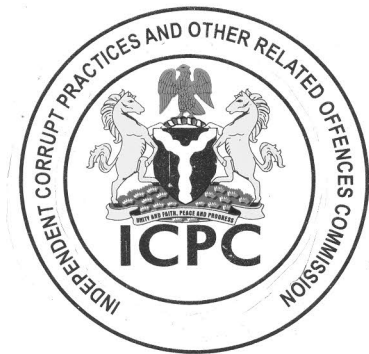


# **NIGERIAN EDUCATIONAL RESEARCH & DEVELOPMENT COUNCIL**



## **TEACHER'S GUIDE FOR THE TEACHING OF NATIONAL VALUES IN BASIC EDUCATION (PRIMARY 1- 6)**



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

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

**(PRIMARY 1- 6)**

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## **Foreword**

It is very fortunate that National Values Curriculum (N.C.) 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 51<sup>st</sup> 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**  
**NREDC**



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# ENGLISH STUDIES

## PRIMARY ONE

**THEME: LISTENING AND SPEAKING**

**TOPIC: SIMPLE GREETINGS AND RESPONSE IN ENGLISH**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES GREETINGS AND RESPONSES**

### 1. BACKGROUND INFORMATION

Greeting is an important aspect of the Nigerian culture. It is an activity of verbal and cordial exchange between persons. When expressed by the first speaker, the listener is expected to respond appropriately using the right form of greeting.

### 2. OBJECTIVES

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

1. recognize various forms of greetings
2. respond to various forms of greetings
3. demonstrate different forms of greetings in different given contexts
4. explain the purpose of exchanging greetings and the need for appropriate responses.

### 3. METHOD OF DELIVERY

- Demonstration
- Question and answer

### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher demonstrates forms of greetings for different activities  
Activity 1.2 Teacher leads pupils to express greetings for different activities  
Activity 1.3 Oral drills of pupils in pairs, exchanging greetings showing different  
Activity 1.4 Teacher leads pupils to explain the purpose or reasons for greeting

### 5. MATERIALS NEEDED

- Flannel board and charts showing forms of greetings for different activities
- Pictures/photographs of people exchanging greetings

### 6. EXPECTED OUTCOME/ EVALUATION

- Activity 1.1 Ability to recognize different forms of greetings for different activities  
Activity 1.2 Ability to say different forms of greetings  
Activity 1.3 Ability to demonstrate different forms of greetings  
Activity 1.4 Ability to explain the purpose/reason for exchanging greetings

### 7. EXPECTED SKILLS

- Listening
- Speaking
- Greeting

## ENGLISH STUDIES

### PRIMARY ONE

**THEME: LISTENING AND SPEAKING**

**TOPIC: STORY TELLING**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CONTENTMENT, PATIENCE AND HONESTY**

#### 1. BACKGROUND INFORMATION

Contentment, patience and honesty are three virtues that are the solid foundation of any ideal society. In Nigeria, it is the lack of these same virtues that is responsible for prevalent systemic corruption. It is important to teach the value of virtues to children.

#### 2. OBJECTIVES

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

1. recognize the meaning of contentment, patience and honesty
2. master the plot of the folktales in which the three virtues are the thematic forces,
3. identify the events and characters that point to the three virtues or lack of them'

#### 3. METHOD OF DELIVERY

- Narration
- Question and answer

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher simply defines the three virtues of contentment, patience and honesty
- Activity 1.2 Teacher tells the story of the Trickster-anti hero whose activities are usually a contrast to the three virtues and how the Tortoise learns in a hard way at the end of the day
- Activity 1.3 Teacher asks learners questions that will help identify instances of the three virtues in the tale(s)

#### 5. MATERIALS NEEDED

- Pictures exhibiting activities promoting the three virtues
- A story book or video demonstrating the activities of the Tortoise in violation of the virtues and the punishment for deviant behaviour
- Other pictorials representing the adherence to or violation of the virtues

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to describe acts of the three virtues in any context
- Activity 1.2 Ability to condemn acts of violence

#### 7. EXPECTED SKILLS

- Listening
- Speaking

## ENGLISH STUDIES

### PRIMARY ONE

**THEME: LITERATURE**

**TOPIC: RHYME IN POETRY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: SHOWING LOVE AND KINDNESS**

#### 1. BACKGROUND INFORMATION

Love and kindness are twin virtues in our society and lack of them has imparted very negatively on our corrupt society and should be urgently given the greatest attention.

#### 2. OBJECTIVES

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

1. recognize the meaning of love and kindness
2. identify these words in the couplets or alternate rhymes of a poem
3. identify the points in the poem where love and kindness become part of the rhyme scheme
4. cite practical contexts in which love and kindness can be demonstrated as virtues

#### 3. METHOD OF DELIVERY

- Explanation
- Reading
- Writing
- Recitation
- Question and answer

#### 4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher defines love and kindness

Activity 1.2 Teacher writes on the chalkboard a verse demonstrating the two key words: love and kindness

Activity 1.3 Teacher leads pupils to recite the verse and to identify the keywords

Activity 1.4 Teacher asks pupils in an oral drill to cite activities of love and kindness

#### 5. MATERIALS NEEDED

- Flannel board containing rhyme and song depicting love and kindness
- Pictures demonstrating exchange of love and kindness

#### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to listen to rhymes and songs

Activity 1.2 Ability to recite rhyme and song after the teacher

Activity 1.3 Ability to identify key words as love and kindness

Activity 1.4 Ability to practise love and kindness

#### 7. EXPECTED SKILLS

- Listening
- Reading Reciting

## ENGLISH STUDIES

### PRIMARY ONE

**THEME: LISTENING AND SPEAKING TOPIC: EXPRESSING FEELINGS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: EXPRESSION OF POSITIVE FEELINGS**

**1. BACKGROUND INFORMATION**

Human feelings are either negative or positive, they point to hatred or love towards others. In bringing up children, it is important to inculcate in them the ability to express positive feelings and to avoid negative ones

**2. OBJECTIVES**

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

1. define what positive feelings are
2. express positive feelings
3. demonstrate positive feelings toward others

**3. METHOD OF DELIVERY**

- Identification
- Question and answer

**4. PROCEDURE OF ACTIVITIES**

Activity 1.1 Teacher defines what positive feeling is

Activity 1.2 Teacher identifies instances of positive feelings towards God, parents, siblings, friends, nation and life

**5. MATERIALS NEEDED**

- Flash cards containing words of positive feelings like worship, love, respect, uplift, etc
- Pictures showing the exchange of positive feelings between persons and among persons

**6. EXPECTED OUTCOME/EVALUATION**

Activity 1.1 Ability to define and identify positive feelings

Activity 1.2 Ability to express positive feelings

Activity 1.3 Ability to eschew negative feelings

**7. EXPECTED SKILLS**

- identifying
- Listening
- Speaking

## ENGLISH STUDIES

### PRIMARY ONE

#### THEME: LISTENING AND SPEAKING

#### TOPIC: EXPRESSING HABITUAL ACTIONS

#### ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: EXPRESSION OF POSITIVE HABITUAL ACTIONS

##### 1. BACKGROUND INFORMATION

Actions performed on daily or regular basis often become habitual. In bringing up children, they should be guided to cultivate positive actions towards God, their parents, siblings, friends, nation and life in general.

##### 2. OBJECTIVES

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

1. define positive habitual actions
2. identify positive habitual actions
3. demonstrate positive habitual actions

##### 3. METHOD OF DELIVERY

- Identification
- Demonstration

##### 4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher defines what positive habitual action is.

Activity 1.2 Teacher identifies practical instances of positive habitual actions such as worshipping God, respecting parents, keeping their siblings and friends, being" punctual at school, working hard to make wealth, doing personal hygiene, reciting the National Anthem and Pledge and upholding truth always.

##### 5. MATERIALS NEEDED

- Flash cards containing dynamic verbs pointing to theme
- Pictures showing practical realization of the same goals

##### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to define and identify positive habitual actions  
Activity 1.2 Ability to express positive habitual actions  
Activity 1.3 Ability to avoid negative habitual actions

##### 7. EXPECTED SKILLS

- Identifying
- Demonstrating

## ENGLISH STUDIES

### PRIMARY ONE

#### THEME: LISTENING AND SPEAKING

#### TOPIC: EXPRESSION OF GRATITUDE

#### ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: COURTESY TOWARDS OTHERS

##### 1. BACKGROUND INFORMATION

It is a saying of the wise that gratitude is the best of virtues, ingratitude is the worst of vices. In nurturing children, the act of gratitude should be inculcated in them for moral humanness and godliness.

##### 2. OBJECTIVES

At the end of the lesson pupils should be able to:

1. identify activities that demand expression of gratitude
2. demonstrate acts of gratitude wherever required using appropriate statements

##### 3. METHOD OF DELIVERY

- Identification
- Explanation
- Oral drill
- Demonstration

##### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher identifies instances of favours, generosity for which humans must be grateful
- Activity 1.2 Teacher expresses different modes of showing gratitude, verbal and non verbal (kneeling, bowing, prostrating)
- Activity 1.3 Teacher asks pupils to express modes of gratitude in different situations
- Activity 1.4 Teacher guides pupils to demonstrate ways of expressing gratitude.

##### 5. MATERIALS NEEDED

- Pictures depicting relevant situations
- Story books related to theme
- Audio and video clips depicting courtesy towards others.

##### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to acknowledge activities of generosity, and favour
- Activity 1.2 Ability to express gratitude when required

##### 7. EXPECTED SKILLS

- Identifying
- Demonstrating

## ENGLISH STUDIES

### PRIMARY ONE

#### THEME: LISTENING AND SPEAKING

#### TOPIC: DRAMA

#### ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES

##### 1. BACKGROUND INFORMATION

In Nigeria, the rites of passage are done to mark birth, marriage, death and burial. It is important to teach children activities involved so that they can sustain them in future.

##### 2. OBJECTIVES

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

1. explain the rites of human passage as in birth, marriage, death and burial
2. dramatize these rites of passage 80

##### 3. METHOD OF DELIVERY

- Explanation it
- Identification
- Dramatization
- Question and Answer

##### 4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher explains the events of birth, marriage and death and reasons that they are marked by rites

Activity 1.2 Teacher cites examples of the rites involved

Activity 1.3 Teacher leads pupils to dramatize the rites in appropriate situations

##### 5. MATERIALS NEEDED

- Pictures showing the rites of birth, marriage and burial
- Video clips in which the concepts are practised

##### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to identify events of passage which are part and parcel of pupils experience in the past and in the future

Activity 1.2 Ability to carry out the activities of the ceremonies through drama

##### 7. EXPECTED SKILLS

- Listening
- Speaking
- Dramatizing



## ENGLISH STUDIES

### PRIMARY TWO

#### THEME: LISTENING AND SPEAKING

#### TOPIC: READING PASSAGE

#### ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES

##### 1. BACKGROUND INFORMATION

Imaginative writings help to develop creativity among learners. Passages written along this line usually enlighten pupils about different aspects of people's lives and values. Teaching passages on imaginative writings help to inculcate Nigerian traditional values, opinions, cultures, etc. Such passages can be taught in the classroom and the lessons learnt in the passage explained to the pupils.

##### 2. OBJECTIVES

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

1. read the passage correctly
2. answer simple questions on it
3. discuss the moral lesson in the passage

##### 3. METHOD OF DELIVERY

- Reading
- Question and answer
- Demonstration and discussion

##### 4. PROCEDURE OF ACTIVITIES

Activity 1.1 Read Out the passage while the pupils listen

Activity 1.2 Ask the pupils to read the passage

Activity 1.3 Ask questions on the passage orally

Activity 1.4 Pupils to answers the questions orally

Activity 1.5 Discuss the moral lesson in the passage

##### 5. MATERIALS NEEDED

- A short passage from the Course book
- Charts containing the questions
- Supplementary Readerst
- Sentence strips

##### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to listen to the passage read

Activity 1.2 Ability to read the passage

Activity 1.3 Ability to answer questions on the passage orally

Activity 1.4 Ability to discuss the moral lesson in the passage

##### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading

## ENGLISH STUDIES

### PRIMARY TWO

#### THEME: LISTENING AND SPEAKING

#### TOPIC: ORAL COMPREHENSION

#### ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: FAIRPLAY

##### 1. BACKGROUND INFORMATION

Oral comprehension involves ability to listen to stories noting the important points and re-telling the stories in words correctly. Such oral comprehension may be on fairplay which shows fairness. in dealing with others. The pupils can be encouraged to tell their own stories on "The Old Man and the Dog". This story should reflect fairness. This will help pupils to be able to identify values such as **ffjuity** and impartiality in the oral passage taught in class.

##### 2. OBJECTIVES

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

1. listen carefully to a story on fairplay answer questions on the main points in the story
2. re-tell similar stories emphasizing fairplay
3. discuss the consequences of lack of fairplay

##### 3. METHOD OF DELIVERY

- Reading
- Question and answer
- Demonstration and discussion

##### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Tell the story, stressing the important points indicating fairplay  
Activity 1.2 Ask the pupils to answer oral questions on the passage  
Activity 1.3 Give pupils the opportunity to tell their own stories  
Activity 1.4 Ask the pupils to discuss the moral lesson in the passage and the consequences of lack of fairplay

##### 5. MATERIALS NEEDED

- A short passage on fairplay
- Charts containing questions
- Practical demonstration and drawings on moral lessons taught
- Drawings on moral lessons taught

##### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to tell the story emphasizing important points.  
Activity 1.2 Ability to answer oral questions  
Activity 1.3 Ability to tell their own stories on the given topic  
Activity 1.4 Ability to discuss the moral lesson learnt and the consequences of lack of fairplay

##### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading

**ENGLISH STUDIES  
PRIMARY TWO**

**THEME: READING AND WRITING**

**TOPIC: READING PASSAGES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CULTURE E.G. CUSTOMS, TRADITIONS AND FESTIVALS**

**1. BACKGROUND INFORMATION**

Culture refers to the customs and beliefs, arts, way of life and social organisation of a particular country or group. Reading passages on culture e.g. customs, traditions, festivals, etc help to inculcate cultural values in the pupils. Classroom teaching should help to inculcate different aspects of Nigerian culture in the pupils.

**2. OBJECTIVES**

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

1. read simple passages based on culture
2. identify the aspect of culture in the passage
3. answer questions on culture
4. imbibe right attitude to culture

**3. METHOD OF DELIVERY**

- Reading
- Question and answer
- Discussion and dramatization

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Give model reading of the passage  
Activity 1.2 Let the pupils read the passage  
Activity 1.3 Ask oral questions on the passage  
Activity 1.4 Let the pupils identify the aspect of culture in the passage  
Activity 1.5 Let the pupils answer simple questions on the passage in writing

**5. MATERIALS NEEDED**

- Pupils Course book
- Charts containing questions
- Pictures containing aspects of culture
- Sentence strips and posters

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to listen to the passage  
Activity 1.2 Ability to read the passage  
Activity 1.3 Ability to identify cultural aspects in the passage  
Activity 1.4 Ability to answer questions on the passage

**7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY TWO

**THEME: LITERATURE**

**TOPIC: RHYMES**

**1. ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** VIRTUES E.G. LOVE, FAMILY, FRIENDSHIP, KINDNESS, ETC

#### 1. BACKGROUND INFORMATION

Love, family, friendship, kindness, etc are virtues essential to good living in the society as these behaviour or attributes show high moral standards. In classroom teaching, these virtues should be inculcated using different rhymes. This will make the pupils to appreciate virtues in the society at large.

#### 2. OBJECTIVES

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

1. read simple rhymes fluently
2. memorize the rhymes
3. discuss the content of the rhymes
4. highlight the virtues in the rhymes

#### 3. METHOD OF DELIVERY

- Reading
- Recitation
- Question and answer
- Discussion and demonstration

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Read the rhymes based on some virtues  
Activity 1.2 Ask the pupils to recite the rhyme  
Activity 1.3 Demonstrate the actions in the rhyme  
Activity 1.4 Identify and discuss the virtues in the rhyme  
Activity 1.5 Lead the pupils to answer questions on the rhyme It

#### 5. MATERIALS NEEDED

Pupils Course book, Clart containing rhymes on selected virtues  
Drawings on the rhyme Pictures/paintings  
Sentence strips  
Cardboard, flannel graph containing questions on the rhyme

#### 6. EXPECTED OUTCOME/ EVALUATION

- Activity 1.1 Ability to read the rhyme  
Activity 1.2 Ability to recite the rhyme  
Activity 1.3 Ability to demonstrate the actions in the rhyme  
Activity 1.4 Ability to identify and discuss the virtues in the rhyme  
Activity 1.5 Ability to answer questions on the rhyme

#### 7. EXPECTED SKILLS

- Listening
- Speaking/reciting
- Reading

## ENGLISH STUDIES

### PRIMARY TWO

**THEME: LITERATURE**

**TOPIC: READING SIMPLE POEMS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: VIRTUES E.G. KINDNESS, LOVE, ETC**

#### 1. BACKGROUND INFORMATION

Virtues such as kindness and love help to strengthen relationship with people. They are necessary ingredients to socialization. Simple poems which discuss these virtues should be taught in the classroom to develop correct attitude towards life generally.

#### 2. OBJECTIVES

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

1. explain the meaning of the poem
2. read single poems with fluency
3. recite the poem
4. identify the virtues in the poem
5. answer questions on the poem

#### 3. METHOD OF DELIVERY

- Reading
- Recitation
- Question and answer
- Discussion

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Explain the meaning of the poem  
Activity 1.2 Read the poem to the pupils fluently  
Activity 1.3 Lead the pupils to recite the poem  
Activity 1.4 Lead the pupils to identify the virtues discussed in the poem  
Activity 1.5 Pupils to answer questions on the poem

#### 5. MATERIALS NEEDED

- Charts containing Poems with some illustrations
- Sentence strips
- Flannel graph, drawings and pictures
- Chalkboard, cardboard
- Pupils texts

#### 6. EXPECTED OUTCOME! EVALUATION

- Activity 1.1 Ability to listen to the poem read  
Activity 1.2 Ability to explain the meaning of the poem  
Activity 1.3 Ability to recite the poem  
Activity 1.4. Ability to identify the virtues in the poem  
Activity 1.5 Ability to answer questions on the poem

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading

## ENGLISH STUDIES

### PRIMARY TWO

**THEME:** LISTENING AND SPEAKING

**TOPIC:** EXPRESSING SIMPLE DEMANDS AND REQUESTS

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** NIGERIAN TRADITIONAL VALUES

#### 1. BACKGROUND INFORMATION

Language is a powerful tool of communication. Without language there cannot be any society. Therefore, for peaceful co-existence, a sound knowledge of the linguistic make-up of any language of discourse is very important. It is therefore imperative that a distinction be made between simple demands and requests in any discourse. Our value system respects correct use of words and if this value is taught in the classrooms, it will enhance national development and will help to wipe out the vices in the society.

#### 2. OBJECTIVES

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

1. listen to expressions involving simple demands and requests
2. make a distinction between simple demands and requests
3. construct sentences involving simple demands and requests
4. identify simple demands and requests in sentences using correct intonation and answer questions on the topic

#### 3. METHOD OF DELIVERY

- Reading
- Question and answer
- Discussion

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Listen attentively to sentences on simple demands and requests  
Activity 1.2 Distinguish between simple demands and requests in class  
Activity 1.3 Make sentences with correct intonation  
Activity 1.4 Lead the pupils to identify simple demands and requests in sentences  
Activity 1.5 Lead the pupils to answer questions on the topic

#### 5. MATERIALS NEEDED

- Relevant objects
- Relevant pictures and flash cards
- Sentence strip and Runnel graph
- Supplementary Readers Pupils' books and notes
- Pupils books and notes

#### 6. EXPECTED OUTCOME! EVALUATION

- Activity 1.1 Ability to listen attentively to sentences on simple demands and requests  
Activity 1.2 Ability to distinguish between demand and request.  
Activity 1.3 Ability to make sentences with correct intonation  
Activity 1.4 Ability to identify simple demands and requests in sentences  
Activity 1.5 Ability to answer questions on the topic

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading

## ENGLISH STUDIES

### PRIMARY TWO

**THEME: READING AND WRITING**

**TOPIC: LOCAL FESTIVALS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES**

**1. BACKGROUND INFORMATION** Recreation is necessary for societal development. Local festivals are used to entertain and identify with one's tradition. Such festivals relate experiences, reveal the materials used for the festivals and enable one to appreciate the significance of traditional festivals. Teaching this topic in the classroom will enable the pupils to identify with their local festival which will lead to national development.

**2. OBJECTIVES**

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

1. name a local festival
2. state the type of festival
3. mention where and when it is held
4. state the main features of the festival
5. state the benefits of the festivals
6. answer questions on the festival

**3. METHOD OF DELIVERY BY**

- Explanation
- Reading
- Question and answer
- Discussion and dramatization

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Ask the pupils to mention the local festivals they have watched  
Activity 1.2 Discuss the features of local festivals  
Activity 1.3 Discuss the benefits of festivals  
Activity 1.4 State moral values of the festival  
Activity 1.5 Answer questions on the festival

**5. MATERIALS NEEDED**

- Drawings or pictures of people at selected festivals
- Real objects and artifacts connected with some festivals
- Video clips and pictures of some festivals
- Pupils' text

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to mention names of local festivals pupils have watched  
Activity 1.2 Ability to discuss the features of local festivals'  
Activity 1.3 Ability to discuss the benefits of local festivals  
Activity 1.4 Ability to state moral values of the festival  
Activity 1.5 Ability to answer questions on the festival

**7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY THREE

**THEME: READING AND WRITING**

**TOPIC: PASSAGES ON THE NATIONAL VALUES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RIGHT ATTITUDE TO WORK AND GOOD CITIZENSHIP**

**1. BACKGROUND INFORMATION**

Right attitude to work is essential in our day to day activities. Teaching this topic results in high performance at work. It also enhances punctuality and regularity at work

**2. OBJECTIVES**

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

1. read the passages based on National Values
2. answer questions orally and in writing :
3. identify National Values

**3. METHOD OF DELIVERY**

- Reading
- Explanation of the passage
- Question and answer

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Read the passage while the pupils listen  
Activity 1.2 Explain the passage  
Activity 1.3 Ask questions on the passage

**5. MATERIALS NEEDED**

- Relevant books and publications
- Guest Talk/Inviting Guest Speaker
- Sentence strips and Course book
- Charts containing questions

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to read the passage  
Activity 1.2 Ability to explain the passage  
Activity 1.3 Ability to answer questions on the passage

**7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- Writing



## ENGLISH STUDIES

### PRIMARY THREE

**THEME: READING AND WRITING**

**TOPIC: PASSAGES ON THE NATIONAL VALUES**

#### **ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: JUSTICE**

##### **1. BACKGROUND INFORMATION**

Justice can be described as the quality of being fair and reasonable. It can also mean the fair treatment of people. Justice thus brings harmonious relationships among people. Therefore, teaching this topic will explain how to deal with people fairly and create harmony among people:

##### **2. OBJECTIVES**

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

1. read the passage based on National Values correctly
2. answer simple questions
3. write simple sentences

##### **3. METHOD OF DELIVERY**

- Demonstration
- Explanation
- Dictation

##### **4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher gives pupils model reading  
Activity 1.2 Teacher explains the passage  
Activity 1.3 Teacher asks questions and gives dictation

##### **5. MATERIALS NEEDED**

- Course book, supplementary reader
- Sentence strips
- Charts

##### **6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to read a given passage correctly  
Activity 1.2 Ability to answer simple questions correctly  
Activity 1.3 Ability to write simple sentences

##### **7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRI MARY THREE

**THEME: READING AND WRITING**

**TOPIC: PASSAGES ON THE NATIONAL VALUES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: TYPICAL VILLAGE LIFE**

**1. BACKGROUND INFORMATION**

A typical village is a place where the society's traditional values, cultures and traditions are practiced. A typical village life depicts society's tradition and culture. Teaching this topic will inculcate in the pupils, respect for culture and tradition.

**2. OBJECTIVES**

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

1. read a given passage on a typical village life
2. identify new words
3. write answers to simple comprehension questions

**3. METHOD OF DELIVERY**

- Reading
- Discussion
- Role playing
- Demonstration

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher reads the passage aloud to the pupils  
Activity 1.2 Leads the pupils to identify and write new words  
Activity 1.3 Demonstrates some activities that portray typical village life.  
Activity 1.4 Asks simple questions and guides them to respond correctly

**5. MATERIALS NEEDED**

- Course book
- Suitable materials from any other sources
- Sentence strips and charts

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to read the passage  
Activity 1.2 Ability to identify and write new words  
Activity 1.3 Ability to answer simple comprehension questions on the passage

**7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY THREE

**THEME: READING AND WRITING**

**TOPIC: PASSAGES ON THE NATIONAL VALUES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: TYPICAL VILLAGE LIFE**

#### 1. BACKGROUND INFORMATION

A typical village is a place where the society's traditional values, cultures and traditions are practiced. A typical village life depicts society's tradition and culture. Teaching this topic will inculcate in the pupils, respect for culture and tradition.

#### 2. OBJECTIVES

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

1. read a given passage on a typical village life
2. identify new words
3. write answers to simple comprehension questions

#### 3. METHOD OF DELIVERY

- Reading
- Discussion
- Role playing
- Demonstration

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher reads the passage aloud to the pupils  
Activity 1.2 Leads the pupils to identify and write new words  
Activity 1.3 Demonstrates some activities that portray typical village life.  
Activity 1.4 Asks simple questions and guides them to respond correctly

#### 5. MATERIALS NEEDED

- Course book
- Suitable materials from any other sources
- Sentence strips and charts

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to read the passage  
Activity 1.2 Ability to identify and write new words  
Activity 1.3 Ability to answer simple comprehension questions on the passage

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY THREE

**THEME: READING AND WRITING**

**TOPIC: PASSAGES ON THE NATIONAL VALUES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CITIZEN'S RIGHT, REGARD AND CONCERN FOR OTHERS**

**1. BACKGROUND INFORMATION**

All Nigerians have rights as enshrined in the Nigerian Constitution. Such rights include the right to life, right to self expression, association and religion, etc. Teaching this topic will inculcate in the pupils, respect for others' rights.

**2. OBJECTIVES**

At the end of the lesson, pupils should be

1. read simple passages portraying citizens right, regard and concern for others.
2. identify new and difficult words in the passage
3. use words and expressions in sentences of their own

**3. METHOD OF DELIVERY**

- Dialogue/role playing of Reading
- Playlet
- Question and answer

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Pupils engage in role playing  
Activity 1.2 Teacher leads pupils to answer questions  
Activity 1.3 Teacher points out words and expressions that are difficult

**5. MATERIALS NEEDED**

- Recorded tape on content
- Sentence strips
- Nigerian Constitutions, Charts

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to imitate the teacher by reading the passage  
Activity 1.2 Ability to answer questions on passages portraying citizens Right, regard and concern for others  
Activity 1.3 Ability to use words and expressions in sentences correctly

**7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY THREE

**THEME: READING AND WRITING**

**TOPIC: PASSAGES ON THE NATIONAL VALUES ON THE NATIONAL VALUES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: DISCIPLINE, HONESTY AND COURAGE**

**1. BACKGROUND INFORMATION**

Courage means to be brave enough to do what one feels to be right. Therefore, moral courage involves the ability to resist temptation, facts of bribery and indiscipline. Teaching this topic will help the pupils to resist corruption and also report vices.

**2. OBJECTIVES**

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

1. read simple passages on the content column
2. copy the passage into their own exercise books
3. write clearly and legibly "

**3. METHOD OF DELIVERY**

- Illustration
- Discussion
- Reading

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher reads to give model examples  
Activity 1.2 Teacher guides pupils to identify difficult words in the passage  
Activity 1.3 Teacher asks pupils to copy; supervise and make corrections  
Activity 1.4 Teacher supervises and guides pupils to make corrections

**5. MATERIALS NEEDED**

- ICPC publications
- Newspaper reports, subject text
- Sentence strips and Charts

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to read given passages  
Activity 1.2 Ability to copy a given passage correctly  
Activity 1.3 Ability to state the benefits of moral courage

**7. EXPECTED SKILLS**

- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY THREE

**THEME:** READING AND WRITING

**TOPIC:** PASSAGES ON THE NATIONAL VALUES

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** CONTENTMENT AND NATIONAL CONSCIOUSNESS

**1. BACKGROUND INFORMATION**

Contentment and national consciousness are traits that people in every society must exhibit to have a great nation. Teaching this topic will inculcate in the pupils humility, satisfaction and national identity.

**2. OBJECTIVES**

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

1. read given passages on national values
2. write the moral values in the passages
3. answer questions on the passages correctly

**3. METHOD OF DELIVERY**

- Reading
- Recitation
- Singing

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher gives model rffiding  
Activity 1.2 Teacher asks pupils to read simple passages on the topic  
Activity 1.3 Teacher guides pupils to write moral values in the passages

**5. MATERIALS NEEDED**

- Relevant passages from course book and other relevant materials
- Recorded tapes on national values
- Relevant pictures

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to read given passages  
Activity 1.2 Ability to sing and recite the National Anthem and National Pledge  
Activity 1.3 Ability to answer questions based on the passages

**7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY THREE

**THEME: READING AND WRITING**

**TOPIC: PASSAGES ON THE NATIONAL VALUES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: GOOD NEIGHBOURLINESS**

**1. BACKGROUND INFORMATION**

Good neighbourliness is essential to happy living in the society. Teaching this topic will inculcate in the pupils tolerance, friendliness, caring and sharing among people.

**2. OBJECTIVES**

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

1. explain what good neighbourliness means
2. read a given passage on good neighbourliness
3. identify values of good neighbourliness
4. explain the importance of good neighbourliness

**3. METHOD OF DELIVERY**

- Explanation
- Dialogue
- Reading

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher explains the passage  
Activity 1.2 Teacher reads the passage and asks the pupils to read  
Activity 1.3 Teacher guides pupils in answering question? from the passage

**5. MATERIALS NEEDED**

- Course book
- Sentence strips
- Charts

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to identify acts of good neighbourliness  
Activity 1.2 Ability to explain what good neighbourliness means  
Activity 1.3 Ability to explain the importance of good neighbourliness

**7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY FOUR

**THEME: READING AND WRITING**

**TOPIC: DESCRIPTIVE PASSAGES ON GOOD MORALS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: DISCIPLINE AND NIGERIAN ADDITIONAL VALUES**

#### 1. BACKGROUND INFORMATION

Nigerian cultural values, good morals, respect for elders and constituted authority, good neighbourliness, modesty and self-control. Teachers need to inculcate these values through relevant passages which pupils are to read and which bring out the moral values to be inculcated. The teacher needs to help pupils in identifying these values.

#### 2. OBJECTIVES

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

1. answer questions on the given passage(s)
2. answer questions on what is not said but suggested in order to bring out the moral lessons taught
3. write a short passage that teaches a moral lesson

#### 3. METHOD OF DELIVERY

- Question and answer
- Dramatization
- Interrogation
- Discussion

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher goes through the descriptive passage with pupils  
Activity 1.2 Leads pupils to identify the characters and events in the passage  
Activity 1.3 Pupils point out the moral lessons  
Activity 1.4 Teacher leads pupils to write a short passage that teaches a moral lesson

#### 5. MATERIALS NEEDED

- Course book
- Supplementary, Readers, Textual folktales

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to read a given passage  
Activity 1.2 Ability to identify different types of characters and events,  
Activity 1.3 Ability to bring out moral lessons in any given passage  
Activity 1.4 Ability to write a short passage that teaches a moral lesson.

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing



## ENGLISH STUDIES

### PRIMARY FOUR

**THEME: READING AND WRITING**

**TOPIC: A LETTER TO A FRIEND BASED ON TOLERANCE AND HUMANENESS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** REGARD AND CONCERN FOR THE INTEREST OF OTHERS

**1. BACKGROUND INFORMATION**

To live happily in any given community, it is necessary to be considerate of others around. People need to have regard and concern for others; and be tolerant, humane and show compassion. Teachers should try to guide pupils to write letters that express humaneness and compassion.

**2. OBJECTIVES**

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

1. read a model letter that centres on tolerance and humaneness
2. discuss and bring out the subject of the letter
3. write a letter expressing tolerance and humaneness to others

**3. METHOD OF DELIVERY**

- Discussion
- Guided letter writing

**4. PROCEDURE OF ACTIVITIES**

Activity 1.1 Teacher reads a model letter to pupils

Activity 1.2 Teacher leads pupils to discuss the letter, bringing out the subject and moral values

Activity 1.3 Pupils write a letter to a friend based on tolerance and humaneness

**5. MATERIALS NEEDED**

- Model letters, Course Book
- Chalk board
- Charts

**6. EXPECTED OUTCOME/EVALUATION**

Activity 1.1 Ability to read a letter

Activity 1.2 Ability to bring out the main subject of a letter

Activity 1.3 Ability to write a letter to a friend based on tolerance and humaneness

**7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY FOUR

**THEME: LITERATURE**

**TOPIC: POETRY READING - A POEM EXPRESSING KINDNESS AND HONESTY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** HONESTY, REGARD AND CONCERN FOR THE INTEREST OF OTHERS

#### 1. BACKGROUND INFORMATION

Poetry should be introduced to pupils through simple rhymes that could bring out the identified values to be taught. The rhymes should be taught in such a way that honesty, regard and concern for others would be valued and upheld by the pupils and the society at large.

#### 2. OBJECTIVES

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

1. read the poem for enjoyment
2. Discuss the meaning and effect of the poem
3. bring out the values of honesty, regard and concern for others

#### 3. METHOD OF DELIVERY

- Question and answer
- Recitation and memorization
- Identification

#### 4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher reads the poem or rhyme to pupils

Activity 1.2 Teacher leads pupils to discuss the meaning of the theme and demonstrate the action in the poem

Activity 1.3 Pupils bring out and discuss the moral values/lessons in the rhyme or poem'

#### 5. MATERIALS NEEDED

- Chalkboard /Cardboard with poems/rhymes
- Textbook on poetry
- Drawings/relevant pictures in the poem/rhyme

#### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to read a poem/rhyme

Activity 1.2 Ability to discuss the theme of the poem/rhyme

Activity 1.3 Ability to identify and discuss the moral lesson in a poem/rhyme

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Recitation
- Identifying
- recalling

## ENGLISH STUDIES

### PRIMARY FOUR

**THEME: READING AND WRITING**

**TOPIC: PASSAGES BASED ON PUBLIC NOTICES: 1. "DO NOT SMOKE" 2. "AVOID HIV /AIDS", ETC**

#### **ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:**

1. CITIZEN'S RIGHTS AND DUTIES
2. REGARD AND CONCERN FOR THE INTEREST OF OTHERS

#### **1. BACKGROUND INFORMATION**

In any given society, there are rules and regulations that are meant to be obeyed. Notices are also provided in public places for people to see and adhere to, in order to avoid dangers or make people aware of their rights or certain responsibilities that can be of positive values to them and the society. Teachers are therefore expected to provide passages that are based on public notices, pupils should be taught how notices/posters could be identified and read so that they' can live as responsible citizens.

#### **2. OBJECTIVES**

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

1. read and carry out instructions on posters on health, nutrition and other important issues
2. discuss the reasons for such posters
3. write the answers to questions asked by the teacher

#### **3. METHOD OF DELIVERY**

- Question and answer
- Discussion
- dialogue

#### **4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher shows pupils cut-out notices, on charts or posters  
Activity 1.2 Teacher leads pupils to discuss reasons for, and effects of reading posters and notices  
Activity 1.3 Pupils ask and answer questions on the advantages posters/notices

#### **5. MATERIALS NEEDED**

- Sample notices
- Chart/pictures/posters
- Supplementary readers with extract from posters, notices, charts, .etc

#### **6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to read and carryout instructions; and advice on posters on health  
Activity 1.2 Ability to discuss public notices and reasons for them  
Activity 1.3 Ability to state advantages and disadvantages of posters and public notices

#### **7. EXPECTED SKILLS**

- Reading
- Recognizing
- Identifying
- Writing

## ENGLISH STUDIES

### PRIMARY FOUR

**THEME: READING AND WRITING**

**TOPIC: NARRATIVE ESSAY "MY FAMILY"**

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

#### 1. BACKGROUND INFORMATION

The family has a very important role to perform in the life of an individual. Pupils should be made to know the roles and responsibilities of the family in the lives of the children and also in the community/society. Passages that discuss the roles of the family should be given to pupils. They should be made to identify these roles and list the benefits of family members and the society.

#### 2. OBJECTIVES

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

1. read a given passage
2. discuss the roles and functions of each member of the family (nuclear)
3. teacher guides pupils to write a two paragraph essay on "My Family"

#### 3. METHOD OF DELIVERY

- Discussion
- Demonstration and dramatization
- Question and answer

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads pupils to read a passage on the roles of the family  
Activity 1.2 Pupils discuss various roles their family members play  
Activity 1.3 Teacher guides pupils to write a two-paragraph essay on "My Family"

#### 5. MATERIALS NEEDED

- Pictures of a family
- Course book
- Model passage

#### 6. EXPECTED OUTCOME! EVALUATION

- Activity 1.1 Ability to read a given passage  
Activity 1.2 Ability to discuss the roles and functions of each member of the family (nuclear)  
Activity 1.3 Ability to write an essay on the roles of the family

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY FOUR

**THEME: READING AND WRITING**

**TOPIC: ESSAY - OUR RELIGIOUS BELIEFS**

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

#### 1. BACKGROUND INFORMATION

Religion has to do with the existence of God. In Africa generally, people believe in the existence of a supernatural being and modes of worship differ. For instance in Nigeria, there are three major types of religions - Christianity, Islam and African Traditional Religion. Religion is important to human existence because it regulates human behaviour, attitude and conduct.

#### 2. OBJECTIVES

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

1. explain the meaning of religion
2. state the major types of religious beliefs in Nigeria
3. state the roles and importance of religious belief to human society
4. write a 2-paragraph essay on "Our Religious Beliefs"

#### 3. METHOD OF DELIVERY

- Question and answer
- Discussion
- Demonstration and dramatization

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads pupils to explain the meaning of religion  
Activity 1.2 Pupils state the major types of religious beliefs in Nigeria  
Activity 1.3 Pupils are led to state the roles and importance of religious belief to human Society  
Activity 1.4 Pupils write an essay on "Our Religious Belief"

#### 5. MATERIALS NEEDED

- The Holy Books
- Text on African traditional religion
- Pictures, Audio-visuals, Real objects (of worship)
- Model essay, Chalkboard

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain the meaning of religion  
Activity 1.2 Ability to differentiate types of religious beliefs  
Activity 1.3 Ability to state the roles and importance of religious beliefs to human society  
Activity 1.5 Ability to write an essay on our religious beliefs

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: LISTENING AND SPEAKING**

**TOPIC: COURTESY IN TELEPHONE CONVERSATION**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: DISCIPLINE**

#### 1. BACKGROUND INFORMATION

Being courteous to others is one form of godliness, although a lot of people do not care about this, particularly when they are moody. In telephone conversation, this anomaly is common. Many respond rudely Without intending to do so. It is important to teach the ethics of telephone conversation to enhance our socialization.

#### 2. OBJECTIVES

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

1. Use accepted statements, phrases and words in telephone conversation such as modal auxiliaries
2. use correct tone (stress and intonation) in telephone conversations
3. demonstrate courtesy as part of good neighbourliness

#### 3. METHOD OF DELIVERY

- Dialogue
- Explanation
- Conversation

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher makes use of series of classroom drama to receive telephone dialogue
- Activity 1.2 Teacher enumerates appropriate words and phrases employed in telephone call and response - 'Can I help you?' 'Who am I speaking to?' 'Please hold on to . your caller', 'Your receiver is not available now,' 'You can call back please,' 'Thanks for calling'
- Activity 1.3 Teacher leads learners to embark on 'call and response' sketches of telephone conversation

#### 5. MATERIALS NEEDED

- Any improvised material suitable for the topic such as real or toy phones
- Audio visual and live clips showing telephone conversation

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to apply appropriate words and phrases in telephone conversation
- Activity 1.2 Ability to use the right tone in telephone conversation

#### 7. EXPECTED SKILLS

- Listening
- Speaking

## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: LISTENING AND SPEAKING**

**TOPIC: TRUTHFULNESS AS A MORAL VALUE**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY**

#### 1. BACKGROUND INFORMATION

The Nigerian state is morally degenerating because of the inability of our leaders to uphold honesty. Rather, fraud, cheating, bribery are concepts embraced by our leaders. Quite recently these shades of corruption have found their roots into the private sector. The sad situation is the result of the avoidance of truthfulness which is a virtue that could have mitigated all forms of falsehood. Truthfulness is essential to the growth of a nation, morally and economically.

#### 2. OBJECTIVES

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

1. read a simple narration from children's novelette
2. identify the meaning/concept of truthfulness
3. state instances of truthfulness in the story
4. state factors that make people to lie
5. describe consequences of not saying the truth

#### 3. METHOD OF DELIVERY

- Definition
- Emphasizing

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher states the attributes of truthfulness  
Activity 1.2 Teacher reads story thematically revealing the essence of truth  
Activity 1.3 Teacher leads pupils to identify instances of embracing the truth and doing otherwise in the story  
Activity 1.4 Teacher states the consequences of truth and falsehood

#### 5. MATERIALS NEEDED

- Video clips, magazines, showing the essence of truth and reward and punishment
- Story-book/supplementary readers

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to know the meaning of truths  
Activity 1.2 Ability to identify instances of truth from the story

#### 7. EXPECTED SKILLS

- Listening
- Speaking

## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: READING AND WRITING**

**TOPIC: THE FAMILY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: THE FAMILY AS A BASIC UNIT OF THE SOCIETY**

#### 1. BACKGROUND INFORMATION

The family, though the smallest unit in any society, is the primary foundation of the society. The ability to lay its foundation well determines the well-being of the larger society; Charity, it is often said, begins at home.

#### 2. OBJECTIVES

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

1. state the concept of the family as a basic primary unit of the society
2. explain parental care
3. state the attributes of a good family

#### 3. METHOD OF DELIVERY

- Question and answer
- Discussion
- Oral drill

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains the concept of the family  
Activity 1.2 Teacher leads pupils to discuss parental care  
Activity 1.3 Teacher explains the essence of a good family name  
Activity 1.4 Teacher asks pupils, names of families with good names in the society

#### 5. MATERIALS NEEDED

- Family photographs,
- UNESCO publications
- Media publications
- Audio/video clips

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to define the family  
Activity 1.2 Ability to state types of family  
Activity 1.3 Ability to explain what good family name means

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Writing



## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: READING AND WRITING**

**TOPIC: ROLE RELATIONSHIP IN THE FAMILY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: FAMILY BOND, SECURITY AND COHESION**

**1. BACKGROUND INFORMATION**

The family is a basic unit of the larger society. In a cohesive family, members have responsibilities in order to keep it harmonious. It is imperative to keep each member abreast of its role. A good family begets a good community.

**2. OBJECTIVES**

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

1. differentiate between roles and responsibilities in the family
2. state individual and collective roles in the family
3. state the roles/responsibilities of the extended family members
4. write the roles/responsibilities of family members

**3. METHOD OF DELIVERY**

- Question and Answer
- Discussion
- Oral drill

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher differentiates between roles and responsibilities  
Activity 1.2 Teacher explains the roles and responsibilities of parents  
Activity 1.3 Teacher leads pupils to identify roles of the extended family members  
Activity 1.4 Teacher leads pupils to state and write the roles and responsibilities of children in the family

**5. MATERIALS NEEDED**

- Photographs of family members, different family groups
- Pictures, diagrams showing children's roles, UNESCO publications

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to define family roles and responsibilities  
Activity 1.2 Ability to identify roles of parents, children and extended family members  
Activity 1.3 Ability to explain what good family name means  
Activity 1.4 Ability to write these roles and responsibilities of children, in the family

**7. EXPECTED SKILLS**

- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: READING AND WRITING**

**TOPIC: COMMUNALISM**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: SELF-CONTROL**

**1. BACKGROUND INFORMATION**

Communalism implies togetherness in carrying out life's activities among folks or the entire citizenry. Where this obtains, the individual member must exhibit self-control because excesses on his part will attract sanctions, and stigmatization. There is every need to teach moderation to children so that they can exercise self-control in socializing.

**2. OBJECTIVES**

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

1. explain the term communalism
2. enumerate the features of communalism
3. explain the regulatory features of communalism; e.g. sanctions

**3. METHOD OF DELIVERY**

- Question and Answer
- Discussion
- Oral drill

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher reads passage(s) on the subject matter
- Activity 1.2 Teacher defines and explains communalism
- Activity 1.3 Teacher enumerates the attributes of communalism and also the measures put in place; e.g. sanctions
- Activity 1.4 Teacher asks questions on sanctions in communalism as a way of emphasis and pupils write down the answers.

**5. MATERIALS NEEDED**

- Text relevant to communalism taken from a story book or the course book
- Photographs, film strips or a documentary on the subject
- Media publications

**6. EXPECTED OUTCOME/EVALUATION:**

- Activity 1.1 Ability to define and explain the nature of communalism
- Activity 1.2 Ability to enumerate the sanctions involved in communalism
- Activity 1.3 Ability to show self-control, moderation, and tolerance

**7. EXPECTED SKILLS**

- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: READING AND WRITING**

**TOPIC: COMMUNITY VALUES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: SELF-RESPECT**

#### 1. BACKGROUND INFORMATION

It is important to know the ways of life of any community in order to live in peace within it. The norms of any community are religious, social, political and economical in nature. These norms also include taboos and totems or forbidden actions which attract punishment. It is imperative for children to be abreast of their community values in order to live in peace and to promote the values imbibed. Success in this will definitely ensure a conflict-free community.

#### 2. OBJECTIVES

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

1. define culture in relation to their community
2. enumerate the values of their community as they affect religious, social and political matters
3. enumerate the sanctions associated with the different values by way of taboos and totems

#### 3. METHOD OF DELIVERY

- Question and Answer
- Discussion
- Oral drill

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher defines and explains cultural values such as beliefs, rites of passage, customs, traditions associated with childbirth, marriage, death, occupations, etc
- Activity 1.2 Teacher reads passages on the subject and also exhibits a video documentary on it
- Activity 1.3 Teacher leads pupils to dramatise some values that make individuals to earn self-respect

#### 5. MATERIALS NEEDED

- Charts, photographs to demonstrate positive cultural values.
- Story books on the subject
- Drama sketches to illustrate cultural values and sanctions

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to define and explain the nature of culture and its values
- Activity 1.2 Ability to identify values in passages
- Activity 1.3 Ability to uphold cultural values to earn self-respect

#### 7. EXPECTED SKILLS

- Speaking
- Reading
- Writing

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## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: READING AND WRITING**

**TOPIC: DEVOTION TO DUTY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: DEVOTION TO DUTY, PUNCTUALITY AND REGULARITY**

**1. BACKGROUND INFORMATION**

Devotion to duty is essential to achieving high performance both at school and workplace. Commitment, punctuality and regularity are all attributes of devotion to duty. Teaching this topic will inculcate in the pupils the attributes of devotion to duty that will enhance productivity.

**2. OBJECTIVES**

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

1. describe the meaning or concept of being devoted to duty
2. read and get the main point in the passage
3. identify the attributes of being devoted to ones duty

**3. METHOD OF DELIVERY**

- Description'
- Demonstration
- Reading

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher reads the passage  
Activity 1.2 Teacher guides discussion on devotion to duty  
Activity 1.3 Teacher explains the main thrust of the passage

**5. MATERIALS NEEDED**

- Sentence strips, Course book .
- Audio visuals, relevant texts
- Charts

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to read the passage correctly  
Activity 1.2 Ability to explain correctly the concept of devotion to duty  
Activity 1.3 Ability to identify the attributes of devotion to duty

**7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: LITERATURE**

**TOPIC: FOLKTALES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: UNITY, NIGERIAN TRADITIONAL**

#### 1. BACKGROUND INFORMATION

Folktales are traditional stories from a particular place that is passed on to people in a spoken form. Folktales are used to teach people the traditional values of the society. Teaching this topic, the pupils are guided to inculcate and imbibe the traditional values of respect, honesty and compassion.

#### 2. OBJECTIVES

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

1. identify the human characters in the story
2. identify the human conflict
3. point out the moral lesson

#### 3. METHOD OF DELIVERY

- Description
- Demonstration
- Oral presentation

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher reads the folktales  
Activity 1.2 Teacher guides pupils to identify human characters in the story  
Activity 1.3 Teacher leads pupils to discuss the moral lessons in the passage

#### 5. MATERIALS NEEDED

- Textualized folktales
- Recorded tape on content
- Supplementary
- Readers

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to read the folktale  
Activity 1.2 Ability to identify the human conflict  
Activity 1.3 Ability to draw out moral lessons from given folktales

#### 7. EXPECTED SKILLS

- Listening
- Speaking

## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: LITERATURE**

**TOPIC: FOLKTALES ON REWARD AND PUNISHMENT**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: INTEGRITY, HONESTY AND SINCERITY**

#### 1. BACKGROUND INFORMATION

The virtues of integrity, honesty and sincerity are essential to the growth of the society. Having strong moral principles and always telling the truth are attributes that should be rewarded while dishonesty and lack of integrity should be discouraged. Teaching this topic helps the pupils to imbibe the essence of these values.

#### 2. OBJECTIVES

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

1. narrate in their own words the main points of the tale
2. explain the meaning of reward and punishment
3. list consequences of negative behaviour

#### 3. METHOD OF DELIVERY

- Reading
- Description
- Demonstration
- Oral presentation

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher narrates story on reward and punishment  
Activity 1.2 Teacher explains the meaning and purpose of reward and punishment  
Activity 1.3 Discusses behaviour that attract reward or punishment

#### 5. MATERIALS NEEDED

- Textualized folktales
- Recorded tape on content
- Pictures/Tape

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to read the folktale  
Activity 1.2 Ability to narrate in their own words the main points of the tale  
Activity 1.3 Ability to differentiate between reward and punishment  
Activity 1.4 Ability to draw out moral lessons from folktales

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading

## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: READING AND WRITING**

**TOPIC: NIGERIAN TRADITIONAL VALUES**

#### **ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: SYMPATHY AND CONGRATULATIONS**

##### **1. BACKGROUND INFORMATION**

Part of the Nigerian traditional values is to show sympathy and compassion for others. There are appropriate times to show compassion or to congratulate others. Teaching this topic will inculcate in the pupils regard and concern for the interest of others.

##### **2. OBJECTIVES**

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

1. write a letter of congratulations
2. write a letter expressing sympathy
3. use a register for this area of human interest

##### **3. METHOD OF DELIVERY**

- Reading
- Description
- Demonstration

##### **4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher discusses occasions which call for congratulatory and sympathy messages
- Activity 1.2 Teacher guides pupils to acquire appropriate style of expressing congratulations and sympathy,
- Activity 1.3 Teacher guides pupils to write letters of congratulations and sympathy using the appropriated register

##### **5. MATERIALS NEEDED**

- Course book
- Newspaper cuttings
- Sentence strips, Charts, Cardboards

##### **6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to contribute to class discussion on writing a sympathy letter
- Activity 1.2 Ability to write a letter of congratulations .
- Activity 1.3 Ability to use a register for this area of human interest

##### **7. EXPECTED SKILLS**

- Listening
- Speaking
- Writing

## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: LISTENING AND SPEAKING**

**TOPIC: PASSAGES ON THE NATIONAL VALUES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CONTENTMENT AND COURAGE**

#### 1. BACKGROUND INFORMATION

Contentment and courage are virtues needed for the growth of the Society. It is when one is brave enough to do what one feels to be right such as resisting corruption that the society will develop. Similarly, when one is contented with the situation of life, there will be less greed. Teaching this topic, the pupils will inculcate the virtues of contentment and also develop the traits to resist greed and corruption.

#### 2. OBJECTIVES

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

1. read a given passage on contentment and courage
2. pay attention to correct stress and intonation
3. use the correct stress and intonation

#### 3. METHOD OF DELIVERY

- Reading
- Dictation
- Discussion

#### 4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher gives a model reading of the passage

Activity 1.2 Teacher guides pupils to read a given passage on contentment and courage with correct stress and intonation

Activity 1.3 Teacher asks pupils to read the passage on their own using correct stress and intonation

#### 5. MATERIALS NEEDED

- Passages on contentment and courage from Course book
- Articles from Newspaper on contentment and courage
- Other relevant texts

#### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to read a given passage with correct stress and intonation

Activity 1.2 Ability to use words with correct stress and intonation

Activity 1,3 Ability to copy dictation

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading



## ENGLISH STUDIES

### PRIMARY FIVE

**THEME: READING AND WRITING**

**TOPIC: THE ROLES OF THE FAMILY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: THE ROLES OF THE FAMILY**

#### 1. BACKGROUND INFORMATION

The role a family plays in the development of the society is great. The family serves as a bond in larger society while it also provides correction against deviant behaviour among members. It does not only provide emotional stability within the family, it also provides security, support and cohesion. Teaching this topic will inculcate in the pupils the attributes of good family name to serve as role models in the community

#### 2. OBJECTIVES

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

1. write an essay on the basic family needs
2. explain the roles of the family in the society
3. state the attributes of a good family name

#### 3. METHOD OF DELIVERY

- Discussion
- Reading
- Dictation

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher discusses the topic with the pupils- The roles of the family  
Activity 1.2 Teacher guides pupils to use appropriate format for presenting opinions on the role of family  
Activity 1.3 Teacher guides pupils to write their own essay on the role of the family

#### 5. MATERIALS NEEDED

- Picture of a family
- Course book
- Charts

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to write an essay on the basic needs of the family  
Activity 1.2 Ability to explain the role of the family in the society  
Activity 1.3 Ability to state the attributes of a good family name

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Writing

## ENGLISH STUDIES

### PRIMARY SIX

**THEME: READING AND WRITING**

**TOPIC: INTENSIVE READING INVOLVING DISCIPLINE**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: DISCIPLINE**

#### 1. BACKGROUND INFORMATION

Discipline involves the training of people so that they will obey orders and control their own feelings and behaviour. Discipline therefore helps to develop self control, a sense of initiative and identity. This value should be taught in the classroom to enable learners respect other people's views about various issues in the society at large.

#### 2. OBJECTIVES

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

1. read a given passage on discipline
2. discuss the value learnt in the passage
3. answer questions on the passage

#### 3. METHOD OF DELIVERY

- Reading
- Discussion
- Question and answer

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher guides pupils to read the passage  
Activity 1.2 Teacher leads the pupils to discuss the values in the passage read  
Activity 1.3 Pupils answer questions on the passage

#### 5. MATERIALS NEEDED

- Pupils course book and notes
- Charts and pictures
- Sentence strip
- Chalkboard and pictures

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to read a given passage  
Activity 1.2 Ability to discuss the values in the passage read  
Activity 1.3 Ability to answer questions on the passage

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading and Writing

## ENGLISH STUDIES

### PRIMARY SIX

**THEME: READING AND WRITING**

**TOPIC: INTRODUCTORY PARAGRAPHS ON A TOPIC**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF RELIGION (RELIGIOUS VALUES)**

#### 1. BACKGROUND INFORMATION

Religious values are important to Christians and Moslem principles/tenets. They enable worshippers to exhibit attributes such as faithfulness, truthfulness, peace, love compassion, discipline, tolerance, etc. Teaching and writing Introductory Paragraphs on these values will make the pupils to fear God and live harmoniously with one another in the society.

#### 2. OBJECTIVES

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

1. Explain how Introductory Paragraphs are written
2. write good Introductory Paragraphs on religious values
3. discuss the values taught in the Introductory Paragraphs

#### 3. METHOD OF DELIVERY

- Reading
- discussion
- Question and answer
- Demonstration

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads the pupils to discuss how to introduce paragraphs  
Activity 1.2 Teacher leads the pupils to write Introductory Paragraphs  
Activity 1.3 Pupils read and identify the values in the Introductory Paragraphs  
Activity 1.4 Pupils answer questions on Introductory Paragraphs

#### 5. MATERIALS NEEDED

- Charts and cardboards
- Sentence strip
- Sample compositions and course book
- Pupils' books

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to introduce paragraphs  
Activity 1.2 Ability to write Introductory Paragraphs  
Activity 1.3 Ability to identify values in the Introductory Paragraphs  
Activity 1.4 Ability to answer questions on the Introductory Paragraphs

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY SIX

**THEME: LISTENING AND SPEAKING**

**TOPIC: DIALOGUE ON CONVERSATION ON NATIONAL VALUES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY**

#### 1. BACKGROUND INFORMATION

Honesty is a necessary virtue needed in the society. For one to be honest, one's integrity is at stake. Attributes of integrity include truthfulness, fairplay, non-compromise of principles, etc. Teaching honesty as a National Value will help eradicate social vices such as fraud, cheating, bribery, corruption, etc in the society. Dialogue or conversation on honesty can be used to teach this value.

#### 2. OBJECTIVES

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

1. Read correctly sentences on National Value (honesty) in a dialogue
2. construct sentences showing such values
3. answer questions on the topic

#### 3. METHOD OF DELIVERY

- dialogue
- Discussion
- Reading
- Dramatization

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Read sentences on National Values in a dialogue  
Activity 1.2 Identify the values in the dialogue  
Activity 1.3 Construct new sentences showing values such as honesty in a dialogue  
Activity 1.4 Answer questions on the topic

#### 5. MATERIALS NEEDED

- Pupils' course book
- Chart containing values in the dialogue
- Sentence strip
- Pupils' notes

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to pronounce sentences on National Values in a dialogue correctly  
Activity 1.2 Ability to identify the values in a dialogue  
Activity 1.3 Ability to construct sentences showing values in dialogue  
Activity 1.4 Ability to answer questions on the topic

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY SIX

**THEME: READING AND WRITING**

**TOPIC: READING LETTERS OF COMPLAINTS TO AUTHORITIES, REPORTS AND BUSINESS LETTERS ON NATIONAL VALUES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** REGARD AND CONCERN FOR THE INTEREST OF OTHERS

#### 1. BACKGROUND INFORMATION

Concern for other people's interest should be paramount in the minds of everybody in the society. By doing this, one will be creating avenues for good neighbourliness, friendship, sharing, mutual respect and consciousness. Teaching this value through letters of complaints, reports and business letters will enable the pupils to appreciate other people's experiences and problems as this will help in solving such problems. Therefore, tolerance should be emphasized when teaching this topic.

#### 2. OBJECTIVES

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

1. read letters of complaints, reports and business letters
2. identify the complaints in the letters
3. suggest solutions to the complaints
4. answer questions on the content

#### 3. METHOD OF DELIVERY

- Reading
- discussion
- Question and Answer

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Read letters of complaints of different types to pupils while they listen  
Activity 1.2 Ask the pupils to read the letters and identify the complaints in them  
Activity 1.3 Discuss in groups and suggest solutions to the complaints  
Activity 1.4 Answer questions on the content

#### 5. MATERIALS NEEDED

- Pupils course book, envelopes and cardboard
- Sentence strip, Newspaper cuttings
- Charts containing suggested solutions to the complaints
- Pupils' notebooks

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to read different letters of complaint  
Activity 1.2 Ability to identify the complaints in the letters  
Activity 1.3 Ability to discuss in groups and suggest solutions to the complaints  
Activity 1.4 Ability to answer questions on the content

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY SIX

**THEME: READING AND WRITING**

**TOPIC: READING LETTERS OF INVITATION AND REPLIES (FORMAL AND INFORMAL)**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES (CELEBRATION)**

**1. BACKGROUND INFORMATION**

Nigerian traditional values are many and are very important to the society. They include different values which vary from one culture to the other. However, teaching this value celebration - through invitation letters and replies enables one to share in the joys of others. Nigerian society celebrates victory and success of different kinds and ages. For the celebration to receive wide patronage, letters of invitations are usually sent out to invite participants for such.

**2. OBJECTIVES**

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

1. read sample letters of invitation and replies
2. discuss the formal features of the letters
3. Identify the words that discuss the value; in the letters
4. Answer questions on the letters

**3. METHOD OF DELIVER**

- Reading
- discussion
- Question and answer
- Writing

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Read sample letters of invitation and replies  
Activity 1.2 Discuss formal features of the letters  
Activity 1.3 Identify the words that discuss the values (values in celebration) in the letters  
Activity 1.4 Lead the pupils to answer questions on the letters

**5. MATERIALS NEEDED**

- Course book, invitation cards and sample letters
- Sentence strip
- Pupils notes

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to read sample letters of invitation and replies  
Activity 1.2 Ability to discuss formal features of the letters  
Activity 1.3 Ability to identify the words that discuss the values in the letters  
Activity 1.4 Ability to answer questions on the letters

**7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY SIX

#### THEME: READING AND WRITING

#### TOPIC: EXPOSITORY COMPOSITION ON A TRADITIONAL MARRIAGE

#### ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES (IDENTIFICATION WITH ONE'S TRADITION)

##### 1. BACKGROUND INFORMATION

Marriage is a respected institution in African society. Traditional marriage is totally different from white marriage, Christian marriage or Muslim marriage. Traditional marriage identifies with our tradition and culture. Its performance and celebration vary from one culture to another but it is significant in the society.

##### 2. OBJECTIVES

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

1. write compositions of expository type on traditional marriage
2. explain their experiences at traditional marriages
3. discuss the cultural values they witnessed during the wedding

##### 3. METHOD OF DELIVERY

- Reading
- Writing
- discussion
- Question and answer

##### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads the pupils to discuss any traditional marriage they have witnessed  
Activity 1.2 Teacher leads the pupils to write compositions on any traditional marriage  
Activity 1.3 Pupils discuss the values they observed at the marriage

##### 5. MATERIALS NEEDED

- Pictures of traditional marriage
- Extracts of traditional marriage
- Course book and newspaper cuttings

##### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to discuss their observations on any traditional marriage they witnessed  
Activity 1.2 Ability to write a composition on any traditional marriage.  
Activity 1.3 Ability to discuss the values of traditional marriages

##### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY SIX

#### THEME: READING AND WRITING

#### TOPIC: LETTERS OF CONDOLENCES AND CONGRATULATIONS

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** NIGERIAN TRADITIONAL VALUES (IDENTIFICATION WITH ONES TRADITION)

#### 1. BACKGROUND INFORMATION

Concern for others is a value cherished by Africans. Expression of joy calls for celebration while sadness calls for sympathy or condolences in the society. Letters of condolences and congratulations can be used to teach these values in the classroom setting so as to develop a sense of compassion, tolerance or humaneness.

#### 2. OBJECTIVES

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

1. write letters of condolences and congratulations
2. use appropriate formal features to write letters of condolences and congratulations.
3. identify the traditional values in the letters
4. discuss why letters of condolences call for sympathy and letters of congratulations call for celebrations

#### 3. METHOD OF DELIVERY

- Reading
- Discussion
- Question and answer
- Role play

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads the pupils through sample letters of congratulations and condolences  
Activity 1.2 Teacher discusses the formal features of these letters  
Activity 1.3 Pupils identify the values in the letters (concern for others, compassion and maneness)  
Activity 1.4 Pupils write letters of condolences and congratulations

#### 5. MATERIALS NEEDED

- Sample letters of congratulations and condolences
- Charts and chalkboard
- Pupils' notebooks

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to read sample letters of congratulations and condolences  
Activity 1.2 Ability to discuss formal features of these letters  
Activity 1.3 Ability to identify the values in the letters  
Activity 1.4 Ability to write letters of condolences and congratulations

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing



## ENGLISH STUDIES

### PRIMARY SIX

**THEME: READING AND WRITING**

**TOPIC: SIMPLE PASSAGES OF DIALOGUE AND CONVERSATION**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: GOOD NEIGHBOURNESS**

#### 1. BACKGROUND INFORMATION

Dialogue and conversation, take place between at least two people or groups of people. It is a necessary tool needed to develop communicative ability among speakers. National values and good neighbourliness can be inculcated through dialogue and conversation when the right choice of words are used and in line with the tradition of the speakers.

#### 2. OBJECTIVES

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

1. engage in dialogue and conversation
2. read the passage to bring out the meaning of good neighbourliness
3. discuss the values involved in the use of words in the passage
4. answer questions on the passage

#### 3. METHOD OF DELIVERY

- Discussion
- Dialogue
- Dramatization/role playing
- Question and answer

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Leads the pupils through dialogue and conversation  
Activity 1.2 Leads pupils to read the passage given on good neighbourliness  
Activity 1.3 Leads the pupils to discuss the values in the dialogue and conversation  
Activity 1.4 Pupils answer the questions on the passage

#### 5. MATERIALS NEEDED

- Pupils' notebooks
- Course book, extracts and charts containing pictures depicting good neighbourliness

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to discuss good neighbourliness  
Activity 1.2 Ability to read given passages extracting the meanings  
Activity 1.3 Ability to discuss the values in the passage  
Activity 1.4 Ability to answer the questions on the given passage

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

## ENGLISH STUDIES

### PRIMARY SIX

**THEME: READING AND WRITING**

**TOPIC: PASSAGES DEALING WITH QUARRELS, HOT EXCHANGES AND INSTRUCTIONS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: TOLERANCE/CONFLICT RESOLUTION**

#### 1. BACKGROUND INFORMATION

In any society, there will generally be conflict which should not be seen as a negative force but rather as a tool to develop the society, if properly handled. Conflict resolution is the ability to resolve conflicts which may emanate from people for various reasons. Teaching passages dealing with quarrels or hot exchange of words is to inculcate tolerance among the people as well as teach how to resolve such conflicts.

#### 2. OBJECTIVES

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

1. read a given passage on tolerance and conflict resolution
2. identify the hot words used in the passage
3. discuss the concept of tolerance and conflict resolution in dealing with quarrels
4. answer questions on the passage

#### 3. METHOD OF DELIVERY

- Discussion
- Dramatization
- Question and answer

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Read the passage  
Activity 1.2 Identify the hot words used in the passage  
Activity 1.3 Discuss the concept of tolerance and conflict resolution in the passage  
Activity 1.4 Pupils answer questions on the passage

#### 5. MATERIALS NEEDED

- Course book
- Charts containing hot words in the passage
- Pictures
- Pupils' notebooks

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to read the passage  
Activity 1.2 Ability to identify the hot words used in the passage  
Activity 1.3 Ability to discuss how conflicts can be resolved  
Activity 1.4 Ability to answer the questions on the passage

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

## ISLAMIC STUDIES

### PRIMARY ONE

**THEME: TAHWID AND FIQH**

**LESSON: CLEANLINESS IN ISLAM**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CLEANLINESS**

#### 1. BACKGROUND INFORMATION

Generally, cleanliness in Islam teaches pupils an act of personal hygiene and how to constantly observe it, as "Cleanliness is next to Godliness"; and of course, it makes one to be appreciable to fellow beings.

#### 2. OBJECTIVES.

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

1. admit that cleanliness is a must before engaging in any act of worship
2. constantly observe cleanliness as the need warrants
3. enumerate the advantages of cleanliness including God's reward(s)

#### 3. METHOD OF DELIVERY

- Discussion
- Demonstration
- Question and answer

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1: Teacher asks pupils what they do in their surrounding every day, their bed rooms, parlours, toilets, kitchen and class rooms before lessons start.
- Activity 2: Teacher asks pupils how they clean up before coming to school. What they do to their mouths, hair, nails, uniforms etc.
- Activity 3: Teacher lists and explains the situations where cleanliness is required e.g. after urinating, passing of faeces, washing dirty clothes, cleaning/sweeping of one's surrounding, washing of hands, fruits etc.
- Activity 4: Teacher explains how ablution is performed to the pupils practically, using kettle and water; and explains how "Janabah", menstrual bath and blood bath are performed.
- Activity 5: Teacher states the disadvantages of untidiness and uncleanliness of one's body, places, clothes etc.

#### 5. MATERIALS NEEDED

- Chalk board
- Course book
- Objects: kettle, water, broom, clean prayer mat, etc

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Pupils answer questions from the teacher.
- Activity 1.2 Pupils perform Ablution

#### 7. EXPECTED SKILLS

- Listening
- Demonstrating acts of cleanliness
- Discussing

## ISLAMIC STUDIES

### PRIMARY ONE

**THEME: SIRAH AND TAHDHIB**

**LESSON: OBEDIENCE TO ALLAH**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** SUBMISSIVENESS TO ALLAH'S WILLS, ORDERS AND DICTATES.

#### 1 BACKGROUND INFORMATION

Obedience to Allah (God) is compulsory for all His creatures. It means to remain submissive to Allah's wills, orders and dictates. He must not be disobeyed in any way as obeying Him attracts rewards while disobedience to Him calls for punishment.

#### 2. OBJECTIVES

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

1. Accept that every creature must be totally submissive to Allah
2. List various ways of showing obedience to Allah .
3. State how Allah shows His favours to His creatures
4. State various ways people disobey Allah

#### 3: METHOD OF DELIVERY

- Question and Answer
- Discussion
- Monstration

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1: Teacher asks the pupils to pay attention to his instructions.  
Activity 2: Pupils pay special attention to the features in the picture  
Activity 3: Pupils respond to the teacher's questions.

#### 5. MATERIALS NEEDED

- A Chart showing the following:
- A drunkard, a thief and one who observes prayer.
- A group of six or more pupils demonstrating a congregational prayer.

#### 6. EXPECTED OUTCOME! EVALUATION

- Activity 1 Pupils list/demonstrate how Muslims should be obedient to God e.g. in prayer  
Activity 2 Pupils should state some of the favours Allah shows to 'His creatures.  
Activity 3 Teacher gives pupils home work to list 3 punishments of Allah .

#### 7. EXPECTED SKILLS

- Listening
- Dramatizing acts of submissiveness
- Imitating

## ISLAMIC STUDIES

### PRIMARY ONE

**THEME: SIRAH AND TAHDHIB**

**LESSON: OBEDIENCE TO PARENTS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RESPECT TO PARENTS/ELDERS**

#### 1. BACKGROUND INFORMATION

One's obedience to parents can earn one Paradise. If all other religious ethics are following. This is attested to in the Hadith of the Prophet (PBH) where he said: "Your paradise (children) lies under the feet of your mother". In another prophetic narration: "He mentioned mother three times and father, once".

#### 2. OBJECTIVES

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

1. ask questions on why they must be obedient to their parents/elders
2. list how they can be obedient to their parents/elder
3. give reasons why they should be obedient to their parents/elders

#### 3. METHOD OF DELIVERY

- Demonstration
- Dramatization
- Discussion
- Question and Answer

#### 4. PROCEDURE OF ACTIVITIES

Activity 1: Teacher explains (with quotations from Quran and Hadith) to the pupils the need for obedience to parents/eder

Activity2: Pupils act a short demonstrative drama depicting obedience to parents/elders.

Activity 3: Pupils ask questions while the teacher answers other questions.

#### 5. MATERIALS NEEDED

- A chart that shows a pupil that fetches water
- A chart that shows a boy that greets his parents/elders.

#### 6. EXPECTED OUTCOME/EVALUATION

Activity 1 Ability to respect and obey their parents/elders

Activity 2 Ability to love and care for them

Activity 3 Ability not to disgrace, humiliate, shout or insult them

#### 7. EXPECTED SKILLS

- Listening
- Respecting elders

## ISLAMIC STUDIES

### PRIMARY ONE

**THEME: SIRAH AND TAHDHIB**

**LESSON S: ISLAMIC RULES OF CONDUCT**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** (GREETINGS): SNEEZING, YAWNING, WHEN ENTERING INTO A MUSLIM HOME, TOILET, EATING ETC

**1. BACKGROUND INFORMATION**

Islam teaches and encourages every good conduct, in which greetings in all aspects, is not an exception. Pupils are therefore, expected to imbibe different greetings as exemplified by Prophet Muhammad (P.B.H)

**2. OBJECTIVES:**

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

1. list different kinds of greetings in Islam
2. demonstrate the way of greeting in Islam
3. rehearse the kinds of greetings (Islamic and non-Islamic)
4. appreciate why Islam teaches and encourages good conducts

**3. METHOD OF DELIVERY**

- Discussion
- Demonstration
- Question and Answer

**4. PROCEDURE OF ACTIVITIES**

Activity 1: The teacher asks the pupils to demonstrate different kinds of greetings.

Activity 2: Pupils listen attentively while the teacher explains/discusses different types of Islamic rules of conduct of sneezing, yawning, what to say before and after eating etc,

Activity 3: States the importance of the Islamic greeting

**5. MATERIALS NEEDED**

- Pictures of people greeting
- Course book

**6. EXPECTED OUTCOME/EVALUATION.**

Activity 1 Pupils should demonstrate correctly the salutation in greetings

Activity 2 Teacher asks questions relevant to the lesson

**7. EXPECTED SKILLS**

- Demonstrating
- Asking questions
- Greeting

## ISLAMIC STUDIES

### PRIMARY TWO

**THEME:** SIRAH AND TAHDHIB

**LESSON:** VIRTUOUS CONDUCT IN ISLAM

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** OBEDIENCE, KINDNESS AND MODESTY

#### 1. BACKGROUND INFORMATION

Virtuous conducts in Islam, such as: Modesty, kindness, punctuality, obedience, etc are required of every muslim. Each of them must be executed and exemplified. Whenever a Muslim finds himself, and in fact, lack of any of the virtuous conducts is a minus to such a Muslim.

#### 2. OBJECTIVES:

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

1. narrate how Prophet Muhammad (PBH) was able to exemplify: trustworthiness, kin punctuality (in prayers) etc
2. apply same in their daily life activities and in relating with other pupils

#### 3. METHOD OF DELIVERY

- Discussion/Narration
- Question and Answer

#### 4. PROCEDURE OF ACTIVITIES

Activity I: The teacher narrates the brief history of Prophet Muhammad (P.B.H) in relation to his modesty, trustworthiness, punctuality and obedience.

Activity II: The teacher listed explains the possible advantages attached to the virtuous acts while the pupils pay rapt attention.

Activity III: The teacher guides the pupils in acting or demonstrating kindness, modesty, punctuality, virtuous conducts, etc

#### 5. MATERIALS NEEDED

- Relevant pictures . Course book
- Chalk board to list the virtuous acts/conducts.

#### 6. EXPECTED OUTCOME/EVALUATION

- The pupils should be able to list the virtuous conducts taught by the teacher.
- The pupils should be able to answer the following questions:
- Is punctuality required in five daily prayers?
- In which ways can we be kind to our fellow beings?
- Should a Muslim be cruel to animals and plants?

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Demonstrating good conducts

## ISLAMIC STUDIES

### PRIMARY THREE

**THEME: SIRAH AND TAHDHIB**

**LESSON: LIFE HISTORY OF PROPHET MUHAMMAD**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY**

#### 1. BACKGROUND INFORMATION

History of Prophet Muhammad (PBH) remains the best sample for every human being to emulate. He was naturally of a good character, wise, socially balanced, economically moderate, politically competent and religiously perfect. The National Values to be taught here include: honesty, truthfulness, good human relations, patience, perseverance and endurance as Qur'an 68 Verse 4 and Qur'an 33 Verse 21 attest to his good qualities.

#### 2. OBJECTIVES:

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

1. explain the reason(s) why Prophet Muhammad's exemplified character must be followed,
2. recall the persecution he received from the unbelievers of Makkah and how he persevered and endured,
3. explain how just he was, how he was trusted by the people and how sincere and honest he was as the leader

#### 3. METHOD OF DELIVERY

- Narration
- Discussion
- Question and Answer

#### 4. PROCEDURE OF ACTIVITY

- Activity I: The teacher narrates the life history of Prophet Muhammad (P B H) from his early age to the call to prophet hood including how he avoided bad company.
- Activity II: The prophet's call to prophet hood and how he received the first revelation Q96:1-S should be narrated by the teacher.
- Activity III: The teacher continues to narrate to the pupils how he was persecuted by the unbelievers yet, he was patient.
- Activity IV: The teacher outlines his good qualities and why Muslims must emulate those good qualities using chapters 68 Verse 4; and 33 Verse 2 to buttress his points.

#### 5. MATERIALS NEEDED

- A map of Saudi Arabia showing Makkah, Madinah and Abbysinia.
- Picture of Ka'abah showing Hajarul Aswad,
- Maqaamah Ibraheem and Safa and Marwa.
- A copy of Qur'an.



**6. EXPECTED OUTCOME/EVALUATION**

The pupils should be able to list the good qualities of Prophet Muhammad (P B H)

Explain his early stage of life in conjunction with his marriage with Kaadijah and the incidence of the first revelation.

narrate the execution of the prophet's patience and perst-v'erance despite the unbelievers persecution (to him and his followers).

explain the expectations of Muslims on the history of prophet Muhammad (PBH)

**7. EXPECTED SKILLS**

- Listening
- Observing
- Speaking

## ISLAMIC STUDIES

### PRIMARY FOUR

**THEME:** SIRAH AND TAHDHIB

**LESSON 4:** MORAL LESSONS FROM THE LIFE AND TEACHINGS OF PROPHET MUHAMMAD (SAW)

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** HONESTY, TOLERANCE, KINDNESS AND CONTENTMENT

#### 1. BACKGROUND INFORMATION

The life of the prophet Muhammed (SAW) is a model that is full of instructive parables for the guidance of mankind in his intellectual, political, social, economic and religious life.

#### 2. OBJECTIVES:

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

1. explain the meaning of the qualities of tolerance, kindness, honesty and contentment in the prophet Muhammed (SAW)
2. narrate how the Prophet. (SAW) tolerated others and overlooked their short comings
3. describe how the Prophet (SAW) discouraged ethnicity in the practice of Islam . . .

#### 3. METHOD OF DELIVERY

- Narration
- Discussion
- Dramatization

#### 4. PROCEDURE OF ACTIVITIES

- Activity I: Teacher quotes and explains Qur'anic references that portray the Prophet (SAW) as a honest, detribalized, contented and kind personality.
- Activity II: Teacher narrates how the Prophet (SAW) was nick-named "Al-Ameen" because of his honesty.
- Activity III: Teacher explains prophet's tolerance to the Jews and Christians with reference to the Medina constitution.
- Activity IV: Teacher explains the Prophet's model of kindness when he forgave the unbelievers of Makkah after their conquest.
- Activity V: Teacher narrates how the Prophet (SAW) elevated Bilal by asking him to conduct adhan (call to prayer) inspite of his humble origin as a black African.
- Activity VI: Pupils listen to the teacher in activities I - V
- Activity VII: Pupils ask questions and contribute to the lesson
- Activity VIII: Pupils copy notes written on the blackboard.

#### 5. MATERIALS NEEDED .

- A cardboard paper with Qur'anic verses on tolerance, honesty, and kindness.
- Chalkboard on which these qualities are listed: tolerance, honesty, kindness and contentment
- A copy of the Holy Qur'an

**6. EXPECTED OUTCOME/EVALUATION**

Activity 1: Ability to identify the qualities of honesty, kindness, contentment, and tolerance from the life of the Prophet Muhammed (SAW).

Activity 2: Ability to quote Qur'anic references to buttress the qualities of honesty, contentment, kindness and tolerance in the Prophet (SAW).

Activity 3: Ability to explain with examples how the Prophet (SAW) demonstrated tolerance, contentment, honesty and kindness to others in his life.

**7. EXPECTED SKILLS**

- Demonstrating kindness, tolerance and contentment
- Listening
- Speaking

## ISLAMIC STUDIES

### PRIMARY FOUR

**THEME: SIRAH AND TAHDHIB**

**LESSON 5: REVISION OF VIRTUOUS ACTS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: PUNCTUALITY, TRUTHFULNESS AND GOOD RELATIONSHIP WITH OTHERS**

#### 1. BACKGROUND INFORMATION

Anything we do to behave in a good and moral way is a virtuous act. Punctuality and good relationship with others are virtuous acts that make us good people and live a happy life.

#### 2. OBJECTIVES

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

1. explain the meaning of punctuality
2. list the disadvantages of lateness in carrying out our duties
3. enumerate the advantages of maintaining cordial relationship with people
4. mention the disadvantages of poor inter-personal relationship with people

#### 3. METHOD OF DELIVERY

- Narration
- Discussion

#### 4. PROCEDURE OF ACTIVITIES

Activity I: Teacher explains to pupils the meaning of punctuality as carrying out one's duties or responsibilities at the appropriate time.

Activity II: Teacher discusses with pupils the need to be punctual in all, religious and mundane matters including Salat and workplace.

Activity III: Teacher lists the disadvantages of being late in carrying out our duties.

Activity IV: Teacher enumerates the advantages of maintaining cordial relationship with people.

Activity V: Teacher mentions and explains the disadvantages of being confrontational with people.

Activity VI: Pupils listen attentively to the teacher's discussions in Activities I - V above.

Activity VII: Pupils ask questions and contribute to the lesson from their personal experience with people at home, marketplace, hospital, and at the farm.

Activity VIII: Pupils copy notes written on the blackboard

#### 5. MATERIALS NEEDED

- A cardboard paper showing a list of advantages and disadvantages of being punctual and of being good to people.
- Chalkboard.

#### 6. EXPECTED OUTCOME/EVALUATION

Activity I: Ability to explain the meaning and essence of punctuality.

Activity II: Ability to list the advantages and disadvantages of maintaining cordial relationship with others.

Activity III: Ability to enumerate the disadvantages of poor relationship with others.

Activity IV: Ability to mention the disadvantages of being a liar.

**7. EXPECTED SKILLS**

- Listening
- Showing good relationship with others
- Discussing
- Writing

# ISLAMIC STUDIES

## PRIMARY FOUR

**THEME: SIRAH AND TAHDHIB**

**LESSON: TRUSTWORTHINES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: TRUSTWORTHINESS**

### 1. BACKGROUND INFORMATION

Trustworthiness is one of the National Values in Nigeria. It is the ability to be good, honest, sincere and reliable. We need to be trustworthy in order to make the society a better place to live in

### 2. OBJECTIVES:

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

1. define trustworthiness
2. explain the importance of trustworthiness
3. mention how a person could remain trustworthy in the society.

### 3. METHOD OF DELIVERY

- Discussion
- ⊕ Narration

### 4. PROCEDURE OF ACTIVITIES

Activity I: Teacher quotes and explains Qur'an 4:58

Activity II: Teacher discusses the importance of being trustworthy in words and in actions' as it relates to our political and socio-economic life.

Activity III: Cites specific examples of trustworthiness such as:

- a. Returning a lost but found item to the owner.
- b. Paying back debts promptly to the lender
- c. Returning balance of money after purchase of an item to the owner.
- d. Returning a borrowed item to the owner after use.
- e. Prophet's trustworthiness while he traded in goods for Khadijah, his wife.

Activity IV: Pupils listen to the teacher's discussion in activities 1- IV.

Activity V: Pupils ask questions and bring examples of trustworthiness from personal experiences

### 5. MATERIALS NEEDED

- Chalk board .
- Cardboard with the text of Qur'an 4:58 beautifully written on it.

### 6. EXPECTED OUTCOME/ EVALUATION

Activity I: Ability to give the meaning of trustworthiness correctly.

Activity II: Ability to explain the significance of trustworthiness in the life of man.

Activity III: Ability to list the disadvantages of untrustworthiness.

Activity IV: Ability to illustrate some traits of trustworthiness.

### 7. EXPECTED SKILLS

- Listening
- Speaking/Discussing
- Dramatizing acts of trustworthiness

## ISLAMIC STUDIES

### PRIMARY FOUR

**THEME: SIRAH AND TAHDHIB**

**LESSON: ISLAMIC RULES OF CONDUCT; AND ISLAMIC VIEW ON INTOXICANTS AND ADDICTION**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: DECORUM, NON-ALCOHOLISM AND DRUG ADDICTION**

#### 1. BACKGROUND INFORMATION

Islam is a religion that attaches great importance to correct ways of behaving in the private and public life. It is also a religion that prohibits the consumption of intoxicants and addiction to drugs.

#### 2. OBJECTIVES:

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

1. state the Islamic rules of conduct
2. identify the views of Islam on intoxication
3. list the duties of a Muslim to fellow Muslims

#### 3. METHOD OF DELIVERY

- Discussion
- Recitation of Scriptural Quotations

#### 4. PROCEDURE OF ACTIVITIES

Activity I: Teacher guides pupils to appreciate the need for ethical values in our public and private life.

Activity II: Teacher quotes and explains Qur'an 5:90-91 to illustrate Islam's view on intoxication and drug addiction.

Activity III: Teacher explains the dangers associated with intoxicants and drug abuse or addiction.

Activity IV: Teacher discusses the responsibility of a Muslim towards fellow Muslims and non-Muslims

Activity V: Pupils ask questions and contribution by mentioning how drugs are abused.

Activity VI: Pupils describe the behaviour of a drug addict or drunkard they have ever noticed.

#### 5. MATERIALS NEEDED

- Cardboard paper showing quotations from the Qur'an and/or Hadith .
- Pictures showing Islamic ways of dressing by men and women
- Pictures showing effects of drug abuse on people .

#### 6. EXPECTED OUTCOME/ EVALUATION

Activity I: Ability to state some rules of decorum

Activity II: Ability to identify Islam's view on intoxication and drug addiction.

Activity III: Ability to mention and explain the duties of a Muslim to fellow Muslims.

#### 7. EXPECTED SKILLS

- Discussing
- Describing
- Demonstrating

## ISLAMIC STUDIES

### PRIMARY FOUR

**THEME: SIRAH AND TAHDHIB**

**LESSON: REVISION OF MORAL LESSONS LEARNT FROM THE LIFE OF PROPHET MUHAMMAD (SAW)**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY, KINDNESS, TOLERANCE AND LOYALTY**

#### 1. BACKGROUND INFORMATION

The topic is a revision of the values learnt in previous lessons with a view to strengthening such in the character of the pupils

#### 2. OBJECTIVES:

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

1. recall the qualities of honesty, kindness, tolerance and loyalty which were found in the personality of the Prophet (SAW)
2. explain how the Prophet (SAW) conducted himself
3. describe how the Prophet (SAW) discouraged ethnicity in the practice of Islam

#### 3. METHOD OF DELIVERY

- Discussion
- Question and answer
- Demonstration

#### 4. PROCEDURE OF ACTIVITIES

- Activity I: Teacher refreshes pupils' memories with specific reference to the qualities of honesty, tolerancy, kindness, contentment and loyalty as illustrated in the life of the Propha: (SAW).
- Activity II: Teacher discusses honesty in the light of the caravan trade of the Prophet (SAW) for Khadija who was later to be his wife, before his call to Prophethood and Messengerhood.
- Activity III: Pupils listen attentively to the teacher's discussions on the qualities of the Prophet (SAW).
- Activity IV: Pupils mention specific instances from the life of the Prophet (SAW) to illustrate honesty, tolerance, contentment and loyalty.

#### 5. MATERIALS NEEDED

- Chalkboard
- Cardboard paper showing quotations from the Qur'an and Hadith.
- A copy of the Holy Qur'an

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity I: Ability to recall specific qualities of the Prophet (SAW) which should include honesty, kindness, tolerance and loyalty.
- Activity II.: Ability to explain how the Prophet (SAW) tolerated followers of other religion (Christians and Jews).

#### 7. EXPECTED SKILLS

- Listening
- Discussing
- Recalling and showing acts of kindness and loyalty



## ISLAMIC STUDIES

### PRIMARY FIVE

**THEME: SIRAH AND TAHDHIB**

**LESSON: VIRTUOUS ACTS IN ISLAM**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RELIGIOUS VALUES - SELFLESSNESS; MODERATION AND MODESTY**

#### 1. BACKGROUND INFORMATION

Moderation in all that a Muslim does is a fundamental principle in the prophetic teaching of Islam. It is essential for the individual to exercise moderation and remain modest in speech and deeds. Selflessness is also a prophetic virtue. Doing good and refraining evil is a task enjoined on believers by the Holy Qur'an.

#### 2. OBJECTIVES:

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

1. list some behaviors that are virtuous to Muslims
2. explain what is meant by selflessness, moderation, modesty, doing good and refraining evil
3. give specific examples or instances of these qualities from the life of the Prophet (SAW) or his righteous companions

#### 3. METHOD OF DELIVERY

- Discussion
- Narration

#### 4. PROCEDURE OF ACTIVITIES

Activity I: Teacher defines what is meant by each of the virtues: selflessness; moderation, modesty; commanding good and refraining evil.

Activity II: Give specific examples of traits that represent selflessness; moderation; modesty; doing good and refraining evil from the life of the Prophet (SAW).

Activity III: Pupils listen attentively to the teacher's discussion and narration of specific virtuous instances from the life of the Prophet (SAW) or his companions.

Activity IV: Pupils mention other personalities whose life symbolizes virtuous acts in their community

Activity V: Pupils copy quotations from the Qur'an and Hadith written on the cardboard paper.

#### 5. MATERIALS NEEDED

Chalkboard

Cardboard paper showing relevant quotations from the Quran-or Hadith

#### 6. EXPECTED OUTCOME/EVALUATION

Activity I: Ability to list some behaviours that are virtuous to Muslims.

Activity II: Ability to explain what is meant by each of the virtuous acts.

Activity III: Ability to give examples of these virtues from the life of the Prophet (SAW) or his companions.

Activity V: Ability to identify other personalities in our society with virtuous acts

**7. EXPECTED SKILLS**

- Listening
- Refraining evil
- Doing good
- Reciting

## ISLAMIC STUDIES

### PRIMARY SIX

**THEME: SIRAH AND TAHDHIB**

**LESSON: GOOD MANNERS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** CONSIDERATION FOR OTHERS; SERVICE TO THE COMMUNITY AND HUMANITY HUMILITY AND SLANDERING.

#### 1. BACKGROUND INFORMATION.

Social cohesion and integration are two important values which Nigeria stands in need of today especially because it is a heterogeneous society. Humility, consideration for others and service to community and humanity are some of the values that could enhance social cohesion and integration. Slandering is an evil, which should be shunned

#### 2. OBJECTIVES:

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

1. state the importance of loving one another and co-operating with one another
2. mention reasons why a Muslim should assist his brother Muslims and others too
3. explain the meaning of humility and slandering
4. quote Qur'an 68:11-12 to encourage humility and discourage slandering

#### 3. METHOD OF DELIVERY

- Discussion
- Narration
- Participation

#### 4. PROCEDURE OF ACTIVITIES

Activity I: Teacher leads the discussion by mentioning the benefits derivable from loving and understanding each other; and from assisting one another.

Activity II: Teacher quotes and explains Qur'an 6:42-43 to encourage humility and Qur'an 68:11-12 to discourage slandering.

Activity III: Pupils listen to the teacher as he leads the discussion on the benefits derivable from loving and understanding each other; and from assisting one another.

Activity IV: Pupils mention some ways in which one can assist others.

Activity V: Pupils identify specific behaviours that symbolize humility in an individual.

Activity VI: Pupils explain the evils of slandering.

#### 5. MATERIALS NEEDED

- Chalkboard
- Cardboard paper showing relevant quotations from the Qur'an and the Hadith

#### 6. EXPECTED OUTCOME/EVALUATION

Activity I: Ability to mention some ways in which a person can assist one another.

Activity II: Ability to state specific behaviours that illustrate humility in an individual.

Activity III: Ability to explain the evils of slandering.

#### 7. EXPECTED SKILLS

- Listening
- Reciting
- Showing love and consideration for others

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY ONE

**THEME: GOD'S GOODNESS**

**LESSON: GOOD THE PROVIDER OF GOOD THINGS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF RELIGION: RELIGIOUS BELIEFS, RELIGIOUS PRINCIPLES AND TENETS, RELIGIOUS VALUES AND SPIRITUAL VALUES**

#### 1. BACKGROUND INFORMATION

God gives us everything that we need on earth. He is the creator of all things and the giver of all good things e.g. rain, rivers, trees, animals, plants and life (Gen. 1 - 2; Gen. 9:1-9; Psalm 24:1)

#### 2. OBJECTIVES

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

1. identify the things created by God for man ,,
2. differentiate between the things made by God and the things made by man
3. mention the usefulness or importance of God's Creation
4. mention the ways in which we should not use God's provisions

#### 3. METHOD OF DELIVERY

- Discussion
- Question and answer
- Demonstration.
- Drawing

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Explains provisions or God's gifts  
Activity 1.2 Narrates the story of God's provisions or gifts.  
Activity 1.3 Discuss some right and wrong ways to use God's provisions or gifts.  
Activity 1.4 Draws plant/animal) etc .

#### 5. MATERIALS NEEDED

- Pictures/audio visual aids of God's creations and gifts - animals, rive-s, trees, man etc
- Samples of God's gift items - foods (fruits, fish), clothing, water etc
- The Holy Bible

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to mention some of God's gifts or provisions  
Activity 1.2 Ability to tell a story about God's provisions or gifts .  
Activity 1.3 Ability to mention some ways in which we can use God's provisions or gifts  
Activity 1.4 Ability to mention some ways in which we should not use God's provision or gifts  
Activity 1.5 Ability to draw a plant or an animal

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing
- Drawing

# CHRISTIAN RELIGIOUS STUDIES

## PRIMARY ONE

**THEME: GOD'S GOODNESS**

**LESSON: GOD THE GIVER OF THE FAMILY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** ROLE OF THE FAMILY - THE FAMILY, SOCIALIZATION PROCESS, RELATIONSHIP IN THE FAMILY, ROLES AND RESPONSIBILITIES, FAMILY BOND, SECURITY AND COHESION, COMMUNITY VALUES, COMMUNALISM

### 1. BACKGROUND INFORMATION

God is the giver of a family, i.e. father, mother and children which make-up the nuclear family. The extended family includes **uncles** aunts, nieces, nephews, etc. Each of them is expected to perform specific roles within the family circle (Gen 2: 18, 21-24; 4: 1- 2).

### 2. OBJECTIVES

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

1. describe the family
2. identify types of family .i.e. (the nuclear and extended family)
3. mention the roles of each member of the family
4. list the ways in which God helps and cares for families

### 3. METHOD OF DELIVERY

- Discussion
- Dramatization
- Question and answer

### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Asks pupils about their families and the creator.  
Activity 1.2 Tells a story about God Creating the first family.  
Activity 1.3 Organizes a play showing the duties of each member of the family  
Activity 1.4 Explains how God cares for the family.

### 5. MATERIALS NEEDED

- Pictures of different types of families
- Pictures of different roles members of family members
- The Holy Bible

### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to mention names of members of their families  
Activity 1.2 Ability to explain the ways of how God has been caring for their families  
Activity 1.3 Ability to list roles of children in the family .

### 7. EXPECTED SKILLS

- Listening
- Dramatizing
- Reading
- Speaking

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY ONE

**THEME: JESUS MY BROTHER AND MY FRIEND**

**LESSON: JESUS OUR BROTHER**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF RELIGION: RELIGIOUS BELIEFS, RELIGIOUS PRINCIPLES AND TENETS**

#### 1. BACKGROUND INFORMATION

Jesus is seen as our brother in (Mark 3 :31-35; John 11 :11). He is the son of God and we are the children of God. Therefore, we are his brothers and Sisters. Jesus is our friend (Joh n 11: 11).

#### 2. OBJECTIVES

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

1. describe the family
2. identify the family
3. identify types of family i.e. the extended and nuclear families
4. explain what Jesus our brother/friend does to help us.

#### 3. METHOD OF DELIVERY

- Discussion
- Question and answer
- Demonstration

#### 4. PROCEDURE OF ACTIVITIES

Activity 1.1 Reads and explains the bible passages

Activity 1.2 Leads the class in role playing brother and sister, helping one another

Activity 1.3 Leads pupils to discuss how brothers and sisters can help one another

#### 5. MATERIALS NEEDED

- Pictures of brothers and sisters helping other members of the family
- Pictures of Jesus carrying children
- Audio/visual of Jesus with the little children
- The Holy Bible

#### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to explain how we can become brothers, sisters and friends of Jesus

Activity 1.2 Ability to list two - three things they can do to show brotherly and sisterly love to one another

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Watching keenly
- Singing

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY ONE

**THEME: JESUS MY BROTHER AND MY FRIEND**

**LESSON: JESUS WANTS US TO MAKE FRIENDS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** ROLE OF RELIGION: RELIGIOUS BELIEFS, RELIGIOUS PRINCIPLES AND TENETS, RELIGIOUS VALUES

#### 1. BACKGROUND INFORMATION

Jesus wants us to have friends to love, help, advise, protect and encourage each other at all times (1 Samuel 18:1-15, 1 Samuel 19:20-42, Luke 11:5-8, John 5 :11,35 and 36) .

#### 2. OBJECTIVES

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

1. identify people who are friends of Jesus
2. mention what Jonathan did to show friendship to David
3. explain how we should relate to our friends in the school and community
4. state why we should have good friends

#### 3. METHOD OF DELIVERY

- Discussion
- Dramatization
- Question and answer

#### 4. PROCEDURE OF ACTIVITIES

- Explains provisions or God's gifts.
- Narrates the story of God's provisions or gifts.
- Discuss some right and wrong ways to use God's provisions or gifts.

#### 5. MATERIALS NEEDED

Activity 1.1 Pictorial representation of:

- David and Jonathan
- Helping a child to climb a chair, etc.
- Jesus and Lazarus.

Activity 1.2 Presentation of pictures of school children singing together and dancing

Activity 1.1 The Holy Bible

#### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to indicate whether they are friends of Jesus and why

Activity 1.2 Ability to tell the stories of David and Jonathan, Jesus and Lazarus and friends night.

Activity 1.3 Ability to explain how friends should relate

#### 7. EXPECTED SKILLS

- Listening
- Reading
- Dramatizing
- Speaking
- Dancing

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY ONE

**THEME: JESUS: MY BROTHER AND MY FRIEND**

**LESSON: JESUS WANTS US TO ENJOY PLAYING AND LIVING TOGETHER**

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

#### 1. BACKGROUND INFORMATION .

We are encouraged to play together, share with one another and experience the benefits of working together and sharing things with one another. (Acts 2:44-47, John 6:5-14).

#### 2. OBJECTIVES

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

1. play together
2. share with one another
3. work with others
4. identify the benefits of working together and sharing things with one another

#### 3. METHOD OF DELIVERY

- Discussion
- Reading
- Group project

#### 4. PROCEDURE OF ACTIVITIES

Activity 1.1 Reads and explains the bible passages.

Activity 1.2 Discusses the benefits and joy of working together and sharing things with one another.

Activity 1.3 Gives pupils group projects to carry out e.g. sweeping, cleaning, games etc.

#### 5. MATERIALS NEEDED

- Pictures of people sharing or working together e.g. a community project like building a bridge .
- The Holy Bible
- Relevant audio/visual aids

#### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to work as a group and assisted their spirit of co-operation

Activity 1.2 Ability to play games (hide and seek)

Activity 1.3 Ability to carry out group projects e.g. sweeping, cleaning etc

#### 7. EXPECTED SKILLS

- Reading
- Discussion
- Project work
- Watching the relevant audio/visual aids



## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY ONE

**THEME: JESUS: MY BROTHER AND MY FRIEND**

**LESSON: USING GODS GIFT OF STRENGTH AND ABILITY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT':** REGARD AND CONCERN FOR THE INTEREST OF OTHERS - TOLERANCE, SPORTSMANSHIP AND COMPASSION

#### 1. BACKGROUND INFORMATION

There are various ways of using strength and ability for human and God's service, working and building, sweeping, preaching in churches and society. Jesus is the one who came to deliver the world from sin (John 3:16). Deborah, David and Gideon were some of the people in the Bible who served their communities (Judges 4 and 7). God served as their source of strength and ability.

#### 2. OBJECTIVES

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

1. identify ways use their strength and ability for human and God's service.
2. give examples of people in the Bible who served their communities and God
3. understand that God is the source of our strength and ability

#### 3. METHOD OF DELIVERY

- Discussion
- Question and answer
- dramatization

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Explains how we can use our strength and ability serve our communities and God  
Activity 1.2 Leads pupils to dramatize the Dry of Goliath and David  
Activity 1.3 Helps pupils to sing songs of praise (Psalm 45:6, 1 Timothy 1:7, Psalm 48:14)

#### 5. MATERIALS NEEDED

- Charts and pictures showing people who have served their communities through their God given strength and ability e.g. some heads of State
- Picture of Goliath and David Relevant audio/visual aids
- The Holy Bible

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to enumerate what pupils can do  
Activity 1.2 Ability to describe how people in the Bible used their strength and ability in serving God and their communities e.g. Deborah and Gideon  
Activity 1.3 Ability to list names of people in their communities who used their strength to serve their communities and God

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading and writing
- Watching the relevant audio/visual aids

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY ONE

**THEME: GOD OUR FATHER**

**LESSON: CHILDREN OF GOD HELP ONE ANOTHER**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** RIGHT ATTITUDE TO WORK: REGULARLY AND PUNCTUALITY AND SERVICE CO-OPERATION

**1. BACKGROUND INFORMATION**

The story of the Good Samaritan as seen in Luke 10:30-36 serves as the basic background. It shows how we can help one another **boin** the family and community. Children are shown ways of helping their parents, brothers, sisters and people in the community.

**2. OBJECTIVES**

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

1. enumerate ways in which we can help our parents, brothers, sisters, and people in the community
2. narrate the story of "the Good Samaritan"

**3. METHOD OF DELIVERY**

- Dramatization
- Discussion

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Discusses various ways of helping our relations and neighbours  
Activity 1.2 Tells the story of the Good Samaritan.

**5. MATERIALS NEEDED**

- Pictures of Children in the home helping their parents at home or farmlands
- Picture of the Good Samaritan in (Luke 10:30 -36)
- The Holy Bible

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to retell the story of "The Good Samaritan"  
Activity 1.2 Ability to mention some of the things they can do to help their friends and parents

**7. EXPECTED SKILLS**

- Listening
- Speaking
- Reading
- dramatizing

# CHRISTIAN RELIGIOUS STUDIES

## PRIMARY TWO

**THEME: THE LIFE OF CHRIST**

**LESSON: JESUS' POWER OVER DISEASES AND DEATH**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** ROLE OF RELIGION - RELIGIOUS BELIEFS, RELIGIOUS PRINCIPLES AND TENETS, RELIGIOUS VALUES AND SPIRITUAL VALUES

### 1. BACKGROUND INFORMATION

The story of the healing ministry of Jesus Christ indicates his power over diseases (Mathew 8:1417). It states the story of Peter's mother in-law who was healed. Luke 5: 17-26 is another story (i: of the healing of the paralysed man. In John II, Jesus raised the dead. Hence, Jesus has power over diseases and death.

### 2. OBJECTIVES

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

1. tell the stories of the paralysed man, raising of Lazarus from the dead and the widow's son
2. explain that Jesus has power over diseases and death
3. name those whom Jesus healed or raised from the dead
4. identify the need to help the sick

### 3. METHOD OF DELIVERY

- Demonstration
- Discussion
- Reading
- Question and answer

### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Narrates the stories showing Jesus power over diseases and death.  
Activity 1.2 Leads the class in discussing what they can do to help the sick.  
Activity 1.3 Leads the pupils in praying for the sick.

### 5. MATERIALS NEEDED

- Pictures of sick people, doctors and nurses.
- The Holy Bible
- Relevant audio/visual aids

### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to narrate the healing of the paralysed man  
Activity 1.2 Ability to name some people healed by Jesus  
Activity 1.3 Ability to mention two ways they can help the sick in the community

### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

# CHRISTIAN RELIGIOUS STUDIES

## PRIMARY TWO

**THEME: THE LIFE OF CHRIST**

**LESSON: JESUS TEACHES US HOW TO BEHAVE**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** ROLE OF RELIGION - RELIGIOUS BELIEFS, RELIGIOUS PRINCIPLES AND TENETS, RELIGIOUS VALUES, RELIGION AND MORALITY

### 1. BACKGROUND INFORMATION

The need for good behaviour in the lives of our children is very important. In Matthew 21:28-32, Jesus taught the need to obey our parents and others. He expressed the benefits of good' behaviour in Luke 16:19-31 which we need to follow and teach our children. Teachers should help learners to illustrate 'the teaching of Jesus on good behaviour (Matthew 5: 1-15).

### 2. OBJECTIVES

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

1. identify the need for proper behavior
2. express the need to obey parents, teachers and the elderly ones; ,
3. State the benefits of good behavior.

### 3. METHOD OF DELIVERY

- Demonstration
- Discussion
- Question and answer
- Dramatization

### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher discusses the importance of helping the needy  
Activity 1.2 Leads the discussion on the importance of obeying parents and teachers  
Activity 1.3 Discusses the benefits of good behaviour  
Activity 1.4 Leads the class in acting the play of the Rich Man and Lazarus

### 5. MATERIALS NEEDED

- Bible pictures of the Rich Man and Lazarus
- Pictures of children running errands for their parents/teachers
- Pictures of well behaved children receiving awards/prizes .
- Costumes for the drama/play
- The Holy Bible

### 6. EXPECTED OUTCOME/ EVALUATION

- Activity 1.1 Ability to state reasons for good behaviour  
Activity 1.2 Ability to give reasons why they should obey their parents/teachers/elders  
Activity 1.3 Ability to identify reasons why they should share what they have with the needy

### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Dramatizing

# CHRISTIAN RELIGIOUS STUDIES

## PRI MARY TWO

**THEME: GOD THE CREATOR AND FATHER OF ALL**

**LESSON: JUDGES AS LEADERS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: JUSTICE: FAIRNESS IN DEALING WITH OTHERS ESPECIALLY IN CONFLICT/ DISPUTE RESOLUTION**

### 1.1 BACKGROUND INFORMATION

There is need to teach learners by explaining the term 'Judge'. The teacher should present and explain how God in the Bible used Judges as the savior of the people. The stories in Judges 3:1- 20 and 1 Samuel 7:7-16 present the importance of Judges and their role; as political and religious leaders.

### 1.2 OBJECTIVES

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

1. explain the term 'Judges'
2. give the names of some Judges
3. identify the roles of the Judges in the Bible
4. explain how God used Judges to save the people of Israel
5. enumerate and explain the roles of political leaders in their communities

### 1.3 METHOD OF DELIVERY

- Demonstration
- Discussion
- Dramatization

### 1.4 PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains the term 'Judges' and lists their names e.g. Gideon, Othniel, Deborah, etc
- Activity 1.2 Asks pupils to name some political leaders in the country
- Activity 1.3 Discusses the role of Judges as religious and political leaders in the Bible
- Activity 1.4 Explains the leadership roles in the school

### 1.5 MATERIALS NEEDED

- Bible pictures of some Judges
- Pictures of some political leaders in our country
- The Holy Bible
- Relevant audio/visual aids

### 1.6 EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to define the term 'Judges' in Israel
- Activity 1.2 Ability to name some Judges in Israel'
- Activity 1.3 Ability to mention some political and religious leaders in their community
- Activity 1.4 Ability to identify the roles of the political/religious leaders in their community

### 1.7 EXPECTED SKILLS

- Listening
- Speaking
- Watching relevant/visual aids
- Writing

# CHRISTIAN RELIGIOUS STUDIES

## PRIMARY THREE

**THEME:** FAITH IN JESUS CHRIST MY SAVIOUR

**LESSON:** THE GOODNESS OF JESUS

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** REGARD AND CONCERN FOR THE INTEREST OF OTHERS, COMPASSION

### 1.1 BACKGROUND INFORMATION

The learners need to be told how important it is to show goodness to people. Jesus who is our standard showed goodness to people (John 2:1-11) in need. The learners should understand types of people in need i.e. the drunkards, smokers, the sick, etc. Knowing this, they would be able to participate in various ways by caring, loving the HIV/AIDS patients by praying and advising them.

### 1.2 OBJECTIVES

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

1. explain how Jesus showed goodness to people
2. give instances of Jesus showing goodness to people
3. explain ways of helping various people
4. Identify types of people in need

### 1.3 METHOD OF DELIVERY

- Discussion
- Question and answer
- Reading

### 1.4 PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher tells the story of the Wedding Feast at Cana  
Activity 1.2 States the evidences of Jesus' goodness e.g. Healing at Bethsaida (John 5:1-13)  
Activity 1.3 Explains ways to help different categories of people - HIV/ AIDS patients, the drunkards through prayers and pieces of advice

### 1.5 MATERIALS NEEDED

- Pots, water in plastic container to illustrate the feast at Cana
- The Holy Bible
- Picture showing the drunks and HIV/AIDS patients

### 1.6 EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to tell the story of Wedding Feast in Cana  
Activity 1.2 Ability to mention the name of the place where healing took place  
Activity 1.3 Ability to list ways by which we can help the drunks and the HIV/AIDS patients

### 1.7 EXPECTED SKILLS

- Listening
- Speaking
- Writing

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY THREE

**THEME: KNOWING GOD THROUGH RELATIONSHIP WITH OTHERS**

**LESSON: SHOWING HOSPITALITY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** REGARD AND CONCERN FOR THE INTEREST OF OTHERS - SPORTSMANSHIP, COMPASSION

#### 1.1 BACKGROUND INFORMATION

This has to do with the need for being hospitable and being kind to other people like helping the needy, showing love, saving lives, feeding the hungry (Luke 10:30) caring for others e.g. Abraham welcomed angels who disguised as strangers (Gen 18:1-10, Heb 13:2). The widow of Zarephath welcomed Elijah (1 Kings 17:7-16).

#### 1.2 OBJECTIVES

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

1. explain the term 'hospitality'
2. identify the need for being hospitable
3. explain why we should be kind to people
4. identify instances in the Bible of people who demonstrated hospitality

#### 1.3 METHOD OF DELIVERY

- Discussion
- Demonstration
- Question and answer

#### 1.4 PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains the term 'hospitality'
- Activity 1.2 Leads the pupils to identify the need for being hospitable
- Activity 1.3 Explains why we should be kind and hospitable'
- Activity 1.4 Gives examples of people who were kind to strangers

#### 1.5 MATERIALS NEEDED

- Pictures of people showing kindness to strangers
- The Holy Bible
- Relevant audio/visual aids
- Bible pictures of drawings of Abraham and Sarah welcoming the angels and the widow of Zarephath welcoming Elijah

#### 1.6 EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain 'hospitality'
- Activity 1;2 Ability to enumerate two reasons for being hospitable
- Activity 1.3 Ability to give reasons why we should be kind to others.
- Activity 1.4 Ability to recall two occasions when they have demonstrated hospitality

#### 1.7 EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Writing

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY THREE

**THEME: KNOWING GOD THROUGH RELATIONSHIP WITH OTHERS**

**LESSON: SHOWING LOVE AND UNSELFISHNESS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: REGARD AND CONCERN FOR THE INTEREST OF OTHERS - COMPASSION**

#### 1.1 BACKGROUND INFORMATION

The learners need knowledge of moral responsibility of showing unselfish love to others especially in areas of telling the truth. Jonathan and David's friendship is an indication of unselfish love (1 Samuel 18:13; 23:15-17). Teacher should explain to the learner that love should exist amongst them, men and women as this leads to helping, sharing, greeting and protecting one another.

#### 1.2 OBJECTIVES

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

1. Explain what they are morally owing their close friends
2. Dramatize the story of David and Jonathan
3. tell the stories illustrating the saying 'A friend in need is a friend indeed'

#### 1.3 METHOD OF DELIVERY

- Discussion
- Dramatization
- Story-telling

#### 1.4 PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains moral obligation between friends  
Activity 1.2 Describes the kind of love that existed between Jonathan and David  
Activity 1.3 Explains the kind of love that should exist among pupils

#### 1.5 MATERIALS NEEDED

- Pictures of close friends showing love towards one another through care
- The Holy Bible

#### 1.6 EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain what they are morally owing their close friends  
Activity 1.2 Ability to dramatize the story of David and Jonathan  
Activity 1.3 Ability to narrate stories illustrating the saying 'A friend in need is a friend indeed'

#### 1.7 EXPECTED SKILLS

- Listening
- Speaking
- Writing
- Dramatizing



## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY THREE

**THEME: KNOWING GOD THROUGH RELATIONSHIP WITH OTHERS**

**LESSON: SHOWING DESIRE FOR PEACEFUL CO-EXISTENCE**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES - GOOD NEIGHBOURLINESS**

#### 1.1 BACKGROUND INFORMATION

We should live peacefully with our neighbours and not quarrel with them. We should learn to accommodate one another (Matthew 5:21-25). Examples of people in the Bible desiring peaceful co-existence e.g. Esau and Jacob (Genesis 31:1-11), Isaac and Abimelech (Genesis 26:2-29), Abraham and Lot

#### 1.2 OBJECTIVES

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

1. explain the term 'peaceful co-existence'
2. list examples of people in the Bible who lived at piece with others
3. identify reasons for wanting peaceful co-existence
4. explain various ways of creating chances for peaceful co-existence

#### 1.3 METHOD OF DELIVERY

- Discussion
- Dramatization
- Question and answer

#### 1.4 PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains what peaceful co-existence (Matthew 5v21-25) i.e. living in peace with others means
- Activity 1.2 Explains instances of people desiring peaceful co-existence (e.g. Esau and Jacob, Abraham and Lot)
- Activity 1.3 Leads pupils to discover reasons for and benefits of peaceful co-existence
- Activity 1.4 Explains that if we don't live in peace, God may not answer our prayers

#### 1.5 MATERIALS NEEDED

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

#### 1.6 EXPECTED OUTCOME/EVALUATION

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

#### 1.7 EXPECTED SKILLS

- Listening
- Speaking
- Reading

# CHRISTIAN RELIGIOUS STUDIES

## PRIMARY THREE

**THEME: KNOWING GOD THROUGH RELATIONSHIP WITH OTHERS**

**LESSON: FORBEARANCE AND UNDERSTANDING**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** REGARDS AND CONCERN FOR THE INTEREST OF OTHERS - TOLERANCE AND SPORTSMANSHIP

### 1.1 BACKGROUND INFORMATION

The term forbearance means tolerance. Thus there is need for the learner to understand how to avoid trouble. There is need to tolerate one another. In Genesis 26:17-23, Isaac was faced with" provocation but avoided quarreling with his shepherd. Learners should know that one can turn enemies to friends by' showing love (Proverbs 16:7). The teacher states the blessing of forbearance and understanding as respect, honour, peace of mind, wisdom, etc.

### 1.2 OBJECTIVES

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

1. explain the term forbearance
2. describe Isaac's patience and love for peace
3. explain how we can turn our enemies into friends with patience .
4. discuss the blessings we can derive from being patient and peace-loving

### 1.3 METHOD OF DELIVERY

- Discussion
- Demonstration
- Question and answer

### 1.4 PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains the term 'forbearance'  
Activity 1.2 Tells the story of Isaac's patience and love for peace  
Activity 1.3 Discusses how to make friends out of enemies  
Activity 1.4 Enumerates the blessings derived from forbearance

### 1.5 MATERIALS NEEDED

- Bible pictures of Isaac, his servant at the well in Gerar
- The Holy Bible

### 1.6 EXPECTED OUTCOME! EVALUATION

- Activity 1.1 Ability to explain the term forbearance  
Activity 1.2 Ability to describe the way Isaac prevented quarrel between his servants and the men of Gerar  
Activity 1.3 Ability to mention occasions where they have prevented quarrel among themselves  
Activity 1.4 Ability to list two advantages of patience and peaceful living

### 1.7 EXPECTED SKILLS

- Listening
- Speaking
- Writing
- Reading

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY THREE

**THEME: KNOWING GOD THROUGH RELATIONSHIP WITH OTHERS**

**LESSON: KINDNESS IN ACTION**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** REGARDS AND CONCERN FOR THE INTEREST OF OTHERS - COM PASSION

#### 1.1 BACKGROUND INFORMATION

Kindness is very important in tile life of everybody and the teacher has to explain or give explanation of the term 'kindness in action'. He can narrate the story of the Good Samaritan (Luke 10:25-35) and that of Ruth and Naomi (Ruth 1:1-22), Boaz (Ruth 2: 1-23). Reasons for being kind to people is to show love and God's command to save the needy from suffering. The learners should know that God rewards those who show kindness to others.

#### 1.2 OBJECTIVES

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

1. explain the term 'kindness in action'
2. identify instances of kindness in action in the Bible
3. state why we should be kind to people
4. explain the expected reward of kindness in action

#### 1.3 METHOD OF DELIVERY

- Discussion
- Demonstration
- Dramatization/Excursion
- Question and answer

#### 1.4 PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains kindness in action  
Activity 1.2 Identifies with students' instances of kindness in action  
Activity 1.3 Leads students in discussing how and why we should be kind to people  
Activity 1.4 Leads the pupils to the orphanage to present gifts to children

#### 1.5 MATERIALS NEEDED

- Picture showing someone being kind to another person
- The Holy Bible
- Students to visit orphanage with gifts to give to tile children there

#### i1.6 EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain kindness in action  
Activity 1.2 Ability to give examples of kindness in action in the Bible  
Activity 1.3 Ability to give reasons why people should be kind  
Activity 1.4 Ability to state one experience of kindness in action

#### 1.7 EXPECTED SKILLS

- Listening
- Speaking
- Writing
- Reading

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY THREE

**THEME: KNOWING GOD THROUGH RELATIONSHIP WITH OTHERS**

**LESSON: HELPING PEOPLE IN TROUBLE**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** REGARDS AND CONCERN FOR THE INTEREST OF OTHERS - COMPASSION

#### 1. BACKGROUND INFORMATION

It is very important to present to the learners the reason for helping others. Let them know that all people on earth are God's children, that God wants us to help others and in return others will help us. In 1 Kings 17:7-24, the widow of Zarephath offered help and she was rewarded with joy - God's favour. Therefore Christians should help all who need our help, even people you do not know.

#### 2. OBJECTIVES

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

1. narrate the story of the widow of Zarephath
2. identify the reasons for helping others who are in trouble
3. list the expected reward for helping people in trouble
4. identify moral lessons in helping others .

#### 3. METHOD OF DELIVERY

- Discussion
- Demonstration
- Dramatization

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Narrates the story of the widow of Zarephath.  
Activity 1.2 Explains the reasons for helping others.  
Activity 1.3 Leads the students to list the reward for helping people in trouble.  
Activity 1.4 Gives moral lesson in helping others.

#### 5. MATERIALS NEEDED

- Bible picture of the son of the widow of Zarephath raised from death. .
- The Holy Bible

#### 6. EXPECTED OUTCOME/ EVALUATION

- Activity 1.1 Ability to tell the story of the widow of Zarephath  
Activity 1.2 Ability to give three reasons why we should help those in trouble  
Activity 1.3 Ability to give two rewards for helping others in trouble  
Activity 1.4 Ability to enumerate two lessons we are to derive from the story..

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Writing
- Reading

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY THREE

**THEME: KNOWING GOD THROUGH RELATIONSHIP WITH OTHERS**

**LESSON BLESSINGS FOR PEACE MAKERS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** JUSTICE - FAIRNESS IN DEALING WITH OTHERS, DISPUTED/CONFLICT RESOLUTION

#### 1. BACKGROUND INFORMATION.

It is good to explain to the learners the term "Peace Make-" - those who make peace between people who are quarreling. The Bible highlights the need to make peace (Math 5:9). The teacher narrates the story of the peace makers in the Bible. Barnabas, in the case of Paul and the disciples (Acts 9:26-31) Paul made peace between Philemon and Onesimus, his runaway slave (Phi. 4:21)

#### 2. OBJECTIVES

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

1. explain the term "Peace makers
2. name people in the Bible who were known as peace makers
3. show the need for us to be at peace with one another
4. explain how to be at peace
5. identify the blessings of being at peace with others

#### 3. METHOD OF DEUVE RY

- Discussion
- Demonstration
- Dramatization

#### 4. PROCEDURE OF ACTIVITIES

Activity 1.1 Explains to the learners "What Peace-making" really is

Activity 1.2 Leads the students to discover peace makers in the Bible e.g. Barnabas and Paul.

Activity 1.3 Leads the students to identify the need for peace among us.

Activity 1.3 Illustrates how to be at peace w!th each other.

#### 5. MATERIALS NEEDED

- Bible Pictures showing people settling quarrel
- The Holy Bible

#### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to explain the term Peace Makers

Activity 1.2 Ability to explain the peace made between Philemon and Onesimus

Activity 1.3 Ability to explain how to be at peace with people

Activity 1.4 Ability to mention two blessings of peaceful living

#### 7. EXPECTED SKILLS

- Listen ing
- Speaking
- Reading
- Writing

# CHRISTIAN RELIGIOUS STUDIES

## PRIMARY FOUR

**THEME: GOD AS FATHER GUIDES HIS CHILDREN**

**LESSON: GOD CALLS US FOR A PURPOSE**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF RELIGION - RELIGIOUS BELIEFS**

### 1. BACKGROUND INFORMATION

God created every man for a purpose in order to fulfill this purpose. He calls us and guides us as his children. Therefore we need to answer God's call by being obedient unto Him. (LK 5:1-11, Gen.12:1-20).

### 2. OBJECTIVES

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

1. identify the purpose for which God calls us
2. Give reasons for which God calls us
3. explain the ways we respond to God's call
4. mention the benefits of God's calls

### 3. METHOD OF DELIVERY

- Discussion
- Reading
- Demonstration

### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Leads discussion on the purpose of God's call  
Activity 1.2 Explains the right response to God's call  
Activity 1.3 Illustrates God's call to man using the story of Abraham's call  
Activity 1.4 Enumerates the benefits of obedience to Gods call and the nation's call to service

### 5. MATERIALS NEEDED

- The Holy Bible
- A map to trace the journey of Abraham from Ur to Canaan

### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to identify two ways God calls people  
Activity 1.2 Ability to give three reasons God calls us  
Activity 1.3 Ability to explain two ways we respond to God's call  
Activity 1.4 Ability to mention two benefits of God's call  
Activity 1.5 Ability to narrate the story of Abraham's call

### 7. EXPECTED SKILLS

- Listening
- Speaking
- Reading
- Map reading

# CHRISTIAN RELIGIOUS STUDIES

## PRIMARY FOUR

**THEME: GOD, AS FATHER, GUIDES HIS CHILDREN**

**LESSON: GOD GIVES HIS LAWS TO US**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF RELIGION - RELIGIOUS PRINCIPLES AND TENETS**

### 1. BACKGROUND INFORMATION

The purpose of the law is to regulate the relationship between God and His people. It is therefore very necessary to teach the learners by making reference to the Ten Commandments, Exodus 20:1-11 and 17). 4

### 2. OBJECTIVES

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

1. explain the term "Law"
2. give reasons why the law was given to us .
3. discuss the purpose of the law
4. list the ten commandments

### 3. METHOD OF DELIVERY . Discussion

- Question and Answer
- Reading

### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Explains the term 'law'
- Activity 1.2 Leads pupils to discuss the importance of school rules and regulations
- Activity 1.3 Explains the conditions of the law to the Israelites
- Activity 1.4 Guides pupils to memorize the ten commandments
- Activity 1.5 Arrange a film show on the 10 commandments .

### 5. MATERIALS NEEDED

- A copy of the school rules and regulations
- The Holy Bible
- A chart showing the 10 commandments
- Arrange a film show on the 10 commandments - Video clip: Television set

### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain the term "Law"
- Activity 1.2 Ability to give reasons why the law was given to us
- Activity 1.3 Ability to discuss the purpose of the Law
- Activity 1.4 Ability to list the 10 commandments

### 7. EXPECTED SKILLS

- Reading
- Memorizing
- Writing
- Listening
- Participating

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY FOUR

**THEME:** JESUS: THE WAY TO THE FATHER AND OUR GUIDE

**LESSON:** JESUS LOVES ALL PEOPLE

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** REGARD AND CONCERN FOR THE INTEREST OF OTHERS

**1. BACKGROUND INFORMATION**

God demonstrates His love to us in various ways. This can be illustrated in Matthew 5:44-48 and John 15:12.4

**2. OBJECTIVES**

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

1. identify various ways by which Jesus showed love to people
2. identify instances when Jesus demonstrated his love for mankind
3. explain the importance of love to one another

**3. METHOD OF DELIVERY**

- Question and Answer
- Discussion
- Demonstration
- Reading

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Leads pupils to identify various ways Jesus showed love to people.  
Activity 1.2 Leads pupils to mention examples of Jesus demonstrating love to mankind.  
Activity 1.3 explains the importance of showing love to one another.'

**5. MATERIALS NEEDED**

- The Holy Bible
- Picture of any event demonstrating the love of Jesus to mankind

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to identify two ways Jesus shows love to people  
Activity 1.2 Ability to give two examples of Jesus demonstrating love to mankind  
Activity 1.3 Ability to explain the importance of love to one another

**7. EXPECTED SKILLS**

- Reading
- Listening
- Participating



## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY FIVE

**THEME: GOD WANTS TO SAVE ALL MEN**

**LESSON: GOD WANTS US TO WORK**

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

#### 1. BACKGROUND INFORMATION

Work is to do something that involves physical and mental effort. Pupils should be exposed to physical, mental and spiritual activity which will guide them in their choice of future career. There is need for everyone to work. (2 Thess. 3:3-13).

#### 2. OBJECTIVES

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

1. define work
2. mention different types of work
3. explain why people should work

#### 3. METHOD OF DELIVERY

- Question and answer.
- Discussion.
- Reading.

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Define the term 'work'  
Activity 1.2 List different types of work  
Activity 1.3 Give reasons why we should work.

#### 5. MATERIALS NEEDED

- The Holy Bible
- Working implements e.g. hoe, fishing net, wood etc.
- Pictures showing people working e.g. A Carpenter

#### 6. EXPECTED OUTCOME! EVALUATION

- Activity 1.1 Ability to define work  
Activity 1.2 Ability to mention three types of work.  
Activity 1.3 Ability to list three reasons why people should work

#### 7. EXPECTED SKILLS

- Reading
- Listening
- Participating

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY FIVE

**THEME: GOD WANTS TO SAVE ALL MEN .**

**LESSON GOD SHOWS MERCY TO US**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** REGARD AND CONCERN FOR THE interest OF OTHERS  
COMPASSION

#### 1. BACKGROUND INFORMATION

God is merciful and shows mercy to His children. He forgives us when we sin against him. This lesson will help the pupils to learn how to show mercy through the illustration of the story of the prodigal son, Luke 15:11-32.

#### 2. OBJECTIVES

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

1. explain what the term 'mercy' means;
2. explain God's mercy on us;
3. discuss the need for us to be merciful to others.

#### 3. METHOD OF DELIVERY

- Discussion
- Question and Answer .
- Dramatizing.

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1,1 explains the meaning of mercy.  
Activity 1.2 Discusses how God is merciful to us.  
Activity 1.3 Discusses the need to be merciful to others  
Activity 1.4 Leads pupils to dramatize the story of the prodigal son

#### 5. MATERIALS NEEDED

- The Holy Bible .
- Picture or drawing of a prodigal son

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain the meaning of mercy .  
Activity 1.2 Ability to give two examples of God's mercy  
Activity 1.3 Ability to discuss the need to be me-ciful to others

#### 7. EXPECTED SKILLS

- Reading
- Dramatizing
- Listen ing
- Participating

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY FIVE

**THEME: THE HOLY SPIRIT WORKING IN US**

**LESSON: THE HOLY SPIRIT GUIDES US TO THE TRUTH**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY - TRUTHFULNESS**

**1. BACKGROUND INFORMATION**

The Holy Spirit guides us to the truth and helps us to be truthful in carrying out our duties to God and men.

**2. OBJECTIVES**

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

1. explain the term "Truth"
2. explain how the Holy Spirit guides us to the truth.

**3. METHOD OF DELIVERY**

- Question and Answer
- Discussion

**4. PROCEDURE OF ACTIVITIES**

Activity 1.1 Explains the term "Truth"

Activity 1.2 Explains how the Holy spirit guides us to the truth.

**5. MATERIALS NEEDED**

- The Holy Bible

**6. EXPECTED OUTCOME/EVALUATION**

Activity 1.1 Ability to explain the term "Truth"

Activity 1.2 Ability to explain how the Holy Spirit guides pupils to the Truth

**7. EXPECTED SKILLS**

- Reading
- Listening .
- Participating

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY FIVE

**THEME:** THE HOLY SPIRIT WORKING IN US

**LESSON:** THE REWARD OF WORKING IN THE SPIRIT

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** COURAGE - PHYSICAL, MORAL AND, SPIRITUAL

#### 1. BACKGROUND INFORMATION

When we work in the Spirit, God rewards us in various ways. Therefore it is very important to teach this lesson to the learner with reference to Acts 5:1-11 and 2:41-47.

#### 2. OBJECTIVES

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

1. explain the concept of 'reward'
2. discuss the reward of working in the Spirit.

#### 3. METHOD OF DELIVERY

- Reading.
- Discussion.
- Question and answer.

#### 4. PROCEDURE OF ACTIVITIES.

Activity 1.1 Explains the concept of "Reward" to pupils.

Activity 1.2 Guides pupils to discuss the reward of working' in the Spirit.

#### 5. MATERIALS NEEDED

- The Holy Bible
- Film on reward

#### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Ability to explain the concept of 'reward'

Activity 1.2 Ability to mention three rewards of working in the Spirit.

#### 7. EXPECTED SKILLS

- Reading.
- Listening
- Speaking.

## CHRISTIAN RELIGIOUS STUDIES .

### PRIMARY SIX

**THEME: NIGERIAN CHRISTIAN LEADERS AND LEADERSHIP**

**LESSON: THE VALUE OF HARD WORK**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RIGHT ATTITUDE TO WORK - DEVOTION TO WORK AND SERVICES**

**1. BACKGROUND INFORMATION**

The emphasis here is on hard work. There are so many advantages in working hard. In Paul's letter to the The salonians, he urges them to work hard (2 Thess. 3:6-15). 'Hard work' leads to success in life.

**2. OBJECTIVES .**

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

1. Explain the value of hard work
2. mention names of hardworking people in their community ,

**3. METHOD OF DELIVERY**

- Discussion
- Demonstration

**4. PROCEDURE OF ACTIVITIES**

Activity 1.1 Leads the pupils to mention the kinds of work their parents do to earn their living.

Activity 1.2 Discusses the need for everyone to embrace hard work, both at home and in the school.

**5. MATERIALS NEEDED**

- Photographs or illustrations of people at work.
- The Holy Bible.

**6. EXPECTED OUTCOME/EVALUATION**

Activity 1.1 Ability to explain the value of hard work

Activity 1.2 Ability to mention some advantages of hard work

**7. EXPECTED SKILLS.**

- Listening.
- Speaking.
- Writing.

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY SIX

**THEME: NIGERIAN CHRISTIAN LEADERS AND LEADERSHIP**

**LESSON: TEMPTATION AND CORRUPTION**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** HONESTY - REJECTION OF FRAUD, CHEATING, BRIBERY AND CORRUPTION, TRUTHFULNESS, FAIR-PLAY, TRANSPARENCY AND. ACCOUNTABILITY, INTEGRITY

#### 1. BACKGROUND INFORMATION

The emphasis here is to discourage the children from yielding to temptation and corruption such as the excessive love of money and material things of the world (Luke 18 :18-21, LK 15:11-35 and Lk 12:13-21) and also ways of overcoming them (Marthew 4:1-11) e.g. fasting and praying.

#### 2. OBJECTIVES

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

1. explain the terms "Temptation and corruption"
2. mention the various types of temptation and causes of corruption in the world
3. mention various ways of fighting temptation and corruption.

#### 3. METHOD OF DELIVERY

- Discussion
- Illustration
- Question and answer.

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Explains what Temptation and corruption mean.
- Activity 1.2 Asks pupils if any of them had ever been tempted and how they overcame the "temptation.
- Activity 1.3 Leads the pupils in listing the various kinds of temptation and causes of corruption in the world.
- Activity 1.4 Discusses the need to rely on Jesus in order to overcome temptation.

#### 5. MATERIALS NEEDED

- Illustrations of Jesus being tempted by the devil
- Pictures of people giving and taking bribe
- The Holy Bible

#### 6. EXPECTED OUTCOME/ EVALUATION .

- Activity 1.1 Ability to explain the terms "Temptation and Corruption"
- Activity 1.2 Ability to mention some types of temptation and causes of corruption
- Activity 1.3 Ability to list some ways of fighting temptation and corruption

#### 7. EXPECTED SKILLS

- Listening
- Reading
- Speaking
- Writing

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY SIX

**THEME: NIGERIAN CHRISTIAN LEADERS AND LEADERSHIP :**

**LESSON: MODERATION IN CHRISTIAN UFE**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** DISCIPLINE - SELF-CONTROL, MODERATION AND MODESTY

#### 1. BACKGROUND INFORMATION

It is about being' reasonable and not going to extremes in whatever we do. There should be moderation in eating, drinking, dressing, talking, etc. It also emphasizes the dangers of over indulgence which are - rape, untimely death, delinquency etc. (1 Tim 2:9-10; 1 Peter 3:3-5; 1Cor 6:9,10; Gal 5:21)

#### 2. OBJECTIVES

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

1. explain why we should exercise moderation in all that we do
2. enumerate the dangers associated with over indulgence

#### 3. METHOD OF DELIVERY

- Discussion
- Illustration
- Question and answer

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Explains what the term 'moderation' means  
Activity 1.2 Asks pupils if they have seen any alcoholic drink before  
Activity 1.3 Discusses the need to exercise moderation in everything we do  
Activity 1.4 Discusses the dangers of over-indulgence.

#### 5. MATERIALS NEEDED

- Pictures or illustrations showing indecent dressing, smokers, drunks
- The Holy Bible .

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain why they should exercise moderation in all that they do.  
Activity 1.2 Ability to mention some dangers of over-indulgence

#### 7. EXPECTED SKILLS

- Listening
- Speaking
- Writing
- Reading

## CHRISTIAN RELIGIOUS STUDIES

### PRIMARY SIX

**THEME: NIGERIAN CHRISTIAN LEADERS AND LEADERSHIP**

**LESSON: LOVE OF MONEY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CONTENTMENT - ABHORRENCE OF CORRUPTION AND GREED, SATISFACTION.**

**1. BACKGROUND INFORMATION**

This chapter teaches learners about having the right attitude towards money. The dangers of ill-gotten wealth, love of money, cheating, killing to get money and the proper use of money and wealth. (Matthew 19:16-30, Lk 12:15, 1 Timothy 6:17-19)

**2. OBJECTIVES**

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

1. state some of the positive use of money and wealth
2. enumerate the dangers of the love of money
3. explain the right attitude to money

**3. METHOD OF DELIVERY**

- Discussion.
- Demonstration .
- Illustration.

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Brings out some naira notes and asks pupils what they could be used for,  
Activity 1.2 Leads the pupils in discussing the decent ways of getting and using money,

**5. MATERIALS NEEDED**

- Naira notes .
- Photographs or pictures of e.g. Houses, Cars, radio, T. V, Bicycles etc
- The Holy Bible

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Ability to state the right use of money and wealth  
Activity 1.2 Ability to mention some dangers associated with love of money  
Activity 1.3 Ability to give some examples of the right attitude to money  
Activity 1.4 Ability to explain the right attitude to money

**7. EXPECTED SKILLS .**

- Listening.
- Discussing .
- Reading.
- Writing.



# CHRISTIAN RELIGIOUS STUDIES.

## PRIMARY SIX

### THEM E: NIGERIAN CHRISTIAN LEADERS AND LEADERSHIP

#### LESSON: THE BIOGRAPHIES OF CHRISTIAN LEADERS

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** COURAGE - PHYSICAL COURAGE, MORAL COURAGE, SPIRITUAL COURAGE AND ALSO RIGHT ATTITUDE TO WORK - DEVOTION TO DUTY

#### 1. BACKGROUND INFORMATION

This focuses on the life history of some Christian leaders e.g. Apostle Paul, St Peter, Pastor W. F. Kumuyi, Cardinal Okojie, Prelate Mbang, Pastor Enoch Adeboye, Primate Akinola etc. and their outstanding contributions to the Church and the Community.

#### 2. OBJECTIVES

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

1. define the term, 'biography'
2. narrate the history of the life and work of a Christian leader in their community
3. identify the good qualities and virtues that make him/her worthy of emulation

#### 3. METHOD OF DELIVERY

- Discussion
- Illustration.
- Question and answer.

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Explains what 'biography' is
- Activity 1.2 Leads pupils in narrating the story of the life of one of their church leaders
- Activity 1.3 Explains the qualities and virtues that make good Christian leaders.
- Activity 1.4 Enumerates the contributions of a good Christian leader to the church and the community.

#### 5. MATERIALS NEEDED

- Photograph or drawing of a Christian leader.
- Newspaper cuttings showing certain stories about the life and death of a Christian leader.
- The Holy Bible.

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Ability to explain what biography is.
- Activity 1.2 Ability to give examples of the life and work of a Christian leader in their Community.
- Activity 1.3 Ability to mention some qualities and virtues of a good Christian leader.

#### 7. EXPECTED SKILLS

- Listening
- Reading
- Writing
- Speaking

## **SOCIAL STUDIES**

### **PRIMARY ONE**

**THEME: FAMILY**

**TOPIC 1: CONCEPT OF THE FAMILY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF THE FAMILY AND DISCIPLINE**

#### **1. BACKGROUND INFORMATION**

Family, as the smallest unit of a society consists of a man as the father, a woman as the mother and their children. It is the basic unit that come together to form the society. Understanding the meaning and concept of a good family will go a long way to produce a virile, industrious, peaceable and crime free, society.

#### **2. OBJECTIVES**

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

1. explain the meaning of family
2. explain types of family.
3. State the qualities of a good family

#### **3. METHOD OF DELIVERY**

- Discussion.
- Question and answer.
- Demonstration

#### **4. PROCEDURE OF ACTIVITIES**

Activity 1:1 Teacher leads the pupils to find out the meaning of the word family.

Activity 1.2 Teacher leads the pupils to identify types of family.

Activity 1.3 Teacher guides the pupils to identify and explain quality of a good family.

#### **5. MATERIALS NEEDED**

- Textbook
- Family Photographs and Cartoons
- Video Cassettes, CD ROMS, etc.

#### **6. EXPECTED OUTCOME/EVALUATION**

Activity 1.1 Pupils to explain the meaning of the word family

Activity 1.2 Pupils to mention the types of family

Activity 1.3 Pupils to mention the qualities of a good family

#### **7. EXPECTED SKILLS**

- Defining
- Identifying
- Demonstrating
- Discovering

## SOCIAL STUDIES

### PRIMARY ONE

**THEME: FAMILY**

**TOPIC 2: ROLES OF MEMBERS OF THE FAMILY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF THE FAMILY AND RIGHT ATTITUDE TO WORK**

#### 1. BACKGROUND INFORMATION

Every member of the family has his/her roles to play for the development of the family and to make the family work for the general development of the society. For a peaceable and crime free society every member of the family should not neglect his/her roles

#### 2. OBJECTIVES

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

1. state the roles of members of the family.
2. describe the inter relationship among roles of family members.
3. mention their duties at home
4. demonstrate roles of members of a family.

#### 3. METHOD OF DELIVERY

- Discussion
- Question and answer
- Demonstration

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads discussions about roles of family through guided questions
- Activity 1.2 Teacher leads the pupils in reading pictures of family members performing different roles.
- Activity 1.3 Teacher guide pupils to mention their duties at home.
- Activity 1.4 Teacher directs the role-play of the family.
- Activity 1.5 Teacher directs the children to find out about inter-relationships among the roles of family members

#### 5. MATERIALS NEEDED

- Pictures of family members performing different roles, Cartons, Posters, Textbooks, Diagrams, Jingles.

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 2.1 Pupils to identify the roles of members of the family.
- Activity 2.2 Pupils to describe the ways in which family members inter relates in their roles.
- Activity 2.3 pupils mention their duties at home
- Activity 2.4 Short drama on a family.

#### 7. EXPECTED SKILLS

- Identifying
- Demonstrating
- Role playing

## SOCIAL STUDIES

### PRIMARY ONE

**THEME:** HEALTH ISSUES

**TOPIC:** ILLNESS

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** RIGHT ATTITUDE TOWARDS I- PROMOTION

#### 1. BACKGROUND INFORMATION

Health is the state of being physically and mentally well. Illness is the impairment of normal physiological function affecting some or all organs. It is a state of not feeling well physically or mentally. "Health is wealth, the saying goes". We should endeavour to be healthy always by imbibing good health practices.

#### 2. OBJECTIVES

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

1. define illness
2. mention three common illnesses
3. identify causes of these illnesses
4. explain what to do to avoid illnesses
5. develop the attitude and values of caring for others with illnesses.

#### 3. METHOD OF DELIVERY

- Discussion
- Question and Answer
- Demonstration

#### 4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher leads a discussion on the meaning of illness.

Activity 1.2 Teacher helps pupils to mention common illnesses

Activity 1.3 Teacher uses the picture of people suffering from different illnesses: guide the pupils to identify the causes of common illnesses.

Activity 1.4 Teacher guides the pupils to suggest ways of avoiding illnesses e.g. sleeping under a mosquito net, covering their food, cutting the bushes around their homes, dressing to suit the weather etc.

Activity 1.5 Teacher guides pupils on how to care for people with illness e.g. asking about them, pay home visit to them etc.

#### 5. MATERIALS NEEDED

- Pictures of clinics, hospitals, sketches and diagram .
- Pictures of people suffering from different illnesses
- Flips charts and pictures of: neat environment, over grown bushes, mosquitoes net, insecticides etc
- Pictures of how people with illness are cared for Video Clips

#### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Pupils to explain the meaning of illness

Activity 1.2 Pupils to mention common illnesses at homes

Activity 1.3 Pupils to identify causes of illnesses

Activity 1.4 Pupils to explain what to do to avoid illnesses

Activity 1.5 Pupils to state what to do to show that they care for people that are ill.

#### 7. EXPECTED SKILLS

- Defining.
- Identifying.
- Demonstrating

## SOCIAL STUDIES

### PRIMARY ONE

**THEME: CULTURE**

**TOPIC: MEANING OF CULTURE**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: NIGERIAN TRADITIONAL VALUES AND ROLE OF RELIGION**

**1. BACKGROUND INFORMATION**

Culture is the customs, beliefs, art, ways of life and social organization of a particular society or group. A society or group has its own beliefs, art, music, literature, etc that makes her different from others. The background of this understanding will help our country Nigeria, with her diverse cultures towards promoting its unity.

**2. OBJECTIVES**

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

1. explain the meaning of culture
2. list types of culture
3. mention some shared culture of the community members
4. explain values which show morals e.g. what is right and what is wrong

**3. METHOD OF DELIVERY**

- Discussion
- Question and Answer
- Demonstration
- Case Studies

**4. PROCEDURE OF ACTIVITIES**

Activity 1.1 Teacher through guided question and role play leads the pupils to explain the meaning of the word culture

Activity 1.2 Teacher leads the pupils to outline types of culture

Activity 1.3 Teacher guides the pupils to identify shared culture

Activity 1.4 Teacher leads the pupils to identify values which show moral in the society and attitude that are wrong

**5. MATERIALS NEEDED**

- Pictures of people wearing traditional dresses
- Pictures showing material and non material culture
- Pictures of people that engage in traditional and cultural activities
- Cartoons, posters, C D ROM film and video clips, regalia, photographs, exhibitions

**6. EXPECTED OUTCOME/EVALUATION**

Activity 1.1 Pupils to explain the meaning of culture

Activity 1.2 Pupils to list types of culture.

Activity 1.3 Pupils to mention some shared culture of the community members.

Activity 1.4 Pupils to explain values which show morals right & wrong.

Activity 4.5 Pupils to state what to do to show that they care for people that are ill.

**7. EXPECTED SKILLS**

- Defining
- Identifying
- Discussing
- Demonstrating

## SOCIAL STUDIES

### PRIMARY ONE

**THEME: CULTURE**

**TOPIC: OUR RELIGIONS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF RELIGION AND NIGERIAN TRADITIONAL VALUES**

#### 1. BACKGROUND INFORMATION

Religion is the belief in the existence of God or gods and the activities that are connected with the worship of them. The names we call God in Nigeria are Olorun, Allah, Chukwu, Osanobua, Abasi, etc. All religions teach love, honesty, peace, holiness, patience, tolerance and life after death.

#### 2. OBJECTIVES

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

1. explain the meaning of religion
2. mention different religions in Nigeria
3. mention the various names we call God in Nigeria
4. mention at least two things our religions teach us

#### 3. METHOD OF DELIVERY

- Discussion
- Question And Answer
- Case Studies

#### 4. PROCEDURE OF ACTIVITIES

Activity 1.1 Teacher explains the meaning of religion

Activity 1.2 Teacher guides pupils to mention different religions in Nigeria

Activity 1.3 Teacher guides the pupils to explain the idea of God and ask questions to lead pupils to mention what God is called in their locality

Activity 1.4 Teacher asks pupils to find out from home what their religions teach them and report to the class

#### 5. MATERIALS NEEDED

- Pupils textbooks
- Pictures showing places of worship
- Pictures showing people at the place of their worship

#### 6. EXPECTED OUTCOME/EVALUATION

Activity 1.1 Pupils to explain the meaning of religion

Activity 1.2 Pupils to mention different religions in Nigeria

Activity 1.2 Pupils to mention the names we call God in Nigeria

Activity 1.3 Pupils to mention things our religions teach us

#### 7. EXPECTED SKILLS

- Defining
- Identifying
- Discussing

## SOCIAL STUDIES

### PRIMARY ONE

**THEME: SOCIAL ISSUES AND PROBLEMS**

**TOPIC: ACCIDENT (HOME)**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: REGARD AND CONCERN FOR THE INTEREST OF OTHERS**

#### 1. BACKGROUND INFORMATION

Accident is anything that happens, suddenly or by chance without having the fore knowledge of its apparent cause. An unfortunate mishap, especially one causing damage or injury is an accident. This could happen anywhere even at home, hence home accidents. Some extra care or precautions-could prevent home accidents.

#### 2. OBJECTIVES

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

1. state the meaning of 'Accident'
2. mention common home accidents
3. explain home accidents
4. mention ways of preventing home accidents
5. develop positive attitudes and values towards assisting accident victims

#### 3. METHOD OF DELIVERY

- Discussion
- Question and answer
- Case Studies
- Demonstration

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher guides discussion on what home accidents are  
Activity 1.2 Teacher uses guided questions to discuss causes of home accidents  
Activity 1.3 Teacher leads class discussion on ways of preventing home accidents  
Activity 1.4 Teacher leads pupils to dramatize an accident scene occurring in homes

#### 5. MATERIALS NEEDED

- Charts and pictures showing accident in homes
- Charts and pictures illustrating how accidents in homes occur
- Pictures, charts and real objects e.g. knives, broken bottles, glass cups, banana peel etc
- First Aid Box

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Pupils to state the meaning of accident  
Activity 1.2 Pupils to state common accidents that occur at homes  
Activity 1.3 Pupils to explain how some accidents happen  
Activity 1.4 Pupils to explain ways of preventing home accidents  
Activity 1.5 Pupils to explain ways and how to care for accident victims

#### 7. EXPECTED SKILLS

- Defining
- Discussing
- Demonstrating

## SOCIAL STUDIES

### PRIMARY TWO

**THEME: FAMILY**

**TOPIC: LIVING TOGETHER IN THE FAMILY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF FAMILY AND DISCIPLINE**

#### **L. BACKGROUND INFORMATION**

Family, simply defined, is the smallest unit of a society consisting of a man, woman and their children. A family must live together with understanding to enhance the general values of the society in which they live. Charity begins at home, an adage says, so lots of precautions must be taken by every member of the family to live in harmony. Matters should be resolved amicably within the family.

#### **Z. OBJECTIVES**

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

1. define family
2. state advantages of living together peacefully in the family
3. dramatize how a family can address some differences
4. pupils should be able to state advantages of living together in the family

#### **3. METHOD OF DELIVERY**

- Discussion
- Question and Answer
- Demonstration

#### **4. PROCEDURE OF ACTIVITIES**

- |              |   |
|--------------|---|
| Activity 1.1 | Teacher asks pupils to define family  |
| Activity 1.2 | Teacher leads discussion on the advantages of living together in the family |
| Activity 1.3 | Teacher uses questioning method to relate the lesson to pupils' real lives  |
| Activity 1.4 | Allows pupils to dramatise how a family can resolve certain issue           |
| Activity 1.5 | Guides pupils to state the advantage of being together in a family          |

#### **5. MATERIALS NEEDED**

- Pupils' text and workbooks
- Pictures showing happy moods of people living together in the family.

#### **5. EXPECTED OUTCOME! EVALUATION**

- |              |  |
|--------------|--|
| Activity 1.1 | Pupils define family   |
| Activity 1.2 | State advantages of living peacefully in the family with one another |
| Activity 1.3 | Dramatize certain ways of resolving differences                      |
| Activity 1.4 | Explain how a family can solve its problems                          |

#### **7. EXPECTED SKILLS**

- Discussing
- Demonstrating



## SOCIAL STUDIES

### PRIMARY TWO

**THEME: CULTURE**

**TOPIC: OUR RELIGIONS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF RELIGION, HONESTY AND DISCIPLINE**

#### 1. BACKGROUND INFORMATION

Religion could be defined as a strong belief in a supernatural power or powers that control human destiny, the means by which human faith is expressed to the supernatural being. Nigeria as a secular country has two major religions Christianity and Islam. The third, Traditional Religion, is not much pronounced. Worshippers of all these three religions have a common belief in the existence of God. The tenets of these religions go a long way to help a nation to develop the fear of God.

#### 2. OBJECTIVES

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

1. identify the major religions in their communities.
2. name some places of worship.
3. identify objects of religious worship, and objects of identification.
4. explain the mode of worship of the three religions

#### 3. METHOD OF DELIVERY

- Discussion
- Question and Answer
- Demonstration

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher uses guided questions for pupils to mention various religions.
- Activity 1.2 Teacher asks pupils to identify places where people worship.
- Activity 1.3 Teacher asks pupils to find out the objects of worship in their own religion.
- Activity 1.4 Teacher uses guided questions to find out from the pupils the mode of worship in the different religions.

#### 5. MATERIALS NEEDED

- Pupils' textbooks, picture of the various places of worship.
- Pictures of people at their places of worship, Bible, Koran and Rosary.
- Pictures of people worshipping, Video clips.

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Pupils to explain the meaning of religion
- Activity 1.2 Pupils to mention three types of religion
- Activity 1.3 Pupils to mention things our religions teach us.
- Activity 1.4 Pupils mention mode of worshipping each of the three religions.

#### 7. EXPECTED SKILLS

- Defining
- Identifying

## SOCIAL STUDIES

### PRIMARY TWO

**THEME: NATIONAL ECONOMY**

**TOPIC: ADVANTAGES AND PROBLEMS OF MODERN MEANS OF TRANSPORTATION**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: DISCIPLINE AND CAUTERAGE**

#### 1. BACKGROUND INFORMATION

Transportation is the act or a system of carrying people and goods from one place to another. This could be done by vehicles, trains, ship or airplanes. The above mentioned means of transportation have taken an edge over the old systems of transportation. But despite their advantages, they also have their disadvantages.

#### 2. OBJECTIVES

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

- 1, mention the advantages of modern means of transportation
2. mention problems and solutions of modern transportation
3. explain how to make our modern means of transportation safe

#### 3. METHOD OF DELIVERY

- Discussion
- Question and Answer

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher guides pupils to suggest the advantages of modern means of transportation.  
Activity 1.2 Teacher assists pupils to mention problems of modern transportation.  
Activity 1.3 Pupils discuss how to make our means of modern transportation safe.

#### 5. MATERIALS NEEDED

- Pupils' textbooks
- Video clips
- Pictures
- Photographs, etc

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 3.1 Pupils to mention at least two advantages of modern means of transportation  
Activity 3.2 Pupils to identify and mention at least two problems of any modern means of Transportation

#### 7. EXPECTED SKILLS

- Discussing
- Identifying

## **SOCIAL STUDIES**

### **PRIMARY THREE**

**THEME: FAMILY**

**TOPIC: THE NUCLEAR AND EXTENDED FAMILIES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF FAMILY AND DISCIPLINE**

#### **1. BACKGROUND INFORMATION**

A nuclear family consists of father, mother and their children. A family is referred to as extended when it consists of father, mother, children, grandfather, grandmother, grand children, and great-grand children; other relations like uncle, aunty, cousin may even be included in an extended family.

#### **2. OBJECTIVES**

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

1. identify a nuclear and extended family
2. explain who members of a nuclear family and an extended family are
3. explain the functions or roles of members of a nuclear and an extended family

#### **3. METHOD OF DELIVERY**

- Discussion
- Question and Answer
- Demonstration

#### **4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher asks pupils to find out the members of their nuclear families, using questioning method
- Activity 1.2 Teacher guides pupils to identify extended family.
- Activity 1.3 Teacher asks pupils to find out from home the members of their extended family.
- Activity 1.4 Guides pupils to explain the functions of a nuclear and an extended family

#### **5. MATERIALS NEEDED**

- Pictures of a family
- Pupils' textbooks
- Picture of a family tree
- Resource people in their community
- Pictures of members of a nuclear family

#### **6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Pupils to identify a nuclear and an extended family
- Activity 1.2 Pupils to explain what an extended and a nuclear family are
- Activity 1.3 Pupils to explain the members of an extended family
- Activity 1.4 Pupils to explain the roles and functions of members of an extended family

#### **7. EXPECTED SKILLS**

- Defining
- Identifying
- Demonstrating

## SOCIAL STUDIES

### PRIMARY THREE

**THEME: CULTURE**

**TOPIC: RELIGION**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: ROLE OF RELIGION, HONESTY AND DISCIPLINE**

#### 1. BACKGROUND INFORMATION

Religion is the people's belief about the existence of a supreme being or other objects of worship. The three religions in Nigeria are (1) Traditional religion (2) Christianity (3) Islam. They all preach honesty, love, peace etc.

#### 2. OBJECTIVES

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

1. explain the meaning of religion
2. identify religious groups in the community
3. demonstrate proper ways of practising each of these religions

#### 3. METHOD OF DELIVERY

- Discussion
- Question and answer
- Demonstration

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher organizes discussions on the meaning of religion  
Activity 1.2 Teacher brings a resource person to talk on aspects of religion  
Activity 1.3 Teacher asks pupils to identify the religious groups  
Activity 1.4 Teacher organizes a play to demonstrate ways of practising religions

#### 5. MATERIALS NEEDED

- Bible and Qur'an
- Pictures of Church, Mosque and Shrine
- Audio visual aids
- Pupils' textbooks

#### 6. EXPECTED OUTCOME! EVALUATION

- Activity 1.1 Pupils to explain the meaning of religion  
Activity 1.2 Pupils to identify three religious groups in their community  
Activity 1.3 Pupils to demonstrate proper ways of practising their religions

#### 7. EXPECTED SKILLS

- Defining
- Identifying
- Demonstrating

## **SOCIAL STUDIES**

### **PRIMARY THREE**

**THEME: NATIONAL ECONOMY**

**TOPIC: TRANSPORTATION AND PREVENTION OF ACCIDENTS ON OUR ROADS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: REGARD AND CONCERN FOR THE INTEREST OF OTHERS**

**1. BACKGROUND INFORMATION**

Transportation as the movement of persons and goods from one place to another, involves a lot of risks. Road transportation in our lands today is bedeviled with a lot of accidents. Knowing the causes and ways of preventing accidents is beneficial to everyone.

**2. OBJECTIVES**

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

1. mention problems facing road transportation in cities or big towns
2. state four causes of road accident
3. list ways of preventing road accident

**3. METHOD OF DELIVERY**

- Discussion
- Question and Answer

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher asks students to find out how problems of too many vehicles affect people in the cities and big towns
- Activity 1.2 Teacher demonstrates how to prevent road accidents
- Activity 1.3 Teacher invites traffic wardens to give a talk on Road Safety
- Activity 1.4 Teacher invites a resource person to speak on prevention of road accidents
- Activity 1.4 Guides discussion on what to do to prevent road accident

**5. MATERIALS NEEDED**

- Pictures of traffic congestions - a policeman/policewoman controlling vehicles.
- Resource person
- Pictures of bad roads and vehicles, etc
- Community resources

**6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Pupils to list at least two problems facing road transportation in cities and towns
- Activity 1.2 Pupils to list at least four ways of preventing road accidents
- Activity 1.3 Ask relevant questions on topic under discussion
- Activity 1.4 Pupils to describe what to do when an accident occurs

**7. EXPECTED SKILLS**

- Demonstrating
- Identifying

## SOCIAL STUDIES

### PRIMARY THREE

**THEME:** NATIONAL ECONOMY

**TOPIC:** SAVINGS

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

#### 1. BACKGROUND INFORMATION

Money is a means of exchange for goods and services. Money in Nigeria is Naira and Kobo which are in paper currency and coins. Saving is an act of keeping money or other valuable materials safe for future use. Only honest people or financial institutions should be entrusted with our valuables.

#### 2. OBJECTIVES

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

1. Define the concept of money and various denominations of Nigerian currency
2. identify ways of saving money nowadays.
3. mention reasons for saving money
4. mention behaviours that promote saving money

#### 3. METHOD OF DELIVERY

- Discussion
- Question and Answer
- Assignment (Home work)

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher shows pupils different denominations of money.
- Activity 1.2 Teacher asks pupils to describe the currencies.
- Activity 1.3 Teacher asks pupils to draw various denominations of money having identified them
- Activity 1.4 Teacher asks pupils to explain how their parents keep money for future use.
- Activity 1.5 Teacher shows them pictures of a banking hall and asks them what they observed.
- Activity 1.6 Teacher asks pupils to find out why their parents save money.
- Activity 1.7 Teacher uses oral questions to find out from the pupils the importance of saving their personal money.
- Activity 1.8 Teacher explains behaviours that promote saving

#### 5. MATERIALS NEEDED

- Denominations of money e.g. coin & paper money.
- Pictures of Bank
- Pictures depicting modesty versus ostentatiousness

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Pupils to explain the meaning of money
- Activity 1.2 Pupils to identify two ways of saving money nowadays
- Activity 1.3 Pupils to mention at least two behaviours that promote saving of money

#### 7. EXPECTED SKILLS

- Defining
- Identifying
- Discussing

## SOCIAL STUDIES

### PRIMARY FOUR

**THEME: FAMILY**

**TOPIC: LIVING IN THE FAMILY**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY**

**1. BACKGROUND INFORMATION**

Family is the smallest unit of the society. It consists of father, mother and children. Everyone has a family to relate with. The following factors promote family understanding: trust, love, fairness, commitment, tolerance, respect and honesty.

**2. OBJECTIVES**

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

1. explain the meaning of family
2. state the need to relate positively with one another in the family
3. mention some factors that promote family understanding

**3. METHOD OF DELIVERY**

- Demonstration
- Question and answer
- Role-playing
- Assignment

**4. PROCEDURE OF ACTIVITIES**

Activity 1: 1 Teacher leads pupils to define family

Activity 1.2 Teacher guides pupils to explain the need for good relationship within the family

Activity 1.3 Pupils identify factors that promote family understanding

**5. MATERIALS NEEDED**

- Posters, charts or video clips
- Textbooks
- Video tape

**6. EXPECTED OUTCOME/EVALUATION**

Activity 1.1 Pupils define family

Activity 1.2 Pupils explain the need to relate well with everyone in the family

Activity 1.3 Pupils identify factors that promote family understanding

**7. EXPECTED SKILLS**

- Defining
- Describing
- Discussing
- Demonstrating

## **SOCIAL STUDIES**

### **PRIMARY FOUR**

**THEME: FAMILY**

**TOPIC: MARRIAGE PRACTICES AND FAILURES**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: COHESION**

#### **1. BACKGROUND INFORMATION**

There are two major marriage practices. These are: one man and one wife; and one man many wives. Cohesion promotes understanding and stabilizes marriage. Marriage failure occurs when there is no love and this can negatively affect children.

#### **2. OBJECTIVES**

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

1. identify two major marriage practices
2. state the need for cohesion in marriage
3. give reasons why some marriages fail
4. mention some factors that promote happy marriage

#### **3. METHOD OF DELIVERY**

- Discussion
- Question and answer

#### **4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher leads pupils to identify two major marriage practices and the need for marriage
- Activity 1.2 Leads discussion on the need for cohesion between husband and wife (or wives)
- Activity 1.3 Lets pupils give reasons why some marriages fail.
- Activity 1.4 Guides pupils to discover some factors that promote happy marriage

#### **5. MATERIALS NEEDED**

- Charts, Textbooks
- Posters, Video clips
- Citations, Pictures

#### **6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Pupils identify two major marriage practices with reasons for and against them
- Activity 1.2 State reasons for cohesion in marriage
- Activity 1.3 Discover reasons why some marriages fail
- Activity 1.4 State some factors that promote happy marriage

#### **7. EXPECTED SKILLS**

- Identifying
- Explaining
- Discovering
- Discussing
- Observing



## SOCIAL STUDIES

### PRIMARY FOUR

**THEME: CULTURE**

**TOPIC: OUR CULTURE: WAYS AND REASONS FOR PRESERVING OUR CULTURE**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: UNITY AND MORAL VALUE I**

#### 1. BACKGROUND INFORMATION

Our culture entails our ways of life: Everybody holds his/her culture in high esteem. We preserve our culture by transmitting it from one generation to another for continuity. We also respect other people's culture

Some important elements of culture include dress, food, language, dance, religion, occupations etc. A common denominator of our culture in Nigeria is unity in diversity.

#### 2. OBJECTIVES

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

1. Explain the meaning of culture
2. discuss how we can preserve our culture and respect that of others
3. give reasons why we preserve our culture
4. discuss moral values in our culture

#### 3. METHOD OF DELIVERY

- Discussion
- Question and answer
- Participation
- Assignment

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads pupils to define culture  
Activity 1.2 Teacher guides pupils to discuss various ways of preserving our culture  
Activity 1.3 Leads discussion on why we need to preserve our culture  
Activity 1.4 Guides pupils on the dangers of not respecting other people's culture  
Activity 1.5 Leads pupils to discover some moral values in our culture .

#### 5. MATERIALS NEEDED

- Posters showing different cultures
- Cultural materials e.g. drum, cloth
- Video clips
- Textbooks

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Pupils explain culture  
Activity 1.2 Mention cultural elements like dresses, music, food, occupation  
Activity 1.3 State the benefits of preserving one's culture'  
Activity 1.4 Explain the need for respecting other people's culture  
Activity 1.5 Pupils identify moral values of our culture

#### 7. EXPECTED SKILLS

- Explaining
- Discussing
- Probing
- Participating

## SOCIAL STUDIES

### PRIMARY FOUR

**THEME:** CULTURE

**TOPIC:** OUR RELIGION: VARIOUS PRACTICES, THEIR SIMILARITIES AND DIFFERENCES

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** LOVE AND PEACE

#### 1. BACKGROUND INFORMATION

There are three types of religions being practised by our people, they are Christianity, Islam and Traditional religion. The similarity in these religions is the belief in supreme being called God, Allah, Chukwu, Abasi, Olorun etc. They all preach love, respect and brotherliness. The differences are: the name for God, objects or persons through whom they pray to God, styles of dressing and types of food forbidden or not forbidden.

#### 2. OBJECTIVES

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

1. mention three major religions
2. state the similarities and differences in the three religions
3. mention different materials believers of each religion use in worship
4. state the moral values of each of the three religions

#### 3. METHOD OF DELIVERY

- question and answer
- Explanation
- Discussion

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1:1 Teacher guides pupils to mention and write the three major religions.  
Activity 1.2 Teacher leads discussion on similarities and differences in the three religions.  
Activity 1.3 Guides pupils to mention and write different materials being used for each of the three religions  
Activity 1.4 Pupils identify some moral values in the three religions

#### 5. MATERIALS NEEDED

- Bible, Qur'an and Textbooks
- Posters, charts and video clip
- Spiritual materials like rosary, candle, kettle, prayer mat, bell, sign of the Cross, etc
- Different religious dresses.

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Pupils mention and write the three religions  
Activity 1.2 Pupils state similarities and differences in the three religions  
Activity 1.3 Pupils mention different materials used by the worshippers of the three religions  
Activity 1.4 Mention the moral values of religion.

#### 7. EXPECTED SKILLS

- Writing
- Discussing
- Participating
- Classifying

## SOCIAL STUDIES

### PRIMARY FOUR

**THEME: CITIZENSHIP**

**TOPIC: LOCAL GOVERNMENT**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: TRANSPARENCY AND ACCOUNTABILITY**

#### 1. BACKGROUND INFORMATION

Local government is a body of people who are elected or nominated to control public affairs at local level. Local Government is closer to the people than the other two tiers of government i.e. State and Federal. They maintain law and order and at the same time provide social amenities like water, clinic, market, schools etc. They promote cultural heritage of their people and preserve national values such as security, cohesion, communalism, justice and discipline. They are accountable to the people at the grass root for their tenure.

#### 2. OBJECTIVES

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

1. define Local Government
2. list the duties of Local Government
3. mention problems of Local Government
4. state values of Local Government

#### 3. METHOD OF DELIVERY

- Discussion
- Demonstration
- Question and answer
- Trips to Local Government Secretariat

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher illustrates Local Government with the use of organogram  
Activity 1.2 Leads pupils to list duties of Local Government  
Activity 1.3 Guides Pupils to identify problems facing Local Government Administration  
Activity 1.4 Leads pupils to identify national values of Local Government

#### 5. MATERIALS NEEDED

- Organogram of Local Government administration
- Textbooks
- Trips to Local Government Secretariat.

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Define Local Government  
Activity 1.2 State duties of Local Government to the people  
Activity 1.3 Identify the problems of Local Government.  
Activity 1.4 State some other national values of Local Government

#### 7. EXPECTED SKILLS

- Listening
- Discussing
- Explaining
- Participating
- Writing

## SOCIAL STUDIES

### PRIMARY FOUR

**THEME: CITIZENSHIP**

**TOPIC: GOVERNMENT: STATE GOVERNMENT**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: SELFLESSNESS AND ACCOUNTABILITY**

#### 1. BACKGROUND INFORMATION

State government is a body of people who control public affairs of many local government areas. It is much bigger than local government. People are elected into various positions after the conduct of an election every four years to serve the public. During the time of military regime, State Governors are nominated by Commander-in-chief of the Army (Head of State). State Government provides social amenities like road, water, schools, electricity etc. They provide security, settle crisis, fight corruption, preserve culture and promote cooperation. They are accountable to the electorates for the period they are in office.

#### 2. OBJECTIVES

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

1. define state government
2. discuss the duties of state government
3. mention the social amenities State government provides
4. mention some national values of state government

#### 3. METHOD OF DELIVERY

- Discussion
- Question and Answer
- Demonstration
- Investigation

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher defines State Government.  
Activity 1.2 Discusses duties of state government to local government  
Activity 1.3 Discusses social amenities provided by state government  
Activity 1.4 Explains some national values of state government.

#### 5. MATERIALS NEEDED

- Textbooks, posters
- charts . Video clip
- Field trip to State Secretariat
- Charts

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Pupils define state government  
Activity 1.2 Discuss duties of state government  
Activity 1.3 Mention social amenities they provide  
Activity 1.4 State national values of state government

#### 7. EXPECTED SKILLS

- Defining
- Discussing
- Participating
- Writing

## **SOCIAL STUDIES**

### **PRIMARY FOUR**

**THEME: NATIONAL ECONOMY**

**TOPIC: HUMAN RESOURCES DEVELOPMENT**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: RESOURCEFULNESS AND DIGNITY OF LABOUR**

#### **1. BACKGROUND INFORMATION**

Human resources are the skills, knowledge, talents and wisdom acquired by individuals for the development of self and community. Influence of the environment and opportunities enhance human development. Contentment, perseverance and dedication to duty help in the development of human resources. Again, there is respect, satisfaction and joy when we earn a living through hardwork.

#### **2. OBJECTIVES**

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

1. discuss human development
2. mention job opportunities in their community
3. discuss some characters that help in the development of human resources
4. mention some attitudes that help in the development of human resources

#### **3. METHOD OF DELIVERY**

- Discussion
- Demonstration
- Investigation
- Assignment

#### **4. PROCEDURE OF ACTIVITIES**

Activity 1.1 Teacher guides discussion on human development

Activity 1.2 Assists pupils to mention job opportunities in different environment e.g. fisheries in riverine area

Activity 1.3 Leads discussion on some desirable characters necessary for human development

#### **5. MATERIALS NEEDED**

- Textbooks
- Professional tools
- Resource persons.
- Video clip

#### **6. EXPECTED OUTCOME/EVALUATION**

Activity 1.1 Discuss human development

Activity 1.2 Mention various job opportunities in their communities

Activity 1.3 Identify behaviours necessary for the development of human resources

#### **7. EXPECTED SKILLS**

- Listening
- Developing skills for perseverance, contentment, etc ,
- Explaining ,
- Participating

## **SOCIAL STUDIES**

### **PRIMARY FOUR**

**THEME:       INFRASTRUCTURAL FACILITIES SERVICES**

**TOPIC:       COMMUNICATION**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** REGARD AN D CON CERN FOR TH E INTEREST OF OTHERS - TOLERANCE, HUMANENESS, COURTESY, SPORTSMANSHIP, COMPASSION ETC

#### **1.       BACKGROUND INFORMATION**

Communication enables people to pass news, ideas and information across to other people. There are two ways of communication, traditional and modern communication. Both promote understand ing, especially when there are some elements of courtesy, politeness, patriotism and compassion.

#### **2.       OBJECTIVES**

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

1.       explain the concept of communication
2.       state the importance of communication
3.       mention some social values of communication

#### **3.       METHOD OF DELIVERY**

- Demonstration
- Discussion
- Exposition

#### **4.       PROCEDURE OF ACTIVITIES**

- Activity 1.1       Teacher explains the concept of communication  
Activity 1.2       Discusses various means of communication and their importance  
Activity 1.3       Discusses some social values of communication

#### **5.       MATERIALS NEEDED**

- Communication gadgets
- Radio, video
- Charts, posters

#### **6.       EXPECTED OUTCOME/EVALUATION**

- Activity 1.1       Explain the concept of communication  
Activity 1.2       Discuss means of Communication  
Activity 1.3       Discuss the importance of Communication  
Activity 1.4       State the social values of communication

#### **7.       EXPECTED SKILLS**

- Defining
- Discussing
- Explaining
- Participating

## SOCIAL STUDIES

### PRIMARY FOUR

**THEME:** HEALTH ISSUES

**TOPIC:** PREVENTION OF DRUG ABUSE - LIFE COPING SKILLS

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

#### 1. BACKGROUND INFORMATION

We need to promote behaviours that develop physical, mental and social well being of school children. Drug abuse should be discouraged among school children in order for them to live positive and fulfilling lives. We need to also instill the desirable habit of hard work, discipline and honesty to prevent drug abuse. Games, sports, leisure and recreation can be introduced early to discourage drug abuse. .

#### 2. OBJECTIVES

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

1. explain drug abuse
2. shun drug abuse by developing positive behaviours
3. mention some desirable attitudes that discourage drug abuse

#### 3. METHOD OF DELIVERY

- Discussion
- Demonstration
- Case Study

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads pupils to find out what drug abuse is  
Activity 1.2 Uses case studies of how people who abuse drugs end up their lives  
Activity 1.3 Asks pupils to mention factors that promote healthy life

#### 5. MATERIALS NEEDED

- Posters
- Charts
- Video Clips
- Resource Person

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Pupils explain meaning of drug abuse  
Activity 1.2 Pupils shun behaviours leading to drug abuse  
Activity 1.3 Develop desirable character  
Activity 1.4 Write short notes on drug abuse 00

#### 7. EXPECTED SKILLS

- Defining
- Discussing
- Demonstrating
- Reporting

## SOCIAL STUDIES

### PRIMARY FOUR

**THEME: GOVERNMENT AND NON-GOVERNMENT AGENCIES**

**TOPIC: AGENCIES THAT PROMOTE SOCIAL WELL-BEINGS OF YOUTHS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HEALTHY LIVING**

#### 1. BACKGROUND INFORMATION

Government and non-governmental organisations are formed to promote social well-beings of youths. Among such are: National Sports Commission, Boys Scout, Boys and Girls Brigades, Religious groups, NDLEA, Drug Free Clubs etc. They are formed to promote physical, mental and social well-being among youths. They help in the development of good character, healthy living, honesty, discipline and tolerance.

#### 2. OBJECTIVES

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

1. identify agencies that promote social well-beings of youth
2. discover how some agencies recruit youths and benefits derivable from them
3. mention some social values of the agencies

#### 3. METHOD OF DELIVERY

- Discussion
- Question and answer
- Demonstration

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads pupils to discover agencies that promote social well-beings  
Activity 1.2 Leads discussion on the benefits our youths can derive from these agencies  
Activity 1.3 Discusses with pupils the moral values in belonging to social organizations  
Activity 1.4 Guides pupils on how to form or join social organizations like Boys Scout, Girls Guides etc

#### 5. MATERIALS NEEDED

- Posters, Textbook
- Video clips
- Resource Person

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Pupils mention social organizations  
Activity 1.2 State advantages of belonging to social organizations  
Activity 1.3 Identify moral values one can gain from them  
Activity 1.4 Develop interest in social organizations e.g. Boys Scout,

#### 7. EXPECTED SKILLS

- Defining
- Discovering
- Demonstrating
- Discussing



## SOCIAL STUDIES

### PRIMARY FIVE

**THEME: CULTURE**

**TOPIC: PROBLEMS OF PARENTHOOD, STDs/AIDS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: FAITHFULNESS, DISCIPLINE AND HONESTY**

#### 1. BACKGROUND INFORMATION

Mutual understanding between husband and wife breeds good parenting. A responsible husband provides foods, shelter, affection and love while the wife provides nourishing foods and caring for the family. Lack of sincerity in marriage is an invitation to Sexually Transmitted Diseases (STDs). Being faithful, couples prevent the scourge of STDs.

#### 2. OBJECTIVES

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

1. explain good parenthood
2. state duties of husband and wife
3. explain the concept of STDs
4. discuss how lack of faithfulness in marriage can invite STDs

#### 3. METHOD OF DELIVERY

- Discussion
- Discovery
- Case Study

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher explains good parenthood  
Activity 1.2 Leads discussion on duties of husband and wife towards good parenting  
Activity 1.3 Explains the concept of STDs  
Activity 1.4 Uses case studies to analyze the need to be faithful to one's spouse

#### 5. MATERIALS NEEDED

- Textbook
- Posters and cartoons
- Video clip

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Pupils explain good parenthood  
Activity 1.2 State duties of husband and wife towards good parenthood  
Activity 1.3 Mention different STDs  
Activity 1.4 Discuss how unfaithfulness to one's spouse can be an invitation to STDs

#### 7. EXPECTED SKILLS

- Explaining
- Discussing
- Discovering

## **SOCIAL STUDIES**

### **PRIMARY FIVE**

**THEME: CITIZENSHIP**

**TOPIC: ORGANISATION AND COOPERATION**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY**

#### **1. BACKGROUND INFORMATION**

Organization is a collection of people from different facets of life for common purpose. Cooperation is giving support to one another for a common goal. People cooperate with one another when they have common interest, ideas and beliefs in a course of action. People can cooperate to manage their resources. The following factors promote cooperation; trust, tolerance, and commitment.

#### **2. OBJECTIVES**

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

1. define organization
2. explain why people form different organizations
3. discuss cooperation
4. state factors that promote cooperation

#### **3. METHOD OF DELIVERY**

- Discussion
- Team activities
- Speech Presentation
- Assignment.

#### **4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher leads discussion on the topic  
Activity 1.2 Teacher guides pupils in team work  
Activity 1.3 Teacher guides pupils to identify factors that promote cooperation  
Activity 1.4 Teacher invites Guest speaker to talk on the benefit of cooperation

#### **5. MATERIALS NEEDED**

- Film, T. V.
- Documentaries
- Posters and cartoons
- Books etc.

#### **6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Pupils explain the meaning of organization  
Activity 1.2 Explain why people form different organizations  
Activity 1.3 Pupils explain the meaning of cooperation  
Activity 1.4 Pupils identify factors that promote cooperation

#### **7. EXPECTED SKILLS**

- Classifying
- Discussing
- Leadership followership
- Writing

## SOCIAL STUDIES

### PRIMARY FIVE

**THEME: NATIONAL ECONOMY**

**TOPIC: RESOURCE DISTRIBUTION**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: HONESTY AND JUSTICE**

#### 1. BACKGROUND INFORMATION

Resources are used for production. They are land, labour, capital and entrepreneur. Resources are located in different places due to the gift of nature e.g weather, vegetation and so on. Everybody enjoys when resources are well utilized. Equity, fairness, concern for others, honesty and unity are relevant factors for resource distribution.

#### 2. OBJECTIVES

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

1. explain the concept of resource
2. identify the four types of resources
3. discover why resources are not evenly distributed
4. identify values relevant to resource distribution

#### 3. METHOD OF DELIVERY

- Discussion
- Group work
- Demonstration

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher guides pupils to explain concept of resources  
Activity 1.2 Teacher leads pupils to discover four types of resources  
Activity 1.3 Teacher leads discussion on why resources are not evenly distributed  
Activity 1.4 Leads discussion on values relevant to resource distribution

#### 5. MATERIALS NEEDED

- Pictures of relevant objects
- Chart of resources and their examples
- Video clips
- Textbooks, charts of congested cities

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Explain concept of resources  
Activity 1.2 Pupils list four types of resources  
Activity 1.3 Give reasons why resources are not evenly distributed  
Activity 1.4 Discuss values that are relevant to resource distribution

#### 7. EXPECTED SKILLS

- Explaining
- Listening
- Discovering

## **SOCIAL STUDIES**

### **PRIMARY FIVE**

**THEME: HEALTH ISSUES**

**TOPIC: PREVENTION OF DRUG ABUSE AND LIFE COPING SKILLS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: CONTENTMENT, REGARD AND CONCERN FOR THE INTEREST OF OTHERS**

#### **1. BACKGROUND INFORMATION**

Some behaviours, attitude and beliefs could lead to unhealthy living. Some of such behaviours and attitudes are drug abuse, lack of exercise, poor interpersonal relationship, indiscipline, disrespect to constituted authority and cultism, among others. It is the responsibility of parents and teachers to help pupils curb these negative behavioural traits and prevent them from imbibing such behaviours.

#### **2. OBJECTIVES**

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

1. identify behaviours that promote physical, mental and social well-being
2. register with clubs that promote physical, mental and social well-being
3. discuss moral responsibilities of protecting one self
4. State consequences of non-compliance

#### **3. METHOD OF DELIVERY**

- Discussion
- Group work
- Exposition

#### **4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher guides pupils to identify behaviours that promote physical, mental and social well-being
- Activity 1.2 Allows pupils to register with various clubs that promote physical, mental and social well-being
- Activity 1.3 Guides pupils in discussing moral responsibilities of protecting oneself
- Activity 1.4 Discusses consequences of non-compliance

#### **5. MATERIALS NEEDED**

- Poster
- Chart
- Video
- Club's code of conduct.

#### **6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Mention behaviours that promote physical, mental and social well-being
- Activity 1.2 Register with clubs of choices
- Activity 1.3 Discuss moral responsibilities of protecting oneself
- Activity 1.4 Explain consequences of non-compliance

#### **7. EXPECTED SKILLS**

- Identifying
- Participating
- Decision making
- Writing

## SOCIAL STUDIES

### PRIMARY SIX

**THEME: CULTURE**

**TOPIC: SOME FOREIGN CULTURES THAT ARE AFFECTING OUR VALUES AND CULTURE**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** NIGERIAN TRADITIONAL VALUES - RESPECT, GREETINGS, GOOD NEIGHBOURLINESS AND CULTURAL DIVERSITY

#### 1. BACKGROUND INFORMATION

Some foreign cultures derived from music, dressing, religions and occupations affect our values and culture. Most of the foreign cultures we imbibe have some advantages and disadvantages. Our culture has a lot of moral values that should not be jettisoned as a result of foreign influence. In Nigeria, Unity in diversity is our strength.

#### 2. OBJECTIVES

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

1. mention some foreign cultures that are affecting our values and culture.
2. discuss the advantages and disadvantages of foreign culture to our culture.
3. state and discuss how we can promote our culture.

#### 3. METHOD OF DELIVERY

- Discussion
- Demonstration
- Question and Answer
- Dramatization.

#### 4. PROCEDURE OF ACTIVITIES

- Activity 1.1 Teacher leads pupils to mention some foreign cultures that are affecting our values and culture
- Activity 1.2 Asks pupils to mention some foreign cultures found in the school and community
- Activity 1.3 Guides pupils to list the advantages and disadvantages of foreign culture to our culture
- Activity 1.4 Shows some cultural materials and explains ways of promoting and preserving them

#### 5. MATERIALS NEEDED

- Textbook
- Posters, Photographs
- Cultural materials
- Pictures and charts

#### 6. EXPECTED OUTCOME/EVALUATION

- Activity 1.1 Pupils mention some foreign cultures that are affecting our own.
- Activity 1.2 Mention foreign cultures found in the school and community.
- Activity 1.3 State advantages/disadvantages of foreign culture.
- Activity 1.4 identify cultural materials and ways of promoting and preserving it

#### 7. EXPECTED SKILLS

- Mentioning
- Interacting
- Discussing
- Explaining

## SOCIAL STUDIES

### PRIMARY SIX

**THEME: NATIONAL ECONOMY**

**TOPIC 2: NIGERIAN AND FOREIGN MADE GOODS**

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

#### **1. BACKGROUND INFORMATION**

Nigerian made goods include local textile fabrics, furniture, shoes, ceramics, sculpture and many others. Some people earn their living by engaging in production or sales of these goods. The professional knowledge and skills are passed from one generation to the next through apprenticeship. Foreign made goods include motor cars, electronic equipment, communication equipment, computers, toys etc. We import foreign goods from different countries of the world.

#### **2. OBJECTIVES**

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

1. give examples of Nigerian goods especially those made in their localities
2. mention foreign goods available in our markets
3. explain why some goods are called home made and others called foreign
4. discuss the advantages of producing goods in Nigeria

#### **3. METHOD OF DELIVERY**

- Explanation
- Description
- Discussion
- Talk/Speech Presentation
- Question and Answer

#### **4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher leads pupils to mention goods in their localities  
Activity 1.2 Guides pupils to mention foreign goods in our locality  
Activity 1.3 Guides pupils to explain why some goods are home-made and some foreign.  
Activity 1.4 Guides pupils to state the advantages of producing many goods in Nigeria  
Activity 1.5 Leads pupils to discover the national values of producing many goods locally

#### **5. MATERIALS NEEDED**

- Real objects
- Posters
- Charts
- Video clips

#### **6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Pupils mention different goods in their localities.  
Activity 1.2 List foreign goods in their locality  
Activity 1.3 Classify goods into home-made and foreign  
Activity 1.4 State the advantages of producing many goods in Nigeria  
Activity 1.5 State moral values in self employment

#### **7. EXPECTED SKILLS**

- Listening
- Mentioning
- Explaining
- Discovering

## SOCIAL STUDIES

### PRIMARY SIX

**THEME: SOCIAL ISSUES AND PROBLEMS**

**TOPIC: GENDER DISCRIMINATION**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: JUSTICE AND CITIZEN'S RIGHT**

**1. BACKGROUND INFORMATION**

The act of preference for male against female children is gender discrimination. Both male and female have equal rights under the law. They both have rights to: education, employment, politics, family roles, inheritance, social activities, sports etc. Nobody should be regarded as a weaker sex or an untrainable person. Both male and female have mental ability suitable for taking up challenges.

**2. OBJECTIVES**

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

1. explain gender discrimination and why nobody should be discriminated against
2. mention areas where people discriminate against women.
3. discuss how we can stop discrimination against women

**3. METHOD OF DELIVERY**

- Discussion
- Dramatization
- Debate
- Case Study

**4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher leads discussion on gender discrimination  
Activity 1.2 Guides pupils to discover that men and women have equal rights  
Activity 1.3 Pupils enumerate and discuss areas in which gender discrimination occurs  
Activity 1.4 Teacher explains the disadvantages of gender discrimination

**5. MATERIALS NEEDED**

- Male and female pupils
- Posters
- Photographs

**6. EXPECTED OUTCOME / EVALUATION**

- Activity 1.1 Pupils explain gender discrimination  
Activity 1.2 Say their opinion about gender discrimination  
Activity 1.3 Mention areas of discrimination against women  
Activity 1.4 Educate people about gender discrimination

**7. EXPECTED SKILLS**

- Discovering
- Discussing
- Mentioning
- Speaking

## **SOCIAL STUDIES**

### **PRIMARY SIX**

**THEME: SOCIAL ISSUES AND PROBLEMS**

**TOPIC: GROUP CONFLICT**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT: REGARD AND CONCERN FOR THE INTEREST OF OTHERS**

#### **1. BACKGROUND INFORMATION**

Group conflict means disagreement among people in a group. Lack of understanding and cooperation are the major causes of group conflict.

Group conflict should not be neglected because it can degenerate to loss of lives and property. The following factors can reduce or eliminate group conflict; fairness, equity, truthfulness and- transparency .

#### **2. OBJECTIVES**

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

1. explain the concept of conflict and cooperation
2. cite instances of group conflict 'in their societies
3. mention factors that can curb group conflict
4. discuss what a group leader can do to avoid conflict in his/her group

#### **3. METHOD OF DELIVERY**

- Discussion
- Dramatization
- Role playing
- Question and Answer

#### **4. PROCEDURE OF ACTIVITIES**

- Activity1.1 Teacher leads pupils to define conflict and cooperation
- Activity 1.2 Guides them to cite instances of group conflicts in various societies
- Activity 1.3 Leads discussion on factors that can curb group conflict
- Activity1.4 Puts pupils in different groups to carry out some responsibilities without quarrelling with one another

#### **5. MATERIALS NEEDED**

- Posters
- Pictures
- Textbook

#### **6. EXPECTED OUTCOME/EVALUATION**

- Activity 1.1 Pupils define the concept of conflict and cooperation
- Activity 1.2 Cite instances of group conflict in bcalities
- Activity 1.3 Mention some factors that can curb group conflict
- Activity 1.4 Join any group in the class to carry out on assignment for the-interest of their gro up

#### **7. EXPECTED SKILLS**

- Defining
- Discussing
- Listening



## **SOCIAL STUDIES**

### **PRIMARY SIX**

**THEME: SOCIAL ISSUES AND PROBLEMS**

**TOPIC: INTERNATIONAL CONFLICT AND ORGANIZATIONS**

**ELEMENTS OF NATIONAL VALUES TO BE TAUGHT:** JUSTICE, REGARD AND CONCERN FOR THE INTEREST OF OTHERS

#### **1. BACKGROUND INFORMATION**

By International Conflicts we mean, disputes among nations. Misunderstandings and disagreements are the major causes of international conflicts. International conflict could be as a result of boundary disputes, economic rivalry, political rivalry, military rivalry etc.

International organizations, on the other hand are associations of people from different countries. They are jointly formed in different areas of human endeavour to help one another. Member countries forming an organization will pay certain dues and they will have members representing their interest at international assemblies.

#### **2. OBJECTIVES**

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

1. define international conflict
2. give examples of international conflicts
3. discuss causes of international conflicts
4. watch video and documentary on international conflict and write a report name other international organizations and their functions

#### **3. METHOD OF DELIVERY**

- Discussion
- Question and answer
- Video watching
- Investigation
- Assignment

#### **4. PROCEDURE OF ACTIVITIES**

- Activity 1.1 Teacher guides pupils to define international conflicts  
Activity 1.2 Asks pupils to give examples of international conflicts  
Activity 1.3 Guides discussions on causes of international conflict  
Activity 1.4 Asks pupils to watch television on international conflict and write their report  
Activity 1.5 Leads pupils to mention world organizations and their functions

#### **5. MATERIALS NEEDED**

- Posters
- Newspaper
- magazines
- Television, Films and Slides, Radio

**6. EXPECTED OUTCOME! EVALUATION**

- Activity 1.1 Pupils define international conflict with the help of the teacher  
Activity 1.2 Cite examples of international conflicts  
Activity 1.3 Discuss causes of conflicts  
Activity 1.4 Watch Television and write reports on International Conflicts  
Activity 1.5 Mention some international organizations and their functions

**7. EXPECTED SKILLS**

- Discussing
- Discovering
- Watching and listening
- Reporting.