food	Critical thinking and problem solving Communication and collaboration Personal development	<p>Audio Visual Resources</p> <p>Pictures, chart</p> <p>Pupils</p> <p>textbook/workbook</p> <p>WEB RESOURCES www.statefoodsafety.com www.fda.gov</p>
4 (Civ. 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.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Communication and collaboration - Critical thinking and problem solving - Leadership and personal development 	<p>AUDIO VISUAL RESOURCES</p> <p>Picture chart showing various forms of respect in the society</p> <p>Picture chart of children exhibiting the act of respect to their parents, Teachers, Head teachers etc.</p> <p>WEB RESOURCES SITE LINK: https://www.educationw 294-05.shtml</p> <p>VIDEO LINK: https://youtu.be/g-aSBq2MLQ https://youtu.be/tyC0JVjhC8Q</p>
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	<ul style="list-style-type: none"> - Citizenship - Communication and collaboration - Leadership personal development 	<p>AUDIO VISUAL RESOURCES</p> <ul style="list-style-type: none"> - Textbook - Pictures - Chart <p>WEB RESOURCE: SITE LINK www.carman.k12.mi.us www.understood.org www.alston.bham.sch.uk</p>
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	<p>Pictures, chart</p> <p>Pupils</p> <p>textbook/workbook</p> <p>lessonplan.edudelight.com</p> <p>WEB RESOURCES www.statefoodsafety.com www.ocfoodinfo.com www.researchgate.net</p>
5 (Civ. 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	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Communication and collaboration - Creativity and imaginations - Leadership and personal development - Critical thinking and problem solving 	<p>AUDIO VISUAL RESOURCES:</p> <p>A chart showing some citizens saluting the governor</p> <p>WEB RESOURCES SITE LINK: https://youtu.be/DmqRN Wzbc</p>

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5 (Security Education)	Sources of danger: eating contaminated foods	By the end of the lesson; pupils should be able to; (I) mention different type of foods (ii) identify contaminated foods e.g. Expired food in cans, food not prepared hygienically	1.Pupils in pairs mention different types of foods 2.Pupils in small groups, identify and discuss contaminated foods	- Citizenship - Communication and collaboration - Leadership and personal development.	VIDEO LINK: https://youtu.be/mTsvSAItPqA AUDIO VISUAL RESOURCES - Chart showing samples of contaminated/ unsafe food WEB RESOURCE: SITE LINK www.everydayhealty.com en.m.wikipedia.org
5 (Social Studies)	Sources and uses of water	Pupils should be able to Define water List sources of water supply in the locality	Individual pupil define water Pupils in pairs, Outline source of water supply in their locality	Critical thinking and problem solving Communication and collaboration Leadership and Personal development	Audio Visual Resources Chart showing pictures WEB RESOURCES www.open.edu
6 (Civic Education)	Places to respect Government buildings e.g. Offices Banks Law courts National Assembly etc	Pupils should be able to: identify at least four places to respect Discuss what those places are used for	- Pupils in pairs, highlight places to be respected using flash cards with their teacher's guidance - pupils in small groups, discuss the uses of those places to be respected with the help of the teacher.	- Leadership and personal development - Communication and collaboration - Creativity and imaginations	AUDIO VISUAL RESOURCES: Pictures of government buildings e.g National Assembly, law courts, Banks etc WEB RESOURCES SITE LINK: https://www.educationworld.com/a_lesson/04/1p329-03.shtml https://youtu.be/DmqRNU_Wzbc VIDEO LINK: https://youtu.be/gGfzKwgYgQ8
6 (Security Education)	Sources of Danger: fake drug intake	By the end of the lesson, pupils should be able to; (I) define drug (ii) mention the danger of taking fake drugs	1.individual pupil define "Drug" 2. Pupils as a class, mention different types of drugs 3. Pupils in small groups, discuss the danger of taking fake drugs	-Communication and collaboration - Digital literacy - Leadership and personal development	AUDIO VISUAL RESOURCES - Textbook - Charts showing list of fake drugs sold in the market WEB RESOURCE: SITE LINK www.pharmapproach.com www.ncbi.nlm.nih.gov
6 (Social Studies)	Sources and uses of water Industrial uses of water	Pupils should be able to Enumerate all the sources of water State uses of water Give examples of areas need water	Individual pupil, identify and state all the sources of water in their environment,Also, State what they use water for on daily basis Mention industries that use water	Critical thinking and problem solving Communication and collaboration Personal development	Audio Visual Resources Picture, chart Pupils textbook and workbook WEB RESOURCES www.aquatechtrade.com www.encyclopedia.com www.edc.gov
7	MID-TERM	MID-TERM	MID-TERM	MID-TERM	MID-TERM
8 (Civic Education)	Places to respect e.g. Church Mosque Places to respect e.g. Places of interest The National Museum Amusement park National Arts theater	Pupils should be able to: - Name the religious places to be respected - Highlight places of interest	- Pupils as a class, are guided to discuss the religious places to be respected - Pupils in small groups, are guided to describe places of interest - Pupils in pairs, identify reasons why they like those places of interest	- Communication and collaboration - Creativity and imaginations - Leadership and personal development - Critical thinking and problem solving	AUDIO VISUAL RESOURCES: Pictures of churches and mosque Pictures and charts showing The national stadium, amusement parks etc WEB RESOURCES SITE LINK: https://lessonplan.edudelight.com/third-term-civic-education-scheme-of-work-for-primary-1%eP%bb%bf VIDEO LINK:

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8 (Security Education)	Sources of danger: Drug Abuse	By the end of the lesson, pupils should be able to; (i) define drug abuse (ii) state how drugs can be abused	1. Pupils as a class ,describe drug abuse 2. Pupils as small groups, discuss how drugs can be abused.	-Leadership and personal development - Communication and collaboration - Digital literacy	https://youtu.be/TmRjyQlWyOg AUDIO VISUAL RESOURCES - Textbook - Charts showing people that abused drugs 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.intelligentanddryers.com
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.edudelight.com/third-term-civic-education-scheme-of-work-for-primary-1%ef%bb%bf VIDEO LINK: https://youtu.be/khPpVC H6PoU
					https://youtu.be/3ULSilp csBG 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 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.edudelight.com/third-term-civic-education-scheme-of-work-for-primary-

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					1%ef%bb%bf VIDEO LINK: https://youtu.be/ZtkLqoUArGA
10 (Security Education)	Revision				
10 (Social Studies)	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.psychologytoday.com nigerianfounder.com
11 (Civic Education)	Revision	Revision	Revision		
11 (Security Education)	Revision				
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.au

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.