

FEDERAL MINISTRY OF EDUCATION LAGOS



NATIONAL CURRICULUM FOR PRIMARY SOCIAL STUDIES

1983

GEI

AN

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Schulbuchforschung
Braunschweig
-Schulbuchbibliothek-

2000/1205

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FOREWORD

It gives me great pleasure to write a foreward to this and other national primary school curricula and syllabuses recently approved by the Government. As stated in the Preface, this document is one of six such materials designed and produced by the Nigerian Educational Research Council, on behalf of my Ministry, under the programme of co-operation between the Federal Military Government of Nigeria and the United Nations Children's Emergency Fund (UNICEF) for the period 1981-5. The materials, all aimed at improving the quality of education at the primary school level, cover the following subject areas: English Language, Science, Mathematics, Social Studies, Home Economics and Nigerian Languages (Hausa, Igbo and Yoruba for the time being). Those of Science and Mathematics are already in circulation.

With the current educational developments in the country, these materials could not have come at a more opportune time. The new National Policy on Education provides for an entirely new system of education, the 6-3-3-4 system, which came into effect retrospectively in September, 1976, with the formal launching of the UPE scheme. According to the Policy, the main purpose of primary education, the foundation of the entire educational structure, is to enable the child to acquire, among other things, permanent and functional literacy and numeracy, with emphasis on effective communication, in addition to making him useful both to himself and to the society in which he lives. New changes in educational systems and objectives call for new curricula, new textbooks and other facilities. It is hoped that the newly approved curricula and syllabuses, together with the course books and other materials that may accompany them, if properly implemented, will go a long way in assisting the schools to achieve the objectives of primary education.

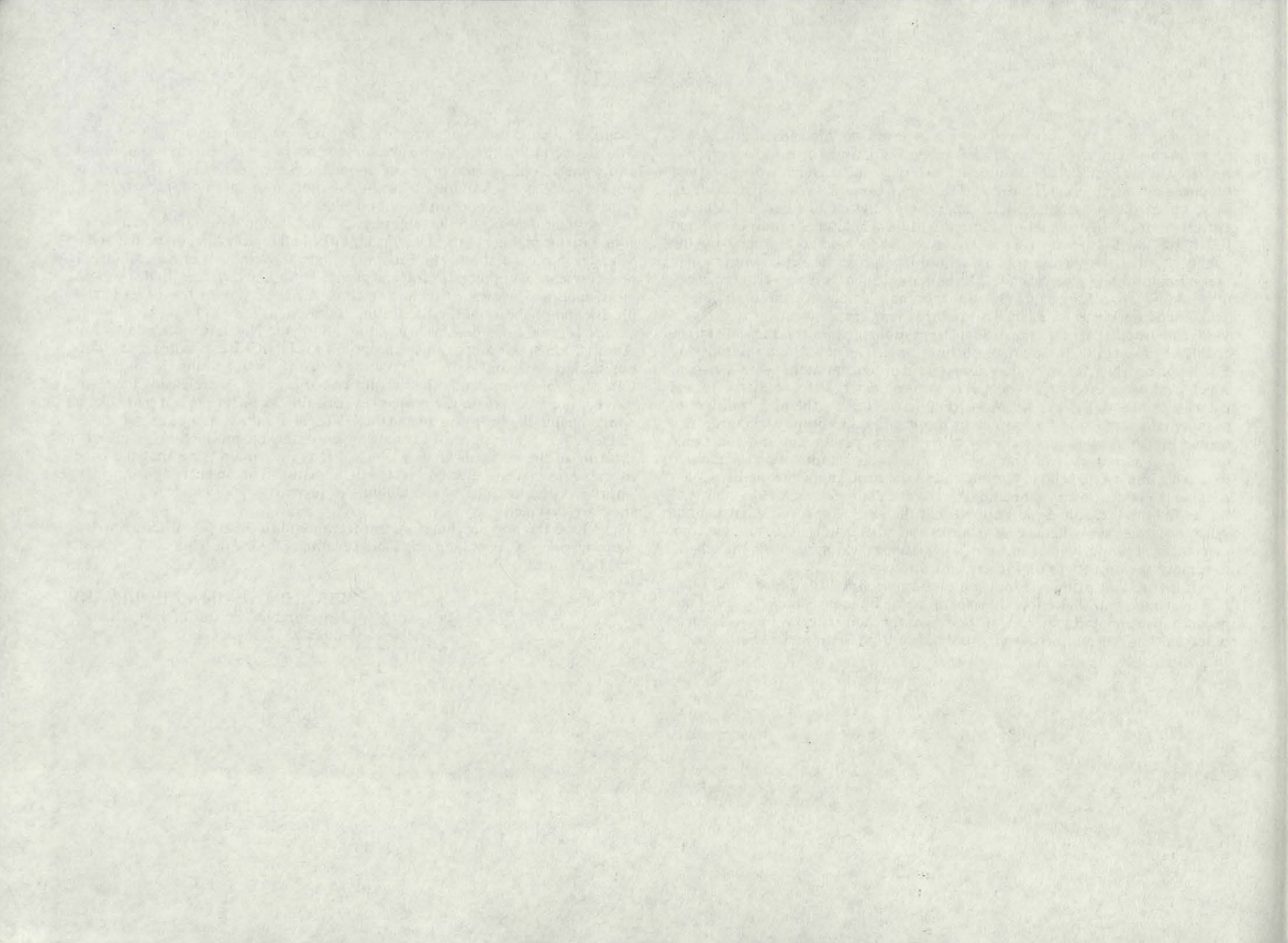
It is true that primary education is the responsibility of State and Local Governments, and that efforts have been made by some States to design and produce instructional materials of their own for their schools, but it has been observed that these efforts vary considerably from State to State in terms of

scope, depth and target performance. The new national primary school curricula are therefore intended also to achieve some measure of harmonisation and uniformity of policies and practices among the States of the Federation. Provision is made in each material for the adaptation of specific topics, themes, principles, ideas or concepts to suit peculiar local conditions.

A great deal of intellectual, physical and material resources must have gone into the making of these curricula. I would therefore like, on behalf of my Ministry in particular and the Federal Military Government in general, to express my sincere appreciation of, and gratitude for, the sacrifices made by those individuals and institutions who contributed in one way or the other to the production of these materials. In this connection, the following institutions and/or organisations deserve special mention: the Nigerian Educational Research Council, for preparing the proposals for UNICEF assistance in the various subject areas and skilfully executing the projects; the Ministries of Education, the Universities and other institutions of learning, for releasing their employees to participate in the projects even at times which were not particularly convenient to the institutions; and the UNICEF for the generous moral, material, and financial support it gave towards not only the production but also the printing of the curricula and syllabuses. It is my candid hope that the huge investments made in these projects will be justified, in the years ahead, by the improved performance of the millions of primary school children for whom they are designed.

I have the honour therefore to recommend this and the other approved national primary school curricula and syllabuses for use in schools throughout the Federation of Nigeria.

IBRAHIM YERIMA ABDULLAHI
Honourable Minister of Education.
February, 1984.



PREFACE

RATIONALE

Education as conceived in the National Policy on Education is an instrument for change and development both for the individual and for the nation as a whole. The envisaged changes and developments are to be brought about through carefully planned and well implemented curricula for the different school subjects.

With respect to Social Studies, a National Primary School Curriculum Guide was developed in 1971; and after about ten years of use, that Guide was rightly considered ripe for revision. UNICEF in co-operation with the Federal Ministry of Education through the Nigerian Educational Research Council (NERC) – an agency of the latter, sponsored the revision of the 1971 Curriculum Guide. Between April 12 and 17, 1981 at the Bagauda Lake Hotel, Kano, the first in a series of workshops to revise the 1971 Guide was held. The revision that was subsequently effected could be considered in many respects, fundamental in a number of ways: in its conception of Social Studies, its general curriculum orientation, in the learning outcomes anticipated, and in the general methods of instruction implied. These considerations among others, collectively constitute the rationale for this 1982 Primary School Social Studies Curriculum Guide.

We believe that Social Studies as a school subject should, in accordance with the National Policy on Education (1981), help the Nigerian school child:

- a) develop the ability to adapt to his changing environment;
- b) inculcate national consciousness and national unity;
- c) become good citizen capable of, and willing to contribute to the development of the society; and
- d) inculcate the right types of values and attitudes.

These educational demands go beyond the acquisition of bits of information from selected subjects. For any Social Studies curriculum to adequately reflect the provisions of the National Policy on Education, that curriculum should do more than catalogue some set of facts, concepts and generalizations as its content. The 1971 Curriculum Guide falls short of this demand; it failed to exemplify behavioural modification in its emphasis of cognitive development.

The present Curriculum Guide is governed by the belief that Social Studies should positively influence, modify and change pupil's behaviour in the direction of acceptable norms, values, beliefs, attitudes and practices of the society. On this belief rests the first primary consideration governing our rationale for this Curriculum Guide.

The second focus in our rationale is the commitment, in Social Studies to the Primacy of promoting how to think over what to think. Again, the 1971 Guide, by adopting the discipline – approach merely identified themes and specific subject-matter units selected from what was considered relevant disciplines in Social Studies to form the body of the curriculum content. Specific facts, concepts and generalizations were taught as content. Implicit in that Guide was the conception of Social Studies as an amalgamation of relevant disciplines. This conception of Social Studies is incongruent with the ideals and goals of an essentially affective subject like Social Studies.

The 1982 Guide was therefore developed from a different conceptual standpoint: the Social Studies emphasizes affects and that its content derives from *Man's Interaction* in a given environment. Accordingly, in the selection of content in this Guide, special considerations were given to man's encounter with other men in and outside his immediate environment, encounter with nature and with other man-made elements in the society. Interaction, which we have accepted as the crux of Social Studies Curriculum, has many ramifications and manifestations carrying with them multiple and diverse problems.

Thus, since interaction is at the centre of social studies, and since interaction has the tendency of posing problems for the individual, a viable social studies curriculum we rationalized, MUST focus on *Problems-Solving*. In this type of curriculum orientation, facts, concepts, generalizations and other units of information do not in themselves constitute the content to be taught, but the vehicles by which positive values, affects, and ideals are developed, acquired and internalized. This is the basis for the problems-solving approach adopted in this Curriculum Guide and this orientation offers meaning, significance, purpose and relevance to the teaching of Social Studies. The impetus for this rationale is the development, through Social Studies, of relevant skills for effective, positive, productive and humane living in a given society, internalizing the right values and attitudes for interpersonal and inter-group relations.

Finally, this Curriculum Guide was developed to reflect the philosophy of the Nigerian Social Studies Programme (NSSP) which focuses on Man as he influences and as he is influenced by his environment. Therefore, rather than list facts to be memorized, skills to be practised and values to be imitated in isolation, our selection of content has been guided by a comprehensive view of how man can be helped to solve the problems he is bound to encounter as he influences, and as he is influenced by his environment. With this comprehensive view in mind, a number of *possible problems* that could arise in man's interaction in the environment were identified and categorised into:

- a) Civil/Political
- b) Social/Cultural
- c) Economic; and
- d) Scientific and technological.

Exemplars of specific problems under each category were then identified to constitute the curriculum content. Possible solutions to these problems are to be explored through finding answers to the questions: 'What', 'Why' and 'How' to form the basis of the learning experiences. The 'What' question demands exploration which results in the acquisition of relevant facts, concepts and generalizations. The 'Why' question is speculative in nature, demanding critical examination and scrutiny of facts. Answers to the 'why' questions are to be found in the attempt to explain facts, to define causes, give reasons, and to substantiate facts. The 'How' question is prescriptive; it ends this trial of questions in that it supplies the ingredients for actions and behaviour. This approach to content selection allows content to be embodied in the learning experiences – a characteristic feature of all process – oriented, and problems-solving based curricula.

The ultimate rationale behind this approach is that social issues cut across disciplines, so are the problems. Their solutions also cut across disciplines. Hence, in this curriculum Guide, problems and their solutions are made central while specific disciplines and subject matter are peripheral. Therefore, this Guide is not simply History, Geography, Government, Economics etc., but all of these and more: a carefully blended educational curriculum which subsumes individual subject identity.

It is hoped that this Guide would equip pupils with thinking tools necessary for solving problems which he/she inevitably encounters as he/she interacts in his/her environment. At the end, our children should possess the basic social skills for effective living and for behavioural patterns that are society sanctioned and rule-governed.

IMPLICATIONS FOR IMPLEMENTATION

As noted in the rationale, the concept of Social Studies which guided the orientation and approach adopted in this curriculum guide is fundamentally different from what was assumed in the 1971 Guide. Consequently, the implementation of this curriculum demands different considerations. Implementation, one should emphasize, is the key to the success of any curriculum. Its neglect is like placing a potentially effective and sophisticated weapon in the hands of an illtrained soldier. Such practice is bound to end in a catastrophic failure. Therefore, meticulous attention to implementation requirements for this, and indeed, any curriculum is not only desirable, but absolutely essential.

Below are what we consider minimum requirements for the effective implementation of this curriculum:

- a) **Orientation workshops for:**
 - i) Ministry of Education Officials
 - ii) Teacher-Trainers
 - iii) Practising Teachers; and
 - iv) Examining Bodies.

The orientation workshops are to ensure firm understanding and wide acceptance of the new conception of social studies adopted in this curriculum Guide. We consider changes in orientation crucial because many people – policy-makers, educational administrators, Ministry officials, teachers and teacher-trainers, belong to the tradition in which Social Studies was seen as History, Geography and Civics. This conception of Social Studies is misleading, to say the least.

For this curriculum to succeed in our schools and for its teaching to have the desired and intended effects on the behaviour and attitudes of our children we must re-orientate our thinking and understanding in line with the conception of Social Studies adopted in this 1982 Curriculum Guide.

- b) **Textbook Production:**

One of the basic implications for the implementation of this curriculum Guide is the production of textbooks. This is because of the problem-solving approach adopted in this Guide which emphasises process as content.

Most Social Studies textbooks presently in use in our schools are subject-matter based. They tend to reflect the discipline of knowledge considered relevant to Social Studies. Facts, concepts and generalizations are selected from given disciplines, and structured in accordance with particular units or themes; usually, each chapter is made to cover a unit or theme in the curriculum. Textbooks of the nature and orientation described above have the danger of negating the philosophy and the entire conception of social studies that guided this curriculum. What is needed for this curriculum Guide are text materials in form of instructional kits, and not textbooks. BASIC and supplementary texts could be written for use in additional reference materials for teachers and pupils at the upper classes.

This requirement for special text materials lead us to the recommendation that the Publications Department of the Nigerian Educational Research Council (NERC) should, as a matter of urgency, have personnel and facilities to publish these needed materials.

- c) **Learning Packages:**

As noted in (b) above, instructional kits are more relevant for this curriculum than the conventional textbooks. These instructional kits, more commonly known as learning packages are usually written in simple-to-understand language utilizing the programmed learning techniques which allow individualized self-instruction. For the junior classes, visual and manipulative kits are incorporated into the learning packages instead of printed materials. This means

that the NERC should concern itself with the production of self-instructional packages.

d) Teaching Methods:

We do not change behaviour by 'telling' alone. Pupils must be led into an understanding, appreciation and internalization of those positive affects and attitudes we want them to develop. Thus, the lecture method, though very widely used in our schools will not suffice. Infact it has a very minimum place in the implementation of this curriculum. Its use must be resisted. It should be noted that the lecture method favours particular subjects, while other subjects, like Social Studies, detest its use. This is because the lecture method has the tendency of promoting cognitive gains to the near exclusion of affective development; and Social Studies is predominantly an affective subject.

The inquiry method, role-playing, dramatization, field trips and simulation are some of the tested methods in Social Studies teaching.

e) Assessment:

The once-end-for-all evaluation of the end of term type perverts the ideals and essence to which this curriculum Guide is committed. The implementation of this curriculum demands continuous Assessment involving constant observation of pupils' behaviour in and outside the classroom. Assessment should cover, in addition to cognitive gains, evidence of improved human relations, tolerance and respect for authority, among other items.

Thus far, some implications for a successful implementation of this curriculum have been presented. We shall now examine the modalities for implementation. Modalities for implementation:

Considerable reference was made to changing people's orientation to fall in line with the nature and essence of Social Studies adopted in this Guide; textbook writing; evaluation etc. These implementation requirements can be effected through:

- i) **Workshops:** Workshops are tested and dependable avenues for effecting changes and for selling new ideas. We therefore recommend that the NERC organises different workshops such as, orientation workshops for policy-makers, teacher-trainers, practising teachers, and examiners. Textbook writing workshop is another type of workshop specifically for writers and it should involve subject specialists, Educational Psychologists, Publishers etc. as participants.

- ii) **Try-Out:** A trial stage is vital in any curriculum revision project. This is because curriculum development is largely the product of theorizing. We do know that theories without a grounding in practice could misinform. Hence the need to test new curricula in actual classroom situations.

We suggest that the trial stage should coincide with the production of learning packages, and should immediately follow the translation of the curriculum.

- iii) **Designing Evaluation Instruments:** Effective evaluation is quite difficult; yet this is the most acceptable form of evaluation in this Guide. Therefore experts in tests and measurements, specialists in curriculum evaluation, and teachers should be commissioned to design evaluation instruments that will validly and reliably test affective gains.

f) Conditions for Effective Implementation

The curriculum developers are aware of some of the difficulties that are likely to be encountered in the implementation of this curriculum package. Some of these have already been mentioned and proposed solutions to them indicated. There is, however, the problem of class size which will make it impossible for the teacher to pay sufficient attention to individual pupils' learning activities that are directly assessable. The solution to this kind of problem does not lie, in the NERC's view, in disrecommending attention being paid to individual pupils during classroom interactions, but discongesting the class to a manageable size in whatever way the State Government may deem fit. A class of not more than 40 pupils should be ideal for a teacher in the present circumstance.

g) Appreciation

The Council would like to place on record its profound appreciation of, and gratitude for, the patience, hardwork, dedication and devotion to this project of all the members of the national panel, as well as all the external assessors, whose objective comments helped tremendously in getting the curriculum to its present form. The Council's special thanks goes to the Federal Ministry of Education and to the representatives of UNICEF in Nigeria for the moral and financial support they have given to the development of this Curriculum.

NERC, LAGOS
March, 1983.

CONTENT OUTLINE – PRIMARY ONE

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF LIVING IN THE FAMILY:</p>	<p>At the conclusion of the unit pupils should be able to:</p> <p>a) Explain who are those who make up the family.</p> <p>b) Give the names of the members of their own family.</p> <p>c) Describe what each member of the family does.</p> <p>d) Explain what happens when any member fails to perform his/her family duties.</p>	<p>a) Who are those who make up the family?</p> <p>b) Give the names of the members of your family.</p> <p>c) Describe what each member of your family does at home.</p> <p>d) What do you do in the home to help other members of your family?</p> <p>e) What happens when any member fails to help in the home?</p>	<p>a) Discussion: The teacher should lead pupils in a discussion of the composition of the family and daily duties of each member, emphasising what each member does to help other members. Discussion should also centre on the effects of failure to perform the necessary duties in the home.</p> <p>b) Role-playing: Teacher should assign roles to pupils e.g. boys acting as fathers working in the garden or big brother helping their fathers. Girls assisting the mother in the kitchen, washing doll babies and feeding them; clothing them etc.</p> <p>c) Other class activities: Sketching of the family tree to show membership and relationship.</p>	<p>i) Sketch of family tree</p> <p>ii) Feeding bottles</p> <p>iii) Dolls</p> <p>iv) Crayons</p> <p>v) Chalkboard</p> <p>vi) Utensils, implements, and costumes for roleplaying.</p>	<p>Oral questions to find out the extent to which pupils are able to:</p> <p>a) Tell those who make up the family.</p> <p>b) Give the names of the members of their family.</p> <p>c) Describe how members of the family help one another.</p> <p>d) Give reasons to support the need to help one another in the family.</p>

UNIT 2	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
CULTURAL PROBLEMS:	<p>At the end of the Unit pupils should be able to:</p> <p>a) Demonstrate at least three ways of showing respect for elders e.g. greetings, running errands, recognizing the presence of elders.</p> <p>b) Mention other forms of showing respect e.g. careful use of household properties, obeying family rules and regulations.</p> <p>c) Explain what happens when we fail to respect elders.</p> <p>d) Give at least three reasons for showing respect to:</p> <p>i) our elders in the family</p> <p>ii) chiefs, priests, teachers etc..</p>	<p>a) In what ways do we show respect to elders?</p> <p>b) Why must we respect our elders?</p> <p>c) Identify persons or objects that must be respected.</p>	<p>a) Discuss with the pupils different ways by which elders are respected in their communities.</p> <p>b) Lead the pupils to mention some elders they know.</p> <p>c) Identify some objects that must be respected.</p> <p>d) Demonstration: Teacher should organize the pupils to demonstrate how they show respect (e.g. ways of greeting, responding to call, receiving gifts etc.)</p> <p>e) <i>Story-telling:</i> Stories drawn from folktales, Bible and Quran showing the virtue of respect for elders and the consequences of lack of respect.</p>	<p>a) Pictures depicting greetings, receiving of gift, running errands etc.</p> <p>b) Provide some articles that are commonly associated with elders e.g. walking stick, old peoples' hat etc.</p>	<p>a) Teacher should design questions to find out what the children do to show respect for elders e.g. How do you answer a call from your senior brother? What do you say to your grandmother in the morning?</p> <p>b) Teacher should observe children's reaction to any story that depicts lack of respect.</p> <p>c) Teacher ask questions to find out from the children what happens when they fail to respect their elders?</p> <p>d) Teacher to find out how far the pupils can name elders they know.</p>

UNIT 3	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
CIVIC PROBLEMS:	<p>At the conclusion of the unit, pupils should be able to:</p> <p>a) Mention some of the regulations (do and don'ts of the family and school).</p> <p>b) Tell why they should carry out orders from their parents and teachers.</p> <p>c) Mention what happens when they fail to obey their parents and teachers.</p> <p>d) Give reasons for having rules in their homes and schools.</p> <p>e) Discuss how orders can be maintained at home and at school.</p>	<p>a) Mention at least three rules that the pupils are expected to observe at home.</p> <p>b) Why do we need to obey orders from parents and teachers.</p> <p>c) What happens when pupils disobey orders from parents and teachers?</p> <p>d) Why do we have rules?</p> <p>e) In what ways can orders be maintained at home and at school?</p>	<p>a) Organize and lead children to discuss regulations that they are expected to obey at home and at school.</p> <p>b) Discuss the importance of obeying orders from parents and teachers.</p> <p>c) Discuss the consequences for disobeying them.</p>	<p>Picture cuttings of people who violate some regulations and are serving punishment e.g. traffic offenders, prisoners etc.</p>	<p>Teacher should find out through oral questioning the extent to which children can:</p> <p>a) Mention some of the common rules at home and at school.</p> <p>b) Tell one or two reasons for obeying orders from parents and teachers.</p> <p>c) Mention the consequences for disobeying orders from parents and teachers.</p> <p>d) Explain how orders are maintained.</p>

UNIT 4	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
RELIGIOUS PROBLEMS:	<p>At the end of the unit pupils should be able to:</p> <p>a) Name different kinds of religious groups.</p> <p>b) List places of worship within the community.</p> <p>c) Recognize some religious officials by their dressing.</p> <p>d) Discuss some of the activities that go on in the places of worship.</p> <p>e) Show some respect to religious institutions.</p>	<p>a) When do your parents take you to a place of worship?</p> <p>b) Where do you go for worship?</p> <p>c) Who conducts your religious service?</p> <p>d) What do you do during the service?</p>	<p>a) Encourage pupils to sing some familiar religious songs.</p> <p>b) Pupils should discuss some of the activities that go on in their places of worship.</p> <p>c) Pupils should demonstrate their worshipping postures.</p> <p>d) Pupils should mention some of the things they see in their places of worship.</p> <p>e) Pupils should describe some of the leading religious officials.</p> <p>f) Pupils should be encouraged to discuss other things they observe in the places of worship.</p> <p>g) Dramatise some religious activities.</p>	<p>a) Pictures of places of worship (Church, Mosque, Shrine).</p> <p>b) Some pictures of people at worship or religious festivities.</p> <p>c) Some religious objects such as Bible, Quran, Hymn Books, Cross, or other symbols.</p>	<p>Through oral questioning and class discussion, the teacher should be able to find out from pupils:</p> <p>a) Their places of worship and when they go there.</p> <p>b) Whether they can identify some religious objects they use in their worship.</p> <p>c) Whether they can mention places of worship and their leaders.</p> <p>d) Their ability to describe what goes on in their places of worship.</p> <p>e) Reasons why they go to worship.</p>

UNIT 5	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF DIVISION OF LABOUR:</p>	<p>At the end of the unit pupils should be able to:</p> <ul style="list-style-type: none"> a) Mention the types of work their parents do. b) Describe at least one kind of work that other people do. c) Give at least one reason why people do different types of work. d) Discuss what happens when people fail to do their work. 	<ul style="list-style-type: none"> a) What is the work of your mother and your father? b) Why is it that the work of your father is different from that of your mother? c) What work do other members of your family do? d) What do members of other families in your neighbourhood do? e) What happens if a person doesn't work? 	<ul style="list-style-type: none"> a) The teacher should lead pupils to discuss the work of the people they know. b) The pupils should be guided to dramatise the work of the people in (a). c) Pupils should be told stories, parables, or folktales to show values and advantages of hard work. 	<ul style="list-style-type: none"> a) Tools for different jobs, such as hoes and cutlasses, nets, files, etc. b) Pictures and diagrams showing people at work. 	<p>The teacher should ask oral questions to find out the extent to which pupils are able to:</p> <ul style="list-style-type: none"> a) Identify different kinds of work people do. b) Describe one or two kinds of work that people do. c) Give some reasons for working. d) Say what happens when people do not work.

UNIT 6	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF SAVINGS:	<p>At the end of the unit children should be able to:</p> <p>a) Mention what things people save.</p> <p>b) Explain the importance of savings.</p> <p>c) Describe places where people save.</p> <p>d) Discuss what happens when people do not save.</p> <p>e) Explain simple methods of saving.</p>	<p>a) What is the importance of saving to people?</p> <p>b) Describe some of the things people save.</p> <p>c) Describe places where people save.</p> <p>d) What happens when people fail to save?</p>	<p>a) Identification of materials people save.</p> <p>b) Discuss the advantages of saving.</p> <p>c) Tell short stories of people who fail to save.</p> <p>d) Lead pupils to describe how people save.</p>	<p>a) Pictures showing saving facilities (e.g. barn, pots, containers, granaries, cupboard, store, bank).</p> <p>b) The teacher should bring into the class such items like toilet soaps etc.</p> <p>c) Chalkboard</p> <p>d) Cardboard</p>	<p>Teacher should through oral questioning find out the extent to which pupils are able to:</p> <p>a) Tell the importance of saving.</p> <p>b) Describe what happens when people fail to save.</p> <p>c) Identify things that people save.</p> <p>d) Describe places where people save.</p>

UNIT 7	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF STORAGE:</p>	<p>At the end of the unit, pupils should be able to:</p> <p>a) Mention at least five things at home and at school that require storage:</p> <p>b) Explain what happens if we do not store our things.</p> <p>c) Explain at least three ways our parents store things.</p> <p>d) Explain at least three ways we store things in the school.</p> <p>e) Explain why we must store our things.</p>	<p>a) What things should we store?</p> <p>b) What happens to our things if we do not store them?</p> <p>c) How did our parents store things in the past?</p> <p>d) How do we store things now?</p> <p>e) What does storage do for our things at home and at school?</p> <p>f) Why must we encourage ourselves to store our things?</p>	<p>a) Discussion: Teacher leads discussion on the importance of storage, and the consequences of not storing things.</p> <p>b) Simple experiments/demonstrations: Encourage pupils to bring to school different fruits and other objects they eat or commonly use at home.</p> <p>– Pupils should demonstrate how these fruits/objects are stored.</p> <p>– Pupils should leave few of those items unstored. Encourage them to observe what happens to the stored items and to the unstored items.</p> <p>– Pupils should then be led to deduce the advantages of storing and the dangers of not storing.</p>	<p>a) Containers like buckets, water pots, small bowls.</p> <p>b) Fruits and other food items.</p> <p>c) Sketches and diagrams of methods of storage on cardboards.</p>	<p>i) Oral questions to test pupils ability to:</p> <p>a) Mention objects that can be stored.</p> <p>b) Describe how to carry out storage in general.</p> <p>c) Explain the advantages of storage.</p> <p>ii) Observation: Continuously observing pupils behaviour and attitude towards storage.</p>

UNIT 8	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF USING ELECTRICAL APPLIANCES	Pupils should be able to: a) Mention household electrical appliances commonly in use. b) Observe the use of each one. c) Explain when they become dangerous for their continued use. d) Explain what to do in such situation. e) Demonstrate their proper care for continued use.	a) What are the common household electrical appliances in use? b) How can they be used safely? c) How can we detect when they are not safe for use? d) What must we do to keep them in good order? e) How can we safely use these appliances? f) What must we do in case of accidents caused by their use?	a) Provide the situation in class, in school, or anywhere else where pupils will be able to see, identify and demonstrate the use of such common household electrical appliances, e.g. the table lamp, the pressing iron, the kettle, the water heater, the hair comb etc. b) Guide them to discover the sources of power for these appliances and how each one operates or is operated. c) The teacher demonstrates the use of these appliances. d) Encourage them to ask and answer questions relating to the operation and the use of these appliances. e) Discuss ways of finding out when anyone of them develops a fault and how to avoid dangers arising from their use. f) Visits to appliances manufacturing, sales and maintenance shops.	a) Improvised or manufactured electrical appliances listed above. b) Diagrams to illustrate the above. c) Relevant simple text. d) Batteries.	The teacher should be able to find out the extent to which pupils can: a) Identify each appliance by name. b) Describe how they are used. c) Talk about their limitations and dangers. d) Discuss how to avoid the dangers inherent in their uses. e) Demonstrate the use of some common appliances.

UNIT 9	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF TRANSPORTATION	<p>Pupils should be able to:</p> <p>a) Mention the forms of transportation in their locality.</p> <p>b) Describe how people travel from one place to another.</p> <p>c) Discuss the forms of transportation they have used.</p> <p>d) Discuss any transport system they would like to use.</p> <p>e) Discuss why they would prefer any transport system to another.</p>	<p>a) How were our fathers and mothers moving from place to place?</p> <p>b) How do we move from place to place nowadays?</p> <p>c) When should we use any one form of transport?</p> <p>d) What are the advantages of modern means of transport?</p> <p>e) Why are some forms of transport not used in some localities?</p> <p>f) Why are some forms of transport not used by some people?</p>	<p>a) Discussion: The teacher leads the class in a discussion of transport systems that were used in the past. The teacher describes each transport system identified in the discussion.</p> <p>b) Story telling: Pupils should be encouraged to tell stories about travelling experiences within and outside their locality.</p>	<p>a) Picture of old and modern forms of transport.</p> <p>b) Diagrams of sketches of old and modern form of transportation.</p> <p>c) Relevant newspaper cuttings on transportation.</p> <p>d) Models of transportation systems.</p>	<p>Through questioning the teacher leads the pupils to:</p> <p>a) Name old forms of transportation.</p> <p>b) Name modern forms of transportation.</p> <p>c) Discuss their advantages and limitations.</p> <p>d) Discuss when and why any form of transportation is used?</p>

UNIT 10	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF TOILET FACILITIES	<p>At the end of the unit, pupils should be able to:</p> <p>a) Name and identify various toilet facilities.</p> <p>b) Mention and describe the available toilet facilities within the community.</p> <p>c) Describe how each kind can be properly used.</p> <p>d) State what should be done to keep them in good order.</p> <p>e) Say what should be done when any of them fails to work?</p>	<p>a) What toilet facilities do you use in your house?</p> <p>b) Describe how they are used.</p> <p>c) How are they kept clean and in good use?</p> <p>d) What happens when they are in bad conditions?</p> <p>e) What should be done when none is available?</p> <p>f) Who is responsible for the maintenance of toilet facilities?</p>	<p>a) Provide a situation (such as the school toilet) where pupils will see such facilities and compare them with what is in use in their homes.</p> <p>b) Let them discuss what makes a toilet bad.</p> <p>c) Discuss with them various kinds of toilet facilities.</p> <p>d) Encourage them to ask questions about the use and maintenance of various toilet facilities.</p>	<p>a) Some toilet rolls, disinfectants and brooms.</p> <p>b) Pictures of different toilet facilities.</p> <p>c) Some illustrative diagrams of healthy and dirty toilet environments for purposes of comparison.</p>	<p>Oral questioning to find out pupils ability to:</p> <p>a) Describe various toilet facilities in use in their local communities.</p> <p>b) Describe how they are used and kept clean.</p> <p>c) Describe how they can be taken care of when they are bad.</p> <p>d) Mention some agencies responsible for the maintenance of toilet facilities.</p> <p>e) Identify toilet facilities found in various areas (urban and rural).</p>

UNIT 11	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF HOUSE SANITATION:	<p>At the end of the unit, pupils should be able to:</p> <p>a) Mention the various methods we use to keep our houses and surroundings clean (e.g. sweeping, hoeing, cutting of grass, picking dirt).</p> <p>b) Give some reasons for keeping our homes clean.</p> <p>c) Mention people who are responsible for helping to keep the surroundings clean e.g. sanitary inspectors, garbage collectors etc.</p> <p>d) Mention some ways by which people dispose refuse in their homes.</p> <p>e) Mention ways used to dispose refuse.</p>	<p>a) Why should we keep our homes clean?</p> <p>b) What are the various ways of keeping our houses and surroundings clean?</p> <p>c) Who are those responsible for keeping our surroundings clean?</p> <p>d) How can we help in keeping our environment clean?</p> <p>e) How do we dispose of refuse at home?</p> <p>f) How do we dispose of refuse at school?</p>	<p>a) The teacher should raise questions for the pupils to answer on ways by which we keep our houses and surroundings clean.</p> <p>b) A practical keep-the-school-surroundings clean exercise in which pupils participate.</p> <p>c) The teacher can lead a story to highlight the dangers of dirty surroundings.</p>	<p>a) Pictures and diagrams: To show dirty surroundings, and how sanitary inspectors work to keep it clean. Pictures of incinerators, flies, and sick people etc.</p> <p>b) Materials: Brooms, dust bins, cover and lids etc.</p>	<p>The teacher should formulate verbal questions to determine the extent to which pupils are able to:</p> <p>a) Mention the various ways of keeping houses clean.</p> <p>b) Give one major reason for keeping our surroundings clean.</p> <p>c) Identify those who work to keep our surroundings clean.</p> <p>d) Mention ways used to dispose refuse.</p>

UNIT 12	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF WATER SUPPLY:	<p>At the end of the Unit, pupils should be able to:</p> <ul style="list-style-type: none"> a) Mention sources of water supply. b) Discuss the use of water. c) Mention how well we can conserve water. d) Explain how we can keep water clean for use. 	<ul style="list-style-type: none"> a) What are the major sources of water supply? b) What are the uses of water? c) Mention how well we can conserve water. d) Explain how we can keep water clean for use. 	<ul style="list-style-type: none"> a) Organize pupils to visit few sources of water supply within easy reach (wells, streams, taps). Guide children to discuss how these sources could be improved and protected from contamination. b) Organize class discussion so that pupils will learn about keeping water safe for use. c) Organize inspection tour to other classes to see how water is kept safe and clean in pots. 	<ul style="list-style-type: none"> a) Pictures depicting sources of water supply. b) Water pots, pails, drinking cups, alum, clean cloth, filter etc. 	<p>The teacher should find out through questioning the extent to which pupils can:</p> <ul style="list-style-type: none"> a) Identify sources of water supply. b) State how well they can use and conserve water. c) Describe ways of purifying water.

UNIT 13	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF ILLNESS:	<p>Pupils should be able to:</p> <p>a) Explain how they feel when they are ill.</p> <p>b) Mention things that are likely to cause illness.</p> <p>c) Mention the common illnesses in the family.</p> <p>d) Explain what we should do when we are ill.</p> <p>e) Explain what we must do to avoid illness.</p>	<p>a) How do we feel when we are ill?</p> <p>b) What causes illness?</p> <p>c) Name the common illness in the family.</p> <p>d) Where do people go when they are ill?</p> <p>e) Why do people go to such places?</p> <p>f) How can we avoid illness?</p>	<p><i>Discussion:</i></p> <p>The teacher should lead the pupils in a discussion of what makes people ill, how illnesses can be cured and how they can be avoided.</p> <p>Pupils should be encouraged to contribute to the discussion by explaining how they felt when they were ill, what they did, or what some one else did for them to get them well;</p> <p>Encourage pupils to listen to radio, T.V., advertisement on the use of insecticides in local languages.</p>	<p>a) Pictures of clinics, hospitals and dispensaries.</p> <p>b) Sketches and diagrams.</p> <p>c) Relevant posters from the Ministry of Health.</p> <p>d) Insect and mosquito killers (insecticides).</p> <p>e) Newspaper cuttings of advertisement on keeping our surroundings clean.</p>	<p>a) The teacher should ask pupils questions on the names of common illnesses in the family, their causes, cure and avoidance.</p> <p>b) Observation and Reward; observe pupil's personal hygiene and reward cleanliness.</p>

UNIT 14	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF ACCIDENTS:	<p>At the end of the unit pupils should be able to:</p> <p>a) Explain what accidents are and how they occur.</p> <p>b) Describe different kinds of accidents.</p> <p>c) Discuss what to do to avoid accidents.</p> <p>d) Mention what should be done when an accident occurs?</p> <p>e) Name places where victims of accidents are taken to.</p>	<p>a) What kinds of accidents have the pupils witnessed?</p> <p>b) What were the causes of such accidents?</p> <p>c) What do we do to reduce accidents?</p> <p>d) What must we do to victims of accidents?</p> <p>e) How can we remove things that are likely to cause accidents?</p>	<p>a) Tell stories of accidents.</p> <p>b) Let them discuss any scene of accident they have seen.</p> <p>c) Demonstrate the use of first aid box.</p> <p>d) Explain the contents of first aid box.</p>	<p>a) Pictures showing scenes of accidents.</p> <p>b) First aid (including the necessary equipment).</p> <p>c) Some items that are likely to cause accidents at home or in the offices e.g. fire, petrol, knives and gun.</p> <p>d) Pictures of accident victims, doctors, hospitals etc.</p>	<p>Pupils should be able to:</p> <p>a) Describe scenes of accidents.</p> <p>b) State what should be done when accidents occur?</p> <p>c) Identify causes of accidents?</p> <p>d) Mention places where victims are taken to for treatment?</p> <p>e) Demonstrate how first aid boxes are used?</p> <p>f) Discuss how accidents can be avoided?</p>

UNIT 15	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF FOOD PREPARATION:	Pupils should be able to: a) Mention some food they eat at home and at school? b) Describe the sources of these food items. c) Give reasons for having very little to eat sometimes. d) Suggest certain things that can be done when we do not have enough to eat?	a) What food items do we eat in the morning, afternoon, and night at home? b) What are some food we eat at school? c) Where do we get the food we eat? d) Why do we sometimes have very little to eat? e) What do we do when we do not have enough to eat?	a) Discussion: The teacher should lead pupils to discuss some food they eat with regards to types, preparation and preservation. They should also discuss types of food items (e.g. milk, yam, vegetable, meat, rice etc.) b) The teacher should ask questions to make pupils suggest one or two ways of preserving food. c) The teacher can tell stories to illustrate occasions when there is enough to eat and when there is less. d) Role-Playing: (Menu preparation).	a) Food stuff items: Gari, Bread, Yam, Beans, Milk, etc. b) Food utensils: Stove, pots, spoons, sponge. c) Picture and diagram: Showing people cooking, storing food etc.	The teacher should formulate verbal questions to determine the extent to which pupils are able to: a) Identify some types of food they eat at home and at school. b) Explain where food items come from? c) Differentiate between food from plants and those from animals.

CONTENT OUTLINE – PRIMARY TWO

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF LIVING IN THE FAMILY:</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> a) Describe the responsibilities of the father and mother. b) Explain the responsibilities of the parents to their children. c) Show sympathy for orphans by their willingness to help them. d) Tell who takes care of them when any of the parents is absent. e) Discuss how some orphans are taken care of by their relatives. 	<ul style="list-style-type: none"> a) What roles do parents play at home? b) What roles do other members of the family (brothers, sisters, cousins etc.) play at home? c) What difficulties do children who have no parents face? d) What should be our roles and attitudes to children who have no parents? e) What are the responsibilities of the relatives to the orphans? 	<ul style="list-style-type: none"> a) Organize a discussion class on duties performed by each one of their parents (father and mother) and how it is important for each one of them to perform different functions in the home. b) Discuss the importance of living together in the home. c) Lead the children to relate what happens if both parents are not available to help them. The teacher emphasises in the discussion what other members of the family (relatives) should do to help orphans. 	<ul style="list-style-type: none"> a) Picture-cuttings depicting families as they perform different activities at home. b) Newspaper cuttings, posters of orphanage. 	<p>Teachers should find out:</p> <ul style="list-style-type: none"> a) The ability of the children to mention the advantages of living in a family. b) If the children are able to differentiate the role of the father from that of the mother. c) Children's sympathetic stories about orphans. d) From the children some people they know who take care of some orphans.

UNIT 2	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
CULTURAL PROBLEMS:	<p>At the end of the unit pupils should be able to:</p> <p>a) Name some of the Nigerian dishes apart from their own locality.</p> <p>b) Give some reasons why there are different kinds of dishes.</p> <p>c) Recognize some of the Nigerian dresses.</p> <p>d) Recognize some common Nigerian dresses worn by different ethnic groups.</p> <p>e) Identify some Nigerian hair styles and adornment.</p>	<p>a) Name some Nigerian dishes.</p> <p>b) Describe how you will cook any one.</p> <p>c) Why is it good to know different types of Nigerian food?</p> <p>d) Name some Nigerian dresses.</p> <p>e) Why it is good to know different types of Nigerian hair styles and adornment?</p> <p>f) Describe some of the hair styles in your community.</p>	<p>a) Discussion: The teacher leads a discussion on the types of Nigerian dishes, dresses and hair styles.</p> <p>b) Modelling: The teacher presents pictures of dresses and hair styles. The pupils can make paper models or clay models of hair styles.</p> <p>c) The teacher should ask questions on the reasons for differences in Nigerian dresses, dishes, hair styles etc.</p>	<p>a) Objects: dresses and prepared diets.</p> <p>b) Pictures, showing different types of dresses, dishes, and hair styles.</p> <p>c) Drawing papers, cardboards, cement paper for modelling.</p>	<p>The teacher should find out the extent to which pupils are able to:</p> <p>a) Describe some Nigerian dishes, dresses and hair styles.</p> <p>b) Give some reasons for knowing apart from their own, other peoples dishes, dresses and hair styles.</p> <p>c) Draw some hair styles.</p>

UNIT 3	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
RELIGIOUS PROBLEMS:	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Mention various names by which people address God. 2. Talk about the Religion of other people. 3. Explain various ways they worship God. 	<ol style="list-style-type: none"> 1. What names do your people call God? 2. How should people address God in order to show respect? 3. How do people in your community worship God? 4. What other religious groups do you have in your community. 	<ol style="list-style-type: none"> 1. Provide pictures and charts in which pupils will be expected to identify different religious groups. 2. Using a flip chart in which various names of God are written to help the children to pronounce correctly these names by which God is called. 3. Encourage pupils to tell how they worship God. 	<ol style="list-style-type: none"> 1. Pictures of religious groups and or religious officials. 2. Flip charts. 3. Religious objects e.g. Bible, Koran, Cross, etc. 	<p>The teacher should be able to find out to what extent the pupils are able to:</p> <ol style="list-style-type: none"> 1. Mention various names of God. 2. Identify what names other communities use for God. 3. Discuss the religion of other neighbours. 4. Describe how they worship God.

UNIT 4	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF SCHOOL LIFE:	Pupils should be able to: a) Mention the names of his teacher and his class officers. b) Describe briefly what the school officers do. c) Explain what could happen if there were no school officers. d) Describe some common problems that come up in the class. e) Explain what school officers should do or actually did to resolve those problems. f) Explain why it is possible to accept pupil A and not pupil B for class offices. g) Explain what makes school life different from, or similar to home life. h) Mention some class/school rules. i) Tell who makes such rules and why? j) Explain what could happen if there are no class/school rules.	a) What rules do we have in this class and in the school? b) Who made those rules? c) Why do we have these officers? d) What are the causes of problems in the class? e) Who are the class/school officers? f) How can class/school problems be solved? g) Why would you accept pupil A and not B for class offices? h) How is school life different from or similar to life at home?	<p>Lecturing: The teacher should enumerate some class/school rules and explain their demands.</p> <p>Story telling: The teacher present simple cases of some problems actually encountered in schools.</p> <p>Discussion: The teacher should lead the class through discussion to explore possible solutions to such problems. The roles of class/school officers in the solution of those problems should be emphasized.</p> <p>Role-playing/demonstration: The teacher should organize a selection or election of temporary class officers. The pupils so elected or selected act in such capacities. The teacher should then lead the class in identifying leadership, the performances of the officers, and the willingness to obey the officers.</p>	a) Chalkboard. b) Diagrams.	Teacher to find out the extent to which pupils can: a) Identify and differentiate between rules at home school and class. b) Mention school problems, class problems. c) Suggest solutions to school and class problems. d) Differentiate between the roles of class leaders and school prefects.

UNIT 5	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF COMMUNITY LIFE:	Pupils should be able to: a) Name the community leaders. b) Talk about what community leaders do. c) Talk about the need to respect community leaders. d) Talk about things that people in a community do together. e) Explain why people do things together in the community. f) Discuss why people should take part in community work and g) Mention specific projects children and adults can do for the development of the community.	a) How do people contribute to development in their community. b) Why should people contribute to development in their communities? c) What roles do community leaders play in the development of their communities? d) What happens when people fail to contribute to the development of their communities? e) Who else contribute to the development of a community?	a) Provide a situation in school, village or nearby place where pupils will see some community development activities in progress or in recent time e.g. roads, markets, secondary schools etc. b) Create discussion in which pupils would appreciate the need for self help projects. c) Encourage pupils to suggest some community work that would lead to the improvement of the community. d) From pupils contributions and suggestions decide on a small obtainable project and pupils to accomplish it. Solicit discussion for children to appreciate their effort.	a) Pictures and Posters of various community self-help projects in progress or the accomplished ones like markets, wells, community halls, community schools, community clinics and maternities. b) Working implements like hoes, forks, cutlasses, rubbish, collectors, brooms, etc.	The teacher should find out if pupils: a) Have understood how people can contribute to the development of their communities. b) Know why it is important for individuals to contribute to the development of their communities. c) Can appreciate the roles of community leaders. d) Can discuss what happens when people fail to contribute to the development of their communities.

UNIT 6	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF DIVISION OF LABOUR	Pupils should be able to: a) List the different types of work people do in their area. b) Tell what their parents do. c) Explain why many people do the same type of work. d) Explain why people do different types of work. e) List the advantages in doing different types of work.	a) What are the different types of work that people do? b) Why do people go to work? c) Where do your parents work? d) What do people get or achieve when they work? e) Why is it important for people to do different types of work?	a) General discussion of the work done by people. b) Show pictures of people at work. c) The teacher should ask questions relating to the different work that people do. d) The teacher should assist pupils to answer some of the questions.	Posters of diagrams of people at work. Simple stories of people and work with emphasis on the advantages of work.	The teacher should be able to find out the extent to which pupils: a) Can list the different types of work that people do. b) Can tell what their parents do. c) Can discuss why people do different types of work and d) Can talk about the advantages of doing different types of work.

UNIT 7	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF SAVING:</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> a) List and identify things or objects that people save. b) Explain how people saved their money in the past. c) Mention places where money is saved nowadays. d) Start a mini saving system. 	<ul style="list-style-type: none"> a) What are the things or objects your parents try to save? b) How were such things saved in the past? c) Where do people save their money nowadays? d) What are the institutions that help people save their money? e) Why must people save their money? f) What happens if they fail to save money? 	<ul style="list-style-type: none"> a) Identification of objects which people save. b) Description of how things were saved in the past. c) Arranging money in different denominations. 	<ul style="list-style-type: none"> a) Provide different denominations of money. b) A little wooden box or metal box with padlock. c) Pictures depicting banking transactions. 	<ul style="list-style-type: none"> a) Children should be able to tell how money was saved in the past. b) Mention other ways they save money. c) Arrange money in their denominations.

UNIT 8	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF STORAGE/PRESERVATION:	Pupils should be able to: a) List the common food items in their area. b) Identify those things that need storage. c) Explain how people store things in the past. d) Explain why those things should be stored. e) Mention some storage facilities in their homes. f) Mention the advantages of food storage.	a) What types of food do we store? b) Why is it important to store food? c) How did people store things in the past? d) How do people store things now?	a) Provide some food items in class and demonstrate the need for the storage of these items and the consequences of lack of storage. b) Through questions and answers find out the different ways of storage used in their homes.	a) Diagrams to illustrate common food items. b) Diagrams of storage facilities like Refrigerators, Freezers etc.	The teacher should be able to find out the extent to which pupils: a) Can identify common food items in their area. b) Can describe how people store things in the past. c) Can explain reasons why certain food items should be stored. d) Can explain how people store things now.

UNIT 9	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF RE-SOURCE DEVELOPMENT</p>	<p>Pupils should be able to:</p> <p>a) Mention some raw materials around us that other things can be made from them.</p> <p>b) Describe things that can be made from the raw materials identified.</p> <p>c) Discuss how some of the finished products are made and</p> <p>d) Identify the uses of the finished products.</p>	<p>a) What raw materials can we identify in our locality for making things?</p> <p>b) What things can we make from these local materials?</p> <p>c) How are things made from these raw materials?</p> <p>d) What are the uses of these finished products?</p> <p>e) How do we keep these finished products safe for further use?</p> <p>f) Why do some communities rely on others for finished products?</p>	<p>a) Guide pupils in a discussion to see and identify materials that can be used to produce other things e.g. sisal, jutes, palmwine, maize, guinea corn, pineapples, wood etc.</p> <p>b) The teacher leads in a discussion on things that can be produced from these materials.</p> <p>c) Dramatise how some of the finished products are made.</p> <p>d) Identification of uses of the finished products.</p> <p>e) Discussion on why some communities rely on others for finished products.</p>	<p>a) Provision of some local materials which other things can be made from e.g. palm fronds, palmwine, sisal, pineapple, wood for boats, etc.</p> <p>b) Pictures and sketches of the local raw materials.</p> <p>c) Physical products and pictures or models of some of the finished products.</p>	<p>The teacher should ask oral questions to find out if pupils can:</p> <p>a) Identify some local materials that can be used to produce other things.</p> <p>b) Find out if pupils can identify how things can be made from these local materials and their uses.</p> <p>c) Find out if children can discuss how these finished products can be used and kept safe for further use.</p>

UNIT 10	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RE-SOURCE MANAGEMENT	Pupils should be able to: a) State the traditional ways of maintaining things in our society. b) Describe some of these traditional ways. c) Explain the difficulties of maintaining things in the traditional ways. d) Mention some ways of overcoming the difficulties.	a) What are the traditional ways of maintaining playgrounds, wells, council halls, markets, etc in our society? b) Are these traditional ways efficient? c) What are the difficulties of maintaining things in the traditional way? d) Why do we have these difficulties? e) How can we improve on these traditional methods?	a) The teacher leads the class in a discussion on the various traditional ways of maintaining things. He uses questions to make pupils see the difficulties of using the traditional methods. b) Pupils dramatise some of the methods. c) The teacher tells stories of interest to illustrate the difficulties of using the traditional methods.	a) Diagrams illustrating the maintenance of rivers, wells, paths, palaces, playgrounds, markets, halls, etc. b) Paper cuttings.	The teacher finds out the extent to which pupils are able to: a) Recall the traditional ways of maintaining things. b) Describe some of these traditional ways in detail. c) Explain the problems inherent in the traditional methods and d) Mention some ways of improving the traditional methods.

UNIT 11	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF USING HOME APPLIANCES (ELECTRICAL):	Pupils should be able to: a) Mention some of the household electrical manual and mechanical appliances. b) Handle some of the common and simple appliances in the home. c) Explain how and when each can be used. d) Detect when they are faulty and cannot be used. e) Suggest what should be done when they are bad.	a) What electrical manual and mechanical appliances are commonly used in our home? b) When and for what purpose do you use them. c) How do we know when they are bad? d) What should be done when they are bad? e) How should we take care of them?	a) Guide the pupils to distinguish between electrical, mechanical and manual appliances. b) Tell how and when some of these appliances are used. c) Demonstrate the use of some of them. d) List some uses to which some of them are employed.	a) Bring to the class samples of mortar, grinder, kettle, electric lamp, and some other domestic appliances. b) Pictures of people using some of these appliances.	The teacher should be able to find out how far the pupils: a) Can use some of the appliances. b) Answer questions on what should be done when they are bad. c) Detect fault in any of them. d) Explain what to do to keep them in good order.

UNIT 12	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF TRANSPORTATION:</p>	<p>Pupils should be able to:</p> <p>a) Mention by name, the kinds of transport used:</p> <p>i) on land ii) by air iii) on water</p> <p>b) Say who provides such kinds of transport cars, lorries, buses, trains, boat, aeroplane, horses, donkeys and camels by individual, government and private companies.</p> <p>c) Discuss some common transport problems in their locality.</p> <p>d) Demonstrate ability and willingness to use them properly.</p>	<p>a) What kind of transport do we have within and outside our locality?</p> <p>b) What kind of transport did people use in the olden days?</p> <p>c) What transport problems do we have in our locality?</p> <p>d) How do we solve those problems?</p> <p>e) Who provide the different transport systems?</p> <p>f) Why must transport systems be used properly?</p> <p>g) How do we ensure proper use of the transport system?</p>	<p>a) Questioning: The teacher should ask pupils some introduction questions on how they get to school everyday, go to churches, market, farms etc. and how they or their parents carry their things from place to place.</p> <p>b) Discussion: Each response from the pupils should be discussed by the class. The teacher should encourage pupils to explain the transport problems they encounter, how they were solved, or how they can be solved. Pupils should be given some limits on the proper use of the transport systems available.</p> <p>c) Use of resource persons: The teacher could contact an elderly person in the locality to explain how people travelled in the olden days.</p>	<p>a) <i>Pictures</i>: showing kinds of transport used.</p> <p>b) <i>Charts</i>: showing the old and the new forms of transport.</p> <p>c) <i>Toys</i>: of car, lorries, buses, aeroplanes, trains, etc.</p> <p>d) Newspaper cuttings and posters.</p>	<p>Through oral questions, the teacher should be able to find out whether pupils can:</p> <p>a) Mention the different types of transport system in and outside their locality.</p> <p>b) Tell who provides or owns the transport.</p> <p>c) Explain some transport problems they have ever encountered personally, or those that could arise and</p> <p>d) Use transport systems properly.</p>

UNIT 13	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEM OF TOILET FACILITIES:	Pupils should be able to: a) List different types of traditional and modern toilet systems. b) Explain differences between them. c) Elicit their choice between traditional and modern toilet systems and why. d) Discuss proper use of both systems as well as the consequences of misuse.	a) Why are toilet facilities necessary? b) What are these toilet facilities, whether traditional or modern? c) How do we use them properly? d) How are we not to use them? e) What do we do in order to use them safely? f) How do we repair them if they cease to function or function badly?	a) Pupils could be taken round the school compound to look at the toilet facilities. b) Discussion on what has been seen. c) Pictures of different types of toilets are shown and description of how they function as well as their uses are discussed. d) Encourage pupils to share unique experiences they might have had. e) Encourage pupils to ask relevant questions.	a) Improvised incinerators and toilet facilities. b) Diagrams of some of these facilities, including sectional drawings. c) Relevant posters from governmental and other agencies. d) Relevant diagrams and other illustrations from books and periodicals. e) Provisions of toilet materials such as ajax, toilet rolls, air freshers and plungers.	The teacher should be able to find out the extent to which pupils: a) Can identify different types of toilet facilities available. b) Describe how they are used. c) Discuss avoidance of danger in using them and d) Suggest ways of dealing with faulty toilets.

UNIT 14	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF COMMUNITY SANITATION:	Pupils should be able to: a) Give the meaning of community sanitation. b) Explain community sanitation in their areas and why. c) Discuss community sanitation in other areas. d) Compare the similarities and differences between their community and others.	a) Why keep the community clean? b) Who or what are the agents of community sanitation? c) How are other communities cleaned? d) How are dirt disposed of? e) How can the cleaning of communities be improved?	a) An excursion into the community to view existing sanitation provisions. b) An excursion into one other community. c) To understand how various refuse disposals are made and their uses. d) To have proper linkage between home cleanliness and community cleanliness. e) To understand the agents of community sanitation. f) To emphasize the dangers of poor community sanitation.	a) Diagrams to illustrate what a community is. b) Simple stories, particularly indigenous ones that depict community sanitary activities. c) Miniature incinerators of various types. d) Posters, pictures in books on community sanitation, including those depicting improper community sanitation.	The teacher should be able to find out pupils ability: a) To identify various types of sanitary agents such as, incinerators, clinics, water supply systems etc. b) To comment properly on their various uses. c) To know some of the dangers of poor sanitation such as fire outbreak, snake bite, epidemics such as cholera and small pox.

UNIT 15	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF WATER SUPPLY:	Pupils should be able to: a) Demonstrate ways that our local water supply can be improved. b) Explain how we can keep our water supply free from contamination. c) Mention some causes of water shortage. d) Discuss how we can best conserve water. e) Appreciate government efforts in supplying water to the public.	a) How can we improve our local water supply? b) What can we do to keep our water supply free from contamination? c) What are causes of water shortages? d) What can we do to store water for use? e) Who else are responsible for supply of water for public use?	a) Teacher-led discussion on how we can improve our local water supply. b) Guide pupils to suggest ways that we can keep our water supply free from contamination. c) Identify causes of water shortage in our homes. d) Encourage pupils to mention ways that we can store water for use. e) Solicit discussion with children to appreciate efforts being made by government to provide water to the public and how every one should take care to avoid wastage of water.	a) Pictures and sketches of water in the surroundings. b) Pictures, posters and sketches of people making efforts to keep water free from contamination. c) Storage facilities like pots, pails, buckets, etc.	Teacher to ask questions to find out: a) Ways by which local water supply can be improved. b) Ways by which we can keep water supply free from contamination. c) The causes of water shortage. d) Ways that water can be stored.

UNIT 16	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF ILLNESS:	<p>Pupils should be able to:</p> <p>a) State the condition of their body when they are ill.</p> <p>b) Explain what should be done when someone is ill.</p> <p>c) Identify some causes of illness.</p> <p>d) State ways of avoiding being infected by other peoples illnesses.</p>	<p>a) How do you know that you have headache, stomachache etc?</p> <p>b) How do you know that someone is sick?</p> <p>c) What is the result of illness?</p> <p>d) What should we do when someone is ill?</p> <p>e) How do illness spread?</p> <p>f) How can we avoid being infected by other people's illnesses?</p>	<p>a) Demonstration: Pupils demonstrate how they feel when they are ill. The teacher should also demonstrate how people feel and behave when they are ill.</p> <p>b) Describe common illnesses in terms of causes, spread and effects.</p> <p>c) The teacher leads discussion on how to avoid being infected by other peoples disease.</p>	<p>a) Pictures showing people suffering from some diseases and ailments.</p> <p>b) Chalkboard, illustrations and diagrams.</p> <p>c) Posters from Ministry of Health.</p>	<p>The teacher to find out the extent to which pupils are able to:</p> <p>a) State how they feel when they are ill.</p> <p>b) Explain what to do to help a sick person.</p> <p>c) Discuss causes of illness.</p> <p>d) Show in their behaviour ways of avoiding being infected.</p>

UNIT 17	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF ACCIDENTS:	Pupils should be able to: a) Mention different accidents that happen at home, on the roads, in schools and work places. b) How accidents can be prevented or avoided. c) Common accidents. d) First aid treatment to victims of accident. e) Where victims of accidents are taken to?	a) Describe any accident you have witnessed. b) What were the causes of such accidents? c) What accidents occur more often in your area? d) What would you do when people have motor accidents, fire accidents, swimming accidents, climbing accidents and so on.	a) Discussion: Discuss causes of accidents. b) Describe different kinds of accidents. c) Identify contents of a first aid box. d) Explain what are being done to prevent accidents. e) Describe ways of preventing accidents.	a) Provide first aid box. b) Picture of scenes of accidents such as road and fire accidents. c) Short stories about accidents.	Oral questioning to find out whether pupils are able to: a) List simple first aid materials. b) Describe scenes of accident in various places e.g. places of work, home, on the road and factories. c) List some common accidents. d) Identify places accident victims can receive treatments.

CONTENT OUTLINE – PRIMARY THREE

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF ENLARGED FAMILY (EXTENDED FAMILY)</p>	<p>Pupils should be able to:</p> <p>a) List members of the extended family.</p> <p>b) State at least two reasons why they are part of the family.</p> <p>c) Describe at least three ways in which such members relate to each other.</p> <p>d) List at least three advantages of the extended family system.</p> <p>e) Explain at least two disadvantages of the extended family system nowadays.</p> <p>f) Suggest at least two ways by which the problems of extended family system can be overcome.</p>	<p>a) Who are members of our immediate family?</p> <p>b) Who are members of our enlarged extended family: family members who are not from the same father and mother?</p> <p>c) Why do we accept that such persons are members of our extended family?</p> <p>d) What are our responsibilities to the other members of our extended family?</p> <p>e) What do we gain from keeping our extended family system?</p> <p>f) Why is the extended family system a problem nowadays?</p> <p>g) How can we minimise the problems of our extended family system?</p>	<p>a) A week before this lesson, the teacher will ask pupils to find out from their parents the different people who live with them in the house, or who live outside the family house and who in anyway belong to enlarged family.</p> <p>b) The teacher should ask pupils to find out in what ways these persons are related to them perhaps as cousins, uncles, aunties, grand fathers, grand mothers, grand children, etc.</p> <p>c) The teacher should get pupils to relate and share their experiences of family life in class.</p> <p>d) The teacher should ask them questions relating to:</p> <p>i) Who qualifies to be part of their extended family.</p> <p>ii) How we relate to each and one another.</p> <p>iii) Advantages and disadvantages of the extended family system.</p> <p>iv) Ways of solving problems of extended family system.</p> <p>e) The teacher will assist pupils in answering some of the questions.</p>	<p>a) The teacher will list on the blackboard types of persons in our extended family?</p> <p>b) He will draw a big chart of the family tree with the extended family system.</p> <p>c) He will give pupils mimeographed copies of the chart with a little story to go with it.</p>	<p>The teacher is expected to find out the extent to which pupils, by way of questioning quizzes, tests and practical approaches can:</p> <p>a) Identify the different kinds of membership of the extended family system.</p> <p>b) Distinguish between the different roles played by each category of members.</p> <p>c) Give examples of what can be gained or lost from participation in the extended family system and</p> <p>d) Provide tentative solutions to some of the problems of the extended family system in the community.</p>

UNIT 2	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
CULTURAL PROBLEMS:	<p>Pupils should be able to:</p> <p>a) List different kinds of adornment (decorations) commonly used at the different festivals of the year in their community.</p> <p>b) Explain why traditional festivals are allowed to continue.</p> <p>c) Explain why traditional festivals and ceremonies are observed.</p> <p>d) Point out any fears that are associated with festivals and ceremonies.</p> <p>e) Show ways of removing dangers and fears from observation of traditional festivals and ceremonies.</p>	<p>a) What are the different kinds of adornment or decoration used by people in your community?</p> <p>b) Why do people use them?</p> <p>c) Of what importance are these decorations?</p> <p>d) Why do people observe traditional festivals and ceremonies?</p> <p>e) How can these festivals be celebrated more properly?</p> <p>f) What must we do to prevent them from being improperly celebrated?</p> <p>g) What must we not do about these festivals and ceremonies?</p> <p>h) What must we do to perpetuate these ceremonies.</p> <p>i) What are the differences between the traditional ceremonies and others.</p>	<p>a) Make available in the classroom various dresses and adornments commonly used in the locality.</p> <p>b) Provide paints, facial marks in pictures, works of arts, drawings and paintings.</p> <p>c) Let the children find out the reasons for these marks.</p> <p>d) Take the children for an observation lesson on a feast day in a nearby village and let them watch the dress, marks, paintings and dance and the music displayed and ask the children to explain the significance and value to the individual and the community.</p> <p>e) Encourage children to ask their parents to tell them about the significance and value of all these practices.</p> <p>f) Let the children discuss the importance of these practices.</p> <p>g) Encourage the children to ask questions and give answers to some of the questions on the concept of these practices.</p> <p>h) Let them watch how the decorations, marks, paintings etc. are made.</p>	<p>a) Improvised models of human figures with decorations and marks on the face.</p> <p>b) Painting of figures of human beings moulded using clay.</p> <p>c) Use of diagrams.</p> <p>d) Use of pictures with body marks.</p> <p>e) Pictures showing a festival mood.</p> <p>f) Pictures showing a festival scene.</p> <p>g) Chalkboard for visual illustration.</p> <p>h) Simple text written to describe dresses and adornments, traditional festivals and ceremonies.</p>	<p>The teacher should be able to find out the extent to which pupils:</p> <p>a) Can identify the various marks, decorations, dresses and dances used in the different festivals of the Year.</p> <p>b) Can demonstrate their application in different occasions.</p> <p>c) Can talk about their uses, importance, limitations about their use and dangers of non-use.</p> <p>d) Can discuss how to avoid the danger of adopting foreign culture at the expense of the local culture.</p>

UNIT 3	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
RELIGIOUS PROBLEMS:	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> a) Identify the characteristics of various religious groups in their community. b) List the differences among the groups. c) Identify the similarities in their mode of worship. d) Talk about other people's views, beliefs, customs and traditions. e) Tolerate views, beliefs and tradition of others. 	<ul style="list-style-type: none"> a) Which are the religious groups in our community? b) What are their major characteristics? c) What are the differences in the mode of these religious groups? d) Can you identify their similarities? e) Why do we need to respect other people's views, beliefs, traditions and customs? 	<p>Provide such classroom environment where the pupils will be free to:</p> <ul style="list-style-type: none"> a) Mention other religious groups in their community. b) Identify the major characteristics of each group. c) Demonstrate the modes of worship of different religious groups. d) Provide instances real or imaginary for pupils to demonstrate tolerance of views, religious customs and traditions different from their own. 	<ul style="list-style-type: none"> a) Charts and diagrams to show differences and similarities of various religious groups in the locality. b) Pictures of churches, mosques shrines and other places of worship. c) Places of worship. d) Chalkboard. e) A sketch map showing the location of the various religious groups in the community. 	<p>The teacher should ask pupils to:</p> <ul style="list-style-type: none"> a) Identify the religious groups in the community. b) Discuss the differences among the various religious groups. c) Mention the similarities among these groups. d) Show appreciation and respect for other people's views, beliefs, traditions and customs.

UNIT 4	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF MARRIAGE CUSTOMS:</p>	<p>Pupils should be able to:</p> <p>a) List ways their marriage customs differ from those of other communities.</p> <p>b) Talk about marriage customs in communities other than their own.</p> <p>c) Explain why marriage customs differ from place to place.</p> <p>d) Explain how marriage customs change.</p>	<p>a) What are the marriage customs observed in your locality?</p> <p>b) What are the marriage customs observed in the neighbouring community?</p> <p>c) Why do the two differ?</p> <p>d) Why must we respect customary laws about marriage?</p> <p>e) Why must we respect imported marriage customs e.g. Christian/Islamic marriage customs?</p> <p>f) What are the differences between the traditional and other forms of marriage (Christian and Islamic)?</p>	<p>a) The teacher should lead pupils in visits to elderly people in the community to obtain information about marriage customs of the locality.</p> <p>b) The teacher should conduct excursions to neighbouring communities to obtain information about other marriage customs in those places.</p> <p>c) Children should be guided to note the differences and the similarities in marriage customs of two communities known by them.</p> <p>d) Dramatise a typical marriage ceremony in the community.</p> <p>e) Let the children ask and answer questions about marriage customs.</p>	<p>a) Calabash of wine and other containers.</p> <p>b) Kolanuts and fruits.</p> <p>c) Items used as gifts in the community.</p> <p>d) Bride price (money).</p> <p>e) Pictures, of marriage feast.</p> <p>f) Chalkboard illustration.</p> <p>g) Simple written text on marriage customs.</p>	<p>The teacher should be able to find out the extent to which pupils:</p> <p>a) Can identify marriage dress from the day to day dress used in the community.</p> <p>b) Can demonstrate their uses.</p> <p>c) Can dramatise a marriage party or festival.</p> <p>d) Can distinguish between marriageable persons from unmarriageable persons.</p> <p>e) Can discuss limitations and dangers of over copying other peoples customs.</p>

UNIT 5	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF CO-OPERATION IN THE COMMUNITY:	Pupils should be able to: a) State briefly some important historical landmarks relating to the community and others. b) Name other communities with which that community interacts. c) Explain how different groups are helping the community. d) Identify the roles of the different community groups (age/social/religious commercial groups) to community developments.	a) How did our community begin? b) What makes our community different from another? c) What are the roles of different community groups?	a) Let the pupils collect from home the stories and songs connected with the history of their community. b) Let them sing the songs and tell the stories. c) Arrange excursions to project sites of any organisation (age groups). d) Let them discuss in class types of developments needed in the community and how such developments can take place. e) Let them identify the problems connected with community developments.	a) Pictures, photographs and diagrams of different groups taking part in community development projects. b) Tape recorded songs and stories connected with the history, of the community. c) Chalkboard for visual illustrations.	The teacher should be able to find out pupils abilities to: a) Narrate stories connected with the history of their community. b) Discuss the importance and values of community development. c) Put into practice the idea of helping one another and taking part in community work.

UNIT 6	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF LEADERSHIP:	Pupils should be able to: a) Identify the qualities of leadership. b) List at least three ways in which a leader emerges or is chosen. c) Describe what happens when a good or a bad leader emerges or is chosen. d) Enumerate at least four things we must do to help our leaders. e) Explain why some leaders are good and some are bad. f) Describe what can be done in changing leadership when it becomes necessary.	a) Who is a leader? b) What are the qualities we expect of a leader? c) How do we choose our leaders (school, village, religious, social, party, government leaders)? d) Why are some leaders good and others are bad? e) What must we do to make our leaders work for the good of us all? f) How can leaders be changed when it becomes necessary? g) What are the problems of leadership?	a) Divide the class into four small groups, each group to choose a leader. b) Assign each group the task of finding out from different sources (books, pictures/films, resource persons), information relating to leadership qualities, choice of leaders, responsibilities of followers, changing leadership and problems of leadership. c) Provide time for each group leader to present their findings later on to the class. d) Encourage other pupils to ask and answer questions on the presentations by the group leaders. e) Give additional information not originally presented by pupils to supplement/complement pupils' findings. f) Write difficult words and concepts on the blackboard for pupils' attention and mastery.	The teacher will require: a) Chalkboard. b) Video-tapes depicting the activities of our leaders (where practicable). c) Sound tape-recorders. d) Slides or motion picture frames.	a) Group reports highlighting procedures adopted in choosing their leaders and the leadership qualities they considered. b) Through careful observation, the teacher notes pupil's behaviour and reactions either to class or school officials or as officials themselves.

UNIT 7	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF INDIVIDUALS IN THE COMMUNITY:	Pupils should be able to: a) List at least five things an individual is expected to do in his community. b) Describe some of the problems an individual faces in the service of his community. c) Mention at least three ways in which an individual's interests may conflict with the group or community interests. d) Identify at least two occasions when group or community interests override personal interests and vice-versa. e) List at least three areas of the individual rights of a person. f) Explain why individuals should fight for their rights.	a) What are the things an individual is expected to do for his community? b) What are the rights of an individual in a community? c) What happens when an individual's interest conflicts with the group or community interest? d) Whose interest becomes more important, the group community interests and vice-versa? e) When and under what circumstances should the individual or a group fight for his/it's interest? f) When should individual rights give way to group/community interests and vice-versa? g) Should people from other places have equal rights in our community?	a) Teacher will explain to pupils the concepts of rights and responsibilities of individual by way of stories illustrating these concepts. b) Telling stories of persons in religious books, or in any other book. Such stories should illustrate the contributions and sacrifices of such individuals to that society. c) Tell real cases of individuals or groups in the community who had to fight for their rights.	a) Chalkboard. b) Picture stories should be used to illustrate the same concepts. c) Resource person community leaders like political leaders should be brought to class to talk to pupils on individual rights and responsibilities in society.	Through skillful questions, teacher should ascertain whether pupils understand the concepts of rights and responsibilities, when they are expected to surrender their rights to the group, and when they must stand up to defend their individual or group interests.

UNIT 8	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF DIVISION OF LABOUR:	Pupils should be able to: a) Identify the various types of labour that are required in any given project such as building a house. b) List the materials for such projects. c) Discuss some simple stages in carrying out the projects. d) State why different people do different things. e) List other occupations where division of labour is necessary. f) Identify tools used by labour groups.	a) What are the types of labour required in any given project? b) What are the materials used for building houses? c) Why is it necessary for different people to do different jobs? d) What are the occupations that need division of labour? e) What are the types of houses in the community? f) Which are the tools used by a named labour group?	a) Allow pupils to discover the various types of labour needed in some community project. b) Let pupils state the materials used. c) Encourage them to suggest why different people do different types of work. d) Lead them to discuss other occupations which need division of labour. e) Let them state the tools used in different occupations.	a) Produce charts, sketches and diagrams to show different types of buildings in the community. b) Provide mini samples of materials used in building houses. c) Bring some tools used in building houses to the class. d) Show pictures of many types of buildings both within and outside the community.	The teacher must be able to find out the extent to which the pupils can: a) List the types of projects in the community. b) Identify the various types of labour needed in building a house: c) List different kinds of tools needed by various types of labour for different community projects. d) Give reasons for the necessity for the division of labour. e) State other occupations that need division of labour.

UNIT 9	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF SAVING:</p>	<p>Pupils should be able to:</p> <p>a) Describe the concept of saving money.</p> <p>b) Illustrate the different ways of saving money now and in the past.</p> <p>c) Explain why it is necessary to save money.</p> <p>d) List at least four places where money can be saved.</p> <p>e) List at least four different ways by which we save money.</p>	<p>a) Why is money important in our life?</p> <p>b) Why do we save money?</p> <p>c) Where did people save money in the olden days?</p> <p>d) Where do we save money nowadays?</p> <p>e) Why are some people unable to save money?</p> <p>f) What do we gain from saving money?</p>	<p>a) Initially, teacher will ask pupils questions about money, savings, why we save, where we save and how we save money.</p> <p>b) Teacher will then require pupils to seek further information from their parents/guardians on the issue of saving.</p> <p>c) Later on, in another lesson period teacher will ask pupils to share their findings together at a class plenary session.</p> <p>d) Finally, teacher will explain details glossed over or inadequately covered to pupils.</p>	<p>a) Teacher should have on display in class the different ways of saving money in the olden days and nowadays for pupils' inspection, discussion and comments.</p> <p>b) Models, pictures, charts and posters.</p>	<p>a) Pupils' ability to grasp, understand and appreciate the problems of saving money should be observed and tested from their eagerness in finding out information.</p> <p>b) Class discussion and observation to test the application of the concept and skills learned.</p>

UNIT 10	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF HUMAN RESOURCE DEVELOPMENT:	Pupils should be able to: a) Identify the process of developing human resources. b) To appreciate problems associated with human resources development. c) To understand the implications of inadequate human resources development.	a) What are the types of work that people do? b) What types of skills do people acquire? c) What are the roles of government in combating unemployment? d) Types of institutions where people acquire their professional skills.	a) Teacher to ask questions. b) Organise excursion to places of work in the locality. c) Lead pupils to know the different tools used by the different professionals in the locality and their uses. d) Encourage pupils to collect relevant information on human resource development in the area.	a) Resource persons. b) Tools used by different professionals in the locality. c) Photographs, pictures and diagrams depicting types of work done by different professionals. d) Chalkboard for illustrations. e) Textbooks written to describe the above.	The teacher should be able to find out the extent to which the pupils can: a) Identify different kinds of tools used by different tradesmen in the locality. b) Demonstrate the uses of tools used by the tradesmen. c) Discuss how to avoid dangers inherent in their uses. d) Identify the different kinds of work open to them to earn a living.

UNIT 11	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF MATERIAL RESOURCE DEVELOPMENT	<p>Pupils should be able to:</p> <p>a) Define the concept of resource development in general.</p> <p>b) Explain what material resource development is.</p> <p>c) Identify the kind of things (materials) that require to be developed in the community.</p> <p>d) Recognise how at least two of such material resources can be developed.</p> <p>e) Identify at least three reasons why such material resources should be developed and</p> <p>f) List the problems that are likely to arise in the development of such material resources.</p>	<p>a) What is meant by resource development?</p> <p>b) What do we mean by the concept of material resources development?</p> <p>c) Which materials (things) are in our community that require development?</p> <p>d) Which materials (things) are common in the community which can not be or which are difficult to be developed?</p> <p>e) How can we develop some of these material resources?</p> <p>f) Why do we need to develop some of these resources?</p> <p>g) Which are the problems one can encounter in developing these resources?</p> <p>h) How could people overcome some of these problems?</p>	<p>a) Pupils will be grouped into eight each group will be required to find information about a particular question in the course content.</p> <p>b) One week will be devoted in advance of formal presentations for pupils to find out all they can (as a group or individuals) about the question relating to their group.</p> <p>c) There will be a class session when pupils will make their presentations by groups through the group leader.</p> <p>d) Teacher will moderate the class discussion group by adding up, modifying or rejecting the information given by pupils as necessary.</p> <p>e) Teacher will summarise for pupil's advantage information gained in respect of each question under discussion.</p>	<p>a) Resource persons.</p> <p>b) Teacher's handouts.</p> <p>c) Chalkboard.</p> <p>d) Pictures and objects where necessary.</p>	<p>a) Individual's field projects to be reported in class.</p> <p>b) Teacher will give a multiple choice objective test.</p> <p>c) Teacher will be required to go over the materials already learnt with pupils after the final test in order to fill in gaps.</p>

UNIT 12	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF CAPITAL RESOURCE DEVELOPMENT	Pupils should be able to: a) Recall the basic principles of resources development in general. b) Explain what capital resource is. c) Identify the categories of capital resources awaiting development in the community. d) List the different ways by which our parents acquire money for our needs. e) Compare the different ways by which people use money to bring in more money. f) Examine the different ways by which our local government use money to bring in more money to develop our community. g) Analyse some of the problems in generating money to make more money for individual or community development.	a) What do you mean by resource development? b) What does capital resource development mean? What constitutes the community's capital resources? d) How do our parents try to make money for our needs? e) How did people use money in the olden days? f) How do people use money nowadays? g) How do our parents use money to bring in more money for our use? h) How do some organisations use money to bring in more money for its development. i) How does our Local Government use money to bring in more money for the development of our community? j) What are some of the problems in using money to make more money for our development?	a) Teacher may wish to use the telling and finding out techniques of teaching. b) Teacher writes out each question problem (ten in all) separately and gives one to a group of three or four children to solve and answer. c) Teacher, first of all, explain each question to each group of pupils separately, in class. d) Teacher assigns specific questions to pupils to seek answers from their parents, neighbours, or other persons with special knowledge of the subject matter. e) Each pupil will be required to report his/her findings to the whole class in turns. f) Teacher to moderate the reports.	a) Resource persons. b) Teacher's handouts. c) The blackboard.	The unit will be evaluated by: a) Careful observation and assessment of pupil's contribution to the findings. b) Observation and assessment of pupils participation during class oral presentation and c) The administration of a 40-item multiple-choice objective test for 50 minutes.

UNIT 13	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF HUMAN RESOURCE MANAGEMENT	<p>Pupils should be able to:</p> <p>a) Apply the general principles of resource development.</p> <p>b) Acquire the knowledge of what is human resource development and management.</p> <p>c) Explain why some organisations need persons to work for them.</p> <p>d) Identify the specific kinds of work people do in organisations such as factories and industries.</p> <p>e) Explain why some organisations have to develop their personnel.</p> <p>f) Explain why good management of human beings is necessary in some organisations and</p> <p>g) Apply the concepts of personnel management to the organisation of the school.</p>	<p>a) What is meant by resource development?</p> <p>b) What is human resource development?</p> <p>c) What is human resource management?</p> <p>d) Why do people work for other people or for some organisations (e.g. government, companies etc.)?</p> <p>e) Why do organisations need people to work for them?</p> <p>f) What kind of reward do people work for in some organisations?</p> <p>g) Why is it necessary for some organisation to spend time and money training their workers?</p> <p>h) Why is it necessary to develop good policies for developing persons who work for organisations?</p> <p>i) How is our school organised?</p> <p>j) How can people who work in our school be better managed?</p>	<p>a) A combination of telling and questioning methods.</p> <p>b) Follow-up questions should be asked.</p> <p>c) Questions which require pupils to recall and apply previous knowledge, deduce answer from a given information.</p>	<p>a) Teachers' handouts.</p> <p>c) Pictures or charts.</p> <p>c) Chalkboard.</p>	<p>a) Oral questions to test pupils understanding of the topic and their ability to give coherent and logical answers.</p> <p>b) Questions requiring written answers on the topic.</p>

UNIT 14	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF HUMAN RESOURCE MOBILITY:	Pupils should be able to: a) Discuss intelligently issues of human resource development. b) Give reasons why people leave their villages to work in other towns. c) Assess the advantages to the individual of such movement. d) Analyse the effects of such movements on the village. e) Describe the issues involved for the economy of the nation.	a) What is meant by human resource development? b) What do you understand by human resource management? c) Why do people leave their villages for work in other villages? d) What are the advantages to the individual working outside his village? e) What are the advantages to the village community by working outside his village? f) What are the advantages to the other village where people move into? g) What are the advantages to the village community from which people move out? h) What are the problems caused for the village into which people move?	a) Pupils should be provided with opportunity of observing and feeling through the problems of human resource mobility through i) asking individuals their views on the series of questions raised above. ii) asking community elders their views on the same questions. b) Back in class, pupils should tell their experiences. c) Through questions and such followup questions, the teacher should guide the pupils and supplement the information given. d) Pupils should be guided in the habit of seeking information through reading available simple materials.	a) Pictures b) Resource persons. c) Handouts. d) Illustrative books and periodicals.	a) Pupils will be required to make a three minutes presentation of their findings. b) Multiple-choice objective test.

UNIT 14	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF HUMAN RESOURCE MOBILITY: (cont'd)		i) In what ways can such problems be solved? j) How can we arrest the mass exodus of people moving away from their villages to other places?			

UNIT 15	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF GADGETS IN PUBLIC PLACES:	Pupils should be able to: a) Identify the kinds of gadgets we use at home. b) List some of the other gadgets we use outside our homes. c) Describe these gadgets. d) Explain some uses of the gadgets. e) Discuss how the gadgets work. f) Give reasons why some of them fail to work. g) Suggest how to make such gadgets work.	a) What are the common household things we use at home? b) Which are the other things we use in public places? c) What do these other things (gadgets) look like? d) What are these other gadgets used for? e) How does each of these gadgets work? f) Why do some of these gadgets fail to work? g) What must we do when the gadgets fail to work? h) How can we make them work?	a) Teacher may wish to use the telling method reinforced with observations and responses from pupils. b) Questioning techniques. c) Inquiry method. d) They will then be required to discuss their new experiences in class. e) The teacher will supplement these further experiences.	a) Pictures, charts and diagrams. b) Resource persons. c) Hand-outs by the teacher. d) Chalkboard.	a) Pupils are expected to make three-minute presentations in which the following are observed and evaluated. b) Pupils' language mastery. c) Pupils' understanding of concepts. d) Logical reasoning. e) Ability to recall information. f) Ability to apply information.

UNIT 16	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF TRANSPORTATION:	Pupils should be able to: a) Define the concept of transportation. b) Identify the different transportation systems in the community. c) Describe how traffic congestion occur on our roads. d) Describe why traffic congestions occur on our roads. e) Identify why there are many road accidents. f) Discuss what can be done to reduce road accidents in our communities. g) Discuss what can be done to reduce traffic congestions on our roads.	a) What do we mean by transportation? b) How did people in the community move about in the olden days? c) What are the modern means of transportation in the community? d) What is meant by traffic congestions? e) Why are there traffic congestions in our cities? f) Why are there many cases of accidents on our roads? g) What are the effects of traffic congestions to the individual or the community? h) What are the effects of road accidents to the individual or the community? i) What can we do to prevent or reduce traffic congestion? j) What can we do to prevent or reduce road accidents?	a) The teacher to use the methods of observation, telling and questioning. b) Each pupil is required to observe traffic problems in the community and report in class a week later after having been guided as to what he must observe, based on the course content.	a) Pictures and diagrams. b) Handouts. c) Resource materials. d) Chalkboard.	a) Pupils may be required to write a competitive essay of about ten lines on any theme relating to the lesson. b) The essay competition could be orally administered and answered i.e. pupils speak for about 10 (ten) to fifteen continuous minutes on a topic selected for them. c) A multiple choice objective test.

UNIT 17	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF MODERN TOILET FACILITIES:	Pupils should be able to: <ol style="list-style-type: none"> Describe the process of using modern toilet facilities. Describe the traditional toilet facilities. Describe how the traditional toilet facilities function. List the modern type of toilet facilities. Describe how they function. List the advantages of modern toilet facilities over traditional ones. Identify the problems of using modern toilet facilities. Explain how we can maintain these facilities. 	<ol style="list-style-type: none"> What are modern toilet facilities? What are the principles by which the facilities work? What are the traditional toilet facilities? How did they work? Why are the old toilet ways inadequate nowadays? What are the advantages of modern toilet facilities? How best can we maintain and keep them? What must we do when they do not work? What must we do when they work inefficiently? 	<ol style="list-style-type: none"> The teacher may use a combination of discovery, telling and questioning methods. Inquiry method. Follow-up questions to be asked at appropriate stages. 	<ol style="list-style-type: none"> Resource persons (parents and guardians). Handouts. Pictures, periodicals and so on. Chalkboard. 	Pupils are required to do any of the following: <ol style="list-style-type: none"> Write a short description about any toilet facilities. Draw and label any of the objects. Oral or written questions. A multiple choice objective test.

UNIT 18	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF COMMUNITY SANITATION:	Pupils should be able to: a) Define the concept of community sanitation. b) Describe the different traditional ways of keeping the community in clean sanitary conditions. c) Identify some of the modern community sanitation problems. d) Identify why old ways are incapable of solving modern community sanitation problems. e) List some modern ways by which community sanitation problems can be eased. f) Identify some individual responsibilities in solving community sanitation problems.	a) What is community sanitation? b) How did members of the community keep it clean in the olden days? c) What are some of the problems that had arisen in connection with modern sanitation in the community? d) In what ways are the traditional methods of community sanitation inadequate? e) Which are some of the modern approaches to community sanitation? f) How can individuals assist in keeping the community in healthy sanitary conditions?	i) Project Method: a) Pupils will be grouped into three. b) One group will seek information from their parents on traditional ways and problems of keeping the community in healthy sanitary state in the olden days. c) The second group will seek information from the local health officers on the problems of community sanitation nowadays. d) The third group will read and discuss short hand-outs prepared by the teacher on the subject. e) Each group would have been previously briefed properly on its assignment before setting them to do it. f) Groups will be required to report orally their findings to the class. ii) Discussion method: g) The teacher to guide discussion and present additional information where necessary.	a) Resource persons. b) Handouts. c) Chalkboard.	a) Pupils will be asked questions. b) Multiple choice objective test. c) Observation of pupils behavioural change with respect to sanitation.

UNIT 19	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF PERSONAL HYGIENE:	Pupils should be able to: a) Identify problems that affect individual personal hygiene. b) List some of the individual personal hygiene problems. c) Describe the kinds of cosmetics that people use. d) Tell when such cosmetics are used. e) Explain why they are used. f) Analyse some of the dangers inherent in their use. g) Discuss how such dangers can be avoided or minimised.	a) What do you understand by the concept of personal hygiene? b) What personal hygiene problems do some people go through? c) What types of cosmetics do people use? d) Why do people have to use cosmetic? e) When do people use such cosmetics? f) What dangers are inherent in using cosmetics? g) How can the dangers be avoided or minimised?	a) The teacher to use the telling and questioning techniques. b) Follow-up questions on pupils' responses. c) Practical application: Teacher encourages pupils to carry out simple personal hygienic practices such as nail cutting, air combing and proper use of cosmetics etc.	a) Chalkboard. b) Pictures, periodicals, charts and diagrams. c) Handouts.	a) Multiple objective tests. b) Discussion, debate and drama. c) Observation of behavioural change.

UNIT 20	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF PREVENTION OF DISEASES:	Pupils should be able to: a) List the categories of diseases common in the community. b) Discuss the symptoms of such diseases and how they are caused. c) Describe how they can be prevented or avoided. d) Explain how they can be cured.	a) Common diseases in our community. b) What are the symptoms? c) What are the causes of a particular disease in our community? d) How can we prevent or avoid catching diseases? e) How can diseases be cured.	a) Teacher to invite a health or medical person to talk to the pupils on the topic. b) Teacher could also invite local medicine men to talk to the class on the issue of prevention of diseases. c) Discussion of the major issues in the presentation of the guest speakers.	a) Resource persons (health and medical persons). b) Pictures and charts to illustrate the problems being highlighted. c) Chalkboard.	a) Open ended questions to test thinking and application (as opposed to facts recall questions). b) Short test in form of quizzes. c) Practical application – teacher will create situations that require pupils to demonstrate skills in identifying, describing and preventing some common diseases.

UNIT 21	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF ACCIDENTS:	Pupils should be able to: a) List the causes of road accidents. b) List ways of preventing road accidents. c) Be conversant with what to do when road accidents occur.	a) What causes road accidents? b) How can we prevent road accidents? c) What do we do when road accidents occur?	a) Questioning techniques. b) The pupils make a list of what to do to prevent road accidents. c) Pupils to suggest what to do when road accidents occur. d) Demonstration of simple First Aid techniques. e) Pupils to practice what to do when road accidents occur.	a) Photographs, pictures and diagrams of scenes of road accidents. b) First aid box. c) Illustrative diagrams to show what to do when road accidents occur.	The teacher should be able to find out the extent to which pupils can: a) Identify causes of road accidents. b) Discuss how to prevent road accidents. c) Discuss what to do when road accidents occur. d) Demonstrate what to do when road accidents occur.

UNIT 22	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF FIRE ACCIDENTS:	Pupils should be able to: a) List and identify fire producing materials. b) Discuss the proper handling/use of these materials. c) Explain the danger of their improper use. d) Explain what to do when a dangerous situation arises. e) Demonstrate proper care of them for continued use.	a) What are the things we use in our houses to produce fire? b) Of what are they made? c) How can they be used safely? d) How can they be used properly? e) How can we know when they are not safe for use? f) What must we do to keep them safe for use? g) What must we do with these things that produce fire for our safety? h) What must we do in case of accident caused by their use.	a) Teacher to lead pupils in listing and describing fire producing materials. b) Demonstrate their proper use and handling. c) Discussion of possible danger of misuse and suggest preventions. d) Drawing and painting of some fire producing materials.	a) Match-boxes, bush lamps, kerosine, candle sticks, pressing iron, batteries, etc. b) Chalkboard. c) Story books, diagrams, pictures, etc.	The teacher should be able to find out the extent to which pupils can: a) Identify each of the household fire producing things. b) Demonstrate their proper use. c) Talk about their uses, limitation and dangers of improper use. d) Discuss how to avoid the dangers inherent in their uses.

UNIT 23	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF FOOD POISONING:	Pupils should be able to: a) Explain what is meant by food poisoning. b) List and describe the causes of food poisoning. c) Identify the symptoms of food poisoning. d) Explain what to do to prevent food poisoning. e) Suggest what to do in case of food poisoning.	a) What is food poisoning? b) What are the causes of food poisoning? c) How do we identify patients suffering from food poisoning? d) What steps do we take when a neighbour suffers from food poisoning? e) How do we prevent food poisoning?	a) Teacher to explain the idea of food poisoning? b) Lead pupils to identify the causes of food poisoning. c) Lead pupils to identify the symptoms of food poisoning. d) Help pupils to understand what to do in cases of food poisoning. e) Pupils to suggest ways of preventing food poisoning. f) Resource person e.g. health officers (nurses, doctors).	a) Poisoned food. b) Pictures, diagrams, charts and posters.	The teacher should find out the extent to which the pupils can: a) Explain the idea of food poisoning. b) List the causes of food poisoning. c) Identify the symptoms of food poisoning. d) Take necessary steps to prevent food poisoning in their environment. e) Participate effectively in helping victims of food poisoning.

CONTENT OUTLINE – PRIMARY FOUR

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF LIVING IN THE FAMILY:</p>	<p>Pupils should be able to:</p> <p>a) Identify at least five responsibilities of parents to their children.</p> <p>b) Describe at least five responsibilities of parents to their dependants.</p> <p>c) Define at least five responsibilities of children to their parents.</p> <p>d) Describe how parents should perform their duties to their children.</p> <p>e) Explain how children should perform their duties to their parents.</p> <p>f) Suggest when parents should give advice to their children.</p> <p>g) Understand why children should take to the advice of their parents.</p>	<p>a) What are the responsibilities of parents to their children?</p> <p>b) What are the responsibilities of parents or guardians to their dependants?</p> <p>c) What should be the responsibilities of children or dependants to their parents or guardians?</p> <p>d) How do parents in our community discharge their responsibilities to their children or dependants?</p> <p>e) In what ways do children or dependants fulfil their responsibilities to their parents or guardians?</p> <p>f) When are parents required to give advice to their children or dependants?</p> <p>g) What kinds of advice do parents or guardians give to their children or dependants?</p>	<p>a) Group Discussion of (a) (b) and (c) under content on the responsibilities of parents/guardians to their children/dependants.</p> <p>b) Group Leaders report their findings and recommendations to the whole class.</p> <p>c) Teacher to moderate the class discussion.</p>	<p>a) Teacher's written hand-outs.</p> <p>b) Relevant story books, periodicals, posters etc.</p> <p>c) Chalkboard.</p>	<p>a) Asses pupils' level of participation at group discussion level to be weighted 15% of the total marks possible (100%).</p> <p>b) Asses pupils' degree of contribution to class presentation weighted at 25%.</p> <p>c) Written/or oral test.</p>

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF LIVING IN THE FAMILY: (cont'd)</p>		<p>h) Why should we listen to advice from our parents or guardians?</p> <p>i) Under which circumstances can we disregard advice from our parents or guardians?</p> <p>j) Why should we accept our parents' or guardian's advice always?</p>			

UNIT 2	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
CULTURAL PROBLEMS:	<p>Pupils should be able to:</p> <p>a) List the kind of problems people have in understanding other people's language.</p> <p>b) Understand why people's food habits are different.</p> <p>c) Understand why people's dressing are different.</p> <p>d) Understand why people's eating habits are different.</p> <p>e) Illustrate why differences in the peoples' custom should not cause misunderstanding.</p> <p>f) Suggest what should be our attitudes to differences in our traditional customs.</p> <p>g) Classify which of our old customs need to be preserved.</p> <p>h) Explain why some of the old customs need to be discarded.</p>	<p>a) What problems do people have with understanding other people's languages?</p> <p>b) What problems do people have with understanding other people's food habits?</p> <p>c) What problems do people have with understanding other people's eating habits?</p> <p>d) What problems do people have with understanding other people's dress habits?</p> <p>e) Why should people demonstrate tolerance in accepting other people's custom and traditions?</p>	<p>a) Teacher's handouts on language, food, eating, dress habits, monuments and chieftaincy institutions.</p> <p>b) Display of traditional or customary objects.</p> <p>c) Discussion in Groups.</p> <p>d) Teacher to moderate the discussions.</p>	<p>a) Teacher's handouts.</p> <p>b) The chalkboard.</p>	<p>a) Teacher to assess pupils' participation and contribution to class discussion separately.</p> <p>b) Oral/written test.</p> <p>c) Multiple-choice objective test.</p>

UNIT 2	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
CULTURAL PROBLEMS: (cont'd)	i) Respect the value of our ancient monuments (buildings shrines etc.). j) Suggest why our traditional chieftaincy institutions should be protected.	f) What should we do when we live or work with people whose customs and traditions are different from our own? g) Which of our customs and traditions can we preserve and continue with? h) Which of our customs and traditions must we discard because they are no longer useful? i) Why should we preserve our ancient monuments (buildings, shrines etc.)? j) Why must we respect our traditional chieftaincy institutions? k) How can we best preserve our traditional chieftaincy institutions?			

UNIT 3	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
RELIGIOUS PROBLEMS:	<p>Pupils should be able to:</p> <p>a) Understand the need to respect other people's views.</p> <p>b) Respect other people's beliefs, religions and traditions.</p> <p>c) State why people believe in different religions.</p> <p>d) Identify the common areas in different beliefs, religions and traditions.</p> <p>e) Suggest what the differences in people's beliefs, religions and traditions are.</p> <p>f) Discuss how such differences could be narrowed if not eliminated.</p>	<p>a) Why must we try to listen to other people's views?</p> <p>b) Why must we respect other people's views?</p> <p>c) In which ways are other people's beliefs and traditions different from ours?</p> <p>d) Why must we respect other people's religious beliefs and traditions?</p> <p>e) Why do other people have different beliefs and traditions from our own?</p> <p>f) In which ways are other people's beliefs and traditions the same as our own?</p> <p>g) What are the differences between other peoples' beliefs and traditions and our own?</p> <p>h) How can we narrow down some of the differences between our beliefs and traditions and those of other people?</p>	<p>a) Discussion techniques.</p> <p>b) Inquiry technique on the following:</p> <p>i) the different religious workshops in the neighbourhood.</p> <p>ii) the different traditions of people in the neighbourhood.</p> <p>iii) the different religious beliefs held by the people in the neighbourhood.</p> <p>iv) How these religions, traditions and religious beliefs differ from each and one another.</p> <p>v) areas common to these religions, beliefs and traditions.</p> <p>vi) Why these religions, traditions and religious beliefs differ from one another and</p> <p>vii) the community ways of accommodating each other and one another in matters of religious and traditional differences.</p> <p>c) The pupils to discuss their findings in class.</p> <p>d) The teacher to moderate their findings.</p>	<p>a) Relevant books about the subject.</p> <p>b) Resource persons for example community elders and leaders.</p> <p>c) Handouts.</p> <p>d) The chalkboard.</p> <p>e) Pictures (where possible) real objects, periodicals diagrams, and charts.</p>	<p>a) Assess pupils' efforts at collecting required information from home.</p> <p>b) Assess pupils' group participation or individual contribution to class discussion.</p> <p>c) Observation of pupils ability to tolerate and respect views in the class.</p> <p>d) Multiple-choice objective test.</p>

UNIT 4	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF DIFFERENCES BETWEEN MEN AND WOMEN:	Pupils should be able to: a) Identify at least five things that makes men different from women. b) Mention at least five ways in which men and women are the same. c) Identify areas in which the traditional roles of men and women have recently overlapped. d) Explain how such recent development has occurred. e) State problems being created by such development. f) Discuss the roles of men and women in society.	a) In what ways are women different from men? b) In what ways are men and women the same? c) What are the traditional roles of men in society? d) What are the traditional roles of women in society? e) Which of these traditional roles of men overlap those of women. f) In what ways have these overlaps occurred? g) What are the problems of these overlaps? h) How can people overcome such problems? i) How can men and women be made to appreciate each other's roles in society nowadays?	a) Inquiry method. b) Discussion method. c) Group work. d) The teacher to moderate pupils discussion.	a) Books, periodicals, diagrams, charts, posters and pictures. b) Resource persons e.g. community leaders, elders etc. c) Chalkboard.	a) Assessment of individual presentation of findings. b) Observation of group ability to present findings logically. c) Multiple-choice objective test.

UNIT 5	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF MARRIAGE FAILURE:	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> a) Mention some of the problems of persons living together. b) Identify some of the problems of married couples. c) Explain why such problems arise. d) Suggest the effects of such problems on the married couple. e) Discuss the effects of such problems on children of the marriage. f) Discuss the effects of such problems on other parties to the marriage (parents, friends etc.). g) Supply what can be done to save such marriages from total collapse. 	<ul style="list-style-type: none"> a) Why do people live together? b) What are the usual causes of disagreement among people living together? c) What are the common causes of disagreement between two married people? d) How do such disagreements occur? e) Why do such disagreements occur? f) What are the possible effects of such disagreements on each of the couples? g) In what ways do such disagreements affect children of the marriage? h) How do such disagreements affect the families of the married couples? i) What can be done to save such marriages from total collapse? 	<ul style="list-style-type: none"> a) Questionnaire technique. b) Inquiry technique. c) Discussion method. d) Teacher to moderate pupils' findings and discussions. 	<ul style="list-style-type: none"> a) Resource persons (parents, community leaders). b) Teacher's handouts. c) Pictures, where applicable and relevant. d) Tape recordings where applicable and relevant. e) The chalkboard. 	<ul style="list-style-type: none"> a) Assessment of pupil's findings. b) Observation of pupils' ability to put information collected together logically and clearly. c) Oral or written test. d) Multiple-choice objective test.

UNIT 6	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF MARRIAGE PRACTICES:	Pupils should be able to: a) Suggest the different marriage practices in their community. b) Distinguish these practices from those of the neighbouring communities. c) Discuss why marriage practices differ from one community to another. d) State the changes that have taken place in marriage customs in their community.	a) What are the marriage practices in your community? b) Why are they practised? c) How can these practices be carried out properly? d) How can we know when the practices are not properly kept? e) What must we do to continue these practices? f) What must we do in case there is an attempt to stop these practices? g) What must we do in case there is an attempt to stop marriage practices? h) Why must marriage practices continue in our community?	a) Questioning method. b) Questionnaire or interview methods. c) Group or individual project. d) Discussion method. e) Dramatization of marriage practices in their community.	a) Marriage objects e.g. Calabash of palmwine, pots of palm oil, kola-nuts, fruits, yams, dress, money, etc. b) Pictures, periodicals, diagrams, etc. c) Chalkboard. d) Handouts.	The teacher should be able to find out the extent to which pupils can: a) Enumerate or list the common marriage practices in their community. b) List the common marriage practices in other neighbouring communities. c) Compare and contrast these practices in two different communities. d) Discuss the dangers inherent in the neglect of these practices. e) Distinguish between traditional marriage practices from imported practices.

UNIT 7	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF ORGANISATION AND CO-OPERATION:	Pupils should be able to: a) Discuss why people form associations. b) Give reasons why political parties are formed. c) Suggest why we have more than one political party. d) Explain why there are conflicts among political parties. e) State how conflicts among political parties are resolved.	a) What are the political parties in Nigeria? b) Why do we have political parties? c) Why are there conflicts among political parties? How can party conflicts be resolved?	a) Lead the pupils to name political parties in Nigeria. b) Discuss party programmes/manifestoes pointing out what each party proposes to do for the people. c) Encourage the pupils to discuss the differences and similarities in the different party manifestoes. d) Lead the pupils to discuss the advantages and disadvantages of having more than one party. e) Discussion on the advantages and disadvantages of having more than one party state. f) Dramatization of a political organisation.	a) Pictures of political leaders, political party emblems. b) Chalkboard. c) Handouts on a political party.	The teacher should be able to find out the extent to which pupils can: a) Remember the names of political parties in Nigeria. b) Discuss political party organisation. c) Discuss the advantages and disadvantages of having political parties and d) Discover the dangers inherent in not having any political party in a country.

UNIT 8	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF COMMUNITY LEADERSHIP:	Pupils should be able to: a) Give reasons on how traditional leadership came about. b) Enumerate the duties of a traditional leader. c) Discuss the necessity for traditional leaders nowadays and d) Suggest the advantages and disadvantages of having traditional rulers.	a) How did traditional leadership begin? b) Who is a traditional leader? c) What are the duties of a traditional leader? d) Should we continue to have traditional leaders? e) What are the advantages of having traditional rulers? f) What are the disadvantages of not having traditional rulers?	a) Visits to a traditional leader's house. b) Observation of the role of the leader. c) Dramatization/role-playing. d) Let them distinguish between traditional leadership and that of class/school leadership. e) Discussion technique.	a) Pictures, posters, diagrams. b) Display of dresses of community leaders. c) Handouts on leadership. d) Chalkboard.	The teacher should be able to find out the extent to which pupils can: a) Identify a traditional leader from an ordinary leader. b) Dramatise what a community leader does. c) Talk about the importance of a leader. d) Talk about the disadvantages of not having community leaders. e) Demonstrate the dangers inherent in a leaderless community. f) Suggest what can be done when there is no leader in a community.

UNIT 9	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF GOVERNMENT:	Pupils should be able to: a) Discuss the various ways the state provides for the needs of the people. b) Suggest the importance of government. c) Explain how the local government can co-operate with state government for the benefit of the people. d) Point out why conflicts exist between local and state governments. and e) Identify the causes of conflicts.	a) What are the ways by which the state government provides for the needs of the people? b) Of what importance is government to the people? c) How can the local government co-operate with state government so that the people could benefit? d) What kind of conflicts exist between local and state governments? e) Why should conflicts not be allowed to exist? f) What must a government do to prevent conflicts?	a) Excursion or visits. b) Discussion of findings. c) Resource persons, e.g. counsellors, ministers etc.	a) Resource persons. b) Pictures, diagrams, charts, models, etc. c) Pictorial illustration on the chalkboard. d) Handouts, etc.	The teacher should be able to find out the extent to which pupils can: a) Enumerate things that government provides for the people. b) Point out the proper use of the things provided by government. c) Discuss the importance of government to the people. d) Oral and written tests.

UNIT 10	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF PUBLIC OPINION:	Pupils should be able to: a) Explain why two people think differently about the same thing. b) Understand the importance of individual opinion. c) Explain why people hold different opinions over things. d) Discuss the need for tolerating other people's opinion.	a) Why do people think differently about the same thing? b) What is the importance of thinking differently? c) Why is public opinion encouraged? d) When is public opinion bad? e) Why is it necessary to tolerate other people's opinion?	a) Resource person. b) Class debate. c) Lead the pupils to discuss the advantages of public opinion. d) Questioning method.	a) Make a collection of newspaper, magazines, books, pictures, etc. b) Chalkboard. c) Resource persons from the radio, television.	The teacher should be able to find out the extent to which pupils can: a) Discuss the need for tolerating individual opinion. b) Explain why public opinion should be allowed in the society. c) Multiple-choice objective test.

UNIT 11	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS DIVISION LABOUR:	Pupils should be able to: a) Suggest what agricultural industry is. b) Make a list of what people do in agricultural industry. c) Explain why division of labour is necessary. d) Describe how people relate to one another in the agricultural industry.	a) What is agricultural industry? b) What do people do in agricultural industry? c) What division of labour is necessary in the agricultural industry? d) How do people in various jobs in the industry relate to one another?	a) Questioning methods. b) Let the pupils make a list of farm products in their locality. c) Visits to any local agricultural farm, factory or project. d) Let the pupils discuss their findings from the visit.	a) Photographs, pictures, diagrams of agricultural products. b) Pictures, photograph of farming activities. c) Resource persons. d) Chalkboard.	The teacher should be able to find out the extent to which pupils can: a) Make a list of what people do in agricultural industry. b) Explain why division of labour is necessary. c) Describe how people relate to one another in the various jobs, and d) Suggest various agricultural products and what they are used for.

UNIT 12	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF CAPITAL RESOURCE PRESERVATION	Pupils should be able to: a) Explain what is meant by banking. b) Make a list of banks in their area. c) Understand how people open bank accounts. d) Discuss why people open bank accounts. e) Suggest other ways of keeping or saving money.	a) What are banks? b) What steps are necessary to open bank accounts? c) Why is it necessary to save money in banks? d) What are the advantages of saving money in the banks? e) What are the other ways of saving money?	a) The teacher should ask questions on how to save money in the olden days. b) Visit to the bank in the locality. c) Discussion on the uses of these banks. d) Resource persons, e.g. bank officials.	a) Bank notes, coins of different denominations. b) Bank savings and withdrawal forms. c) Simple multiple-choice objective test. d) Chalkboard.	The teacher should ascertain the extent to which pupils can: a) Recognize the banks in the areas. b) Discuss their uses. c) Identify and discuss other ways in which people save money and d) Discuss the advantages of using banks.

UNIT 13	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF HUMAN RESOURCE DEVELOPMENT	Pupils should be able to: a) Suggest kind of jobs which are open to people in their locality. b) Understand why people should be employed. c) Discuss the problems which people face in getting jobs. d) Discuss how these problems can be solved. e) Explain why people have problems in keeping their jobs.	a) What are the jobs which are open to people in the locality? b) How do people get jobs? c) Why do people have problems in keeping these jobs?	a) Lead the pupils to make a list of the jobs their parents do at home and in the locality. b) Lead them to discuss how the jobs are secured. c) Visits or excursion where practicable.	a) Resource persons. b) Pictures, photographs of people working in factories, offices, etc. c) Textbooks, periodicals, diagrams, etc. d) Chalkboard.	The teacher should find out the extent to which pupils can: a) Identify the types of jobs in their area. b) Explain how people get jobs and c) Discuss problems people face in getting jobs.

UNIT 14	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF MATERIAL RESOURCE DEVELOPMENT	Pupils should be able to: a) Define what is meant by raw materials. b) Suggest a list of raw materials available in their area. c) Discuss how the raw materials are obtained and what they can be used for. d) Explain the importance of these raw materials.	a) What are raw materials? b) How are they obtained? c) What are they used for?	a) Lead the pupils to make a list of raw materials available in their locality. b) Lead them to discuss the uses of these raw materials. c) Visits to the sites of some factories in their areas.	a) Specimen of raw materials produced in their area. b) Specimen of finished goods produced from the factories. c) Diagrams, photographs, pictures, etc. d) Textbooks, periodicals, etc. e) Chalkboard.	The teacher to find out the extent to which pupils can: a) Make a list of the raw materials available in their area. b) Can discuss their uses. c) Multiple choice objective text.

UNIT 15	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF HUMAN RESOURCE MANAGEMENT AND CONSERVATION	Pupils should be able to: a) Make a list of natural resources available in their area. b) Suggest how they can be conserved. c) Give reasons for conserving these resources.	a) What are the natural resources available in your area? b) How are they conserved? c) Why should they be conserved?	a) Lead the pupils to make a list of major natural resources in their area. b) Discuss how they are conserved. c) Lead them also to discuss why they should be conserved. d) Lead them to suggest the uses of these resources.	a) Photographs, pictures, diagrams of major natural resources. b) Textbooks, periodicals, handouts, etc. c) Chalkboard.	The teacher to find out the extent to which pupils can: a) Identify the natural resources available in their area. b) Discuss their uses and c) Describe how they may be conserved.

UNIT 16	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RE-SOURCE DISTRIBUTION	<p>Pupils should be able to:</p> <p>a) Suggest reasons for the distribution of goods.</p> <p>b) Identify the goods distributed in the community.</p> <p>c) Discuss the means of transport used in distributing these goods and</p> <p>d) Tell stories of how goods were distributed in the past.</p>	<p>a) Why do we need to distribute goods?</p> <p>b) What are the goods brought to our community?</p> <p>c) Who brought these goods to us?</p> <p>d) How do we take goods to other places?</p> <p>e) How were people able to distribute goods in the olden days?</p>	<p>a) Project method – individual or in groups.</p> <p>b) Questioning technique.</p> <p>c) Lead pupils to list goods brought to the society from other parts of the country.</p> <p>d) Pupils to suggest the goods taken to other parts of the country.</p> <p>e) Discussion of the means of transport used in distributing the goods.</p>	<p>a) Pictures of canoes, lorries, trains etc.</p> <p>b) Sketch map showing areas where the goods are produced.</p> <p>c) Chalkboard.</p> <p>d) Samples of good distributed in the country.</p>	<p>The teacher to find out the extent to which the pupils can:</p> <p>a) Tell the means of transport used for distributing the goods in the olden days.</p> <p>b) Make a list of goods distributed in the country.</p> <p>c) Give reasons for the distribution of goods.</p> <p>d) Identify the modern means of transporting goods in the country.</p>

UNIT 17	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF EMPLOYMENT:	Pupils should be able to: a) Suggest the consequences of unemployment on their parents or guardians. b) Explain the concept of unemployment. c) Suggest reasons for lack of productivity, on the part of some workers. d) Suggest ways by which we can make our workers more productive.	a) What is meant by unemployment? b) What are the consequences of unemployment in our society? c) Why are the workers less productive than they should be? d) How can we reduce unemployment in our society?	a) Visits to nearby workshops, factories and government offices. b) Teacher leads pupils to suggest the effects of unemployment. c) Discussion of why some workers are under utilised, underproductive. d) Carefully lead pupils to suggest ways by which we can make our workers more productive and so reduce unemployment.	a) Pictures, diagrams, charts, etc. b) Products of factories and manufacturing organisations. c) Chalkboard.	The teacher should ask questions that will help to find out the extent to which the pupils can: a) Understand the concept of unemployment. b) Explain the consequences of unemployment. c) Suggest the productivity of workers, and d) Multiple-choice objective test.

UNIT 18	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF WAGES AND IN-COME DISTRIBUTION	Pupils should be able to: a) Give reasons why people work. b) Suggest how the workers are rewarded for the work done. c) Identify the sources of wages and income. d) Differentiate between wages and income.	a) Why do we work? b) How are workers rewarded? c) Where do employers of labour get money to pay their workers? d) What is the difference between wages and income? e) What is the work of your parents/guardians?	a) Excursion or visits to a nearby government office factory and workshop. b) Discussion on reasons why we work. c) Lead pupils to suggest where the employers of labour get money to pay their workers.	a) Pictures, films, slides, diagrams. b) Handouts from factories, workshops and offices. c) Chalkboard.	The teacher to find out the extent to which pupils can: a) Suggest why their parents work. b) Explain how the workers are rewarded. c) Discuss the sources of the workers income. d) Differentiate between wages and income.

UNIT 19	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF COMMUNICATION:	Pupils should be able to: a) Explain the concept of communication. b) Suggest the traditional systems of communication in the community. c) Discuss the modern systems of communication in the society. d) Compare the modern systems with the old types of communication. e) Discover how the new system of communication works. f) Identify the advantages and disadvantages of the communication systems.	a) What is communication? b) What are the traditional means of communication in the area? c) What are the modern systems of communication? d) How does the new system of communication work? e) What are the differences between the traditional and modern systems of communication? f) What are the advantages and disadvantages of the systems of communication?	a) Discuss the concept of communication. b) Lead pupils to identify the traditional methods of communication. c) Project method (individually or groups). d) Discussion of the modern system of communications. e) Excursion or visits. f) Resource persons.	a) Models (where practicable). b) Diagrams, sketches, pictures, charts, etc. c) Resource persons. d) Chalkboard.	The teacher should be able to find out the extent to which the pupils can: a) Understand the concept of communications. b) Make a list of the means of traditional system of communications. c) Discuss the modern system of communications. d) Identify the ways the modern systems of communication work. e) Compare the traditional and modern systems of communications and f) List the advantages and disadvantages of the systems of communications. g) Multiple-choice objective test.

UNIT 20	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF TRANSPORTATION:	Pupils should be able to: a) Suggest reasons for having traffic regulations. b) List the major traffic regulations in Nigeria. c) Use the road safely and effectively. d) Identify the law enforcement agents who made us obey the traffic regulations and e) Find why it is necessary to obey traffic regulations.	a) What are traffic regulations? b) Why do we have traffic regulations? c) List of some of the traffic regulations. d) Who enforces the traffic regulations? e) Why do we need to obey the traffic regulations.	a) Visits to a near-by busy street in the community to watch the movement of vehicles, pedal cycles, and pedestrians. b) Discussion of the major traffic regulations in their country from their parents. c) With the help of the teacher, pupils should make a list of traffic regulations particularly those they obey daily on coming from home to school. d) Drawings, modelling or paintings.	a) Resource persons. b) Charts to show the main traffic regulations. c) Pictures of law-enforcement agents at work. d) Handouts to describe the work of the traffic police. e) Chalkboard.	The teacher should be able to find out the extent to which pupils can: a) Discuss reasons why traffic regulations are essential. b) List at least four major traffic regulations that affect them every day. c) Observation of how pupils use roads. d) Practical application of what is learnt, e.g. Help to control traffic through club activities (boys scout, brigade, etc.).

UNIT 21	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF PERSONAL HYGIENE	Pupils should be able to: a) Suggest the different types of clothes that people wear. b) Identify the types of clothes that are suitable under different climates. c) Give reasons why people need clean clothes and d) Discuss how people keep their clothes clean.	a) Why do people wear clothes? b) What types of clothing do people wear under different climates? c) Why should we wear clean clothes? d) How do we keep our clothes clean?	a) Lead the pupils to suggest the different types of clothes that people wear and the time to wear them. b) Discussion of why people wear clothes. c) Let them also discuss what make clothes dirty. d) Observation of pupils' clothes etc.	a) Samples of clothes which are worn at different times of the year and under different climates. b) Samples of detergents. c) Handouts, periodicals, diagrams, etc. d) Chalkboard.	The teacher should be able to find out the extent to which pupils can: a) Identify different types of clothes worn at different times of the year. b) Can discuss how these clothes are kept clean. c) Practical application of cleanliness in pupils.

UNIT 22	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF ACCIDENTS:	Pupils should be able to: a) Identify causes of burns, scalds, bruises, insect bites, overfeeding and overdrunkenness. b) Suggest types of immediate aids. c) Discuss how to prevent these accidents.	a) What are burns, scalds, bruises, bites, overfeeding and overdrinking? b) What immediate aids do we give to victims of these accidents? c) What do we do to prevent these accidents?	a) Lead pupils to suggest the types of accidents they have seen before. b) Lead them to distinguish between the following major accidents: burns, scalds, bruises, bites, overfeeding and overdrinking. c) Discussion of the immediate aids to be given. d) Visits to clinics, hospitals, etc. e) Resource persons.	a) Resource persons. b) First aid box containing materials for treating the above accidents. c) Pictures, photographs and diagrams of victims. d) Charts and illustration showing how these victims are being treated. e) Textbooks, handouts etc. f) Chalkboard.	The teacher to find out the extent to which pupils can: a) Make a list of different types of accident. b) Identify sources of these accidents. c) Give immediate treatment to the victims of these accidents and d) Discuss how to prevent these accidents.

UNIT 23	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF POLLUTION:	Pupils should be able to: a) Understand what pollution is. b) Identify the types of pollution. c) Discuss the effects of water pollution. d) Suggest how to remedy these effects.	a) What is pollution? b) What types of pollution are common in the locality? c) What are the effects of these pollutions on lives? d) How can we remedy these effects?	a) The teacher to guide the pupils to explain what pollution is. b) Discussion of the types of pollution. c) Visits to sources of water supply for the community. d) Let them discuss what to do to remedy water pollution etc.	a) Pictures, photographs and diagrams of factories, mines etc. b) Resource persons. c) Textbooks, handouts, etc. d) Chalkboard.	The teacher to find out the extent to which pupils can: a) Explain what pollution is. b) Identify different types of pollution that affect lives. c) Identify the effects of water pollution. d) Discuss what to do to remedy these effects.

UNIT 24	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF AGRICULTURAL TECHNOLOGY:	Pupils should be able to: a) Identify the traditional ways of cultivating the land, fishing, keeping cattle and birds. b) Identify the modern ways of cultivating land, fish farming and keeping of animals and birds. c) Practise farming in the school garden.	a) What are the traditional ways of land cultivating, fish farming and keeping of animals and birds? b) What are the modern ways of land cultivation, fish farming and keeping of animals and birds? c) School farming activities.	a) Discussion of different types of farming in the locality. b) Teacher to lead pupils to suggest the modern ways of farming. c) Let the pupils compare traditional ways of farming with the modern ways of farming. d) Let them discuss the advantages and disadvantages of each. e) Practicalisation of what is learnt in the school farm/garden.	a) Pictures, photographs and diagrams of farms and farm products. b) Diagrams, pictures or photographs of equipment used for farming. c) Photographs, pictures and diagrams of implements used for traditional farming. d) Textbooks, handouts, etc. e) Chalkboard.	The teacher to find out the extent to which pupils can: a) Discuss traditional ways of cultivating the land, fishing and keeping animals and birds. b) Discuss modern ways of cultivating the land, fishing and keeping of animals and birds. c) Apply what is learnt practically.

CONTENT OUTLINE – PRIMARY FIVE

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF MARRIAGE CUSTOMS:</p>	<p>Pupils should be able to:</p> <p>a) Identify and describe particular features of traditional marriage.</p> <p>b) Identify and describe special features of modern marriages.</p> <p>c) <i>Understand</i> that all types of marriages have advantages and disadvantages.</p> <p>d) List and discuss these advantages and disadvantages.</p>	<p>a) What are the various steps of selecting a wife/husband in your area?</p> <p>b) State if this is traditional or modern (where modern and traditional steps exist, describe both).</p> <p>c) State differences between the modern and traditional forms of marriage. What are their advantages and disadvantages?</p> <p>d) Outline the role of the family, the mosque, church, age grades, friends, the courts of law, etc. in marriage ceremonies.</p> <p>e) Who pays dowry when people are married in your area?</p> <p>f) What kinds of gifts are usually exchanged during marriage and what are their significance?</p>	<p>a) Teacher should provide the situation in class where pupils will be able to describe the various steps of selecting a wife or husband that they have been told, read about or witnessed in their area, e.g. discussion, story telling, dramatization.</p> <p>b) Display pictures and show films where available, on different forms and customs of marriage.</p> <p>c) Encourage the children to ask and answer questions relating to advantages and disadvantages of those customs, e.g. debates.</p> <p>d) Let the pupils use books, encyclopaedia magazines to find out the meaning of customs as a concept.</p>	<p>a) Printed materials, books, journals, magazines, etc.</p> <p>b) Films, filmstrips, pictures, charts, diagrams, customs etc, are to be used.</p> <p>c) Places where materials, relating to marriage are stored should be visited.</p>	<p>To evaluate the extent to which the objectives have been achieved, the teacher should:</p> <p>a) Get the children to write or describe orally the various steps of the traditional and modern marriages.</p> <p>b) Let the children recount what they have observed in their local community or family during marriage ceremonies.</p> <p>c) Let the children display relevant pictures of modern and traditional marriage customs in their different sections.</p>

UNIT 2	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF MARRIAGE PRACTICES:	<p>People should be able to:</p> <p>a) Identify and discuss the type of advice parents should give their children about marriage.</p> <p>b) Assess the importance of the advice of parents to their children concerning marriage.</p> <p>c) Know the importance of responsibilities of parents to their children and other relatives who are newly married.</p>	<p>a) How should parents assist their children to prepare for marriage?</p> <p>b) Children need to consult parents and elders in matters of marriage.</p> <p>c) After the marriage, where do the couple usually live in your area? Why?</p>	<p>a) Discussion – Pupils should discuss the need and importance of parental advice in matters of marriage.</p> <p>b) Pupils should ask their parents the types of advice they would give them when they are going to get married.</p> <p>c) Pupils to list possible advantages which relatives derive from advice of parents and elders concerning marriage.</p> <p>d) Invite a resource person, e.g. a parent whose child has just got married to speak to the class and answer questions.</p>	<p>a) Chalkboard for listing.</p> <p>b) Writing materials.</p> <p>c) Resource persons.</p> <p>d) Charts, e.g. elder or parents talking to a couple (husband and wife).</p>	<p>To evaluate the extent to which the objectives have been achieved, the pupils should:</p> <p>a) Answer questions as to the importance or otherwise of advice of parents on matters of marriage.</p> <p>b) Select from a list of suggested benefits those which are most relevant to marriage.</p> <p>c) Put questions to the resource persons or the teacher and notes should be taken of the significance of such questions.</p>

UNIT 3	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF MARRIAGE FAILURES:	<p>At the end of the lesson pupils should be able to:</p> <p>a) Identify immediate problems that could be encountered by the newly married couple.</p> <p>b) List problems that could lead to marriage breakdowns.</p> <p>c) Discuss the advantages and disadvantages of polygamous marriage.</p> <p>d) Identify precautions that could be taken by husbands, wives and members of the family to prevent marriage failures.</p>	<p>a) What immediate help are usually given to the newly wedded couple?</p> <p>b) What immediate problems are usually encountered in early stages of marriage?</p> <p>c) What are the advantages and disadvantages of polygamous marriage?</p> <p>d) What steps would be taken by husband, wife and family members to avoid marriage failures?</p>	<p>a) Start the lesson by telling a relevant story of how a newly married couple were helped by their parents and the consequences of their actions.</p> <p>b) Ask questions relating to the story to bring out the need for co-operation and assistance from parents.</p> <p>c) A child from a polygamous family should share his experiences with the class.</p> <p>d) Invite resource persons (newly married couple) to talk to and answer questions from the class.</p>	<p>a) Chalkboard, pens, pencils, pupils' papers films, filmstrips, slides and resource persons.</p>	<p>To evaluate:</p> <p>a) Let the class describe major problems which could lead to marriage failures.</p> <p>b) Let the class discuss and the teacher should note the points made on the advantages and disadvantages of polygamous marriage.</p> <p>c) Let the class list steps that should be taken to prevent marriage breakdown.</p>

UNIT 4	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF UNITY IN CULTURAL DIVERSITY:	<p>At the end of lesson pupils should be able to:</p> <p>a) Give reasons why we should accept other people who speak languages different from our own.</p> <p>b) Identify the importance of having indigenous national language.</p> <p>c) Give reasons why it is necessary to have a common language for Nigeria.</p> <p>d) Identify the customs and suggest reasons (where need be) the need for reform.</p>	<p>a) What languages are spoken in your area?</p> <p>b) How should we treat those who speak languages that differ from our own?</p> <p>c) Which language is presently being used as an official language in Nigeria and why?</p> <p>d) What are merits and demerits of having indigenous national language for Nigeria?</p> <p>e) What criteria should we follow in selecting an indigenous language for the country?</p> <p>f) What customs in your area would you like to be changed and how would you like them to be changed?</p> <p>g) What customs in your locality are guard for retention in order to preserve our national identity?</p>	<p>a) The teacher should create a situation in the class that would enable the pupils to discuss why it is necessary to accept people who speak languages different from ours.</p> <p>b) Children should be able to display items of customs.</p>	<p>a) Pictures and posters depicting customary activities should be employed.</p>	<p>To evaluate:</p> <p>a) Let the class give reasons for accommodating others that speak languages other than theirs.</p> <p>b) Let the pupils identify the importance of having an indigenous language for Nigeria.</p> <p>c) Let them explain the extent to which we can change some of our customs.</p> <p>d) Let them list customs that are worthy of being retained for our national identity.</p>

UNIT 5	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
RELIGIOUS PROBLEMS:	<p>At the end of the lesson pupils should be able to:</p> <p>a) Explain the effects of religious excesses on the society.</p> <p>b) Identify the extent to which religious bodies would own and manage educational, health and other social services.</p>	<p>a) What type of religious practices do people have in your area?</p> <p>b) Reference to incidence of religious fanaticism in the country.</p> <p>c) How can such dangerous practices be regulated or controlled?</p> <p>d) The role played by religious agencies in the development of health, education and other social services in the country.</p>	<p>a) Display of relevant posters, pictures etc. of different types of buildings, attires and other symbols associated with the various religions.</p> <p>b) Where available, show films or play tapes of people engaged in worship (preaching, dancing etc.) of the various religious bodies.</p> <p>c) Encourage the children to listen to and watch different religious programmes broadcast in the mass media.</p> <p>d) Advise the pupils to bring cuttings from newspapers, magazines etc. which show activities of various religious bodies.</p>	<p>Pictures, photographs, religious, symbols – crosses, films, tapes, cassettes, etc.</p>	<p>To evaluate:</p> <p>a) Let the pupils list the dangers of religious fanaticism.</p> <p>b) Let them explain what should be done to guard against excess in religious practices.</p> <p>c) Let them answer specific questions as to involvement of religious bodies in the ownership and management of education, health and other social services.</p>

UNIT 6	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF OTHER PEOPLE IN THE FAMILY:	<p>At the end of the lesson pupils should be able to:</p> <p>a) Describe their relationship with other members of their family.</p> <p>b) List the obligations of other people in the family.</p> <p>c) Identify the merits and demerits of accepting other people into their family.</p>	<p>a) Who are members of your family?</p> <p>b) How do they relate to you?</p> <p>c) Which type of people do you welcome into your family?</p> <p>d) What are the obligations of other members of your family?</p> <p>e) What are the advantages and disadvantages of accepting other people into your family?</p>	<p>a) Name and discuss the roles and obligations of the members of the family.</p> <p>b) Which type of people come into the family?</p> <p>c) Discuss the advantages and disadvantages of admitting other people into the family?</p> <p>d) Draw the family tree.</p>	<p>Charts showing the family tree photographs of the family members can be displayed.</p>	<p>To evaluate:</p> <p>a) Let the children explain their relationship to other members of the family.</p> <p>b) Let them describe the obligations of other members of the family.</p> <p>c) Let them discuss the advantages and disadvantages of admitting other people into the family.</p>

UNIT 7	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF ORGANISATION AND CO-OPERATION:	<p>At the end of the lesson pupils should be able to:</p> <p>a) Give reasons why it is important for people to live together.</p> <p>b) Identify the needs and problems of living together.</p> <p>c) Explain how problems of living together can be solved.</p> <p>d) Discuss the necessity for good organisation and co-operation among people living together.</p> <p>e) Enumerate differences in organisations at village, town, district and state levels.</p>	<p>a) Mention institutions where you can find people living together.</p> <p>b) What benefits do people derive by living together?</p> <p>c) What problems do people face when they live together?</p> <p>d) Why are good organisations and co-operation, necessary among people living together?</p> <p>e) Which organisations exist in your area?</p> <p>f) How do these organisations differ from one another?</p>	<p>Provide a situation in the class to enable pupils to:</p> <p>a) List benefits people can derive by living together.</p> <p>b) Write some problems that can be solved as a result of people living together.</p> <p>c) Identify differences between village, district and state organisations.</p> <p>d) Visit site projects undertaken by the various organisations in their area.</p> <p>e) Display pictures or photographs showing projects undertaken by the organisation.</p>	<p>Pictures of photographs of site projects, chalkboard, pens, pencils, papers.</p>	<p>To evaluate, teacher should let pupils:</p> <p>a) Explain why it is important for people to live together.</p> <p>b) Describe how certain problems could be solved by people living together.</p> <p>c) Give reasons why good organisations and co-operation are necessary among people living together.</p> <p>d) Discuss how village, district and state organisations differ from each other.</p>

UNIT 8	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF LEADERSHIP:	<p>At the end of the lesson pupils should be able to:</p> <p>a) Identify different forms of leadership.</p> <p>b) Discuss the advantages and disadvantages of various forms of leadership.</p> <p>c) Recognize that every group in society has some one who directs the affairs.</p> <p>d) Identify the qualities of a good leader.</p> <p>e) Describe the importance of political parties.</p> <p>f) Discuss how political parties are formed.</p> <p>g) Tell when a political leader becomes a problem and how his excesses can be checked.</p>	<p>a) What is leadership?</p> <p>b) Identify different kinds of leaders – traditional, elected, military, appointed, religious, etc.</p> <p>c) How are leaders elected in your area?</p> <p>d) What are advantages and disadvantages of various forms of leadership?</p> <p>e) Compare the peculiar features of the different forms of leadership.</p> <p>f) What are political parties?</p> <p>g) What do they do?</p> <p>h) How many of them do we have in Nigeria?</p> <p>i) How are political parties formed?</p> <p>j) When does a leader become a problem?</p> <p>k) What are the political and traditional checks and balances to the power of a leader?</p>	<p>a) Let the class identify other leaders in their school environment.</p> <p>b) Let the pupils look at pictures of leaders (local, national, and international) and identify them.</p> <p>c) Let the pupils role play the election of a leader.</p> <p>d) Invite a local leader to come and talk to the pupils about his role in the community.</p>	<p>a) Photographs of local national and international leaders.</p> <p>b) Newspaper cuttings depicting events in the locality.</p>	<p>To evaluate ask the class to:</p> <p>a) List the differences between elected and other forms of leadership.</p> <p>b) Discuss how traditional leadership differs from military leadership.</p> <p>c) List the advantages and disadvantages of traditional, religious, elected, appointed and military leaderships.</p> <p>d) Describe the processes of forming political parties.</p> <p>e) Explain how political leaders can become a problem.</p> <p>f) Discuss what can be done to check the excesses of a leader.</p>

UNIT 9	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF GOVERNMENT:	<p>At the end of the lesson pupils should be able to:</p> <p>a) List and identify what the Federal Government provides to meet the needs of the people in the country.</p> <p>b) Explain why and how these needs are provided.</p> <p>c) Explain the difficulties which may prevent the Government from providing essential services to the people.</p> <p>d) List and identify the duties of the individuals to the Government.</p> <p>e) Discuss and enumerate what happens if:</p> <p>i) the individual fails to perform his duty to the Government.</p> <p>ii) Government fails to provide essential services.</p> <p>f) Discuss and explain the causes of conflicts between the States and Federal Governments.</p>	<p>a) What are the main services provided by Government for the people?</p> <p>b) What hinders the Government from providing essential services?</p> <p>c) What are the roles of individuals toward the Government?</p> <p>d) How can individuals contribute to Governments efforts at providing essential services?</p> <p>e) What would happen if the individual fails to perform his duty to the Government?</p> <p>f) Why are there conflicts between Federal and State Governments?</p> <p>g) What are the main conflicts?</p> <p>h) How can these conflicts be resolved?</p>	<p>a) Ask specific questions relating to social services, e.g. where do you go to when you are ill? Did you wash your face this morning?</p> <p>b) Let the pupils discuss what the Government provides for us.</p> <p>c) Let them think and discuss what the individuals can contribute to Government efforts at providing essential services.</p> <p>d) The teacher should point out some services provided by the Federal Government to the State. Let the class discuss what will happen if the Federal Government does not provide the services to the State (May lead to conflict).</p> <p>e) Invite a resource person to discuss the role of Federal, State Governments, or individuals in providing essential services, e.g. National Assembly members.</p> <p>f) Note the points discussed on the chalkboard and let the pupils copy into their note books where necessary.</p> <p>g) Examine and explain to the class other areas of conflict, e.g. use of constitutional power, Federal and State laws, etc.</p>	<p>a) Chalkboard for listing the essential services provided by Government.</p> <p>b) Writing materials, e.g. pens and pencils.</p> <p>c) Printed materials: Maps of States or country, newspapers, magazines, charts and pictures, etc.</p> <p>d) Films of Governments officials opening steelmills, etc. where available.</p> <p>e) Resource persons.</p>	<p>To evaluate the extent to which the objectives have been achieved, the teacher should:</p> <p>a) Get the children: to state the essential services provided by the Federal and State Governments.</p> <p>b) Discuss the duties of the individual to the Government.</p> <p>c) List and enumerate the causes of conflicts between Federal and state Governments.</p> <p>d) Suggest ways of resolving such conflicts.</p> <p>e) Explain what, in their opinion, they can do to help the Governments.</p>

UNIT 10	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF PRESSURE GROUPS:	Pupils should be able to: a) Identify pressure groups and what they stand for. b) Explain with reasons whether there should be pressure groups or not. c) Discuss their contributions or otherwise to the progress of society.	a) What are pressure groups? b) How useful are pressure groups to our society? c) Are you or your parents members of pressure groups? If so which? d) What are the contributions of pressure groups to our society? e) What are the main disadvantages? f) Should pressure groups be encouraged or discouraged in our society? Give reasons to support your answers.	a) Let the pupils define and explain what pressure groups are. b) Show them pictures of pressure groups (where possible) and what they are doing. c) If possible invite a pressure group leader to class to explain his functions to pupils. d) Encourage pupils to ask and answer questions from the resource persons. e) Display pictures of pressure groups. f) Let the pupils use magazines newspapers and books to find out more about pressure groups.	a) Chalkboard and writing materials. b) Printed materials – magazines, journals, books, newspapers. c) Pictures, slides and films or filmstrips where possible. d) Resource persons.	To evaluate the extent to which the objectives have been achieved, the teacher should get the pupils to: a) Discuss and explain what pressure groups are. b) Describe and identify their main contributions to the progress of society. c) List the ways in which they hinder the progress of society. d) Discuss whether pressure groups should be encouraged or not.

UNIT 11	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF DIVISION OF LABOUR:</p>	<p>Pupils should be able to:</p> <p>a) Define and explain what division of labour is? Define and illustrate what specialisation is (and division of labour are)?</p> <p>b) Explain why division of labour is necessary in commerce and manufacturing industries?</p> <p>c) Describe the main advantages of:</p> <p>i) Specialisation.</p> <p>ii) Division of labour.</p>	<p>a) Why should different people do different jobs?</p> <p>b) The importance of division of labour in commerce and industries?</p> <p>c) In what other areas is division of labour necessary?</p> <p>d) Who is a specialist?</p> <p>e) What are the main advantages and disadvantages of:</p> <p>i) Division of labour?</p> <p>ii) Specialisation.</p>	<p>a) Make reference to different types of jobs and occupations and get the class to complement your suggestions.</p> <p>b) Discuss and explain areas where division of labour and specialisation are necessary.</p> <p>c) Short trips to nearby factories to see different groups at work, where possible.</p> <p>d) Display pictures, and posters of people doing different kinds of jobs.</p> <p>e) Debate whether division of labour or specialisation is advantageous or not. Write down and discuss points made in class.</p> <p>f) Use the school as an example to explain the advantages of division of labour and specialisation.</p>	<p>a) Chalkboard for listing the essential points.</p> <p>b) Cuttings from newspapers, magazines, journals and books to illustrate aspects of division of labour and specialisation.</p>	<p>The teacher should get the pupils to:</p> <p>a) Answer questions on what is meant by division of labour.</p> <p>b) Explain why division of labour is necessary.</p> <p>c) Classify points for and against specialisation.</p> <p><i>Note:</i> Effects of over specialisation.</p>

UNIT 12	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RE-SOURCE PRESERVATION:	Pupils should be able to: a) Identify where to keep their money. b) Open and operate a post office savings account. c) List the different types of modern banking facilities available in their communities.	a) How do people keep money in your area? b) Why is it necessary to save money? c) What are the modern ways of saving money? d) Which one do you or your parents use? e) Those who have money should be shown how to open a post office savings account.	Provide the situation in class where pupils will be able to: a) List and discuss the various ways of saving money in your area. b) List the reasons why we should save our money? c) Take a walk to the post office or the bank to learn what goes on in these institutions and how the pupils can open and operate simple post office bank accounts. d) Teacher to display different currencies and deposit book.	a) Chalkboard for listing the essential points. b) Money to open their own savings accounts. c) Currencies display. d) Banking places.	The teacher should get the pupils to: a) Ask and answer questions on why and how they should save money. b) Name and discuss the different types of modern banking systems available in their communities. c) Explain the conditions under which they can operate a bank account.

UNIT 13	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF CAPITAL RESOURCE DEVELOPMENT	Pupils should be able to: a) List and discuss ways of raising revenues. b) Enumerate the functions of the economic welfare. c) Explain how, in their opinion, people can be encouraged to work harder. d) Explain what the Government can do to make people work harder.	a) How can we raise more funds? b) What other sources and institutions provide additional revenues to promote our economic welfare? (Agricultural, manufacturing, commercial and financial houses, co-operative societies, and community fund raising efforts). c) Why do we need enough money for development? d) What can be done to discourage laziness and encourage hard-work in society?	Provide a situation where pupils will be asked to: a) Ask and answer questions on ways of raising revenues. b) Discuss why workers are sometimes lazy and why they should be encouraged to work harder. c) Find answers to questions and write them down. d) Show films on economic behaviour or activities to promote greater productivity.	a) Chalkboard to write down points. b) Printed materials: Newspapers, charts, and books where relevant information can be obtained. c) Films on economic activities to promote productivity. d) Factories, commercial or manufacturing houses.	The teacher should get the pupils to: a) Ask and answer questions on ways of raising more funds. b) Discuss the functions of banks and other establishments in providing more revenues. c) Debate and make points on how hard work and greater productivity can be encouraged in society.

UNIT 14	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RE-SOURCE MANAGEMENT/CONSERVATION:	Pupils should be able to: a) Explain what causes workers strikes. Discuss the influence of strikes on society. b) Suggest possible ways of preventing or minimising them.	a) What are strikes? b) Why do workers go on strikes? c) What happens when workers go on strikes? d) To what extent do strikes help or hinder progress in our society? e) List examples of strikes known to you and their results? f) Steps that can be taken to reduce strikes?	The teacher should provide a situation where pupils will be able to: a) Explain why people go on strikes? b) Analyse what causes strikes? c) Role play and dramatise the actions of workers on strikes? d) Discover for themselves articles on strikes from the newspapers, magazines and journals? e) Resource person to talk about steps being taken to prevent strikes?	a) Printed materials: Newspapers, magazines and books. b) Placards used by strikers showing their agitations.	To evaluate the extent to which the objectives have been achieved, the teacher should get the pupils to: a) State why people go on strikes? b) Explain the causes of strikes? c) Summarize the effects of strikes on the society? d) Give examples of strike factions that they know or have read about and their consequences. e) Gather information from printed materials on strikes and their impact on society. f) Discuss steps to minimise strike actions.

UNIT 15	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RESOURCE DISTRIBUTION:	Pupils should be able to: <ol style="list-style-type: none"> List and identify different types of resources. List and explain why resources are not distributed evenly. Suggest ways and means of how best the resources can be fairly and justly distributed. List the dangers and possible solutions of over concentration of industries in one place. Identify the effects of concentrating manufacturing industries in one place over other areas. 	<ol style="list-style-type: none"> What are resources? List different types of resources? Why are resources not evenly distributed? What are the problems of over concentration of manufacturing and distribution of industries in one place? 	<ol style="list-style-type: none"> Using map sheets, let the pupils locate where resources are found. Find out what effects these have on the people. Let the people who work in the industries talk to the pupils (use of resource person). 	<ol style="list-style-type: none"> Samples of natural resources like crude oil (where available) coal, tin ore etc. Pictures and diagrams, cutlasses and worksheets. Television, films and filmstrips. 	The teacher should be able to find out the extent to which pupils: <ol style="list-style-type: none"> Can explain reasons why distribution of resources are limited to certain areas. Can discuss the effects of over concentration of resources in one place. Can discuss with adequate explanation the ways and means of how resources can be fairly and justly distributed. Locate industrial and mining sites on the blank map of Nigeria.

UNIT 16	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RE-SOURCE UTILIZATION:	Pupils should be able to: a) Identify as many dangers of over-utilization of our natural resources, e.g. water, electricity and petroleum. b) Describe with concrete examples the effects of under-utilization of our human resources.	a) What are the dangers of over-utilization of our natural resources, e.g. water, electricity, petroleum, etc. b) What are the problems of under-utilization of human resources.	a) Pupils will first narrate their own experiences when there is shortage of water, petrol and electricity. b) Let the teacher lead the class to outline various good ways of using public resources.	a) Pictures or photographs of people at water pumps, petrol stations or NEPA offices. b) Printed matters from NEPA authorities or water corporations, e.g. journals, magazines, brochures from government offices for the pupils to read.	a) Pupils answer oral or written questions on dangers of over-utilization of natural resources. b) Discuss the effects of under-utilization of human resources. c) Teacher to note points made by the pupils for further discussion.

UNIT 17	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF EMPLOYMENT:	Pupils should be able to: a) Identify and describe major causes of unemployment. b) Describe what causes under-employment in the public and private sectors. c) Enumerate and explain the effects of under-employment in the public and private sectors.	a) What are the major causes of unemployment (e.g. war, natural disaster, flooding, draught)? b) What are the causes of under-employment in the public and private sectors (inflation and depression).	a) Invite speakers from employment agencies of the government or private sectors to speak to the class on problems of employment with particular reference to their own sector. b) Pupils inquire from their parents the problems that exist in their places of work and discuss with their classmates. c) Teacher provides reading materials for the class, e.g. newspaper cuttings, magazines etc.	a) Photographs of people lining up in front of employment offices for pupils to discuss. b) Photographs of people working in their various fields of occupation. c) UNICEF photographs of people suffering because of drought or other natural disasters.	Pupils should be able to: a) Describe events or scenes from photographs depicting people suffering as a result of unemployment or natural disasters. b) Teacher should assist the children to write down the effect of unemployment and under-employment.

UNIT 18	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF WAGES AND IN-COME DISTRIBUTION	Pupils should be able to: a) Recognize that human beings earn a living a result of money paid for the services they render. These are called wages and salaries. b) Explain why some people earn higher wages than others. c) Enumerate the effects of uneven wages and salary structure in a community.	a) What are salaries and wages? b) How are they different from other incomes? People are paid higher salary because of their level of qualifications, the amount of work they do and services they render and value of the services. c) What are the effects of unequal wages and salaries on workers? d) What actions are usually taken by workers when they feel they are not adequately paid for the work they do.	a) Teacher organizes role play of earning salaries and wages in the class. b) A worker may speak to the class about condition in his place of work and strike actions. c) Printed materials are to be read for further information.	a) Chalkboard, illustrative diagrams of workers etc. b) Resource persons. c) Money to pay for illustrative activity. d) Salary scale chart.	Pupils should be able to find out the extent to which publication: a) Describe with explanation why some people are paid higher wages and salaries either orally or in writing. b) Answer questions on problems of wages and income distribution with special references to their own community. c) Describe the actions of workers when they feel they are not paid enough money for the work they do.

UNIT 19	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF INTERNATIONAL EX-CHANGE:	Pupils should be able to: a) Give some reasons why people travel out of the country. b) Explain why foreigners come to our country? c) Discuss effects which the movements have on the country's economy.	a) Why do people travel from one country to another (education, business, adventure, meetings). b) How do the people who travel buy things in other countries they visit? c) How do visitors to our country buy the things they want in Nigeria? d) What will happen to our economy if too many Nigerians buy too many things from other countries?	a) Ask those who have travelled out of the country share their experiences with their mates. b) Show the children the currencies of other countries and compare them with Nigerian Naira. c) Role play – using local materials as currencies, on how spending much of local money can affect our currency.	a) Currencies (local and foreign). b) Conversion table from newspaper cuttings.	Teacher should be able to find out the extent pupils can: a) Give reasons with explanations on why people travel in and out of the country. b) Explain why Nigerian money cannot be spent out of Nigeria as is in Nigeria. c) Discuss under what conditions will spending of Nigerian money affect Nigerian economy. d) Indicate the ways government prevent (c) above from happening.

UNIT 20	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF ELECTRONIC COMMUNICATIONS:	Pupils should be able to: a) Identify the various electronic communication devices like telephone, radio communication, television etc. b) Explain their uses. c) Describe reasons why they sometimes fail to work in Nigeria. d) Suggest ways and means of ensuring their proper functioning.	a) What are electronic communication devices? (Telephone, radio, television). b) How do we use them? c) Why do they sometimes not work in Nigeria? d) What can we do to make them work properly?	a) Pupils with the help of teachers identify these electronic devices through pictures or real objects. b) Show how these devices are operated. c) Create a difficult situation to make one of the instruments not to work and let the children solve the problem. (Use this to illustrate problems which might be caused by more serious breakdowns).	a) Electronic devices that are available for use – radio, telephone, television. b) Pictures and photographs.	Pupils should be able to: a) Identify different electronic devices and how to use them. b) Solve the problem of breakdown of these devices. c) Suggest what can be done to make them work properly.

UNIT 21	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF LAND TRANSPORTATION:	<p>At the end of the unit the pupils should be able to:</p> <p>a) State what land transportation involves.</p> <p>b) Identify the problems of inter-city or down-land transportation in Nigeria.</p> <p>c) Identify and list problems of inter-city or down land transportation in Nigeria.</p> <p>d) Suggest steps which should be taken, or things that should be done to solve those problems.</p>	<p>a) The various forms of land transportation in Nigeria and other parts of the world.</p> <p>b) Which of these are inter-town or city transportation in Nigeria? (<i>Note:</i> animals, carts, trucks, bikes etc. are also important).</p> <p>c) Problems of transportation are varied, identify them and specify those affecting land transportation specifically.</p> <p>d) There are ways of solving these problems, what are they and what has been done in Nigerian towns and cities?</p> <p>e) Have these measures succeeded, if not why not.</p> <p>f) What must be done to make them succeed?</p>	<p>a) Display posters of all forms of transport and let the class classify them, make sure land transport pictures are clear and complete.</p> <p>b) Guide the class to identify features which distinguish land from other form of transportation.</p> <p>c) Take the class to the nearest major road to observe the flow of traffic or show them slides or a film on city traffic including accident scenes, traffic jams, train derailment, railway man or roadmen at work, traffic wardens, police, etc.</p> <p>d) Let them ask questions and answer these on the causes of these problems.</p> <p>e) Let them list things that can be done to solve those problems.</p> <p>f) Let them try to answer the question, 'why then do we still have these problems'? and discuss other things that can be done to avoid them.</p>	<p>a) Toys, posters, charts, pictures of means of transport.</p> <p>b) Stickers, pins and chalk-board, etc.</p> <p>c) Films, slides, filmstrips, etc.</p> <p>d) Books, magazines, newspaper cuttings, driving licence, motor road licence, etc.</p> <p>e) Resource persons – traffic wardens, policeman, V.I.O., railway/roadman, train driver, etc.</p>	<p>For evaluation let the class:</p> <p>a) Classify and table means of road transportation from others presented to them.</p> <p>b) Answer relevant questions and list various problems affecting road/land transportation, and their causes.</p> <p>c) Discuss ways of avoiding those problems in Nigerian towns and cities, and take note of their responses and contributions.</p>

UNIT 22	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF PERSONAL HYGIENE AND PHYSICAL DEVELOPMENT	Pupils should be able to: a) Describe and suggest physical changes which take place in children from ten years and above. b) Identify physical ailments resulting from inadequate care. c) List what we should do to keep our bodies physically fit.	a) Characteristics of child's development from ten years and above. b) What are the various factors that can hinder physical growth? c) What can we do to keep the body physically fit?	a) Using a relevant picture or chart point out different parts of the body that develop with age. b) Let pupils discuss the unhygienic conditions that hinder physical growth. c) Let pupils suggest ways to keep the body physically fit. d) Invite health officers or nurse to explain to the children hygienic conditions for good health.	a) Pictures to illustrate the stages of development from ten years and above. b) Draw a child affected by malnutrition. c) A resource person from the Ministry of health. d) The chalkboard for listing responses from children in the class.	The teacher should be able to: a) List out characteristics features of development in children of ten years and above. b) Explain the causes of poor development in children. c) Discuss what to do to keep our bodies physically fit.

UNIT 23	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF NATIONAL WATER SUPPLY:	<p>The pupils should be able to:</p> <p>a) State the uses of water to man and animals.</p> <p>b) Identify the different national sources of water.</p> <p>c) Indicate other sources of water other than national ones, and those responsible for them.</p> <p>d) Note the specific functions of those responsible for supplying water to the people.</p> <p>e) Say what would happen if we had no water in our local community.</p> <p>f) Design a chart table to show good and bad ways of using water.</p>	<p>a) The various sources of water to man which of these are available in the local community?</p> <p>b) What are the natural sources of water and which are not?</p> <p>c) Water comes to our homes, street, factories, schools, etc. How does this happen and who brings it there?</p> <p>d) There are agencies, apart from the agencies in charge of and development of water supply what others are there?</p> <p>e) What are the problems these agencies have in supplying us with water?</p> <p>f) The actions to be taken to minimise these problems (e.g. educating the young and old on the right ways to use water, technicians to do their work well, etc.)</p> <p>g) Consequences of lack of water in the country.</p>	<p>a) Ask the class some questions about the ways they use water before coming to school. Ask if there are other ways water is used by other people, and note their answers.</p> <p>b) Ask some of the pupils to state how the water they used got to them, and note the answers.</p> <p>c) Using pictures or films and slides, show the different sources of water to the class, guide the class to classify these sources.</p> <p>d) Let them name the people (agencies) responsible for the non-natural sources (dams, pipe-borne tanks and reservoirs, etc.), and discuss what these agencies do.</p> <p>e) Encourage them to suggest some problems of water supply in the country, and ways of solving these problems.</p> <p>f) Put down their suggestions and more on the chalkboard, and let the class copy them into their notebooks.</p> <p>g) Design class to bring relevant pictures to school.</p>	<p>a) Chalkboard, water tap, pieces of pipes, etc.</p> <p>b) Printed materials, pictures, charts, newspaper cuttings of news about water supply, etc.</p> <p>c) Films, slides, filmstrips, etc.</p> <p>d) Resource persons where necessary.</p>	<p>The class should:</p> <p>a) Display pictures, charts, etc. and label them correctly.</p> <p>b) Debate on the topic, 'water is more valuable to man than light.'</p> <p>c) List the various problems of water supply they know and discuss ways to overcome them, note the points made by the class.</p>

UNIT 24	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF HOUSING:	<p>The pupils should be able to:</p> <p>a) Itemize the types of houses people use in the local community and other parts of Nigeria.</p> <p>b) State the different ways people acquire houses they live in.</p> <p>c) Point out the features which distinguish types of houses.</p> <p>d) Outline reasons why many people do not have houses of their own.</p> <p>e) Enumerate causes of housing shortage, poor housing, and other housing problems.</p> <p>f) Suggest ways of overcoming these problems.</p>	<p>a) What types of houses do people have in the local community and why do they live in those types?</p> <p>b) Agencies providing houses for the people apart from personal ones.</p> <p>c) Can there be enough houses for every one, if not why not?</p> <p>d) What can and are being done by individuals and agencies to solve the problems of housing?</p>	<p>a) Display charts and pictures of different types of houses and invite some pupils to show which of them look like the ones they are in.</p> <p>b) Let those whose types of houses are not on the displayed pictures draw their own on the chalkboard.</p> <p>c) Direct the class to say who owns the houses they live in (if they know).</p> <p>d) Let the class state what would happen to people if they had no places to live in.</p> <p>e) Guide the class to find out the major problems and to suggest what can be done to solve these problems.</p> <p>f) Find out from their parents who own the houses they live in.</p>	<p>a) Pictures, charts diagrams, posters.</p> <p>b) Printed documents on government housing policies and activities.</p> <p>c) Chalkboard.</p>	<p>Find out the extent to which the class can:</p> <p>a) Identify types of houses people live in.</p> <p>b) Distinguish the features which differentiate them.</p> <p>c) State what housing problems exist in the country.</p> <p>d) Discuss constructively what can be done to solve those problems.</p>

UNIT 25	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF AIR AND LAND POLLUTION:	<p>The pupils should be able to:</p> <p>a) Detect what conditions a thing is in when it is said to be polluted.</p> <p>b) Apply such conditions in finding out if the air or land is polluted.</p> <p>c) Compile a list of such conditions as would pollute air and land.</p> <p>d) Describe the ways which polluted things, (air and land included can affect human beings economic, health, social and political, etc.).</p> <p>e) Suggest ways pollution of our air and land can be avoided.</p>	<p>a) Pollution involves the state of things not being for use or consumption. State such conditions.</p> <p>b) What ways are air and land polluted within our local community, Nigeria, and other parts of the world.</p> <p>c) Are there any hardships or harm suffered as a result of pollution? What are they?</p> <p>d) Ways government and other agencies try to prevent pollutions, do they succeed, if not why do they fail? Children should cultivate the habits of keeping their surroundings tidy by sweeping and disposing rubbish.</p>	<p>a) Using a glass of clean water, and another of polluted (dirty) water illustrate what pollution means.</p> <p>b) Ask the class to say which of the water is good for drinking and why?</p> <p>c) Transfer the example of water to the air and land, and guide the class to give examples of conditions when air and land are polluted.</p> <p>d) Guide the class to suggest what would happen if there is no clean air to breathe, no clean fertile land to live on and cultivate or produce food for animals like cattle.</p> <p>e) Ask the question, 'What happens when we heap rubbish on our streets and near our houses' from their answers, go on to find out from them what we can do to avoid the dirty smell, and sickness from flies from the heaps. Relate these answers to pollution of the air, the land and how to prevent it. Encourage and take the children out to keep their surroundings clean.</p>	<p>Glasses of water – clean and dirty, chalkboard, charts and picture of smokes from chimneys and car exhausts, brooms brushes, dust-bins.</p>	<p>To evaluate the extent to which the objectives have been achieved the teacher should get the children to:</p> <p>a) Describe conditions which cause pollution.</p> <p>b) State the effects of polluted air and land on our lives.</p> <p>c) Suggest ways of keeping the surrounding clean.</p> <p>d) Mention ways which smoke from factories, more cars and chemicals are being kept away from polluting our air and land.</p>

UNIT 26	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF NATURAL DISASTERS:	<p>Pupils should be able to:</p> <p>a) Explain what natural disasters are and distinguish them from man caused disasters.</p> <p>b) Describe their effects on lives.</p> <p>c) Suggest how disasters could be checked.</p> <p>d) Explain how the effects of these disasters can be checked.</p>	<p>a) What disasters are and their various types.</p> <p>b) Causes of disasters.</p> <p>c) Effects of natural disasters on lives and properties.</p> <p>d) Control of these disasters.</p> <p>e) Control of their effects.</p>	<p>a) Story telling in which pupils' reactions to previous occurrences of disaster are emphasized.</p> <p>b) Discussion: Teacher leads the class in a discussion emphasizing how disasters occur, their causes and control.</p> <p>c) Excursions: Take pupils to sites of previous disaster areas. Erosion sites.</p>	<p>a) Pictures of disaster areas.</p> <p>b) Newspaper cuttings of publications on these.</p> <p>c) Films and slides on affected areas.</p>	<p>a) Through questioning teacher finds out the extent to which pupils can explain and classify disasters.</p> <p>b) Determine their effects on lives.</p> <p>c) Identify the ways the effects of natural disasters can be checked.</p>

UNIT 27	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF AGRICULTURE TECHNOLOGY:	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> a) Explain what mechanized agriculture involves. b) Identify and discuss the problems associated with mechanized agriculture. c) Identify areas where agriculture technology can be applied. d) Discuss how agricultural technology can be applied to for example (i) fishing, (ii) farming etc. e) Discuss the advantages and disadvantages of modern technology in agriculture. 	<ul style="list-style-type: none"> a) Mechanized agriculture what it is. b) Problems associated with mechanized agriculture. c) Possible areas for the application of agricultural technology. d) How agricultural technology can be applied to: <ul style="list-style-type: none"> i) fishing ii) farming. e) Advantages and disadvantages of modern technology in agriculture. 	<ul style="list-style-type: none"> a) Excursion: Take the pupils to visit agricultural settlements to observe the operations of machineries. b) Discussion: Teacher leads the pupils to establish what the different forms of agriculture are and the main differences between mechanized and traditional agriculture. c) With the aid of relevant pictures lead pupils to identify areas where agricultural technology can be applied. d) Talks on mechanized agriculture by an agricultural official. 	<ul style="list-style-type: none"> a) Picture showing the different agricultural machineries. b) Posters on agricultural technology from Ministry of Agriculture. c) Films and slides based on agricultural technology. d) Resource person from the Mministry of Agriculture. 	<p>The teacher should be able to find out the extent to which pupils:</p> <ul style="list-style-type: none"> a) Can explain what mechanized agriculture involves. b) Can discuss problems associated with agricultural technology. c) Can identify areas where agricultural technology can be applied. d) Can determine the advantages of modern technology in agriculture.

CONTENT OUTLINE - PRIMARY SIX

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF INTER-MARRIAGES:</p>	<p>At the end of the lesson pupils should be able to:</p> <p>a) Decide on what an inter-marriage is and why it may be a healthy relationship.</p> <p>b) State reasons for and against inter-marriages.</p> <p>c) Give reasons to support the need to encourage intra-ethnic marriages.</p> <p>d) Outline problems peculiar to each, and common to both intra and inter-ethnic marriages.</p> <p>e) Distinguish between the marriage of one man to one woman, (monogamy) and that between one man and many women (polygamy).</p> <p>f) Constructively discuss the advantages and disadvantages of monogamy and polygamy.</p>	<p>a) Characteristics of intra-ethnic and inter-ethnic marriages.</p> <p>b) For what reasons may couples get married.</p> <p>c) Reasons why some people object to marriages outside the ethnic group.</p> <p>d) Reasons why some people support marriages outside the ethnic group.</p> <p>e) There are problems which are common to any kind of marriage, what are they?</p> <p>f) But there are also problems peculiar to intra-ethnic marriages, what are they?</p> <p>g) In some cases a man is allowed to marry only one wife; in others he can marry more than one. What is the name of each of these types</p>	<p>a) Refer the class to what they learnt about marriage practices in Primary five; and briefly remind them of what a marriage is.</p> <p>b) Ask some pupils who know, to tell the rest of the class where their mothers and fathers come from and their ethnic group. Find out if there are others whose parents come from the same ethnic groups; and how they come to know that.</p> <p>c) Use one example each from the two groups and explain to the class the meaning of 'intra'- and 'inter-marriage.'</p> <p>d) Tell a short story of a couple you met who were from different ethnic groups, and how they spoke to each other in English, but their children were able to speak in two Nigerian languages and in English. Then ask how that could happen; and how useful speaking many languages would be to the children, their parents and Nigeria as a whole.</p>	<p>a) The pupils as resource persons.</p> <p>b) Chalkboard for recording points made by debaters and notes.</p> <p>c) Pictures, charts and relevant diagrams.</p> <p>d) Story books on family life etc.</p>	<p>a) To state reasons why people marry generally; and why within or outside their ethnic groups.</p> <p>b) On the basis of reasons offered, let them say if it is right or wrong to condemn any form of marriage.</p> <p>c) Using a worksheet or chalkboard, write sentences and the class complete some blanks correctly to bring out the meanings of:</p> <ul style="list-style-type: none"> i) intra-ethnic marriage. ii) inter-ethnic marriage. iii) polygamy marriage. iv) monogamy marriage. <p>d) Collect relevant information from their parents and constructively debate on the advantages and disadvantages of:</p>

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF INTER-MARRIAGES: (cont'd)</p>		<p>of marriages; and what is responsible for the different practices?</p> <p>h) State the advantages and disadvantages of:</p> <ul style="list-style-type: none"> i) polygamous marriage. ii) monogamous marriage. iii) intra-ethnic marriage. iv) inter-ethnic marriage. 	<p>e) This is an opportunity and encouragement to the class for any of them to tell the class of their experiences. Build questions round the stories and guide the class in their answers to achieve specific objectives. (e.g. problems of communication, of religion, etc.; and advantages and disadvantages of the two classes of marriage.</p> <p>f) Using posters, charts and pictures of polygamous and monogamous families; ask the class to explain their differences.</p> <p>g) Organize the class so that some may argue for and others against these types of marriages.</p> <p>h) Call on the children from each type of family, and if they are willing guide them to inform the class of their experiences.</p>		<ul style="list-style-type: none"> i) inter-ethnic marriage. ii) polygamous marriage. <p>(Points made should be noted by the teacher for their correctness).</p>

UNIT 2	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF PRE-MARITAL SEXUAL RELATIONSHIP:</p>	<ul style="list-style-type: none"> a) To indicate some dangers of premarital and extra-marital sexual relationships and express views about it. b) Recognize the need for early parental advice to children on these matters and on child birth. c) Enumerate problems associated with unwanted pregnancies and suggest ways of avoiding them. d) Identify symptoms and conditions associated with pregnancy. 	<ul style="list-style-type: none"> a) Basic requirements of any form of marriage-love, loyalty, faithfulness, interdependence, service, protection, monopoly, reproduction, etc. b) A man or woman who is not married, has specific names and responsibilities different from those of married people. c) Why should spinters and bachelors not be involved in sexual relationships? d) Many are opposed to people who are married engaging in sexual relationships with men or women other than those with whom they are married; what are their reasons? e) What are the responsibilities of parents to their children and teachers to students in giving advice on the dangers of: 	<ul style="list-style-type: none"> a) In a brief question and answer session, guide the class to explain the responsibilities of parents to their children; what happens when a child has no parents; the respect a mother gets and why; the names given to a man or a woman who is not married. b) Guiding the class on questions and answers, let them discuss problems of premarital and extra-marital pregnancy. c) Find out how many of them have ever been advised on marriage by their parents; from there let them discuss what parents should do for their children in this regard. d) Invite a nurse or midwife to talk to them and answer questions about pregnancy and how a woman can know she is pregnant. e) All pregnancies have problems, what are they, what extra problems would extra-marital and pre-marital pregnancies have. Let the class discuss and list them in their notebooks. 	<ul style="list-style-type: none"> a) Chalkboard, notebooks, pens and pencils, relevant newspaper cuttings and books for appropriate information, resource person. 	<ul style="list-style-type: none"> a) Enumerate the responsibilities of married couples to their families, especially to children. b) Say why a woman should not expect a baby before being married. c) Critically argue against extra-marital sexual relationships. d) Identify symptoms of pregnancy; and actions to be taken for safe child birth.

UNIT 2	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF PRE-MARITAL SEXUAL RELATIONSHIP: (cont'd)</p>		<ul style="list-style-type: none"> i) unwanted pregnancies. ii) premarital sexual relationships. iii) extra-marital sexual relationships? f) In case pregnancy occurs from the above relationships despite parental advice, what should the expectant woman, the husband if any, and the parents do for the interest of the expected child and its mother? g) Ways to avoid the problems caused and consequences of these kind of relationships? 			

UNIT 3	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF EXTERNAL INFLUENCES ON NIGERIAN FAMILY LIFE:	Pupuls should be able to: a) Identify the influences from other countries that are affecting family life in Nigeria. b) Discuss what kind of family life is best for Nigeria. c) Explain how the changes in family life occur.	a) What are the influences from countries like Britain, Canada, France, USA that are affecting family life in Nigeria? b) What types of family life style exist in Nigeria? c) Which of the family life style can we adopt for Nigeria? d) What changes take place in family life? How do they occur?	a) Teacher should provide an atmosphere where pupils will be able to identify and discuss the different kinds of influences like dressing, music, religious worship etc. from countries like Britain, Canada, France and USA that are influencing Nigerian family life. b) Give and explain the types of family life styles that exist in Nigeria. c) Invite a resource person to talk about family life style of one of the countries selected for discussion. d) Discuss in class the changes that are taking place in the Nigerian family and how they occur. e) Debate the effects of the changes that are taking place.	a) Pictures and photographs of families in Nigeria and from selected countries. b) Costumes, music records, etc. c) Resource persons. d) Chalkboard and writing materials for teacher's use and pupils writing.	The teacher should be able to find out the extent to which pupils: a) Can identify and discuss the influences from other countries that are affecting family life in Nigeria. b) Debate the type of family life they consider best for Nigeria. c) Explain how the changes in family life occur. d) Discuss the effects of the changes on family life in Nigeria.

UNIT 4	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF FAMILY LIFE IN OTHER COUNTRIES:	Pupils should be able to: a) Identify and discuss what is happening to family life in some selected countries. b) Explain how changes in roles of men and women affect family life.	a) What are the major changes that are affecting family life in countries like Canada, USA (or some countries the teacher may select) e.g. changes in family relationships as a result of economic and social conditions? b) What are the effects of working mothers on the lives of their young children? c) What are the fathers doing to help in raising children where both father and mother work? d) What are the problems where both father and mother work?	a) Teacher should provide an atmosphere where pupils will be able to identify and discuss the major changes that are affecting family life in countries they have selected. b) Invite (where possible) people from the countries selected to talk to the class about the changes that are affecting family life in their countries. c) Show films about family relations in the countries selected. d) Compare the family situations in selected countries with that of Nigeria.	a) Films, film-strips, maps and photographs of families from countries selected. b) Resource person, costumes. c) Diagrams to illustrate family tree of the countries discussed. d) Simple texts from the countries.	The teacher should be able to find out the extent to which pupils: a) Can identify and discuss the major changes that are affecting family life in the countries discussed. b) Can discuss with examples the effects of working mothers on their children and c) Can discuss and suggest solutions to the problems of working parents especially when they still have very young children.

UNIT 5	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF OUTSIDE CULTURES ON OUR LIVES:	Pupils should be able to: a) Identify features which make up cultures of people. b) Identify some of the foreign cultures that have effects on our values and beliefs. c) Discuss what are the advantages and disadvantages of these foreign cultures on our values and beliefs. d) Explain to what extent should we allow these outside cultures to influence our beliefs, values and practices.	a) What constitute culture – elements of culture. b) Name some of the foreign cultures that are now affecting our values and cultures (dress, music, religious, practices). c) What are the advantages and disadvantages of these foreign cultures in our values and beliefs? d) Should these cultures be allowed to change our beliefs and value systems? Why? e) What should we do to promote our own cultures?	a) Provide a situation where pupils can identify and discuss what they consider some of the foreign cultures. b) Let any member of the class who have travelled outside the country share his experiences with the class. c) Children should bring to class objects, toys, pictures which depict cultures of other people. d) Let the pupils debate the advantages and disadvantages of these foreign cultures on our beliefs, values, and practices. e) Let the pupils suggest what can be done to promote our own cultures.	a) Dress and music records of other countries. b) Pictures and photographs of the people of other cultures. c) Diagrams to illustrate some of the practices.	The teacher should be able to find out the extent to which pupils: a) Can identify and discuss some of the foreign cultures. b) Discuss the advantages and disadvantages of these cultures on our values and beliefs. c) Demonstrate the effects of these cultures on our beliefs and practices, and d) Explain what can be done to promote our own cultures.

UNIT 6	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RELIGIOUS DIFFERENCES:	<p>Pupils should be able to:</p> <p>a) Identify various religious practices.</p> <p>b) Discuss why some people display excesses in their religious practices.</p> <p>c) Discuss what happens when people hold extremes of views in their religious practices.</p> <p>d) List steps to be taken to resolve disagreements arising from extreme religious views; and</p> <p>e) Suggest the role the state should play in cases of religious conflicts?</p>	<p>a) List and identify various religious practices?</p> <p>b) Why do some people display excesses in their religious practices?</p> <p>c) What happens when people hold extreme views in their religious practices?</p> <p>d) What steps must we take to resolve or minimise disagreements in our religious practices?</p> <p>e) Discuss various religious conflicts you have read about or witnessed. How are they resolved?</p> <p>f) What steps should the state take in cases of religious conflicts.</p>	<p>a) Ask specific questions relating to the various religious practices in their area. (e.g. the christians go to church, sing, pray, read the bible etc.) the moslems pray five times a day etc.</p> <p>b) Let the class compare and contrast the various ways of worship.</p> <p>c) Let them outline what makes some people hold extreme views in the practice of their religion.</p> <p>d) The teacher should point out steps to be taken to resolve disagreements arising from extreme religious conflicts.</p> <p>e) Discuss newspaper cuttings and other materials brought to class relating to published cases of religious conflicts.</p> <p>f) Role-play the process in religious practices showing excesses which result in conflicts.</p> <p>g) Discuss what have been demonstrated, highlighting the ways of resolving and preventing them. Use the chalkboard for listing the points.</p> <p>h) Show films where summary feeling are available.</p>	<p>a) Chalkboard for listing the points made in class.</p> <p>b) Printed materials: Newspaper cuttings, journals, magazines.</p> <p>c) Films where possible.</p> <p>d) Pictures.</p>	<p>The teacher should get the pupils to:</p> <p>a) Answer questions on various religious practices in their locality.</p> <p>b) List and discuss why some people display excesses in their religious practices.</p> <p>c) Explain what happens when people hold extreme views in their religion.</p> <p>d) Enumerate the steps that must be taken to resolve or minimise disagreements in our religious practices.</p> <p>e) Make a list of religious conflicts they have read or heard about and bring to class for discussion.</p> <p>f) List steps taken, or should be taken by the state governments to resolve or minimise religious conflicts.</p>

UNIT 7	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
<p>PROBLEMS OF NATIONAL IDENTITY;</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> a) Recognize the necessity for loyalty to the nation. b) Identify and discuss the steps to show loyalty to the nation. c) Illustrate how ethnic, state or group loyalty can become a problem to the nation. d) Discuss the problems of ethnicity and group loyalty to the exclusion of national loyalty. e) List and identify our symbols of nationality. Should they be recognized or not as symbols of nationality? Give reasons. f) Differentiate between our national symbols and other symbols, e.g. religious, school, business etc. symbols. 	<ul style="list-style-type: none"> a) What do we mean by loyalty to the nation or patriotism? b) What are our duties to the government and what results if we do not perform them? c) The problems arising from ethnic, state and other group loyalty. d) Our national symbols and what they stand for? e) Various symbols; national, religious business, school, institutional etc. f) To what extent should non-recognition of national symbols be allowed? 	<ul style="list-style-type: none"> a) Ask the pupils what they must do to show their loyalty to Nigeria. b) Let them think and discuss why it is necessary to emphasise loyalty to the nation. c) Display symbols of nationhood (e.g. the flag, copies of the National Anthem, the National Pledge, the Coat of Arms etc) and other symbols. d) Let the pupils identify each and state their significance. e) Pupils recite the pledge, sing the national anthem and discuss the extent to which the non-recognition of national symbols should be allowed. f) Show relevant films if and when available. 	<ul style="list-style-type: none"> a) National symbols to be displayed. b) Symbol of other institutions. c) Films where relevant and appropriate. 	<p>To evaluate the extent to which the objectives have been achieved the teacher should get the pupils to:</p> <ul style="list-style-type: none"> a) Identify and discuss what they must do to show loyalty to the nation. b) Discuss why it is necessary to show loyalty to the nation. c) Identify our national symbols among many symbols and state what each stands for. d) Enumerate the extent to which non-recognition of national symbols should be allowed.

UNIT 8	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF GROUP CONFLICT:	Pupils should be able to: a) Recognize the need to tolerate and accept other people's views. b) Identify major differences which can lead to group conflict. c) Discuss the steps leading to a peaceful election and what can be done to make election peaceful and conflict-free. d) Explain what can be done to encourage peaceful existence regardless of cultural, religious and language differences; and e) Analyse how group conflicts can be resolved.	a) Why should the use of the mother tongue be encouraged? b) Why should we know other people's language and culture? c) Major differences among groups in Nigeria (e.g. language, religion, customs) etc? d) What happens when these differences (language, religion, culture) are carried to the extreme? e) Elections and how they are conducted in Nigeria? f) What happens when group differences enter into elections? g) Steps which lead to peaceful elections and which minimise conflicts. h) What can people do to encourage tolerance of different cultural or ethnic groups?	a) Ask the pupils to discuss why they should use and encourage the use of their mother tongue. b) Discuss whether it is necessary or not to know other peoples languages. c) Create a situation where pupils discuss various languages spoken, and religions practised in their area. d) Explain what elections are and get the pupils to role-play the process of elections. e) Role play group-conflicts resulting from elections. f) Let the class discuss steps which lead to peaceful elections and minimise conflicts. g) The pupils should be assigned to go through printed materials for elections and group conflict matters. h) Show films where relevant.	a) Printed materials: Newspaper cuttings, journals, magazines and books. b) Films, filmstrips where relevant. c) Ballot boxes, voting tickets, etc.	The teacher should get the pupils to: a) Discuss why they should use the mother-tongue. b) Explain why it is necessary to know other people's languages and religions. c) Identify the process of elections relevant to group conflict. d) Enumerate the essential relevant points from the films watched which bear relevance to the topic. e) Identify the steps which lead to peaceful elections and minimise conflicts.

UNIT 9	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF CITIZENSHIP NATIONALISATION:	Pupils should be able to: a) Give reasons why there are foreigners in Nigeria. b) Discuss the advantages and disadvantages of having foreigners in our country. c) State whether it is good to encourage people from other countries to acquire Nigerian citizenship.	a) Who are foreigners? b) Name some foreigners in Nigeria. c) What are the merits and demerits of having foreigners in our country? d) What is acquired citizenship? (Naturalisation). e) What are the conditions which foreigners must fulfill before they can be accepted as Nigerian citizens?	a) Encourage foreign pupils in the class to say from what countries they have come. b) Let the class list foreign nationals residing in Nigeria. c) With the aid of maps or atlases help the class to locate the countries from which the nationals listed come from. d) Let the class discuss by way of debate merits and demerits of having foreigners in Nigeria. e) Invite an immigration officer to come and give talk to the pupils on acquired citizenship. f) Encourage pupils to ask and answer questions from the resource person.	a) Chalkboard pencils, pens, papers. b) World map, atlases. c) Resource persons: foreign children in the class, immigration officer.	To evaluate let the teacher ask the pupils to: a) Explain why there are foreigners in Nigeria. b) Discuss the advantages and disadvantages of having foreigners in our country. c) Enumerate whether it is worthwhile to encourage foreigners to acquire Nigerian citizenship.

UNIT 10	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF INTERNATIONAL CONFLICTS:	Pupils should be able to: a) Describe how we can try to settle conflicts and disagreements between nations peacefully. b) Explain how international bodies attempt to solve problems of poverty, human rights, labour, racism, education etc. c) Discuss the extent to which international organisations have been successful in solving world problems.	a) What are conflicts and disagreements? b) What are the causes of conflicts and disagreements between nations? c) What are international organisations? d) What are the international organisations responsible for: i) solving conflicts involving African countries. ii) countries of the world. e) How do these bodies resolve conflicts between nations? f) What international agencies are responsible for solving problems of health, poverty, hunger, education etc? (WHO, FAO, UNICEF)? g) How do they solve these problems? h) How successful are international organisations in finding solution to world problems.	a) Encourage the pupils to explain the meaning of: i) conflict ii) international organisations. b) Let the class write down the international organisations responsible for settling conflicts involving: i) African countries. ii) countries of the world. c) Discuss how OAU and UNO settle conflicts between nations. d) List the international agencies responsible for solving problems of health, hunger, poverty, human rights, racism, education etc. e) Discuss the extent to which international organisations have been successful in solving world problems. f) Display pictures (newspaper cuttings) headquarters buildings of OAU and UNO pictures of OAU president and secretary, picture of UNO secretary. g) Display pictures depicting poverty, hunger and racism etc. h) Where possible invite representative of any of the international agencies to come and speak to the class on the roles of the agency.	a) Pictures from newspaper cuttings or magazines depicting hunger, poverty, etc. b) Resource persons: Representatives of any of the international agencies.	To evaluate let the teacher ask the pupils to: a) Explain how conflicts and disagreements between nations can be settled peacefully. b) Describe how international bodies attempt to solve problems of hunger, health, poverty, human rights, etc. c) Discuss the extent to which international organisations have been successful in solving world problems.

UNIT 11	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF LABOUR:	Pupils should be able to: a) Explain how workers in an establishment protect their interests. b) Identify the functions of trade unions. c) List the dangers of industrial action.	a) What usually cause workers in an establishment to seek for protection of their interests? b) How do they protect their interests? c) What are trade unions? d) What trade unions exist in Nigeria? e) What functions do they perform? f) What is industrial action?	a) Let the class discuss how workers protect their interests. b) Tell the meaning of: i) trade union. ii) industrial action. c) Write down the names of trade unions existing in Nigeria. d) Enumerate the dangers of industrial action. e) Teacher should invite a trade union leader to speak on the functions of trade union. f) Let the class carry out a role play on strike action. g) Display photographs or pictures of strike action (or union leaders).	Chalkboard, pencils, pens, papers for pupils writing, newspaper cutting showing strike action, union leaders, etc. Playcards, resources person – a union leader.	To evaluate let the teacher ask the pupils to: a) Describe how workers in an establishment protect their interests. b) List the functions of trade unions. c) Write the dangers of industrial action.

UNIT 12	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RE-SOURCE PRESERVATION (SAVING STORAGE):	Pupils should be able to: a) Identify the various ways of saving labour in modern times. b) Enumerate social problems resulting from the use of labour saving devices. c) List the limitations of using labour saving devices.	a) What are labour saving devices? b) What type of labour saving devices do we use in modern times? c) How do they work? d) What do they produce? e) What social problems do we encounter by using labour saving devices? f) What are the limitations of using labour saving devices?	a) Let the pupils identify the types of labour saving machines in use in modern times. b) State the social problems involved in using modern labour saving machines. c) List the limitations of using labour saving devices? d) Where possible, let pupils visit factories or industries to see modern labour saving devices at work. e) Display pictures of labour saving machines, people at work in factories and items produced.	Chalkboard, pencils, papers, pictures of newspaper/magazine cuttings showing labour saving machines and people at work, items produced in factories, e.g. textile goods.	To evaluate let the teacher ask the pupils to: a) Enumerate ways of saving labour in modern times. b) Identify social problems resulting from the use of modern labour saving devices and c) Discuss the limitations of using labour saving devices.

UNIT 13	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RE-SOURCE DEVELOPMENT	Pupils should be able to: a) Identify different types of natural resources, e.g. water, soil, land, forest, air, minerals. b) Explain how they are developed. c) Explain the contributions of individuals, organisations, communities and the government to resource development and d) Discuss the uses of these resources.	a) Identification of natural resources. b) Ways they can be developed. c) Contributions of: i) individuals ii) organisations iii) communities and iv) the government to resource development. d) Uses of these resources.	a) Through discussion let pupils enumerate our natural resources. b) With aid of pictures and diagrams explain how they are being developed. c) Take children out on excursions to sites where these resources are still being developed, e.g. road project sites, co-operative farms, school farms, private farms, water-falls, power stations, refineries, etc., to observe the extent of development. d) Discuss roles in the development of natural resources.	a) Pictures and magazines cuttings touching on these resources. b) Sketches showing workers on projects. c) Films on projects. d) Samples of minerals, e.g. coal, oil, etc.	The teacher should be able to find out the extent to which pupils can: a) Identify the different types of natural resources. b) Discuss and explain how they can be developed. c) Explain the contributions of various groups to the development of natural resources and d) Explain their roles.

UNIT 14	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RE-SOURCE MANAGEMENT	Pupils should be able to: a) Identify non-renewable resources. b) Give reasons why we should manage such resources carefully.	a) What are non-renewable resources? (Petroleum, coal, natural gas etc.). b) Where are they produced? c) What are their uses? d) Why must we manage them carefully?	a) Let the class list non-renewable resources. b) Enumerate the uses of non-renewable natural resources. c) Give reasons why we must manage non-renewable resources carefully. d) Display in the class for pupils to see non-renewable resources like coal, petroleum, etc.	- Chalkboard, pen, pencils, non-renewable products - coal/petroleum, etc.	To evaluate let the teacher ask the pupils to: a) List non-renewable resources and b) Explain why we should manage such resources carefully.

UNIT 15	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RE-SOURCE DISTRIBUTION	<p>Pupils should be able to:</p> <p>a) Identify resources in and outside his community.</p> <p>b) Discuss the importance of these resources for economic development.</p> <p>c) Identify actual case of uneven distribution of natural resources.</p> <p>d) Discuss the effects of uneven distribution of natural resources.</p> <p>e) Suggest ways of ensuring even distribution of natural resources.</p>	<p>a) What resource materials do we have in our community?</p> <p>b) What are their importance for economic development?</p> <p>c) What would happen to a community which has little or no resource materials?</p> <p>d) How can we ensure that resource materials get to such places?</p> <p>e) Should the country limit the use of resource materials to places they are found?</p>	<p>a) Review of previous work on what constitute resource materials, their development and management.</p> <p>b) The teacher should lead a class discussion on where some particular resource materials are produced and their contributions to economic development.</p> <p>c) Using the chalkboard, the places identified in 'b' above should be shown on a map along side with what is available in those places.</p> <p>d) Through pupils participation the class should identify forms of distribution and the effectiveness of each form.</p>	<p>a) Charts: Prepared charts showing some resource materials and where they are produced.</p> <p>b) Map of Nigeria showing natural resources.</p> <p>c) Atlas maps (for pupils).</p> <p>d) Chalkboard.</p>	<p>a) Oral questions to find out the extent to which pupils have achieved the objectives set out in the unit.</p> <p>b) Revision questions direct enough to aid students produce answers to form summaries of class discussion. Pupils' responses should be assessed.</p>

UNIT 16	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF RE-SOURCE PROCEDURES:	Pupils should be able to: a) Discuss the contributions of natural resources to national development. b) Identify specific natural resources and their contributions to particular areas of national development. c) Suggest ways of optimum utilization of natural resources. d) Discuss factors which limit full use of our natural resources and e) Suggest the ways of avoiding wastages.	a) What are the contributions of natural resources to national development? b) How best can we utilize our national resources? c) What are the causes of wastages of natural resources? d) How can such wastages be checked? e) What factors limit full use of our natural resources? f) What local resources are available but are not presently fully used.	a) Review previous work on natural resources. b) Lead the class in a discussion of the problems of utilization emphasising: i) avoid one of wastages. ii) aspects of national development and the specific resources iii) adequate use of natural resources. c) Visit to places where natural resources are being used.	a) Map of Nigeria showing the places where natural resources are produced. b) Pictures of people working at production sites of natural resources. c) Pictures showing things being developed or already developed with particular natural resources. d) Films showing people at work with natural resources.	Questions to show the extent to which pupils have achieved the objectives set out in the unit.

UNIT 17	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF EMPLOYMENT:	Pupils should be able to: a) Identify the ways the nation solves her unemployment problems. b) The problems posed by the unemployed on the society.	a) What is unemployment? b) In what ways can the nation solve her unemployment problems? c) What problems can the unemployed cause for the society?	a) Let the pupils state the meaning of unemployment. b) Enumerate the steps the nation can take to solve its unemployment problems. c) Let them list the problems unemployed persons can cause for the society. d) Display pictures of unemployed queuing up in labour offices.	a) Chalkboard, pens, pencils, writing papers. b) Pictures of the unemployed queuing up in labour offices. c) Resource person – labour officer. d) Invite a labour officer to give a talk on problems of unemployment.	To evaluate let the teacher ask the pupils to: a) Discuss the ways the nation can solve her unemployment problems. b) Identify the problems posed by the unemployed on the society.

UNIT 18	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF WAGES AND IN-COME DISTRIBUTION	Pupils should be able to: a) Describe the relationship between work and income. b) Explain causes of wage income increase. c) Explain the effects of inflation on the income of wage earners. d) Analyse cost of food current in the market. e) Relate income to standard of living.	a) Why do people demand more pay? b) What happens when there is more money than there are goods. c) What are the current costs of food items in the market? d) What are the dangers of too much money in the hands of few? e) Why is status related to economic income? f) What should be done to combat inflation? g) Why shouldn't a labourer earn as much as a doctor?	a) Discussion on the parity and disparity between work and pay packet. b) Comparison of cost of food today and this time last year. c) Making graph of food costs. d) Role-playing (buyers and sellers, employers and employees and haggling over prizes and wages). e) Interview.	a) Simple written stories on inflation, trade dispute over wages, etc. b) Newspaper cuttings of advertisements. c) Resource persons – (labour officer, wage earner, etc.).	The teacher should be able to find out whether the pupils can: a) Explain how wage is related to work. b) Explain how money in circulation can affect cost of living. c) Collect data and analyse cost of food items. d) Classify people according to their income. e) Discuss what should be done during industrial dispute over wages.

UNIT 19	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF INTERNATIONAL EX-CHANGE:	Pupils should be able to: a) List goods that Nigeria exports to other countries and the ones that she imports from such countries. b) State the advantages of trading with other countries. c) Explain the implication of importing more than she imports. d) Discuss the concept of international exchange and balance of payment and their economic implication.	a) From where does Nigeria get some of her goods? b) What are the advantages of trading with other countries? c) How can Nigeria maintain her balance of payment? d) What does Nigeria export to other nations? e) What countries of the world give aid to Nigeria? f) In what ways does Nigeria aid other countries?	a) Identification of Nigerian made goods distinguishing them from foreign made goods. b) Location of friend, friendly countries from a global map. c) Discussion of ways goods and aids are exchanged. d) Activity tablet of goods according to countries that produce them or where they are made.	a) Globe or world map. b) Some foreign and Nigerian made goods. c) Pictures of some of Nigerian products (groundnuts, cocoa, palm produce, rubbers, etc.). d) Pictures of ships, oil refinery, etc.	The teacher should be able to find out how far the pupils can: a) Identify goods and countries that made them. b) Summarize means of exchange. c) Mention countries that aid Nigeria and how they do that and d) Recognize the advantages and disadvantages of foreign exchange and be able to write them down.

UNIT 20	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF TELECOMMUNICATION SYSTEMS:	Pupils should be able to: <ul style="list-style-type: none"> a) List various telecommunication devices there are in Nigeria. b) Explain what telecommunication means, how it works. c) Discuss why sometimes they do not work and suggest what should be done when they fail to work and d) Demonstrate how they can be effectively used. 	<ul style="list-style-type: none"> a) What are the telecommunications devices we have in Nigeria and where are they seen often? b) How and when do we use them? c) How do they function? d) Who maintains and pays for them? e) What are the advantages of telecommunications? f) How can we ensure their regular and effective use? 	<ul style="list-style-type: none"> a) Visit any nearby P&T or any home with telephone, television, or any other telecommunication device. b) Demonstrate with the pupils how to use some devices. c) Explain the working of some of the devices. d) Encourage the pupils to tell how their parents or relations pay for such services. 	<ul style="list-style-type: none"> a) Improvised telephone receivers and boxes. b) Some empty cups and ropes or strings for demonstration. c) Batteries and other accessories. d) Papers to code tele-messages. e) Telephone directory. 	The teacher should be able to find out the extent the pupils: <ul style="list-style-type: none"> a) Can state the importance of telecommunication devices. b) Can demonstrate how such devices are used. c) State what should be done when they are faulty. d) Discuss and suggest what should be done to improve their functions in Nigeria.

UNIT 21	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF WATER AND AIR TRANSPORTATION:	Pupils should be able to: a) State some of the problems affecting water transportation in Nigeria. b) List some of the problems affecting air transportation. c) Decide adequate solutions to these problems.	a) What are the problems facing water transportation in Nigeria? b) Why do we not have maximum enjoyment of air transportation in Nigeria? c) How can these problems be solved?	a) Debate: Let them debate on the usefulness of water and air transportation in Nigeria. b) Discussion: The teacher leads in a discussion that brings out the problems of water and air transportation. c) From the discussion let them suggest solutions to these problems.	a) Map showing sea and river ports as well as airports in Nigeria. b) Pictures and diagrams of people hustling for planes or got stranded at airports, pictures and diagrams of water falls. c) Models of ship and air crafts.	The teacher should find out the extent to which pupils are able to: a) Identify some of the problems affecting water and air transportation in Nigeria. b) Suggest adequate solutions to these problems.

UNIT 22	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF NATIONAL WATER SUPPLY:	Pupils should be able to: a) Explain the major factors that hinder the supply of adequate water for the country. b) Discuss the effects of in-adequate water supply to the country. and c) Suggest ways of overcoming this inadequacy.	a) What are the factors hindering the supply of adequate water for the country? b) How does inadequate supply of water affect human beings, animals, industries and transport? c) How do we overcome the problem of water shortage in Nigeria.	a) Let them discuss in a round-table the major factors that hinder the supply of adequate water. b) The teacher poses questions to the students to stress the importance of water, and to bring out the effects of water shortage. c) The teacher guides textbook explanation.	a) Maps showing rivers. b) Pictures and diagrams showing water-table, various sources of water. c) Simple text. d) Chalkboard illustration.	The teacher finds out the extent to which pupils are able to: a) Explain the major factors that hinder the supply of adequate water in Nigeria. b) Discuss reasonably the effect of inadequacy of water, and c) Give their suggestions to the problems of shortage of water supply.

UNIT 23	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF YOUTH PHYSICAL DEVELOPMENT	<p>Pupils should be able to:</p> <p>a) Explain some of the conditions that prevent them from keeping their bodies physically fit (e.g poor diet, diseases, lack of exercise).</p> <p>b) Suggest what should be done to keep their bodies shapely and wellgroomed.</p> <p>c) Identify some of the physical changes in youths that affect their behaviour.</p> <p>d) Explain how these changes affect the behaviour.</p> <p>e) List some of the behaviours so exhibited.</p> <p>f) State what is drug abuse and</p> <p>g) Discuss the disadvantages of drug addiction.</p>	<p>a) What conditions prevent children from keeping their bodies physically fit?</p> <p>b) What must be done to keep bodies well-groomed?</p> <p>c) How do physical changes in youths affect their behaviour?</p> <p>d) What are the behaviour exhibited because of physical changes?</p> <p>e) What is drug abuse?</p> <p>f) What are the disadvantages of drug addiction?</p>	<p>a) The teacher should raise questions to make students explain some of the conditions that prevent them from keeping their bodies physically fit.</p> <p>b) The pupils are taken to the field for demonstration in physical exercises.</p> <p>c) The pupils are shown pictures of poorly shaped persons but who through improvement strategies have got good shape.</p> <p>d) Let them debate on the use of drug.</p>	<p>a) Pictures and diagrams showing different shapes.</p> <p>b) Materials used for physical exercises (balls, lift, etc.)</p> <p>c) Simple text written on physical shapes.</p> <p>d) Cover paper of drugs.</p>	<p>The teacher should find out the extent to which pupils are able to:</p> <p>a) State the conditions that prevent them from keeping their bodies physically fit.</p> <p>b) Give good suggestions to keep their bodies in good shape.</p> <p>c) Identify their behaviours that are consequent to physical change. and</p> <p>d) Discuss the disadvantages of drug addiction.</p>

UNIT 24	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF TOWN PLANNING:	Pupils should be able to: a) Know what is town planning. b) Know the similarities and dissimilarities between town planning and village planning or lack of planning. c) Know the agents responsible for town planning i.e. government, corporation and individual efforts and d) Know why systematic planning is necessary?	a) What town planning is, general concept and its concept by experts? b) How do we know if town planning is well executed or not? c) What can be done to sustain good town planning? d) What are its constraints?	a) A diagram showing a well-planned town supplemented by use of relevant map. b) A diagram showing a typical village. c) Visit to a town planning office to see and discuss with officials. d) Watch the construction of a building, road or dam. e) Visit to a typical village and have audience with the chief, preferably in council on village improvement. f) Presentation where possible of a modern town planning map of an advanced country or of Abuja.	a) Diagrams of town planning and village planning. b) Some simple implements used in roads construction and housing like shovel, trowel, hammer and hoe. d) Diagrams of more sophisticated implements. d) Maps, preferably ordinance maps.	The teacher should be able to find out the extent to which: a) Pupils can identify some of the implements. b) Describe how they are made. c) Describe the needed co-ordination of efforts by agencies concerned i.e. town planner, the administrator and the contractor. d) Discuss added need for mass education with stress on the need for community proper use of existing arrangement.

UNIT 25	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF INDUSTRIAL HAZARDS:	Pupils should be able to: a) Know about what types of industries exist, particularly those in close unity, if any. b) Know what industrial hazards are. c) Know peculiar industrial hazards with respect to particular industries. d) Explain how to avoid these hazards. e) Explain various ways of first aid treatment when they do occur. and f) Legal implications of industrial accidents.	a) To know about industries in general. b) What are industrial hazards? c) What can be done if accidents occur in the short run? d) What can we do in the long run? e) How can we prevent them? f) To know the legal implication of industrial accidents.	a) Provide miniature machines and other implements of industry. b) Provide some products of industry i.e. cans, canned food, clothing etc. c) Suggested discussion on the need for industries. d) Discussion on various types of industrial accidents. e) First aid materials for immediate treatment. f) Discussion of legal implications of industrial accidents including the rights of the worker to free medical treatment and compensation. g) Discussion of native cure to 'modern' hopeless cases of industrial accidents.	a) Improvised industrial machines and instruments. b) Provision of products of industry i.e. soap, canned food, plates, etc. c) Diagram showing different types of industries. d) Provision of first aid materials. e) Provision of relevant books and/or publication on legal position of a wounded worker, etc.	The teacher should be able to find out the extent to which pupils: a) Can identify meaningfully what industries are. b) Can enumerate industrial machines and implements, including spare parts. c) Describe some of the products of industries. d) Explain how they are made. e) Understand how to avoid industrial hazards and f) Know some of the helpful books and other publications in this area.

