



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

PRIMARY 3 THIRD TERM

**CIVIC EDUCATION**

| WEEKS                  | TOPICS  | LEARNING OBJECTIVES   | LEARNING ACTIVITIES   | EMBEDDED CORE SKILLS   | LEARNING RESOURCES   |
|------------------------|---|---|---|--|--|
| 1 (Civic Education)    | Revision  | Pupils as a class should be able to:<br>Answer questions on some topics from previous terms   | Pupils as a class, discuss and give answers to questions on some topics taught in the previous term   | All skills used in the previous term   | Some of the resources used in the previous term  |
| 1 (Security Education) | Revision of Last Term's Work  |   |   |  |  |
| 1 (Social Studies)     | Revision of Second Terms Work   |   |   |  |  |
| 2 (Civic Education)    | Description of national symbols<br>-National Flag<br>-Coat of Arm<br>-National anthem<br>-National Pledge | Pupils should be able to:<br>describe the significance of each national symbols e.g.<br>-The eagle in the coat of arm represent strength<br>-The green colour of the national flag stands for agriculture<br>recite the National anthem and National pledge | Pupils in small groups , discuss the significance of each national symbols<br>Pupils as a class, recite the National anthem and National pledge   | Communication and collaboration<br>Leadership and personal development<br>Critical thinking and problem solving<br>Citizenship | AUDIO VISUAL RESOURCES:<br>Pictures of Nigeria national flag & charts showing the national anthem & Pledge<br>Interactive board/ Projector<br><br>WEB RESOURCES:<br>SITE LINK:<br><a href="https://awajis.com/nigeria-national-symbols/">https://awajis.com/nigeria-national-symbols/</a>  |
| 2 (Security Education) | Avoiding Criminal Behaviour   | By the end of this lesson, pupils should be able to:<br>(i) Identify ways to avoid involving in crime.  | 1. Pupils in small groups , discuss the right way to avoid involving in criminal activities<br>2. pupils in same groups, relate the topic to classroom environment  | - Collaboration and communication<br>- Leadership and personal development   | AUDIO VISUAL RESOURCES:<br>-Flash cards, textbooks, dictionary etc.<br><br>WEB RESOURCE:<br>SITE LINK<br>- <a href="https://www.tandfol">https://www.tandfol</a>   |
| 2 (Social Studies)     | Meaning of Road Accident  | Pupils should be able to:<br>Define road and road accidents<br>Classify roads into private drive pathways, two-lane highways, dual carriage easy and expressways<br>Describe road accidents on each classification of roads.                                | - Pupils as a class, discuss the meaning of road accidents<br>- Pupils in groups, draw the types of roads<br>- Pupils in small groups, describe how fatal accident could be in each types of road<br>Pupils in pairs ,discuss the classification of roads | -Communicative and Collaborative skills<br>- Critical thinking and problem solving<br>-Leadership and personal development     | LOCAL RESOURCES<br>Pictures and charts showing road accident scene<br>Charts sharing causes of road accidents<br>WEB RESOURCES:<br><a href="https://jhtransport.gov.in/causes-of-road-accident.html">https://jhtransport.gov.in/causes-of-road-accident.html</a><br>VIDEO LINK:<br><a href="https://youtu.be/vbuela9ghqu">https://youtu.be/vbuela9ghqu</a>                                 |
| 3 (Civic Education)    | Description of national symbols<br>-The coat of arms  | Pupils should be able to:<br>explain the features of the coat of arm<br>discuss and describe what each features of the coat of arm represents   | -Pupils as a class are guided on the features in the coat of arm<br>-Pupils in small groups discuss and illustrate what each features in the coat of arms represents  | -Communication and collaboration<br>-Critical thinking and problem solving<br>-Leadership and personal development             | AUDIO VISUAL RESOURCES:<br>Picture chart showing illustration of the of the coat of arm and what what each features in the coat of arm represents<br><br>WEB RESOURCES:<br>SITE LINK:<br><a href="https://awajis.com/nigeria-national-symbols/">https://awajis.com/nigeria-national-symbols/</a><br>VIDEO LINK:<br><a href="https://youtu.be/FPHMAh5SMm0">https://youtu.be/FPHMAh5SMm0</a> |
| 3 (Security Education) | Anti- Social Behavior (ASB)<br>e.g Aggressive behavior, Violence, Racism                                  | By the end of this lesson, pupils should be able to:<br>(i) Describe anti- social behavior in the society.<br>(ii) Discuss the effects of anti-social behavior in the society   | 1. Pupils in small groups ,discuss what anti-social behavior is:<br>2. Pupils in small groups, discuss the negative effects of anti-social behavior   | -Collaboration and communication<br>-Leadership and personal development   | AUDIO VISUAL RESOURCES:<br>-Flash cards, textbooks, dictionary etc.<br><br>WEB RESOURCE:<br>SITE LINK  |

| WEEKS                  | TOPICS  | LEARNING OBJECTIVES  | LEARNING ACTIVITIES  | EMBEDDED CORE SKILLS  | LEARNING RESOURCES  |
|------------------------|---|--|--|---|---|
|                        |   |  |  |   | <a href="https://study.com/academy/lesson/antisocial-behaviour-causes-symptoms">https://study.com/academy/lesson/antisocial-behaviour-causes-symptoms</a>   |
| 3 (Social Studies)     | Causes of Road Accidents  | Pupils should be able to:<br>List causes of road accidents.<br>Describe how drivers and other road users should maintain roads<br>Explain in details of road sign and their meaning                | - Pupils as a class ,discuss causes of road accident<br>- Pupils, as individual, explain causes of road accident<br>- Pupils in small groups, describe good behavior on the road.<br>- Pupils in pairs analyze the meaning of road signs | -Communicative and Collaborative skills<br>- Critical thinking and problem solving<br>-Leadership and personal development      | LOCAL RESOURCES<br>Charts showing bad roads, overloading etc.<br>Charts of road signs<br>WEB RESOURCES:<br><a href="https://thtransport.gov.mt/causes-of-road-accident.html">https://thtransport.gov.mt/causes-of-road-accident.html</a><br>VIDEO LINK:<br><a href="https://youtu.be/vbfla9qhqu">https://youtu.be/vbfla9qhqu</a>          |
| 4 (Civic Education)    | The need for constituted authority<br>-Maintenance of law and order<br>-Protection of rights and dignity  | Pupils should be able to:<br>-explain the meaning constituted authority<br>-analyze the need for constituted authority<br>-highlight the importance of constituted authority                       | -Pupils as a class brainstorm on the meaning of constituted authority<br>-Pupils in small groups,illustrate the need for constituted authority<br>-Pupils in pairs identify the importance of constituted authority                      | -Critical thinking& problem solving<br>-Communication and collaboration<br>-Leadership and personal development<br>-Citizenship | AUDIO VISUAL RESOURCES:<br>Picture chart of past &present leaders<br>A copy of the constitution<br>Interactive board/<br>Projector<br>WEB RESOURCES:<br>SITE LINK<br><a href="https://www.schoolmatters.com/2016/10/constituted-authorities/">https://www.schoolmatters.com/2016/10/constituted-authorities/</a>                          |
| 4 (Security Education) | Violence offers e.g. Murder, Rape, Robbery, Man Slaughter etc   | By the end of this lesson, pupils should be able to:<br>(i) Explain violence offences<br>(ii) Give examples of some violence offences in the society   | 1. Pupils as small groups , discuss the meaning of murder, rape, robbery, manslaughter etc   | - Leadership and personal development<br>-Communication and collaboration<br>-Critical thinking and problem solving             | AUDIO VISUAL RESOURCES:<br>Flash cards, textbooks and dictionary.<br>WEB RESOURCE:<br>VIDEO LINK<br><a href="https://study.com/academy/lesson/what-are-violent-crimes-">https://study.com/academy/lesson/what-are-violent-crimes-</a>   |
| 4 (Social Studies)     | Effects of Road Accidents   | Pupils should be able to:<br>Mention effects of road accidents on the victim<br>Describes the damage done to the road and vehicle involved   | Pupils as a class ,discuss the effects of road accidents on the victim<br>Pupils in small groups, explain the extents of damages done to road and vehicles<br>Pupils in same groups, explain the effect of road accident on the victims  | -Communicative and Collaborative skills<br>- Critical thinking and problem solving<br>-Leadership and personal development      | LOCAL RESOURCES<br>Charts shoeing accidents victims in the hospital<br>Charts of damaged vehicle<br>WEB RESOURCES:<br><a href="https://jhvanspot.gov.en/causes-of-road-accident.html">https://jhvanspot.gov.en/causes-of-road-accident.html</a><br>VIDEO LINK:<br><a href="https://youtu.be/vbuelagqbqu">https://youtu.be/vbuelagqbqu</a> |
| 5 (Civic Education)    | Difference between national symbol and other symbols e.g. national symbols are for the entire country while other symbols are for specific group/organization | Pupils should be able to:<br>-Identify the importance of national symbols in the country<br>-differentiate between national symbols and other symbols<br>-draw the Nigeria national flag correctly | -Pupils as class ,identify the importance of national symbols<br>-Pupils as a class discuss on the difference between national symbols and other symbols<br>-Pupils,individually ,draw the Nigeria national flag                         | -Communication and collaboration<br>-Creativity and imagination<br>-Critical thinking and problem solving<br>-Citizenship       | AUDIO VISUAL RESOURCES:<br>Chart showing each national symbol and their meaning<br>Projector/Interactive board<br><br>WEB RESOURCES:<br>SITE LINK<br><a href="https://classnotes.ng/lesson/national-symbols-2/">https://classnotes.ng/lesson/national-symbols-2/</a>  |
| 5 (Security Education) | Solution to Road Accident   | By the end of this lesson, pupils should be able to:<br>(i) Describe road accident<br>(ii) Proffer solutions to road accident  | 1. Pupils as a class, discuss road accident<br>2. Pupils as small groups, provide solution to road accidents.  | - Leadership personal development<br>- Communication and collaboration<br>- Digital literacy                                    | AUDIO VISUAL RESOURCES:<br>-A chart showing evidence of road accident.<br><br>WEB RESOURCE:<br>VIDEO LINK<br><a href="https://m.youtube.com/watch?vIHZSa06Ype">https://m.youtube.com/watch?vIHZSa06Ype</a>  |
| 5 (Social Studies)     | Solution to Road Accident   | Pupils should be able to:<br>Identify solution to the road accidents   | - Pupils as a class, discuss the solutions to road accidents<br>- individual pupil, mention the scene of   | -Communicative and Collaborative skills<br>- Critical thinking and  | LOCAL RESOURCES<br>Charts showing person at the accident scene  |

| WEEKS                  | TOPICS   | LEARNING OBJECTIVES   | LEARNING ACTIVITIES   | EMBEDDED CORE SKILLS   | LEARNING RESOURCES  |
|------------------------|--|---|---|--|---|
|                        |  | Mention security agents that help people at the scene of accidents  | road accidents<br>- Pupils in pairs, explain ways of preventing road accidents  | problem solving<br>-Leadership and personal development  | Audio visual showing road accident scene<br>WEB RESOURCES:<br><a href="https://jlitransport.gov.io/causes-of-road-accidents.html">https://jlitransport.gov.io/causes-of-road-accidents.html</a><br>VIDEO LINK:<br><a href="https://youtu.be/vBuEla9qh9u">https://youtu.be/vBuEla9qh9u</a>   |
| 6 (Civic Education)    | Respecting national symbols e. g stand attention | Pupils should be able to:<br>-discuss the importance of respecting the national symbols<br>-recite the National anthem and National pledge correctly<br>-demonstrate the respect for national symbols | -Pupils as class recites the national anthem / national pledge<br>-Pupils in small groups presents a role play on the respect for national symbols  | Communication & Collaboration<br>-Leadership & personal development<br>-Creativity and imagination                         | AUDIO VISUAL RESOURCES<br>Picture of a man demonstrating the respect for his nation by standing at attention<br>WEB RESOURCES:<br>SITE LINK<br><a href="https://www.courts.ca.gov/17861.htm">https://www.courts.ca.gov/17861.htm</a><br>VIDEO LINK<br><a href="https://youtu.be/fp9dTTIQLPY">https://youtu.be/fp9dTTIQLPY</a><br><br><a href="https://lessonplan.edudelight.com/second-term-civic-education-scheme-of-work-for-primary-3/">https://lessonplan.edudelight.com/second-term-civic-education-scheme-of-work-for-primary-3/</a>  |
| 6 (Security Education) | Sexual Offences                                  | By the end of this lesson, pupils should be able to:<br>(i) Describe sexual offences<br>(ii) Itemize some sexual offences   | 1. Pupils as small groups, discuss the meaning of sexual offences.<br>2. Pupils as small groups, outline sexual offense society   | -<br>Communicati on and collaboration<br>- Leadership personal development   | AUDIO VISUAL RESOURCES;<br>-A chart list of sexual offences.<br>WEB RESOURCE:<br>SITE LINK<br><a href="http://www.police.vic.gov.au/sexual-offences">www.police.vic.gov.au/sexual-offences</a>  |
| 6 (Social Studies)     | Meaning of First Aid                             | Pupils should be able to:<br>Define First Aid and Aid Box.<br>Explain who a First Aid giver is.<br>State emergency hotlines in Nigeria. (767)   | - Pupils as a class , discuss the meaning of First Aid<br>- Pupils in pairs, explain who a First Aid giver is.<br>- Pupils in pairs, analyze the difference among First Aid, First Aid Box and First Aid giver.<br>- Pupils as individual state the emergency hotlines in Nigeria | -Communicative and Collaborative skills<br>- Critical thinking and problem solving<br>-Leadership and personal development | LOCAL RESOURCES<br>Charts showing First Aid Box and its contents<br>REAL OBJECTS:<br>First Aid Box<br>WEB RESOURCES:<br><a href="https://en.m.wikipedia.org/wiki/first-aid-kit">https://en.m.wikipedia.org/wiki/first-aid-kit</a><br>VIDEO LINK:<br><a href="http://youtube/firstaid">http://youtube/firstaid</a>   |
| 7                      | MID-TERM BREAK                                   |   |   |  |   |
| 8 (Civic Education)    | Highway codes                                    | Pupils should be able to:<br>explain the meaning of highway codes<br>identify simple highway codes<br>Identify the importance of highway codes  | Pupils as a class, are guided to brainstorm on the meaning of highway codes.<br>-Pupils in pairs, are guided to highlight simple highway codes.<br>-Pupils as a class, identify importance of highway codes   | -Communication and collaboration<br>-Leadership and personal development<br>-Creativity and imagination                    | AUDIO VISUAL RESOURCES:<br>Pictures and charts of various highway codes<br>WEB RESOURCES:<br>SITE LINKS:<br><a href="http://www.highwaycode.com.ng/">http://www.highwaycode.com.ng/</a><br><br><a href="https://www.brake.org.uk/info-and-resources/resources/guide-to-teaching-road-safety#keystage2">https://www.brake.org.uk/info-and-resources/resources/guide-to-teaching-road-safety#keystage2</a><br><br>VIDEO LINK:<br><a href="https://youtu.be/NeEF1wT4k">https://youtu.be/NeEF1wT4k</a><br><br><a href="https://youtu.be/VorVTs1esIQ">https://youtu.be/VorVTs1esIQ</a> |
| 8 (Security Education) | Avoiding Criminal Behaviour e.g. Theft           | By the end of this lesson, pupils should be able to:<br>(i) Explain theft<br>(ii) Describe actions that could be referred to as theft   | 1. Pupils in small groups , discuss what theft means to them.<br>2. Pupils in small groups, outline actions that could be referred to as  | -<br>Communicati on and collaboration<br>- Citizenship   | AUDIO VISUAL RESOURCES;<br>-Flash cards of theft behaviour  |

| WEEKS                  | TOPICS   | LEARNING OBJECTIVES  | LEARNING ACTIVITIES   | EMBEDDED CORE SKILLS   | LEARNING RESOURCES  |
|------------------------|--|--|---|--|---|
|                        |  |  | theft<br>3. with the help of the teacher, the pupils relate the topic to classroom environment  |  | WEB RESOURCE:<br>SITE LINK<br><a href="https://lessonplan.edudelight.com/avoiding-criminal-behaviour">https://lessonplan.edudelight.com/avoiding-criminal-behaviour</a>   |
| 8 (Social Studies)     | Objects found in First Aid Box   | Pupils should be able to:<br>List the contents of First Aid Box.<br>Explain the uses of Each contents of the First Aid Box   | - Pupils as a class, list the objects found in the First Aid Box<br>- Pupils in small groups, explain the uses of each Contents in the First Aid Box<br>- individual pupil, itemize the contents in the First Aid Box               | -Communicative and Collaborative skills<br>- Critical thinking and problem solving<br>-Leadership and personal development | LOCAL RESOURCES<br>Charts showing First Aid content<br>REAL OBJECTS:<br>First Aid contents such as cotton wool, gauze, spirit etc.<br><br>WEB RESOURCES<br><a href="https://www.emedicinehealth.com/first-aid-kits/article-em.html">https://www.emedicinehealth.com/first-aid-kits/article-em.html</a><br>VIDEO LINK:<br><a href="http://youtube.com/grbxtsc8Ao">http://youtube.com/grbxtsc8Ao</a>  |
| 9 (Civic Education)    | Highway codes (contd)  | Pupils should be able to:<br>-explain in details the simple highway codes<br>-demonstrate ways to take caution when crossing the road  | -Pupils in small groups, explain the simple highway codes with the help of the teacher.<br>-Pupils, individually, demonstrates how to take caution when crossing the road   | -Communication and collaboration<br>-Leadership and personal development<br>-Creativity and imagination                    | AUDIO VISUAL RESOURCES:<br>Pictures of road signs<br>WEB RESOURCES:<br>SITE LINKS:<br><a href="http://www.highwaycode.com.ng/">http://www.highwaycode.com.ng/</a><br><a href="https://www.brake.org.uk/info-and-resources/resources/guide-to-teaching-road-safety#keystage2">https://www.brake.org.uk/info-and-resources/resources/guide-to-teaching-road-safety#keystage2</a><br>VIDEO LINK:<br><a href="https://youtu.be/NeEF1fwT4k">https://youtu.be/NeEF1fwT4k</a><br><br><a href="https://youtu.be/VorVTs1esLQ">https://youtu.be/VorVTs1esLQ</a> |
| 9 (Security Education) | Avoiding peer pressure   | By the end of this lesson, pupils should be able to:<br>(i) Describe peer pressure<br>(ii) Identify the behavior that could be the result of peer pressure                               | 1. Pupils as small groups, discuss the meaning of peer pressure.<br>2. Pupils in pairs, mention behavior that could be the result of peer pressure  | - Communicative and collaboration<br>- Leadership and personal development   | AUDIO VISUAL RESOURCES:<br>-Flash cards of theft behaviour<br><br>WEB RESOURCE:<br>SITE LINK<br><a href="https://kidhelplines.com.au/teens/issues/peer-pressure-and-fitting">https://kidhelplines.com.au/teens/issues/peer-pressure-and-fitting</a>   |
| 9 (Social Studies)     | Simple First Aid treatment   | Pupils should be able to:<br>Describe how simple first aid is applied to an accident victim<br>Give report of what has been done for the victim and call for emergency if need be. (767) | - Pupils as a class, discuss simple First Aid treatment<br>- Pupils in small groups, write the report of treatment given to an injured person<br>- Pupils in pairs, dramatize ways of given simple First Aid treatment              | -Communicative and Collaborative skills<br>- Critical thinking and problem solving<br>-Leadership and personal development | LOCAL RESOURCES<br>Charts showing simple First Aid treatment<br>Practical showing simple First Aid treatment<br>WEB RESOURCES:<br><a href="https://www.verywellhealth/basic-first-aid-practice-1298578">https://www.verywellhealth/basic-first-aid-practice-1298578</a><br>VIDEO LINK:<br><a href="https://youtu.be/firstaid">https://youtu.be/firstaid</a>   |
| 10 (Civic Education)   | Respecting other symbols e.g. Traditional leaders, staff of office, religious leaders, highway codes | Pupils should be able to:<br>-identify other symbols that can be respected<br>-describe who religious leaders and traditional leaders are.<br>-explain the meaning of staff of office    | -pupil Individually, identify other symbols that can be respected<br>-Pupil in small groups, are guided to discuss who religious leaders and traditional leaders are<br>-whole class, are guided on the meaning of staff of office. | -Leadership and personal development<br>-Communication and collaboration<br>-Citizenship                                   | AUDIO VISUAL RESOURCES:<br>Relevant pictures and charts of other symbols that can be respected.<br>WEB RESOURCES:<br>SITE LINK:<br><a href="https://lesson.edudelight.com/third-term-civic-education-scheme-of-work-for-primary-three-3/">https://lesson.edudelight.com/third-term-civic-education-scheme-of-work-for-primary-three-3/</a>  |

NATIONAL VALUES EDUCATION (NVE)

| WEEKS                   | TOPICS   | LEARNING OBJECTIVES   | LEARNING ACTIVITIES   | EMBEDED CORE SKILLS  | LEARNING RESOURCES  |
|-------------------------|--|---|---|--|---|
| 10 (Security Education) | Avoiding Criminal Behavior e.g. Gang   | By the end of this lesson, pupils should be able to:<br>(i) Describe gang<br>(ii) Outline the characteristics of a gang   | 1. Pupils as a class, discuss the meaning of gang<br>2. Pupils as small groups, discuss the characteristics of gang   | - Leadership and personal development<br>- Communication and collaboration<br>- Citizenship  | VIDEO LINK:<br><a href="https://youtu.be/ff9dTTIQLPY">https://youtu.be/ff9dTTIQLPY</a><br>AUDIO VISUAL RESOURCES:<br>-Chart showing characteristics of a gang.<br>WEB RESOURCE:<br>SITE LINK<br><a href="http://www.accreditedschoolsinline.org">www.accreditedschoolsinline.org</a>  |
| 10 (Social Studies)     | Security Agencies and their Primary duties   | Pupils should be able to:<br>Define security<br>Mention security agents in Nigeria<br><b>Mention the duties of security agencies</b>  | - Pupils as a class, discuss the meaning of security and security agency<br>- each pupil, enumerate the security agencies in Nigeria.<br>- Pupils in small groups, distinguish the duties of each security agencies<br>- Pupils in pairs, mention the duties of security agencies | -Communicative and Collaborative skills<br>- Critical thinking and problem solving<br>-Leadership and personal development<br>- Digital literacy | LOCAL RESOURCES<br>Picture/chart showing drug samples.<br>REAL OBJECTS:<br>Charts/ pictures of resources such as road safety, Red Cross, Police etc.<br>WEB RESOURCES:<br><a href="https://NigerianIntopadia.com.ng/major-government-society-agencies-in-Nigeria">https://NigerianIntopadia.com.ng/major-government-society-agencies-in-Nigeria</a>   |
| 11 (Civic Education)    | Respecting other national symbols e.g.<br>-National anthem<br>-The constitution<br>-National currency<br>-Maze<br>-National Assembly | Pupils should be able to:<br>-demonstrate respect for national symbols e.g. stand at attention<br>-highlight other symbols that can be respected.<br>-discuss what the maze represents. | -whole class,demonstrates respect for the national anthem and pledge while the teacher guides them.<br>-pupils in pairs,highlight other symbols that can be respected<br>-pupils as a class, discuss what the maze represents   | Communication and collaboration<br>Leadership and personal development<br>Creativity and imagination<br>Citizenship                              | AUDIO VISUAL RESOURCES:<br>Relevant pictures and charts of national symbols<br>Picture chart showing various ways to show respect to the national symbols.<br>WEB RESOURCES:<br>SITE LINK:<br><a href="https://lesson.edudelight.com/third-term-civic-education-scheme-of-work-for-primary-three-3/">https://lesson.edudelight.com/third-term-civic-education-scheme-of-work-for-primary-three-3/</a><br>VIDEO LINK<br><a href="https://youtu.be/HHbCrgfEMms">https://youtu.be/HHbCrgfEMms</a><br><a href="https://youtu.be/6wFrE0CSTXE">https://youtu.be/6wFrE0CSTXE</a> |
| 11 (Security Education) | Contentment as an instrument of Avoiding Criminal Behaviour  | By the end of this lesson, pupils should be able to:<br>(i) Explain contentment<br>(ii) Discuss the Characteristics of satisfaction   | 1. Pupils as a class, discuss the meaning of contentment<br>2. Pupils as a small groups, analyze the characteristics of contentment   | - Leadership and personal development<br>- Communication and collaboration<br>- Citizenship  | AUDIO VISUAL RESOURCES:<br>-Flash cards, dictionary, textbooks<br>WEB RESOURCE:<br>SITE LINK<br><a href="https://lionessesofafrica.com/6kg">https://lionessesofafrica.com/6kg</a>   |
| 11 (Social Studies)     | Revision   |   |   |  |   |
| 12 (Civic Education)    | Revision   | Revision  | Revision  |  |   |
| 12 (Security Education) | Enlightenment on Good Family Life  | By the end of this lesson, pupils should be able to:<br>(i) Give the characteristics of a good Family life<br>(ii) Analyze the advantages of a good family life.                        | 1. Pupils as small groups, analyze the characteristics of a good Family life.<br>2. Pupils as small groups, explain the advantages of good family life.   | - Communication and collaboration<br>- Leadership and personal development<br>- Citizenship  | AUDIO VISUAL RESOURCES:<br>- Chart showing the characteristics of a good family life.<br>WEB RESOURCE:<br>SITE LINK<br><a href="https://wordfromthebird.blog/the-blog/characteristics-of-a-healthy-family">https://wordfromthebird.blog/the-blog/characteristics-of-a-healthy-family</a>  |
| 12 (Social Studies)     |  |   |   |  |   |
| 13.                     | EXAMINATION  |   |   |  |   |

## ACHIEVEMENT STANDARDS FOR PRIMARY THREE

At the end of the session, pupils should be able to;

- identify family, family members and family relation.
- discuss marriage practice among the three major ethnics and religion in Nigeria
- define drugs, types of drugs and difference between orthodox medicine and local herbs
- define the meaning and consequences of drug abuse
- identify common illnesses and means of preventing illnesses in our society
- build habit of personal and environmental hygiene
- identify forms of accident causes and prevention
- explain the meaning of first aid and treatment of minor injuries in the school and at home.
- identify the security agencies in our society and their functions.