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## NERDC Curriculum Overview

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Features and Exercises

Can you answer this?

These exercises offer questions for students to answer, based on what they learned in a unit. Students can answer these questions orally, in group discussions or in their notebooks.

Class activity

These exercises present a scenario for students to act out in groups or as a class. Students can write out or discuss their observations after the enactment.

Critical thinking

These exercises present an issue for students to think about deeply and critically, often by piecing together information by themselves and by going beyond the immediately obvious. The exercises may be completed individually or in a group, as oral or as written exercises.

Discuss and debate

These exercises require students to discuss and debate a specific issue. Students should be divided into groups, which take different sides on the issue in question.

Draw

These exercises require students to draw a picture based on what they have learned. Students can be asked to present their drawings to the class and to explain what they represent.
**Fill in the gaps**

These exercises consist of sentences or words with blank spaces for students to fill in. They typically concern key words in a lesson or unit review. Students can complete these exercises orally or by writing out the words or sentences in their notebooks.

**Find out**

These exercises require students to conduct independent research, beyond the classroom, on a specific subject. Students can do this activity individually or in groups and then present their findings to the class. They should be encouraged to conduct the research by discussing the issue in question with their parents, other elders and community members and by visiting the school library, accessing the internet and so on.

**Imagine this**

These exercises present students with a scenario to imagine, whether positive or negative. Students may be asked to discuss, write about or draw images of these scenarios.

**In the news**

These stories offer fictional news reports, laid out in newspaper style, for students to read and answer questions on. Students can answer the questions about the news reports based on information they learned in the unit and from outside knowledge. They can also be asked to consider why such reports may be newsworthy and thus appearing in fictional Nigerian newspapers.
Key words

Key words are listed in each lesson and in each unit review. In each lesson, key words are highlighted in the text. Students can be asked to memorize key words, their spellings and their meanings.

Look at this

These exercises consist of detailed illustrations for students to look at, think and answer questions about. Students can be asked to describe what is happening in the illustration, what is ideal or not ideal about each scene depicted, what rights and responsibilities are in question in the illustration and so on.

Matching exercise

These exercises require students to match phrases correctly to form complete sentences, or to match words with their explanations. Students can be asked to read out the correctly matched words or phrases and, where applicable, explain or elaborate on them.

Puzzle

These exercises consist of mazes and crisscross puzzles for students to complete. After a maze is completed, it can be followed by a brief discussion on the need for connecting the person on one end to the place or object on the other. For example, a maze showing a woman trying to make her way to a line of voters can lead to a discussion on the need for citizens to vote. After a crisscross puzzle, students can be asked to recite the words in the puzzle and explain them in their own words.

Questions

These exercises consist of questions for students to answer based on what they have learned in a unit. Students can answer the questions in their notebooks or orally.
These exercises offer stories or scenarios for students to read and answer questions on. The exercise can be completed as a class or group discussion, or students may work on the stories individually. The exercise can be extended to include writing, with students completing the stories or resolving particular issues within them.

These exercises present a scenario for students to think about and try and solve. The exercises may be completed individually or in a group, as oral or as written exercises. Where applicable, students can be asked to discuss the solutions they come up with.

These exercises offer a set of statements, of which students are required to judge the truth or falsity. Students can be asked to defend their answers based on what they have learned and their general knowledge.

This feature of each unit review provides a brief summary of major points that students are expected to have learned in the unit. Students can be asked to explain, in their own words, what they have learned in the unit. Their answers can be compared or added to those in the textbook.

These exercises consist of scrambled key words for students to unscramble. After unscrambling them, students can be asked to recite the words and explain their meanings.
Word search

These exercises consist of puzzles in which students are to find key words. After completing the word search, students may be asked to recite the words and explain their meanings.

Writing

These exercises consist of speech or letter writing on a specific issue. Students can be asked to read their speeches or letters to the class, and the class can assess their impact.
Lesson 1: I am a Nigerian citizen

The purpose of this lesson is to teach students that they come from a country called Nigeria and to introduce the key word and concept of being a citizen.

Suggested discussions and activities:

1. Ask students to say what country they are from. They can do so by saying “I come from [country]. I am a citizen of [country].” This exercise familiarizes students with the key words and concepts of “citizen” and “country.” It also helps them to draw a connection between these concepts. If there are foreign students in the class, the exercise can serve to illustrate the point that there are many countries in the world.

2. If there are no foreign students in the class, or simply to further illustrate the concept, say, “If I come from Ghana, I am a citizen of ________.” And let the students complete the sentence. Do that for several countries.

3. If applicable to students in the class, discuss the fact that people may come from more than one country, for instance if their parents are from two different countries or if they come from one country but have citizenship of another by virtue of birth.

4. Discuss what it means for people to come from a country, including that they belong to the country, they have things in common with other people in the country and that they care about the country.

5. Ask students to give examples of what it means to them to be Nigerian. Allow personal or subjective responses. The point is to encourage them to share their personal sense of “belonging” to Nigeria.

6. Simply explain to students on what grounds one may legally be a Nigerian citizen. The law says that a person is or can be a Nigerian citizen if at least one of his or her parents is Nigerian.
We are Nigerian citizens

The purpose of this lesson is to teach students that there are many Nigerian citizens and that we are a diverse nation. The lesson should emphasize the need for tolerance of our various differences.

Suggested discussions and activities:

1. Explain to students that Nigeria is a very large country populated by millions of Nigerian citizens.

2. Discuss with students some of the differences amongst Nigerians, including cultural, ethnic and religious differences. These differences can be explained at a level that students can easily understand, such as differences in the languages people speak, the clothes they wear, the food they eat and the places where they worship (church, mosque, etc).

3. If applicable, illustrate the differences amongst Nigerian citizens by asking students in the classroom to talk about which parts of Nigeria they come from and to share aspects of their cultures with their classmates. You may also ask two students who come from different parts of Nigeria questions like “What kind of food do you eat where you come from?” or “What kinds of traditional clothes do you wear?” When they give their answer say, “But you both still come from Nigeria. You are both citizens of Nigeria.” You can do this several times with different students to emphasize that even with our differences, we are all citizens of one nation.

4. Alternatively, you may ask students to bring cultural items, such as traditional clothes or jewellery, to class (you will have to plan ahead for this to work). Display the items in front of the class and explain which ethnic group each item belongs to, then emphasize that although Nigeria has many diverse ethnic groups, we are all citizens of Nigeria.

5. Emphasize that although Nigerians have differences, we all belong to Nigeria, we are all equal and we can all get along. If applicable, illustrate this by pointing out the fact that students in the class are friends and have many things in common, despite their different ethnic, cultural or religious backgrounds.
Citizens’ rights

The purpose of this lesson is to introduce the fundamental concept of rights and to lead students to understand that all citizens of a country are equal, or have equal rights.

Suggested discussions and activities:

1. Lead students through the definition of rights provided in the textbook.

2. Make this definition more concrete to students by discussing the examples of citizens’ rights provided in the textbook and others. Other key rights that you may wish to emphasize are children’s rights, such as the right to be safe, to be protected by adults, to be taken care of and so on.

3. Ask students to give or repeat examples of rights that they have. You may ask them to say, “I am a citizen of [country]. In [country], I have the right to....” This exercise serves to familiarize them with the key words and concepts of citizenship and rights. It also helps them to draw the connection between these concepts.

Citizens’ duties

The purpose of this lesson is to introduce the fundamental concept of duties and to lead students to understand that all citizens of a country have duties towards their country and towards each other.

Suggested discussions and activities:

1. Lead students through the definition of duties provided in the textbook. This can be further explained by discussing duties that students may have at home or in school, and then leading them to understand that we all, similarly, have duties in the larger communities and in the country to which we belong. You may ask questions like, “What are the things that you have to do at home?” “Do you have to greet your mummy and daddy in the morning? That’s your duty then.” “Do you have to take your plates to the kitchen after eating? That’s your duty.” “When you get to school, do you have to keep quiet in class? That’s your duty.” Make sure you include questions that are not duties, to check that the children understand the concept.

2. Let each student draw a picture of himself or herself performing one of their duties at home, at school or in the community.
3. Explain the concept of duties to students by discussing the examples of citizens’ duties provided in the textbook. Other key civic duties that you may wish to emphasize are the duty to respect and take care of each other, the duty to tell the truth, the duty to obey people with authority, such as their parents, teachers and the police.

4. Ask students to give or repeat examples of duties that they have. You may ask them to say, “I am a citizen of [country]. I have the duty to....” This exercise serves to familiarize them with the word and concept of citizens’ duties and also links it to being a citizen of a country.

REVIEW

The exercises in the review emphasize the key words and concepts that students have learned in unit 1. The “look at this” exercise serves to remind students that people come from or are citizens of different countries. In addition to answering the question provided in the exercise, students could be asked to state which countries the illustrated characters are citizens of. The “read this story” exercise tests students understanding of citizens’ duties by requiring them to apply what they have learned to a simple story.
Learning about our government

The purpose of these lessons is for students to understand why civic education is necessary and beneficial to them as citizens of Nigeria. Lesson 5 repeats fundamental concepts of rights and duties introduced in unit 1, while lesson 6 introduces that of government.

Suggested discussions and activities:

1. Discuss with students the kinds of topics that they learn in civics, including what it means to come from a country, and the fact that citizens have rights and duties.

2. Discuss with students why it is important for citizens to learn about their rights and duties, for instance that knowing our rights and duties makes us better citizens of our country, which makes our country a better place for us all. Use examples from the students’ everyday lives to illustrate this point. For instance, if citizens do not know it is wrong to litter, they make their country dirty for everyone, including those who do not litter. If some students misbehave in class, they make it difficult for others to learn and so on.

3. In lesson 6, introduce the concept of government by explaining the definition provided to students. Explain that all countries need people to lead them, just like schools have principals and teachers in charge, and families have parents in charge. Emphasize the fact that in Nigeria, citizens choose their government.

Learning about our country

The purpose of this lesson is to encourage students’ interest in learning about Nigeria and to teach them some of the ways in which they can do so. It also introduces the key word and concept of history.

Suggested discussions and activities:

1. Ask students to talk about what they know about Nigeria, in terms of how large the country is, how many states it has, its capital city, when Nigeria became an independent country and so on.

2. Introduce students to the concept and importance of museums. Museums are important in Nigeria for reasons such as preserving the culture and heritage of Nigerians and teaching us
The purpose of this lesson is to provide a simple introduction to Nigeria’s modern political history. The lesson introduces the fact that Nigeria was once colonized but became an independent country in 1960.

Suggested discussions and activities:

1. If necessary, remind students of the meaning of history.

2. Discuss with students the fact that Nigeria was once ruled by British people who came from Great Britain in Europe.

3. If suitable, discuss with students how the British came to rule Nigeria, which included coming to Nigeria by sea, increasingly trading with Nigeria and settling in the country, and also the use of force.

4. Discuss with students the fact that many Nigerian citizens did not support colonial rule and wanted to be free, or independent.

5. Discuss with students the fact that Nigeria eventually became independent on 1 October 1960, and that we commemorate this day every year. If students are familiar with independence day, discuss with them the kinds of things that they typically do with their families on that day. If the
school has independence day activities, discuss these with the students. If suitable, students can be asked to think about why Nigerians choose to commemorate independence day every year. Reasons include that it is a special day in our history.

The exercises in the review emphasize the key words that students have learned in unit 2. The “in the news” exercise familiarizes students with the notion that newspapers are one source of citizens’ information about their government.
Unit 3: Respect and National Symbols

**Lesson 9**

People we respect

The purpose of this lesson is to introduce the key concept of respect. Students will most likely already be familiar with and demonstrate respect for others, particularly their elders and authority figures.

**Suggested discussions and activities:**

1. Explain to students what respect means.
2. Discuss with students the kinds of people they show respect to.
3. Emphasize that students should respect their classmates, friends and even themselves. In other words, respect is not only due to people who are senior or have authority over them. This theme may be discussed in terms of how students like and expect to be treated by their friends and siblings.
4. Discuss with students the kinds of ways in which they show respect in their various cultures and traditions.

**Lesson 10**

Places we respect

The purpose of this lesson, continuing from lesson 9, is to teach students that respect is due to places, not only people. Students will most likely show respect to certain places in terms of how they behave there but may not necessarily think of this behaviour in such terms.

**Suggested discussions and activities:**

1. Discuss with students what kinds of places they show respect to, and how they do so.
2. If necessary, provide students with examples other than those in the text. Examples include their homes, neighbourhoods, and even their country, Nigeria.
3. Explain to students that showing respect in a place entails actions like keeping the place clean, behaving themselves and keeping quiet within the place and so on.
National symbols

The purpose of this lesson is to introduce key national symbols. The students will most likely already be familiar with symbols such as the national flag and anthem.

Suggested discussions and activities:

1. Discuss the concept of symbols with students. These are simply defined in the text as “signs of something.” If applicable, explain this concept in terms of symbols the students may be familiar with from their everyday lives such as religious symbols and school symbols.

2. Explain to students that national symbols represent Nigeria, hence good citizens should treat them with respect.

3. Introduce students to the various national symbols discussed in the text. Discuss with them what the words of the national anthem and pledge mean.

4. Discuss with students where Nigerians may commonly see the national coat of arms.

The exercises in the review emphasize the key words that students have learned in unit 3. The colouring exercise serves to further familiarize students with two important national symbols. The “read this story” exercise serves to remind students of the ways in which they should show respect to their peers.
Unit 4: Good Behaviour

LESSON 12  
Rules

This lesson introduces the key concepts of rules and the law. Students will already be familiar with rules at home and at school. The law is simply introduced as the rules of a country. The purpose of the lesson is for students to understand that rules are necessary to have order and fairness. They are also necessary to keep students safe.

Suggested discussions and activities:

1. Discuss with students what rules are and why they need them.

2. Ask students to give examples of rules they have at home and at school. They can also discuss rules in the community, such as rules for crossing the road.

3. Ask students to discuss what happens when they break rules, which include that they are punished or that they suffer an adverse consequence, such as in the illustrations in the textbook.

LESSON 13  
Who makes rules?

This lesson introduces a concept that is fundamental to civic education, namely, authority. Students will most likely already know, experientially, that some people have authority over them while others do not. The purpose of the lesson is to formalize this knowledge and to help them understand it more clearly.

Suggested discussions and activities:

1. Explain to students what authority is. It is simply defined in the text as when one is allowed to tell others what to do. To further understand this, students can be asked to consider the fact that people may sometimes tell others what to do, without necessarily being allowed or having the right to do so.

2. Ask students to provide examples of people who have authority over them and people who do not.

3. Ask students to consider who they have authority over. If no one, this can be explained to
students in terms of their relative young age. For instance, students can understand that as they get older, they may come to have a degree of authority over their younger siblings or over younger students in school.

4. Discuss the concept of bullies, with which they may be familiar, with students. This discussion should compare the actions of a bully in making someone do something with the actions of a person who has the right, or the authority, to make someone do something.

5. When discussing bullying, be sure to provide students with information on how they can prevent or stop bullying, including reporting bullies to authority figures.

LESSON 14

The law

The purpose of this lesson is to further introduce students to a fundamental concept in civic education, the law, and to connect it to the concept of a government. The law has already been introduced in lesson 12, which was on rules. The lesson also introduces the concept of the police, which is elaborated upon in lesson 15.

Suggested discussions and activities:

1. Explain to students what the law is, in terms of the rules that citizens of a country have to follow.

2. Referencing the content and discussion points of lesson 12, discuss with students why a country may need laws. Students should be able to understand that in order for a large group of people to peacefully co-exist, there need to be rules, or laws, about what they are and are not allowed to do. The law can also be discussed in terms of the need for fairness.

3. Discuss with students who the government of a country is and link this to their authority to write laws. If applicable, refer to the content and discussion points of lesson 6, in which the concept of government was introduced.

4. Students should be able to understand that in a country, only some people (namely, the government) can have authority to write the rules. This can be discussed in terms of what might happen in a classroom or school if anyone could make any rule that they wanted at anytime.
5. Ask students to propose and/or discuss laws that they think do or should exist in Nigeria to make the country fair and safe for everyone. Be sure to correct and guide students where they make incorrect suggestions. Examples of laws with which students may be familiar or able to relate are that Nigerian citizens cannot steal from one another, Nigerian citizens cannot beat each other up, and so on.

This lesson is to formally introduce the concept and institution of the police, with which students should already be familiar. The purpose is for students to understand that the police have authority and that their job is to ensure that people do not break the law and to stop those who do.

**Suggested discussions and activities:**

1. Explain to students who the police are. Students can discuss or describe the standard Nigerian police uniform.

2. Discuss with students some of the things that the police do or are supposed to do, such as helping to control traffic, helping people who are in trouble or emergencies, helping to stop people from breaking the law.

3. Explain to students what it means for someone to be arrested and what jail is. The key point here is for students to understand that the police have the means to punish people who are caught doing something wrong. Students should understand that going to jail is not a positive experience.
The unit review introduces more complex exercises than previously, to encourage students to start to make connections between the concepts that they have learned thus far. The “true or false” and “critical thinking” exercises require students to think critically about different scenarios.

The “look at this” exercise presents students with a visual representation of what may happen if authority no longer exists in a classroom. The purpose is for them to use the image to consider why we need authority, in terms of how authority benefits everyone and helps to keep us safe. To ensure that students do not look at the image and think that it looks like a “fun” image, draw their attention to the students who look unsafe in the image, such as the child crying and the child being bullied.
Unit 5: Health and Sanitation

LESSON 16
Keeping ourselves clean

The purpose of this lesson is to introduce students to the concept of keeping themselves clean as a matter of personal responsibility, and also to keep healthy.

Suggested discussions and activities:

1. Discuss with students why we all need to take care to keep ourselves clean.

2. Discuss with students some of the ways in which they keep themselves clean.

3. Discuss with students some of the things that they need to keep clean, such as running water, electricity to iron their clothes and so on.

LESSON 17
Keeping our homes clean

The purpose of this lesson is to introduce students to the concept of keeping their homes and communities clean as a matter of personal and communal responsibility, and also to keep healthy.

Suggested discussions and activities:

1. Discuss with students why we all need to take care to keep our homes clean.

2. Discuss with students some of the ways in which they help to keep their homes clean. They can also discuss what chores other members of their household perform to keep the home clean.

3. Discuss with students some of the things that Nigerian citizens need to keep our homes clean, things such as running water, electricity, waste disposal facilities and so on.
LESSON 18

Lesson: Keeping Our Communities Clean

This lesson elaborates on the key concept of community by discussing the need for community sanitation in Nigeria.

Suggested discussions and activities:

1. Discuss with students what a community is. It is defined in lesson 17 simply as the area in which we live.

2. Ask students to consider why it is important for Nigerian citizens to keep our communities clean. They can discuss this in terms of the features of a dirty community, including bad smells, pests like rats and cockroaches, and an increased risk of disease.

3. Ask students to describe how their community is kept clean, including how they and their families contribute to this effort.

4. Discuss with students their personal responsibilities, as members of their community, to help keep it clean. Examples include always throwing their rubbish into dustbins and not on the streets or into gutters. Students should be able to understand that if one person litters an environment, he or she spoils it for others in the environment.

5. If students describe living in dirty communities, discuss with them some of the things that can be done to clean the communities, including waste removal, provision of public dustbins by the government and so on.

6. Explain to students that it is one of the government’s duties to provide waste disposal services to Nigerian citizens. Ask students to describe any waste removal activities that they may have seen by service providers.
Keeping our water clean

The purpose of this lesson is to teach students that it is wrong for them or others to dispose of their rubbish in water. It also introduces them to the different kinds of toilets commonly used in Nigeria.

Suggested discussions and activities:

1. Explain to students why it is wrong for Nigerians to throw away their rubbish into water. This could include that it is unsightly, that it pollutes the water, making it smell and possibly killing aquatic life, and that it helps to spread disease.

2. Discuss with students the places and ways in which good citizens should dispose of their rubbish.

3. Discuss with students the different kinds of toilets commonly used in Nigeria. Students should be led to understand that it is respectful to always try and leave a toilet in a clean and usable condition for others.

Keeping healthy

The purpose of this lesson is to teach students that all Nigerian citizens have the right to be healthy, to receive medical treatment and to eat nutritious food.

Suggested discussions and activities:

1. Discuss with students some of the ways in which they stay healthy. These could include seeking medical care or taking medicine when they are sick, eating healthy food and exercising.

2. Explain to students that there are rules about what they should and should not eat to stay healthy.

3. Discuss with students the fact that one of the responsibilities of the Nigerian government is to help citizens to stay healthy. One of the things that the government does in this regard is to build public hospitals.
The exercises in the review reinforce the key words and concepts that students have learned in the unit. The drawing exercise and the puzzle add a creative component to the review.
The prescribed topics and themes of the Nigerian Educational Research and Development Council (NERDC) curriculum for primary 1 can be found as follows in *We Are Nigerians: Civics and History for Primary Schools Book 1*.

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<tr>
<td><strong>Theme 3: Good Social Behaviour</strong></td>
<td>NERDC curriculum calls for students to come to understand the concept of, and necessity for, rules and regulations.</td>
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<tr>
<td>Rules and regulations</td>
<td>▪ Meaning of rules</td>
<td>▪ Lesson 12</td>
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<td></td>
<td>▪ Rewards for obeying rules (why rules should be obeyed)</td>
<td>▪ Lesson 12</td>
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<tr>
<td></td>
<td>▪ Consequences of disobeying rules</td>
<td>▪ Lessons 12, 13 and 15</td>
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<tr>
<td>Theme 4: Health Issues: NERDC curriculum calls for students to understand the importance of sanitation.</td>
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</tbody>
</table>
| **Sanitation** | - Meaning of sanitation  
- Types of toilets  
- Proper use of toilets  
- How to keep our surroundings clean  
- Materials used in cleaning surroundings  
- Consequences of unsanitary living | - Lessons 17 and 18  
- Lesson 19  
- Lesson 19  
- Lessons 17, 18 and 19  
- Lessons 17 and 18  
- Lessons 17, 18 and 19 |
| **Personal hygiene** | - Meaning of personal hygiene  
- How to keep our bodies clean  
- Materials used in keeping our bodies clean  
- Reasons for keeping our bodies clean | - Lesson 16  
- Lesson 16  
- Lesson 16  
- Lesson 16 |
| **Rules and regulations for the intake of substances into the body** | - Rules and regulations for intake of substances  
- Things to do and not do regarding intake of substances | - Lesson 20  
- Lesson 20 |