

PRIMARY 2 FIRST TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
1 (Civic Education)	Revision / Importance of civic education	Pupils should be able to: <ul style="list-style-type: none"> • discuss some topics taught last term • explain civic education / the importance of civic education • identify the advantages of civic education 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> - Critical thinking and problem solving - Communication and collaboration - Citizenship 	AUDIO VISUAL RESOURCES: <ul style="list-style-type: none"> • Picture Chart illustrating the importance of civic education. • Projector/inter active board WEBSITE RESOURCES: <ul style="list-style-type: none"> • SITE LINK https://www.civiced.org/papers/articles_role.html
1 (Security Education)	Sources of danger and Insecurity	By the end of this lesson, pupils should be able to: <ol style="list-style-type: none"> 1. Explain what danger is. (ii) differentiate between danger and insecurity (iii) identify various sources of insecurity in Nigeria. 	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> - Communication and collaboration. - Citizenship - Leadership and - personal development 	AUDIO VISUAL RESOURCES <p>Flash cards, dictionary, security education textbook.</p> WEB RESOURCES: <p>SITE LINK</p> <p>https://www.lovelifesolved</p> <p>VIDEO LINK</p> <ul style="list-style-type: none"> - 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: <ol style="list-style-type: none"> 1. define social studies 2. Explain the scope of social studies 3. Identify the areas of focus on social studies 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Communicative and Collaboration - Critical thinking and problem solving - Leadership and personal development 	AUDIO VISUAL RESOURCES <p>Pictures showing people living in a particular area. Picture of things that make the environment e.g. animals, plants, rock, montain</p> <p>WEB LINK:</p> <p>http://classball.com/lesson/the-meaning-and-scope-of-social-studies-education/</p>
2 (Civic Education)	Why study civic education	<ul style="list-style-type: none"> - Pupils should be able to: <ol style="list-style-type: none"> 1. Explain Civic Education - identify the reasons for the study of civic education - discuss the reasons why they study civic education at school 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Critical thinking and problem solving - Communication and collaboration - Citizenship 	AUDIO VISUAL RESOURCES: <ul style="list-style-type: none"> • Chart showing the importance of studying civic education/ • Projector/Inter active board WEBSITE RESOURCES: <ul style="list-style-type: none"> • SITE LINK https://study.com/academy/lesson/what-is-citizenship-education-definition-types.html • VIDEO LINK https://video.search.yahoo.com/search/video?fr=moz35&p=youtube+video+o+the+component+of+civic+education#id=6&vid=bc0251c5f6e269b60340b348b12745&action=cl
2 (Security Education)	Sources of danger and Insecurity Bombing I	By the end of this lesson, pupils should be able to: <ol style="list-style-type: none"> (I) explain bombing (ii) Outline the negative effects of bombing explosion on the environment. 	<ol style="list-style-type: none"> 1. Pupils as a class, discuss what bombing is 2. Pupils as small groups, write out the aftermath of bomb explosion on the environment. 	<ul style="list-style-type: none"> - Leadership and personal development - Communication and collaboration. 	AUDIO VISUAL RESOURCES <p>Pupils as a class make use of dictionary, Security textbooks, Chart showing bombing scene.</p> WEB RESOURCES: <p>SITE LINK:</p> <ul style="list-style-type: none"> - https://www.aljazeera.com

NATIONAL VALUES EDUCATION (NVE)

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
2 (Social Studies)	Culture (meaning)	Pupils should be able to 1. Define culture 2. List things that make up a culture 3. Distinguish the culture of the three major tribes in Nigeria	- 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	www.theguardian.com/world/2019/dec/28/Hruck-bomk-kills-Score-in-mogadishu-somalia AUDIO VISUAL RESOURCES Pictures showing the three major cultural groups in Nigeria WEB LINK: http://www.legit.ng/1206548-types-culture-Nigeria.html VIDEO LINK: http://youtube.com/dwefqggm
3 & 4 (Civic Education)	Component of civic Education Nationality Rights and duties Democratic practices Community Values	Pupils should be able to: • 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 civic education - Pupils as a class are 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://wivicivi.cs.blogspot.com/2015/05/three-components-of-civics-education.html VIDEO LINK: https://www.youtube.com/watch?v=wY9rp-ikKLE#action=share
3 (Security Education)	Sources of Danger and Insecurity Bombing II	By the end of this lesson, pupils should be able to: (I) explain the consequences of involving in suicide bombing (ii) discuss solutions to bomb explosion in Nigeria.	1. Pupils in small groups, discuss the consequences of joining bad groups. 2. pupils in small groups, mention the negative effect of being a suicide bomber 3. Pupils in the same small groups, enumerate solutions to bomb explosion in Nigeria.	- Communication and collaboration. - Leadership and personal development - Critical thinking and problem solving	AUDIO VISUAL RESOURCES: - Chart showing the site 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/@nigeriacultureNig/component-s-of-nigeria-culture-stretch 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 personal development	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

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		presenting our culture to Nigeria mention the effects of foreign culture on our culture	culture in Nigeria -pupils in same small groups, describe the effects of foreign culture on our culture	- Leadership and personal development	WEB LINK: http://www.legit.ng/1126816-importance-culture-nigeria.html?utm_source=whatapp&utm_medium=ps VIDEO LINK: http://youtube/-dw2ft0ooqm
5 (Civic Education)	Importance of Civic Education to national development: - Systems and institution of government democratic process etc -Acquire skills such as active citizenship enquiry, cooperation etc	-Pupils should be able to: discuss the importance of civic education to national development describe the system and institution of government democratic process identify acquired skills for national development	-Pupils as a class discuss the importance of civic education to national development - Pupils in small groups outline the roles of institution on government democratic process - Pupils individually identify the acquired skills for national development	Critical thinking and problem solving Communication and Collaboration Citizenship	WEBSITE RESOURCES: SITE LINK https://www.legit.ng/1147087-what-civic-education-importance-ht
5 (Security Education)	Sources of Danger Insecurity; food poisoning	By the end of this lesson, pupils should be able to; (i) explain food poisoning (ii) identify types and symptoms of food poisoning (iii) enumerate the effects of food poisoning	1. Pupils as a class, discuss the meaning of food poisoning 2. Each pupil, mention different types of food poisoning they have seen before. 3. Pupils in pairs, outline the side effect of food poisoning	- Leadership and personal development - Communication and collaboration - Critical thinking and problem solving.	AUDIO VISUAL RESOURCES: - Chart Showing Contaminated Food, Dictionary, Textbooks Etc. WES RESOURCE: SITE LINK - www.healthline.com/health/20356230 Article">www.Medicinet.Come>Article VIDEO LINK - Mount Sinai - Oct 17, 2019 - Shape Maga / . Dec. 23, 2019
5 (Social Studies)	-Food we eat in our family members	Pupils should be able to: Define foods Mention types of food eaten among the three major cultural groups in Nigeria Mention similar food we eat together in our cultural groups Mention the types of food eaten by other culture	-Pupils as a class, discuss food in our locality -Pupils in small groups, analyze the types of food eaten in the major cultural groups in Nigeria -Pupils in pairs, mention the common foods eaten by these major cultural groups in Nigeria - individuals pupil, mention the foods eaten in their culture	- Communication and Collaboration - Critical thinking and problem solving - Leadership and personal development - Creativity and Imagination	AUDIO VISUAL RESOURCES Charts and pictures showing varieties of food eat in the major cultural groups in Nigeria Real objects-Different cooked food eaten by the three major cultural groups in Nigeria WEB LINK: http://www.pulse.ng/life-style/food/10-best-food-to-eat-from-10-region-in-nigeria/iba-zish
6 (Civic Education)	Importance of Civic Education to national development Contd.: Civic engagement in the political, Social and economic process	- Pupils should be able to: - highlight the importance of civic education to national development - explain the role of civic education in political process -social process -Economic process -identify the importance of having political leaders in the society	-Pupils as a class highlight the importance of civic education to national development -Pupils in small groups, are guided on the roles of civic education in political, social and economic process -Pupils individually identify the importance of having political leaders in the society	- Critical thinking and problem solving - Communication and Collaboration - Citizenship	AUDIO VISUAL RESOURCES: Picture Charts showing the reward of honesty Chart showing the importance of civic education to the development of the society projector/Interactive board WEBSITE RESOURCES: SITE LINK: https://www.verywellfamily.com/teaching-your-child https://www.cdc.gov/healthyschools/school-characteristics VIDEO LINK:

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6 (Security Education)	Sources of Danger 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	1. Pupils in small groups, discuss dangerous chemicals. 2. Pupils in same small groups, discuss the effects of dangerous chemicals on health	- Communication and collaboration - Leadership and personal development - Critical thinking and problem solving.	https://www.youtube.com/watch?v=wY9rp-ikKLE#action=share AUDIO VISUAL RESOURCES: Flash cards, textbooks, dictionary etc. WEB RESOURCE: SITE LINK www.safecosmetics.org/fragrance-disclosure/learn-more/health-effects.chemicalconcern
6 (Social Studies)	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 RESOURCES Charts and pictures showing different types of food cooked in Nigeria family WEB LINK http://blog.Over.org/sauy-g/7-benefits-of-eating-together-as-a-family
7	MID TERM BREAK				
8 (Civic Education)	Honesty -Meaning -The importance of telling the truth always. -Reward of honesty e.g. praise, gift, promotion etc. -Punishment of dishonesty e.g. shame, beating, disgrace 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 class brainstorm on the meaning of Honesty -Pupils in pairs identify the importance of telling the truth always -Individual pupil identify and mention the reward of honesty -Pupils in small groups, identify and describe the punishment of Dishonesty	-Critical thinking and problem solving -Communication and Collaboration -Citizenship	AUDIO VISUAL 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 https://www.teacherplanet.com/content/honesty VIDEO LINK: https://www.teacherplanet.com/content/honesty
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) discuss 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.	AUDIO VISUAL RESOURCES: Textbooks, dictionary, chart showing riotous scene. WEB RESOURCE: SITE LINK https://www.wikihow.com/handle VIDEO LINK - youtube.zebratech July 16. 2019.
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 food. -Pupils 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	AUDIO VISUAL RESOURCES Chart/pictures showing different type of food we eat and their name Real objects: different type of food in our locality WEB LINK: http://bookpubco.com/content/nutrients-food-we-eat
9 (Civic Education)	Courtesy, Politeness and etiquette -Meaning -Treating other	Pupils should be able to: Explain the following: -COURTESY -POLITENES -ETIQUETTE	-Pupils as a class brainstorm on the meaning of courtesy, politeness and etiquette. -Pupils individually, identify their roles in the society regarding	-Collaboration & Communication. -Critical thinking and problem solving	AUDIO VISUAL RESOURCES: Pictures Charts showing how to treat people and behave in the public

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	people with courtesy and proper behavior in the street, buses, trains and queues	<ul style="list-style-type: none"> - Identify their roles in the society as regarding courtesy and politeness - Outline ways to be responsible in the public 	courtesy, etiquette and politeness Pupils in small groups, role play on ways to respect and show politeness in the society	<ul style="list-style-type: none"> - Leadership & Personal development - Creativity & imagination - Citizenship 	Interactive board/ Projector WEBSITE RESOURCES: SITE LINK https://www.teacherplanet.com/content/honesty VIDEO LINK: www.youtube.com/watch?v=xmWTfToeAgk
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.	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> - Communication and collaboration - Leadership and personal development - Critical thinking and problem solving. 	AUDIO VISUAL RESOURCES: Dictionary, textbooks and flash cards WEB RESOURCE: SITE LINK browse>stranger">www.dictionary.com>browse>stranger Pupils as a class watch this video Edmonton 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	<ul style="list-style-type: none"> - Pupils as a class discuss the important of eating nutritious food - Each pupil mentions the various food nutrients. - Pupils in small groups distinguish the nutrients derived from various foods 	<ul style="list-style-type: none"> - Communication and Collaboration - Critical thinking and problem solving - Leadership and personal development 	AUDIO VISUAL RESOURCES Chart/pictures showing different types of food we eat and their names WEB LINK: http://bookpubco.com/content/nutrients-food-we-eat
10 (Civic Education)	Revision	Revision	Revision	Revision	
10 (Security Education)	Revision				
10 (Social Studies)	Revision				