



LAGOS STATE MINISTRY OF EDUCATION
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS
NATIONAL VALUES EDUCATION
PRIMARY FOUR FIRST TERM

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Social Studies	Living in the family	By the end of the lesson pupils should be able to: 1. Explain meaning and types of family (Nuclear and Extended) 2. Identify the members of the Nuclear and Extended family 3. Identify the member of nuclear and extended family 4. Mention the importance of the family	<ul style="list-style-type: none"> - Pupils as a class discuss what is the meaning of family - Pupils are divided into small groups to identify and explain types of family - Allow each groups list out the importance of the family 	<ul style="list-style-type: none"> - Communication and Collaboration skills - Critical thinking and problem solving - Leadership and personal development 	LOCAL RESOURCES Chart showing members of the family VIDEO LINK: https://youtube/aguwh WEB RESOURCES https://passwordnew.com/classwork
	Civic Education	<ul style="list-style-type: none"> • Definition of Governance • Meaning of Good Governance 	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> • Explain governance • Discuss the meaning of good governance • Demonstrate good governance in the community. 	<ul style="list-style-type: none"> • Pupils as a Class Brainstorm on the meaning of governance • Pupils in pairs interact to describe the meaning of good governance • Pupils in small groups role-play good governance in the community 	<ul style="list-style-type: none"> • Critical thinking and problem solving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship 	AUDIO VISUAL RESOURCES: <ul style="list-style-type: none"> • Charts showing different government activities • Charts showing good governance WEB RESOURCES: SITE LINK https://en.m.wikipedia.org/wiki/Governance
	Security Education	Introduction to Neighborhood security, Meaning of Neighborhood.	By the end of the lesson, pupils should be able to: (i) define neighborhood, (ii) identify things that make up a neighborhood.	1. Pupils as a class discuss the meaning of neighborhood. 2. Pupils in pairs point out the names of their friends in church or mosque	<ul style="list-style-type: none"> - Citizenship - Leadership and personal development 	AUDIO VISUAL RESOURCES Creating a mini paper city. WEB RESOURCES: VIDEO LINK https://www.youtube.com/periwinkkids
2	Social Studies	Relationship of some member of the family	By the end of the lesson pupils should be able to: 1. Draw the family tree 2. Identify how relate to one another e.g. Family tree 3. Itemize the benefit of the family e.g. Care and interest for one another	<ul style="list-style-type: none"> - Pupils as a class itemize members in the family tree - Pupils are grouped into 2 to 3, depend on how large the class, to list and draw family tree each group. - Pupils as individual explain the benefits of a family member 	<ul style="list-style-type: none"> - Communication and Collaboration - Critical thinking and problem solving - Citizenship - Creativity and imagination 	LOCAL RESOURCES Chart on family tree WEB RESOURCES: www.helpguide.org VIDEO LINK: https://youtube.com/nativistpajersjal
	Civic Education	Types of Governance e.g. <ul style="list-style-type: none"> • Democratic governance • Economic and Financial governance 	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> • Identify types of Governances • Explain the types of Governance • Analyses The Features of Good Governance. 	<ul style="list-style-type: none"> • Pupils in small groups are guided to outline and display in chart the types of Governance. • Pupils in pairs discuss the types of Governance. • Pupils as a class analyze critically the features of good governance 	<ul style="list-style-type: none"> • Critical thinking and problemsolving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship 	AUDIO VISUAL RESOURCES: <ul style="list-style-type: none"> • Picture charts showing various features of good governance WEB RESOURCES: SITE LINK https://en.m.wikipedia.org/wiki/Governance
	Security Education	Types of Neighborhood	By the end of the lesson, pupils should be able to: (i) group the types of neighborhood e.g. Villages, street, compound, school, areas, homes, churches, mosques etc, (ii) identify name of street in their neighborhood.	1. Pupils as a class do a survey of their school compound 2. Pupils in groups tell how their streets and homes look like 3. Pupils as a class mention three names of street and market in their neighborhood	<ul style="list-style-type: none"> - Communication and collaboration - Citizenship 	AUDIO VISUAL RESOURCES Charts showing a school map WEB RESOURCES: SITE LINK www.neighborhoods.com www.wilmingtonde.gov en.m.wikipedia.org LOCAL RESOURCES - Chart on different marriage in Nigeria
3	Social Studies	Marriage	By the end of the lesson pupils should be able to:	<ul style="list-style-type: none"> - Pupils as a class discuss the meaning of marriage 	<ul style="list-style-type: none"> - Communication and Collaboration skills 	LOCAL RESOURCES - Chart on different marriage in Nigeria

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			<ol style="list-style-type: none"> 1 Define the meaning of marriage 2 Explain the types of marriage e.g. Monogamy and Polygamy marriage 3 Mention marriage festival in Nigeria and give differences from one to the other 	<ul style="list-style-type: none"> - Pupils as a group of 2 to 4, to explain types of marriage - Each of the group to demonstrate one marriage is living practice in Nigeria and how difference it is in other communities 	<ul style="list-style-type: none"> - Critical thinking and problem solving - Leadership and personal development - Citizenship 	<p><u>VIDEO LINK:</u> https://m.youtube.com/watch?v=ysYYrkUjVLg</p> <p><u>WEB RESOURCES:</u> www.britannica.com</p>
	Civic Education	What is Governance Structure?	<p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> • Explain Governance Structure • Highlight examples of Governance Structure • Draw a Chart illustrating Government Structure 	<ul style="list-style-type: none"> • Pupils as a class use songs to explain Governance structure <p>e.g.</p> <ul style="list-style-type: none"> • Legislative makes the law • Judiciary interpret law executive implement • Pupils individually highlight examples of Governance Structure using flash cards. • Pupils in small groups draw the charts illustrating Governance structure. 	<ul style="list-style-type: none"> • Critical thinking and problem solving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship 	<p><u>AUDIO VISUAL RESOURCES:</u></p> <ul style="list-style-type: none"> • Charts showing the structure of governance • Flash cards <p><u>WEB RESOURCES:</u> <u>SITE LINK</u> http://www.search.org/files/pdf/Governance.pdf</p>
	Security Education	Types of Neighborhood (Contd.)	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) classify the types of neighborhood they have e.g. people living next door, people whose activities will affect us, school mates etc.</p> <p>(ii) differentiate the good neighborhood from the bad ones.</p>	<ol style="list-style-type: none"> 1. Pupils in small groups relate as friends with themselves, 2. Pupils as a class mention the names of their school mates, 3. Pupils as a class evaluate the behaviors of people that will affect them both in school and home. 	<ul style="list-style-type: none"> - Communication and collaboration - Citizenship 	<p><u>AUDIO VISUAL RESOURCES</u> Charts showing types of neighborhood.</p>
4	Social Studies	Marriage problems and solution	<p>By the end of the lesson pupils should be able to:</p> <ol style="list-style-type: none"> 1. Identify the problems in marriage 2. Provide solution to the problems of marriage 	<ul style="list-style-type: none"> - Pupils as class discuss the problem in marriage - Pupils in pairs provide solution to the problem discussed 	<ul style="list-style-type: none"> - Communication and Collaboration skills - Critical thinking and problem solving - Leadership and personal development - Citizenship skill 	<p><u>LOCAL RESOURCES</u></p> <ul style="list-style-type: none"> - Chart showing disagreement at home <p><u>WEB RESOURCES:</u> https://www.webmd.com</p> <p><u>VIDEO LINK:</u> https://www.powertogether.com/info/how-to-fix-marriage-problems/</p>
	Civic Education	Characteristics of Good Governance	<p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> • Outline Characteristics of Good Governance <ol style="list-style-type: none"> 1. Openness/Transparency 	<ul style="list-style-type: none"> • Pupils as a class brainstorm on the characteristics of Good Governance. • Pupils in pairs itemize and describe the characteristic of Good Governance. 	<ul style="list-style-type: none"> • Critical thinking and problem solving • Creativity and imagination 	<p><u>AUDIO VISUAL RESOURCES:</u></p> <ul style="list-style-type: none"> • Charts on social services provided by the Government • Picture charts showing various

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			<ol style="list-style-type: none"> 2. Freedom of speech 3. Sincerity 4. Provision of jobs <ul style="list-style-type: none"> • Explain the characteristics of Good Governance • Demonstrate some of the Characteristics of Good Governance 	<ul style="list-style-type: none"> • Pupils in small groups role play good Governance. 	<ul style="list-style-type: none"> • Communication and collaboration • Leadership and personal development • Citizenship 	<p>char</p> <p>goo</p> <p>WEB RESOURCES</p> <p>SITE LINK</p> <p>https://allenivfag/good-gov-characteristics/</p>
	Security Education	Strangers in the neighborhood	<p>By the end of the lesson pupils should be able to:</p> <p>(i) describe a stranger,</p> <p>ii) examine the precautionary measures on personal security,</p> <p>(iii) identify strangers in their neighborhood e.g. people loitering about in the neighborhood, scavengers, hawkers etc.</p>	<ol style="list-style-type: none"> 1. Pupils as a class demonstrate who a strangers is, 2. Pupils as a class give their opinion on how to safeguard themselves from strangers, 3. Pupils as a class give examples of a stranger in their neighborhood. 	<ul style="list-style-type: none"> -Critical thinking and problem solving - Creativity and imagination - Leadership and personal development 	<p>AUDIO VISUAL RESOURCES</p> <p>Chart showing peeping through</p> <p>WEB RESOURCES</p> <p>www.researchgate.net/publication/312222222</p> <p>www.amazon.com</p> <p>VIDEO LINK</p> <p>kidsHealth.org/parent/alone.html</p> <p>pngenfermoro-nu-eyes</p>
5	Social Studies	Our culture – Element of culture	<p>By the end of the lesson pupils should be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning and types of culture 2. List the element of culture 3. What are the different kinds of culture in Nigeria (Hausa, Igbo and Yoruba) 	<ul style="list-style-type: none"> - Pupils in small groups to role play with some cultural materials and costumes to discuss how each culture dress, greet, hair, meal, ceremonies - Pupils as a class discuss element of culture - Pupils in small groups of 3 to be dressed in Hausa, Igbo and Yoruba culture in Nigeria - Demonstrate culture in Nigeria 	<ul style="list-style-type: none"> -Communicative and Collaborative - Critical thinking and problem solving - Creativity and imagination Citizenship 	<p>LOCAL RESOURCES</p> <ul style="list-style-type: none"> - Chart showing people dress the cultural costumes <p>WEB RESOURCES</p> <p>https://www.e.com</p> <p>VIDEO LINK:</p> <p>https://pressbooks.hawaii.edu/soci101/chapter/the-element-of-culture/</p>
	Civic Education	Definition of Government and Types of Government	<p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> • Explain Government • Highlight types of Government • Analyze the types of Government. 	<ul style="list-style-type: none"> • Pupils as a class discuss the concept Government. • Pupils in pairs identify the types of Government. • Pupils in small groups debate the types of Government and make presentation to the class. 	<ul style="list-style-type: none"> • Critical thinking and problem solving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship 	<p>AUDIO VISUAL RESOURCES:</p> <ul style="list-style-type: none"> • Picture charts analyzing various types of government <p>WEB RESOURCES</p> <p>SITE LINK</p> <p>https://www.toppr.com/learn/notes/civics/what-is-government/meaning-of-government/</p>
	Security Education	Suspicious movement	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) describe suspicious movement,</p> <p>(ii) examine people walking about in the neighborhood aimlessly.</p>	<ol style="list-style-type: none"> 1. Pupils as a small groups discuss the activities of people with suspicious movement, 2. Pupils as a class discuss tips to be considered in observing suspicious movement, 3. Pupils as a class identify who suspicious movement should be reported to. 	<ul style="list-style-type: none"> -Communication and collaboration - Critical thinking and problem solving -Creativity and imagination. 	<p>AUDIO VISUAL RESOURCES</p> <p>Pictures showing some group of people walking on street</p> <p>WEB RESOURCES</p> <p>LINK</p> <p>www.sandiego.gov</p> <p>www.sasilienzuk.net</p> <p>www.dhs.gov</p>

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
6	Social Studies	Culture	By the end of the lesson pupils should be able to: 1. Identify the different cultures e.g. different dialects, difference in geographical position 2. Mention the difference in external influences 3. List the similarities in cultures e.g. Food, Dressing, Ceremony, Greetings etc.	Pupils are divided into 3 groups to discuss different costume of each culture - Whole class to identify the difference in external influence - The pupils in small groups to identify the similarities in Nigeria culture.	Communicative and Collaborative Critical thinking and problem solving Leadership and personal development - Citizenship - Creativity and imagination	LOCAL RESOURCES - Chart showing geographical position, food, dress etc. WEB RESOURCES: https://www.iedunet.com
	Civic Education	Arms of Governments • Legislative • Executive • Judiciary	By the end of the lesson pupils should be able to: • Highlight the arms of Government • Draw a Chart showing Legislative, Executive and Judiciary	• Pupils individually identify the arms of Government • Pupils as a class discuss the arms of government and its functions. • Pupils in small groups discuss and display charts showing the arms of government and its functions.	• Critical thinking and problem solving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship	AUDIO VISUAL RESOURCES: • Picture Charts showing the arms of government and its functions • Physical sample of the Nigeria constitution WEB RESOURCES: SITE LINK: https://study.com/academy/lesson/the-3-branches-of-government-executive-legislative-judicial.html
	Security Education	Types of suspicious movement	By the end of the lesson, pupils should be able to: (i) identify activities that can be considered as suspicious movement e.g. peeping into other people window etc, (ii) roaming about.	1. Pupils as a small groups carry out research on activities considered suspicious, 2. Pupils as a class draw a diagram showing a stranger peeping through a window, 3. Pupils as a small groups discuss when (the time) to raise alarm on suspicious movement	- Leadership and personal development -Critical thinking and problem solving	AUDIO VISUAL RESOURCES A chart showing a hidden place like uncompleted building. WEB RESOURCES: SITE LINK www.usf.edu www.lapdonline.org www.dhs.gov
7	MID TERM BREAK					
8	Social Studies	Culture	By the end of the lesson pupils should be able to: 1. List out ways of cultural presentation e.g. Symbol, Building, Dressing and Festival 2. Pin-point and state reasons for discarding some culture e.g. ritual 3. Identify the culture to be retained e.g. respect to elders.	- Pupils as a class to brainstorm to mention cultural preservation. - Pupils in small groups to discuss reasons for discarding some culture e.g. Ritual. - Whole class to enumerate some culture to retain	-Communication and Collaboration skills - Critical thinking and problem solving -Leadership and personal development - Citizenship skill	LOCAL RESOURCES WEB RESOURCES https://www.livescience.com
	Civic Education	Functions of Government	By the end of the lesson pupils should be able to: 1. Outline at least FIVE Functions performed by Government e.g. • Provision of good roads; • Provision of pipe borne water, • Provision of Schools; • Provision of Electricity; • Provision of Health Clinics; 2. Explain the Functions of Government 3. Describe how the government functions affects them e.g. Schooling.	• Pupils in pairs identify the functions of government in chart • Pupils as a class discuss the functions of government • Pupils in small groups debate on how the functions of government affects them and the society at large.	• Critical thinking and problem solving • Creativity and imagination • Communication and collaboration Leadership and personal development • Citizenship	AUDIO VISUAL RESOURCES: • Picture charts showing various functions of government WEB RESOURCES: SITE LINK http://www.legintent.com/what-are-the-functions-of-government/

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Security Education	Reporting suspicious movements	By the end of the lesson, pupils should be able to: (i) identify who to report suspicious movements to e.g. parents, adult, teacher etc. (ii) outline ways to raise alarm over suspicious movements.	1. Pupils in pair discuss who to report suspicious movements to, 2. Pupils as a class give examples of ways of alerting people for help e.g. by shouting etc. 3. Pupils as a class mention their parents phone number	Communication and collaboration -Leadership and personal development	WEB RESOURCES: SITE LINK www.sandiego.gov www.seattle.gov www.bavariannews.com Kidshealth.org/en/kidsthenagency.html
9	Social Studies	Our religion and practice	By the end of the lesson pupils should be able to: 1. Explain meaning and types of religion. 2. Identify the mode and materials used to worship in different religion practice e.g. Holy Bible, Holy Quran, candle etc.	- Pupils as a class discuss our religion and types of religion we have in Nigeria - Pupils as a class to mention the mode and materials used to worship in different religion practices	-Communication and Collaboration -Leadership and personal development - Citizenship - Creativity and Imagination	LOCAL RESOURCES: - Chart showing materials and place of worship WEB RESOURCES: https://www.esu.edu/humanrights.com VIDEO LINK: https://study.com/academy/lesson/religion-on-lesson-for-kids-definition-facts.html
	Civic Education	Difference between the various types of Governments.	By the end of the lesson pupils should be able to: • Highlight the differences between various types of Government • Explain the differences between various types of Government • Analyze some of the similarities between Various types of Government.	• Pupils as a class discuss and identify the differences in various forms of government. • Pupils as a class are grouped into the various type of government and distinguish the differences and similarities using a chart	• Critical thinking and problem solving • Creativity and imagination • Communication and collaboration • Leadership and personal development • Citizenship	AUDIO VISUAL RESOURCES: • Picture charts showing various type of government in Nigeria WEB RESOURCES: SITE LINK https://www.toppr.com/ques/ides/civics/what-is-government/meaning-of-government/
	Security Education	Consequences of not reporting suspicious activities/movement	By the end of the lesson, pupils should be able to: (i) write the consequences of failure to report suspicious movements. (ii) mention the right person to report to, e.g. Uniform men or security men	1. Pupils in small groups discuss reason to report suspicious movements, 2. Pupils as a class brainstorm on the sequences or effects of not reporting suspicious movements, 3. Pupils as a class discuss what to do in time or situation of sexual harassment	-Communication and collaboration - Critical thinking and problem solving - Digital literacy	AUDIO VISUAL RESOURCES Chart showing fire outbreak or robbery attack WEB RESOURCE VIDEO LINK https://youtube.com/watch?v=OWG1OW17IDI
10	Social Studies	Similarities in aspect of religion	By the end of the lesson pupils should be able to: 1. List the similarities of each religion e.g. we all pray to God through different means, style of dressing etc. 2. Describe the aspect of religion in Nigeria 3. Display how each religion pray	- Pupils as a class to brainstorm on the similarities of each religion practices - Pupils in small groups to describe the aspects of religion in Nigeria - Pupils to demonstrate how each religion pray	-Communication and Collaboration - Critical thinking and problem solving -Leadership and personal development - Creativity and imagination	LOCAL RESOURCES: - Chart showing place of worship, Holy Bible, Holy Quran WEB RESOURCES: https://www.esu.sg.com VIDEO LINK: https://study.com/academy/lesson/similarities-differences-between-islam-christianity-lesson-for-kids.html

WEEKS	THEME	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Civic Education	Problems Facing Government	By the end of the lesson pupils should be able to: 1. Outline some of the problems facing <ul style="list-style-type: none"> Federal Government State Government Local Government 2. Analyze the Problem facing Government 3. Suggest some of the Solutions to some of the problems facing the government	<ul style="list-style-type: none"> Pupils as a class brainstorm and discuss the various problems facing the government Pupils individually identify the problems facing government. Pupils as a class suggests solutions to problems faced by the government. 	<ul style="list-style-type: none"> Critical thinking and problem solving Creativity and imagination Communication and collaboration Leadership and personal development Citizenship 	AUDIO VISUAL RESOURCES: <ul style="list-style-type: none"> Chart showing possible solutions to the problems faced by the government WEB RESOURCES: SITE LINK https://www.rutter-net.com/blog/challenges - faci ng-government -it-4- things -you-should -know
	Security Education	REVISION	REVISION	REVISION	REVISION	REVISION
11	Social Studies	Other people's belief and tradition	By the end of the lesson pupils should be able to 1. Generate ways of our belief e.g. Tradition diff from and similar to other 2. Identify means and method of worship 3. Explain how to respect other people scene e.g. belief and tradition	<ul style="list-style-type: none"> Pupils as a class to discuss how to generate ways of our belief Pupils in small groups of 3 to stand for the 3 religion to identify names and methods of worshipping God Whole class to explain how to respect other people 	<ul style="list-style-type: none"> Communication and Collaboration Critical thinking and problem solving Creativity and imagination 	LOCAL RESOURCES <ul style="list-style-type: none"> Chart and real copies of Bible, Quran, candle, dress and iron WEB RESOURCES: https://www.pewforum.org VIDEO LINK: https://www.physio-pedia.com/Personal Values and Beliefs
	Civic Education	Solution to Problem Facing Government	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> Identify three solutions to problems facing government Explain solutions to problem facing government 	<ul style="list-style-type: none"> Pupils as a class discuss possible solutions to problems faced by the government Pupils individually identify solutions to problems faced by the government 	<ul style="list-style-type: none"> Critical thinking and problem solving Creativity and imagination 	AUDIO VISUAL RESOURCES: <ul style="list-style-type: none"> Chart showing possible solutions to the problems faced by the government WEB RESOURCES :
			<ul style="list-style-type: none"> Discuss ways bribery and corruption can be stopped 	<ul style="list-style-type: none"> Pupils as a class are guided on ways bribery and corruption can be stopped 	<ul style="list-style-type: none"> Communication and collaboration Leadership and personal development Citizenship 	SITE LINK https://www.emerald.com/insight/content/doi/10.1108/DPM-11-2015-0260/full/html
	Security Education	Revision				
12-13	REVISION / EXAMINATION					