



FEDERAL MINISTRY OF EDUCATION

**9-YEAR BASIC EDUCATION CURRICULUM**

**NATIONAL VALUES CURRICULUM**

**FOR**

**PRIMARY 1 – 3**



Nigerian Educational Research and Development Council

**JULY, 2018**

# NATIONAL VALUES CURRICULUM

**THEME: CIVIC EDUCATION**  
**SUB-THEME: NATIONAL CONSCIOUSNESS**

**PRIMARY ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
People, places and objects to respect;	Pupil should be able to:  1. define respect;  2. identify people, places and things to respect;  3. demonstrate ways of respecting people, places and things.	1. Meaning of Respect: a) Feeling of admiration for something or somebody because of their good qualities or achievement. b) polite behaviour towards or care for somebody/ thing/place you think is important.  2. People to Respect: Traditional rulers, Parents, Leaders e.g. prefects, principals, Ministers, Commissioners etc,; Politicians, Religious leaders.  3. Place/things To Respect: Time, Public properties Constitution, Mace, Public building, National flags, Palaces, and utilities.  4. Respecting people e.g. greetings, running errands, respecting things e.g. standing for the national Anthem	1. Tells pupils stories why we should respect elders and leaders.  2. Demonstrates how they can show respect in their localities.  3. Shows pupils charts and pictures of a mosque, church, palace flag, shield, mace and the Nigerian Constitution, etc.	1. Listen to the stories and participate in class discussion.  2. Look and interpret the pictures and regalia.  3. Listen and ask questions.  4. Demonstrate how to respect: people, places, things and time.	1. Charts of children greeting their elders in their localities.  2. Charts and pictures of Mosque, Church and Palace, etc.  3. Pictures of Government properties.  4. cartoons, textbooks, posters, Video dips.  5. Visit to important places e.g. a kings palace, mosque, church, museum, National Assembly	Pupils to: 1. define the concept of respect;  2. mention places or objects that should be respected;  3. mention two reasons why we should respect elders, parents, teachers, staff, religious and political leaders;  4. demonstrate how to show respect for people, places and things.

## NATIONAL VALUES CURRICULUM

**THEME: CIVIC EDUCATION**  
**SUB-THEME: GOOD SOCIAL BEHAVIOUR**

**PRIMARY ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Rules and Regulations in the Society	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. explain the meaning of rules and regulations;</li> <li>2. mention some of the gains of obeying rules and regulations;</li> <li>3. mention the results of disobeying rules and regulations;</li> <li>4. mention the rules and regulations for food and drug administration.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning of rules and regulations - do's and don'ts that guide social behaviour.</li> <li>2. Gains of obeying rules and regulations e.g. love by elders, Gifts from elders and friends, Praise, etc.</li> <li>3. Results of disobeying rules and regulations e.g. unhappiness, punishment, denial of privileges such as food, playing with mates, etc.; rejection by loved ones</li> <li>4. NAFDAC laws and Regulations on Food and Drugs Control e.g. Quality Control laws; Laws on sale and use of foods, medicines and cosmetics; Laboratory Laws; Product Registration laws; Importation Laws, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Leads class discussion on the meaning of rules and Regulations.</li> <li>2. Shows pictures/video clips of children receiving gifts and guides discussion on the various gains for obeying rules.</li> <li>3. Presents pictures of children suffering from the results of disobeying rules and regulations and leads class discussion on the pictures.</li> <li>4. Discusses the NAFDAC rules and regulations on food and drug control.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in class discussion on rules and regulations.</li> <li>2. Interpret the pictures on children receiving gifts and participate in discussion.</li> <li>3. Describe pictures of children suffering from the results of disobeying laws.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils' text book</li> <li>2. Pictures of children receiving gifts.</li> <li>3. Video clips</li> <li>4. Pictures of children suffering from the consequences of disobedience</li> <li>5. Food and Drug packs and instructional leaflets.</li> <li>6. Pictures and Diagrams of different foods and Drugs.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. say what they are expected to do and not to do in their community;</li> <li>2. mention gains of obeying rules and regulations;</li> <li>3. mention results of disobeying rules and regulations.</li> <li>4. mention three rules and regulations of NAFDAC on foods and drugs control.</li> </ol>

# NATIONAL VALUES CURRICULUM

**THEME: CIVIC EDUCATION**  
**SUB-THEME: CIVIC EDUCATION**

**PRIMARY ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Importance of Civic Education	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. discuss the need for Civic Education in Nigeria;</li> <li>2. mention the topics learnt in Civic Education and their importance;</li> <li>3. identify some public health enlightenment campaigns as part of civic education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Why study Civic Education:               <ul style="list-style-type: none"> <li>- understand democratic and Civic rights and responsibilities.</li> <li>- nurture and sustain democracy, etc.</li> </ul> </li> <li>2. Topics and Importance of Civic Education:               <ul style="list-style-type: none"> <li>- learn about systems and institution of government, democratic processes, etc.</li> <li>- acquire skills such as active citizenship, inquiry, cooperation, etc.</li> <li>- stimulation of civic engagement in the political, social and economic processes.</li> <li>- citizens are educated on their multiple roles in society, e.g. as producers and consumers, of goods and services etc.</li> </ul> </li> <li>3. Public Health Enlightenment Campaigns on:               <ul style="list-style-type: none"> <li>- HIV/AIDS Education,</li> <li>- Drug Abuse Education, etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Guides discussion on the need for Civic Education.</li> <li>2. Leads pupils to mention the topics and specific benefits of learning Civic Education.</li> <li>3. Guides the class to identify some ways of public health enlightenment campaigns as part of civic education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to teacher's explanations.</li> <li>2. Contribute to discussions.</li> <li>3. Identify ways of public health enlightenment campaigns as part of Civic Education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Pictures of a democratic activity and citizens performing some Civic responsibilities in a democracy e.g. senate in session and people voting and campaign.</li> <li>3. Video clips on democratic activities.</li> <li>4. Radio Jingles</li> <li>5. Video Clips, Posters and Pictures of Public Health Enlightenment Campaigns.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. say why it is important to learn Civic Education in Nigeria;</li> <li>2. enumerate three benefits derivable from studying Civic Education.</li> <li>3. mention any two public health awareness campaigns.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB-THEME: FUNDAMENTAL OF SOCIAL STUDIES**

**PRIMARY ONE**

TOPIC	PERFORMANCE OBJECTIVE	CONTENTS	ACTIVITIES		TEACHERS AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Meaning of Social Studies	Pupil should be able to explain the meaning of social studies.	Meaning of social studies: The study of man and how his problems are solved in the environment.	Explains and guides the pupil to explain the meaning of social studies.	Listen and respond to questions in class on the meaning of social studies.	Pupils' text and work book.	Pupil to explain the meaning of social studies.

# NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: FAMILY AS THE BASIC UNIT OF SOCIETY**

**PRIMARY ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
The Family	The pupils should be able to: 1. explain the meaning of family; 2. identify types of family 3. explain types of family;	1. Meaning of a family (father, mother, and children). 2. Types of family - The Nuclear Family: father, mother and children. - Extended Family: father, mother children, grandfather and grandmother, uncles, aunts, cousins and nephews.	1. Leads pupils to find out the meaning of the word family and through guided questions explains the types of family. 2. Leads pupils to identify types of family.	1. Find out from home the meaning of the word "family" and report back to class. 2. Listen and respond to questions in class.	1. Pupils text books. 2. Family photographs cartoons, video CDs ROMs, etc.	Pupils to: 1. explain the meaning of the word "family"; 2. mention 2 types of family; 3. explain types of family.

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**

**PRIMARY ONE**

**SUB THEME: FAMILY AS THE BASIC UNIT OF SOCIETY**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Qualities of a good family	Pupils should be able to: 1. state the qualities of a good family.	1. Qualities of a good family: honesty, contentment, interest of others, not greedy, not selfish, discipline, obedience, etc.	1. Guides pupils to identify and explain qualities of a good family.	1. Role play the family showing the qualities of a good family e.g. honesty, love, caring, etc.	Pictures and Charts showing moral values as honesty, contentment, obedience, discipline etc.	Pupils to: mention 3 qualities of a good family.

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: CULTURE AND SOCIAL VALUES**

**PRIMARY ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Meaning and Types of Culture	Pupils should be able to: 1. explain the meaning of culture; 2. list types of culture;	1. Meaning of culture e.g. peoples' ways of life that include dressing, dancing, eating, etc. 2. Types of culture e.g. material, non-material.	1. Through guided questions and role play, leads the pupils to understand the meaning of the word "culture". 2. Leads pupil to outline types of culture.	1. Listen and respond to questions in class and participate in role play. 2. Outline and write types of culture.	1. Pictures of people wearing traditional dresses. 2. Pictures showing material, and non-material culture.	Pupils to: 1. state the meaning of culture; 2. explain types of culture.
Values that Show Good Morals in Our Society	Pupils should be able to: 1. explain values which show morals e.g. what is right and what is wrong.	Examples of morals to show what is right i.e. greeting, respect, loyalty, kindness, honesty, contentment, tolerance, etc. and what is wrong, e.g. stealing, bullying, fighting, lying etc.	1. Leads pupils to identify values which show morals in the society and attitudes that are wrong.	1. Demonstrate different types of good and bad values.	1. Cartoons, posters, ROM film and video clips, regalia, photographs, exhibit etc.	Pupils to: 1. explain values which are considered right and wrong.



## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Reasons for Taking Substances into the Body	Pupils should be able to: 1. give reasons for taking substances into the body; 2. mention the effect of taking substances into the body.	1. Reasons for taking substances into the body: - stay alive, - hunger, - thirst, - enjoyment, - imitation, - curiosity, - availability, etc.  2. Effects of taking substances into the body e.g. stomach pain, vomiting, stooling, sleeplessness or restlessness, dullness, dizziness, nausea, fainting, death, etc.	1. Calls on the pupils to demonstrate each of the reasons.  2. Dramatize by showing the reasons for taking substances into the body.  3. Uses stories; to highlight effects of taking substances into the body.  4. Asks pupils to narrate their experiences of taking substances into the body.	1. Demonstrate and dramatize the reasons.  2. Listen to the teacher's stories and make comments.  3. Narrate their own experiences of taking substances into the body.	1. Posters, charts and pictures of the reasons.  2. Charts, pictures, posters and drawing materials.	Pupils to: 1. give reasons for taking substances into the body;  2. mention 4 effects of taking substances into the body.

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**

**PRIMARY ONE**

**SUB-THEME: SOCIAL AND HEALTH ISSUES**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Overdose (too much eating, drinking or smoking)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate the looks and behaviours of people who take too much food, drink or smoke;</li> <li>2. mention the effects of drinking too much;</li> <li>3. mention the effects of inhaling too much;</li> </ol>	<p>Causes and Observable signs/ symptoms of overdose: e.g. coughing incessantly, fainting, stooling, etc.</p> <p>Effects of too much eating and drinking:</p> <ul style="list-style-type: none"> <li>- Frequent urinating, bed wetting, intoxication, etc.</li> <li>- Watery eyes, coughing, chocking fainting, dizziness,</li> <li>- Loss of memory, etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Presents drawings and paintings of sad faces, protruding stomach to emphasize the effects of drinking too much.</li> <li>2. Asks pupils to narrate their own experiences.</li> <li>3. Shows drawings and paintings of sad faces.</li> <li>4. Shows pictures of people exhibiting these symptoms or signs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Study pictures shown by the teacher.</li> <li>2. Narrate own experiences.</li> <li>3. Copy drawing and painting.</li> <li>4. Demonstrate the behaviours and looks shown in the pictures.</li> <li>5. Suggest what should be done.</li> <li>6. Dramatize the suggestions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Charts, pictures, posters and drawing materials.</li> <li>2. Charts, pictures, posters and drawing materials</li> <li>3. Pictures and Charts</li> <li>4. Posters of children helping sufferers.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. mention the effects of drinking too much;</li> <li>2. mention 3 effects of inhaling too much;</li> <li>3. demonstrate the behaviours and looks of people who eat, drink and smoke too much;</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
	4. say what to do to help somebody who is suffering from too much eating, drinking or inhaling.	3. How to help people suffering from Foods or drug overdose: - once observed, report to parents, teacher or any adult around.	5. Asks pupils to say what they will do to help and summarize their suggestions. 6. Guides a play or drama on the topic.	4. say what to do to help those who eat, drink and smoke too much.		
Food	Pupils should be able to:  1. define food;  2. mention some of the foods eaten in their locality;  3. mention the sources of food in the community.	1. Meaning of food.  "Food is anything we eat, drink or take into our body to give us energy and help us grow".  2. Foods eaten in the locality (bread, eggs, yam, garri, fish, meat, tuwo etc).  3. Sources of food in the locality/farms, markets, rivers, etc.	1. Asks pupils to bring samples of these food items from homes.  2. Asks them to identify the food they brought from home.  3. Asks pupils to find out from home the sources of food they eat.  4. Asks pupils to paint any of the food items mentioned.	1. Bring food items from homes and participate in identifying the food items.  2. Participate in the discussion on meaning of food.  3. Find out from home sources of food in their locality.  4. Paint any of the food items mentioned.	1. Real food items.  2. Picture of foods.  3. Video Clips on food.  4. Pictures of farms and markets where food items are produced, sold and bought.	Pupils to:  1. define food;  2. mention 5 of the foods eaten in the locality.  3. mention the sources of food in the community.

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Food Safety	Pupils should be able to: <ol style="list-style-type: none"> <li>1. define food safety;</li> <li>2. mention ways of ensuring food safety.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning of Food Safety:                             <ul style="list-style-type: none"> <li>• How to ensure that what we eat, drink or take into our body is not harmful to health.</li> </ul> </li> <li>2. Guide to Food Safety:                             <ul style="list-style-type: none"> <li>• Reading food Labels;</li> <li>• Observe signs of food spoilage and causative organisms;</li> <li>• Washing hands before and after food preparation, etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Leads pupils to define food safety.</li> <li>2. Asks questions to lead pupils to identify ways of making sure that food is safe.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define food safety.</li> <li>2. Participate in mentioning ways of ensuring food safety.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils Textbooks.</li> <li>2. Pictures showing different ways of making food safe.</li> </ol>	Pupils to: <ol style="list-style-type: none"> <li>1. define food safety;</li> <li>2. mention ways of ensuring food safety.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Risk Factors in Food.	Pupils should be able to: <ol style="list-style-type: none"> <li>1. explain risk factors;</li> <li>2. state risk factors in food;</li> <li>3. identify risk factors in food distribution and preparation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning of Risk Factors: "Those factors that drive the occurrence of a hazard".</li> <li>2. Examples of Risk Factors in Food:                             <ul style="list-style-type: none"> <li>• Adulteration</li> <li>• Food fraud incidences</li> <li>• Agro-chemical induced death, etc.</li> </ul> </li> <li>3. Risk Factors in Food distribution and Preparation:                             <ul style="list-style-type: none"> <li>• Poor storage conditions;</li> <li>• Poor handling;</li> <li>• Poor Hygiene;</li> <li>• Other Unknown Risks.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Leads pupils to identify and explain risk factors.</li> <li>2. Presents pictures /photographs of risk factors in food distribution and preparation.</li> <li>3. Guides pupils to state risk factors in food distribution and preparation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain risk factors.</li> <li>2. Participate in class discussion on risk factors associated with food distribution and preparation.</li> <li>3. Ask and answer questions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils Textbooks.</li> <li>2. Video clips on risk factors in food.</li> <li>3. Pictures /photographs of risk factors in food distribution and preparation</li> </ol>	Pupils to: <ol style="list-style-type: none"> <li>1. explain risk factors;</li> <li>2. state risk factors in food;</li> <li>3. identify risk factors associated with food distribution and preparation.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**

**PRIMARY ONE**

**SUB THEME: SOCIAL AND HEALTH ISSUES**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Sources and Uses of Water	Pupils should be able to: <ol style="list-style-type: none"> <li>1. mention sources of water supply in the locality;</li> <li>2. enumerate the uses of water in homes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sources of water supply in the locality:                             <ul style="list-style-type: none"> <li>• Stream</li> <li>• Spring</li> <li>• River</li> <li>• Tap</li> <li>• Bore-hole</li> <li>• Rainfall,</li> <li>• Well etc.</li> </ul> </li> <li>2. Uses of water:                             <ul style="list-style-type: none"> <li>• Drinking;</li> <li>• Washing;</li> <li>• Cooking, etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Leads pupils to discuss sources of water supply.</li> <li>2. Uses pictures and questions to guide pupils in enumerating the sources of water in homes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in discussion.</li> <li>2. Interpret the pictures.</li> <li>3. Enumerate the sources and uses of water supply in homes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures depicting sources of water supply.</li> <li>2. Pictures showing domestic uses of water.</li> </ol>	Pupils to: <ol style="list-style-type: none"> <li>1. mention 4 sources of water supply in the locality.</li> <li>2. enumerate 3 uses of water in homes.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SECURITY EDUCATION**  
**SUB-THEME: ELEMENTS OF SECURITY**

**PRIMARY ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Concept of Security	Pupils should be able to: <ol style="list-style-type: none"> <li>1. Explain the meaning of security.</li> <li>2. Take precautions against dangers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning of security of life and property.</li> </ol>	<ol style="list-style-type: none"> <li>1. Guides pupils to explain the meaning of security.</li> <li>2. Guides pupils to identify sources of danger and insecurity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Contribute ideas to the meaning of security.</li> <li>2. Find out other sources of insecurity.</li> </ol>	Textbooks, pictures on road accidents and fire outbreaks.	Pupils to: <ol style="list-style-type: none"> <li>1. explain the meaning of security.</li> </ol>
	Pupils should be able to identify the various sources of danger and insecurity.	Sources of danger and insecurity e.g. road accidents, fire outbreaks, relationship with strangers, kidnapping, eating unsafe food, fake drugs intake, etc.	Directs the role-playing fire outbreaks/road accidents.	Dramatize fire outbreaks/road accidents and appropriate response.		Pupils to give examples of sources of insecurity and precautionary measure

# NATIONAL VALUES CURRICULUM

**THEME: CIVIC EDUCATION**

**PRIMARY TWO**

**SUB-THEME: CIVIC EDUCATION**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Importance of Civic Education	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. discuss the need for Civic Education in Nigeria;</li> <li>2. analyze the importance of Civic Education to National development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Why study Civic Education:               <ul style="list-style-type: none"> <li>- understand democratic and Civic rights and responsibilities.</li> <li>- nurture and sustain democracy.</li> </ul> </li> <li>2. Importance of Civic Education to national development e.g. learn about systems and institution of government, democratic processes, etc.               <ul style="list-style-type: none"> <li>- acquire skills such as active citizenship, inquiry, cooperation, etc.</li> </ul> </li> <li>3. Stimulation of civic engagement in the political, social and economic processes.               <ul style="list-style-type: none"> <li>- citizens are educated on their multiple roles in society, e.g. as producers and consumers, of goods and services etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Leads pupils to recall the meaning of Civic Education.</li> <li>2. Discusses the need for Civic Education with Pupils.</li> <li>3. Leads pupils to identify the specific benefits of having Civic Education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to teacher's explanations.</li> <li>2. Contribute to discussions.</li> <li>3. Write notes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Pictures of a democratic activity and citizens performing some civic responsibilities in a democracy e.g. senate in session and people voting and campaign.</li> <li>3. Video clips on democratic activities.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. explain the need for Civic Education in Nigeria;</li> <li>2. enumerate three benefits derivable from studying Civic Education.</li> </ol>



## NATIONAL VALUES CURRICULUM

**THEME: CIVIC EDUCATION**  
**SUB-THEME: OUR COMMUNITY**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
1. Meaning and types of Community	Pupils should be able to: <ol style="list-style-type: none"> <li>1. explain the meaning of community;</li> <li>2. mention types of community;</li> <li>3. mention members of the community;</li> <li>4. rules in the Community.</li> <li>5. identify roles of members of community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning of Community (a collection of a group of people in a given place)</li> <li>2. Types of community                             <ul style="list-style-type: none"> <li>- traditional communities town and villages</li> <li>- modern communities/ institutions e.g. school community.</li> </ul> </li> <li>3. Members of Communities e.g. father, mother, siblings, uncles, aunts, community leaders etc.</li> <li>4. Rules in the Community:                             <ul style="list-style-type: none"> <li>- obedience</li> <li>- orderliness</li> <li>- cooperation</li> <li>- respect</li> <li>- loyalty</li> <li>- peaceful existence</li> <li>- sanitation</li> <li>- honesty/sincerity</li> </ul> </li> <li>5. Roles of member of community includes:                             <ul style="list-style-type: none"> <li>- Community development</li> <li>- cooperation</li> <li>- payment taxes and dues</li> <li>- Training the young ones</li> <li>- Taken part in communal work.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Explains the meaning of community.</li> <li>2. Identifies three rules in the community.</li> <li>3. Asks pupils to find out from their parents the rules in their community and report back to the class.</li> <li>4. Explain each responsibility and how to carry it out,</li> </ol>	<ol style="list-style-type: none"> <li>1. Learns the rules as identified by the teacher.</li> <li>2. Find out from their parent rules in their community and report back to the class.</li> <li>3. Listen to explanation and ask questions,</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils' textbooks.</li> <li>2. Pictures.</li> <li>3. Charts</li> <li>4. Video clips</li> <li>5. Drama of different communities</li> </ol> Members of the class.	Pupils to: <ol style="list-style-type: none"> <li>1. explain the meaning of community;</li> <li>2. differentiate between traditional and modern types of communities;</li> <li>3. identify members that constitute a community;</li> <li>4. list at least five rules in the community.</li> <li>5. mention some of the responsibilities of members in a community,</li> </ol>

# NATIONAL VALUES CURRICULUM

**THEME: CIVIC EDUCATION**  
**SUB-THEME: OUR COMMUNITY**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
2. Leaders in our Community	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. name some community leaders in the locality;</li> <li>2. mention duties of community leaders;</li> <li>3.. mention the qualities of community leaders;</li> <li>4. show how to appreciate and reward community leaders.</li> <li>5. explain the responsibilities of community members,</li> </ol>	<ol style="list-style-type: none"> <li>1. The idea of community leadership in Nigerian traditional settings e.g.: <ul style="list-style-type: none"> <li>• Yoruba - Oba</li> <li>• Hausa - Sarld</li> <li>• Igbo - Eze</li> <li>• Benin - Enoge</li> <li>• Nupe - Etsu</li> <li>• Ebira - Ohinoyi, etc</li> <li>• Other title holders in the community.</li> </ul> </li> <li>2. Duties of community leaders e.g.: <ul style="list-style-type: none"> <li>• settlement of disputes</li> <li>• ensuring peace</li> <li>• organizing community work</li> <li>• link between government and the community, etc.</li> </ul> </li> <li>3. Qualities of community leaders: caring, intelligent, wise, patient, integrity, courage, honest, etc.</li> <li>4. Appreciation and reward e.g. gifts, visitation cooperation, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Creates discussion that leads the pupils to identify community heads.</li> <li>2. Asks questions that lead pupils to suggest the roles of community leaders.</li> <li>3. Invites resource persons to talk about their roles.</li> <li>4. Guides pupils to mention the qualities of community leaders and show how to appreciate and reward them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in the discussion to identify community leaders.</li> <li>2. Listen to resource persons and ask questions.</li> <li>3. Mention the qualities of community leaders and how to appreciate and reward them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils text book</li> <li>2. Pictures of community leaders in their locality</li> <li>3. Gifts</li> <li>4. Video clips of award ceremonies</li> <li>5. Monuments created in honour of some community leaders.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. name some community leaders in their locality;</li> <li>2. mention at least three roles of community leaders;</li> <li>3. mention the qualities and how to appreciate and reward community leaders.</li> </ol>

# NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: FUNDAMENTALS OF SOCIAL STUDIES**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Scope of Social Studies	Pupils should be able to:  1. Explain 'scope of social studies'.  2. Identify areas of focus in social studies.	1. Meaning of scope of social studies: <ul style="list-style-type: none"> <li>• The areas which social studies focuses to solve man's problems of solver.</li> <li>• Areas which social studies focuses are:</li> <li>• Critical thinking</li> <li>• Reflective thinking</li> <li>• Problem solving.</li> </ul>	1. Guide pupils to explain the scope of social studies.  2. Guide pupils to identify areas of focus in social studies.	1. Find out from home how family takes its social and economic decisions such as association to join and food to eat.	1. Pupils' textbooks and video clips on how decisions are taken to solve problem.	Pupils to:  1. explain scope of social studies.  2. Identify areas of focus in social studies.

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: FUNDMENTALS OF SOCIAL STUDIES**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Physical Environment	Pupils should be able to:  1. identify our different physical environment.	1. Our physical environment: <ul style="list-style-type: none"> <li>• Some people live in desert condition</li> <li>• Other live in fertile places</li> <li>• Some near lakes, rivers or oceans</li> <li>• Some in mountains</li> <li>• Other low laying areas</li> <li>• Climate varies tremendously over the globe.</li> </ul>	1. Leads the pupils to discover our different physical environment.	1. Participant in class discussion.  2. Respond to the teacher's questions.	1. Pupils textbooks 2. Pictures showing different environment 3. Video clips.	Pupils to: 1. identify our different physical environment.

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**

**PRIMARY TWO**

**SUB THEME: FAMILY AS THE BASIC UNIT OF SOCIETY**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Foods We Eat in our Culture as Family Members.	<p>Pupils should be able to;</p> <ol style="list-style-type: none"> <li>List types of food in the Nigerian Culture.</li> <li>Mention reasons why we eat together.</li> </ol>	<ol style="list-style-type: none"> <li>Some Nigerian foods are; Yam, Eba, Amala, Tuwo Shinkafa, Plantain, Rice, Beans, Cocoyam, Pounded Yam, Akpu, Starch etc.</li> <li>Consequences of Eating together as a family: e.g. promotes communalism, Happiness, family unity and loyalty, etc.</li> </ol>	<ol style="list-style-type: none"> <li>Uses guided questions to lead pupils to name the various foods we eat in our culture.</li> <li>Asks the pupils to mention reasons why we eat together.</li> </ol>	<ol style="list-style-type: none"> <li>Participate in the discussion on the types of food.</li> <li>Respond to teacher's questions on the types of food.</li> </ol>	<ol style="list-style-type: none"> <li>Pupils' text and workbooks.</li> <li>Picture showing different types of food in our culture.</li> <li>Picture of happy moods of people eating together in the family.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>state 2 types of food eaten in their homes.</li> <li>state reasons why we eat together.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: FAMILY AS THE BAISC UNIT OF SOCIETY**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Importance of these Foods to our Growth	Pupils should be able to list: <ol style="list-style-type: none"> <li>1. The nutrients in the foods we take.</li> <li>2. Mention the importance of food to our growth.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Nutrients in the food we take are:                             <ul style="list-style-type: none"> <li>- Carbohydrate</li> <li>- Protein</li> <li>- Vitamins</li> <li>- Fats and Oil.</li> </ul> </li> <li>2. Importance of food to our growth:                             <ul style="list-style-type: none"> <li>- supply energy</li> <li>- build our body</li> <li>- Keep the body healthy</li> <li>- provide heats and energy.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Leads the pupils through guided questions to say the nutrients we get from different foods e.g.:                             <ul style="list-style-type: none"> <li>• carbohydrate (Yam/ bread)</li> <li>• Protein (Meat/fish/egg)</li> <li>• Vitamins (Fruits/ vegetables)</li> <li>• Fats and oil (Butter/ cheese), etc.</li> </ul> </li> <li>2. Guides the pupils to identify the functions of the nutrients food we take;                             <ul style="list-style-type: none"> <li>• Carbohydrate supplies energy to the body</li> <li>• Protein to build our body</li> <li>• Vitamin to keep our body healthy</li> <li>• Fast and oil to provide heat and energy.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Draw different types of food and say the importance to growth.</li> <li>2. Respond to the teacher's questions on the topic.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils' textbook.</li> <li>2. Pictures showing groups of food and their nutrients.</li> <li>3. Real objects of food from their locality.</li> </ol>	Pupils to; <ol style="list-style-type: none"> <li>1. list 3 types of Nigerian foods and identify the nutrients in the listed foods.</li> <li>2. mention the importance of food to our growth.</li> </ol>

# NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: CULTURE AND BASIC VALUES**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Greetings and Respect to Elders in our Culture	Pupils should be able to: <ol style="list-style-type: none"> <li>1. Recognize greetings as a way of showing respect.</li> <li>2. Perform various acts of greetings in their locality.</li> <li>3. Recognize the importance of greetings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting is a way of showing respect to people and appreciating them.</li> <li>2. Forms of greeting include: kneeling, prostrating, shaking of hands, clenching of fists etc.</li> <li>3. Greetings promote tolerance, good neighborliness, Courtesy, friendliness etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Guides pupils through questioning to list ways of greeting in their locality.</li> <li>2. Demonstrates the various ways of greeting in our Culture.</li> </ol>	<ol style="list-style-type: none"> <li>1. Find out more ways of greetings in our culture.</li> <li>2. Draw different ways of greetings they can identify.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures of different ways of greeting.</li> <li>2. Video clips</li> </ol>	Pupils to: <ol style="list-style-type: none"> <li>1. explain the meaning of greetings</li> <li>2. list different ways of greetings from different cultures in Nigeria;</li> <li>3. mention some of the importance of greeting in our community.</li> </ol>

# NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Keeping our Environment Clean	Pupils should be able to:  1. mention ways of keeping our environment clean.	Ways of keeping our environment clean:  <ul style="list-style-type: none"> <li>• Proper disposal of waste.</li> <li>• Proper use of the toilets/urinary:</li> <li>• Provision of waste bins.</li> <li>• Allowing drains to flow.</li> <li>• Clearing and sweeping round our surroundings.</li> <li>• Regular sweeping of our homes.</li> </ul>	1. Asks questions to lead pupils to suggest ways of keeping our environment clean.  2. Gets the pupils practically involved in different ways of keeping their environment clean.	1. Respond to teacher's questions on the ways to keep our environment clean.  2. Demonstrate involvement in acts of keeping the environment clean.	1. Pictures showing clean and dirty environment.  2. Cleaning tools	Pupils to:  1. mention 3 ways of keeping our environment clean.  2. Mention some of the tools needed for carrying out different cleaning activities.



## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Accidents in the School/Home	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. explain the meaning of accidents;</li> <li>2. identify causes of home and school accidents;</li> <li>3. mention ways of preventing accidents in school/home.</li> </ol>	<p>1. Meaning of Accidents:                      "Accidents are unplanned events that lead to injury, Damage or death".</p> <p>2. Causes of accidents in school and Home.</p> <p>3. Prevention of Accidents in the school/ home:</p> <ul style="list-style-type: none"> <li>• Remove all dangerous objects from the surroundings.</li> <li>• Do not play with dangerous or sharp objects.</li> <li>• Avoid exposed electricity sources (naked wires).</li> <li>• Removing what has caused the accident.</li> </ul>	<p>Uses guided questions to:</p> <ol style="list-style-type: none"> <li>1. explain the meaning of accidents;</li> <li>2. identify causes of accidents in the school and home;</li> <li>3. state ways of preventing accidents around the school/ home.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to the teacher's questions.</li> <li>2. Participate in class discussion.</li> <li>3. Demonstrate how to avoid accidents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils' textbooks</li> <li>2. Pictures showing dangerous and sharp objects.</li> <li>3. Video clips.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. explain the meaning of accidents;</li> <li>2. identify causes of home and school accidents;</li> <li>3. mention 3 ways we can avoid accidents in the school and at home.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
	4. List steps of caring for accident victims in the school and home.	4. Caring for Accident Victims - Report accidents in school or home to parents/elderly persons/teacher. - Take victims to nearby hospitals/clinic.	4. Guides the pupils to suggest ways to take care of victims. 5. Demonstrates different ways of caring for accident victims.	4. Respond to the teacher's questions. 5. Demonstrate how to prevent accidents in the school.		4. enumerate 4 ways of preventing accidents in the school/ home; 5. list two steps to be taken when accidents occur.
Drugs	Pupils should be able to: 1. explain the meaning of drugs; 2. mention the categories of drugs.	1. Meaning of Drugs: <ul style="list-style-type: none"> <li>• Any substance other than food which when taken can change the body function.</li> </ul> 2. Categories of Drugs: <ul style="list-style-type: none"> <li>• Legal drugs;</li> <li>• Socially acceptable drugs;</li> <li>• Illegal drugs.</li> </ul>	1. Leads the pupils to explain the meaning of drug. 2. Asks questions to lead pupils to list categories of drugs.	1. Participate in class discussions. 2. Ask and answer questions.	1. Pupils Textbooks 2. Pictures or photographs that show different categories of drugs.	Pupils to: 1. explain the meaning of drugs; 2. mention categories of drugs.

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Drug Abuse	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. explain the meaning of drug abuse;</li> <li>2. mention dangers of drug abuse;</li> <li>3. mention ways of preventing drug abuse.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning of drug abuse: – use of drugs without the advice of a qualified doctor/ pharmacist.</li> <li>2. Dangers of drug abuse: <ul style="list-style-type: none"> <li>- Mental illness</li> <li>- Accident</li> <li>- Addiction</li> <li>- Drop-out of school.</li> </ul> </li> <li>3. Ways of preventing drug abuse: <ul style="list-style-type: none"> <li>- Avoid bad friends</li> <li>- Seek advice of doctors/nurses and pharmacist before taking drugs.</li> <li>- Avoid buying medicines in buses or unauthorized stores.</li> <li>- Avoid self-medication.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Organizes class discussion on drug abuse and its dangers.</li> <li>2. Invites resource persons to talk on the dangers of drugs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in the discussion.</li> <li>2. List dangers involved in drug abuse.</li> <li>3. Respond to Resource Persons' questions as well as ask their own questions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils' textbooks</li> <li>2. Posters on war against drug abuse.</li> <li>3. Photographs showing drug addicts</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. explain the meaning of drug abuse;</li> <li>2. mention two dangers of drug abuse;</li> <li>3. mention two ways of preventing drug abuse.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Harmful Substances and How to Avoid taking them.	<p>Pupils should be able to:</p> <p>explain the meaning of harmful substances;</p> <p>Give examples of harmful substances</p> <p>Mention way of preventing intake of harmful substances.</p>	<p>1. Meaning of harmful substances – food, water, fruits or drugs that are unfit for human consumption.</p> <p>2. Examples of harmful substances:</p> <ul style="list-style-type: none"> <li>• stale foods</li> <li>• poorly cooked foods</li> <li>• rotten foods</li> <li>• infested foods</li> <li>• expired foods/drugs</li> <li>• un-ripe fruits</li> <li>• impure water</li> </ul> <p>3. Ways of preventing intake of harmful substances.</p> <ul style="list-style-type: none"> <li>• Avoid eating stale, poorly cooked, dirty and infested foods.</li> <li>• Avoid taking expired food/drugs.</li> <li>• Take only drugs that are prescribed by the doctor/physician.</li> </ul>	<p>1. Leads the pupils in discussion to discover harmful substances when taken into human body.</p> <p>2. Takes pupils to local shops and markets to identify harmful substances in their environment.</p> <p>3. Asks questions to lead pupils to identify ways of preventing intake of harmful substances.</p>	<p>1. Participate in the discussion.</p> <p>2. Respond to the teacher's questions.</p> <p>3. Participate in field trip.</p>	<p>1. Pupils' textbooks.</p> <p>2. Real objects of harmful substances in their environment.</p>	<p>Pupils to:</p> <p>1. explain the meaning of harmful substances.</p> <p>2. give 2 examples of harmful substances.</p> <p>3. mention 2 ways of preventing intake of harmful substances.</p>

## NATIONAL VALUES CURRICULUM

**THEME: SECURITY EDUCATION**  
**SUB-THEME: ELEMENTS OF SECURITY**

**PRIMARY TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Sources of danger and insecurity	Pupils should be able to: 1. Further identify the various sources of insecurity. 2. List how to keep away from dangers and seek for help.	1. Sources of Insecurity: <ul style="list-style-type: none"> <li>• Bombings</li> <li>• Rape</li> <li>• Fire Outbreaks</li> <li>• Unnecessary Movements etc.</li> <li>• Food Poisoning</li> <li>• Dangerous Chemicals, etc.</li> </ul> 2. How to keep away from dangers: <ul style="list-style-type: none"> <li>• Listen to talks given by resource persons.</li> <li>• Report cases of insecurity to security agents.</li> <li>• Being alert every time.</li> <li>• Avoid relating with strangers, etc.</li> </ul>	1. Guides pupils to state the sources of insecurity. 2. Invites resources persons from any of the security agencies to give talk on how to keep away from danger and seek for help.	1. Discuss the sources of insecurity 2. Participate in the talk by asking questions.	1. Textbooks, Charts, 2. Posters, 3. Video clips.	Pupils to: 1. identify the various sources of insecurity.
Identification of security agencies and their primary duties.	Pupils should be able to: Identify the various security agencies and their primary duties. identify who to approach in the face of danger.	Security agencies and their Primary duties: <ul style="list-style-type: none"> <li>• Police</li> <li>• FRSC</li> <li>• NDLEA</li> <li>• SSS</li> <li>• I.C.P.C.</li> <li>• NSCDC.</li> <li>• Military</li> <li>• Prisons</li> <li>• NAFDAC, etc.</li> </ul>	Guides pupils to state the primary duties of various security agencies. Organize excursion visits to security agencies within their environment.	Mention the primary duties of various security agencies. Visit the various security agencies and ask questions.	Textbooks, Pictures, Video clips, handbills, Posters.	Pupils to: mention the various security agencies, state the duties of security agencies.

# NATIONAL VALUES CURRICULUM

**THEME: CIVIC EDUCATION**  
**SUB-THEME: CIVIC EDUCATION**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Civic Education	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. identify and list the components of Civic Education;</li> <li>2. explain the dimensions of Civic Education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Components of Civic Education: <ul style="list-style-type: none"> <li>• Nationality</li> <li>• Right and duties</li> <li>• Democratic practices</li> <li>• Community values,</li> </ul> </li> <li>2. Dimensions of Civic Education: <ul style="list-style-type: none"> <li>• political</li> <li>• legal</li> <li>• social</li> <li>• economic</li> <li>• cultural</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Leads the pupils to discuss relevant components of Civic education.</li> <li>2. Guides pupils to explain the dimensions of Civic Education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage in identifying and listing the components of Civic Education.</li> <li>2. Participate in explaining the dimensions of Civic Education.</li> <li>3. Role play situations that explain the components and dimensions of Civic Education.</li> </ol>	<p>Posters</p> <p>Pictures</p> <p>Video dips.</p>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. identify and list the components of Civic Education;</li> <li>2. explain the dimensions of Civic Education.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: CIVIC EDUCATION**  
**SUB-THEME: NATIONAL CONSCIOUSNESS**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
National Identity	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. explain the meaning of national identity;</li> <li>2. list elements of National identity;</li> <li>3. discuss reasons why Nigerian should be patriotic.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning of National identity: <ul style="list-style-type: none"> <li>• Accepting and belonging to a nation by identifying with its goals and aspirations. Working as individual or as group to achieve the goals.</li> </ul> </li> <li>2. Elements of national identity. <ul style="list-style-type: none"> <li>• National anthem</li> <li>• Citizenship of nation</li> <li>• Payment of taxes</li> <li>• Work for the success of the nation.</li> <li>• Respecting national symbols, etc.</li> </ul> </li> <li>3. Reasons for patriotism: <ul style="list-style-type: none"> <li>• to promote unity</li> <li>• to promote development</li> <li>• to ensure full and proper use of resources</li> <li>• to help the nation benefit from our knowledge and skills.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Leads pupils to explain the meaning of national identity.</li> <li>2. Asks pupils to list the elements of National Identity.</li> <li>3. Guides discussion on reasons why Nigerians should be patriotic.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the meaning of national identity.</li> <li>2. Mention elements of national Identify.</li> <li>3. Participate in discussion on reasons for patriotism.</li> </ol>	<ol style="list-style-type: none"> <li>1. Posters</li> <li>2. Pictures</li> <li>3. Video dips</li> <li>4. Maps</li> <li>5. National Symbols.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. explain the meaning of national identity;</li> <li>2. list elements of national identity;</li> <li>3. discuss reasons why Nigerians should be patriotic.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: CIVIC EDUCATION**  
**SUB-THEME: NATIONAL CONSCIOUSNESS**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
National Symbols	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. identify national symbols;</li> <li>2. describe some National symbols;</li> <li>3. differentiate between national symbols and other symbols;</li> <li>4. demonstrate respect for National and other symbols.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning and examples of National symbols:- <ul style="list-style-type: none"> <li>• People/leaders</li> <li>• public property, constitution, mace, national flag, coat of arms, etc;</li> </ul> </li> <li>2. Description of National symbols: <ul style="list-style-type: none"> <li>• the eagle in the Nigerian coat of arms represents strength,</li> <li>• the green colour of the national flag stands for agriculture, and white stands for peace, etc.</li> </ul> </li> <li>3. Differentiation: e.g. <ul style="list-style-type: none"> <li>• National symbols- national flag, currency, National Anthem, Coat of Arms, Constitution, etc.</li> <li>• other symbols: . <ul style="list-style-type: none"> <li>· traditional leaders;</li> <li>· religious leaders and highway codes; etc.</li> </ul> </li> </ul> </li> <li>4. Respecting National Symbols: <ul style="list-style-type: none"> <li>• Stand at attention</li> <li>• Standing up when National anthem is sang</li> <li>• Saluting the National flag</li> <li>• According respect to traditional and religious leaders.</li> <li>• Handling naira with care</li> <li>• Respect for the constitution.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Leads pupils to explain the meaning of national symbols using pictures and real objects.</li> <li>2. Guides pupils to draw and describe national symbols of Nigeria.</li> <li>3. Helps pupils to differentiate by categorizing national symbols.</li> </ol>	<ol style="list-style-type: none"> <li>1. Examine pictures and real objects and explain the meaning of symbols.</li> <li>2. Draw and describe Nigerian symbols.</li> <li>3. Differentiate by categorizing national and other symbols.</li> <li>4. Demonstrate ways of respecting National and other symbols.</li> <li>5. Listen and ask questions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures of National symbols and others</li> <li>2. Posters</li> <li>3. Video clips</li> <li>4. Tours to see important national symbols</li> <li>5. Tours to traditional and religious Institutions.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. explain the meaning of national symbols;</li> <li>2. describe and draw Nigerian national symbols;</li> <li>3. differentiate between National and other symbols;</li> <li>4. demonstrate respect for national and other symbols.</li> </ol>



## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: FAMILY AS THE BASIC UNIT OF SOCIETY**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
The Nuclear and Extended Families	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. identify a nuclear family and the extended family;</li> <li>2. demonstrate how to show respect to members of the nuclear and extended family.</li> <li>3. explain the roles each family member plays in raising a child.</li> </ol>	<ol style="list-style-type: none"> <li>1. Members of a nuclear family: <ul style="list-style-type: none"> <li>• Father, mother/mothers and children.</li> </ul> </li> <li>2. Extended Family i.e. close blood relations.</li> <li>3. Respect among family members e.g. <ul style="list-style-type: none"> <li>• father/ mother,</li> <li>• Parents/ children</li> <li>• Sibling/sibling</li> <li>• Children/uncles, parents/in-laws etc.</li> </ul> </li> <li>4. Functions or roles of extended family members include; <ul style="list-style-type: none"> <li>• assisting the direct parent in the child's upbringing.</li> <li>• Extended family members give the child a social identity.</li> <li>• They also help in keeping family history.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Asks pupils' to find out who are the members of their nuclear families, using questioning method.</li> <li>2. Uses questioning method to identify various ways family members respect each other.</li> <li>3. Explains how extended family members assist parents or contribute to a child's upbringing</li> <li>4. Asks pupils to find out from home who are members of their extended family and the roles they play in their upbringing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Find out from home about their nuclear families.</li> <li>2. Pupils role play respect among family members/ extended members in the class.</li> <li>3. Find out from their parents and elders who are members of their extended family.</li> <li>4. Participate in class discussions.</li> <li>5. Outline some of the contributions of aunties, uncles, grandparents to their upbringing.</li> <li>6. Respond to questions in class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures of father, mother brother, sister and children.</li> <li>2. Pictures showing ways of showing respect.</li> <li>3. Pupil's textbooks.</li> <li>4. Pictures of extended family members.</li> <li>5. Pictures of a family tree.</li> <li>6. Picture of extended/ older people in their community.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. draw ways of showing respect to family members.</li> <li>2. identify a nuclear family and the extended family.</li> <li>3. demonstrate how to respect member of the nuclear and extended family.</li> <li>4. Explain who members of nuclear and extended family are;</li> <li>5. list four roles extended family members play in their upbringing.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB-THEME: CULTURE AND SOCIAL VALUES**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Types of Marriages in our Community	Pupils should be able to: <ol style="list-style-type: none"> <li>1. explain the meaning of marriage;</li> <li>2. identify major types of marriages in our community;</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning of marriage.                             <ul style="list-style-type: none"> <li>• Lawful and acceptable union of a man and woman to make up a family.</li> </ul> </li> <li>2. Types of marriages: polygamy, monogamy etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses questioning method to explain meaning of marriage.</li> <li>2. Uses role- playing process to demonstrate types of marriages.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate actively in answering questions.</li> <li>2. Participate actively in the role- playing of polygamous and monogamous families.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures of husbands and wives. (Couples)</li> <li>2. Pictures or photographs that show types of marriages.</li> </ol>	Pupils to: <ol style="list-style-type: none"> <li>1. explain the meaning of marriage;</li> <li>2. identify two types of marriage in our community;</li> </ol>
Various Ways of Getting Married and the Objects used in the Ceremony.	Pupils should be able to: <ol style="list-style-type: none"> <li>1. Describe how marriages are contracted.</li> </ol>	<ol style="list-style-type: none"> <li>1. Marriage practices in Nigeria: e.g.                             <ul style="list-style-type: none"> <li>• agreement by the two families by paying the bride price,</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Assigns to pupils the task of discovering how marriage is practiced and the objects used in their communities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Carry out the investigation.</li> </ol>	<ol style="list-style-type: none"> <li>1 Bible and Qur'an.</li> <li>2. Picture of church, mosque and shrine.</li> </ol>	Pupils to: <ol style="list-style-type: none"> <li>1. Describe how marriage is contracted.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB-THEME: CULTURE AND SOCIAL VALUES**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
	2. Mention the objects used in contracting marriage.	<ul style="list-style-type: none"> <li>• religious marriage either in the church or mosque,</li> <li>• traditional marriage or court wedding.</li> </ul> <p>2. Objects used in Marriage ceremonies: Wine, kolanut, food items, wedding gown, money services etc.</p>	<p>2. Demonstrates to the pupils the process of marriage practices.</p> <p>3. Demonstrates the functions of marriages in the lives of individual and the community at large.</p>	2. Share their findings in class discussion.	<p>3. Audio visual aid.</p> <p>4. Textbooks Resource persons, marriage objects.</p> <p>5.Real objects.</p> <p>6. Marriage album.</p>	2. Write any 2 objects used in contracting them.

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Common Drugs in Our Community and The Right People to Give Them.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of drug;</li> <li>2. Identify common drugs;</li> <li>3. State who must administer drugs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the meaning of drug – medical substances for curing illnesses</li> <li>2. Identification of modern common medicine/drugs e.g. Aspirin, Daga, Nivaquine, Panadol, Paracetamol, Alabukun Phrenic, traditional e.g. lemon grass</li> <li>3. Who administers the drugs: parents, guardian, teacher or nurses, doctors, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows labels with names of drugs to the pupils for the purpose of identification.</li> <li>2. Leads class discussions on synthetic and natural medicines /drugs.</li> <li>3. Invites medical person to give a talk on the topic.</li> <li>4. Organizes nature walk to identify some local herbs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in class discussion on common drugs.</li> <li>2. Sample the labels of some drugs e.g. phensic, local herbs etc.</li> <li>3. Participate in class discussion on who administers drugs.</li> <li>4. Participate in the answering of questions from the talk.</li> </ol>	<ol style="list-style-type: none"> <li>1. Samples of readily available labels of empty packets of common drugs.</li> <li>2. Posters showing various drugs and who must administer them.</li> <li>3. Colourful charts.</li> <li>4. Samples of local herbs and drugs.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. explain the meaning of drug;</li> <li>2. Identify 2 common drugs;</li> <li>3. State 2 persons who administer drugs.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Ways of Identifying Someone who has Abused Drugs.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. State the meaning of Drug Abuse;</li> <li>2. Recognize someone who has abused drug/medicines;</li> <li>3. Mention ways of helping someone who has abused drugs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Drug abuse intake of medicine without prescription. <ul style="list-style-type: none"> <li>• Ways of knowing someone who has abused drugs:</li> <li>• Untidy appearance</li> <li>• Drunken behaviour</li> <li>• Frequent fighting</li> <li>• Disobedience</li> <li>• Convulsion</li> <li>• Inattentiveness</li> <li>• having frequent accidents.</li> </ul> </li> <li>2. Ways of helping someone who has abused drugs/ medicines: e.g. reporting any change of behaviour to parent, teacher and other adults: <ul style="list-style-type: none"> <li>• Seeking medical attention, etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Leads class discussions on methods of taking drug/medicines into the body (swallowing, drinking, inhaling).</li> <li>2. Asks pupils to describe ways they have been taking medicines/drugs.</li> <li>3. Invites resource persons to give talks on: <ul style="list-style-type: none"> <li>• How to identify someone who has misused drugs.</li> <li>• To help someone who has abused drug/medicines.</li> </ul> </li> <li>4. Teaches pupils songs, and rhymes that discourage drug abuse.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe ways of taking medicines/drugs.</li> <li>2. Sing songs.</li> <li>3. Recite poems and rhymes.</li> <li>4. Dramatize caring for people who have abused drugs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Charts/posters illustrating some methods of taking medicines.</li> <li>2. Resource person.</li> <li>3. Charts of health centers and health personnel.</li> <li>4. Posters showing a drug addict.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. State the meaning of drug abuse</li> <li>2. List 3 ways by which drugs/medicines are taken into the body;</li> <li>3. Mention two ways to identify someone who has abused drugs and ways of helping such people.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Ways of preventing common Illness	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify common illnesses in their community;</li> <li>2. Mention symptoms of common illnesses in their community;</li> <li>3. Identify causes of common illnesses;</li> <li>4. Mention ways of preventing common illnesses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Common illnesses in the community: <ul style="list-style-type: none"> <li>• Malaria</li> <li>• Dysentery</li> <li>• Diarrhea</li> <li>• Cholera, etc.</li> </ul> </li> <li>2. Symptoms of common illnesses in the community: <ul style="list-style-type: none"> <li>• General weakness</li> <li>• Lack of appetite</li> <li>• Headache/cold etc.</li> </ul> </li> <li>3. Causes of common illnesses like dysentery or diarrhea: <ul style="list-style-type: none"> <li>• Dirty and polluted surroundings.</li> <li>• Infections.</li> </ul> </li> <li>4. Prevention of common illnesses. <ul style="list-style-type: none"> <li>• Cleaning of one's environment.</li> <li>• Eating balanced diet.</li> <li>• Regular medical checkup etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Uses guided questions to find out the common illnesses pupils have suffered before.</li> <li>2. Assigns pupils into group work to come up with other common illnesses.</li> <li>3. Asks pupils to find out symptoms of common illnesses.</li> <li>4. Uses guided questions to find out the causes of common illnesses the pupils have suffered before.</li> <li>5. Leads pupils to find out how common illnesses can be prevented in the community.</li> <li>6. Uses guided questions to generate more ways of preventing common illnesses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to the questions.</li> <li>2. Participate in the group assignment.</li> <li>3. Find out the symptoms of common illnesses and report to the class.</li> <li>4. Report findings to the class. In group assignment pupils discuss the causes of common illnesses in their community.</li> <li>5. Find out ways of preventing common illnesses from the community and report to the class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Posters.</li> <li>2. Pictures showing people suffering from one illness or the other.</li> <li>3. Community resources.</li> <li>4. Pictures of some causes of common illnesses.</li> <li>5. Charts</li> <li>6. Pictures of clean environment.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. Identify two common illnesses in their community;</li> <li>2. Mention three symptoms of common illnesses in their community;</li> <li>3. Identify two causes of common illnesses;</li> <li>4. Mention three ways of preventing common illnesses.</li> </ol>

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Causes of Road Accidents	Pupils should be able to:  1. explain road accident.  2. list the causes of Road Accidents;	1. Meaning of road accidents: <ul style="list-style-type: none"> <li>• Sudden bad happen(s) on the road which can cause damage or lost of property, physical injury or lost of life.</li> </ul> 2. Causes of road accident include: <ul style="list-style-type: none"> <li>• Bad roads.</li> <li>• Poorly built roads by corrupt and inappropriate workers.</li> <li>• Poor use of resources.</li> <li>• Bad vehicles.</li> <li>• Careless &amp; unsafe driving</li> <li>• Inability to read and interpret road signs etc.</li> </ul>	1. Uses guided questions to teach the causes of road accident.  2. Uses charts to demonstrate further examples/ causes of road accidents.	1. Give examples of causes of road accidents.  2. Demonstrate some causes.  3. Respond to questions.  4. Read the charts.	1. Resource persons such as Road safety personnel.  2. Pictures.  3. Photographs.  4. Pupils' textbooks.  5. Charts.	Pupils to:  explain the meaning of road accident  explain causes of road accident.  explain the meaning of first-aid in road accident.

## NATIONAL VALUES CURRICULUM

**THEME: SOCIAL STUDIES**  
**SUB THEME: SOCIAL AND HEALTH ISSUES**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Giving First Aid Treatment to Road Accident Victims.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. identify the items found in a first-aid box;</li> <li>2. describe how simple first-aid could be applied to one of those injured</li> </ol>	<ol style="list-style-type: none"> <li>1. Objects found in first-aid box: <ul style="list-style-type: none"> <li>- scissors</li> <li>- bandage</li> <li>- pain relieve tablets</li> <li>- razorblade</li> <li>- cotton wool</li> <li>- iodine</li> <li>- izal etc</li> </ul> </li> <li>2. Simple first-aid treatment: <ul style="list-style-type: none"> <li>- Clean the wound with antiseptic.</li> <li>- Cover with plaster or bandage.</li> <li>- Administer pills as recommended by doctors, etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Guides pupils to suggest ways to assist an accident victim.</li> <li>2. Directs pupils to inquire from home how cuts or burns are treated.</li> <li>3. Invites a nurse/dispenser to give a talk on first-aid treatment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give examples of ways to help an accident victim.</li> <li>2. List some items that will be needed.</li> <li>3. Respond to questions.</li> <li>4. Read the charts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Resource persons such as the school nurse or Red Cross personnel.</li> <li>2. Real objects in the First Aid Box.</li> <li>3. Photographs.</li> <li>4. Pupils' textbooks.</li> <li>5. Charts.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>1. Identify 5 objects found in first-aid box;</li> <li>2. Describe how simple first-aid could be applied to one of those injured.</li> </ol>



## NATIONAL VALUES CURRICULUM

**THEME: SECURITY EDUCATION**  
**SUB-THEME: ELEMENT S OF SECURITY**

**PRIMARY THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Identification of security agencies and their primary duties.	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>Identify the various security agencies and their primary duties.</li> <li>identify who to approach in the face of danger.</li> </ol>	<ol style="list-style-type: none"> <li>Security agencies and their Primary duties: <ul style="list-style-type: none"> <li>Police</li> <li>FRSC</li> <li>NDLEA</li> <li>SSS</li> <li>I.C.P.C.</li> <li>NSCDC.</li> <li>Military</li> <li>Prisons</li> <li>NAFDAC, etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Guides pupils to state the primary duties of various security agencies.</li> <li>Organises excursion visits to security agencies within their environment.</li> </ol>	<ol style="list-style-type: none"> <li>Mention the primary duties of various security agencies.</li> <li>Visit the various security agencies and ask questions.</li> </ol>	<ol style="list-style-type: none"> <li>Textbooks,</li> <li>Pictures,</li> <li>Video clips,</li> <li>handbills,</li> <li>Posters.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>mention the various security agencies,</li> <li>state the duties of security agencies.</li> </ol>
Elements of criminal behaviour	<p>Pupils should be able to;</p> <ol style="list-style-type: none"> <li>Identify common criminal behaviours and their punishments.</li> <li>Learn to avoid criminal behaviours.</li> </ol>	<ol style="list-style-type: none"> <li>Identification of criminal behaviours: <ul style="list-style-type: none"> <li>Falsehood</li> <li>fighting</li> <li>Theft</li> <li>Bodily Harm</li> <li>Forgery</li> <li>Examination malpractice</li> <li>Sellers of bad food and fake drugs, etc.</li> </ul> </li> <li>Ways to Avoid Criminal Behaviours: <ul style="list-style-type: none"> <li>Not joining gangs</li> <li>Avoid peer pressure</li> <li>Learn to be self-satisfied, etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Leads pupils to identify various criminal offences and their punishments.</li> <li>Organises excursion visit to security agencies within their Vicinity to find out ways of avoiding criminal behaviour.</li> </ol>	<ol style="list-style-type: none"> <li>Mention the various criminal offences and their punishments.</li> <li>Visit Police stations and ask questions.</li> </ol>	<ol style="list-style-type: none"> <li>Handbills</li> <li>Posters</li> <li>Video Clips, etc.</li> </ol>	<p>Pupils to:</p> <ol style="list-style-type: none"> <li>mention the various criminal offences and their punishments;</li> <li>mention some of the ways of avoiding criminal behaviours.</li> </ol>

## NATIONAL VALUES CURRICULUM

<b>CONCEPT DEVELOPMENT WORKSHOP</b>	
<b>NAME</b>	<b>ORGANIZATION REPRESENTED</b>
Prof. Godswill Obioma	Executive Secretary, NERDC, Sheda
Prof. B. G Nworgu	University of Nigeria, Nsukka
Prof Barth Chukwuezi	National Commission for Museum and Monuments, Abuja
Prof. Uche Udeani	Dept. of Sc. Educ. UNILAG, Lagos
Dr. C. O. Ubani	Universal Basic Education Commission, Abuja.
Dr. Ismail Junaidu	Nigerian Educational Research and Development Council (NERDC), Abuja
Dr. E. O Adeniyi	Nigerian Educational Research and Development Council (NERDC), Abuja
Dr. kate Nwufo	Nigerian Educational Research and Development Council (NERDC), Abuja
Dr. (Mrs.) A. N. Maduekwe	Faculty of Education, UNILAG, Akoka, Lagos.
Dr. Sani Ahmed Surfi	No. Tigris Close, Imani Estate, Maitama, Abuja
Dr. Garba Sa'ad	Faculty of Education, Bayero University, Kano
Dr. Hauwa Imam	University of Abuja, Gwagwalada, FCT. Abuja.
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## NATIONAL VALUES CURRICULUM

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