

## PRY 2 Social Studies E-NOTE FIRST TERM

**Week:** One

**Date:**

**Class:** Basic 2

**Subject:** Social studies

**Duration:** 40 minutes

**Topic:** Meaning of Social Studies

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

- (i) explain to scope of social studies
- (ii) identify areas of focus on social studies

**Instructional/Reference Material:** Social Studies textbook

**Building Background/Connection to prior knowledge:** The pupils are familiar with the topic(s)

### CONTENT

Social Studies is the study of things man does in his physical and social environment. The environment includes people, place and things around us. It is divided into two:

- i. **Social environment:** This is how people work and play together in the society. Man is a social animal.
- ii. **Physical environment:** This is an environment where we can see and touch things in the society e.g houses, trees etc

**Man affects his environment by:**

- a) Farming on land
- b) Building of houses, schools etc
- c) Building of roads

### EVALUATION:

- 1) What is social studies?
- 2) List ways man affects his environment

**Summary:** Teacher goes over the topic once again to enhance better understanding

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**Conclusion:** Teacher corrects and marks pupil's notes

**Week:** Two

**Date:**

**Class:** Basic 2

**Subject:** Social Studies

**Duration:** 40 minutes

**Topic:** Area which social studies focus

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

- i) list out areas where social studies focus
- ii) explain the area of focus

**Instructional/Reference Material:** Social Studies textbook

**Building background/connection to prior knowledge:** The pupils are familiar with the topic.

### **CONTENT**

Social Studies looks out for ways to solve problems in our physical and social environment.

#### **Areas of focus on social studies**

- 1) **Critical thinking:** This looks at the bad and good in the behaviour of people and thinks of ways to stop the bad things e.g drug abuse and how to do more of the good things
- 2) **Reflective thinking:** This studies the things people do and how they are useful to us.
- 3) It studies how to become good citizens
- 4) It studies how to solve problems for people
- 5) It studies the behaviour and culture of people

### **EVALUATION**

Explain areas of focus of social studies

**Summary:** Teacher goes over the topic once again to enhance better understanding

**Conclusion:** Teacher corrects and marks pupils notes

**Week:** Three

**Date:**

**Class:** Basic 2

**Subject:** Social studies

**Duration:** 40 minutes

**Topic:** Our physical environment

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

- i) explain environment
- ii) explain physical environment

**Instructional/Reference Material:** Social Studies textbook

**Building background/connection to prior knowledge:** The pupils are familiar with the topic.

## CONTENT

Meaning of environment

Environment is the study of the total surrounding in which people live or everything found within an area. It includes bridges, markets, classrooms etc.

### Types of environment

- 1) Social environment
- 2) Physical environment



## Benefits of physical environment to man

- 1) Timber from trees to make chairs and tables
- 2) River to fish
- 3) We plant crops on soil.

### **Dangers in our physical environment**

- 1) A person can get drowned in a river.
- 2) Sharp objects on the ground can injure us
- 3) Weak house can collapse and kill people

### **EVALUATION**

- 1) What is physical environment?
- 2) List two benefits of our environment
- 3) Mention three dangers in our environment

**Summary:** Teacher goes over the topic again to enhance better understanding

**Conclusion:** Teacher corrects and marks pupils' notes.

**Week:** Four

**Date:**

**Class:** Basic 2

**Subject:** Social studies

**Duration:** 40 minutes

**Topic:** Culture

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

- i) define culture
- ii) list things that make up a culture

**Instructional/Reference Materials:** Social Studies textbook

**Building background/connection to prior knowledge:** The pupils are familiar with the topic.

## **CONTENT**

Culture is a way of life or the way people do things. A culture is passed on to the next generation by learning.



Things that makes up a culture

- 1) Food
- 2) Language
- 3) Dressing
- 4) Music
- 5) Religion

## **EVALUATION**

- 1) What is culture?
- 2) List three things that makes up a culture

**Summary:** Teacher goes over the topic once again to enhance better understanding

**Conclusion:** Teacher corrects and marks pupils' notes

**Week:** Five

**Date:**

**Class:** Basic 2

**Subject:** Social studies

**Duration:** 40 minutes

**Topic:** Ways of preserving our culture

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

- i) learn various ways of preserving their cultures

**Instructional/Reference Materials:** Social studies textbook

**Building background/connection to prior knowledge:** The pupils are familiar with the topic.

## **CONTENT**

- 1) Learn about religious traditions
- 2) Spend time with other members of the community
- 3) Share your culture's art
- 4) Speaking your native language
- 5) Organizing traditional festival
- 6) Cooking your native food
- 7) Teaching our language in schools

## **EVALUATION**

- 1) List various ways of preserving culture

**Summary:** Teacher goes over the topic once again to enhance better understanding

**Conclusion:** Teacher corrects and marks pupils' notes.

**Week:** Six

**Date:**

**Class:** Basic 2

**Subject:** Social Studies

**Duration:** 40 minutes

**Topic:** Food

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

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- i) define food
- ii) list different types of food

**Instructional/Reference Material:** Social studies textbook

**Building background/Connection to prior knowledge:** The pupils are familiar with the topic.

### CONTENT

Food is what we eat or drink to make us grow.

Every living thing must eat to live. Food can be:

- i. Solid e.g. amala, rice etc.
- ii. Liquid e.g. tea, pap etc.



### Types of food

- 1) Yam
- 2) Beans
- 3) Rice
- 4) Garri
- 5) Spaghetti

Food have different uses. Babies take more of liquid food while adults take solid food.

### EVALUATION

- 1) What is food?
- 2) List the different types of food

**Summary:** Teacher goes over the topic once again to enhance better understanding

**Conclusion:** Teacher corrects and marks pupils notes

**Week:** Seven

**Date:**

**Class:** Basic 2

**Subject:** Social Studies

**Duration:** 40 minutes

**Topic:** Types of food eaten in a culture as family members

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

- i) list out some of the food eaten by some cultures

**Instructional/Reference Materials:** Social studies textbook

**Building Background/connection to prior knowledge:** The pupils are familiar with the topic.

### **CONTENT**

We shall look at the food eaten by the three main cultures:

- 1) Yoruba
  - a) Amala (made from yam)
  - b) Efo riro (vegetable soup)
  - c) gbegiri (bean soup)etc.
- 2) Igbo
  - a) Akpu (made from cassava)
  - b) Ogbono soup
  - c) Oha soup etc.
- 3) Hausa
  - a) Tuwo
  - b) Suya
  - c) Misa





Hausa family eating Tuwo-shinkafa

## EVALUATION

- 1) List 2 foods eaten by Yoruba culture

**Summary:** Teacher goes over the topic once again to enhance better understanding

**Conclusion:** Teacher corrects and marks pupils notes

**Week:** Eight

**Date:**

**Class:** Basic 2

**Subject:** Social studies

**Duration:** 40 minutes

**Topic:** Classification of food (nutrients)

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

- i) list out some food nutrients gotten from food
- ii) mention examples of food that gives nutrients

**Instructional/Reference Materials:** Social studies textbook

**Building background/Reference Material:** The pupils are familiar with the topic

## CONTENT

Food nutrients can be grouped into the following:

- 1) Foods that give us energy (carbohydrates): They are rice, corn, bread, cassava etc.
- 2) Foods that build our body (protein): They are beans, milk, egg, fish etc.

- 3) Foods that protect our body from illness(vitamins): They are vegetables and fruits
- 4) Foods that promotes health and develops strong bones and teeth(minerals):They are banana salt etc

### **Evaluation**

- 1) list some examples of food and its nutrients

**Summary:** Teacher goes over the topic once to enhance better understanding

**Conclusion:** Teacher corrects and marks pupils' notes.

**Week:** Nine

**Date:**

**Class:** Basic 2

**Subject:** Social studies

**Duration:** 40 minutes

**Topic:** Reasons why we eat together as family

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

- i) list the reasons why people eat together

**Instructional /Reference Materials:** Social studies textbook

**Building Background/Connection to prior knowledge:** The pupils are familiar with the topic

### **CONTENT**

There are many reasons why we eat together. They are:

- 1) To discuss family matters after food
- 2) To settle quarrels among them
- 3) To make us happy together
- 4) To bring them together in unity

5) To show that we are loyal to one another

## EVALUATION

1) List out three reasons why people eat together

**Summary:** Teacher goes over the topic once again to enhance better understanding

**Conclusion:** Teacher corrects and marks pupils' notes.

**Week:** Ten

**Date:**

**Class:** Basic 2

**Subject:** Social studies

**Duration:** 40 minutes

**Topic:** Importance of food to our growth

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

1) state the importance of food to our growth

**Instructional/Reference Materials:** Social studies textbook

**Building background/connection to prior knowledge:** The pupils are familiar with the topic.

## CONTENT

**The importance of food are:**

- 1) It gives us energy and strength
- 2) It makes us to grow well
- 3) It protects the body against disease
- 4) It keeps the body warm and healthy
- 5) It helps the body build strong bones and teeth

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## EVALUATION

- 1) State three importance of food to our growth

**Summary:** Teacher goes over the topic once again to enhance better understanding

**Conclusion:** Teacher corrects and marks pupils notes