

SECURITY EDUCATION

JS I

FIRST TERM

SUB-THEME: COMMON GRIMES AND SECURITY MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Security and Education [meaning]	Students should be able to: define security and education.	Meaning of security and education.	Guides the students on stating the meaning of security and education.	Participate in the class discussion on the meaning of security and education.	1. Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: define security and education.
2	Importance of Security Education	The Students should be able to: state the importance of security education.	Importance of security education. -To enlighten the students. - To create security awareness in their hearts.	Guides the students on stating the importance of security education.	Respond appropriately to the importance of security education.	1. Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: state the importance of security education.
3	Scope of Security Education	The Students should be able to: identify the scope of security education.	Scope of security education .e.g. -Economics - Political community - Group, Individual, Life and properties etc.	Ask the students to mention the scope of security education.	Take part in class discussion on the scope of security education.	1. Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: mention the scope of security education.
4	Crimes	The Students should be able to: define crime.	Meaning of crime	Guides the students on the meaning of crime.	Participate in class discussion on the meaning of crimes.	1. Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: define crime.

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5	Types of Crimes in our school environment.	The Students should be able to: state the types of crime in our school environment.	Types of crimes in our school environment. - Fighting - Cultism - Examination malpractice - Stealing etc.	Leads the students to state crimes in their school environment.	States the types of crimes in their school environment.	1. Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: state the types of crimes in their school environment.
6	Types of Crimes in our society.	The Students should be able to: identify the crimes in our society.	Types of crimes in our society: -murder -kidnapping -man slaughter etc.	Ask the students to mention the types of crimes in their society.	Mention the types of crimes in their society.	1. Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: state the types of crimes in their society.
7	Causes of Crimes in the school environment.	The Students should be able to: list the causes of crime in the school environment.	Causes of crimes in the school environment. -Pre-natal drug abuse - School bullying -Lack of moral upbringing etc.	Leads the students to mention the causes of crimes in the school environment.	State the causes of crimes in the school environment.	1. Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: mention the causes of crime in the school environment.
8	Effects of Crimes at school.	The Students should be able to: mention the effects of crimes at school	Effects of crimes at school. -Rustication -Anti- social individual (drug addict liability) expulsion etc.	Leads the students on the effects of crimes at school	List the effects of crimes at school.	1. Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: state the effects crime at school.

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9	Consequences of Crimes at school.	The Students should be able to: mentions the consequences of crime.	Consequences of crimes at school: -community service. -imprisonment. -corporal punishment. -death penalty. etc	Leads the students to explain the consequences of crimes at school.	Respond appropriately on the consequences of crimes at school.	1. Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: mention the consequences of crime at school.
10	Crimes and prevention	The Students should be able to: state ways of preventing crimes.	Crimes and prevention through the security agencies, school authority and neighborhood vigilantes. etc	Guides the students on the crimes and prevention.	Participate in the class discussion on crimes and prevention.	1. Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: state and explain crime and prevention.
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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Security agents.	The Students should be able to: explain security agents.	Security agents: -NAFDAC -Police -Army -Navy etc.	Ask the students to mention security agents.	Respond appropriately to security agents.	1. Textbooks 2. Charts 3. Wall paper 4. Environment etc.	Students to: mention security agents.
2	Duties of Security agents.	The Students should be able to: state the duties of security agents.	Duties of security agents: -Serve the public. -Protect lives and properties. -Settlement of disputes etc.	Helps the students to state appropriately the duties of security agents.	Respond appropriately to the duties of security agents.	1. Textbooks 2. Charts 3. Wall paper 4. Posters 5. Video clips etc.	Students to: state the duties of security agents.
3	Common crimes	The students should be able to: identify common crimes	Common crimes: -Battering -Bribery -Burglary etc.	Guides students to state common crimes.	Respond appropriately to common crimes.	1. Textbooks 2. Charts 3. Wall paper 4. Posters. 5. Video clips etc.	Students to: mention common crimes.
4	Types of Common crimes	The students should be able to: identify common crimes	Type of Common crimes. - Violent crime - Property crime - Public order crime - White collar crime - Public enterprise crime etc.	Ask the students to mention common crimes.	Participate in the class discussion on common crimes.	1. Textbooks 2. Charts 3. Posters 4. Stickers. 5. Video clips etc	Students to: identify common crimes.

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				TEACHER	STUDENTS		
5	Characteristics of criminal	The students should be able to: mention the characteristics of criminal behaviour		Leads students to state the characteristics of criminal behaviour.	List the characteristics of criminal behaviour.	1. Textbooks 2. Charts 3. Wall paper 4. Posters. 5. Video clips sticker etc.	Students to: outline the characteristics of criminal behavior.
6	Causes of crimes	The students should be able to: explain the causes of crime.	Causes of crimes: -lack of parental supervision -lack of proper educational background -influence of mass media and environment etc.	Guides students to find out more causes of crimes.	Explain the causes of crimes.	1. Textbooks 2. Charts 3. Wall paper 4. Posters. 5. Video clips stickers etc.	Students to: mentions the causes of crimes.
7	Effect of crimes	The students should be able to: list the effects of crime.	Effects of crimes: -slows growth -slows development -slows establishment -creates fear.	Ask the students to identify the effects of crimes	State effects of crimes.	1. Textbooks 2. Charts 3. Wall paper 4. Posters. 5. Video clips stickers etc.	Students to: states the effects of crimes.
8	Public order crimes	The students should be able to: explain the public order crime.	Meaning of public order crime	Leads the students in explaining public order crimes.	Respond appropriately.	1. Textbooks 2. Charts 3. Wall paper 4. Posters. 5. Video clips stickers etc.	Students to: define public order crimes.

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				TEACHER	STUDENTS		
9	Crimes and punishment	The students should be able to: explain crime and punishment.	Relationship between crime and punishment.	Guides students in the relationship between crime and punishment.	Participate in the class discussion on crime and punishment.	1. Textbooks 2. Charts 3. Wall paper 3. Posters. 4. Video clips 5. Stickers etc.	Students to: state the relationship between crime and punishment
10	Characteristics of criminal behaviour	The Students should be able to: state the characteristics of criminal behaviours	Characteristics of criminal behavior. Bad companies Dressing [sagging] Moving at nights Language [iv] Family background	Leads students to respond appropriately to the characteristics of criminal behaviour.	Respond appropriately to the characteristics of criminal behaviour.	1. Textbooks 2. Charts 3. Wall paper 3. Posters. 4. Video clips 5. Stickers etc.	Students to: mention the characteristics of criminal behavior.
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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Relating with security agents in preventing crimes in the society	Students should be able to: explain how to relate with security agents in preventing crime.	1. Relating with security agents -humility -polite -bold -self confidence etc.	Leads the students on explaining how to relate with security agents in crime prevention.	Participate in group discussion how to relate with security agents in preventing crimes.	1. Textbooks 2. Video clips 3. Wall paper 4. Sticker 5. Posters etc.	Students to: identify ways of relating with security agents in preventing crimes in our society.
2	Relating with security agents in school in preventing crimes	Students should be able to: relate with security agents in school in preventing crime.	1. Relating with security agents in school in crime prevention by being: -polite -report Suspicious movement etc.	Guides students on how to relate with security agents in the school.	Respond appropriately on how to relate with security agents in school in preventing crimes.	1. Textbooks 2. Wall paper 3. Sticker 4. charts etc.	Students to: explain how they relate effectively with security agents in the school.
3	Relating with neighbourhood authority in crime prevention	Students should be able to: explain ways of relating with neighbourhood authority in crime prevention.	1. Relating with neighbourhood authority on crime prevention. 2. Give correct information. 3. Report suspicious movement of people around your neighbourhood.	Leads students in how to relate with the neighbourhood authority in crime prevention.	Give practical demonstrations on how to prevent crime.	1. Textbooks 2. Wall paper 3. Sticker 4. Charts etc.	Students to: mention ways of relating their neighbourhood authority in crime prevention.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	How to avoid criminal behaviour	The Students should be able to: state ways of avoiding criminal behaviour.	1. How to avoid criminal behavior e.g. -Go to church. -Stay away from crime. -Think before acting. -Don't do stuff that will get you into trouble.	Helps the students in identifying ways on how to avoid criminal behavior.	Respond appropriately how to avoid criminal behavior.	1. textbooks 2. Wall paper 3. Charts 4. Sticker etc.	Students to: state how to avoid criminal behaviour.
5	How to avoid becoming a criminal	The Students should be able to: explain how to avoid becoming a criminal.	1. How to avoid becoming a criminal e.g. -Learn to manage your emotions. -Earn an honest living. -Always consider the consequences. -Never take justice into your hand. -For every action there is a reaction etc.	Guides the students in stating how to avoid becoming a criminal.	Respond, appropriately to how to avoid becoming a criminal.	1. Textbooks 2. Wall paper 3. Charts 4. Sticker 5. Posters etc.	Students to: state how to avoid becoming criminals.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	What you can do to avoid crime	The Students should be able to: state what you can do to avoid crime.	1. What you can do to avoid crime: -be aware of your personal space. - always be on alert -show confidence. -don't wait to be grabbed. -be cautious of pedestrians. -avoid being maneuvered by strangers.	Leads students on what they can do to avoid crime.	1. state what they can do to avoid crime.	Textbooks Wall paper charts Sticker posters etc.	Students to: state what they can do to avoid crime.
7	REVISION						
8	EXAMINATION						

**SECURITY EDUCATION
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SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Definition of crime	Students should be able to define crime	Definitions of crime	The teacher guides the students in defining crime	The students identify and give various definitions of crime.	Textbooks, charts, immediate environment posters, stickers, e.t.c	Students to: state various definitions of crime.
2	Observing of crime	Students should be able to state ways of observing crime.	Different ways of observing crimes	The teacher leads the students in ways of observing crimes	Students Identify ways of observing crimes.	Textbooks, charts, posters and stickers etc.	Students to: state of observing crimes.
3	Reporting of crimes	Students should be able to: appropriate ways of reporting crimes.	Methods of reporting crimes	Helps the students to state appropriate ways of reporting crimes.	Identify ways of reporting crime.	Textbooks, posters, stickers e.t.c.	Students to: mention ways of reporting crimes
4	Common crimes in school	Students should be able to: ways of observing common crimes in schools	Forms of common crimes -fighting -cultism -stealing -exam malpractices etc.	Assists the students in identifying common crimes in our schools.	Respond appropriately	Textbooks, posters, stickers e.t.c.	Students to: list out common crimes in our schools
5	common crimes in our environment	Students should be able to: explain common crimes in our environment	Types of crimes in our environment, -cultism -kidnapping -human trafficking -murder,	Guide the students in stating common crimes in our environment	Respond appropriately	Textbooks, posters, stickers etc.	Students to: state common crimes in our environment

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Consequences of common crimes at school I	Students should be able to: the students should be able to respond appropriately to common crimes in school	Consequences of common crimes in schools are: a. school dropouts b. expulsion c. emotional trauma d. jail/ imprisonment etc.	The teacher leads the students to identifying consequences of common crimes at schools.	Respond appropriately	Textbooks, charts, video-clips, posters, stickers e.t.c.	Students to: outline the consequences of common crimes at schools
7	Consequences of common crimes in our society II	Students should be able to: respond appropriately to Consequences of common crimes in our society	consequences of common crimes in our society are: a. imprisonment b. ex-communicated c. death penalty d. community services	Guide the students in the class discussion on the Consequences of common crimes in our society	Students Responded appropriately	Textbooks, posters, stickers video clips, etc.	Students to: state consequences of common crimes in our society
8	Effects of common crimes at school	Students should be able to: state the effects of common crimes at school.	Effects of common crimes at school are: -traumatized -dejected -inferiority complex -lack of self esteem, -lack of self confidence, feeling of inadequacy	Helps students to state the Effects of common crimes at school	Identify the Effects of common crimes at school	Textbooks, charts, stickers, posters e.t.c.	Students to: mention the Effects of common crimes at school

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Effects of common crimes in our society	Students should be able to: state the effects of common crimes in our society.	Effects of common crimes in our society are: -brings shame - disgrace Emotional pains -lack of self esteem, -ex-communication -imprisonment -death penalty	Guide students in identifying the Effects of common crimes in our society	Participate in the class discussion	Textbooks, charts, video –clips, stickers, posters e.t.c.	Students to: state the effects of common crimes in our society
10	Emergency management	Students should be able to: define Emergency management	Meaning of Emergency management	Guide the student to explain the meaning of Emergency management	Students participate in the class discussion on the meaning of emergency management	Textbooks, charts, stickers, poster. etc.	Students to: define Emergency management
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12	EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Types of emergency management in school environment	The students should be able to identify types of emergency management in the school	Types of emergency management in schools; -sporting event -food poisoning -falls -stepping on sharp objects -chemical explosion -injuries -classroom accident	the teacher guides the students in identifying types of emergency management in schools.	The students respond appropriately	Textbooks, charts, wall-paper, video-clips etc.	Students to: mention the types of emergency management in schools
2	Types of emergency management in the society	Students act appropriately in emergency management	Types of emergency management in the society -accidents - fire -drowning -collapse building -food poisoning -fake drugs	The teacher guides the students in identifying the different types of emergency management in the society	Identify types of emergency management situations	Textbooks, charts, wall-paper, video-clips etc.	Students to: act appropriately in emergency management in the society.
3	Response to emergency at school	The students should be able to: state appropriate response to emergency at school	Appropriate response to emergency management in school	The teacher guides the students to respond appropriately to emergency management at school	The student respond appropriately to emergency management at school	Textbooks, charts, wall-paper, stickers e.t.c.	Students to: state appropriately responses to emergency management in society

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Response to emergency management in the society	The students should be able to: state appropriate measures taken in emergency management in society	Appropriate actions -take action -emergency preparedness tools	The teacher helps the students to respond appropriately to emergency management in society	The students respond appropriately to emergency management in the society	Textbooks, charts, wall-paper, stickers e.t.c.	Students to: state appropriately responses to emergency management in society.
5	Emergency management agents at school.	The students should be able to: state the agents of emergency management	Emergency management agents at schools -staff (teaching) -non teaching staff	The teacher leads the students in stating agents of Emergency management at school	The students identify agents of Emergency management at school	Textbooks, charts, stickers, wall-paper e.t.c	Students to: mention the agents of emergency management at school
6	Agents of emergency management in the society	The students act appropriately in mentioning the agents of emergency management in the society.	Agents of emergency management in the society. -Doctors, -Nurses -federal road safety agents -passer bys	1.The teacher leads the students in identifying agents of emergency management in the society	The students participate appropriately in the discussion on the agents of emergency management.	Textbooks, charts, wall-paper, video clips e.t.c	Students to: mention the agents of emergency management in the society
7	Consequences of delay in emergency management	The students be able to: state the consequence of delay in emergency management.	Consequence of delay in emergency management Loss of properties Death Internal injuries	The teacher guides the student in stating the consequences in delay in emergency management	Respond appropriately to the consequences of delay in emergency management	Textbooks, charts, stickers video – clips e.t.c	Students to: state the consequences of delay in emergency management

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Causes of delay in emergency management at schools.	The students should be able to: mention the causes of delay in emergency	Causes of delay in emergency management -leiser fair -non chalant attitude -lack of vehicles -fear	The teacher helps the students to state the causes of delay in emergency management	The students identify the causes of delay in emergency management	Textbooks, charts, stickers video – clips e.t.c	Students to: state appropriately the causes of delay in emergency management at schools.
9	Causes of delay in emergency management in the community	The students should be able to: state causes of delay in emergency management in the community	Causes of delay in emergency management in the community -absence of doctor Attitude of staff Lack of finance	The teacher guides the students in mentioning the causes of delay in emergency management in the community	The students participate in the class discussion on the causes of delay in emergency management	Textbooks, charts, stickers video – clips e.t.c	Students to: 1.mention the causes of delay in emergency management in the community
10	Personal security	The student should be able to: explain personal security	Personal security -individual security	The teacher guides the student on personal security	The students participate in the class discussion on personal security	Textbooks, charts, wall-paper, video – clips, poster.	Students to: what is personal security?
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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Ineffective personal security	The students should be able to: state ineffective personal security	Ineffective Personal Security - Loss of lives -Loss of properties	The teacher leads the students on ineffective personal security	The students respond appropriately	Textbooks, charts, wallpaper posters, e.t.c.	Students to: state the ineffective personal security
2	Effective personal security	The student should be able to: state the effect of personal security.	Effective of personal security - Secured lives - Secured properties	The teacher helps the students to state Effective personal security	The student respond appropriately to the effects of personal security	Textbooks, charts, wallpaper posters, e.t.c.	Students to: mention the effects of personal security
3	Objectives of personal security	The students should be able to: identify the objectives of personal security	Objectives of personal security -Discourage theft -secure lives -secure properties	The teacher guides the students on objectives of personal security	The students participate in the class discussion	Textbooks, charts, wallpaper video clips, Posters , e.t.c.	Students to: outline the objectives of personal security
4	Neighbourhood security	The students should be able to: explain Neighbourhood security	Neighbourhood security -Anti cult police	The teacher leads the students on Neighbourhood security explanation	The students respond appropriately	Textbooks, wallpaper, charts, Posters	Students to: define neighbourhood security
5	Objectives of neighbourhood security	The student should be able to: state the objectives of neighbourhood security	Objectives of neighbourhood security -secure the neighbourhood from theft -safe guard life(s) and properties, etc.	The teacher guides the students to state the objectives of neighbourhood security	The students respond appropriately to the objectives neighbourhood security	Textbooks, wallpaper, charts, stickers e.t.c.	Students to: outline the objectives of neighbourhood security

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Lack of neighbourhood security	The students should be able to: 1. explain lack of neighbourhood security	Lack of neighbourhood security. -Increase crime in the neighbourhood -loss of life(s) -loss of properties -Tension and fear e.t.c.	1.The teacher helps the students in enumerating lack of neighbourhood security	1.The students respond appropriately to lack of neighbourhood security	Textbooks, wallpaper, charts, Video clips Posters e.t.c.	Students to: 1.mention the effects of lack of neighbourhood security
7	Effects of neighbourhood security	The students should be able to: 1. state the effect of neighbourhood security	1.Effects of neighbourhood security -Eradicate fears -secured life(s) -secured properties -erase tension	The teacher leads the students to respond to the effects of neighbourhood security	The students identify the effects of neighbourhood security	Textbooks, stickers, wallpaper, charts, Posters e.t.c.	Students to: 1.state the effects of neighbourhood security
8	Personal duties and responsibilities to the school	The students should be able to: 1. mention the duties and responsibilities of students at school	Duties and responsibilities at school e.g. -early to school -keeping the school Environment clean	1.The teacher guides the student in identifying the duties and responsibilities of student in school	1.The students respond appropriately	Textbooks, charts, stickers, wallpaper, Posters e.t.c	Students to: 1.what are the duties and responsibilities of students at school
9	Neighbourhood duties and responsibilities	The students should be able to: 1. state neighbourhood duties and responsibilities	neighbourhood duties and responsibilities	1. The teacher leads the student in the class discussion on neighbourhood duties and responsibilities.	1.The students respond appropriately	Textbooks, charts, stickers, wallpaper, Posters e.t.c	Students to: 1.mention the duties and responsibilities of neighbourhood
10	Element of security	The students should be able to: 1. explain the element of security	Element of security	1.The teacher guides the students to respond appropriately to the elements of security	1.The students respond appropriately	Textbooks, charts, stickers, wallpaper, Posters e.t.c	Students to: 1. what is element of security
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JS III
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SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Common crimes and associated punishment	Students should be able to: 1. explain the meaning of crime. 2. identify common crimes.	1. Meaning of crimes 2. Identification of crime.	1. Guide class discussion on: meaning of crime 2. Identify common crimes.	1. Students participate in class discussion 2. Contribute to discussion and debates.	textbook hand bills newspapers	Students to: 1. explain the meaning of crime. 2. identify common goals in the society.
2	Common crimes and associated punishment theft	Students should be able to: 1. state the meaning of theft 2. mention the Punishment for theft.	1. Meaning of theft. 2. Punishment for theft.	1. Leads students on discussion of the meaning of theft. 2 Guides students to explain ways to avoid criminal behaviours.	1. Contributes to class discussion. 2. Ask and answer questions.	1. Students textbook 2 posters etc	Students to: 1. state the meaning of theft. 2. mention some ways to punish offender.
3	Common crimes [Rape]	Students should be able to: 1. state the meaning of rape 2. mention the punishment for rape.	1 Meaning of rape 2 punishment for rape	1 Leads student to explain the meaning of rape 2 Guides students to identify punishment for rape.	1 Students participate in class discussion on rape 2. State ways of punishment for rape.	1 Students textbook 2 Stickers.	Students to: 1. explains meaning of rape. 2. state ways to avoid criminal behaviours.
4	Common crimes drug [trafficking].	Students should be able to 1. explain the meaning of drug trafficking 2. identify the punishment meant for drug trafficking	1. Meaning of drug trafficking. 2. Punishment for drug trafficking.	1. Guides students to discuss the meaning of drug trafficking 2. Leads students to explain ways use to punish drug traffickers.	1 Students Contributes in class discuss. 2. State ways to punish offenders,	1. Textbooks, hand bills 2. Newspapers	Students to: 1. explain the meaning of drug trafficking 2. mention ways to punish drug pushers.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Common crimes human trafficking.	Students should be able to: 1. explain the meaning of human trafficking 2. identify ways for offenders.	1. Meaning of human trafficking. 2. Punishment meant for human trafficking.	1. Guides class discussion on meaning of human trafficking 2. Leads students to discuss ways of punishing human traffickers.	1. Students Contributes in class discussion and debates 2. Participate in class discussion on ways to punish human trafficker.	1. Students textbooks 2. Video clips 3. Posters	Students to: 1. explain the meaning of human trafficking 2. state ways to avoid criminal behaviours.
6	Common crimes murder [death] etc.	Students should be able to: 1. state the meaning of murder. 2. mention ways offenders can be punished.	1. Meaning of murder [death] 2. Ways to punish offenders	1. leads students to discuss on: the meaning of murder 2. Guides students to explain ways offenders can be punished.	1. Participate in class discuss. 2. Ask and answer questions	1. Textbooks 2. Stickers 3. Posters	Students to: 1. explain the meaning of murder 2 mention ways offenders can be punished.
7	Common crimes food contamination.	Students should be able to: 1. explain the meaning of food contamination 2. identify drug adulterations.	1. Meaning of food contamination 2. How drugs can be adulterated	1. Leads students to discuss on meaning of food contamination 2. Guides students to identify how drug can be adulterated	1. Participate in class discussion. 2. State ways drug adulteration can be avoided.	1. Students Textbooks 2 stickers 3 posters	Students to: 1. explain the meaning of drug adulteration 2. mention ways to avoid drug adulteration.

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FIRST TERM

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Common crimes armed robbery.	Students should be able to: 1. explain the meaning of armed robbery 2. state the punishment for robbery	1. Meaning of armed robbery.. 2. Punishment meant for armed robbery	1. Leads students to discuss on meaning of armed robbery 2. Guides students to avoid armed robbery.	1. Contributes to class discussion. 2. Explain ways to avoid being an armed robber.	1. Textbooks 2. Posters 3. Video clips	Students to: 1. explain the meaning of armed robbery. 2. state ways or measures to punish armed robbers.
9	Common crimes impersonation.	Students should be able to 1. state the meaning of impersonation. 2. explain ways to punish offenders.	1. Meaning of impersonation. 2. Ways to Punish offender.	1. Guides students to discuss on: meaning of impersonation 2. Leads students to explain ways to punish offenders.	1. Participate in class discussion. 2. Contribute to class discussion on how crime can be avoided.	1. Students textbooks, 2. Posters 3. Stickers	Students to: 1. explain the meaning of impersonation 2. mention ways offenders can be punished.
10	Common crimes forgery.	Students should be able to: 1. explain the meaning of forgery 2. mention ways offenders can be punished.	1. Meaning of forgery. 2. Ways to Punish offenders.	1. Leads students to discuss on: meaning of forgery 2. Guides students to explain ways offenders can be punished.	1. Students participate in class discussion. 2. State ways offenders can be punished.	1. Textbooks, 2. Newspaper 3. Video clips.	Students to: 1. explain the meaning of forgery 2. identify common crimes and associated punishment.
11	REVISION						
12	EXAMINATION						

SECURITY EDUCATION
JS III
SECOND TERM

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Definition of national security and crime	Students should be able to: 1. define the meaning of national security. 2. state crimes that affect national security.	1. Meaning of national security. 2. Crime that affect national security.	Guides students on discuss on: 1. Meaning of national security. 2. Leads students to identify effect of national security.	1. Participate in class discussion. 2. Contribute to class discussion how to identify effects on national security.	1. Students textbook 2 posters 3 video clips.	Students to: 1. explains the meaning of national security. 2. describe ways crimes affects national security.
2	Security agencies Police.	Students should be able to: 1. state the duties of police force.. 2. state their functions.	1. Duties of police force. 2. Functions of police.	Guides students on discuss on: 1. Duties of police 2. Leads students to state their functions	1. Contributes to class discussion on duties of police. 2. Participate and ask questions.	1. Students textbook 2. Posters	Students to: 1. describe the duties of police. 2. list and explain three functions of police.
3	Security agencies Army	Students should be able to: 1. state the duties of Army. 2. explain the functions.	1. Duties of the Army. 2. Functions of the Army.	Guides students to discuss on: 1.The Duties of Army 2. Leads students to state the functions	1. Contributes to class discussion. 2. Ask and answer questions.	1. Textbook 2. Posters	Students to: 1. explain the duties of the Army. 2. state the functions of the Army.
4	Security agencies Navy	Students should be able to: 1.state the duties of navy 2. mention the functions. of navy	1. Duties of Navy 2. Functions of Navy agencies	Guides the students on : 1. Duties of Navy 2. Leads students to identify the functions of Navy	1. Participate in class discussion. 2. Contributes to class discussion on function Navy.	1. Student textbook 2. Posters 3. Video clips	Students to: 1. explain the duties of Navy 2. mention the functions of Navy.

SECURITY EDUCATION
JS III
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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Security agencies Air Force	Students should be able to: 1. state the duties of Air force 2. mention the functions of air force.	1. Duties of the Air force 2. Functions of Air force	1. Leads students to discuss on: 2. The Duties of Air force 3. Guides students to explain the functions	1. Contributes to class discussion. 2. Participate to state the function of Air force	1. Students textbook 2. Posters	Students to: 1. explain the duties of the Air force 2. mention the functions of Air force.
6	Security agencies State Security Service (SSS)	Students should be able to: 1. state the meaning of state security (SSS) 2. mention the functions of state security	1. Meaning of state security 2. Functions of state security	Leads students to discuss on: 1. The Meaning of state security. 2. Guides students to state the functions of state security	1. Participate in class discussion 2. Listen ask and answer question	1. Test books 2. Poster	Students to: 1. explain the meaning of state security 2. mention some functions of state security
7	Security agencies Nigeria Immigration Service (NIS)	Students should be able to: 1. explain the meaning of Nigeria Immigration service 2. state their functions.	1. Meaning of Nigeria Immigration service 2. Functions of Nigeria Immigration service	Leads students to discuss on: 1. The meaning of Nigeria Immigration service 2. Guides students to mention the functions of Nigeria immigration service	1. Contribute in class discussion. 2. Listen Ask and answer questions.	1. Students textbook 2. Posters 3. Stickers	Students to: 1. explain the meaning of Nigeria Immigration service 2. mention the functions of Nigeria Immigration service.

SECURITY EDUCATION
JS III
SECOND TERM

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Security agencies Customs	Students should be able to: 1. Explain the meaning of customs 2. State the functions of customs	1. Meaning of customs 2. Functions of customs	Leads students to discuss on: 1. The meaning of customs 2. Guides students to state the functions of customs	1. Participate in class discussion and debate 2. State the function of customs	1 Textbook 2. Handbills 3. Video clips	Students to: 1. Explain the meaning of customs 2. Mention the functions of customs
9	Security agencies National Security Civil Defence	Students should be able to: 1. explain the meaning of civil defence 2. state the functions of national security civil defence.	1. Meaning of civil defence 2. Functions of national security civil defence	Leads students to discuss on: 1. The meaning of civil defence 2. Guides students to state the functions of civil defence.	1. Participate in class discussion. 2. State the function of civil defence.	1. Students textbook 2. Posters 3. Stickers	Students to: 1. explain the meaning of national security and civil defence 2. mention the functions of civil defence.
10	Security agencies national security	Students should be able to state the importance of national security.	The importance of national security.	Guides students to discuss on the importance of national security.	Contribute in class discussion on the importance of national security	1. Textbook 2. Posters 3. Stickers	Students to: state the importance of national security.
11	REVISION						
12	EXAMINATION						

