



LAGOS STATE MINISTRY OF EDUCATION  
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS  
PRE -VOCATIONAL STUDIES  
(AGRICULTURE & HOME ECONOMICS)  
PRIMARY SIX SECOND TERM

third

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>PVS (Agriculture)</b> Review of second term schemes of work.	By the end of the lesson, pupils should be able to: recall previous topics taught in second term.	Pupils participate in the welcome test and last term's work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination questions. Students notes books. Previous term's charts etc.
	<b>PVS (HOME ECONOMICS)</b> Resumption test				
2	<b>PVS (Agriculture)</b> Marketing channels for farm produce; producers of farm produce, middlemen, retailers, co-operative societies, marketing boards.	By the end of the lesson, pupils should be able to: 1) define marketing channels; 2) outline channels of marketing farm produce; 3) discuss the importance of marketing channels	1. Pupils, as a class, brainstorm on the meaning of marketing channels. 2. Whole discussion on the importance of marketing channels. 3. Pupils, in small groups, role play on the activities	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Web link: <a href="http://www.luresext.edu/?q=content/marketing-channels">http://www.luresext.edu/?q=content/marketing-channels</a>  <a href="https://www.investopedia.com/terms/d/distribution-channel.asp">https://www.investopedia.com/terms/d/distribution-channel.asp</a>  VIDEO LINK <a href="https://youtu.be/jMZ6aYXgVnM">https://youtu.be/jMZ6aYXgVnM</a>
	<b>PVS (HOME ECONOMICS)</b> How to make disinfectant – Dettol	in agriculture. By the end of the lesson, pupils should be able to: Explain the meaning of disinfectant; Discuss uses of disinfectant Identify different types of disinfectants; List the ingredients used in making liquid soap; Identify infections that can be prevented by using disinfectants: Prepare Dettol.	of marketing channels. Whole class discussion on the topic Pupils as a class explain the concept "disinfectant"; Pupils as a class discuss uses of disinfectant; Class discussion on different types of disinfectants; Small group discussion in listing the ingredients used in preparing Dettol; Pupils as a class explain the procedure of preparing Dettol; Small group activities in preparation of Dettol;	Creativity and Imagination Communication and collaboration. Creativity and imagination. Leadership and personal development. Digital literacy.	<a href="https://youtu.be/ALoo4vrKKUw">https://youtu.be/ALoo4vrKKUw</a> Materials: Texapol, pine oil, Chlorozonol, I.P.A. disinfectant, colour, bowls, wooden spoon, bottles, funnel etc. Youtube something cooking with alph- Youtube.  Google: <a href="http://www.verywell.health.com&gt;makezy">www.verywell.health.com&gt;makezy</a>  <a href="http://www.nycoproducts.com&gt;blog&gt;ty">www.nycoproducts.com&gt;blog&gt;ty</a> ... <a href="http://www.clorox.com">www.clorox.com</a> <a href="http://Livesimple.me&gt;homemade-dis...">Livesimple.me&gt;homemade-dis...</a>
3	<b>PVS (Agriculture)</b> Marketing channels for farm produce; producers of farm produce.	By the end of the lesson, pupils should be able to: 1) define producers in the context of agriculture; 2) outline the importance of producers; 3) evaluate the challenges faced by producers in marketing channels	1. Whole class discussion on agricultural producers. 2. Pupils, as a class discuss the role of producers in agriculture and share their thought with the class. 3. Pupils, in small groups, discuss the challenges faced producer and possible solution to the problem.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Web link: <a href="http://www.luresext.edu/?q=content/marketing-channels">http://www.luresext.edu/?q=content/marketing-channels</a>  <a href="https://agritech.tnau.ac.in/agriculture/marketing/aqrimark%20Marketing%20channels.html">https://agritech.tnau.ac.in/agriculture/marketing/aqrimark Marketing%20channels.html</a>  VIDEO LINK <a href="https://youtu.be/aOT4Wnvv3E8">https://youtu.be/aOT4Wnvv3E8</a>  <a href="https://youtu.be/JzLoo8cFJBI">https://youtu.be/JzLoo8cFJBI</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<b>PVS (HOME ECONOMICS)</b> Making of liquid soap	By the end of the lesson, pupils should be able to:  Mention uses of liquid soap; List the ingredients used in making liquid soap; Prepare liquid soap.	Whole class discussion on the uses of liquid soap;  Pupils as an individual lists the ingredients use in making liquid soap;  Small group activities on how to prepare liquid soap.	Communication/collaborations.  Creativity and personal development.  Digital literacy.	Materials: soda, ash, caustic soda, sulphur, palm kernel oil (KPO), silicate, perfume, colour etc.  Google: <a href="http://www.Legit.ng&gt;1087692.how-liquid">www.Legit.ng&gt;1087692.how-liquid</a>
4.	<b>PVS (Agriculture)</b> Marketing channels for farm produce; middlemen (Intermediaries) and retailers.	By the end of this lesson, pupils should be able to;  1) define middlemen in the context of agriculture;  2) identify the importance of middlemen and retailers in marketing channels for farm produce;  3) evaluate the challenges faced by middlemen and retailers.	1. Whole class discussion on the meaning of intermediaries.  2. Pupils, in small groups, discuss the role played by intermediaries and retailers as marketers of farm produce.  3. Pupils, in pairs, evaluate the challenges faced by middlemen and retailers, write a proposal proffering solution to the challenges and submit at the next lesson.	Communication and Collaboration  Critical thinking and Problem solving  Leadership and personal development  Creativity and Imagination	Web link: <a href="http://www.luresext.edu/?q=content/marketing-channels">http://www.luresext.edu/?q=content/marketing-channels</a>  <a href="https://www.businessmanagementideas.com/marketing/channels/middle-man-meaning-importance-and-functions-distribution-channel/11949">https://www.businessmanagementideas.com/marketing/channels/middle-man-meaning-importance-and-functions-distribution-channel/11949</a>  <a href="https://www.agropreneurszone.com/middlemen-participation-in-agribusiness-the-pains-and-gains/#:~:text=Middlemen%20are%20regarded%20as%20intermediary,rewarded%20by%20performing%20the%20functions.">https://www.agropreneurszone.com/middlemen-participation-in-agribusiness-the-pains-and-gains/#:~:text=Middlemen%20are%20regarded%20as%20intermediary,rewarded%20by%20performing%20the%20functions.</a>  <a href="https://www.oerafrica.org/FTPFolder/Aqshare/Marketing%20and%20Price%20Analysis/role%20of%20middlemen%20in%20the%20marketing%20of%20agricultural%20commodities.html">https://www.oerafrica.org/FTPFolder/Aqshare/Marketing%20and%20Price%20Analysis/role%20of%20middlemen%20in%20the%20marketing%20of%20agricultural%20commodities.html</a>
	<b>PVS (HOME ECONOMICS)</b> Making of Petroleum Jelly	By the end of this lesson, pupils should be able to; Mention different brands of petroleum jelly;	Whole class discussion on different brands of petroleum jelly. Pupils as individuals explain uses of petroleum jelly.	Critical thinking and problem solving Communication and collaboration	Materials: petroleum jelly, mineral oil, Wax, sulphur, perfume, colour, container  Google: <a href="http://www.Thoughtco.com&gt;petroleum-jelly">www.Thoughtco.com&gt;petroleum-jelly</a>
		petroleum jelly; Explain the use of petroleum jelly; Identify the importance of petroleum jelly; List the ingredients used in making petroleum jelly; Prepare petroleum jelly.	Pupils as a class identify the importance of petroleum jelly. Pupils in small group list the ingredients used in making petroleum jelly. Pupils in small groups prepare petroleum jelly using different perfumes and colours.	Leadership and personal development. Creativity and imagination. Digital literacy.	Youtube-soaping101 petroleum jelly-wikipedia
5.	<b>PVS (Agriculture)</b> Marketing channels for farm produce; co-operative societies and marketing boards	By the end of the lesson, pupils should be able to:  1) explain the operation of co-operative societies and marketing board;  2) describe the importance of co-operative societies and marketing boards.	1. Pupils, as a class, discuss the activities of co-operative societies and marketing board.  2. Pupils, in small groups, reasons for discuss establishing a cooperative society in the school and share with the class.	Communication and Collaboration  Critical thinking and Problem solving  Leadership and personal development	Web link: <a href="http://www.luresext.edu/?q=content/marketing-channels">http://www.luresext.edu/?q=content/marketing-channels</a>  <a href="https://en.m.wikipedia.org/wiki/Agricultural_cooperative">https://en.m.wikipedia.org/wiki/Agricultural_cooperative</a>  <a href="https://ag4impact.org/sid/socio-economic-intensification/building-social-capital/agricultural-cooperatives/">https://ag4impact.org/sid/socio-economic-intensification/building-social-capital/agricultural-cooperatives/</a>  <a href="https://eos.com/blog/agricultural-cooperatives/">https://eos.com/blog/agricultural-cooperatives/</a>
	<b>PVS (HOME ECONOMICS)</b> Home accidents.	By the end of this lesson, pupils should be able to;  Mention different types of home accidents; Identify the causes of home accidents; Explain common types of home accidents; Discuss how home accidents can be prevented;	Mentioning different types of home accidents; Pupils as individuals explain common types of home accidents; Pupils as a class identify the causes of home accidents; Pupils as individuals discuss prevention of home accidents; Small group demonstration of treatment of minor home	Communication and collaboration. Critical thinking and problem solving Creativity and imagination Leadership and personal development Digital literacy	Charts:  Google: <a href="http://www.researchgate.net&gt;publication">www.researchgate.net&gt;publication</a>  <a href="http://www.researchgate.net&gt;publication">www.researchgate.net&gt;publication</a>  <a href="http://www.hkfsd.gov.hk&gt;-home.housework.com&gt;most-da">www.hkfsd.gov.hk&gt;-home.housework.com&gt;most-da</a>  <a href="http://www.foodnetwork.com&gt;articles">www.foodnetwork.com&gt;articles</a>



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		Demonstrate how minor home accidents can be treated.	accidents.		<a href="http://www.aegistlegal.co.uk/accident-types">www.aegistlegal.co.uk/accident-types</a> <a href="http://www.typesflori.com.qu&gt;blog">www.typesflori.com.qu&gt;blog</a>
6.	<b>PVS (Agriculture)</b> Farm Records and types	By the end of the lesson, pupils should be able to: 1) describe farm records; 2) identify the different types of farm records; 3) explain the importance of farm records to a farm manager.	1. Whole class discussion on the meaning of farm records. 2. Pupils, as a class, visit the school farm, observe and discuss the features of the farm records found in there. 3. Pupils, in small groups, discuss the importance of farm records from a farm manager standpoint. 4. Pupils, in pairs, prepare an inventory book of the school farm and submit at the next lesson.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: <a href="http://www.luresext.edu/?q=content/marketing-channels">http://www.luresext.edu/?q=content/marketing-channels</a> <a href="https://www.legit.ng/1131221-types-farm-records-uses.html#:~:text=A%20farm%20record%20is%20a%20aspect%20of%20all%20farm%20operations">https://www.legit.ng/1131221-types-farm-records-uses.html#:~:text=A%20farm%20record%20is%20a%20aspect%20of%20all%20farm%20operations</a> <a href="https://www.agrifarming.in/keeping-farm-records-a-beginners-guide">https://www.agrifarming.in/keeping-farm-records-a-beginners-guide</a>  VIDEO LINK <a href="https://youtu.be/3D-izZvc3nE">https://youtu.be/3D-izZvc3nE</a> <a href="https://youtu.be/7H_sM92upEk">https://youtu.be/7H_sM92upEk</a>
	<b>PVS (HOME ECONOMICS)</b> Home accidents.	By the end of this lesson, pupils should be able to;  Mention different types of home accidents; Identify the causes of home accidents; Explain common types of home accidents; Discuss how home accidents can be prevented; Demonstrate how minor home accidents can be treated.	Mentioning different types of home accidents; Pupils as individuals explain common types of home accidents; Pupils as a class identify the causes of home accidents; Pupils as individuals discuss prevention of home accidents; Small group demonstration of treatment of minor home accidents.	Communication and collaboration. Critical thinking and problem solving Creativity and imagination Leadership and personal development Digital literacy	Charts:  Google: <a href="http://www.researchgate.net&gt;publication">www.researchgate.net&gt;publication</a> .  <a href="http://www.researchgate.net&gt;publication">www.researchgate.net&gt;publication</a>  <a href="http://www.hkfsd.gov.hk-&gt;home.housestuffworks.com&gt;most-da">www.hkfsd.gov.hk-&gt;home.housestuffworks.com&gt;most-da</a> <a href="http://www.foodnetwork.com.&gt;articles&gt;s">www.foodnetwork.com.&gt;articles&gt;s</a> ..... <a href="http://www.aegistlegal.co.uk&gt;accident">www.aegistlegal.co.uk&gt;accident</a>  <a href="http://www.typesflori.com.qu&gt;blog">www.typesflori.com.qu&gt;blog</a>
7	<b>Mid Term Test/Break</b>				
8-12	<b>PVS (Agriculture)</b> Revision/ examination				

#### ACHIEVEMENT STANDARDS

At the end of the session, pupils are able to:

1. preserve farm produce using the various methods of preservation;
2. carryout permanent and temporary stitches;
3. package farm produce for sales;
4. keep the home clean by proper cleaning and keeping personal hygiene;
5. market farm produce;
6. produce disinfectant and baby jelly
7. practice to prevent home or domestic accident.