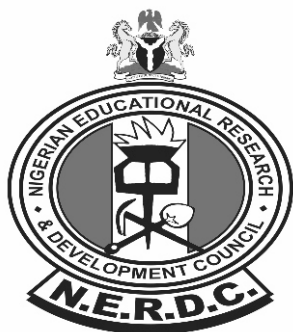




FEDERAL MINISTRY OF EDUCATION

**Accelerated Basic Education Curriculum
Nigerian History and Values
(Level 1: Stage 1 - 3)**



NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)

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Foreword

One of the targets set out by the Federal Government of Nigeria under the current dispensation is the eradication of the menace of out-of-school children that has bedeviled the country since the past three decades. This target area of concern formed one of the 10 pillars of the Ministerial Strategic Plan (2016 - 2019) which have metamorphosed into the Ministerial Strategic Plan (2018 - 2022). The effort asserted in this direction, is in line with the Constitution of the Federal Republic of Nigeria, which recognizes education as a fundamental right of every child, irrespective of ethnic background, social-economic status, religious affiliation and family background.

One of our turnaround strategies, as outlined in the Ministerial Strategic Plan, is to create opportunities for the education of all children and youths, who for one reason or the other, are out of school. These children, who are found in many parts of Nigeria, constitute about 5% of the world's population of Out-of-School children.

The turnaround strategies were based on identified gaps and challenges in the education sector. One obvious gap identified was the lack of well-thought educational programme that specifically addresses the peculiarities of overage children who are not in school. The Accelerated Basic Education Programme (ABEP) is therefore a step taken towards filling the identified gap. Aside from addressing our domestic situation, the programme is in line with global best practices.

The specific goal of the Programme is to mop-up (or reduce to the barest minimum) and bring back to school the large number of overage and out-of-

school children who are disadvantaged, marginalized and affected by crises, disasters or other socio-economic factors.

I am therefore pleased to note that the Nigerian Educational Research and Development Council (NERDC) has taken this step towards the provision of the curriculum to drive the ABEP. I congratulate NERDC and her partners for successfully completing the development of the Accelerated Basic Education Curriculum for the Implementation of the Accelerated Basic Education Programme in Nigeria. I wish to particularly thank Plan International and Save the Children International for supporting the development of the curriculum under the European Union funded project: The EU Response, Early Recovery and Resilience in Borno State: Education Component. I also acknowledge the contributions of all experts who worked hard in the development of the curriculum. The curriculum is flexible and provides learning options and pathways for learners.

It is therefore my pleasure to present the curricula to all Nigerians and our foreign partners for the education of out-of-school children under the accelerated education programme.

My utmost hope is that the effective use of the curricula will bring about our desired aim of providing quality basic education to all Nigerian children irrespective of the circumstances surrounding their existence.

ADAMU ADAMU

Honourable Minister of Education, FME, Abuja.

October 2019

Preface

Nigeria, in the recent past, has been rated as one of the countries in the world with a huge population of out-of-school children and youths. The situation became worsened by the escalation of insurgency in the northeast leading to closure of many schools and the displacement of huge number persons including children and adolescents. Credible sources have it that many schools in the northeast states were closed from November 2014 to June 2015. By August 2017, an estimated 57% of schools were still closed in Borno.

Although many of the schools have been reopened, a high percentage of children are yet to return to school due to poverty and other socio-economic factors. There are also pockets of attack, psychosocial factors that affect human instability including where to start education again, having been out of school for many years (up to 10 years, in some instances).

Further, in the recent times, there have been widespread happenings, across the country, that have led to long term disruption of the educational pursuits of children and youths. These children and youths, in most instances, are either overage to continue schooling from where they stopped or are overage to start schooling from the foundation class (Primary 1). Incidentally, this group of children are found in many parts of the country.

Addressing this situation required the articulation of a special form of educational programme that will meet the peculiar circumstance of these children in this category. Whereas pockets of efforts have been made towards addressing the challenge, Nigeria lacks a strategically designed educational programme and curriculum standards that suits the peculiarities of children in this category.

Understandably, some non-governmental organizations have attempted to provide some interventions in this regard but these they had been done without a nationally established framework and curriculum standards.

Importantly, the Ministerial Strategy Plan (2018- 2022) had clearly identified containing the menace of out-of-school children as one of the 10 pillars of the programmes targeted at bringing about change the Nigerian education sector.

The above scenario informed the need for the development of a national accelerated education curriculum with the overarching objective of providing a catchup educational programme suitable for the educational needs of out-of-school children, and in the process mainstream them to formal school programme or provide them with alternative career path through enrolment into vocational training centres, after completing basic education. The intention to develop the curriculum arose also because of the need to provide a national curriculum standard that can be used in all states of Nigeria, where there are such peculiarities.

The Nigeria Accelerated Education Programme (NAEP) specifically targets out-of-school children between ages 10 and 18 who were in school but had their education interrupted and are overage to continue schooling from where they stopped and; those who have never been to school and are overage to start formal education from the foundation class (Primary 1).

The NAEP is structured into 3 Levels as exemplified below:

- Level 1 (Stage 1 -3) to cover the curriculum contents of Primary 1 – 3
- Level 2 (Stages 1 -3) to cover the curriculum contents of Primary 4 – 6
- Level 3 (Stages 1 – 3) to cover the curriculum contents of JS 1 -3.

Each level will run for one academic year of 3 terms, similar to the regular school programme but with a flexible timetable in learner-friendly centres. The structure is further explained in the table below:

Level	Target group
Level 1	<ul style="list-style-type: none"> Those who have never been to school aged 10 and above
Level 2	<ul style="list-style-type: none"> Those who have been to school up to primary 2 or 3 but dropped out due to one reason or the other.
Level 3	<ul style="list-style-type: none"> Those who have been to school up to primary 5 or 6 but dropped out due to one reason or the other.

Five subjects were selected for the implementation of the programme. These are: English Studies, Mathematics, Basic Science and Technology, Nigerian History and Values and one Nigerian Language (Hausa, Igbo and Yoruba, in the interim).

The development of the Accelerated Basic Education Curriculum involved a systematic procedure in which the 9-Year Basic Education Curriculum (for the selected subjects) was condensed into a 3-Year accelerated basic education curriculum without compromising the quality.

NERDC's four-stage approach to curriculum development was adopted in the process. These are:

- i. Planning, which involves concepts and strategy formulation,
- ii. Writing (crafting) of the initial draft of the curriculum document;

- iii. Critique of the draft curriculum document; and
- iv. Editorial and finalization of the curriculum document.

Teacher's Guide, with detailed and well sequenced contents, instructional strategies and assessment procedures is also developed to strengthen teachers' capabilities to effectively teach the curriculum.

It is my delight to acknowledge the role played by Plan International and Save the Children International in the development of the curriculum under the European Union funded project: The EU Response, Early Recovery and Resilience in Borno State: Education Component.

My appreciation also goes to all our resource persons for their efforts, expertise and commitment to the success of the project. It is my deepest conviction that the use of this curriculum will be of immense benefit to the nation in the bid to addressing the problem of out-of-school children in Nigeria.

PROF. ISMAIL JUNAIDU

Executive Secretary, NERDC

Introduction

The Accelerated Basic Education Programme (ABEP) is a catchup education programme meant to take care of the educational needs of overage children and youths between the age 10 and 18 who for certain reasons could not enroll into regular school or had their educational programmes interrupted. The Philosophy for ABEP, like the overall philosophy of Nigeria education; is to develop the individual into a sound and effective citizen and the provision of equal opportunities for the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life-skills; as well as the ethical, moral, security and civic values needed for laying a solid foundation for life-long learning. On a more specific note, the ABEP is designed to mop-up (or reduce to the barest minimum) and bring back to school the large number of out-of-school children spread across many parts of Nigeria. The programme targets two categories of these children. These are:

- Children and youths whose education programme were interrupted and are overage to continue schooling from where they stopped.
- Children and youths who have never been to school and are overage to start formal education from the foundation class (Primary 1).

The ABEP, which is unique in all its ramifications, is to be implemented in 3-Levels comprising:

- Level 1 equivalent of Primary 1 - 3
- Level 2 equivalent of Primary 4 - 6
- Level 3 equivalent of JS 1- 3

In each of these levels, learners are expected to acquire basic education competencies equivalent to their mates in the regular school programme.

Given the uniqueness of the programme, it became imperative to redesign and condense the 9-Basic Education Curriculum in such a manner as to meet the peculiarities and needs of the intended beneficiaries of ABEP without compromising quality. Thus, the Accelerated Basic Education Curriculum (ABEC) is developed to provide the recipients unique learning experiences that will enable them to acquire basic knowledge, skills and competencies sufficient for mainstreaming and coping with the curriculum contents in the formal school system.

The Nigerian History and values Curriculum for ABEP is prepared to:

1. inculcate tolerance and the tenets of national unity in learners for peaceful co-existence amongst all segments of the Nigerian society;
2. deepen learners understanding of the similarities and differences between the various Nigerian peoples as a basis for appreciating our unity in diversity;
3. help learners acquire basic cultural values, respect for elders and other people's views as a basis for interaction with members of their immediate community;
4. expose learners to a body of knowledge that will enable them functions as patriotic citizens of Nigeria.

The thematic approach was adopted in the selection of the contents and learning experiences in the curriculum. These contents are organized under 5 themes at each Level as shown in the table below:

Level	Theme
1	Understanding our environment
	Our values
	Our history
	Personal and neighbourhood security
	Democracy and good governance
2	Understanding our environment
	Our values
	Our history
	Personal and neighbourhood security
	Democracy and good governance
3	Understanding our environment
	Our values
	Our history
	Personal and neighbourhood security
	Democracy and good governance

The curriculum has been further scoped and sequenced into lesson topics for ease of implementation at the ABEP learning centres. For the purpose of implementation, 3 hours a week has been dedicated to the teaching and learning of Nigerian History and Values Curriculum contents. Thus, Nigerian History and values shall be taught 3 times a week in ABEP learning centres.

Teacher's Guide has also been developed to further support the effective implementation of the curriculum by both teachers and policy makers. It is therefore recommended that the curriculum be implemented with due reference to the teacher's guide. Finally, it is envisaged that education managers, teachers, Development Partners and other stakeholders will provide the necessary infrastructure and support required for the actualization of the objectives of the curriculum.

Dr. Garba D. Gandu

Director, Curriculum Development Centre, NERDC

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ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: UNDERSTANDING OUR ENVIRONMENT

CLASS: LEVEL 1

STAGE ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. Physical Environment	Learners should be able to: 1. Identify different physical environment 2. Mention ways of keeping our environment clean. 3. Identify two methods of proper disposal of waste	1. Meaning of physical environment 2. Keeping our environment clean 3. Methods of waste disposal	1. Displays pictures/video clips of different physical environment 2. Ask questions on how to keep environment clean. 3. Takes learners out to clean their school surroundings. 4. Guides learners on methods of disposal of proper waste	1. Observe pictures of different physical environment 2. Identify the different physical environment from the displayed pictures 2. List different examples of physical environment in the school surroundings	1. Learners textbooks 2. Video clips 3. Pictures of clean and dirty environments 4. Cleaning tools 5. Pictures of people cleaning environment	Learners to : 1. State the meaning of physical environment 2. Mention two ways of keeping our environment clean 3. List two methods of waste disposal
2. The Family	Learners should be able to : 1. Explain the meaning of family 2. Identify types of family	1. Meaning of a family (father, mother and children) 2. Types of family a. nuclear family	1. Explains the meaning of 'family' to learners 2. Shows pictures/ video clips of different types of	1. State the meaning of family 2. identify types of families	Learner textbooks Pictures, Charts and Video clips showing moral values such as honesty, contentment, obedience, discipline etc	Learners to: 1. define the meaning of family

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: UNDERSTANDING OUR ENVIRONMENT

CLASS: LEVEL 1

STAGE ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
The Family (Cont'd)	3. State the qualities of a good family	<p>(father, mother and children)</p> <p>b. extended family (father, mother, children, grandfather, grandmother, uncle, aunts, cousins and nephews)</p> <p>3. Qualities of a good family Honesty, contentment, interest of others, not greedy, not selfish, discipline, obedience etc</p>	<p>family</p> <p>3. Tells learners stories about the qualities of a good family</p> <p>4. Displays Charts showing moral values such as honesty, contentment, obedience, discipline etc</p> <p>4. Guides learners to dramatise the qualities of a good family</p>	<p>3. Listen and respond to questions in class</p> <p>4. Dramatise the qualities of a good family e.g honesty, love, caring, etc</p>		<p>2. Identify two types of family</p> <p>3. Mention 2 qualities of a good family</p>

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR VALUES

CLASS: LEVEL 1

STAGE ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1.Our Culture	Learners should be able to: 1. Define culture 2. List types of culture 3. state the difference between material and non-material culture	1. Meaning of culture e.g. peoples' way of life that include dressing, dancing, eating, etc. 2 Types of Culture: a. material culture e.g. food, dressing b. non-material e.g. language, customs	1. Through guided questions and role play, leads learners to state the meaning of culture 2. Leads learners to list types of culture 3. Divides the class into mixed groups of diverse cultures to talk about their culture 4. Guides learners to state the difference between material and non-material culture	1. Listen attentively 2. Respond to questions 3. Participate actively in role play 4. List types of culture 5. State the difference between material and non-material culture	1. Pictures of people wearing traditional dresses 2. Pictures showing material and non-culture material	Learners to: 1. Define culture 2. List 2 types of culture with relevant examples 3. List 2 differences between material and non-material culture

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR HISTORY

CLASS: LEVEL 1

STAGE ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1.Our History	Learners should be able to: 1. State the meaning of history; and 2. Tell the histories of their families	1. Meaning of History 2. Family history	1. Guides learners to state the meaning of history 2. Tells learners a brief history about his/her own family so that they can grasp the concept of family history 3. Guides learners to tell the histories of their own families 4. Asks learners to find out their various family histories from their parents/ guardians at home	1. state the meaning of History 2. Listen carefully to the story about the teacher's history 3. Tell the histories of their families 4. Find out from their parents about their family histories at home and present to the class	1. Charts showing the pictures of different families 2. Textbooks 3. Video clips of storytelling about family histories	Learners to: 1. State the meaning of history; and 2. Tell the histories of their families

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: PERSONAL AND NEIGHBOURHOOD SECURITY CLASS: LEVEL 1

STAGE ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1.Security	Learners should be able to: 1. State the meaning of threat to life and property 2. Identify threats to life and property 3. State preventive measures against threats to life and property	1. Threats to life and property 2. Types of threats to life and property 3. preventive measures against threats to life and property	1. Guides learners to state the meaning of threat to life and property 2. Display charts, drawings and posters showing threats to life and property e.g. burglary, snatching of bags, armed robbery, kidnapping 3. Guides learners to state preventive measures against threats to life and property	1. State the meaning of security of life and property 2. Ask and answer questions 3. Identify different threats to life and property 3. State preventive measures against threats to life and property	Learner textbooks Charts, posters and drawings illustrating threats to life and property	Learners to: 1. State the meaning of security of life and property 2. Identify two threats to life and property 3. State 2 preventive measures against threats to life and property
2. Drug Abuse	Learners should be able to: 1. State the meaning of drugs 2. Mention the classes of drug	1. Meaning of drugs: Any substance other than food which when taken can change the body function	1. Guides learners to state the meaning of drug 2. Asks questions to guide learners to list classes of drugs	1. State the meaning of drug 2. List categories of drug 3. Listen to guest talks and ask questions	Learner textbooks Pictures or photographs that show different categories of drug	Learners to: 1. State the meaning of drugs 2. Mention two categories of drug 3. State the meaning of drug abuse 4. State 2 ways that drugs are abused by

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: PERSONAL AND NEIGHBOURHOOD SECURITY CLASS: LEVEL 1

STAGE ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
	3. State the meaning of drug abuse 4. Identify the common ways drugs are abused by people 5. state the consequences of drug abuse	2. Classes of Drugs: Legal drugs; Socially acceptable drugs; Illegal drugs 3. Drug abuse : Use of drug without the advice of a qualified doctor/ pharmacist 4. Forms of drug abuse 5. Consequences of drug abuse on Individual, community, nation, international community: • mental illness, accident, addiction, drop out of school, a burden to community and loss of respect	3. Organises class discussion on drug abuse and its dangers 4. Shows pictures, posters and video clips of persons who abuse drugs 5. Invites a guest speaker to talk on drug abuse, ways people can abuse drugs, effects of drug and substance abuse 6. Organises visit to rehabilitation centres	4. Visit rehabilitation centre 6. Share their observations about the visit to the rehabilitation centre	Pictures, posters, video clips etc illustrating the dangers and effects of drug abuse Posters of persons doing self-medication	

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: DEMOCRACY AND GOOD GOVERNANCE

CLASS: LEVEL 1

STAGE ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. Democracy	Learners should be able to: 1. define democracy 2. Enumerate features of democracy. 3. state benefits of democracy. 4. Identify democratic institutions.	1. Meaning of Democracy 2. Features of Democracy 3. Benefits of Democracy 4. Democratic Institutions	1. Display pictures and show video clips of democratic activities: <ul style="list-style-type: none"> • Ballot box • People voting • Inauguration of President/Governors • Legislators in session (State House of Assembly, National Assembly) 2. Uses the pictures and video clips to explain the meaning of democracy as a form of government where the majority elect their leaders 3. Leads learners to identify features of democracy. 4. List benefits of democracy. 5. Leads learners to identify democratic institutions	1. Watch video clips or pictures of democratic activities 2. Listen to teacher explanation on meaning of democracy 3. Participate in class discussions 4. Identify features of democracy 5. List democratic institution 6. Ask and answer questions.	1. Learners' Textbooks 2. Pictures and video clips of democratic activities: <ul style="list-style-type: none"> • Ballot box • People voting • Inauguration of President/ Governors • Legislators in session (State House of Assembly, National Assembly) 5. Pictures of democratic Institutions e.g INEC	Learners to: 1. define democracy 2. Enumerate 3 features of democracy. 3. List 3 benefits of democracy 4. Identify 2 democratic institutions and their functions.

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: UNDERSTANDING OUR ENVIRONMENT

CLASS: LEVEL 1

STAGE TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. PHYSICAL ENVIRONMENT	Learner should be able to list types of physical environment in the school surroundings	1. Our physical environment: 1 Desert 2 Savannah 3 High land 4 Low land 5 Rain forest 6 Tropical Areas 7 Lakes, 8 Mountains	1. Displays posters/ drawings to illustrate different types of physical environments 2. Guides learners to identify the different types of physical environment 3. Takes students around the school surroundings to observe the different types of physical environment	1. Observe the posters/drawings of different types of physical environments 2. List different types of physical environment 3. Walk with teacher and note the different types of physical environment in the school environment	1. Learner textbooks 2. Charts, drawings and posters of different types of physical environment 3. Video clips 4. Newspaper cuttings	Learners to: 1. State the different types of physical environment Give two examples of types of physical environment in the school surrounding
2. OUR COMMUNITY	Learners should be able to: 1. state the meaning of community. 2. Mention types and members of the community. 3. Identify rules in the community and roles of members.	1. Meaning of community 2. Types of communities 3. Members of community. 4. Rules in the community. 5. Roles of members in the community	1. Leads learners to state the meaning and types of community. 2. Displays charts/ video clips of rules in the community 3. Guides learners to identify rules in the community from the charts and video clips displayed 4. Guides learners to state their roles	1. Explain the meaning and types of community. 2. Identify the rules in the community. 3. State their roles in their community and how to carry them out. 4. Dramatise the different roles of community members	1. Chart, video clips/picture. 2. Textual materials	Learners to: 1. state the meaning of community. 2. Mention two types of community 3. List two rules in the community. 4. List two roles of members in the community

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: UNDERSTANDING OUR ENVIRONMENT

CLASS: LEVEL 1

STAGE TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
			in the community and how to carry them out. 5. Guide learners to dramatise the different roles of community members.	5. Ask and respond to questions		

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR VALUES

CLASS: LEVEL 1

STAGE TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. Greetings and Respect in our Cultures	Learners should be able to: 1. Recognize greeting as a mark of respect. 2. Perform various acts of greetings in the locality. 3. State the importance of greeting	1. Forms of greeting 2. Importance of greeting	1. Guides learners to list ways of greeting in their locality. 2. Direct learners to demonstrate various acts of greetings in our cultures 3. Guides learners to state the importance of greetings	1. Mention ways of greetings in the locality. 2. Perform some greeting acts in our cultures. 3. List/recognize the importance of greetings.	1. Pictures/video clips 2. Photographs 3. Video clips 4. Course books.	Learners to: 1. List ways of greetings 2. Demonstrate ways of greeting. 3. List 2 importance of greetings.
2. Our nation	Learners should be able to: 1. Explain the meaning of nation; 2. Identify the characteristics of a nation	1. Meaning: - A body of people. - Sharing a spirit of unity. - Want to live together under the same government. 2. Characteristics: - Common territory - Common customs and traditions. - Common economy - Common language (understanding each other)	1. Guides learners to state the meaning of a nation. 2. Helps learners	1. state the meaning of a nation 2. Identify the characteristics of a nation using charts	1. Maps 2. Pictures 3. Video clips 4. Charts 5. Class	Learners to: 1. state the meaning of a nation; 2. Identify two characteristics of a nation;

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR VALUES

CLASS: LEVEL 1

STAGE TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
3. Building our Nation	learners should be able to state reasons why we should build our nation.	<ol style="list-style-type: none"> Reasons why we should build our nation: <ul style="list-style-type: none"> For peaceful co existence. For common use of resources To unite us against external aggression. To benefit from one another; etc. 	Leads learners to discuss and give reasons why we should build a nation.	Participate in discussion on reasons to build a nation.	<ol style="list-style-type: none"> Maps Pictures Video clips Charts Class textbooks Newspaper/ Magazines. 	Learners to mention three reasons why we need to build our nation.
4. Ethnicity and its problems	<p>Learners should be able to:</p> <ol style="list-style-type: none"> State the meaning of ethnicity; List causes of ethnic problems in Nigeria; List the consequences of ethnic problem in Nigeria; Mention how to solve the problem of ethnicity. 	<ol style="list-style-type: none"> Ethnicity: ethnic or social group consciousness that influence social economic and political decisions. Causes of ethnicity: feeling that one's social group has been cheated in resource allocation, colonialism, poverty, illiteracy, political strategy to win election etc. 	<ol style="list-style-type: none"> Leads pupils to state the meaning of ethnicity. Guides the learners to list causes of ethnicity in Nigeria. Guides learners to list the consequences of ethnicity. Guides learners through class and 	<ol style="list-style-type: none"> State the meaning of ethnicity Write down on paper the causes of ethnicity in Nigeria. List the consequences of ethnicity. Suggest ways to solve the problem of ethnicity in Nigeria. 	<ol style="list-style-type: none"> Maps Posters Video clips Pictures Newspapers/ Magazines. 	<p>Learners to:</p> <ol style="list-style-type: none"> State the meaning of ethnicity; Identify and list three causes of ethnicity in Nigeria; Mention three consequences of ethnicity in Nigeria; Suggest two ways of solving the problem of ethnicity in Nigeria.

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR VALUES

CLASS: LEVEL 1

STAGE TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
		3. Consequences of ethnicity: communal conflict, political violence, nepotism/discrimination, underdevelopment, waste of manpower, resources etc. 4. Solutions: tolerate one another, be patriotic, deliberate government policies, organize public enlightenment campaign, and encourage inter-marriages	homework to suggest solutions to the problem of ethnicity			
5. Loyalty	Learners should be able to: 1. state the meaning of loyalty and show evidence of loyalty to family, school, community, state and nation; 2. mention the consequences of disloyalty; 3. identify national services that show loyalty.	1. Strong feeling and content, shows of support or allegiance to a person or institution. 2. Evidence of loyalty e.g. Obedience, respect, willingness to serve, defend, show goodwill, respect for nation and national symbols, good	1. Guides learners to state the meaning of loyalty. 2. Guides learners to write the national pledge and identify keywords e.g. loyal, faithful etc.	1. State the meaning of loyalty 2. Recite and write the national pledge and pick out the key words e.g. loyal, faithful etc. 3. list the consequences of disloyalty and national services that show loyalty	1. The national pledge. 2. Speeches of leaders calling for loyalty. 3. Handbook on NYSC	Learners to: 1. state the meaning of loyalty; 2. list 3 evidence of loyalty 3. mention three consequences of disloyalty; 4. identify two services that show loyalty to the nation;

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR VALUES

CLASS: LEVEL 1

STAGE TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
		<p>representation, protection, give assistance, make personal sacrifice, standby even in times of difficulty or need etc.</p> <p>3. Consequences of disloyalty-failure, external enemies, lack of development.</p> <p>4. Loyal services to nation e.g. NYSC, military service, law enforcement and voluntary services</p>	<p>3. Explains loyalty to family, school, and country.</p> <p>3. Guides learners to list the consequences of disloyalty and national services that show loyalty</p>			<p>5. suggest two loyal services that can be rendered to the family, school, nation etc.</p>
6. Values (Hard work)	Learners should be able to explain ways to discourage laziness and encourage hard work	<p>1. Ways of discouraging laziness and encouraging hard work:</p> <p>a. discourage less payment,</p> <p>b. punishment,</p> <p>c. denial of promotion; etc.</p>	<p>1. Discusses hard work in the home, school etc.</p> <p>2. Guides discussions on how to encourage hard work and discourage laziness</p>	<p>1. Participate in class discussion.</p> <p>2. Make suggestions and give reasons to support their views.</p> <p>3. Copy the board summary</p>	Charts listing the suggestions.	<p>Learners to:</p> <p>1. suggest two ways to discourage laziness and encourage hard work;</p> <p>2. mention two rewards for hard work in the school, home and the nation.</p>

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR VALUES

CLASS: LEVEL 1

STAGE TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Values (Hard work) (Cont'd)		2. Encourage Hard work: a. providing jobs; b. promotion; c. upward review of payments rewards, national honour etc.,	3. Encourages learners to make suggestion and defend their views. 4. Summarizes the discussion.			
Unity in Cultural Diversity	learners should be able to: 1. explain: culture, diversity and unity 2. state the meaning of unity in cultural diversity; Mention different ways of promoting unity in cultural diversity in our community.	1. Meaning of culture, diversity and unity: - Culture as a people's way of life - Unity refers to oneness; - Diversity refers to differences; 2. Unity in cultural diversity refers to oneness in spite of differences. 3. Ways of	1. Explains the concepts; Unity, culture and diversity using relevant pictures and charts. 2. Organizes learners to dramatize the concepts. 3. Leads	1. Participate in the guided discussion on the meaning of the three concepts and the relationship among them. 2. Dramatize in small groups. 3. Participate in the reflective thinking exercise and come up with different ways	1. Relevant Pictures and Charts 2. Relevant Pictures and Charts	Learners to: 1. give simple meaning of the words culture, diversity and unity; 2. Explain unity in cultural diversity; 3. list any three ways by which unity in cultural diversity can be promoted in their community.

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THEME: OUR VALUES

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STAGE TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Unity in Cultural Diversity (Cont'd)		<p>Promoting Unity in Cultural Diversity in our Community</p> <ul style="list-style-type: none"> - making friends with mates who are not from our ethnic group. - eating foods from other people's culture - wearing dresses from other cultures - learning to speak languages of other ethnic groups been truthful in you interaction with people etc. 	<p>learners to reflect on the meaning of unity in diversity and guides them to bring out different ways by which unity in cultural diversity can be promoted in their community.</p>	<p>by which unity in cultural diversity can be promoted in their community.</p>		

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR HISTORY

CLASS: LEVEL 1

STAGE TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. SOURCES OF HISTORY	<p>Learner should be able to:</p> <ol style="list-style-type: none"> 1. Explain the sources of History. 2. Identify the primary source of History. 3. Explain secondary sources of History 4. Identify secondary source of History 5. State how to access secondary sources of History 	<ol style="list-style-type: none"> 1. Primary sources: <ul style="list-style-type: none"> • Folklore • Oral Tradition • Artifacts • Legends, etc 2. Secondary sources of History: <p>Textbooks Journals Government publications News papers and magazines</p> 3. ways to access secondary sources of History 	<ol style="list-style-type: none"> 1. Leads learners to state the sources of History. 2. Guides learners to identify primary sources of History. 3. Guides learners to explain secondary sources of History 4. Guide learners to identify secondary of History 5. Guides learners to list ways to access secondary sources of History 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. Pay attention to teacher explanation. 2. Identify primary source of History. 3. Take part in discussions 4. List secondary source of History 5. Discuss how to access secondary sources of History 	<ol style="list-style-type: none"> 1. Text books 2. News papers 3. Audio/video clips 4. Posters 5. Costumes 6. Magazines. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. state the sources of History. 2. Identify 3 primary sources of History. 3. Explain the secondary sources of History 4. List 4 secondary sources of History 5. State 3 ways to access secondary sources of History

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: PERSONAL AND NEIGHBOURHOOD SECURITY

CLASS: LEVEL 1

STAGE TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. PERSONAL SAFETY	Learner should be able to: 1. Explain personal safety. 2. Identify roles for personal safety.	1. Personal safety 2. Personal Roles for safety	1. Guide learners to explain personal safety. 2. Leads discussion on personal roles for safety.	1. Explain personal safety. 2. Enumerate their personal roles for safety.	1. Video clips 2. Posters 3. Charts 4. Textbooks	Learners to: 1. Explain personal safety 2. List 4 personal roles for safety.
2. IDENTIFICATION OF SECURITY AGENCIES AND THEIR PRIMARY DUTIES	Learner should be able to: 1. Identify various security agencies and their primary duties. 2. Mention who to approach in times of danger	1. Security agencies: a Police b Military c DSS d ICP e NAFDAC f FRSC g NSCDC 2. Primary Duties of Security Agents	1. Uses posters and pictures to guide learners to various security agents. 2. Guides learners to state the primary duties of the various security agents identified 3. Guides learners to mention who to approach in times of danger. 4. Organizes a visit to security agencies.	1. Identify security agents 2. state the primary duties of security agents 3. Visit a security agency	1. Pictures and posters of various security agents 2. Handbills 3. Textbooks	Learner should be able to: 1. Mention 4 security agents and their primary duties 2. Identify who to approach in times of danger.

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: : DEMOCRACY AND GOOD GOVERNANCE

CLASS: LEVEL 1

STAGE TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING Resources	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. Pillars of democracy	Learners should be able to: 1. State the meaning of pillars of democracy 2. List pillars of democracy 3. Identify the contributions of pillars of democracy to the democratic process	1. Pillars of democracy: Peoples, democratic institutions, rule of law, transparency, electoral process, majority rule and minority rights. 2. Contributions of pillars of democracy to the democratic process	1. Explains the meaning of pillars of democracy 2. Guides learners to list pillars of democracy 3. Guides learners to identify how the pillars of democracy contribute to the democratic process 4. Gives learners assignment to read textbooks, newspapers, internet etc on pillars of democracy and their contribution to the democratic process	1. State the meaning of pillars of democracy 2. List pillars of democracy 3. Identify how the pillars of democracy contribute to the democratic process 4. Reads books, newspapers etc and report to the of class on the pillars democracy and their contribution to the democratic process	1. Textbooks 2. Nigerian constitution 3. Pictures of democratic institutions 4. Video clips 5. Relevant publications	Learners to: 1. state the meaning of pillars of democracy 2. List three pillars of democracy and their contribution to the democratic process

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: UNDERSTANDING OUR ENVIRONMENT

CLASS: LEVEL 1

STAGE THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. ENVIRONMENTAL ISSUES AND PROBLEMS	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. Identify environmental issues and problems in the communities. 2. Describe the nature of environmental issues and problems. 3. State the causes and effects of environmental issues and problems in their communities. 4. Identify Measures for reducing environmental issues and problems. 	<ol style="list-style-type: none"> 1. Nature and type of environmental issues (social economic and political); 2. Environmental problems, i.e. pollution, oil spillage, over grazing, climate change, flooding, etc affecting societies and communities. 3. Causes and effect of environmental issues and problems. 4. Measures for reducing environmental issues and problems 	<ol style="list-style-type: none"> 1. Guides learners to enumerate environmental issues affecting their communities. 2. Take learners round the community to observed different types of environmental issues/problems. 3. Show films and documentaries and guides learners to: <ul style="list-style-type: none"> • Identify the nature and type of environmental issues and problems • Identify the causes and effects of environmental issues and problems • Suggest ways of reducing environmental issues/problems. 	<ol style="list-style-type: none"> 1. List environmental issues and problems in their communities. 2. Watch the Video clip on environmental issues in groups and discuss the nature/causes of environmental issues/problems. 3. Identify measures for reducing environmental problems. 	<ol style="list-style-type: none"> 1. An overgrazed land mass 2. Picture of communities affected by flood or oil spillage 3. Films and documentaries on environmental issues and problems 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. identify 2 environmental issues/problems in the communities. 2. State 2 causes of environmental issues/problems. 3. List 2 economic and social issues associated with environmental problems 4. List 3 effects of environmental problems and issues on individual, and the community. 5. List 3 measures for reducing environmental issues/problems.

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: UNDERSTANDING OUR ENVIRONMENT

CLASS: LEVEL 1

STAGE THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. LEADERSHIP IN THE COMMUNITY	Learners should be able to: 1. Name some community leaders in the locality. 2. Mention duties of community leaders 3. Mention the qualities of community leaders 4. List ways of appreciating and rewarding community leaders.	1. Traditional setting in the community 2. Some community leaders 3. Qualities of community leaders. 4. Duties of Community Leaders 5. Ways of appreciating and rewarding community leaders	1. Generates discussion that leads learners to identify community leaders. 2. Asks questions that lead learners to suggest the duties of community leaders. 3. Invites resource person to talk about the duties of community leaders 4. Guide learners to role-play qualities of community leaders and how to appreciate and reward them.	1. Participate in discussion on community leaders. 2. Listen to resource person and ask questions. 3. Role-play qualities of community leaders and how to appreciate and reward them.	1. Learners' text books. 2. Pictures of community leaders. 3. Video of award ceremonies 4. Monuments erected or named in honour of some community leaders.	Learners to: 1. list some community leaders in their locality 2. Mention 2 qualities of community leaders 3. State 2 duties of community leaders. 4. List 2 ways of appreciating and rewarding community leaders

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR VALUES

CLASS: LEVEL 1

STAGE THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. SOCIAL VALUES	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. State the meaning of social values 2. identify values which show morals 3. List bad habits that affects our good morals 	<ol style="list-style-type: none"> 1. Meaning of social values 2. Values that speak well in the society, e.g. greeting respect, loyalty, kindness, contentment to resources etc. 3. Bad habits that affect our good morals: lying, drug dealing, fighting, bullying, theft, etc 	<ol style="list-style-type: none"> 1. Guides learners to state the meaning of social values 2. Guides learners to identify values which show morals in the society and habits that are wrong from posters, video clips and film strips displayed by the teacher 	<ol style="list-style-type: none"> 1. State the meaning of social values 2. Identify values which show morals in the society 3. Identify habits that are wrong 4. Demonstrate different types of good values 	<ul style="list-style-type: none"> • Cartoons • Posters • Films and video clips • Photographs, and • Internet materials. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. State the meaning of social values 2. state 3 values that show good morals in our society. 3. List 3 bad habits that go against our values.

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR History

CLASS: LEVEL 1

STAGE THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. Indigeneous People in the State	Learners should be able to: 1. Identify indigenous people in the state 2. State the major locations of the indigenous people in the state	1. Indigenous people in the state 2. Major location of the indigenous people	1. Shows pictures of indigenous people in the state and guides learners to identify indigenous people in the state 2. Displays a map of the state and of the state and guides learners to identify the locations of the indigenous people of the state from the map 3. Plans a field trip to major Historical places of some Indigenous people	1. Identify indigenous people in the state from pictures 2. Identify indigenous people in the state from map 3. Go on field trip to major locations of some Indigenous people.	1. Relevant text books 2. Historical map of the state 3. Internet materials 4. Video clips 5. Relevant pictures	Learners to: 1. Identify Indigenous people in the state 2. State the major locations of Indigenous people.
2. HISTORY OF THE STATE	Learners should be able to: 1. Mention the name of the state where the school is located and the year of creation 2. List the names of the past Governors of the state 3. State the name of the current Governor of the state	1.Name the state 2. Year of creation of the state 3.Current Governor/past governors of the state	Guides learners to mention the name of the state where the school is located and the year of creation of the state Leads learners to identify the current and past Governors	1. Mention the name of the state where the school is located 2. state the year the state was created 3. Lists the current Governor and past governors of the state	Pictures of current and past Governors Map of the state Video clips of the current and past governors of the state	1.Mention the name of the state where the school is located 2. State the year of creation of the state. 3.Identify the name of the current Governor of the state 4.List the names of two past governors of the state

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: PERSONAL AND NEIGHBOURHOOD SECURITY

CLASS: LEVEL 1

STAGE THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. SOURCES OF DANGER AND INSECURITY	Learners should be able to: 1. Identify the various form of dangers and insecurity; 2. List the effects of dangers and insecurity 3. List ways to avoid dangers and insecurity	1. Sources of danger and insecurity: <ul style="list-style-type: none"> • Fire outbreak • Accident • Kidnapping • Unsafe food • Fake drugs 2. Effects of dangers and insecurity 3. How to avoid dangers and insecurity: <ul style="list-style-type: none"> • Avoid relationship with strangers 	Guides learners to: 1. State the sources of dangers and insecurity 2. List the effects of dangers and insecurity 3. Invites resource persons from Fire Services and any of the security agencies to give talk on how to keep away from danger and seek for help	1. Identify sources of danger and insecurity 2. List the effects of dangers and insecurity 3. Listen to talk given by resource persons on sources of danger and insecurity	1. Textbooks 2. Charts 3. Posters 4. Video clips 5. Internet sources	Learners to: 1. Identify 3 sources of insecurity. 2. List 2 effects of dangers and insecurity 3. List 2 ways to avoid dangers and insecurity.
2. EMERGENCIES, CONFLICTS AND CRISES	Learners should be able to: 1. define conflicts emergencies and crises 2. identify indicators of conflicts, emergencies and crises 3. differentiate between conflicts,	1. Conflicts, Emergencies and Crises 2. Emergency indicators: <ul style="list-style-type: none"> • Past and potentials • Early warning signs, etc. 3. Consequences /Effects of	Guides learners to: 1. Define conflict, emergency and crisis 2. List emergency indicators 3. List the consequences/ effects of conflicts and crises	1. Explain conflict, emergency and crisis 2. List emergencies indicators 3. List consequences and effects of conflicts and	1. Pictures 2. Video clip 3. Charts showing emergency situations, conflicts and crises in different communities	Learners to: 1. explain conflict, emergency and crisis 2. state 3 examples of emergency indicators 3. identify 2 past and potentials indicators of emergencies.

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: PERSONAL AND NEIGHBOURHOOD SECURITY

CLASS: LEVEL 1

STAGE THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
	emergencies and crises 4. list measures to Prevent conflicts, emergencies and crises	conflicts, emergencies and crises. 4. Prevention of conflicts, emergencies and crises	4. Direct learners to suggest measures to Prevent conflicts emergencies and crises	crises 4. List measures to Prevent conflicts emergencies and crises		4. list 4 consequences/ Effects of conflict and crises. 5. list 2 measures to Prevent conflicts emergencies and crises
3. Trafficking In Persons	Learners should be able to: 1. define trafficking in persons 2. state the elements of trafficking in persons	1. Meaning of trafficking in persons 2. Elements of trafficking in persons - The act - The means - The purposes	Guides learner to: 1. explain the meaning of trafficking in persons (T.I.P.) 2. Writes examples of the elements on pieces of paper and guides them to place it appropriately.	1. Pay attention to teachers explanation. 2. Mention the elements of trafficking in persons 3. Place appropriately the examples of the elements of trafficking in persons	1. Video clips of T.I.P. victims 2. Maps showing routes for trafficked persons 3. Pictures/posters of T.I.P. Victims 4. Flash cards 5. Internet sources	Learners to: 1. define trafficking in persons 2. list 3 elements of T.I.P

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: DEMOCRACY AND GOOD GOVERNANCE

CLASS: LEVEL 1

STAGE THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
1. GOOD GOVERNANCE	Learners should be able to: - 1. explain the meaning of Governance 2. differentiate between good and bad Governance 3. enumerate the importance of good governance	1. Meaning of Governance (Art of Governing people at different levels 2. Importance of Good Governance: • peace/security • national development • Rule of law • Unity, etc. 3. Differences between good and bad Governance	1. Guides learners to define governance 2. Put learners in group to discuss Good and bad Governance, e.g. Good: Transparency Bad: No Transparency Good: Accountability Bad: No Accountability Good: Discipline Bad: indiscipline Good: Rule of Law Bad: No Rule of Law 3. Identify importance of good	1. Participate in discussion on governance 2. List importance of good governance 3. Differentiate between good and bad Governance	• Text books • Posters • Charts • Video clips • Resource person	Learners to: 1. define good governance 2. list 4 features of good and bad governance 3. list 4 benefits of good governance

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