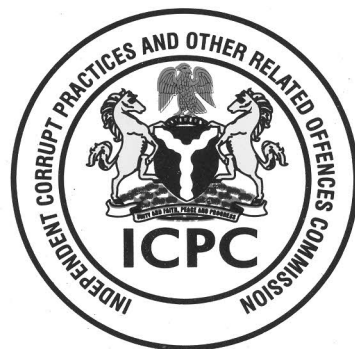


NIGERIAN EDUCATIONAL RESEARCH & DEVELOPMENT COUNCIL



TEACHER'S GUIDE FOR THE TEACHING OF NATIONAL VALUES IN BASIC EDUCATION (JSS1- 3)



**FUNDED BY: INDEPENDENT CORRUPT PRACTICES AND
OTHER RELATED OFFENCES COMMISSION (ICPC)**

**TEACHER'S GUIDE FOR
THE TEACHING OF NATIONAL VALUES
IN BASIC EDUCATION**

(JSS 1-3)

Nigerian Educational Research And Development Council (ERDC)

ISBN: 978-054-263-9

All rights reserved

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of Nigerian Educational Research and Development Council (NERDC).

Printed by:

NERDC Printing Press.

3, Jibowu Street, Yaba Lagos.

Foreword

It is very fortunate that National Values Curriculum (NVC) was planned, developed and infused into the three tiers of education; primary, secondary and higher institutions (at the NCE level) in Nigeria at a time, indeed, when we are in need of it!

The ideological move to make a positive change in the attitude of Nigerians through education, which is a weapon of positive change, is a well thought concept by the Independent Corrupt Practices and Other Related Offences Commission (ICPC), and the Nigerian Educational Research and Development Council (NERDC), which provided a technical assistance.

Of course, the motive behind this infusion is to correct, reduce drastically, and abolish all forms of indiscipline: stealing, fraud, forgery, lack of moral ethics and values, mismanagement of public funds, lack of justice, equity and honesty, bribery and corruption and general moral decadence that remain endemic in most Nigerians.

So, in order to catch them young, the school children are the target. If the Nigerian teachers at all levels (private and public sectors inclusive) are to implement what this guide entails, Nigeria will be the best for it. Corruption will be reduced to its barest minimum.

I, therefore, strongly recommend this Teacher's Guide to all, especially teachers of the carrier subjects: English Studies, Christian Religious Studies, Business Studies, Islamic Studies and Social Studies at the primary and junior secondary school levels, who are the implementers of the curriculum.

Prof. Ruqayyatu Ahmed Rufa'i
Honourable Minister of Education

Preface

The Independent Corrupt Practices and Other Related Offences Commission (ICPC) is empowered by law to fight corruption using the 3-pronged mandate of Enforcement, Prevention and Public Education/Mobilization against corruption. In strategizing on its Public Education/Mobilization mandate, the Commission observed that the palpable dearth of Integrity across all frontiers of society is largely responsible for the heightened corruption problem; it consequently launched its National Integrity Outreach aimed at re-orienting and educating Nigerians on the need to imbibe and practise Integrity.

Recognizing that the nation's youths are critical stakeholders in its effort to transform society, the Commission took a decision to intervene in the education system which had degraded into a near absolute focus on mere academic study and certificate acquisition without the teaching (by example and precept) of moral values capable of developing the youths into upright, responsible, patriotic and compassionate citizens, the result of which defect has been the alarming increase in attitudinal challenges and moral decadence among youths.

It is in the light of the above that ICPC in 2003 approached the Nigerian Educational Research and Development Council (NERDC) with its proposal for the development of an Anti-Corruption Curriculum for the purpose of inculcating sound moral and ethical values in pupils and students at all levels of the Nigerian educational system.

Consequent upon the proposal and in the passage of time, a series of workshops were held which produced the ***National Values Curriculum (NVC)*** comprising twelve (12) core values as curriculum themes around which topics were developed. The 12 core values are: Honesty, Right attitude to Work, Justice, Discipline, Citizens' rights, Contentment, Courage, National Consciousness, Regard and Concern for the Interest of Others, Role of Family, Role of Religion and Nigerian Traditional Values. The National Council on Education approved the NVC at its 51st meeting in Minna, Niger State in December 2004. Since that time, the core values stated above have been infused into selected carrier subjects at Basic 1-9, Post-Basic, and Colleges of Education, as well as the Non-formal Mass Literacy Education curriculum. The infusion process will terminate when the NVC is integrated into minimum academic standards in Polytechnics and Universities.

With the completion of the infusion of the NVC at Basic and Post-Basic levels, ICPC charged the NERDC to develop a Teacher's Guide as a template for teaching the values in schools. Thus, this Teacher's Guide for Basic 1-9 is a product of the continuing collaboration between ICPC and NERDC to transform Nigeria's teeming youths. The aim of the publication is not only to provide teachers with the practical approach necessary to teach the values effectively, but also to promote the appropriate attitudinal changes in the teachers to assure that they will be teaching by both precept and example.

It is hoped that all who come across this book would use it as intended and enrich the actual teaching of the values with the type of personal insights and passion that make teaching truly a noble and worthy profession.

Rasheedat Adunni Okoduwa (Mrs.)
Director, Education
ICPC

Introduction

National development, to a large extent, is dependent on the type of values that are cherished, vigorously pursued and applied by the majority of the citizens. Some of these values that are globally recognized and embraced include: honesty, justice, hard work and patriotism. The Nigerian society, especially since after the civil war has gradually lapsed in its adherence to the laudable values for which our traditional societies of pre-colonial era were known. Such values such as communism, humility, respect for elders, respect for law and order, courage, discipline, etc have been greatly eroded and many anti-social vices have emerged which are threatening to wipe out these cherished values.

Nigerians today, whether at home or abroad, are known to exhibit several unhealthy attitudes which are reflections of a lack of moral integrity in the body politic. Such unhealthy attitudes include lack of respect for law and constituted authority, indiscipline, fraud and cheating (including advanced fee fraud, popularly called "419"), sexual immorality, forgery, examination malpractice and above all, bribery and corruption. The most conspicuous of these social ills, namely corruption, has unfortunately graduated from being a mere national issue into a national crisis.

As part of its many strategies aimed at containing this crisis, the Independent Corrupt Practices and Other Related Offences Commission (ICPC) requested the Nigerian Educational Research and Development Council (NERDC) to develop a curriculum on National Values for use in the entire education system (formal and non-formal).

The Nigerian Educational Research and Development Council (NERDC) has successfully completed the development of the National Values Curriculum (NVC) for primary, secondary and tertiary education in Nigeria. The NVC is not a stand-alone curriculum; therefore NERDC has infused the elements of the national values into five relevant carrier subjects at the Basic Education level. These subjects are as follows:

- English Studies
- Islamic Studies
- Christian Religious Studies
- Business Studies
- Social Studies

In order to make the implementation of National Values Curriculum easier for teachers, the development of Teacher's Guide that would serve as a resource material for the effective implementation of the NVC became a matter of paramount importance. The Teacher's Guide is simple and designed for use by teachers in the formal and non-formal education system. The Teacher's Guide did not alter the curriculum content of the NVC; it is more specific to the activities of the teacher towards the achievement of the objectives.

The development of the Teacher's Guide followed the following format:

- Theme
- Topic
- Elements of National Values to be Taught
- Background Information
- Objectives
- Method of Delivery
- Procedure of Activities
- Materials Needed
- Expected Outcome/Evaluation
- Expected Skills

The process of development of the Teacher's Guide involved planning, writing, critique and editorial stages. The workshops which were sponsored by ICPC and organized by NERDC involved other resource persons who are experts in their fields/subject areas. Nine core values which formed the basis for the content selection for the NVC also formed the basis for the Teacher's Guide. They are:

- Honesty
- Right Attitude to Work
- Justice
- Discipline
- Citizen's Right
- Contentment
- Courage
- National Consciousness
- Regard and Concern for the Interest of Others

The Teacher's Guide is recommended for use by teachers both at the formal and non-formal sectors. It is envisaged that if fully implemented, the Guide will positively re-orient Nigerian teachers towards effectively inculcating national values in the Nigerian children.

Prof. Godswill Obioma
Executive Secretary

Table of Contents

	Pages
Foreword	i
Preface	ii-iii
Introduction	iv-v
Table of Contents	vi
English Studies	1-12
Islamic Religious Studies	13-23
Christian Religious Studies...	24-32
Social Studies	33-50
Business Studies	51-55
Appendix	56

**ENGLISH STUDIES
J.S.S. ONE**

THEM E: GRAMMATICAL ACCURACY

TOPIC: ACTIVE AND PASSIVE VERBS ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CONTENTMENT, DRUG ABUSE, DISCIPLINE, CORRUPTION, ETC

1. BACKGROUND INFORMATION

In grammar, elements of national values can be taught through the provision of passages that bring out such values. For instance, in the teaching of active and passive verbs, the teacher could provide passages on HIV/AIDS, Anti-corruption, Drug Abuse, War against Cultism, Examination Malpractice, etc and highlight active and passive verbs. Students can also identify active and passive verbs from such passages.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. identify active and passive verbs in given passages on contentment, drug abuse etc
2. list active and passive verbs
3. write sentences on active and passive verbs.

3. METHOD OF DELIVERY

- Demonstration
- Discussion
- Question and answer
- Substitution

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads students to read a given passage on national values
Activity 1.2 Teacher leads students to discuss and explain the passage bringing out the values
Activity 1.3 Teacher guides students to identify and list the active and passive forms of verbs in the passage
Activity 1.4 Students make sentences with active and passive verbs

5. MATERIALS NEEDED

- Course book/Newspaper cuttings on National Values
- Chalkboard, Substitution Tables

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to read a given material
Activity 1.2 Ability to discuss and explain a given passage on contentment, drug abuse etc
Activity 1.3 Ability to identify and list active and passive forms of verbs
Activity 1.4 Ability to construct sentences in active and passive forms

7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing
- Identifying
- Substituting

ENGLISH STUDIES
J.S.S. ONE

THEME: LITERATURE

TOPIC: MYTHS AND LEGENDS

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES

1. BACKGROUND INFORMATION

Some African and non African tales are myths and legends. They are often stories of ancient and brave people whose characters are worthy of emulation. They are also used to explain family history and culture of the people. Myths are used to teach good neighbourliness, family values, culture and tradition. Teachers should discuss tales (myths/legends) that have good characters that students can emulate.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. narrate myths and legends depicting Nigeria traditional values
2. identify themes and features of myths and legends
3. identify the moral lessons to be learnt from myths and legends

3. METHOD OF DELIVERY

- Narration
- Discussion
- Demonstration/dramatization
- Story-telling
- Questions and answers

4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher narrates myths and legends as students listen

Activity 1.2 Students identify the themes and features of myths and legends

Activity 1.3 Teacher guides students to narrate myths and legends and identify the moral lessons in the tales

5. MATERIALS NEEDED

- Supplementary readers
- Story books on myths and legends
- Chalkboard
- Relevant pictures/real objects

6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to narrate myths and legends

Activity 1.2 Ability to identify the themes and features of myths and legends

Activity 1.3 Ability to identify and imbibe the moral imports of myths and legends

7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing
- Imitating

ENGLISH STUDIES
J.S.S. ONE

THEME: LITERATURE

TOPIC: FOLKTALES

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES

1. BACKGROUND INFORMATION

Folktales are traditional stories from particular places. They are often imaginary. They have magical nature and usually didactic. They are meant to entertain as well as correct human behaviour in that they bring out some moral lessons to be imbibed.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. identify features of folktales
2. retell folktales and explain their themes
3. identify moral lessons in folktales
4. narrate folktales bringing out the didactic elements

3. METHOD OF DELIVERY

- Narration
- Story-telling
- Discussion
- Question and answer
- Imitating

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher tells a folktale and leads students to relate it
Activity 1.2 Students retell folktales and explains their themes
Activity 1.3 Students identifies the moral lessons in the folktale
Activity 1.4 Students narrates folktales bringing out their didactic elements

5. MATERIALS NEEDED

- Story books
- Supplementary readers
- Recorded folktales
- Pictures and real objects

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to retell a folktale
Activity 1.2 Ability to retell the themes and features of a folktale
Activity 1.3 Ability to narrate a didactic elements of folktales

7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Narrating
- Identifying

ENGLISH STUDIES
J.S.S. TWO

THEME: LISTENING AND SPEAKING

TOPIC: THE PROCESS OF SOCIALIZATION

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: THE ROLE OF THE FAMILY

1. BACKGROUND INFORMATION

A socialization process is essentially a method of integrating extremely young citizens into the society through an awareness programme which educates them on the norms of the society. Sometimes, full adults whose background differs from the present social environment (aliens for example) also go through a socialization process by reflex acculturation. The process enables any citizen to behave conventionally, live in peace and avoid violating the norms, thus ensuring a conflict-free society.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. identify components of socialization
2. recognize the role of the family in initiating children into the norms and values of society
3. read stories portraying the role of the family in initiating children into the norms of the society
4. listen attentively to the teacher's story, depicting the role of the family

3. METHOD OF DELIVERY

- Reading
- Exhibition
- Questions and answers

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher initiates discussion by reading text on socialization revealing norms, traditions, values and don'ts of a particular society
- Activity 1.2 Teacher displays pictures and possibly exhibits documentaries to reinforce Activity 1: the role of the family
- Activity 1.3 Teacher drills students for feedback on the checklist already revealed

5. MATERIALS NEEDED

- A textbook on Social Studies or culture relevant to the subject
- Pictures, documentaries
- Dramatization through group activities by students

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to imbibe a checklist of norms, traditions and values
- Activity 1.2 Ability to integrate, having known the norms and values
- Activity 1.3 Ability to avoid acts violating the same taboos and totems of the norms
- Activity 1.4 Ability to listen to the teacher as he reads stories depicting the role of the family

7. EXPECTED SKILLS

- Listening
- Speaking
- Reading

**ENGLISH STUDIES
J.S.S. TWO**

THEME: LISTENING AND SPEAKING

TOPIC: DISPUTE/CONFLICT RESOLUTION

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: JUSTICE, CONFLICT RESOLUTION

1. BACKGROUND INFORMATION

Sociological experts often say that it is not possible to have a conflict-free society because people's rights are constantly violated, and sometimes deliberately abused. However, there is a strong belief that if children are enlightened on the need for peace always, they will grow up to build a near conflict-free society as the violation of the rights and freedom of others will be minimized.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. explain the meaning of dispute and conflict resolution
2. identify sources of conflict
3. explain the method of conflict resolution

3. METHOD OF DELIVERY

- Discussion
- Oral drill

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher defines dispute and conflict resolution
Activity 1.2 Teacher reveals sources of conflict and exhibits case studies
Activity 1.3 Teacher discusses conflict resolutions
Activity 1.4 Teacher raises questions on conflict resolutions

5. MATERIALS NEEDED

- A textbook on conflict and dispute resolution
- Video documentaries on conflict/disputes and resolution
- Dramatization of conflicts and resolution to disputes

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to define dispute/conflict
Activity 1.2 Ability to relate sources of conflicts
Activity 1.3 Ability to find solutions to conflicts

7. EXPECTED SKILLS

- Listening
- Speaking

ENGLISH STUDIES
J.S.S. TWO

THEME: LISTENING AND SPEAKING

TOPIC: SELF DISCIPLINE

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: MODERATION

1. BACKGROUND INFORMATION

Self discipline presupposes restraint on the part of the individual in his/her involvement in life's events. Though every person has by law, the freedom to do what he likes, caution must be exercised so that the use of the freedom does not encroach on the freedom of others and at the same time harm the person exercising the freedom. Excessive use of personal freedom in the family, in school, in the neighbourhood and in the society is wrong. Matters of greed, alcoholism, sexual laxity are examples of misuse of freedom. It is onerous therefore to teach children moderation in bringing them up.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. explain what moderation in human behaviour is and list actions depicting immoderate behavior
2. identify the benefits of moderation
3. explain the dire consequences of moral excesses

3. METHOD OF DELIVERY

- Discussion
- Oral drill

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher reads selected materials that define moderation and identifies aspects of immoderate behaviour
- Activity 1.2 Teacher displays cuttings from newspapers, magazines and video clips showing moral excesses
- Activity 1.3 Teacher explains the benefits of moderation and consequences of excesses
- Activity 1.4 Teacher raises questions for answers on the subject

5. MATERIALS NEEDED

- Selected materials from religion and Social Studies course books
- Photos, documentaries, print media cuttings
- Participatory enactments of moral excesses and consequences

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain immoderation and aspects of the deviant behaviour
- Activity 1.2 Ability to identify the merits of moderation
- Activity 1.3 Ability to recognize the consequences of moral excesses and to avoid them through restraint

7. EXPECTED SKILLS

- Listening
- Speaking

**ENGLISH STUDIES
J.S.S. TWO**

THEME: READING

TOPIC: RELIGIOUS PRINCIPLES AND TENETS

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: THE ROLE OF RELIGION

1. BACKGROUND INFORMATION

Religion is a central issue in life, next is the struggle for material sustenance, it is the central matter that dominates the human mind. It centres on the belief in God as the alpha and omega of the universe. Even though there are different religions- Judaism, Christianity, Islam, Buddhism, Hinduism, Zoroastrianism and African traditional religion. The ultimate goal is God. The fear of God pervades every event in life. It is therefore important to teach learners the ways of God so that they can be morally strong. Surely, godliness vindicates both the individual and the nation.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. identify religious principles/tenets/practices
2. explain the basic principles/tenets/practices
3. link the tenets to human life activities and progress.

3. METHOD OF DELIVERY

- Identification of religious tenets and principles.
- Explaining the tenets and principle
- Pointing to the essence of practising the tenets as they reflect in human progress.
- Oral drill
- Dramatization of religious tenets

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher gives a list of tenets in both Islam and Christianity namely: ISLAM - Iman, Salat, Zakat, fasting and pilgrimage (the five pillars), the holy Quran.
CHRISTIANITY – Salvation, Sanctification, Baptism, Obedience, the Holy Bible.
- Activity 1.2 Teacher explains the various tenets and activities involved.
- Activity 1.3 Teacher explains the essence of learners' upholding the tenets of their faith for spiritual uplift.
- Activity 1.4 Teacher exhibits photographs and video clips illustrating the tenets.

5. MATERIALS NEEDED

- Excerpts of the Holy Quran and the Holy Bible
- Pictures and video clips

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to identify the tenets of one's religion
- Activity 1.2 Ability to explain the tenets
- Activity 1.3 Ability to practise the tenets

7. EXPECTED SKILLS

- Reading the tenets of one's religion

ENGLISH STUDIES

J.S.S. TWO

THEME: LISTENING AND SPEAKING
TOPIC: RESPECT FOR ELDERS AND CONSTITUTED AUTHORITY

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES

1. BACKGROUND INFORMATION

In any society, one of its values is respect for elders and constituted authority. The ability to observe the convention of respect for other humans, low or high guarantees great harmony in any society. Elders and constituted authority deserve a high degree of respect from younger ones in view of the vital roles both entities play in the social milieu.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. explain the concept of respect
2. recognize the obligations of the younger ones to elders and constituted authority
3. demonstrate different acts of respect to elders and constituted authority

3. METHOD OF DELIVERY

- Conception
- Identification
- Demonstration

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains the concept of respect as a universal practice
- Activity 1.2 Teacher identifies those acts that constitute respect namely caring, sharing, friendliness, consideration, co-operation, tolerance, etc
- Activity 1.3 Teacher displays posters, photographs and exhibits video clips that show the practice of respect
- Activity 1.4 Teacher leads learners to dramatize forms of respect across ethnic groups

5. MATERIALS NEEDED

- Textbook on culture or sociology explaining respect across boundaries
- Posters, insignia, symbols of authority, video clips
- Proper dramatization of respect for elders and also for constituted authority

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to conceptualize the convention of respecting elders and constituted authority
- Activity 1.2 Ability to identify what kind of respect is suitable for a particular purpose, formal and informal

7. EXPECTED SKILLS

- Reading
- Writing

ENGLISH STUDIES
J.S.S. TWO

THEME: LITERATURE
TOPIC: FOLKTALES

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES

1. BACKGROUND INFORMATION

The traditional values of the society is important to the well-being of the society. Such values are transmitted through story-telling and folktales. Teaching this topic will inculcate in the students, respect for constituted authority and respect for elders in the society.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. identify features of folktales
2. retell folktales and explain their themes
3. identify moral lessons in folktales
4. narrate folktales bringing out the didactic elements

3. METHOD OF DELIVERY

- Narration
- Story-telling
- Discussion
- Question and answer
- Imitation

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher narrates a folktale and leads students to relate it
Activity 1.2 Students retell folktales and explains their themes
Activity 1.3 Student identifies the moral lessons in the folktale
Activity 1.4 Students narrate folktales bringing out their didactic elements

5. MATERIALS NEEDED

- Story books
- Supplementary readers
- Recorded folktales
- Pictures and real objects

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to retell a folktale
Activity 1.2 Ability to retell the themes and features of a folktale
Activity 1.3 Ability to narrate a didactic folktale bringing out its didactive elements

7. EXPECTED SKILLS

- Listening
- Speaking
- Reading

ENGLISH STUDIES
J.S.S. THREE

THEME: LISTENING AND SPEAKING

TOPIC: SPEECHES (INTONATION, STRESS AND RHYTHM)

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: FAIRNESS IN DEALING WITH OTHERS

1. BACKGROUND INFORMATION

People express themselves and communicate through language. Without this, it is impossible to function effectively in the society. The inculcation of right attitude in dealing with others will lead to harmonious relationships, courtesy, regards and unconditional acceptance of people's speeches. If speeches are not produced properly with the appropriate intonation, stress pattern and rhythm, it would be difficult to understand what a speaker says. These can be taught in the classroom using different types of speeches.

2. OBJECTIVES

At the end of the lesson, students should be able to:

- 1 identify the intonation patterns for statements, questions and commands
- 2 make statements, ask questions and give commands using appropriate intonation patterns
- 3 listen to different utterances/speeches on fairness in dealing with others
- 4 identify the values (fairness in dealing with others) in the speeches through the use of intonation, stress and rhythm

3. METHOD OF DELIVERY

- Discussion/Demonstration
- Imitation
- Question and answer

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher provides and reads appropriate samples of sentences on fairness using correct stress and intonation patterns
- Activity 1.2 Students practice and identify the intonation patterns in the sample sentences
- Activity 1.3 Teacher leads students to make statements; ask questions and give commands using correct intonation patterns
- Activity 1.4 Students answer questions asked by the teacher

5. MATERIALS NEEDED

- Sentence strips/passages on fairness in dealing with others
- Extracts of passages and tape recorder on fairness in dealing with others
- Students workbook

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to listen to sample sentences read
- Activity 1.2 Ability to identify correct intonation patterns in the sample sentences
- Activity 1.3 Ability to make statements, questions and commands using correct intonation patterns on fairness in dealing with others
- Activity 1.4 Ability to answer correctly the questions asked

7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

ENGLISH STUDIES
J.S.S. THREE

THEME: LITERATURE

TOPIC: MYTHS AND LEGENDS

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES

1. BACKGROUND INFORMATION

Myths and legends are stories/tales of events that occurred in the past. They are often ancient stories of brave people with remarkable accomplishments. Myths and legends are often adventures and magical events. Students should be exposed to these legends because of the positive impact it could have on behaviour modification.

2. OBJECTIVES

At the end of the lesson, students should be able to:

- 1 narrate myths and legends
- 2 identify features of myths and legends
- 3 retell and explain the theme of myths and legends
- 4 identify the moral lessons to be learnt from given myths and legends

3. METHOD OF DELIVERY

- Narration/Story-telling
- Discussion
- Demonstration/dramatization
- Question and answer

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads students to narrate myths and legends
Activity 1.2 Teacher guides students to identify and explain the themes and features of myths and legends
Activity 1.3 Students retell and explain the themes of myths and legends
Activity 1.4 Student identifies the moral lessons taught and state the need to imbibe such character traits

5. MATERIALS NEEDED

- Recorded stories
- Story books on myths and legends
- Course book
- Relevant pictures/real objects

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to narrate myths and legends
Activity 1.2 Ability to identify and explain the themes and features of myths and legends
Activity 1.3 Ability to retell stories on myths and legends
Activity 1.4 Ability to identify the moral lessons and state the need to imbibe good character traits

7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing
- Identifying

**ENGLISH STUDIES
J.S.S. THREE**

THEME: LITERATURE

TOPIC: FOLKTALE

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES

1. BACKGROUND INFORMATION

Folktales are mostly stories of the animal kingdom which have moral lessons. Folktales are often imaginary tales that refer to human behaviour because the animals are presented in such a way that they could talk and act like humans. There are both African and non-African folktales and they could be didactic.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. narrate some folktales with good moral lessons
2. identify features and explain the themes of folktales
3. identify the moral lessons to be learnt from folktales

3. METHOD OF DELIVERY

- Discussion
- Question and answer
- Narration/Story-telling
- Demonstration/dramatization

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads students to narrate some folktales with great positive impact on behaviour modification
- Activity 1.2 Students are led to identify the features and explain the themes of folktales
- Activity 1.3 Teacher leads students to identify the moral lesson taught in the story

5. MATERIALS NEEDED

- Story books
- Supplementary readers
- Recorded folktales
- Pictures and real objects

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to narrate folktales with good moral lessons
- Activity 1.2 Ability to identify the features and explain the themes of folktales
- Activity 1.3 Ability to identify the moral lessons taught in a folktale

7. EXPECTED SKILLS

- Narrating/story-telling
- Listening
- Speaking
- Reading

**ISLAMIC RELIGIOUS STUDIES
J.S.S. ONE**

THEME: TAWHID AND FIQH
TOPIC: THE RELIGION OF ISLAM: PURPOSE OF ISLAM IN RELATIONSHIP WITH ALLAH AND OTHER BEINGS – Q4:32
ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF RELIGION

1. BACKGROUND INFORMATION

Islam, being a perfect religion treats every issue with optimism. So it expects every creature, especially, human beings to smoothen their relationship with their Creator by obeying Him in all ramifications and as well as make good, their relationship with other creatures: Muslims, non-Muslims, animals, plants etc. They should not be cheated, disgraced, humiliated or be put in a state of trauma; as rewards and punishment lie in Allah's Hands.

2. OBJECTIVES:

At the end of the topic, students should be able to:

1. explain the meaning of Islam
2. explain the purposes or reasons why we must perfect our relationship with Allah – the Creator, and other fellow human beings
3. state that, smoothening our relationship with Allah earns us rewards and averts His punishment from us
4. exhibit good relationship with God and other beings

3. METHOD OF DELIVERY

- Discussion
- Question and answer
- Dramatization.

4. PROCEDURE OF ACTIVITIES

Activity 1: The teacher defines "Islam" while the students pay attention.

Activity 2: The teacher explains to the students the purposes for perfecting good relationship with the Creator (Allah) and His creatures (Other beings)

Activity 3: The teacher states and explains to the students the advantages and disadvantages of keeping good relationship with the Creator and other fellow creatures.

5. MATERIALS NEEDED

- Charity (money, food stuff)
- Water – (for animals)
- Knife - (emphasis on sharpening it well before slaughtering)

6. EXPECTED OUTCOME/EVALUATION

At the end of the topic, the students should be able to:

- give the meaning of Islam
- explain the purposes or reasons why we must perfect our relationship with both God and other beings.
- emulate the ideas of maintaining good relationship with God and other beings.
- state what brings Allah's mercy, forgiveness, and other unquantifiable rewards.

7. EXPECTED SKILLS

- Listening very attentively
- Participating/Acting

ISLAMIC RELIGIOUS STUDIES
J.S.S. ONE

THEME: SIRAH AND TAHDHIB

TOPIC: CHILD'S BASIC RIGHTS IN ISLAM (SURVIVAL RIGHT)

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CHILD'S BASIC RIGHTS IN ISLAM (Q17:31)

1. BACKGROUND INFORMATION

Every child born to life has some basic rights, according to Islam. The child's right include been given a beautiful, meaningful name, (not nick name) giving the child very sound education (Arabic and Western), training the character and mind of the child, giving religious instructions, careful selection of spouse for the child etc. It is pertinent to know that, no one is allowed to infringe on any of the Basic Rights.

2. OBJECTIVES:

At the end of the topic, students should be able to:

1. state child's basic rights in Islam.
2. list and explain each right
3. list, explain and differentiate between child Basic Rights in Islam and the highlights of the U.N.O. on child rights
4. put the stated rights into practice

3. METHOD OF DELIVERY

- Grouping
- Discussion
- Writing
- Question and Answer

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 The teacher, in conjunction with the students states the child's basic rights in Islam.
- Activity 1.2 The teacher lists the rights on the chalkboard/chart and explains them one after the other.
- Activity 1.3 The teacher lists and also highlights the child's rights according to U.N.O. and differentiate between child's rights in Islam and according to the U.N.O.
- Activity 1.4 Emphasis should be laid on how the parents must implement these rights.
- Activity 1.5 Students identify specific behaviour that symbolizes humility in an individual.

5. MATERIALS NEEDED

- A chart showing the basic child's rights in Islam.
- A video tape that shows an Islamic naming ceremony or marriage and an abused child
- A diagram that shows a school child in uniform and his father.
- Quotations from Quran and Hadith

6. EXPECTED OUTCOME/EVALUATION

The students, at the end of this lesson, should be able to:

- list and explain the child's basic rights in Islam.
- get prepared to implement the rights.

7. EXPECTED SKILLS

- Listening
- Participating

ISLAMIC RELIGIOUS STUDIES
J.S.S. TWO

THEME: SIRAH AND TAHDHIB
TOPIC: ENVIRONMENTAL SANITATION

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RELIGION AND MORALITY (BATHING, WASHING, CLEANING ENVIRONMENT AND PUBLIC CLOSET/TOILET)

1. BACKGROUND INFORMATION

Personal hygiene and cleanliness of one's immediate environment are basic requirements for performing all religious rites in Islam. Bathing, Washing, clean environment and the use of Public closet/toilet are some ways of achieving healthy body and environment.

2. OBJECTIVES:

At the end of the topic, students should be able to:

1. mention some ways of keeping the body clean
2. explain how to ensure clean environment
3. state some anti-social habits with regards to sanitation

3. METHOD OF DELIVERY

- Discussion
- Question and answer

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains ways of keeping the body clean by bathing and washing clothes.
- Activity 1.2 Teacher leads students to identify basic forms of keeping our environment clean including the use of public closet/toilet and taking dirt to reference dump sites
- Activity 1.3 Teacher discusses some anti-social habits with regards to spitting or urinating in the open or in pathways.
- Activity 1.4 Students listen to the teacher's explanations on ways of keeping the body and environment clean.
- Activity 1.5 Students contribute to the teacher's discussion by identifying some forms of cleanliness of the body and the environment
- Activity 1.6 Students state some anti-social habits in matters of cleanliness and environmental sanitation.

5. MATERIALS NEEDED

- Chalkboard
- A cardboard containing verses of the Qur'an that enjoins Muslims on purification of the body, cloths and environment.
- Quotations from the Sunnah of Prophet (SAW).

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain ways of keeping the body and clothes clean and neat
- Activity 1.2 Ability to identify basic forms of keeping our environment clean
- Activity 1.3 Ability to state some anti-social habits as it relates to sanitation.

7. EXPECTED SKILLS

- Listening
- Discussing
- Cleaning

ISLAMIC RELIGIOUS STUDIES
J.S.S. TWO

THEME: SIRAH AND TAHDHIB

TOPIC: CHILD'S RIGHTS IN ISLAM (III)

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CITIZEN'S RIGHTS AND DUTIES (RIGHT TO PROTECTION)

1. BACKGROUND INFORMATION

The child in Islam enjoys certain specific rights among which is the right to protection. Children, in many societies, have remained vulnerable to labour, unkind treatment, disease and hunger.

2. OBJECTIVES:

At the end of the topic, studentd should be able to:

1. list some basic rights of the child in Islam including protection.
2. define what is meant by child's right to protection.
3. quote relevant verses of the Qur'an that speak on child right to protection.

3. METHOD OF DELIVERY

- Discussion
- Participation

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher defines child protection rights
- Activity 1.2 Teacher enumerates child's protection rights as recognized in Islam.
- Activity 1.3 Teacher quotes verses from the Qur'an to illustrate child's rights to protection.
- Activity 1.4 Students listen attentively to teacher's discussion of the topic.
- Activity 1.5 Students contribute to the discussion by mentioning how some children lack adequate protection against labour, disease and unkind treatment.
- Activity 1.6 Students copy verses of the Qur'an from the cardboard paper; and note from the blackboard.

5. MATERIALS NEEDED

- Chalkboard
- Cardboard paper showing verses of the Qur'an on child's rights to protection.

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to list child's protection rights in Islam
- Activity 1.2 Ability to mention some categories of vulnerable children who do not enjoy any rights to protection
- Activity 1.3 Ability to recall verses of the Qur'an that relate to child's protection rights

7. EXPECTED SKILLS

- Listening
- Reciting
- Participating

ISLAMIC RELIGIOUS STUDIES

J.S.S. THREE

THEME: SIRAH AND TAHDHIB

TOPIC: SOCIAL RESPONSIBILITIES II

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: EQUITY, JUSTICE AND FAIR PLAY.

1. BACKGROUND INFORMATION

Peace and harmony in every human society are greatly determined by the extent to which equity, justice and fair play come to play in the political, social and economic life of a people. While these are basic components of National values in Nigeria, they also constitute social responsibilities in Islam.

2. OBJECTIVES:

At the end of the topic, students should be able to:

1. give correct meaning of the following values: equity, justice and fair play
2. explain the significance as well as consequences of neglecting equity, justice and fair play to the development and progress of human society
3. recall verses of the Qur'an that enjoin equity, justice and fair play

3. METHOD OF DELIVERY

- Explanation
- Discussion
- Dramatization

4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher defines each of the values to be taught

Activity 1.2 Teacher quotes verses from the Qur'an to signify the basis of these values in Islam as well as quoting from the Hadith.

Activity 1.3 Teacher discusses with students the importance of these values and the consequences of neglecting equity, justice and fair play in the human society.

Activity 1.4 Students listen attentively to the teacher's discussion.

Activity 1.5 Students contribute to the discussion by listing the advantages of upholding the values of equity, justice and fair play; as well as mentioning the ill-effects of neglecting the values in the society.

Activity 1.6 Students copy notes from the blackboard and verses of the Qur'an and Hadith from the cardboard paper.

5. MATERIALS NEEDED

- Chalkboard
- Cardboard Paper
- The Qur'an
- Other relevant materials

6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to correctly define: equity, justice and fair play

Activity 1.2 Ability to state the need for equity, justice and fair play in the society

Activity 1.3 Ability to recall injunctions of the Qur'an and the Hadith on equity, justice and fair play

Activity 1.4 Ability to explain the consequences of lack of equity, justice and fair play in the society

7. EXPECTED SKILLS

- Listening
- Recalling/Reciting
- Discussing

ISLAMIC RELIGIOUS STUDIES

J.S.S. THREE

THEME: SIRAH AND TAHDHIB

TOPIC: HUMAN RELATIONS III

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: GOOD NEIGHBOURLINESS

1. BACKGROUND INFORMATION

The ability of an individual or group to live in peace and harmony with others in a neighbourhood makes a united community, which is a basic requirement for progress and development.

2. OBJECTIVES:

At the end of the topic, students should be able to:

1. describe who a neighbor is
2. list ways of how to be a good neighbor
3. state the Islamic injunction on good neighbourliness

3. METHOD OF DELIVERY

- Brainstorming
- Discussion
- Grouping

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher defines who a good neighbor is
- Activity 1.2 Teacher quotes and explains the Islamic injunctions on good neighbourliness from the Qur'an and Hadith.
- Activity 1.3 Teacher discusses with students ways by which a person could remain good to his neighbours.
- Activity 1.4 Students contribute to the discussion by mentioning ways through which good neighbourliness can be enhanced.
- Activity 1.5 Students copy notes from the blackboard and quotations from the cardboard paper.

5. MATERIALS NEEDED

- Chalkboard
- Cardboard Paper showing the text of Qur'an 4:36 and Hadith
- Relevant pictures

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to describe who a good neighbor is
- Activity 1.2 Ability to recall the text of the Islamic injunctions on good neighbourliness from the Qur'an and Hadith
- Activity 1.3 Ability to list and explain relationships that demonstrate good neighbourliness

7. EXPECTED SKILLS

- Listening
- Brainstorming
- Reciting the Qur'an

ISLAMIC RELIGIOUS STUDIES
J.S.S. THREE

THEME: SIRAH AND TANDHIB

TOPIC: HUMAN RELATIONS IV

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: BRIBERY, CORRUPTION AND STEALING.

1. BACKGROUND INFORMATION

Bribery, corruption and stealing are some of the fundamental challenges hindering the political and socio-economic development of Nigeria over the years. There is need for a re-orientation of the mind-set of Nigerians especially the younger ones to shun bribery, corruption and stealing, which have all become endemic in our ways of life.

2. OBJECTIVES:

At the end of the topic, students should be able to:

1. explain the meaning of each of the three vices: Bribery, Corruption and Stealing
2. discuss their causes and effects on the society and people
3. recall relevant Qur'anic and the Hadith verses that prohibit the vices

3. METHOD OF DELIVERY

- Discussion
- Question and answer

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher defines each of the three vices (bribery, corruption and stealing)
- Activity 1.2 Teacher quotes and explains the Islamic injunction that prohibits bribery, corruption and stealing.
- Activity 1.3 Teacher discusses with students the effects of the vices on the society.
- Activity 1.4 Students listen to the teacher's definitions and explanations on the three vices.
- Activity 1.5 Students contribute to the discussion by listing some anti-corruption agencies (ICPC, EFCC, CCB, etc) as part of government's effort to curb the vices.
- Activity 1.6 Students copy notes from the blackboard and Qur'anic quotations from the Cardboard paper.
- Activity 1.7 Quranic quotations and Hadith. Q2:188. Hadith: "A person who borrows something with the intention of not returning it will be raised as a thief on the Last Day"

5. MATERIALS NEEDED

- Chalkboard
- Cardboard paper
- Pictures

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain the meaning of bribery, corruption and stealing
- Activity 1.2 Ability to mention some forms of corruption
- Activity 1.3 Ability to list some government anti-corruption agencies including ICPC; EFCC
- Activity 1.4 Ability to recall Qur'anic and the Hadith injunctions that prohibit bribery, corruption and stealing

7. EXPECTED SKILLS

- Listening
- Recalling
- Discussing

ISLAMIC RELIGIOUS STUDIES

J.S.S. THREE

THEME: SIRAH AND TAHDHIB

TOPIC: HEALTH IN ISLAM I

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RELIGION AND MORALITY (CONTRACTING STDs; HIV/AIDS)

1. BACKGROUND INFORMATION

Sexually Transmitted Diseases (STDs) especially HIV/AIDS have become an endemic phenomenon all over the world including Nigeria. There is need for proper education on the preventive measures against these deadly diseases.

2. OBJECTIVES:

At the end of the topic, students should be able to:

1. explain STDs, HIV/AIDS
2. state the effects of the diseases on the individual and on the society
3. explain preventive measures against these diseases
4. recall Qur'anic injunction that promotes the health of the individual and the society
5. mention ways of contracting these diseases e.g. through razor blade, shaving blade, hospital syringe and needles

3. METHOD OF DELIVERY

- Discussion
- Explanation
- Question and answer

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher defines STD, HIV/AIDS and how they are contracted.
- Activity 1.2 Teacher discusses the ill-effects of the diseases on the individual and the society.
- Activity 1.3 Teacher quotes and explain Qur'anic verses that prohibit adultery and fornication (Q.7 Verse 32 and 24 Verse 3)
- Activity 1.4 Students listen to the teacher's definition of the diseases as well as his explanation on how the diseases are contracted, and their preventive measures too.
- Activity 1.5 Students contribute to the discussion on the effects of the diseases by mentioning some impacts such as orphanage and stigmatization.
- Activity 1.6 Students copy notes from the chalkboard.

5. MATERIALS NEEDED

- Chalkboard/Charts containing list of STDs
- Pictures
- Video tape of victims of HIV/AIDS

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to mention ways through which the diseases can be contracted
- Activity 1.2 Ability to state the effect of the diseases on the individual and the society
- Activity 1.3 Ability to explain preventive measures against the diseases
- Activity 1.4 Ability to recall relevant Qur'anic injunction that prohibits adultery and fornication

7. EXPECTED SKILLS

- Discussing
- Listing
- Recalling/Reciting

ISLAMIC RELIGIOUS STUDIES

J.S.S. THREE

THEME: SIRAH AND TAHDHIB

TOPIC: HEALTH IN ISLAM II

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RELIGIOUS BELIEFS (LAWFUL AND UNLAWFUL FOOD)

1. BACKGROUND INFORMATION

While food is a basic necessity for the survival of man, Islam has classified food into lawful and unlawful for the health of Muslims. Any food classified as unlawful by Islam in the Qur'an or Hadith must not be consumed by Muslims.

2. OBJECTIVES:

At the end of the topic, students should be able to:

1. list lawful and unlawful food in Islam
2. mention circumstances under which a Muslim is allowed in Islam to consume unlawful food
3. state which food is lawful according to Quranic injunction. Q:5:5

3. METHOD OF DELIVERY

- Discussion
- Explanation
- Question and answer

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher guides students to list the various types of food they know.
- Activity 1.2 Teacher mentions other types of food not listed by the students.
- Activity 1.3 Teacher classifies the listed food in the lawful and unlawful.
- Activity 1.4 Teacher quotes and explains Qur'an 2:172-173; Q16:115; Q5:5, 5:3; which lists lawful and unlawful food.
- Activity 1.5 Teacher discusses the circumstances under which unlawful food may be eaten.
- Activity 1.6 Teacher guides students to describe the correct method to slaughter an animal.
- Activity 1.7 Students listen to the teacher's classification of food into lawful and unlawful.
- Activity 1.8 Students participate in the discussion by listing the various food they know; and by describing the correct way to slaughter an animal.
- Activity 1.9 Students copy notes from the blackboard.

5. MATERIALS NEEDED

- Chalkboard
- Two-edged knife used for slaughtering animals
- Picture of relevant materials and different types of food

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to list and differentiate between lawful and unlawful food in Islam
- Activity 1.2 Ability to mention circumstances under which a Muslim is allowed to take forbidden food
- Activity 1.3 Ability to describe the correct way to slaughter an animal

7. EXPECTED SKILLS

- Discussing
- Copying

CHRISTIAN RELIGIOUS STUDIES

J.S.S. ONE

THEME: GOD AND HIS CREATION
TOPIC: HUMAN BEINGS SHARE IN GOD'S CREATIVE ACTIVITIES

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF THE FAMILY – ROLE OF RELATIONSHIP/ROLE, RESPONSIBILITIES.

1. BACKGROUND INFORMATION

God is interested in the activities of man in relation to His creation e.g. marriage and family life. God established the institution of marriage and he cares about what man does to make marriage work. Examples can be seen in Gen. 2:22-25 and Ephesians 5:21-31.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. explain the meaning of the term "marriage";
2. mention some functions of marriage and roles of the family members;
3. explain that despite the problems of homosexuality, God made marriage to be between man and woman and provides roles for each member of the family.

3. METHOD OF DELIVERY

- Question and answer
- Discussion
- Speaking

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Relevant Bible passages to show the meaning of marriage and family
Activity 1.2 Mention functions of marriage and roles of family members
Activity 1.3 Discuss ways marriages prevent the spread of STDs, HIV/AIDS etc.
Activity 1.4 Take students on field trips to Churches, maternity, homes and teach them childbirth and wedding songs.

5. MATERIALS NEEDED

- The Holy Bible
- Word and sentence cards, wedding costumes, invitation cards to weddings, Players and cassettes of wedding songs and music.
- Excursion to churches and maternity homes, family homes

EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain the meaning of marriage
Activity 1.2 Ability to state functions of marriage
Activity 1.3 Ability to give two reasons why man should not marry his fellow man
Activity 1.4 Ability to list roles of family members, mothers, fathers etc

EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

**CHRISTIAN RELIGIOUS STUDIES
J.S.S. ONE**

THEME: GOD AND HIS CREATION

TOPIC: DISOBEDIENCE

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: DISCIPLINE – RESPECT FOR LEGITIMATE AUTHORITY.

1. BACKGROUND INFORMATION

Disobedience is a sin. God punishes anyone who disobeys His commandments. In the same way any disobedience to national laws attracts punishments. Gen. 3:1-19 and results of disobedience (Gen 3:14-19) are not usually comfortable.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. state the meaning of disobedience
2. identify disobedience as sin
3. give biblical account of first human disobedience
4. narrate their own acts of disobedience
5. identify consequences of disobedience against the national laws e.g. vandalization of public properties, disobeying traffic light etc

3. METHOD OF DELIVERY

- Discussion
- Question and answer
- Dramatization

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains meaning of disobedience
Activity 1.2 Leads students to recognize disobedience as sin
Activity 1.3 Guides students to read Bible passages
Activity 1.4 Leads students to narrate their own acts of disobedience
Activity 1.5 Guides students to respect and obey the laws of the nation using the national pledge

5. MATERIALS NEEDED

- The Bible
- Educational television
- Film strips
- Projectors
- Printed or written copy of the national pledge

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain the term 'disobedience'
Activity 1.2 Ability to give a Biblical account of the first human disobedience
Activity 1.3 Ability to mention two consequences of Adam and Eve's disobedience
Activity 1.4 Ability to state three consequences of disobedience to National laws

7. EXPECTED SKILLS

- Reading
- Speaking
- Listening

**CHRISTIAN RELIGIOUS STUDIES
J.S.S. ONE**

THEME: RELATIONSHIP WITH GOD

TOPIC: RELATIONSHIP IN THE COMMUNITY AND THE CHURCH

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES
RESPECT FOR ELDERNS AND CONSTITUTED AUTHORITY, IDENTIFICATION WITH
TRADITION, GOOD NEIGHBOURLINESS**

1. BACKGROUND INFORMATION

This topic is about identification of the names of community leaders, ways of maintaining relationship in the community i.e. respect for elders and leaders, obeying the laws of the land, taking part in community development programmes, caring for the needy, ensuring tolerance, good relationship in the Church, caring for our Christian brothers and sisters (1 Peter 2:17-18; Rom 12:9-21; 1 Peter 3:8-13; Romans 13:1-7)

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. identify names of members and rulers of their communities;
2. state ways in which we can maintain good relationship in the community;
3. mention ways to maintain good relationship in the church;
4. write and discuss their observations at field trips.

3. METHOD OF DELIVERY

- Discussion
- Reading
- Field trip
- Question and answer

4. PROCEDURE OF ACTIVITIES

Activity 1.1 Leads students to identify names of some community members

Activity 1.2 Reading of relevant passages by students

Activity 1.3 Takes students on field trips around the community

5. MATERIALS NEEDED

- Pictures of rulers, priests, bishops, worshippers etc
- Cartoons and clippings of people giving or denying alms to beggars and destitutes
- The Holy Bible

6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to mention names of some community members and rulers

Activity 1.2 Ability to state some ways of maintaining relationship in the community

Activity 1.3 Ability to identify some ways of maintaining relationship in the church

Activity 1.4 Ability to discuss observations at field trips

7. EXPECTED SKILLS

- Listening
- Speaking
- Writing
- Observing

**CHRISTIAN RELIGIOUS STUDIES
J.S.S. ONE**

THEME: GOD'S CALL

TOPIC: A CALL TO SERVICE

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RIGHT ATTITUDE TO WORK, DEVOTION TO DUTY, SERVICE COOPERATION

1. BACKGROUND INFORMATION

A call to service is an important aspect of God's purpose to man. When He calls, He empowers one. Joseph was called to service and we saw how he worked to the glory of God even though he passed through many obstacles. Joseph's service in Egypt was seen as God's call. Ruth is another example in the Bible of someone who was dedicated to service; Ruth 11.7 – 18.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. explain the meaning of the term 'service'
2. mention some examples of people who served in the Bible
3. narrate the sale of Joseph by his brothers and his control of grain stores in Egypt

3. METHOD OF DELIVERY

- Discussion
- Dramatization
- Question and answer

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Guides students to read Bible passages
Activity 1.2 Guides students to discover problems and blessings in service
Activity 1.3 Leads students to deduce lessons from service lives of Joseph and Ruth

5. MATERIALS NEEDED

- The Holy Bible
- Posters of Leaders in the Bible and in the community
- Newspaper cuttings showing photographs of leaders rendering services to humanity

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to narrate the story of the sale of Joseph into slavery
Activity 1.2 Ability to explain the story of Ruth's faithfulness in her service to her mother-in-law

7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

**CHRISTIAN RELIGIOUS STUDIES
J.S.S. ONE**

THEME: GOD'S CALL

TOPIC: A CALL TO REPENTANCE

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY, REJECTION OF FRAUD, CHEATING, BRIBERY AND CORRUPTION, TRUTHFULNESS. **CONTENTMENT:** ABHORRENCE OF CORRUPTION AND GREED.

1. BACKGROUND INFORMATION

This is about responding to the call for repentance i.e. forsaking all sins after asking for forgiveness. In the Bible we have people who obeyed God's call for repentance e.g. King David (2Sam 12:7-13, Psalms 51), the people of Nineveh (Jonah 3:1-10). John the Baptist also calls for repentance (LK 3:1-14). There are consequences of no repentance (1 Sam 3:18; 4:10-21).

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. describe how David and Zaccheus responded to the call for repentance
2. give an account of the acts of repentance of the Ninevites
3. identify the demands for repentance by John the Baptist's hearers
4. identify and discuss some consequences of no repentance

3. METHOD OF DELIVERY

- Discussion
- Reading
- Illustration
- Question and answer

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Guides students to mimic Jonah in Nineveh
- Activity 1.2 Discusses the consequences of cultism, examination malpractices, unchastity, smoking, drunkenness etc as examples of lack of repentance.
- Activity 1.3 Guides the students to read the Bible passages and explains them.
- Activity 1.4 Leads the students to report on their Lenten period activities.

5. MATERIALS NEEDED

- Costume e.g. Crown, bell, ashes etc.
- Cartoons and clippings and posters of consequences of examination mal-practices, cultism, HIV/AIDS, drunkenness.
- The Holy Bible

6. EXPECTED OUTCOME/ EVALUATION

- Activity 1.1 Ability to give account of circumstances surrounding Uriah's death
- Activity 1.2 Ability to identify some evidences of the repentance of the Ninevites
- Activity 1.3 Ability to list two acts for repentance and results expected as indicated by John the Baptist
- Activity 1.4 Ability to list two consequences of each of the following: Cultism, Unchastity, Examination malpractices, Drunkenness, Smoking etc

7. EXPECTED SKILLS

- Reading
- Mimicking
- Writing
- Role playing
- Speaking

CHRISTIAN RELIGIOUS STUDIES
J.S.S. TWO

THEME: THE MINISTRY OF JESUS CHRIST

TOPIC : JESUS SUBJECTS HIMSELF TO CIVIL AND RELIGIOUS LAWS

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES – RESPECT FOR ELDERS AND CONSTITUTED AUTHORITY, IDENTIFICATION WITH ONES TRADITION AND GOOD NEIGHBOURLINESS

1. BACKGROUND INFORMATION

Jesus saw the civil and religious laws of the land as something important. He had respect for the law and constituted authority, and obeyed the laws of His society.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. explain the meaning of civil and religious law
2. state Jesus attitude towards civil and religious laws of His society
3. narrate how Jesus subjected himself to civil and religious laws of His time
4. identify love as the supreme law
5. list the consequences of violating laws in Nigeria
6. mention the advantages of showing love to their neighbours

3. METHOD OF DELIVERY

- Reading
- Discussion
- Debate

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Explains civil and religious laws
Activity 1.2 Leads class discussion on Jesus attitudes towards civil and religious laws of His society
Activity 1.3 Gives instances of when Jesus subjected Himself to civil and religious laws
Activity 1.4 Discusses love as the fulfillment of all the laws
Activity 1.5 Explains the consequences of violating laws in Nigeria
Activity 1.6 Discusses the benefits of laws in the society

5. MATERIALS NEEDED

- Pictures, Posters, Films
- The Holy Bible

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain the meaning of civil and religious laws
Activity 1.2 Ability to mention three laws of your society
Activity 1.3 Ability to state two occasions when Jesus subjected himself to the laws of his society
Activity 1.4 Ability to list three consequences of violating laws in Nigeria
Activity 1.5 Ability to list three advantages of showing love to one's neighbor

7. EXPECTED SKILLS

- Listening
- Speaking
- Reading

**CHRISTIAN RELIGIOUS STUDIES
J.S.S. THREE**

THEME: THE LIFE AND TEACHINGS OF PAUL

TOPIC: SOME OF PAUL'S TEACHINGS

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES – RESPECT FOR ELDERS AND CONSTITUTED AUTHORITY.

1. BACKGROUND INFORMATION

This chapter centres on dignity of labour, obedience to constituted authority and also encourages students to demonstrate and show love to their neighbours.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. identify various types of work people do
2. state why they should do their work honourably
3. state why it is necessary to obey constituted authority
4. state why they should show love to one another

3. METHOD OF DELIVERY

- Discussion
- Illustration
- Demonstration

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Leads class to debate on "No job is more important than the other"
- Activity 1.2 Encourages students to demonstrate how to show love to their neighbours
- Activity 1.3 Shows pictures of people of different professions
- Activity 1.4 Leads class discussion on students' ambition in life

5. MATERIALS NEEDED

- Activity 1.1 Pictures of people of different professions
- Activity 1.2 The Holy Bible
- Activity 1.3 As above (Activity 1.1)

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to mention different types of work
- Activity 1.2 Ability to enumerate some ways of showing respect to constituted authority
- Activity 1.3 Ability to give some reasons why we must love our neighbours
- Activity 1.4 Ability to list some characteristics of love

7. EXPECTED SKILLS

- Reading
- Listening
- Writing
- Speaking

CHRISTIAN RELIGIOUS STUDIES

J.S.S. THREE

THEME: THE LIFE AND TEACHINGS OF PAUL

TOPIC: PAUL AND HIS TRIALS

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CITIZENS RIGHT AND DUTY. RIGHT TO FAIR HEARING

1. BACKGROUND INFORMATION

The story of Paul and his Trials is very important to be taught to the students. It reveals the wicked plans of people (Jewish) against Paul. He was accused of wrong teaching (Acts 21:21). They got him arrested in the temple (Acts 21:30 – 31) as they planned to kill him. The Roman soldiers rescued him and brought him before the Jewish council (Sanhedrin) where he faced trial.

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. list the accusations that led to Paul's arrest
2. mention the causes of the division among the members of the Council
3. give the reasons for Paul's appeal to Caesar
4. state how Paul's case revealed the weaknesses of those in authority

3. METHOD OF DELIVERY

- Discussion
- Illustration
- Dramatization

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Leads the students in discussing on the passage read
Activity 1.2 Leads class discussion on why bribery and corruption are rampant in Nigeria today and what efforts are being made to control them

5. MATERIALS NEEDED

- The Holy Bible, Bible Pictures
- Posters
- Charts

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to list accusations leveled against Paul
Activity 1.2 Ability to list the two Major Parties of the Sanhedrin
Activity 1.3 Ability to state why there was a division among the members of the Sanhedrin
Activity 1.4 Ability to state why Paul appealed to Caesar in Rome
Activity 1.5 Ability to mention the Governor that wanted to be bribed by Paul

7. EXPECTED SKILLS

- Listening
- Speaking
- Writing
- Reading

CHRISTIAN RELIGIOUS STUDIES

J.S.S. THREE

THEME: THE CHRISTIAN CHURCH TODAY
TOPIC: PEACEFUL CO-EXISTENCE

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CITIZENS RIGHT AND DUTIES – RIGHT TO PEACEFUL ASSEMBLY AND ASSOCIATION.

1. BACKGROUND INFORMATION

Co-existence is very important in the life of any community. Here, the learners learn how to live in peace with one another. The importance is stressed in Math 5:21- 25. The topic also teaches how some people in the Bible desired peaceful co-existence; examples are Esau and Jacob (Gen 31:1-11), Isaac and Abimelech. It also teaches how people can show desire for peace by tolerating one another, forgiveness and reconciliation. This indicates that Christianity and Islam have their origin from Father Abraham (Gen. 16:15-16; Gen. 21:1-3)

2. OBJECTIVES

At the end of the lesson, students should be able to:

1. explain the term 'peaceful co-existence'
2. list examples of people desiring peaceful co-existence in the Bible (Gen. 13:1-5; 26:26-29)
3. identify reasons for wanting peaceful co-existence
4. explain the origin of Christianity and Islam as being of one father (Abraham)

3. METHOD OF DELIVERY

- Discussion
- Illustration
- Demonstration

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Explains the meaning of peaceful co-existence.
Activity 1.2 States the reason why we cannot avoid co-existence.
Activity 1.3 Enumerates the ways of maintaining peaceful co-existence.
Activity 1.4 Explains the problems arising from lack of peaceful co-existence.

5. MATERIALS NEEDED

- Picture showing people settling land, religious and community disputes
- The Holy Bible

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain peaceful co-existence
Activity 1.2 Ability to give examples of those who quarreled but later lived peacefully.
Activity 1.3 Ability to list some reasons why people should have desire for peaceful co-existence.
Activity 1.4 Ability to mention two ways to maintain peaceful co-existence

7. EXPECTED SKILLS

- Reading
- Listening
- Speaking
- Writing

SOCIAL STUDIES

J.S.S. ONE

THEME: SOCIAL ISSUES AND PROBLEMS

TOPIC 1: CONTEMPORARY SOCIAL PROBLEMS IN NIGERIA (EXAMINATION MALPRACTICE, CULTISM, HIV/AIDS, ELECTORAL MALPRACTICE, ETC)

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: DISCIPLINE

1. BACKGROUND INFORMATION

Every society has issues and problems which confront it and which it tries to address one way or the other. Some of these issues and problems are social in nature. Solutions should be found to social issues and problems if the society is to be peaceful and progressive.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. Explain what social issues and problems means.
2. Mention some social issues and problems in Nigeria
3. Discuss social issues and problems confronting Nigerian as a country.

3. METHOD OF DELIVERY

- Exposition
- Identification
- Discussion.

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads students to say what issues and problems in the society are.
Activity 1.2 Teacher guides students to identify some issues and problems in the society.
Activity 1.3 Teacher leads students to discuss some of the social issues and problems in Nigerian society.

5. MATERIALS NEEDED

- Film clips, Overhead projector, photographs
- Pictures, Photographs, Drawings, Film and video clips
- Photographs, Magazine and newspaper cuttings, Film clips and projector

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Students explain what issues and problems in society means.
Activity 1.2 Students identify some social issues and problems in Nigeria.
Activity 1.3 Students discuss issues and problems in Nigeria

7. EXPECTED SKILLS

- Listening
- Discussing
- Identifying

SOCIAL STUDIES
J.S.S. ONE

THEME: NATIONAL UNITY AND INTEGRATION

TOPIC 2: MEANING, NEED AND IMPORTANCE OF NATIONAL UNITY AND INTEGRATION

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY AND INTEGRITY

1. BACKGROUND INFORMATION

National Unity and Integration relates to a people living together in peace and harmony upholding the same national objectives and philosophy and doing things for the common good of the generality of the people. There is a high cord of patriotism and nationalism in a united and well integrated nation. Nigeria needs people with patriotic and nationalistic zeal to bring about a sustainable national unity and integration.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. explain what national unity and integration means.
2. discuss the need for national unity and integration in Nigeria
3. dramatize the importance of national unity and integration in a country

3. METHOD OF DELIVERY

- Exposition
- Discovery
- Dramatization

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher guides Students to define national unity and integration.
- Activity 1.2 Teacher leads students to discover and discuss the various things and institutions that promote national unity and integration.
- Activity 1.3 Teacher leads the students to dramatize how one of the institutions that promotes national unity and integration.

5. MATERIALS NEEDED

- Map of Nigeria showing its peoples
National symbols that symbolizes the oneness of Nigeria
- Charts that show some of the institutions that promote National Unity and their activities/functions
- Materials used by some of the institutions that promote National Unity and integration that would be needed for dramatization

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Students explain the meaning of National Unity and integration
- Activity 1.2 Students to list the institution that promote National unity and integration through hard work, show of courage, cooperation, selflessness etc
- Activity 1.3 Students imbibe the spirit of community service, honesty, integrity, loyalty etc

7. EXPECTED SKILLS

- Coopering
- Discussing and analysing
- Decision making

SOCIAL STUDIES

J.S.S. ONE

THEME: CULTURE

TOPIC 3: MEANING, COMPONENTS AND FEATURES OF CULTURE

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES

1. BACKGROUND INFORMATION

Everybody belongs to one type of culture or another. It is the way of life of a people. Most people are identified by their culture. Some important elements of culture include dress, food, language, dance, religion etc. It is important to note that the most cherished values of a people can be found in their culture.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. explain what culture means
2. list some cultural things that are non-material
3. draw some cultural things that are material in nature
4. discuss why there are cultural differences in Nigeria
5. demonstrate some aspects of culture

3. METHOD OF DELIVERY

- Presentation
- Discussion
- Demonstration

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher defines and explains the meaning of culture.
Activity 1.2 Teacher leads the student to discuss important aspects of culture.
Activity 1.3 Teacher guides student to identify different cultures.
Activity 1.4 Teacher leads students to demonstrate some cultural aspects.

5. MATERIALS NEEDED

- Presentation/Exposition, Film clips, Photographs, Paintings, Specimens
- Discussion, Maps, Cultural Objects, Books, Drawings
- Identification, Cultural Objects, Specimens, Film clips
- Demonstration, Costumes, Artifacts, Cultural materials.

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Students explain the meaning of culture
Activity 1.2 Students discuss the differences and similarities between cultures.
Activity 1.3 Ability to identify different cultural patterns and objects
Activity 1.4 Students demonstrate some aspect of culture.

7. EXPECTED SKILLS

- Identifying
- Discussing
- Drawing
- Demonstrating

SOCIAL STUDIES

J.S.S. ONE

THEME: PEOPLE AND THEIR ENVIRONMENT

TOPIC 4: SOCIAL ENVIRONMENT

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RIGHT ATTITUDE TO WORK

1. BACKGROUND INFORMATION

Our Social environment consists of the things around us in our immediate localities and places not too distant from our abode. They may include human beings, animals, birds, rivers, hills, mountains, buildings, markets, churches, mosques, hospitals, police stations, playgrounds, motor parks, etc. We interact with the people and things within the environment and this makes life more meaningful and enjoyable.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. describe environment
2. mention some of the things that are found in the environment
3. say why the environment is important.
4. visit some places in the environment and write an essay on the visitation.

3. METHOD OF DELIVERY

- Presentation
- Discussion
- Field trip
- Assignment

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains the concept of social environment
Activity 1.2 Teacher leads discussion on what constitutes the environment
Activity 1.3 Teacher organizes students into groups to visit nearby locality.

5. MATERIALS NEEDED

- Presentation/Exposition, Maps, Books, Photographs
- Discussion, Maps, Drawings, Film clips, Projector
- Visitation, Writing materials, Camera, Tape recorder

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to locate places
Activity 1.2 Ability to explain things and issues
Activity 1.3 Ability to observe and report accurately

7. EXPECTED SKILLS

- Observing
- Listening
- Drawing
- Locating
- Reporting

SOCIAL STUDIES
J.S.S. TWO

THEME: SOCIAL ISSUES AND PROBLEMS

TOPIC: CORRUPTION

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY

1. BACKGROUND INFORMATION

Corruption means not doing things in the proper ways that they are supposed to be done because of personal or non-personal interest as well as the receipt of monetary or non-monetary gains. Corruption can slow down the pace of development in a Country and tarnish the image of the nation locally and internationally. People should be honest in their dealings in order to reduce corruption in the society

2. OBJECTIVES

At the end of the topic, students should be able to:

1. explain what corruption means
2. list the causes of corruption
3. discuss how corruption can be eradicated or minimized.

3. METHOD OF DELIVERY

- Exposition
- Discussion
- Dramatization

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher guides students to define corruption.
Activity 1.2 Teacher leads students to discuss the causes of corruption.
Activity 1.3 Teacher leads students to discuss solutions to corruption.
Activity 1.4 Teacher guides students to dramatize an act of corruption.

5. MATERIALS NEEDED

- Books, Photographs, Charts showing corrupt practices
- Film clips, Projector, Photographs, Tape recorder
- Pictures, Newspapers, Tape recorder
- Materials that would enable students to dramatize a corrupt situation

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Students to define corruption
Activity 1.2 Students mention the causes of corruption.
Activity 1.3 Students suggest how corruption can be eradicated or minimized.

7. EXPECTED SKILLS

- Analysis
- Decision making.

SOCIAL STUDIES

J.S.S. TWO

THEME: SOCIAL ISSUES AND PROBLEMS

TOPIC: POVERTY

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RIGHT ATTITUDE TO WORK.

1. BACKGROUND INFORMATION

A state or condition of poverty exists when a person is unable to meet up with the basic necessities of life such as good food, housing, clothing, health care, education etc. The rate of poverty is high in Nigeria due to low rate of employment opportunities, poor wages and salaries. Idleness may also cause poverty. People should be encouraged to work hard and be more productive instead of depending solely on wages and salaries provided by government and other establishments.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. define poverty
2. discuss the causes of poverty
3. explain how poverty can be reduced in Nigeria
4. identify resources they can mobilize in their societies to reduce poverty

3. METHOD OF DELIVERY

- Exposition
- Discussion
- Role playing

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads students to define poverty
- Activity 1.2 Teacher guides students to identify and discuss the causes of poverty.
- Activity 1.3 Teacher guides students to play the role of hardworking and productive farmer or trader who is able to meet his basic necessities and educate his children.
- Activity 1.4 Guides Students to discover the community resources and how they can mobilize it to generate fund.

5. MATERIALS NEEDED

- Books, Photographs and diagrams, Film clips and projectors
- Photographs and pictures, Film clips, Projector, Magazines and Newspapers
- Farming implements and other things a farmer would need, trading items

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Students explain the concept of poverty
- Activity 1.2 Students identify the causes of poverty and discuss them
- Activity 1.3 Students discover the need to work hard and be productive
- Activity 1.4 Students discover resources in their communities and how to mobilize them to generate fund

7. EXPECTED SKILLS

- Discussing
- Evaluating
- Dramatizing

SOCIAL STUDIES

J.S.S TWO

THEME: SCIENCE, TECHNOLOGY AND SOCIETY

TOPIC: MODERN SCIENCE AND TECHNOLOGY AND SOCIETAL DEVELOPMENT

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RIGHT ATTITUDE TO WORK - HARDWORK

1. BACKGROUND INFORMATION

Science and Technology has greatly improved human and societal developments in most parts of the world. In Nigeria, the impact of Modern Science and Technology has mostly been felt in some aspects of our socio-economic development such as Agriculture, transportation, communication and construction. In some other areas such as pottery, dyeing, etc (as our traditional science and technology) are still in existence. The coming of modern science and technology has added more value to our ways of doing things and has encouraged us to be more hardworking and productive.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. mention the contributions of science and technology to the development of society.
2. discuss the areas in which modern science and technology has influenced traditional practices
3. explain how modern science and technology has influenced our value systems.

3. METHOD OF DELIVERY

- Expository
- Discussion
- Demonstration

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher guides students to mention the contributions of science and technology to societal development
- Activity 1.2 Teacher leads student to discuss areas in which modern science and technology has influenced traditional science and technology.
- Activity 1.3 Teacher leads students to explain how modern science and technology has influenced our value systems..

5. MATERIALS NEEDED

- Photographs and pictures, Film slides, Projector
- Samples of modern science and technology and traditional science and technology
- Books, Film Slides, Projector, Photographs

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Students mention the contributions of Science and technology to Society.
- Activity 1.2 Students list the areas in which modern science and technology has influenced traditional science and technology.
- Activity 1.3 Students explain how modern science and technology has influenced our value systems.

7. EXPECTED SKILLS

- Analyzing
- Discussing

SOCIAL STUDIES

J.S.S TWO

THEME: SOCIAL ISSUES AND PROBLEMS

TOPIC: CULTISM

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: COURAGE

1. BACKGROUND INFORMATION

Cultism is a secret act and practice carried out in the society by people. In most cases, cultists' actions are harmful to people and societal progress. They operate mostly in the dark and isolated areas. They are found in educational institutions, establishments, organizations etc. People should be courageous to say 'No' to cultism.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. explain what cultism is
2. discuss the causes of cultism
3. discuss how cultism can be eradicated or minimized in the society

3. METHOD OF DELIVERY

- Exposition
- Discussion
- Dramatization

4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher leads students to define cultism.

Activity 1.2 Teacher guides students to discuss the causes of cultism (fear, intimidation, low intelligence, poverty, greed etc)

Activity 1.3 Teacher guides students to dramatize how a student can courageously resist being initiated into cultism.

5. MATERIALS NEEDED

- Photographs and pictures
- Film clips and projector
- Books
- Magazines
- Materials for dramatization

6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Students explain what cultism is all about

Activity 1.2 Students list and discuss the causes of cultism

Activity 1.3 Students should cultivate the habit of resisting cultism

7. EXPECTED SKILLS

- Evaluating
- Discussing
- Decision making

SOCIAL STUDIES J.S.S TWO

THEME: COMMUNICATION

TOPIC: ICT

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY

1. **BACKGROUND INFORMATION**

ICT means Information and Communication Technology. It mainly functions through Internet and E-mail electronic devices. ICT has made communication less cumbersome, very speedy, less expensive, less hazardous and more efficient and reliable. However, there is need for users of ICT to be honest, transparent, sincere and morally upright.

2. **OBJECTIVES**

At the end of the topic, students should be able to:

1. define ICT
2. mention the different forms of ICT. Their advantages and disadvantages
3. learn the use of ICT
4. discuss why honesty, integrity and moral uprightness are necessary for ICT users

3. **METHOD OF DELIVERY**

- Exposition
- Discussion
- Demonstration

4. **PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher leads students to define and explain ICT
- Activity 1.2 Teacher guides students to mention and discuss the different forms of ICT as well as their advantages and disadvantages
- Activity 1.3 Teacher guides students to use ICT to process or access information e.g. the use of e-mail
- Activity 1.4 Teacher leads students to discuss how honesty, integrity and moral uprightness can be maintained while using the ICT

5. **MATERIALS NEEDED**

- Books, Pictures and Photographs, Charts
- Books, Photographs, Charts and pictures
- Books, Photographs and diagrams, Charts

6. **EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Students define and explain ICT
- Activity 1.2 Students mention the different forms of ICT as well as their advantages and disadvantages
- Activity 1.3 Practice the use of ICT to process and access information
- Activity 1.4 Students discuss the need to be honest and morally upright when using the ICT

7. **EXPECTED SKILLS**

- Manipulating
- Balanced Judgment
- Decency
- Demonstrating

SOCIAL STUDIES
J.S.S TWO

THEME: NATIONAL ECONOMY

TOPIC : ADVANTAGES AND PROBLEMS OF MODERN MEANS OF TRANSPORTATION

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RIGHT ATTITUDE TO WORK.

1. BACKGROUND INFORMATION

Modern transportation has done much in transforming the socio-economic and socio-cultural lives of many people in modern societies. It has brought tremendous improvement over the traditional systems of transportation. Modern transportation include: motor vehicles, aeroplanes, ships, railways etc. They have a lot of advantages. However, improper use of modern means of transportation can lead to loss of lives.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. explain different types of modern means of transportation
2. mention the advantages and disadvantages of modern means of transportation
3. discuss ways of solving transportation problems

3. METHOD OF DELIVERY

- Exposition
- Discussion

4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher leads students to mention the advantages and disadvantages of modern transportation.

Activity 1.2 Teacher guides students to discuss ways of solving the identified problems.

5. MATERIALS NEEDED

- Photographs and pictures
- Film clips
- Projector
- Pictures
- Books
- Flip Chart

6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Students mention the advantages and problems of modern means of transportation.

Activity 1.2 Students list some ways of solving the problems of modern means of transportation.

7. EXPECTED SKILLS

- Discussing
- Problem-solving skills

SOCIAL STUDIES
J.S.S TWO

THEME: COMMUNITY

TOPIC: MEMBERS OF THE SCHOOL COMMUNITY

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY AND DISCIPLINE.

1. BACKGROUND INFORMATION

Every institution or organization is made up of people who constitute its members. School community members include the Head teacher, teachers, the students as well as non-teaching staff. Members of the school community have specific duties to perform. They are also to ensure that the students are honest and disciplined.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. list those who constitute the school community
2. state the duties of school members
3. discuss why students should be disciplined and honest

3. METHOD OF DELIVERY

- Exposition
- Discussion

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads students to identify school community members
Activity 1.2 Teacher guides students to discuss the duties of school community members
Activity 1.3 Teacher guides students to discuss why students should be disciplined and honest

5. MATERIALS NEEDED

- Books, Photographs, Charts
- Photographs and pictures, Chalkboard
- Film clips, Photographs

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Students list the members of the school community
Activity 1.2 Students discuss the duties of the members of the school community.

7. EXPECTED SKILLS

- Listening
- Discussing

SOCIAL STUDIES J.S.S TWO

THEME: FAMILY

TOPIC: LIVING TOGETHER

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF THE FAMILY

1. BACKGROUND INFORMATION

The family is a very important unit of the society. It is in the family that children receive their first education in life. Character training and good behavior as well as cultural upbringing begin in the family. Being together and staying together in the family have many advantages.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. explain what living together in the family means.
2. list the advantages of living together in the family.
3. state why it is important for the family to train their children to be of good behavior and maintain good name.

3. METHOD OF DELIVERY

- Exposition
- Discussion
- Dramatization.

4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher leads students to explain what living together in the family means.

Activity 1.2 Teacher guides students to discuss the advantages of living together in the family.

Activity 1.3 Students dramatize the behavior of children brought up in good families.

5. MATERIALS NEEDED

- Photographs and pictures
- Books.
- Photographs
- Newspaper
- Books
- Materials needed for the dramatization.

6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Students explain what living together in a family means.

Activity 1.2 Students discuss the advantages of living together in a family.

Activity 1.3 Students dramatize the behavior of children from a good family living together.

7. EXPECTED SKILLS

- Decision making
- Organizing
- Manipulating

SOCIAL STUDIES

J.S.S TWO

THEME: WORLD ISSUES

TOPIC: GLOBAL INTERNATIONAL COOPERATION

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NATIONAL CONSCIOUSNESS

1. BACKGROUND INFORMATION

International cooperation is the type of cooperation existing between independent nations of the world. The cooperation could be economic, political, military, educational etc. International cooperation could also take form of associations like United Nations Organization (UNO), African Union (AU), Economic Community of West African States (ECOWAS). Nigeria belongs to these three organizations.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. explain the meaning of global international cooperation
2. discuss the means of achieving global international cooperation
3. explain the need for international understanding
4. discuss the consequences of global international understanding

3. METHOD OF DELIVERY

- Exposition
- Discussion
- Debate

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads students to explain the meaning of Global International Cooperation.
- Activity 1.2 Teacher guides students to discuss the means of achieving Global International Cooperation.
- Activity 1.3 Teacher guides students to explain the need for International cooperation.

5. MATERIALS NEEDED

- Photographs of International events, News extracts, Books, Radio and TV
- Photographs and pictures, Books, Pamphlets and fliers
- Films and Videos, Photographs, Pictures

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Students explain the meaning of Global International Cooperation
- Activity 1.2 Students discuss the means of achieving Global international Cooperation
- Activity 1.3 Students explain the need for international understanding
- Activity 1.4 Students explain the consequences of global international understanding

7. EXPECTED SKILLS

- Analysing
- Discussing
- Synthesizing
- Decision making

SOCIAL STUDIES

J.S.S THREE

THEME: PEACE AND CONFLICTS

TOPIC: PEACE

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CITIZEN'S RIGHTS AND DUTIES

1. BACKGROUND INFORMATION

Peace is important in every society. It is a situation where there is no war, violence, acrimony, rancour, argument etc We need peace in order to go to school and do other things and for the country to develop and make progress.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. define peace
2. explain the importance of living in peace with one another
3. discuss ways of promoting peace

3. METHOD OF DELIVERY

- Exposition
- Discussion

4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher guides students to define peace.

Activity 1.2 Teacher leads discussion on the importance of living peace with one another

Activity 1.3 Teacher guides students to discuss ways of promoting peace in the society.

5. MATERIALS NEEDED

- Photographs, Books, Film clips, Projector
- Photographs and pictures, Books, Film clips
- Photographs, Books, Newspaper and magazines

6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Students define peace

Activity 1.2 Students explain the importance of living in peace with one another.

Activity 1.3 Students discuss ways of promoting peace.

7. EXPECTED SKILLS

- Discussing
- Analysing

SOCIAL STUDIES
J.S.S THREE

THEME: PEACE AND CONFLICTS

TOPIC: CONFLICTS

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CITIZENS RIGHTS AND DUTIES

1. BACKGROUND INFORMATION

Conflicts connote violence, disturbances, riots, arguments, war etc. It is the absence of peace. Hatred, jealousy and poor communication could be a root cause of conflicts.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. explain the meaning of Conflicts
2. list the different types of Conflicts
3. discuss the causes of conflicts
4. discuss the ways of resolving conflicts

3. METHOD OF DELIVERY

- Exposition
- Discussion

4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher leads students to define conflicts and state different types of conflicts.

Activity 1.2 Teacher guides students to discuss the causes of conflicts and suggest ways of resolving them.

5. MATERIALS NEEDED

- Books, Pictures and Photographs, Film clips, Projector, Flip charts
- Books, Photographs and pictures, Film clips, Flip charts

6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Students explain meaning of conflicts and list the different types of conflicts.

Activity 1.2 Students discuss the causes of conflicts and suggest how to prefer solution to them

7. EXPECTED SKILLS

- Critical thinking
- Decision making

SOCIAL STUDIES

J.S.S THREE

THEME: PEACE AND CONFLICTS

TOPIC: CONFLICTS

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CITIZENS RIGHTS AND DUTIES

1. BACKGROUND INFORMATION

Conflicts connote violence, disturbances, riots, arguments, war etc. It is the absence of peace. Hatred, jealousy and poor communication could be a root cause of conflicts.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. explain the meaning of Conflicts
2. list the different types of Conflicts
3. discuss the causes of conflicts
4. discuss the ways of resolving conflicts

3. METHOD OF DELIVERY

- Exposition
- Discussion

4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher leads students to define conflicts and state different types of conflicts.

Activity 1.2 Teacher guides students to discuss the causes of conflicts and suggest ways of resolving them.

5. MATERIALS NEEDED

- Books, Pictures and Photographs, Film clips, Projector, Flip charts
- Books, Photographs and pictures, Film clips, Flip charts

6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Students explain meaning of conflicts and list the different types of conflicts.

Activity 1.2 Students discuss the causes of conflicts and suggest how to prefer solution to them

7. EXPECTED SKILLS

- Critical thinking
- Decision making

SOCIAL STUDIES

J.S.S THREE

THEME: SOCIAL VALUES

TOPIC: TRAFFICKING IN CHILDREN AND WOMEN

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CITIZEN'S RIGHTS AND DUTIES

1. BACKGROUND INFORMATION

Children and women trafficking is the act of taking Nigerian Children and women to foreign countries by fellow Nigerians to be engaged in menial jobs such as prostitutions and other debasing jobs. The children and women that have been trafficked usually pay huge sums of money to their traffickers. This is one of the things that have tarnished Nigerian image internationally.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. explain what is meant by children and women trafficking
2. mention the things that are responsible for children and women trafficking in Nigeria
3. discuss ways of preventing or stopping children and women trafficking in Nigeria

3. METHOD OF DELIVERY

- Exposition
- Discussion

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher guides students to explain what is meant by children and women trafficking
- Activity 1.2 Teacher guides the students to mention the things that are responsible for children and women trafficking in Nigeria
- Activity 1.3 Teacher guides students to discuss ways of preventing and stopping children and women trafficking in Nigeria

5. MATERIALS NEEDED

- Photographs, Newspaper, Magazines, Charts
- Films and Videos, Photographs, Maps
- Pictures, Drawings, Photographs

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Students explain what is meant by children and women trafficking
- Activity 1.2 Students mention the things that are responsible for children and women trafficking
- Activity 1.3 Students discuss ways of preventing and stopping children and women trafficking in Nigeria

7. EXPECTED SKILLS

- Discussing
- Decision making

SOCIAL STUDIES

J.S.S THREE

THEME: SOCIAL VALUES

TOPIC: HARMFUL TRADITIONAL PRACTICES

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES

1. BACKGROUND INFORMATION

There are many types of traditional practices in Nigeria. Many of these practices are good and they help to preserve our cultural heritage from generation to generation. However, some of these practices are not good because they are harmful to human beings and the society. Practices that involve the killing of human beings and the mutilation of human body and similar activities should be stopped. The family, religious organizations and the government should not allow these traditional practices to continue.

2. OBJECTIVES

At the end of the topic, students should be able to:

1. define harmful traditional practices in Nigeria
2. explain different types of harmful traditional practices in Nigeria, especially in the socio-cultural and economic sectors
3. discuss how harmful traditional practices can be prevented and stopped in Nigeria

3. METHOD OF DELIVERY

- Exposition
- Discussion
- Story telling
- Assignment

4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads students to define and explain the meaning of harmful traditional practices in Nigeria
- Activity 1.2 Teacher guides students to mention and explain different types of harmful traditional practices in Nigeria
- Activity 1.3 Teacher guides students to discuss and suggest how harmful traditional practices can be prevented and stopped in Nigeria

5. MATERIALS NEEDED

- Human Rights documents, Books, Films and videos, Photographs
- Photographs and pictures, Film and Videos
- Flip charts, Films and Videos, Photographs, Newspaper and magazines

6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Students define and explain harmful traditional practices.
- Activity 1.2 Students mention and explain different types of harmful traditional practices
- Activity 1.3 Students discuss how different types of harmful traditional practices can be prevented and stopped in Nigeria.

7. EXPECTED SKILLS

- Discussing
- Decision making

BUSINESS STUDIES

JSS ONE

THEME: EFFECTIVE OFFICE PRACTICE

TOPIC: HONESTY IN BUSINESS

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY

1.1 BACKGROUND INFORMATION

Honesty means to always tell the truth and never stealing or cheating. An honest person is one who is straight forward and transparent in whatever he does. He is a man of integrity. Students are expected to be honest in whatever they do, they should avoid cheating in class, avoid taking what does not belong to them, they should not involve themselves in fraud. Involvement in these vices can lead them into punishment such as: imprisonment, expulsion from school, suspension, loss of respect, economic loss, etc.

1.2 OBJECTIVES

At the end of the lesson, students should be able to:

1. explain the meaning of truthfulness and fair play
2. state the attributes of truthfulness and fair play
3. mention the rewards of being truthful
4. describe the consequences of not being truthful.

1.3 METHOD OF DELIVERY

- Question and answer
- Discussion
- Role playing
- Story telling

1.4 PROCEDURE OF ACTIVITIES

- Activity 1.1 Ask questions on truthfulness and fair play
Activity 1.2 Ask questions on the attributes of truthfulness and fair play
Activity 1.3 Dramatize or act play on truthfulness
Activity 1.4 Tell true stories that depict fair play

1.5 MATERIALS NEEDED

- Books, Magazines, Religious publications on truthfulness and fair play
- Costume, film slides, video clips

1.6 EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain the meaning of truthfulness and fair play
Activity 1.2 Ability to list three attributes of truthfulness and fair play
Activity 1.3 Ability to state three reward of being truthful
Activity 1.4 Ability to describe three consequences of not being truthful

1.7 EXPECTED SKILLS

- Listening
- Participating
- Demonstrating

BUSINESS STUDIES

JSS TWO

THEME: EFFECTIVE OFFICE PRACTICE

TOPIC: RIGHT ATTITUDE TO WORK

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RIGHT ATTITUDE TO WORK

1.1 BACKGROUND INFORMATION

Right attitude to work is all about being punctual and regular at work. It involves having passion and devotion for the work for maximum performance. Not having the right attitude to work will lead to low productivity and low level of development in the society. Students should be regular and punctual in school to avoid punishment and poor performance.

1.2 OBJECTIVES

At the end of the lesson, students should be able to:

1. explain the concept of punctuality and regularity
2. demonstrate how punctuality and regularity results in high performance
3. link punctuality with reward and irregularity with punishment
4. explain the meaning of devotion to duty
5. explain the effect of devotion on performance

1.3 METHOD OF DELIVERY

- Question and answer
- Discussion
- Demonstration
- Invitation of Guest Speaker
- Listening to Talks given by Guest Speaker

1.4 PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads discussion on punctuality and regularity
Activity 1.2 Invites Guest Speaker to talk on punctuality and regularity at school
Activity 1.3 Guides students to link punctuality with reward and irregularity with punishment
Activity 1.4 Explains the meaning of devotion to duty
Activity 1.5 Discusses the effect of devotion on performance

1.5 MATERIALS NEEDED

- Relevant books and publications,
- Radio/TV programme depicting punctuality and regularity
- Charts, Audio Visuals

1.6 EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain punctuality and regularity
Activity 1.2 Ability to list three ways of ensuring punctuality and regularity
Activity 1.3 Ability to explain the meaning of devotion to duty
Activity 1.4 Ability to explain three effects of devotion on performance

1.7 EXPECTED SKILLS

Identifying

Analysing

Applying

BUSINESS STUDIES

JSS THREE

THEME: BOOK-KEEPING AND BUSINESS SUCCESS

TOPIC: PERSONAL FINANCE

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: MODESTY

1.1 BACKGROUND INFORMATION

Modesty is an act of contentment, not being extravagant, not spending above what one has or earns. It entails living within ones means and avoidance of corrupt practices. Students should learn to leave within their means or whatever is given to them by their parents. Teaching of modesty as National Values will help to eradicate social vices such as cheating, fraud, bribery and corruption in the society

1.2 OBJECTIVES

At the end of the lesson, students should be able to:

1. define modesty
2. state the attributes of modesty
3. state the differences between modesty and extravagance
4. state the consequences of extravagance

1.3 METHOD OF DELIVERY

- Question and answer
- Discussion
- Illustration
- Debate

1.4 PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains the meaning and attributes of modesty
Activity 1.2 Guides students to differentiate between modesty and extravagance
Activity 1.3 Illustrates how to keep expenditure within one's means
Activity 1.4 Drills students to debate on modest living and extravagance

1.5 MATERIALS NEEDED

- Books, Biographies of people who lived modest lives
- Posters
- Video clips

1.6 EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to state the meaning of modesty
Activity 1.2 Ability to state the attributes of modesty
Activity 1.3 Ability to differentiate between modesty and extravagance
Activity 1.4 Ability to state the consequences of extravagance

1.7 EXPECTED SKILLS

- Listening
- Speaking
- Participating
- Dramatizing

BUSINESS STUDIES

JSS THREE

THEME: BOOK-KEEPING AND BUSINESS SUCCESS

TOPIC: BOOK-KEEPING ETHICS

ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: TRANSPARENCY, ACCOUNTABILITY AND PROBITY (TAP)

1.1 BACKGROUND INFORMATION

Transparency is an act of being open minded, operating an open door policy. Allowing people to see the truth easily, being easy to understand. Accountability on the other hand is giving a satisfactory record of your dealings, being responsible for your decisions or actions and ready to explain them when you are required to. Probity is the quality of being completely honest. Students should be open-minded in all their dealings and be responsible for all their actions. Lack of TAP can lead to disrespect in the society and corrupt practices.

1.2 OBJECTIVES

At the end of the lesson, students should be able to:

1. explain transparency, accountability and probity
2. state the need for transparency, accountability and probity
3. describe challenges created by the lack of transparency, accountability and probity
4. proffer solution to lack of transparency, accountability and probity

1.3 METHOD OF DELIVERY

- Question and answer
- Discussion
- Guest Speakers
- Debate

1.4 PROCEDURE OF ACTIVITIES

- Activity 1.1 Explains the meaning of transparency, accountability and probity
- Activity 1.2 Discusses the need for transparency, accountability and probity
- Activity 1.3 States the attributes of transparency, accountability and probity through a Guest Speaker
- Activity 1.4 Organizes a debate on challenges associated with transparency, accountability and probity
- Activity 1.5 Direct students to proffer solution to lack of transparency, accountability and probity

1.5 MATERIALS NEEDED

- Textbooks
- Charts
- Newspaper articles/magazines
- Films/video clips

1.6 EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain transparency, accountability and probity
Activity 1.2 Ability to list three attributes of transparency, accountability and probity
Activity 1.3 Ability to describe three challenges of transparency, accountability and probity
Activity 1.4 Ability to profer solutions to lack of transparency, accountability and probity

1.7 EXPECTED SKILLS

- Listening
- Speaking
- Participating

Appendix

LIST OF THOSE THAT PARTICIPATED IN THE DEVELOPMENT OF THE TEACHER'S GUIDE FOR THE TEACHING OF NATIONAL VALUES CURRICULUM AT THE BASIC EDUCATION LEVEL

S/N	NAMES	ADDRESS/INSTITUTION REPRESENTED
1.	Pastor Bola Ademuwaqun	A/85, Auchu Road, Sabo Ugbe, Ikare Akoko, Ondo State
2.	Dr. Solomon Ibulubo	SUBEB, Port-Harcourt, Rivers State
3.	Prof. Godswill Obioma	Nigerian Educational Research and Development Council
4.	Dr. Ismail Junaidu	Nigerian Educational Research and Development Council
5.	Dr. I. Osho	Nigerian Educational Research and Development Council
6.	Mrs. R.A. Okoduwa	Independent Corrupt Practices and Other Related Offences Commission
7.	Mr. Baba Alaro Shuaib	Independent Corrupt Practices and Other Related Offences Commission
8.	Mr. Jimoh Sulaihiman	Independent Corrupt Practices and Other Related Offences Commission
9.	Prof. Gboyeqa Kolawole	University of Abuja, Abuja
10.	Dr. M.U. Ndaqi	University of Abuja, Abuja
11.	Dr. (Mrs.) O. Owoeye	Federal College of Education (Special), Oyo
12.	Dr. M.O. Oqunboyede	Adeyemi College of Education, Ondo
13.	Mrs. Nhadi Oqechi	Alvan Ikoku Federal College of Education, Owerri
14.	Alhaji Abdullahi B. Yawa	Rtd. Director, FME Abuja
15.	Mrs. O.I. Fifo	Education District, Agege, Lagos
16.	Mr. R. Daniel	Federal Inspectorate Services, FME
17.	Mr. F.A. Salihu	Federal Government College, Kwali, Abuja
18.	Mallam I.U. Ja'afaru	Secondary Education Board, FCT, Abuja
19.	Mr. M.Y. Maisuna	Government Secondary School, Luqbe, Abuja
20.	Ven. Archdeacon B.D. Ilesanmi	Christ Anglican College, Gwaqwalada, Abuja
21.	Mrs. N. Obasi	Nigerian Educational Research and Development Council
22.	Dr. M.T. Lawani	Nigerian Educational Research and Development Council
23.	Mrs. J. Kanu	Nigerian Educational Research and Development Council
24.	Mr. W. Sanusi Popoola	Nigerian Educational Research and Development Council
25.	Mr. Egbita Uqbalu A.	Nigerian Educational Research and Development Council