

SOCIAL STUDIES PRIMARY SIX (6)

FIRST TERM

WEEKS TOPICS/CONTENTS

- 1. External influence on Nigerian family life.**
- 2. The influence of working parent on the Nigerian Family.**
- 3. Inter – marriage**
- 4. Pre-marital sexual relationship**
- 5. Some foreign cultures that are affecting our Values and cultures**
- 6. Religious intolerance in Nigeria**
- 7. Labor and Trade Union**
- 8. Wages and income distribution**
- 9. Employment**
- 10. Nigerian and foreign made goods**
- 11. Resources development – Natural resources are**

WEEK 1

TOPIC: External influences on Nigerian family life

BEHAVIORAL Objectives

By the end of the lesson, you will be able to:

- 1 list the foreign influences on Nigerian family life.**
- 2 explain how religion influences Nigerian family life**
- 3 discuss the influences of working parents on the Nigerian family**

INSTRUCTIONAL MATERIALS: A chart showing couples getting wedded.

REFERENCE MATERIALS

Scheme of work

All relevant materials

6-Years Basic Education Curriculum

Online information

BUILDING BACKGROUND/CONNECTION TO PRIOR KNOWLEDGE:

Pupils are familiar with the topic in their previous classes.

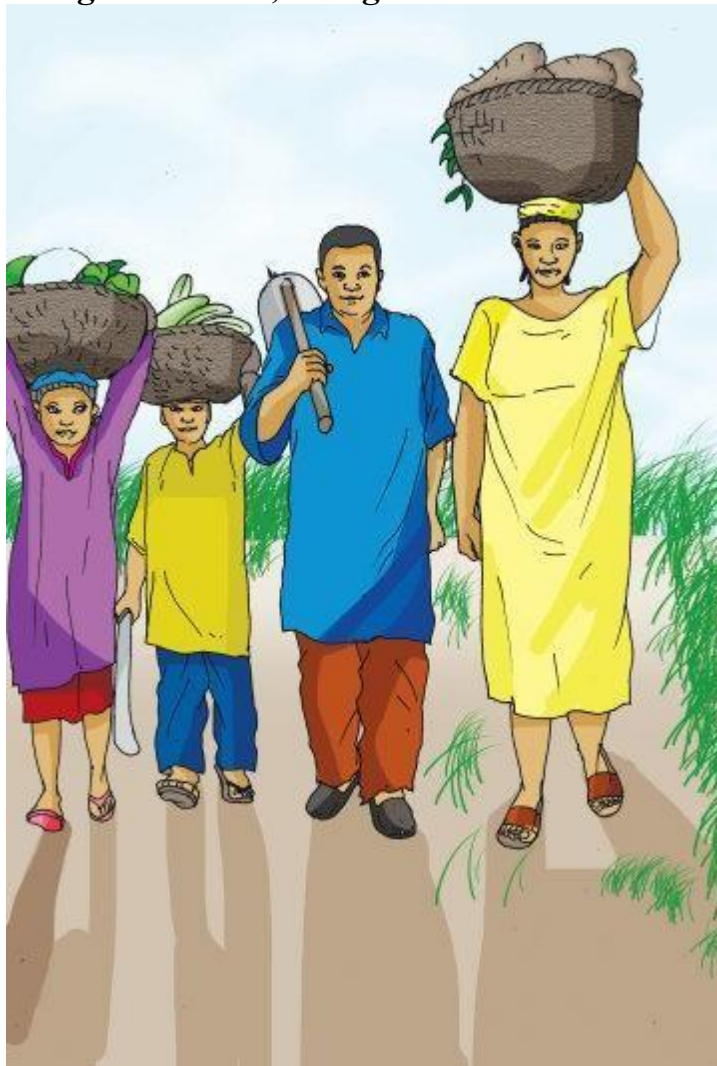
CONTENT

Meaning of external influences

External influences are the lifestyles of other people, which our people now imitate and practice. These influences come mainly from Europe, the Middle East (i.e. Arab countries) and the United States of America.

Family life in Nigeria before the advent of foreign influences

In the past, the Nigerian family life was simple. Everybody had something to do for a living. In the family, the man, woman and children contributed to the upkeep of the family. Marriage practices were based on the African traditional system, while the ethnic group one belonged to determined one's mode of dressing and lifestyle. All of these have greatly changed as a result of foreign influence, though some of the traditional practices still exist.



Influence from foreign countries on Nigerian family life

Our contact with foreigners has affected our family life in many ways. The following are among the factors responsible for these changes:

1 Education: The education of the child used to take place in the family. Parents and older relatives such as grandparents, uncles and aunts were the teachers. But today, there is a complete change from the traditional education to Western education as a result of foreign influences on our family life. Children are now sent to schools, away from their homes, where they are taught to read and write under the supervision and guidance of trained teachers.

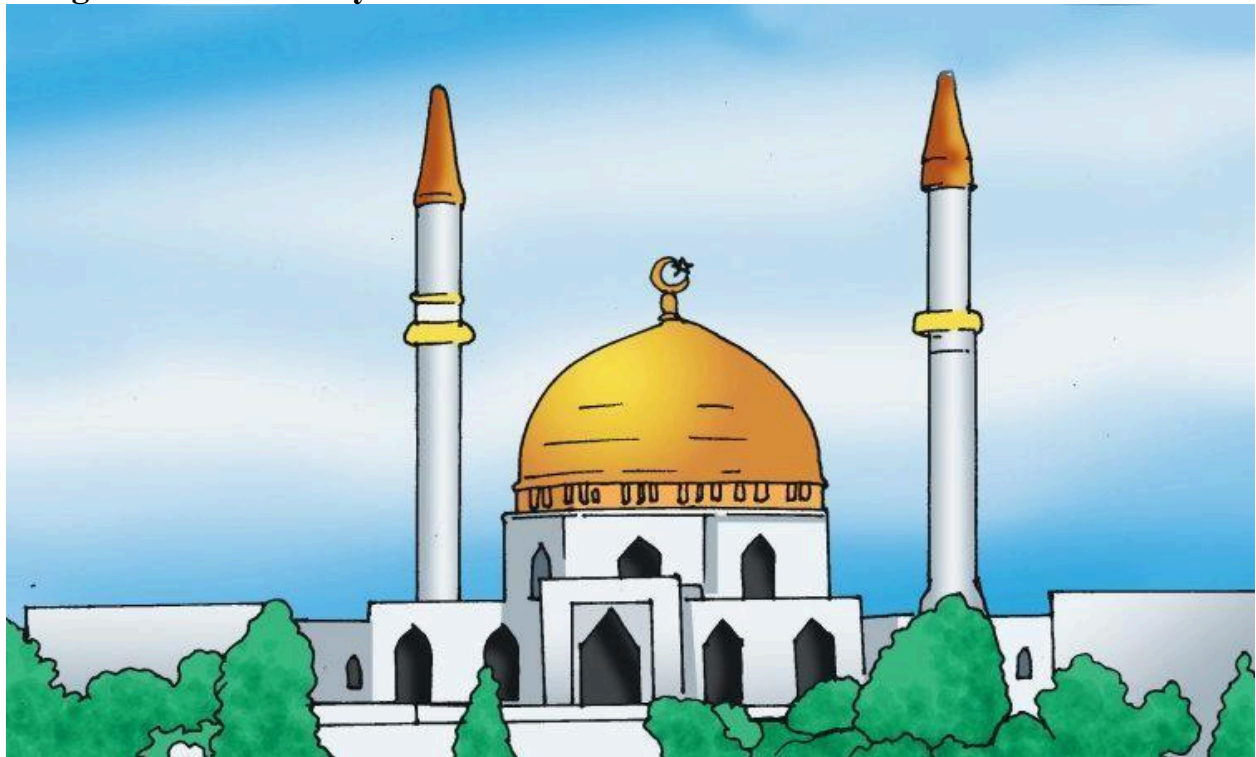
2 Food and eating habits: In the past, all members of the family worked and helped on the farm to produce the food needed at home. People ate mainly local food like yam, plantain, and cassava which was processed into *garri* and *fufu*. Now, many people prefer to eat bread, cakes, cornflakes, custard, noodles and other processed foods. In former times, Africans, especially the children, usually sat on the floor and ate together from a big bowl or tray, using their fingers. Now many people use cutlery to eat their food, including our staple foods like *eba*, *tuwo* and *fufu*.



3 Baby feeding habits: In the past, babies were fed only on breast milk. But nowadays, there are many types of baby food, which are produced from cow milk. Many mothers who work as traders, teachers or office workers, use the different types of baby food to feed their babies.

4 Religion: Before our contact with foreign culture, we practised the African traditional religion, which involved the worship of gods and goddesses.

However, in these modern times, many of our people practise Christianity and Islam. Many people today still practise the African traditional religion, even along with Christianity and Islam.



Christianity, for instance, forbids the worship of gods and goddesses. Those who practise African religion are called pagans or idol worshippers by Christians and Muslims. Rather than obey the traditional priests and priestesses, Christians are expected to obey the pastor and the teachings of the Bible while the Muslims are expected to obey the Imam and the teachings of the Quran.

5 Marriage practice: In the past the parents of young people arranged marriages. A young man expected his parents to choose a good girl from a good family for him. In some cases, parents forced their children to marry people they (the children) did not even like. Now, young men and women choose their own partners and plan their own marriages. Sometimes, they even conclude all the arrangements before they inform their parents.

We now have Christian, Muslim and ordinance marriages. These types of marriage have been added to our traditional forms of marriage. Traditionally, the whole community should be involved in a marriage ceremony, but now a couple may decide to get married quietly at the registry. They may invite only a few people to the ceremony. Many people have also found a way of combining the traditional marriage ceremony with the foreign ones.

6 The extended family practice: The extended family practice, which is a way of showing deep love and concern for members of our family and those around us, is gradually fading out of Nigerian family life. Many people now prefer to have a small family. Some people who are not even Christians just maintain a nuclear family.

7 Music: Our traditional forms and styles of music are now giving way to Western music. The traditional musical instruments and ways of playing music have changed to the use of sophisticated musical instruments, and the recording of songs on tapes, VCD, audio CD and DVD.

8 Language: Many of our indigenous languages are going into extinction because many parents prefer to communicate with their children in English. Also, some schools discourage pupils from speaking their mother tongue in class. Pupils who disobey this order are sometimes severely punished.

Influence of religion on Nigerian family life

Marriage pattern: African traditional religion allows and even encourages polygamy, in which a man marries many wives and has several children. Christianity changed this as it preaches one man one wife (monogamy). As a result of this, most Christian families now practise monogamy. With this, the man has fewer children to care for. He may also have fewer problems in maintaining his family. Islam permits a man to have up to four wives.



WEEK 2

TOPIC: Influence of working parents on the Nigerian family

Nowadays, because of the harsh economy, and in order to be able to provide for their families, most parents go out to work and earn money. Many parents cannot take good care of their children because they are at work most of the time. The children are either left at home with house-helpers, or they are taken to day-care centers or playgroup houses. In some rare cases, the children are taken to foster homes. A foster home is a place where some people take care of children of other families, under certain conditions, for a number of years. Thus, children of working parents may grow up without adequate care and attention, and may turn out to become depressed or wayward, because their parents were busy earning money at the time when they should have taken very good care of them.

Assessment & Evaluation:

- 1 list the foreign influences on Nigerian family life.**
- 2 explain how religion influences Nigerian family life**
- 3 discuss the influences of working parents on the Nigerian family**

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding

Exercise

A Choose the best answers for the following questions:

- 1 The lifestyle of other people, which our people now imitate and practise is called_____. A internal influence B external influence C family influence D social influence**
- 2 In the olden days, the Nigerian family life was very_____. A complicated B complex C simple D mild**
- 3 External influence on Nigerian family life comes mainly from the following except_____. A United States B Europe C Arab countries D South Africa**
- 4 In the past, a person's mode of dressing depended on his/her_____. A religion B occupation C ethnic group D family style**
- 5 Which of the following factors is not responsible for changes in Nigerian family life? A Marriage practices B Education C Food eating habits D Religion**
- 6 Today, children's education has changed from traditional to_____. A Eastern education B Western education C political education D social education**
- 7 Which of the following is a processed food? A Yam B Plantain C Bread D Cassava**
- 8 One of the following is a local food. A Bread B Beans C Baked beans D Cakes**
- 9 Before now, babies were fed_____. A cow milk B Golden Morn C breast milk D custard**
- 10 The practice of one man, one wife is called_____. A Christian marriage B monogamy C polygamy D polyandry**
- 11 Which of the following religions encourages only the marriage of one man, one wife? A Islam B African traditional religion C Judaism D Christianity**
- 12 Those who practise African traditional religion are called_____. A priests B traditional worshippers C Muslims D Christians**

TOPIC: Intermarriage

Behavioral Objectives

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

- 1 explain the concept of intra-ethnic marriage.
- 2 explain the concept of inter-ethnic marriage.
- 3 state the advantages of inter-ethnic and intra-ethnic marriages.
- 4 identify relevant values of intermarriage.

INSTRUCTIONAL MATERIALS: A chart showing couples getting wedded.

REFERENCE MATERIALS

Scheme of work

All relevant materials

6-Years Basic Education Curriculum

Online information

BUILDING BACKGROUND/CONNECTION TO PRIOR KNOWLEDGE:

Pupils are familiar with the topic in their previous classes.

CONTENT

Meaning Intermarriage

An intermarriage is one in which people from different groups marry. They may be from different social, racial, ethnic or religious groups.

Intra-ethnic marriage

An intra-ethnic marriage is the union between a man and a woman from the same ethnic group. Examples are when an Igbo man from Anambra State marries a woman from another Igbo-speaking place (e.g. Imo State), a Yoruba man from Ogun State getting married to a Yoruba woman from Oyo State, and a Hausa man from Kano State taking a Hausa wife from Kaduna State.

Inter-ethnic marriage

An inter-ethnic marriage is the union between a man and a woman from different ethnic groups. The following are some examples of inter-ethnic marriage:

- 1 A marriage between a Yoruba man and a Hausa woman.
- 2 A marriage between an Igbo man and an Efik woman.

3 A marriage between an Urhobo man and a Nupe woman.







Advantages of inter-ethnic marriage

- 1 It helps to promote inter-ethnic relationships.
- 2 It helps to promote national unity.
- 3 It leads to proper understanding of each other's customs.
- 4 It reduces inter-ethnic clashes.
- 5 It leads to communal peace.
- 6 The children will have relations from two or more ethnic groups.

Disadvantages of inter-ethnic marriage

- 1 At the beginning, the couple might find it difficult to understand each other's customs. This may cause quarrels and misunderstanding between the man and woman.
- 2 The couple may have to travel long distances before they can reach their in-laws.

3 The children of such a marriage may be confused as to the language they should speak, and may eventually speak neither their father's nor their mother's.

4 The relatives of both the man and woman might find it difficult to relate or cooperate with each other because of the difference in language and culture. *Assessment & Evaluation:*

1 explain the concept of intra-ethnic marriage.

2 explain the concept of inter-ethnic marriage.

3 state the advantages of inter-ethnic and intra-ethnic marriages.

4 identify relevant values of intermarriage.

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding

ASSIGNMENT

Define marriage.

Mention four (4) ways in which people marry in Nigeria today.

What is intermarriage?

Mention three (3) types of intermarriage.

State four (4) disadvantages of inter-ethnic marriage.

Differentiate between intra-ethnic marriage and inter-ethnic marriage.

Give three (3) examples of inter-ethnic marriage.

State three (3) advantages of inter-ethnic marriage

WEEK 4

TOPIC: Characteristics of a healthy boy–girl relationship

Behavioral Objectives

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

1 define a healthy boy–girl relationship.

2 identify what makes for a good and healthy boy–girl relationship. 3 discuss the dangers of practicing unhealthy boy–girl relationship

INSTRUCTIONAL MATERIALS: A chart showing teens practicing healthy and unhealthy relationship.

REFERENCE MATERIALS

Scheme of work

All relevant materials

6-Years Basic Education Curriculum

Online information

BUILDING BACKGROUND/CONNECTION TO PRIOR KNOWLEDGE:

Pupils are familiar with the topic in their previous classes.

CONTENT

Healthy boy–girl relationship

A healthy boy–girl relationship is a kind of relationship that will not put either the boy or the girl in social, health, psychological or physical problem now or in the future. It is a mutual relationship free of premarital sex. It ensures that they behave properly and understand the changes in their bodies and emotions as they move into puberty. It also prepares them for the future to become responsible adults and good partners when they are ready for marriage. It also prevents drug abuse and misuse, unwanted pregnancies and sexually transmitted diseases. In the past, the relationship between boys and girls was a matter of mutual friendship. They see each other as friends and partners in progress. This was done with proper observation and guidance from parents and other older members of society. It was never a sexual relationship, as that could only happen after necessary marriage rites had been done. Hence, boys and girls were chaste and modest. The girls, especially, attached value to their virginity, and so reserved themselves for their future husbands as a sign of their dignity, discipline and self-respect. Presently, things have changed, due to the fact that people are now imitating foreigners. We now hear of children having boyfriends or girlfriends before the age of ten years. Some girls have also got pregnant as a result of trying out what they have seen people do (sex) on television.

To maintain a healthy boy–girl relationship, parents, teachers, peers and other older members of the community should advise young boys and girls on the need to uphold responsible behavior and conduct towards one another.

. Ways of maintaining a healthy boy–girl relationship

The following should be adopted to maintain a healthy boy-girl relationship:

1 Say ‘no’ to sex before marriage. It pays to wait till you are ready for marriage.

2 Say ‘no’ to negative pressure from peers, friends and classmates.

- 3 Girls, especially, should learn to maintain a good dress culture. They should desist from wearing very short or very tight clothes, or clothes that reveal some sensitive parts of their bodies.
- 4 Boys should not be too pushy, and a girl should learn to refuse sexual advances from a boy.
- 5 Always have the fear of God.
- 6 Avoid late night outings and being alone in secret with the opposite sex.
- 7 Be careful about the kind of friends you make or go out with.
- 8 Children should learn to talk to adults about inappropriate comments or behavior made to them by friends or strangers.
- 9 Children should focus on the friendship aspects of boy–girl relationships rather than boyfriend/girlfriend relationships.
- 10 Set goals for yourself; be determined and focused on them and do not be distracted.
- 11 Read together in a general library and hold discussions in open spaces.
- 12 Learn to understand situations correctly. Run away from people who have suspicious intentions towards you.
- 13 Think about the future and talk about your mutual interests together.
- 14 Take part in religious activities and communal efforts.

Dangers of an unhealthy boy–girl relationship

Unhealthy boy–girl relationship can lead to many dangerous consequences. Let us now look at some of them.

- 1 Involvement in risky sexual behaviours (especially premarital sex) can promote STDs (sexually transmitted diseases) like HIV/AIDS and gonorrhoea.
- 2 It can lead to unwanted pregnancies.
- 3 Children can be influenced into taking illegal drugs. They can also be used in selling these illegal drugs on the streets.
- 4 It can lead to a sudden break in the boy's or girl's education.
- 5 It can bring shame on the person or their families.
- 6 Death or infertility can occur to those trying to terminate unwanted pregnancies.

Assessment & Evaluation:

- 1 define a healthy boy–girl relationship.
 - 2 identify what makes for a good and healthy boy–girl relationship.
 - 3 discuss the dangers of practicing unhealthy boy–girl relationship
- (WRAP-UP CONCLUSION)**

Teacher goes over the topic once again to enhance better understanding

ASSIGNMENT

Define a healthy boy–girl relationship.

5 Identify four (4) ways of maintaining a healthy boy–girl relationship.

6 Mention five (5) dangers of practicing unhealthy boy-girl relationship

7 What is the full meaning of STD?

8 Mention two (2) examples of STDs.

9 What is premarital sex?

10 Mention four (4) consequences of premarital sex

WEEK 5

TOPIC: Meaning of culture

BEHAVIORAL OBJECTIVES

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

1 mention foreign cultures that are affecting our values and culture.

2 discuss the advantages of foreign culture on our culture.

3 discuss the disadvantages of foreign culture on our culture.

INSTRUCTIONAL MATERIALS: A chart showing ancient and modern building.

REFERENCE MATERIALS

Scheme of work

All relevant materials

6-Years Basic Education Curriculum

Online information

BUILDING BACKGROUND/CONNECTION TO PRIOR KNOWLEDGE:

Pupils are familiar with the topic in their previous classes.

CONTENT

MEANING OF CULTURE

Culture is the way of life of a group of people. This group of people may be a clan, an ethnic group or a country. The way of life of a people involves many things. Some of these things are the types of food they eat and how they prepare them, the way they marry and organize their family, and the way they produce what they need and how they use them.

Culture also includes the way people build their houses, the language they speak, their beliefs, their arts, their manner of dressing, the way they fight wars, the weapons they use, the way they organise themselves, and the way they behave generally. That is why culture is said to be the way of life of a group of people. This means that all the things we do and how we do them, and all the things we say and how we say them, are part of our culture.

Culture does not involve only dresses and dances. It is everything we do in our lives.

Artworks



Foreign cultural elements which affect traditional culture and values

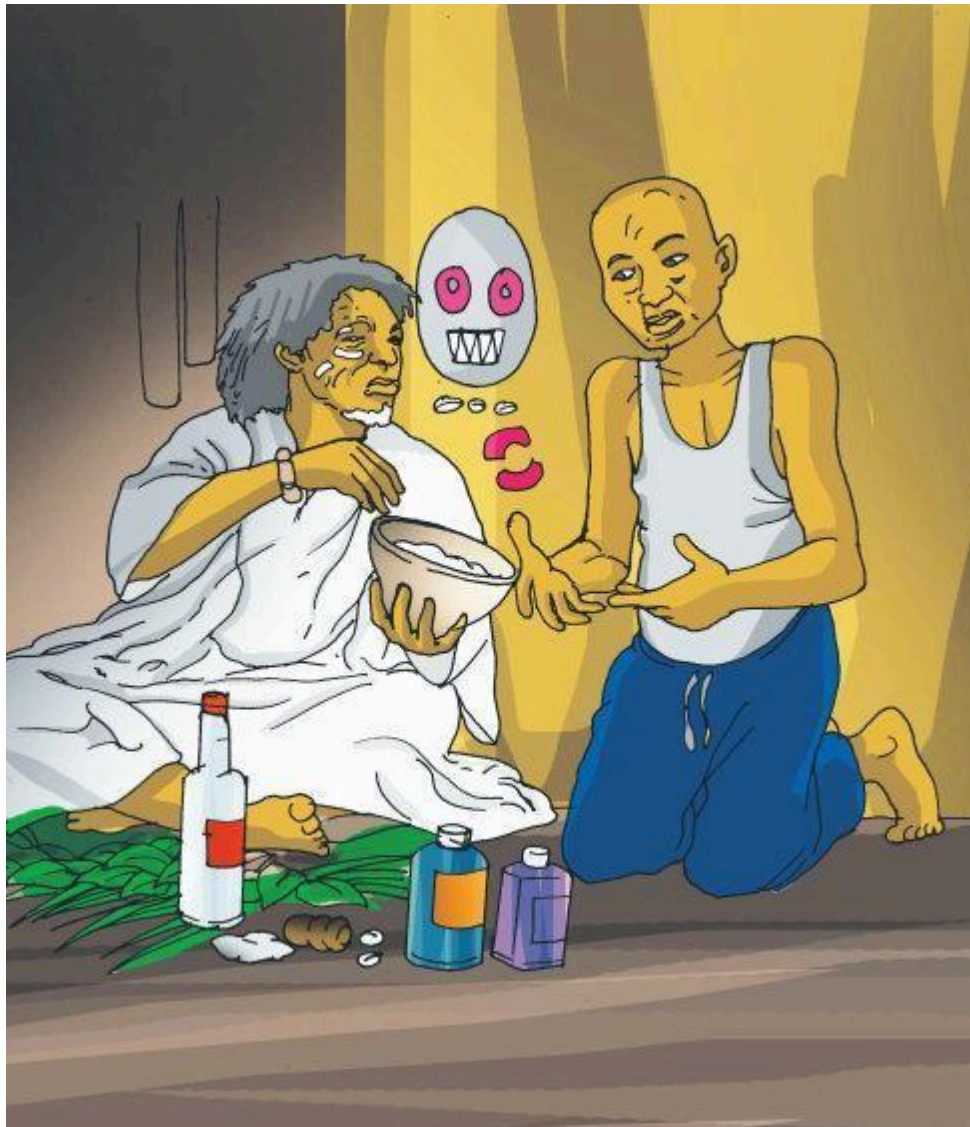
Foreign culture can be defined as the cultural practices or the way of life of foreign people such as Europeans, Americans, Asians and Arabs. For instance, many Nigerians have visited a lot of countries outside Africa. Many people from other countries have also visited us here in Nigeria. Nigeria was once ruled by a foreign country. When our people noticed these elements, they accepted and began to practise some of them.

The aspects of foreign culture that have affected our culture most are mainly from Europe, America and Arab countries. European and American cultures have affected people in all parts of Nigeria, but their effect is stronger in the southern part of the country. Arab culture, however, has affected people in the northern part of Nigeria more.





Some of the foreign cultural elements which affect our traditional values and culture are religious practices, education, mode of dressing, government and music. Our traditional religious practices have changed as a result of foreign influence. Today, many Nigerians are either Christians or Muslims. Our present system of government is also as a result of European and American influences. Our leaders are elected into offices, and traditional rulers no longer take active part in government.



The Europeans also brought a different type of education to us through the Christian religion. Before they came, our education took place mainly at home, in the neighborhood, on the farm, in the marketplace, and wherever we found ourselves. Now we have primary schools, secondary schools, colleges of education, polytechnics and universities where people receive education. Our dresses, the types of food we eat, and our music have also changed from what they used to be because of the influence from Europe and America. There are also external influences on how we care for the sick. In Nigeria, we used to rely solely on traditional doctors to treat the sick. Due to external influences, we now have many hospitals where the sick are treated by doctors who have been trained in the universities and medical schools. Some doctors

and nurses even go abroad to study. This influence is from Europe and America.



Advantages and disadvantages of foreign culture Non indigenous Nigerian culture

Advantages

- 1 We have been able to learn other languages such as English, French or Chinese, which enable us to communicate and also to establish trade relationships with people from other parts of the world.
- 2 We have learnt better ways of living. For instance when it rains, we make use of an umbrella to keep ourselves dry. We can also store food in the refrigerator so that it can last longer.
- 3 We now build modern houses, which are in many ways better than the house our people used to live in.
- 4 We attend schools in which we learn to do many things that make life easier for us. We also learn many good things about the world.
- 5 We now have good health systems which have reduced the number of deaths in our society. Good hospitals can now diagnose and treat various illness

appropriately, using modern equipment. We also have trained doctors who specialize in performing operations on people.

Disadvantages

1 Some of our people have totally neglected their traditional culture and have adopted the European way of life completely. For instance, most people prefer to look and dress like the English.

2 Our traditional religion is now viewed by some as bad and barbaric.

3 Many Nigerians cannot speak their own language very well but they can speak the English language fluently.

4 In Nigeria, traditionally, we believe that each of us is our brother's keeper, but foreign ideas have changed this. People now tend to keep to themselves and are no longer concerned about others.

5 Many Nigerians prefer foreign names to their traditional names.

6 Some of us prefer imported products to our own locally manufactured products.

How to promote indigenous culture

There are many good things in our culture. We must promote these aspects of our culture so as to influence people in other countries.

The following are some of the ways in which we can promote our culture:

1 We must take part in our traditional activities, such as annual festivals.

2 We should promote our African traditional medical practices by patronizing herbal doctors, and we should never laugh at or condemn those who patronize them.

3 We must speak well of our culture to other people when we travel out of our country.

4 We should develop interest in our works of art.

5 We must speak our native language, which is a part of our culture. 6 We must wear our traditional dresses as often as possible.

Assessment & Evaluation:

1 mention foreign cultures that are affecting our values and culture.

2 discuss the advantages of foreign culture on our culture.

3 discuss the disadvantages of foreign culture on our culture.

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding

Exercise

A Choose the best answers for the following questions:

- 1 The way of life of a group of people is known as their_____.
A norm B value C culture D religion
- 2 _____can be defined as the process or the way of life of people outside our community or society. A Indigenous custom B Foreign religion C Foreign culture D Indigenous culture
- 3 Which of these is an element of culture? A Language B Dressing C Marriage D All of the above
- 4 Which of the following is not part of people's culture? A Food B Arts C Manner of fighting wars D none of the above
- 5 Aspects of foreign culture that have affected Nigerians are from all of these except_____. A Europe B America C Australia D Arab countries

WEEK 6

Religious intolerance in Nigeria Behavioral Objectives

By the end of this lesson, pupils should be able to:

- 1 explain religious intolerance.
- 2 enumerate the causes of religious intolerance in Nigeria.
- 3 identify the consequences of religious intolerance.
- 4 discuss some ways of controlling religious intolerance in Nigeria

INSTRUCTIONAL MATERIALS:

Pupils textbook

REFERENCE MATERIALS

Scheme of work

All relevant materials

6-Years Basic Education Curriculum

Online information

BUILDING BACKGROUND/CONNECTION TO PRIOR KNOWLEDGE:

Pupils are familiar with the topic in their previous classes.

CONTENT

Meaning of religious intolerance

Religious intolerance occurs when worshippers of a particular religion are unwilling to tolerate (or accept) the views, ideas or ways of worship of those who belong to other religions. Religious intolerance many times leads to riots. An example of religious intolerance is the series of the Maitatsine riots in some parts of northern Nigeria in the 1980s. This led to the destruction of lives and property. The destruction of lives and property by the Boko Haram sect is another example.

Causes of religious intolerance

Religious intolerance may occur as a result of the following:

- 1 Ignorance: Most times, religious intolerance is caused by people who do not really understand what religion is all about.**
- 2 Ethnicity: Some people from different races, tribes or ethnic group do not tolerate or accept each other because of the differences in language, skin color, customs and traditions. These people may practise different religions, and may fight each other whenever there are religious riots.**
- 3 Impatience: The inability to wait for the solution to a particular problem may lead to religious intolerance. When the people involved cannot wait for the problem to be solved in a civilized way, they may start a fight and become violent.**

Consequences of religious intolerance

- 1 Many innocent lives are lost during religious crises.**
- 2 Religious intolerance may lead to the damage or destruction of property and other valuable items of people, and sometimes, to loss of lives.**
- 3 The victims are displaced from their homes and they suffer untold hardship. Some have to relocate to safer places to start life afresh.**
- 4 People are wrongly made to believe that one type of religion is better than or superior to another religion.**
- 5 Young people who want to marry from religious groups other than theirs are not easily allowed to do so; so they may become unhappy.**

Ways of controlling religious intolerance in Nigeria

To minimize and resolve disagreements arising from religious intolerance, the following should be noted:

- 1 Leaders of religious groups should make sure that they and their followers know the proper meaning of religion. Religion is not meant for violence. It is meant for peace.**

- 2 Leaders of religious groups should not preach violence. They should constantly teach their followers to embrace peace and love.
- 3 The government should make laws against all forms of religious intolerance. Those that engage in it should be severely punished by being given long jail sentences.
- 4 The mass media should be used to educate the public on the true teachings and doctrines of the different religions, and the consequences of religious intolerance.

Assessment & Evaluation:

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding

ASSIGNMENT

A Choose the best answers for the following questions:

- 1 Religious violence thrives in an atmosphere of_____. A ignorance B poverty C unemployment D all of the above
- 2 All these are causes of religious intolerance except_____. A education B ignorance C ethnicity D impatience
- 3 The unwillingness to tolerate the beliefs and ways of worship of people of other religious groups is called_____. A religious violence B religious intolerance C religious tolerance D religious impatience
- 4 The lack of understanding of religious teachings can be referred to as_____. A knowledge B wisdom C ignorance D intelligence
- 5 Religion is meant for_____. A killing B violence C preaching D peace
- 6 Which of the following is not a consequence of religious intolerance? A Displacement of people B Loss of lives C Damage to property D Peaceful coexistence
- 7 Controlling religious intolerance requires_____.

WEEK 7

TOPIC: Labor and Trade Union

Behavioral Objectives

By the end of this lesson, pupils should be able to:

- 1 explain labor
- 2 define trade union.

3 identify those who are into trade

INSTRUCTIONAL MATERIALS:

Pupils textbook

REFERENCE MATERIALS

Scheme of work

All relevant materials

6-Years Basic Education Curriculum

Online information

BUILDING BACKGROUND/CONNECTION TO PRIOR KNOWLEDGE:

Pupils are familiar with the topic in their previous classes.

CONTENT

Concept of labor and trade union

Labor is the force employed to get things done in the society

Trade union is an association of workers protecting their interest in an organization. The labor force in school includes the teachers, The bosses, gate keepers, cleaners and Gardeners

Assessment & Evaluation:

1 explain labor

2 define trade union.

3 identify those who are into trade

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding

WEEK 8

TOPIC: Wages and income distribution

Behavioral Objectives

By the end of this lesson, pupils should be able to:

1. Define wages
2. Mention some other income
3. State the reasons why some workers receive higher salaries and wages than others.

INSTRUCTIONAL MATERIALS:

Pupils textbook

REFERENCE MATERIALS

Scheme of work

All relevant materials

6-Years Basic Education Curriculum

Online information

BUILDING BACKGROUND/CONNECTION TO PRIOR KNOWLEDGE:

Pupils are familiar with the topic in their previous classes.

CONTENT

Concept of wages and income distribution

A wage is money received by workers at regular Intervals or end of the month
Salaries and wages are the amount of money paid to workers by their employers after the workers have done their job.

The main difference between salaries and wages is that salaries are fixed, they are regular, and are usually paid every month. Wages, on the other hand, are paid according to the number of hours, days or weeks that a person works.

Every worker should be paid by the employer.

Other incomes

In addition to salaries and wages, there are other incomes workers can get.
The following are the other main incomes:

- 1 Transport allowance: This is paid to most workers to help them to come to work and go home easily by bus or taxi.

2 Housing allowance: This is paid by most employers to their workers, to enable them to pay the rents of the houses in which they live.

3 Interest from saving: People who have savings accounts in banks or cooperative societies receive interest. This interest is added to the money they save. The savings then increase.

4 Dividends: Some people buy shares in big companies. They get part of the profits made by these companies. This payment is called *dividend*.

5 Gratuity: Gratuity is paid to workers at the time they are retiring from work. It is paid once.

Pension: Workers who have retired from the government service or private companies get a monthly pension. A pension is a percentage of a person's former salary and allowances. This is usually paid by pension fund administrators.

Why some workers receive higher salaries and wages than others

All employees and workers do not earn the same salaries and wages. There are reasons for this. Here are some of such reasons:

1 A person with a higher qualification usually receives a higher pay than a person with a lower qualification in the same organisation. This is why, for instance, a medical doctor gets more pay than a clerk in the same hospital.

2 A person who does his work better and impresses his employers with his attitude to work may get a higher pay.

3 A very big industry or company will, most likely, pay higher salaries and wages to its workers than a small company.

4 Those who do more work than others may get higher pay.

5 Workers who do delicate or dangerous work often receive higher pay than people who do normal work.

Effects of unequal wages and salaries

Workers with the same qualification and experience should normally receive the same pay. This should be so in all workplaces. However, in some cases, this is not so. When this happens, the workers who feel that they have been badly affected or treated usually do the following:

1 They may stage a demonstration or go on strike.

2 They may protest through action or by writing to their managers to complain.

3 They may work without giving their best, because they are unhappy.

4 They may decide to resign, or even reduce the rate at which they produce goods

Relationship between income and standard of Living.

(The higher our wages, the higher standard of Living)

- Qualification**
- Hours of work**
- Risk of work**
- Reward of work**
- Reward for talent**
- Causes of wage increase**
- Inflation**
- Trade union activities**
- Incentive to workers**
- Aspect of income management**

- Household expenses
- Savings
- Investment
- Charity
- Reserve

Assessment & Evaluation:

1. Define wages
2. Mention some other income
3. State the reasons why some workers receive higher salaries and wages than others

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding

ASSIGNMENT

What is the difference between a salary and a wage?

2 What is the difference between gratuity and pension?

3 Salaries are usually paid at the end of _____

WEEK 9

TOPIC: Employment

Behavioral Objectives

By the end of this lesson, pupils should be able to:

1. Define employment
2. Explain unemployment.
3. Mention problems caused by unemployment and underemployment.
4. Give reasons for underemployment in public and private places.
5. Mention causes of unemployment.

INSTRUCTIONAL MATERIALS:

Pupils textbook

REFERENCE MATERIALS

Scheme of work

All relevant materials

6-Years Basic Education Curriculum

Online information

BUILDING BACKGROUND/CONNECTION TO PRIOR KNOWLEDGE:

Pupils are familiar with the topic in their previous classes.

CONTENT

MEANING OF EMPLOYMENT AND UNEMPLOYMENT.

Employment is work done to earn a living

Employment is work that one does to earn money. Some people work for other people. For instance, teachers work for the government or the owner of a private school. Some other people are self employed. For example, many watch repairers, shopkeepers, mechanics and medical doctors' work for themselves.

Unemployment means having no work to do to earn a living. Unemployment is a situation when one does not have a job which brings income. It is the opposite of employment. Underemployment is when one does not have a job that brings in sufficient income. For instance, underemployment occurs when a worker is only fully occupied for three hours, when he should be working for eight hours a day. He may spend more of his time reading newspapers in the office.

Causes of unemployment

- 1 Shortage of money: When government and private companies have little money to pay salaries, many people may be sacked, and so become unemployed.**
- 2 Underdevelopment: Some countries are yet to develop. As a result, many industries, large business firms or large farms that can employ many people cannot be set up there. The few places of work can only employ a few people. The rest of the people are, therefore, unemployed.**
- 3 Lack of necessary skills: Some people do not have the requisite skills (skills needed to do a particular job) or qualifications to get employment. Such**

people may be refused employment in companies and industries, and they become unemployed.

4 **Overpopulation:** If there are too many people for the available jobs, unemployment may occur.

5 **Laziness:** Some people are too lazy to do any serious work. Instead, they prefer to beg.

6 **Inability to work:** There are handicapped people, many of who are not capable of working. They include the deaf and dumb, crippled people, and blind people. Many of these people may not be able to do regular jobs because of their disability.

Problems of unemployment

- Armed robbery
- Immorality
- Human trafficking
- Underdevelopment
- Stealing by trick or 419
- Street begging

Solutions to unemployment

- Self employment skills
- Provision of soft loans
- Emphasis on agriculture
- Attitude towards HIV/AIDS infected workers.

Consequences of people's negative attitude Towards PLWHA workers.

- (i). Avoidance by co-workers
- (ii). Discrimination and stigmatization by co-Workers
- (iii). Ostracisation in the work place
- (iv). Total rejection

Assessment & Evaluation:

1. Define employment
2. Explain unemployment.
3. Mention problems caused by unemployment and underemployment.
4. Give reasons for underemployment in public and private places.
5. Mention causes of unemployment.

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding

ASSIGNMENT

Define unemployment

Mention four (4) problems caused by unemployment and underemployment.

Give two (2) reasons for underemployment in public and private places.

Mention five (5) causes of unemployment.

What is employment?

What is unemployment?

Can overpopulation lead to unemployment?

What is underemployment?

WEEK 10

TOPIC: Nigerian and foreign made goods

Behavioral Objectives

By the end of this lesson, pupils should be able to:

- 1. State the meaning of importing and exporting.**
- 2. mention the advantages of importing and exporting.**

INSTRUCTIONAL MATERIALS:

Pupils textbook

REFERENCE MATERIALS

Scheme of work

All relevant materials

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CONTENT

Name some foreign and Nigeria made goods

- Local textile fabrics**
- Furniture, shoes, ceramics, bags, beads, Foreign made goods.**
- Motor cars, electronics equipment**

- Communication equipment, wrist watches, Handsets. **Nigerian imports and export products.**
- Imports are the same as the foreign goods

They are goods manufactured in foreign countries and brought to Nigeria

- Exports are agricultural products found in Nigeria and exported to other countries.

Advantages of trading with other countries

- Getting foreign exchange
Wealth, transfer of technology, friendly relations
- Creation of jobs

Assessment & Evaluation

1. State the meaning of importing and exporting.
2. Mention the advantages of importing and exporting.

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding

WEEK 11

TOPIC: Resources development –

Behavioral Objectives:

By the end of this lesson, pupils should be able to:

1. Mention the different natural resources.
2. State how different natural resources are developed and managed. **INSTRUCTIONAL MATERIALS:**

Pupils textbook

REFERENCE MATERIALS

Scheme of work

All relevant materials

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BUILDING BACKGROUND/CONNECTION TO PRIOR KNOWLEDGE:

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CONTENT

NATURAL RESOURCES.

Natural resources are The wealth which are found in our country

Different types of natural resources

(a). Precious stone (b). Tin (c). Columbite (d). Iron ore

(e).lead (f). Zinc (g). Gold (h). Marble (i). Coal

How the different types of natural resources are Developed and managed

- Production of raw materials

- Refining of raw materials

- Distribution and sales

Contribution of individual and organization to

Resources development – Technology, land

Peaceful environment, skills, machinery

Education, protection

Assessment & Evaluation

1. Mention the different natural resources.

2. State how different natural

(WRAP-UP CONCLUSION)

Teacher goes over the topic once again to enhance better understanding

