



**LAGOS STATE GOVERNMENT  
MINISTRY OF EDUCATION**

**UNIFIED SCHEMES OF WORK  
SENIOR SECONDARY SCHOOLS**

**CIVIC EDUCATION SS I FIRST TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<p>Introduction to civic education</p> <ul style="list-style-type: none"> <li>* meaning of civic education</li> <li>* objectives &amp; reasons for civic education in schools</li> <li>* importance of civic education/agents of civic education</li> </ul>	<p>By the end of the lesson the students should be able to:</p> <ul style="list-style-type: none"> <li>* Explain in details what is meant by civic education</li> <li>* Justify civic education as a necessary knowledge for every Nigerian child</li> <li>* highlight the importance of civic education to the development of the country</li> </ul>	<ul style="list-style-type: none"> <li>* Students as a class brainstorm on the meaning and objectives of civic education.</li> <li>* Students in pairs identify reasons to justify civic education as a necessity for every Nigerian child.</li> <li>* Students in small groups discuss the importance of civic education / agents of civic education.</li> </ul> <p>*For further studies students are asked to visit the under listed</p> <p><b>LITE LINK:</b> <a href="https://www.legit.ng/1115202-importance-civic-education-nigerian-schools.html">https://www.legit.ng/1115202-importance-civic-education-nigerian-schools.html</a></p>	<ul style="list-style-type: none"> <li>* Communication and Collaboration</li> <li>* Creativity and Imagination Digital literacy</li> <li>* Leadership and personal development</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>* chart showing the meaning, importance and objective of civic education for every Nigerian child.</li> </ul> <p><b>WEB RESOURCES</b></p> <p><b>LITE LINK:</b> <a href="https://www.legit.ng/1115202-importance-civic-education-nigerian-schools.html">https://www.legit.ng/1115202-importance-civic-education-nigerian-schools.html</a></p> <p><b>*VIDEO LINK:</b> video clip showing the importance of civic education <a href="https://www.youtube.com/watch?v=Pc9ohIVDqAo">https://www.youtube.com/watch?v=Pc9ohIVDqAo</a></p>
2	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>* definition of values &amp; its sources</li> <li>* Types of values: basic values, human values i.e. justice, integrity etc.</li> <li>* Types of values contended: intrinsic values, negative values and societal values</li> </ul>	<p><b>By the end of the lesson the students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Define the term values and analyze its sources in civic education content</li> <li>* Identify &amp; expatiate on the types of values i.e. (in form of characteristics)</li> <li>* discuss values in the contended sense i.e. negative values, societal values etc.</li> </ul>	<p>Students as a class are guided to analyze and expatiate on the sources of values in civic education content.</p> <ul style="list-style-type: none"> <li>* Students in pairs highlight the various types of values</li> <li>* Students in small groups represent and discuss in details a type of value in the contended sense and share with the class.</li> </ul> <p>For further studies students should visit the under listed</p> <p><b>LITE LINK:</b> <a href="https://www.len.com.ng/csblogdetail/317/Meaning-and-Types-of-Values-in-civic-education">https://www.len.com.ng/csblogdetail/317/Meaning-and-Types-of-Values-in-civic-education</a></p>	<p>Communication and Collaboration</p> <ul style="list-style-type: none"> <li>* Leadership and personal development</li> <li>Citizenship</li> <li>Creativity and Imagination</li> <li>* Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>*Picture chart of a student being commended for good values</li> <li>Video clip of Award on Integrity.</li> </ul> <p><b>WEB RESOURCES:</b></p> <p><b>LITE LINK</b> <a href="https://www.len.com.ng/csblogdetail/317/Meaning-and-Types-of-Values-in-civic-education">https://www.len.com.ng/csblogdetail/317/Meaning-and-Types-of-Values-in-civic-education</a></p> <p><b>VIDEO LINK</b> video clip on ward of recognition for good deed <a href="https://www.youtube.com/watch?v=OMaNPbZ17_0">https://www.youtube.com/watch?v=OMaNPbZ17_0</a></p>
3	<p>Community service and its values</p> <ul style="list-style-type: none"> <li>*Practical involvement in the community services</li> <li>* Importance of community services</li> </ul>	<p><b>By the end of the lesson the students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Explain the term community services</li> <li>* Analyze the importance of community services to the society</li> <li>* Highlight the ways by which community services can be carried out.</li> </ul>	<p>Students in small groups carry out community projects in their school environment. E.g. drainage</p> <p>Students in groups discuss and share with the class importance of community services to the society</p> <p>Students as a class individually research and write short notes on community service and its values and present in the next class</p>	<ul style="list-style-type: none"> <li>* Communication and Collaboration</li> <li>* Leadership and personal development</li> <li>Citizenship</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Chart showing people carrying out community services in their environment.</li> <li>Video clip of NYSC member doing community service</li> </ul> <p><b>WEB RESOURCES:</b></p> <p><b>SITE LINK</b> <a href="https://www.youtube.com/watch?v=lmwpvMm5tk">https://www.youtube.com/watch?v=lmwpvMm5tk</a></p> <p><b>VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=giOWPLx_ITg">https://www.youtube.com/watch?v=giOWPLx_ITg</a></p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	<b>Community services</b> <ul style="list-style-type: none"> <li>* Project work</li> <li>* Writing a comprehensive report (essay) on the community services</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>* Inspect their community &amp; identify the type of community services they can render to the community</li> <li>* Organize themselves into groups to carry out the community services</li> <li>* Describe in a written report how they carried out their project</li> </ul>	<p>Students in pairs inspect their school community &amp; discuss on the type of community services they can render</p> <p>Students in small groups give a written report on the methods used in carrying out their community services project and presents it to the class</p> <p>For further studies students should visit the under listed SITE LINK:  <a href="https://blog.prepscholar.com/129-examples-of-community-service-projects">https://blog.prepscholar.com/129-examples-of-community-service-projects</a></p>	<p>Communication and Collaboration</p> <p>Leadership and Personal development</p> <p>Citizenship Digital literacy</p>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>* Sample of tools necessary for community service e.g. waste bin, brooms etc.</li> <li>* Picture chart of people cleaning their community</li> <li>* pictures of people receiving appraisals for their good deeds.</li> </ul> <p><b>WEB RESOURCES:</b></p> <ul style="list-style-type: none"> <li>-SITE LINK <a href="https://blog.prepscholar.com/129-examples-of-community-service-projects">https://blog.prepscholar.com/129-examples-of-community-service-projects</a></li> <li>-VIDEO LINK <a href="https://www.youtube.com/watch?v=nyxb2lb558">https://www.youtube.com/watch?v=nyxb2lb558</a></li> </ul>
5	<b>HIV/AIDS</b> <ul style="list-style-type: none"> <li>▪ Meaning of HIV/AIDS &amp; its differences</li> <li>▪ Causes and modes of transmission of HIV/AIDS</li> <li>▪ Signs, symptoms and effects of HIV/AIDS</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>▪ Explain the full meaning of HIV/AIDS</li> <li>▪ Highlight the causes/ modes of transmission of HIV/AIDS</li> <li>▪ Discuss the signs, symptoms and effects of HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students as a class brainstorm on the meaning of HIV/AIDS and the difference between HIV/AIDS.</li> <li>▪ Students in pairs discuss on the mode of transmission, signs, symptoms and effects of HIV/AIDS</li> <li>▪ Students in small groups develop a song on HIV/AIDS and present in the next class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication and Collaboration</li> <li>▪ Critical thinking and problem solving</li> <li>▪ Leadership and Personal development</li> <li>▪ Creativity and imagination</li> <li>▪ Citizenship</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>▪ Chart showing a patient with symptoms of HIV/AIDS</li> <li>▪ Video clips of documentaries on HIV / AIDS</li> </ul> <p><b>WEB RESOURCES:</b></p> <p>SITE LINK  <a href="https://patient.info/sexual-health/sexually-transmitted-infections-leaflet/hiv-and-aids">https://patient.info/sexual-health/sexually-transmitted-infections-leaflet/hiv-and-aids</a></p> <p>•VIDEO LINK  <a href="https://www.youtube.com/watch?v=lowauFSeform">https://www.youtube.com/watch?v=lowauFSeform</a></p>
6	<b>HIV/AIDS</b> <ul style="list-style-type: none"> <li>▪ Preventive measures of HIV/AIDS e.g. Avoid sharing of sharp objects</li> <li>▪ How to take care of people with HIV/AIDS</li> <li>▪ Stigmatization of PLWHA (people living with HIV/AIDS)</li> <li>▪ Meaning of HIV/AIDS stigmatization</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>▪ Discuss the preventive measure to avoid getting infected</li> <li>▪ Explain how to properly care for people with HIV/AIDS</li> <li>▪ Examine the term stigmatization</li> </ul>	<ul style="list-style-type: none"> <li>• Students as a class discuss on the preventive measures to avoid getting infected</li> <li>• Students in pairs highlight ways to care for people living with HIV / AIDS</li> <li>• Students in small groups research and write short note on the term HIV /AIDS stigmatization and ways to prevent HIV AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication and Collaboration</li> <li>▪ Leadership and Personal development</li> <li>▪ Citizenship</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>▪ A chart showing some notable people in the society living with HIV/AIDS</li> <li>▪ Chart showing preventive measures of HIV /AIDS e.g. sharing of sharp objects</li> </ul> <p><b>WEB RESOURCES</b></p> <p>-SITE LINK:  <a href="https://patient.info/sexual-health/sexually-transmitted-infections-leaflet/hiv-and-aids">https://patient.info/sexual-health/sexually-transmitted-infections-leaflet/hiv-and-aids</a></p> <p>-VIDEO LINK:  <a href="https://www.youtube.com/watch?v=DWuvCKxaZpY">https://www.youtube.com/watch?v=DWuvCKxaZpY</a></p>
7	<b>MID TERM TEST MID TERM</b>				

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
8	<b>Youth empowerment</b> <ul style="list-style-type: none"> <li>Definition of the concept youth empowerment /various youth empowerment skills e.g. intellectual skills, palliative skills e.g. N-power, artistic skills</li> <li>Importance and benefits of youth empowerment</li> <li>Agencies of youth empowerment that aides tudents in acquiring a special skill e.g. i.c.t, carpentry</li> <li>Roles of government in providing opportunities for the youths</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>Explain the term youth empowerment/ various empowerment skills and how they can be acquired.</li> <li>Justify the importance and benefits of youth empowerment</li> <li>mention the agencies responsible for youth empowerment/roles played by the government to provide opportunities for the youths</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on various youth empowerment skills i.e. artistic skills and communicative skill and ways to acquire them.</li> <li>Students In pairs discuss and give reason to justify the importance/benefit of youth empowerment</li> <li>Sudents as a class individually give a short report on the type of skill they wish to embrace and share with the class</li> </ul>	Communication and Collaboration Leadership and Personal development Creativity and imagination Citizenship	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Picture charts showing different artistic skills e.g. Hair dressing, bead making, tailoring</li> <li>Picture charts showing various roles of the Government providing opportunities for the youths.</li> <li>Video clips of different skill acquisition e.g. Catering, hat making, Soap making etc.</li> </ul> <b>WEB RESOURCES</b> <b>SITE LINK</b> <a href="https://www.schoolmattazz.com/2017/02/youth-empowerment/">https://www.schoolmattazz.com/2017/02/youth-empowerment/</a> <b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=klAtSH9zYeQ">https://www.youtube.com/watch?v=klAtSH9zYeQ</a>
9	<b>Goal of citizenship education</b> <ul style="list-style-type: none"> <li>Meaning of citizenship, acquisition of citizenship</li> <li>Definition of the goals of citizenship education e.g. acquisition of knowledge, right, attitude, value etc.</li> <li>Various laws and rights of individuals in the society</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>Differentiate between a citizen and citizenship</li> <li>Discuss the goals of citizenship education/ways to acquire citizenship in a country</li> <li>Explain the various law and rights that are entitled to citizens of a country</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the difference between citizen and citizenship</li> <li>Students in pairs discuss the goals of citizenship education and ways to acquire citizenship in a country</li> <li>Students in small groups represent a country they like and identify various laws and rights entitled to individuals of the country.</li> </ul> For further studies students are to visit <b>SITE LINK</b> <a href="https://study.com/academy/lesson/citizenship-education-goals-importance.html">https://study.com/academy/lesson/citizenship-education-goals-importance.html</a>	<ul style="list-style-type: none"> <li>Leadership and Personal development</li> <li>Communication and Collaboration</li> <li>Creativity and Imagination</li> <li>Citizenship</li> <li>Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>A copy of Nigerian International passport.</li> <li>A sample of the Nigeria constitution chapter4</li> <li>Video clips of Nigerians singing the national anthem</li> </ul> <b>WEB RESOURCES:</b> <b>-SITE LINK</b> <a href="https://study.com/academy/lesson/citizenship-education-goals-importance.html">https://study.com/academy/lesson/citizenship-education-goals-importance.html</a> <b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=ShqdHHUb5F">https://www.youtube.com/watch?v=ShqdHHUb5F</a>
10	<b>Governmental system</b> <ul style="list-style-type: none"> <li>Meaning/structures of government</li> <li>Functions of government</li> <li>Nationalism: Types &amp; its effects in Nigeria</li> <li>Nationalist roles of individuals /groups e.g Chief Obafemi Awolowo etc.</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>Explain the meaning/structures of government</li> <li>Highlight the functions of government</li> <li>Describe nationalism and discuss the roles of some organization in promoting nationalism</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the structures and functions of government</li> <li>Students in small groups discuss the roles of some organizations in promoting nationalism</li> <li>For further studies students are asked to visit the under listed</li> </ul> <b>SITE LINK:</b> <a href="https://www.legit.ng/1148362-the-arms-government-nigeria-functions.html">https://www.legit.ng/1148362-the-arms-government-nigeria-functions.html</a>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Leadership and Personal development</li> <li>Communication and Collaboration</li> <li>Citizenship</li> <li>Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Diagram showing the structure of government in Nigeria</li> <li>Copy of Nigerian constitution</li> <li>Picture chart showing various arms of Government in Nigeria</li> <li>Video clips of the role of Nationalist in Nigeria.</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://www.legit.ng/1148362-the-arms-government-nigeria-functions.html">https://www.legit.ng/1148362-the-arms-government-nigeria-functions.html</a> <b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=RGEZnSX0cX4">https://www.youtube.com/watch?v=RGEZnSX0cX4</a>
11	<b>Revision</b>				
12 & 13	<b>Examination</b>				



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**SS I SECOND TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>Revision /Democracy</b> <ul style="list-style-type: none"> <li>•Meaning &amp; types of democracy</li> <li>•Meaning of Representative democracy/features of Representative democracy</li> <li>•Merits and Demerits of Representative democracy</li> </ul>	<b>By the end of the lessons the Students should be able to:</b> <ul style="list-style-type: none"> <li>•Answer questions from previous term topics</li> <li>•Discuss the types of democracy.</li> <li>•Compare and contrast representative democracies to other democracies</li> </ul>	<ul style="list-style-type: none"> <li>•Students as a class discuss the uniqueness of democracy in Nigeria to other countries</li> <li>•Students in small groups are organized in a democracy representative group, each group elect representatives who are to debate and vote on policies.</li> <li>•Students in pairs highlight the Merits and Demerits of Representative democracy.</li> <li>•For further studies students are asked to visit the under listed</li> </ul> <b>SITE LINK:</b> <a href="https://blog.prepscholar.com/republic-vs-democracy-difference">https://blog.prepscholar.com/republic-vs-democracy-difference</a>	<ul style="list-style-type: none"> <li>• Leadership and Personal development</li> <li>• Critical thinking and problem solving</li> <li>• Communication and Collaboration</li> <li>• Creativity and Imagination</li> <li>• Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>*Picture chart showing difference between Nigeria democracy to other Countries</li> <li>*Pictures showing election process</li> <li>*Physical sample of the ballot box.</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://blog.prepscholar.com/republic-vs-democracy-difference">https://blog.prepscholar.com/republic-vs-democracy-difference</a>  <b>VIDEO LINK:</b> ideo clips of an election process in Nigeria <a href="https://www.youtube.com/watch?v=IhWwicBpH8Y">https://www.youtube.com/watch?v=IhWwicBpH8Y</a>
2	<b>Rule of law</b> <ul style="list-style-type: none"> <li>• Meaning &amp; principles of rule of law</li> <li>• Limitations to the rule of law in a state</li> </ul>	<b>By the of the lessons the Students should be able to:</b> <ul style="list-style-type: none"> <li>• Explain the meaning /principles of rule of law</li> <li>• Highlight the limitations of the rule of law</li> <li>• Justify the need for the rule of law in a state</li> </ul>	<ul style="list-style-type: none"> <li>• Students as a class brainstorm on the meaning /principles of rule of law</li> <li>• Students in small groups discuss and give reasons to justify the need for rule of law in a State</li> <li>• Students in pairs highlight the limitations of rule of law in a state</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and Personal development</li> <li>• Communication and Collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>•A game board that has a set of rules to be followed</li> <li>•Chart showing principles of rule of law in Nigeria</li> </ul> <b>WEB RESOURCES:</b>  <b>SITE LINK</b> <a href="https://www.lexisnexis.com/en-us/rule-of-law/default.page">https://www.lexisnexis.com/en-us/rule-of-law/default.page</a>  <b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=vU4ZoMcUNro">https://www.youtube.com/watch?v=vU4ZoMcUNro</a>
3	<b>Liberty</b> <ul style="list-style-type: none"> <li>• Definition of the term liberty</li> <li>• Types of liberty</li> <li>• Individual, civic &amp; political liberty</li> <li>• Factors that safeguard the liberty of citizens</li> </ul>	<b>By the end of the lessons the students should be able to:</b> <ul style="list-style-type: none"> <li>• define the concept of liberty</li> <li>• examine the various types of liberty</li> <li>• describe the factors that safeguards the liberty of citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Students as a class brainstorm on the concept liberty</li> <li>• Students as a class are guided to relate the various type of liberty with their day to day activities in and out of the school</li> <li>• Students in small groups make a research on the factors that safeguard the liberty of citizens and present to the class</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking and problem solving,</li> <li>• Communication and Collaboration</li> <li>• Leadership and personal development</li> <li>• Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>•Chart showing the image of justice symbol in Nigeria</li> <li>•Chart showing various types of liberty.</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://www.yourarticlelibrary.com/essay/liberty-definition-features-types-and-essential-safeguards-of-liberty/40364">https://www.yourarticlelibrary.com/essay/liberty-definition-features-types-and-essential-safeguards-of-liberty/40364</a>  <b>VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=LdiWTRYZnyg">https://www.youtube.com/watch?v=LdiWTRYZnyg</a>

TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
<b>Majority &amp; minority interest</b> <ul style="list-style-type: none"> <li>▪ Definition with adequate examples</li> <li>▪ Reasons for protecting minority interest</li> <li>▪ Ways of protection /safeguarding minority interest</li> </ul>	<p>By the end of the lessons the Students should be able to:</p> <ul style="list-style-type: none"> <li>▪ explain the terms majority &amp; minority interest</li> <li>▪ analyze the reason for protecting minority interest</li> <li>▪ expatiate on the ways by which minority interest can be protected</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students as a class brainstorm on the meaning of majority and minority interest in a country</li> <li>▪ Students in pairs highlight reasons for protecting minority interest in a country</li> <li>▪ Students in small groups discuss on the ways by which minority interest can be protected in a country</li> </ul> <p>For further studies students should visit the under listed SITE LINK:  <a href="https://allstartsblog.blogspot.com/2015/08/efcc-on-downward-trajectory.html">https://allstartsblog.blogspot.com/2015/08/efcc-on-downward-trajectory.html</a></p>	<ul style="list-style-type: none"> <li>▪ Communication and Collaboration</li> <li>▪ Leadership and Personal development</li> <li>▪ Critical thinking and problem solving</li> <li>▪ Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>▪ copy of the Nigerian constitution</li> <li>▪ Picture chart showing the national assembly in session.</li> </ul> <p>WEB RESOURCES SITE LINK</p> <p>VIDEO LINK  <a href="https://www.youtube.com/watch?v=tnLkuyv8PVw">https://www.youtube.com/watch?v=tnLkuyv8PVw</a></p>
<b>The major pillars of democracy</b> <ul style="list-style-type: none"> <li>▪ Definition of constitution, sources &amp; types</li> <li>▪ Constitution as a major pillar of democracy</li> <li>▪ Merits &amp; demerits of various types of constitution</li> </ul>	<p>By the end of the lesson the Students should be able to;</p> <ul style="list-style-type: none"> <li>▪ explain the term constitution and discuss the sources/types of constitution</li> <li>▪ explain the merits &amp; demerits of each type of constitution</li> <li>▪ Justify constitution as a major pillar of democracy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students as a class are guided to create constitution or bill of right in congress-like setting i.e. to set up, discuss and rectify the constitution for the rest of the school year</li> <li>▪ Students in small groups discuss and give reasons to justify constitution as a major pillar of democracy.</li> </ul> <p>▪For further studies students are asked to visit the under listed SITE LINK:  <a href="https://tipsinfluencer.com.ng/pillars-of-democracy-civic-education">https://tipsinfluencer.com.ng/pillars-of-democracy-civic-education</a></p>	<ul style="list-style-type: none"> <li>▪ Critical thinking and problem solving</li> <li>▪ Communication and Collaboration</li> <li>▪ Leadership and personal development</li> <li>▪ Creativity and imagination</li> <li>▪ Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>▪Picture chart showing different pillars of Democracy</li> <li>▪ copy of the constitution of Nigeria.</li> </ul> <p>WEB RESOURCES: SITE LINK  <a href="https://tipsinfluencer.com.ng/pillars-of-democracy-civic-education/">https://tipsinfluencer.com.ng/pillars-of-democracy-civic-education/</a></p> <p>VIDEO LINK Video clips on the Nigerian constitution  <a href="https://www.youtube.com/watch?v=ziZkmFXB61o">https://www.youtube.com/watch?v=ziZkmFXB61o</a></p>
<b>Freedom: A pillar of democracy</b> <p>Definition and reasons for freedom as a pillar of democracy Features of federalism Merits &amp; demerits of federalism</p>	<p>By the end of the lessons Students should be able to:</p> <ul style="list-style-type: none"> <li>▪ discuss what freedom is &amp; explain with justification freedom as a pillar of democracy</li> <li>▪ explain federalism/features of federalism</li> <li>▪ discuss the merits and demerits of federalism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students as class brainstorm on the meaning of freedom /freedom as a pillar of democracy</li> <li>▪ Students in small groups research on some of the freedom fighters in Nigeria &amp; present it in the class</li> <li>▪ Students in pairs highlight features of federalism</li> <li>▪ For further studies students are asked to visit the under listed SITE LINK:  <a href="https://www.knowledgeuniverseonline.com/ntse/Democratic-Politics/features-of-federalism.php">https://www.knowledgeuniverseonline.com/ntse/Democratic-Politics/features-of-federalism.php</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Critical thinking and problem solving</li> <li>▪ Communication and Collaboration</li> <li>▪ Leadership and Personal developmental</li> <li>▪ Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>▪ A copy of Nigerian constitution</li> <li>▪Picture chart showing various freedom fighters in Nigeria.</li> </ul> <p>WEB RESOURCES ▪SITE LINK  <a href="https://www.legit.ng/1172490-the-pillars-democracy.html">https://www.legit.ng/1172490-the-pillars-democracy.html</a></p> <p>Features of Federalism  <a href="https://www.knowledgeuniverseonline.com/ntse/Democratic-Politics/features-of-federalism.php">https://www.knowledgeuniverseonline.com/ntse/Democratic-Politics/features-of-federalism.php</a></p>
<b>ID TERM BREAK &amp; EST MID TERM OPEN AY</b>				

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
8	<p><b>State government &amp; local government</b></p> <ul style="list-style-type: none"> <li>•Meaning of state and local government</li> <li>•Functions of state &amp; local governments as pillars of democracy</li> <li>•Problem of the three tiers of government</li> </ul>	<p><b>By the end of the lesson the Students should be able to:</b></p> <ul style="list-style-type: none"> <li>•Analyze the meaning of state &amp; local government</li> <li>•Explain the functions of the state &amp; local governments as pillar of democracy</li> <li>•Discuss the problems of the three tiers of government</li> </ul>	<ul style="list-style-type: none"> <li>•Students as a class discuss the meaning of state and local government</li> <li>•Students in small groups examine and discuss the relationship between the three tiers of government</li> <li>•Students as a class individually visit the nearest local government close to their school and give a brief report on their observations and present in the next class</li> </ul>	<ul style="list-style-type: none"> <li>•Communication and Collaboration</li> <li>•Leadership and personal development</li> <li>•Critical thinking and problem solving</li> <li>•Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>*Chart showing the tiers of governments</li> <li>*Picture chart showing local government buildings</li> </ul> <p><b>WEB RESOURCES:</b></p> <p><b>SITE LINK:</b>  <a href="https://classnotes.ng/lesson/relationship-between-federal-and-state-and-local-government-civic-education-jss2/">https://classnotes.ng/lesson/relationship-between-federal-and-state-and-local-government-civic-education-jss2/</a></p> <p><b>VIDEO LINK:</b>  <a href="https://www.youtube.com/watch?v=Wtf9BVvN4lc">https://www.youtube.com/watch?v=Wtf9BVvN4lc</a></p>
9	<p><b>Arms of government</b></p> <p>Legislative: types &amp; functions                      Judiciary: types &amp; functions                      Executive: types &amp; functions</p>	<p><b>By the end of the lesson the Students should be able to:</b></p> <ul style="list-style-type: none"> <li>•Explain in details the operational mode of the government</li> <li>•Highlight the arms of government</li> <li>•Discuss each of the arms of government and its functions</li> </ul>	<ul style="list-style-type: none"> <li>•Students in small groups debate on the operational mode of the government in the class</li> <li>•Students as a class brainstorm on the arms of government and its functions</li> </ul> <p>For further studies students are asked to visit the under listed site  <b>SITE LINK:</b>  <a href="https://www.legit.ng/1148362-the-arms-government-nigeria-functions.html">https://www.legit.ng/1148362-the-arms-government-nigeria-functions.html</a></p>	<ul style="list-style-type: none"> <li>•Leadership and Personal Development</li> <li>•Communication and Collaboration</li> <li>•Critical thinking and problem solving</li> <li>•Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>•Chart showing the arms of government</li> </ul> <p><b>WEB RESOURCES:</b></p> <p><b>SITE LINK</b>  <a href="https://www.legit.ng/1148362-the-arms-government-nigeria-functions.html">https://www.legit.ng/1148362-the-arms-government-nigeria-functions.html</a></p> <p><b>VIDEO LINK</b>                      ideo clip showing the arms of government  <a href="https://www.youtube.com/watch?v=RGEZnSX0cX">https://www.youtube.com/watch?v=RGEZnSX0cX</a></p>
10	<p><b>Other strong institutions e.g. armed forces, trade unions, civic societies, EFCC, SSS, NIS &amp; NPF</b></p> <ul style="list-style-type: none"> <li>•Their roles in democratic process</li> <li>•The roles of police in a democratic system</li> </ul>	<p><b>By the end of the lesson the Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ discuss the history of these institutions.</li> <li>▪ explain the functions &amp; their roles in the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are guided to give various roles each institution plays in democratic process.</li> <li>▪ Students in groups discuss on each of the institutions and share their opinions with the class</li> </ul> <p>•For further studies students are asked to visit the under listed  <b>SITE LINK:</b>  <a href="http://mafng.org/symposium1/role-law-enforcement-agencies.pdf">http://mafng.org/symposium1/role-law-enforcement-agencies.pdf</a></p>	<ul style="list-style-type: none"> <li>•Leadership and Personal development</li> <li>•Communication and Collaboration</li> <li>•Critical thinking and problem solving</li> <li>•Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>•Picture chart of EFCC officials arresting criminals</li> <li>•hart showing the roles of security Agencies in Democratic process in Nigeria</li> </ul> <p><b>WEB RESOURCES:</b></p> <p><b>SITE LINK</b>  <a href="http://mafng.org/symposium1/role-law-enforcement-agencies.pdf">http://mafng.org/symposium1/role-law-enforcement-agencies.pdf</a></p> <p><b>VIDEO LINK</b>  <a href="https://www.youtube.com/watch?v=8-K7xHUXMVo">https://www.youtube.com/watch?v=8-K7xHUXMVo</a></p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
11	<b>Definition of citizen &amp; alien</b> •Differences between citizen & alien •Functions & responsibilities of a citizen in fostering democracy	<b>By the end of the lesson the Students should be able to:</b> * distinguish between an alien & a citizen by defining & explaining in details * explain the functions & responsibilities of a citizen towards the achievement of democracy in a state	*Students as a class distinguish between a citizen and an alien *Students in small groups discuss the responsibilities of a citizen towards the achievement of democracy in a state	*Communication and Collaboration *Leadership and Personal development Citizenship	<b>AUDIO VISUAL RESOURCES:</b> *A sample of national ID card *A picture chart showing the difference between an alien and a citizen <b>WEB RESOURCES:</b> SITE LINK <a href="https://www.politicalsciencenotes.com/essay/citizenship-meaning-definition-and-other-details/270">https://www.politicalsciencenotes.com/essay/citizenship-meaning-definition-and-other-details/270</a> VIDEO LINK <a href="https://www.youtube.com/watch?v=czxHo-21JLM">https://www.youtube.com/watch?v=czxHo-21JLM</a>
12	Revision				
13 & 14	Examination				



**LAGOS STATE GOVERNMENT  
MINISTRY OF EDUCATION**

**UNIFIED SCHEMES OF WORK  
SENIOR SECONDARY SCHOOLS**

**CIVIC EDUCATION**

**SS I THIRD TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>Test/revision/political parties</b> <ul style="list-style-type: none"> <li>▪ Definition &amp; types of political parties</li> <li>▪ Functions of political parties</li> </ul>	By the end of the lesson the Students should be able to: <ul style="list-style-type: none"> <li>• Define political parties</li> <li>• Mention some of the political parties we have &amp; their symbols</li> <li>• explain the functions of political parties</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students as class brainstorm on the meaning of political party</li> <li>▪ Students as a class are divided into small groups to represent a political party with their logo and symbols and share with the class some of the political functions.</li> </ul>	Leadership and personal development <ul style="list-style-type: none"> <li>-Communication and Collaboration</li> <li>Critical thinking and problem solving</li> <li>- Creativity and Imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>▪ a chart showing some political parties, their logos &amp; motto</li> <li>▪ picture chart of various political leaders in Nigeria</li> </ul> <b>WEB RESOURCES</b> <b>SITE LINK:</b> <a href="https://study.com/academy/lesson/political-party-definition-function-organization-mobilization.html">https://study.com/academy/lesson/political-party-definition-function-organization-mobilization.html</a>  <b>•VIDEO LINK:</b> <a href="https://youtube/n-pm5lfbx9s">https://youtube/n-pm5lfbx9s</a>
2	The press: the activities of the press in ensuring democracy <ul style="list-style-type: none"> <li>▪ Freedom of press-seasons for &amp; how to ensure the freedom of the press</li> <li>▪ importance of freedom of press</li> </ul>	By the end of the lesson the students should be able to: <ul style="list-style-type: none"> <li>▪ Explain the meaning of freedom of the press</li> <li>▪ Describe ways by which the freedom of the press can be ensured</li> </ul>	<ul style="list-style-type: none"> <li>▪ students as a class are divided into 3 groups as follows:               <ul style="list-style-type: none"> <li>▪ The news crew give a mock news presentation, while the press crew and the newspaper crew conduct mock interviews in the class press crew</li> <li>▪ Newspaper crew</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership and Personal development</li> <li>▪ Communication and collaboration skills, creativity and Imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>▪ a picture chart showing various press crew on duty</li> <li>▪ photograph of newsrooms and their activities</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://legal-dictionary.thefreedictionary.com/Freedom+of+the+Press">https://legal-dictionary.thefreedictionary.com/Freedom+of+the+Press</a>  <b>VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=nz0yeFsv1c">https://www.youtube.com/watch?v=nz0yeFsv1c</a> <a href="https://www.youtube.com/watch?v=0BhfanlwcaE">https://www.youtube.com/watch?v=0BhfanlwcaE</a>
3	Human rights UDHR (universal declaration of human rights) <ul style="list-style-type: none"> <li>▪ The definition of UDHR</li> <li>▪ Historical background of UDHR</li> <li>▪ The importance of UDHR</li> </ul>	By the end of the lesson the students should be able to: <ul style="list-style-type: none"> <li>▪ explain the meaning of UDHR</li> <li>▪ discuss the importance of UDHR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students as a class discussion on the meaning of UDHR</li> <li>▪ Students in small groups represent a type of human right, discuss and give short reports on the importance of the right they represent</li> <li>▪ Students in pairs highlight the importance of UDHR</li> <li>▪ For further studies students should visit the under listed</li> </ul> <b>SITE LINK:</b> <a href="https://www.un.org/en/universal-declaration-human-rights/index.html">https://www.un.org/en/universal-declaration-human-rights/index.html</a>	<ul style="list-style-type: none"> <li>▪ Communication and Collaboration</li> <li>▪ Creativity and imagination</li> <li>▪ Leadership and Personal development</li> <li>Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>▪ a chart showing examples of Human Rights</li> <li>▪ a copy of the Nigerian constitution</li> <li>▪ a picture chart showing slavery in the olden days</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://www.un.org/en/universal-declaration-human-rights/index.html">https://www.un.org/en/universal-declaration-human-rights/index.html</a>  <b>VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=plZB191YOX0">https://www.youtube.com/watch?v=plZB191YOX0</a>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	<b>HUMAN RIGHT UDHR</b> (Universal declaration of human rights)  • Learning of the seven core freedom of UDHR	By the end of the lesson the students should be able to:  * explain the meaning of the seven core freedom of UDHR * analyze the factors that brought about the formation of the seven core freedom of UDHR * highlight the importance of fundamental human right.	• Students as a class are guided to analyze the seven core freedom of UDHR  Students in small groups represents a core right, discuss and give a short report on their rights / ways their rights can be protected for presentation in the class  Students in pairs highlight the importance of fundamental human right.	• Creativity and imagination • Critical thinking and problem solving and communication and collaboration Leadership and Personal development	<b>AUDIO VISUAL RESOURCES:</b> • a copy of the UDHR • a picture chart showing example of human rights • Video clip on UDHR  <b>WEB RESOURCES:</b> <b>SITELINK</b> <a href="https://passnownow.com/ss1-civic-education-third-term-meaning-seven-core-freedom-udhr/">https://passnownow.com/ss1-civic-education-third-term-meaning-seven-core-freedom-udhr/</a>  <b>VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=5RR4VXNX3jA">https://www.youtube.com/watch?v=5RR4VXNX3jA</a>
5	<b>Responsibility of individual, groups and government in UDHR</b> (Universal declaration of human right)  • The roles of group in UDHR • The roles of government in protecting UDHR e.g. to enact law establishment of agencies e.g. NAPITIP, legal aids council	By the end of the lesson students should be able to:  • explain the roles of individuals in protecting UDHR • highlight the roles of voluntary & involuntary organizations in protecting UDHR • analyze the roles of government in protecting UDHR	• Students as a class brainstorm on the roles of individuals in protecting UDHR • Students in pairs highlight the roles of voluntary and involuntary organizations in protecting UDHR • Students in small groups debate on the roles of government in protecting UDHR.	• Critical thinking and problem solving • Communication and Collaboration • Leadership and Personal development Citizenship	<b>AUDIO VISUAL RESOURCES:</b> • A copy the UDHR • A copy of Nigeria constitution • A picture chart showing various roles of the government in protecting UDHR • A picture chart showing various roles individuals in protecting UDHR • Video clips on UDHR  <b>WEB RESOURCES:</b> <b>SITE LINK:</b> <a href="https://passnownow.com/civic-education-responsibilities-individuals-groups-government-udhr/">https://passnownow.com/civic-education-responsibilities-individuals-groups-government-udhr/</a>  <b>VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=5RR4VXNX3jA">https://www.youtube.com/watch?v=5RR4VXNX3jA</a>
6	<b>Agencies responsible for protection of human rights:</b>  The establishment and formation of the agencies  The roles of agencies for protection of human rights	By the end of the lesson students should be able to: • mention some of the agencies responsible for UDHR (Universal declaration of human right)  • describe their roles and explain how these agencies protect human rights	• Students as a class are guided to mention some of the agencies responsible for UDHR. • Students in small groups discuss the roles of agencies responsible for UDHR, and ways they protect human rights • For further studies students are asked to visit the under listed  <b>SITE LINK:</b> <a href="https://passnownow.com/ss1-civic-education-third-term-agencies-responsible-for-protection-of-human-rights/">https://passnownow.com/ss1-civic-education-third-term-agencies-responsible-for-protection-of-human-rights/</a>	• Communication and Collaboration • leadership and Personal development • Creativity and Imagination Digital literacy	<b>AUDIO VISUAL RESOURCES:</b> • A copy of Nigeria constitution • A copy of the child right law • Picture chart showing agencies responsible for UDHR  <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://passnownow.com/ss1-civic-education-third-term-agencies-responsible-for-protection-of-human-rights/">https://passnownow.com/ss1-civic-education-third-term-agencies-responsible-for-protection-of-human-rights/</a>  <b>VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=krOEZD396Qo">https://www.youtube.com/watch?v=krOEZD396Qo</a>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
7	MID TERM TEST	BREAK & OPEN DAY			
6	<b>Project work</b> <ul style="list-style-type: none"> <li>Locating &amp; visiting government agencies concerned with UDHR</li> <li>Browsing through the internet to locate world agencies for the protection of human rights &amp; child rights</li> </ul>	<b>By the end of the lesson students should be able to:</b> <ul style="list-style-type: none"> <li>Locate agencies within the school environment</li> <li>Research using the internet to locate world agencies for the protection of human rights and child rights.</li> </ul>	<ul style="list-style-type: none"> <li>Students in pairs locate human rights agencies close to their school environment to visit and take note of their observations</li> <li>Students in small groups research on World agencies and their roles in the protection of human rights and child rights, and presents in the next class.</li> <li>For further studies students are to visit the under listed <b>SITE LINK</b> <a href="https://passnownow.com/ss1-civic-education-third-term-agencies-responsible-for-protection-of-human-rights/">https://passnownow.com/ss1-civic-education-third-term-agencies-responsible-for-protection-of-human-rights/</a></li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Critical thinking</li> <li>Student Leadership and Personal development</li> <li>Digital literacy,</li> </ul>	<b>AUDIO VISUAL RESOURCE:</b> <ul style="list-style-type: none"> <li>A copy of Nigeria constitution</li> <li>Picture chart showing different government agencies</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://passnownow.com/ss1-civic-education-third-term-agencies-responsible-for-protection-of-human-rights">https://passnownow.com/ss1-civic-education-third-term-agencies-responsible-for-protection-of-human-rights</a>  <b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=45HfjhFME">https://www.youtube.com/watch?v=45HfjhFME</a>
9	<b>Cultism</b> <ul style="list-style-type: none"> <li>Definition of cultism, different cult groups and their symbols e.g. black axe, Aye etc.</li> <li>Origin of cultism</li> <li>Reasons for establishing &amp; joining cults</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>analyze the meaning of cultism and give examples with their symbols</li> <li>discuss the history of cultism in Nigeria</li> <li>mention and discuss the reason for establishing the first cult society in Nigeria</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss the meaning / history of cultism and give examples with their symbols</li> <li>Students in pairs mention various reasons for the establishment of the first cult society in Nigeria.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Citizenship</li> <li>Critical thinking and problem solving</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Charts showing different cults symbols</li> <li>Picture chart showing various dangers of cultism</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://passnownow.com/civic-education-cultism/">https://passnownow.com/civic-education-cultism/</a>  <b>VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=ij6pM2OLQIM">https://www.youtube.com/watch?v=ij6pM2OLQIM</a>
10	<b>cultism (cont.)</b> <ul style="list-style-type: none"> <li>Consequences of cultism e.g. expulsion, violence etc.</li> <li>Preventive measures against cultism</li> <li>Government' efforts in preventing cultism</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>explain the dangers in being a cultist</li> <li>discuss the ways to avoid being lured into cultism</li> <li>highlight the methods used by the government to stop the establishment of cultism.</li> </ul>	<ul style="list-style-type: none"> <li>Students in small groups discuss on the dangers associated with being a cultists and ways to avoid being lured into cultism and present to the lass</li> <li>Students in pairs highlight methods used by the government in preventing Cultism.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Leadership and Personal development</li> <li>Critical thinking and problem solving</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>A charts showing different cults symbols</li> <li>A charts showing different measures against cultism</li> <li>Picture chart showing dangers of cultism</li> </ul> <b>WEB RESOURCES:</b> <b>-SITE LINK</b> <a href="https://passnownow.com/civic-education-cultism/">https://passnownow.com/civic-education-cultism/</a>  <b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=ij6pM2OLQIM">https://www.youtube.com/watch?v=ij6pM2OLQIM</a>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
11	<b>Law &amp; order, respect for constituted authorities</b> <ul style="list-style-type: none"> <li>▪ Leaning of authorities &amp; types</li> <li>▪ Leaning /Types of constituted authority</li> <li>▪ Difference between authority &amp; constituted authority Importance of constituted authority to the public</li> </ul>	By the end of the lesson the students should be able to: <ul style="list-style-type: none"> <li>▪ explain the term authority /types of authority</li> <li>▪ differentiate between authority &amp; constituted authority</li> <li>* justify the importance of constituted authority to the public</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students as a class are guided using the class representatives as an example to stand in front of the class to illustrate constituted authority</li> <li>▪ Students in pairs highlight the difference between authority and constituted authority</li> <li>▪ Students in small groups discuss and give reasons to justify the importance of constituted authority to the public</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership and personal development</li> <li>▪ Communication and collaboration</li> <li>▪ Critical thinking and problem solving</li> <li>▪ Creativity and Imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>▪ Chart showing organizational hierarchy in the school</li> <li>▪ Picture chart showing both authority and constituted authority.</li> </ul> <b>WEB RESOURCES:</b> SITE LINK <a href="https://passnownow.com/ss1-civic-education-third-term-law-order-respect-constituted-authority/">https://passnownow.com/ss1-civic-education-third-term-law-order-respect-constituted-authority/</a>  -VIDEO LINK <a href="https://www.youtube.com/watch?v=OCB9RCfyY7s">https://www.youtube.com/watch?v=OCB9RCfyY7s</a>
12	<b>Revision</b>				
13-14	<b>Examination</b>				

#### ACHIEVEMENT STANDARDS FOR SS1

At the end of the ss1 the students are able to:

- \* understand the diverse meaning, objectives and importance of Civic education
- \* partake in a practical project in the community service and write comprehensive reports (essay) on the importance of community services
- \* define HIV/AIDS and explain the differences, signs, symptoms, effects and preventive measures of HIV /AIDS
- \* explain the term youth empowerment, the importance and identify agencies that guides students in acquiring a special skill
- \* interpret citizenship and identify various laws and rights of individuals in the society
- \* differentiate between a citizen of a country and an alien
- \* illustrate the term Government system and explain the structures of government
- \* determine the term rule of law / it's principle and limitations of rule of law
- \* examine brief historical background of universal declaration of human rights (UDHR)
- \* define the term liberty and explain the types of liberty / factors that safeguard the liberty of citizens



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**CIVIC EDUCATION**

**SS 2 FIRST TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>Resumption test/citizenship education</b> <ul style="list-style-type: none"> <li>Leaning of citizenship education</li> <li>Importance of citizenship education</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>explain the meaning of citizenship education</li> <li>mention and demonstrate the duties and obligations of citizenship education to the communities.</li> <li>analyze the importance of citizenship education</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the meaning / duties and obligations of citizenship education</li> <li>Students in small groups discuss and write short notes about the importance of citizenship education and the ways it can make them become better citizens of the country and present to the class</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Creativity and imagination</li> <li>Critical thinking and problem solving</li> <li>* Leadership and personal development</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>A picture chart of people demonstrating the duties and obligations as a citizen</li> <li>Chart showing the importance of citizenship education</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>-SITE LINK <a href="https://passnownow.com/go/als-citizenship-education/">https://passnownow.com/go/als-citizenship-education/</a> <a href="https://www.youngcitizens.org/FAQs/7-the-importance-of-citizenship-education">https://www.youngcitizens.org/FAQs/7-the-importance-of-citizenship-education</a></li> <li>-VIDEO LINK <a href="https://www.youtube.com/watch?v=a2-QL59pVRo">https://www.youtube.com/watch?v=a2-QL59pVRo</a></li> </ul>
2	<b>Duties and obligation of citizens</b> <ul style="list-style-type: none"> <li>definitions of duties and obligations</li> <li>duties and obligations of citizens to their communities e.g. security, obedience to rules and regulations</li> </ul>	<b>By the end of the lesson students should be able to:</b> <ul style="list-style-type: none"> <li>mention the duties and obligation of a citizen</li> <li>* discuss their duties and obligations to their communities</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss on the duties and obligations of a citizens</li> <li>Students in groups, discuss the importance of their duties and obligations in the school environment</li> <li>Students as a class individually writes a project on ways to be responsible as a citizen, and present it in the next class.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Leadership and personal development</li> <li>Critical thinking and problem solving</li> <li>* Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Posters showing government projects and activities of citizens in the project e.g. road construction</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>-SITE LINK <a href="https://passnownow.com/classwork-series-exercises-social-studies-ss1-unsolicited-civic-responsibilities-obligations-citizen/">https://passnownow.com/classwork-series-exercises-social-studies-ss1-unsolicited-civic-responsibilities-obligations-citizen/</a></li> <li>-VIDEO LINK <a href="https://www.youtube.com/watch?v=gWf2Ne4v78">https://www.youtube.com/watch?v=gWf2Ne4v78</a></li> </ul>
3	<b>Skills necessary for preservation of our tradition, belief and custom in Nigeria.</b>	<b>By the end of the lesson students should be able to:</b> <ul style="list-style-type: none"> <li>Discuss the skills required for promotion of our tradition, customs, beliefs etc.</li> <li>* Demonstrate a play on preservation of tradition and custom</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss on the skills required for promotion of our tradition, customs, beliefs etc.</li> <li>Students in small groups present a play on their various cultures and beliefs and present to the class</li> <li>Students as a class individually research and write short note on various culture and beliefs.</li> <li>For further studies students are asked to visit the under listed</li> </ul> <b>SITE LINK:</b> <a href="https://www.nairaland.com/2231400/basic-ways-promote-preserve-nigerian">https://www.nairaland.com/2231400/basic-ways-promote-preserve-nigerian</a>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Creativity and imagination</li> <li>Leadership and personal development</li> <li>Citizenship</li> <li>Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Artifacts from ancient times e.g. picture of Oranmiyan staff, culptures</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li>SITE LINK <a href="https://www.nairaland.com/2231400/basic-ways-promote-preserve-nigerian">https://www.nairaland.com/2231400/basic-ways-promote-preserve-nigerian</a></li> <li>-VIDEO LINK: <a href="https://www.youtube.com/watch?v=V1-kWhGzD94">https://www.youtube.com/watch?v=V1-kWhGzD94</a></li> </ul>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	<b>National consciousness</b> <ul style="list-style-type: none"> <li>Meaning of national consciousness, national integrity, national unity</li> <li>How to promote national integrity and national consciousness</li> <li>Factors that prevents the promotion of national consciousness</li> </ul>	<p>By the end of the lesson students should be able to;</p> <ul style="list-style-type: none"> <li>Explain the concepts of national consciousness, national unity and national integrity</li> <li>mention ways to promote national consciousness, integrity and unity</li> <li>Justify the factors that prevents the promotion of national consciousness</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss on the concept of national consciousness, unity and integrity</li> <li>Students in pairs highlight ways to promote national consciousness, unity, and integrity</li> <li>Students in small groups discuss and justify factors that prevents the promotion of national consciousness</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Citizenship</li> </ul>	<p><b>AUDIO VISUAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>Pictures of NYSC members, super eagles serving their home land</li> </ul> <p><b>Web Resources</b>  <a href="http://passnownow/classwork-series-exercises-civic-education-Jss1-nationalconsciousness-identity/">http://passnownow/classwork-series-exercises-civic-education-Jss1-nationalconsciousness-identity/</a></p> <p><b>VIDEO LINK:-</b>  video clips of super eagles singing the national anthem  <a href="http://www.youtube.com/watch?v=lmhppipt-xo">http://www.youtube.com/watch?v=lmhppipt-xo</a></p>
5	<b>Capitalist democracy</b> <ul style="list-style-type: none"> <li>Definition of capitalist democracy</li> <li>Characteristics of capitalist democracy</li> <li>Political parties definition and characteristics</li> </ul>	<p>By the end of the lesson the students should be able to;</p> <ul style="list-style-type: none"> <li>Explain capitalist democracy and its characteristics</li> <li>Analyze political party and its characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the meaning and characteristics of capitalist democracy</li> <li>Students in small groups discuss and write a project on political party and the characteristics of political party</li> <li>For further studies students visit the under listed site</li> </ul> <p><b>SITE LINK:</b>  <a href="https://passnownow.com/capitalist-democracy">https://passnownow.com/capitalist-democracy</a></p>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Communication and Collaboration Student</li> <li>Leadership and personal development</li> <li>Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Chart showing the different types of democracy</li> </ul> <p><b>WEB RESOURCES:</b></p> <ul style="list-style-type: none"> <li><b>SITE LINK:</b>  <a href="https://passnownow.com/capitalist-democracy/">https://passnownow.com/capitalist-democracy/</a></li> <li><b>VIDEO LINK:</b>  <a href="https://www.youtube.com/watch?v=53vmQNVBm0w">https://www.youtube.com/watch?v=53vmQNVBm0w</a></li> <li>Video clip on political parties in Nigeria  <a href="https://www.youtube.com/watch?v=n_pm5LFBX9s">https://www.youtube.com/watch?v=n_pm5LFBX9s</a></li> </ul>
6	<p>How political parties compete for power through elections</p> <p>Functions of political parties</p>	<p>by the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> <li>describe how political parties compete for power through elections analyze the Functions of political parties</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class are guided to describe ways political parties compete for power through election</li> <li>Students in pairs highlight the functions of political parties</li> <li>Students in small groups organize a mock campaign rally in the class where the candidates present their manifestos</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Leadership and personal development</li> <li>Creativity and imagination</li> <li>Citizenship</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Chart showing logos of various political parties</li> <li>Picture chart showing an election process</li> </ul> <p><b>WEB RESOURCES:</b></p> <ul style="list-style-type: none"> <li><b>SITE LINK</b>  <a href="https://passnownow.com/classwork-exercise-and-series-civic-education-ss1-how-political-parties-compete-for-power-during-election/">https://passnownow.com/classwork-exercise-and-series-civic-education-ss1-how-political-parties-compete-for-power-during-election/</a></li> <li><b>VIDEO LINK:</b>  Video clips of party campaign during election period  <a href="https://www.youtube.com/watch?v=EN3JFJsuN2A">https://www.youtube.com/watch?v=EN3JFJsuN2A</a></li> </ul>
7	<b>MID TERM TEST, OPEN DAY AND MID-TERM BREAK</b>				

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
8	<b>Poverty and its effect</b> <ul style="list-style-type: none"> <li>Importance of employment in alleviating poverty</li> <li>programmes of poverty alleviation e.g. NAPEPS, NEEDS</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>explain how employment can alleviate poverty</li> <li>describe what promotes, guarantee employment e.g. free education, medical care</li> <li>analyze activities of poverty alleviation programmes</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on ways employment can alleviate poverty</li> <li>Students in pairs describe what promotes employments</li> <li>Students in small groups discuss on various activities of poverty alleviation programmes</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Creativity and Imagination</li> <li>Critical thinking and problem solving</li> <li>Leadership and Personal development</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Picture chart showing of different work presentation by citizens that have been trained in skill acquisition programmes</li> <li>Chart showing different skills acquisition</li> </ul> <b>WEB RESOURCE:</b> <ul style="list-style-type: none"> <li><b>-SITE LINK</b> <a href="https://naijaquest.com/pov-erty-in-nigeria/">tps://naijaquest.com/pov-erty-in-nigeria/</a></li> <li><b>-VIDEO LINK</b> ideo clips on poverty alleviation programmes <a href="https://www.youtube.com/watch?v=JMVajuyi1AM">tps://www.youtube.com/watch?v=JMVajuyi1AM</a></li> </ul>
9	<b>Political apathy</b> <ul style="list-style-type: none"> <li>Leaning of political apathy</li> <li>The various forms of political apathy e.g. refusal to register for voting, refusal to vote or protest against rigging of election</li> <li>How to stop political apathy meaning of recalls</li> </ul>	<b>By the end of the lesson the Student should be able to:</b> <ul style="list-style-type: none"> <li>explain political apathy</li> <li>analyze its various form</li> <li>Identify reasons for political apathy</li> <li>* describe re-calls and give recent example</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the concept of political apathy</li> <li>Students as a class presents a role play on various forms of political apathy we have e.g refusal to register for voting, refusal to vote or protest.</li> <li>* Students in small groups discuss and research on recalls with examples and present to the class</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Critical thinking and problem solving</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Picture chart showing people voting during elections</li> <li>Chart showing reasons for political apathy</li> </ul> <b>WEB RESOURCES</b> <ul style="list-style-type: none"> <li><b>-SITE LINK</b> <a href="https://passnownow.com/civic-education-reasons-political-apathy/">tps://passnownow.com/civic-education-reasons-political-apathy/</a></li> <li><b>-VIDEO LINK</b> ideo clips of voters during elections <a href="https://www.youtube.com/watch?v=UXiclbMcCio">tps://www.youtube.com/watch?v=UXiclbMcCio</a></li> </ul>
10	Reasons why leaders fail to protect the interest of their followers  Ways to control leaders that fail to protect followers in their communities	<b>By the end of the lesson the students should be able to;</b> <ul style="list-style-type: none"> <li>explain why leaders fail to protect the interest of their followers</li> <li>discuss how to control leaders that fail to protect followers in their communities.</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss on the reasons for the failure of leaders to protect the interest of their followers</li> <li>Students in small groups discuss ways to control leaders that fail to protect the interest of their followers in their community.</li> <li>For further studies students should visit the under listed</li> </ul> <b>SITE LINK:</b> <a href="https://www.nairaland.com/2340438/why-political-leaders-fail-protect">tps://www.nairaland.com/2340438/why-political-leaders-fail-protect</a>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>* Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Pictures of political leaders at political rallies</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li><b>-SITE LINK</b> <a href="https://www.nairaland.com/2340438/why-political-leaders-fail-protect">tps://www.nairaland.com/2340438/why-political-leaders-fail-protect</a></li> <li><b>-VDEOLINK</b> ideo clip of electoral candidate/political parties giving their manifestos <a href="https://www.youtube.com/watch?v=751LQz2QInQ">tps://www.youtube.com/watch?v=751LQz2QInQ</a></li> </ul>
11	Revision				
12-13	Examination				



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**SS 2 SECOND TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<ul style="list-style-type: none"> <li>* Resumption Test/popular participation</li> <li>* Definition of popular participation</li> <li>* Factors that promote popular participation</li> <li>* Reasons why people do not participate in politics e.g. ignorance, economics, discriminations</li> </ul>	<p><b>By the end of the lesson the students should be able to;</b></p> <ul style="list-style-type: none"> <li>* explain popular participation</li> <li>* outline the factors that promotes popular participation</li> <li>* identify reasons why people do not participate in politics</li> </ul>	<ul style="list-style-type: none"> <li>* Students as a class brainstorm on the meaning of popular participation</li> <li>* Students in pairs highlight factors that promote popular participation</li> <li>* Students in small groups debate on reason why people do not participate in politics.</li> </ul>	<ul style="list-style-type: none"> <li>* Critical thinking and problem solving</li> <li>* Communication and Collaboration</li> <li>* Citizenship</li> <li>* Leadership and personal development</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>* Flyers of different political Parties.</li> <li>* Charts showing various factors that promotes</li> </ul>
2	<p>How popular organizations are formed</p> <p>Roles of popular organizations in development</p>	<p><b>By the end of the lesson the students should be able to;</b></p> <ul style="list-style-type: none"> <li>▪ describe how popular organizations are formed</li> <li>* highlight activities of some popular organizations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students as a class are guided to mention some voluntary organizations that contributed to their school development</li> <li>* Students in small groups discuss on the activities of some popular organizations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication and collaboration</li> <li>▪ Leadership and personal development</li> <li>* Citizenship</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>* Posters of voluntary organizations</li> <li>* Picture chart showing activities of some popular organizations.</li> </ul> <p><b>WEB RESOURCES:</b></p> <p><b>-SITE LINK</b> <a href="https://sobanjointernational.com/manpower-development-in-nigeria/">https://sobanjointernational.com/manpower-development-in-nigeria/</a></p> <p><b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=WcR-V3vdhG8">https://www.youtube.com/watch?v=WcR-V3vdhG8</a></p>
3	<p><b>Human rights</b></p> <ul style="list-style-type: none"> <li>▪ Meaning of human rights</li> <li>▪ History of human rights and 1948 declaration of human rights</li> <li>* Limitations of human rights e.g. war, emergency, politics etc.</li> </ul>	<p><b>By the end of the lesson the students should be able to;</b></p> <ul style="list-style-type: none"> <li>▪ explain human rights</li> <li>▪ discuss human right declaration of 1948</li> <li>* identify what may limit human rights</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students as a class are guided to write down some of their rights on a cardboard and display it in the classroom</li> <li>▪ Students as a class take a gallery walk to view what other students have written down</li> <li>▪ For further studies students should visit the under listed site link <a href="https://passnownow.com/classwork-series-exercises-civic-education-ss1-fundamental-human-rights">https://passnownow.com/classwork-series-exercises-civic-education-ss1-fundamental-human-rights</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication and collaboration</li> <li>▪ Citizenship</li> <li>▪ Critical thinking and problem solving</li> <li>▪ Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCE:</b></p> <ul style="list-style-type: none"> <li>▪ Posters showing human rights activities during a rally</li> <li>▪ A copy of the constitution of Nigeria</li> </ul> <p><b>WEB RESOURCES:</b></p> <p><b>-SITE LINK</b> <a href="https://passnownow.com/classwork-series-exercises-civic-education-ss1-fundamental-human-rights/">https://passnownow.com/classwork-series-exercises-civic-education-ss1-fundamental-human-rights/</a></p> <p><b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=ew993Wdc0zo">https://www.youtube.com/watch?v=ew993Wdc0zo</a></p>
4	<p><b>Emergency</b></p> <ul style="list-style-type: none"> <li>▪ Meaning</li> <li>▪ What happens during emergency</li> <li>▪ Ways of reducing emergency</li> </ul>	<p><b>By the end of the lesson the students should be able to</b></p> <ul style="list-style-type: none"> <li>▪ Discuss state of emergency</li> <li>▪ Explain what happens before state of emergency can be declared and how the process is carried out</li> <li>▪ Highlight the ways by which state of emergency can be reduced</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students as a class brainstorm on the meaning of state of emergency</li> <li>▪ Students in small groups present a role play state of emergency</li> <li>▪ Students in pairs highlight the ways by which state of emergency can be reduced</li> </ul>	<ul style="list-style-type: none"> <li>▪ Critical thinking and problem solving</li> <li>▪ Communication and collaboration</li> <li>▪ Leadership and personal development</li> <li>▪ Citizenship</li> <li>* Creativity and imagination</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>▪ Chart showing the process of state of emergency</li> </ul> <p><b>WEB RESOURCES</b></p> <p><b>-SITE LINK:</b> <a href="https://www.survivalsullivan.com/state-of-emergency/">https://www.survivalsullivan.com/state-of-emergency/</a></p> <p><b>-VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=MNVGqxAIGFo">https://www.youtube.com/watch?v=MNVGqxAIGFo</a></p>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
5	<b>Drug use and drug abuse</b> <ul style="list-style-type: none"> <li>Meaning of drug abuse</li> <li>Types of drug and how they can be abused</li> <li>Causes of drug abuse</li> </ul>	<b>By the end of the lesson students should be able to</b> <ul style="list-style-type: none"> <li>Explain the meaning of drug abuse</li> <li>Identify the use and how it can become drug abuse</li> <li>Describe the causes of drug abuse</li> </ul>	<ul style="list-style-type: none"> <li>students as a class brainstorm on the meaning of drug abuse</li> <li>students in pairs is given different types of drugs (e.g. paracetamol, blood, tonic) to discuss and analyze ways such drug can be abused</li> <li>Students in small group debate on the causes of drug abuse</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Communication and collaboration</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Chart showing various causes of drug abuse</li> <li>Samples of common drugs that can be abused e.g. paracetamol, Tramadol</li> </ul> <b>WEB RESOURCES</b> <b>-SITE LINK</b> <a href="https://passnownow.com/basic-science-drug-abuse-effects/">https://passnownow.com/basic-science-drug-abuse-effects/</a>  <b>-VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=b6Dte96WdqM">https://www.youtube.com/watch?v=b6Dte96WdqM</a>  <a href="https://www.youtube.com/watch?v=sbQFNe3pkss">https://www.youtube.com/watch?v=sbQFNe3pkss</a>
6	<b>How drug abuse develops</b> <ul style="list-style-type: none"> <li>Signs and symptoms of drug abuse e.g. depression, violence</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>identify ways drug abuse habit can be developed</li> <li>highlight and discuss the signs and symptoms associated with drug abuse</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class demonstrate a play role on ways drug abuse habit can be developed, the signs and symptoms of drug abuse victim e.g. Depression, Hallucination by Learners.</li> <li>Students in pairs highlight and discuss the signs and symptoms associated with drug abuse</li> <li>For further studies students should visit the under listed site link   <a href="https://drugabuse.com/symptoms-signs-drug-abuse-effects/">https://drugabuse.com/symptoms-signs-drug-abuse-effects/</a> </li> </ul>	<ul style="list-style-type: none"> <li>Creativity and imagination</li> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Citizenship</li> <li>Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCE:</b> <ul style="list-style-type: none"> <li>* Picture chart showing samples of drugs</li> <li>* Picture chart of drug addicts</li> <li>* Chart showing ways drug abuse habits can be developed</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK:</b> <a href="https://www.webmd.com/mental-health/addiction/drug-abuse-addiction#1">https://www.webmd.com/mental-health/addiction/drug-abuse-addiction#1</a>  <b>VIDEO LINKS</b> <a href="https://www.youtube.com/watch?v=R23KUZvjg4A">https://www.youtube.com/watch?v=R23KUZvjg4A</a>
7	<b>MID TERM TEST, OPEN DAY AND MID TERM BREAK</b>				
8	<b>Effects of drug abuse</b> <ul style="list-style-type: none"> <li>Behaviors of drug addicts</li> <li>Agencies against drug abuse e.g. NDLEA, NAFDAC</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>discuss some of the behaviors that are peculiar to drug addicts and how to recognize them</li> <li>highlight some of the agencies that fight drug abuse and how they carry out their duties</li> </ul>	<ul style="list-style-type: none"> <li>Students in small groups debate on dangers drug addicts pose to the society</li> <li>Students as a class discuss some bad behavior drug addicts pose and ways to recognize them</li> <li>Students in pairs highlight some of the agencies that fight drug abuse and ways they carry out their duties</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Creativity and imagination</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Picture chart showing drug addicts</li> <li>Chart showing agencies that fight against drug abuse</li> <li>Picture chart showing behaviors drug addicts poses to the society</li> </ul> <b>WEB RESOURCES:</b> <b>-SITE LINK:</b> <a href="https://www.gatewayfoundation.org/faqs/effects-of-drug-abuse/">https://www.gatewayfoundation.org/faqs/effects-of-drug-abuse/</a>  <b>-VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=R23KUZvjg4A">https://www.youtube.com/watch?v=R23KUZvjg4A</a>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
9	<p><b>Ways of preventing drug abuse</b></p> <ul style="list-style-type: none"> <li>Different types of drugs</li> <li>Drug law: laws promulgated against drug abuse</li> </ul>	<p>By the end of the lesson the students should be able to</p> <ul style="list-style-type: none"> <li>identify and categorize the types of drugs we have</li> <li>discuss the various laws or edicts against drug abuse</li> <li>justify the reasons behind each of the laws against drug abuse</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class are guided to display the classes of drugs we have on cardboard</li> <li>Students in small groups debate on the need for drug laws in our society</li> <li>Students in pairs highlight the various laws against drug abuse</li> </ul>	<ul style="list-style-type: none"> <li>Student leadership and personal development</li> <li>Communication and collaboration</li> <li>Critical thinking and problem solving.</li> <li>Citizenship</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Cardboard showing some of the drug laws</li> <li>Picture chart showing various classes of rugs</li> </ul> <p><b>WEB RESOURCES:</b></p> <p><b>SITE LINK:</b>  <a href="https://www.treatmentsolutions.com/blog/top-5-ways-to-prevent-substance-abuse/">https://www.treatmentsolutions.com/blog/top-5-ways-to-prevent-substance-abuse/</a></p> <p><b>VIDEO LINK:</b>  <a href="https://www.youtube.com/watch?v=9hRBtKcYC1w">https://www.youtube.com/watch?v=9hRBtKcYC1w</a></p>
10	<p><b>Activities of drug enforcement agencies</b></p> <ul style="list-style-type: none"> <li>Activities of NAFDAC</li> </ul>	<p>By the end of the lesson the students should be able to</p> <ul style="list-style-type: none"> <li>Explain the activities of agencies against drug abuse e.g. NDLEA, NAFDAC.</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss the activities of agencies against drug abuse e.g. NDLEA, NAFDAC</li> <li>Students in small groups debate on some of the achievements of NAFDAC</li> <li>Students as a individually research and write short project on activities of NDLEA and NAFDAC , and present in the next class</li> </ul> <p>* For further studies students should visit the under listed site link.  <a href="https://www.pharmapproach.com/nafdac-activities-and-interventions-control-fake-drugs/">https://www.pharmapproach.com/nafdac-activities-and-interventions-control-fake-drugs/</a></p>	<ul style="list-style-type: none"> <li>Student leadership and personal development</li> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Citizenship</li> <li>Digital Literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Picture chart of NAFDAC burning seized drugs</li> </ul> <p><b>WEB RESOURCES</b></p> <p><b>SITE LINK</b>  <a href="https://www.pharmapproach.com/nafdac-activities-and-interventions-control-fake-drugs/">https://www.pharmapproach.com/nafdac-activities-and-interventions-control-fake-drugs/</a></p> <p><b>VIDEO LINK</b>  <a href="https://www.youtube.com/watch?v=9hRBtKcYC1w">https://www.youtube.com/watch?v=9hRBtKcYC1w</a></p>
11-12	Revision				
13-14	Examination				



**LAGOS STATE GOVERNMENT  
MINISTRY OF EDUCATION**

**UNIFIED SCHEMES OF WORK  
SENIOR SECONDARY SCHOOLS**

**CIVIC EDUCATION**

**SS 2 THIRD TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>Resumption/test Responsible parenthood</b> <ul style="list-style-type: none"> <li>Meaning of responsible parenthood and types</li> <li>Patterns of responsible parenthood</li> <li>Roles of responsible parents e.g. security, education</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>explain the meaning of responsible parenthood</li> <li>demonstrate in groups the patterns of responsible parenthood</li> <li>identify and discuss the roles of responsible parenthood.</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the meaning of responsible parenthood</li> <li>Students in small groups present a role play on the patterns of responsible parenthood</li> <li>Students in pairs identify the roles of responsible parenthood.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Critical and problem solving</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Flex showing the family tree</li> <li>Picture chart showing roles of parent hood</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li><b>-SITE LINK</b> <a href="https://passnownow.com/civiceducation-responsible-parenthood/">https://passnownow.com/civiceducation-responsible-parenthood/</a></li> <li><b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=4doDDdprp48">https://www.youtube.com/watch?v=4doDDdprp48</a></li> </ul>
2	<b>Factors that leads to the success of responsible parenthood</b> <ul style="list-style-type: none"> <li>Importance of responsible parents to the society</li> <li>Constraints of good parenthood</li> <li>Effects of parents lacking in their responsibility</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>analyze the importance of responsible parenthood in the national development</li> <li>discuss the constraint of good parenthood in modern society</li> <li>examine the effects of parents lacking in their responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss the importance of responsible parenthood in the national development</li> <li>Students in pairs highlight the effects of non-responsible parents in the society.</li> <li>Students in small groups research on the constraint of good parenthood and give report to the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Communication and Collaboration</li> <li>Leadership and personal development</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Flex showing the family tree</li> <li>Picture chart showing effects of non-responsible parents in the society</li> </ul> <b>WEB RESOURCES</b> <ul style="list-style-type: none"> <li><b>SITE LINK</b> <a href="https://www.publichealthnotes.com/responsible-parenthood-and-10-principles-of-responsible-parenting/">https://www.publichealthnotes.com/responsible-parenthood-and-10-principles-of-responsible-parenting/</a></li> <li><b>-VIDEO LINK</b> Video documentary on the family <a href="https://www.youtube.com/watch?v=MaJ-KOHE86A&amp;pbjreload=101">https://www.youtube.com/watch?v=MaJ-KOHE86A&amp;pbjreload=101</a></li> </ul>
3	<b>Traffic regulations</b> <ul style="list-style-type: none"> <li>Definition of concepts and traffics signs</li> <li>Traffic regulations e.g. obeying traffic officials and signs</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>define and explain the meaning of traffic regulations</li> <li>identify some traffic regulations and signs</li> <li>analyze the roles of individuals and government in maintaining traffic regulations</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the meaning of traffic regulations</li> <li>Students as a class are guided to recite some traffic signs rhymes they know</li> <li>Students in small groups make drawings on traffic signs and present to the class.</li> <li>Students as a class take a gallery walk to view other groups activities</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Creativity and imagination</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Flex showing some traffic signs</li> <li>Picture chart of people obeying traffic signs</li> </ul> <b>WEB RESOURCES:</b> <ul style="list-style-type: none"> <li><b>SITE LINK</b> <a href="https://passnownow.com/classwork-series-exercises-civic-education-ss1-traffic-regulation/">https://passnownow.com/classwork-series-exercises-civic-education-ss1-traffic-regulation/</a></li> <li><b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=xjwY1cbu0k">https://www.youtube.com/watch?v=xjwY1cbu0k</a></li> </ul>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	<b>Duties of pedestrians</b> <ul style="list-style-type: none"> <li>Causes of road accidents</li> <li>The roles of drivers in reducing road accidents</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>Analyze the roles of individuals in maintaining traffic regulations</li> <li>Discuss in groups the roles of drivers in reducing accidents</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss the roles of individuals in maintaining traffic regulations</li> <li>Students in small group' role play the duties of drivers i maintaining traffic regulation and reducing accidents.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Charts showing road signs</li> <li>Picture chart of showing roles of individuals maintaining traffic rules</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://passnownow.com/s2-civic-education-third-term-duties-pedestrians/">tps://passnownow.com/s2-civic-education-third-term-duties-pedestrians/</a> <b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=KwTr7B7ncxk">tps://www.youtube.com/watch?v=KwTr7B7ncxk</a>
5	<b>Ways of reducing road accidents</b> <ul style="list-style-type: none"> <li>Functions of federal road safety corps FRSC, LASTMA</li> <li>Roles of traffic wardens</li> <li>Roles of individual in maintaining traffic regulations</li> <li>Maintaining traffic regulations</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>identify the government officials responsible for maintaining traffic regulations e.g. LASTMA, FRSC</li> <li>analyze the roles of traffic wardens</li> <li>demonstrate how to maintain traffic regulations</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss some of the the government officials responsible for maintaining discipline on our highways</li> <li>Students in pairs analyze the roles of traffic wardens</li> <li>Students in small groups presents a role play on ways to maintain traffic regulations.</li> <li>For further studies students should visit the under listed site</li> </ul> <a href="https://guardian.ng/features/road-safety-and-accident-prevention/">https://guardian.ng/features/road-safety-and-accident-prevention/</a>	<ul style="list-style-type: none"> <li>Creativity and imagination</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Communication and collaboration</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Charts showing road signs</li> <li>Picture chart showing various traffic wardens</li> </ul> <b>WEB RESOURCES:</b> <b>-SITE LINK</b> <a href="https://guardian.ng/features/road-safety-and-accident-prevention/">tps://guardian.ng/features/road-safety-and-accident-prevention/</a> <b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=qYRk3tVR7bU">tps://www.youtube.com/watch?v=qYRk3tVR7bU</a>
6	<b>Interpersonal relations</b> <ul style="list-style-type: none"> <li>Meaning of interpersonal relationship and its types</li> <li>Characteristics of interpersonal relationship</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>Explain interpersonal relationship</li> <li>Demonstrate the meaning of interpersonal relationship</li> <li>Identify the characteristics of interpersonal relationship</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss the meaning of interpersonal relationship and its types</li> <li>Students in small groups presents a role play on inter personal relationship by representing a community</li> <li>Students in pairs highlight the characteristics of interpersonal relationship</li> </ul>	<ul style="list-style-type: none"> <li>Leadership and personal development</li> <li>Communication and collaboration</li> <li>Creativity and imagination</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Flex showing various people from different ethnic groups</li> <li>Chart showing various characteristics of inter personal relationship</li> </ul> <b>WEB RESOURCES:</b> <b>-SITE LINK</b> <a href="https://passnownow.com/s2-civic-education-third-term-interpersonal-relationships-2/">tps://passnownow.com/s2-civic-education-third-term-interpersonal-relationships-2/</a> <b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=G6b0Cs9fa5Q">tps://www.youtube.com/watch?v=G6b0Cs9fa5Q</a>
7	<b>MID TERM TEST, OPEN DAY AND MID TERM BREAK</b>				
8	<b>Interpersonal relationship</b> <ul style="list-style-type: none"> <li>Stages of interpersonal relationship e.g. men/women, government and individual relationship</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>identify the stages of interpersonal relationship</li> <li>demonstrate the stages of interpersonal relationship</li> <li>analyze the types of friendship</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class identify and discuss the stages of interpersonal relationship</li> <li>Students in small group presents a role play on the stages of inter personal relationship</li> <li>Students in pairs analyze various types of friendship</li> <li>For further studies students should visit the under listed site link.</li> </ul> <a href="https://www.managementstudyguide.com/stages-in-interpersonal-relationships.htm">tps://www.managementstudyguide.com/stages-in-interpersonal-relationships.htm</a>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and personal development.</li> <li>Creativity and imagination</li> <li>Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>flex showing people from different ethnic groups</li> <li>picture chart showing various types of friendship</li> </ul> <b>WEB RESOURCES:</b> <b>-SITE LINK</b> <a href="https://www.managementstudyguide.com/stages-in-interpersonal-relationships.htm">tps://www.managementstudyguide.com/stages-in-interpersonal-relationships.htm</a> <b>-VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=G6b0Cs9fa5Q">tps://www.youtube.com/watch?v=G6b0Cs9fa5Q</a>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
9	<b>Importance of interpersonal relationship</b> <ul style="list-style-type: none"> <li>Intercommunal relationship (meaning and importance)</li> <li>Kills that promote interpersonal relationship e.g. honesty, tolerance</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>states the importance of intercommunal relationship</li> <li>identify and explain the skill for resolving intercommunal conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the importance of intercommunal relationship</li> <li>Students in pairs discuss how they settle disputes amongst themselves as friends</li> <li>Students in small groups discuss and explain the skill for resolving intercommunal conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Critical thinking and problem solving</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Picture chart of different ethnic groups in Nigeria</li> <li>Chart showing various skills for resolving intercommunal conflicts</li> </ul> <b>WEB RESOURCES</b> <b>SITE LINK:</b> <a href="https://passnownow.com/ss2-civic-education-third-term-importance-interpersonal-relationships/">https://passnownow.com/ss2-civic-education-third-term-importance-interpersonal-relationships/</a> <b>VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=G6b0Cs9fa5Q">https://www.youtube.com/watch?v=G6b0Cs9fa5Q</a>
10	<b>Challenges of intercommunal conflicts</b> <ul style="list-style-type: none"> <li>Problems of boundary disputes in Nigeria</li> </ul>	<b>By the end of the lesson the students should be able to</b> <ul style="list-style-type: none"> <li>outline some of the challenges of intercommunal conflicts</li> <li>identify communities whose disputes are yet to be resolved</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss the challenges of intercommunal conflicts</li> <li>Students in small groups discuss how they solve issues amongst themselves even when they are from different tribes</li> </ul> <p>For further studies students should visit the under listed site link.</p> <p><a href="http://www.arabianjbr.com/pdfs/OM_VOL_2_(3)/2.pdf">http://www.arabianjbr.com/pdfs/OM_VOL_2_(3)/2.pdf</a></p>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Creativity and imagination</li> <li>Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Pictures of different ethnic groups</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK:</b> <a href="http://www.arabianjbr.com/pdfs/OM_VOL_2_(3)/2.pdf">http://www.arabianjbr.com/pdfs/OM_VOL_2_(3)/2.pdf</a> <b>VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=G6b0Cs9fa5Q">https://www.youtube.com/watch?v=G6b0Cs9fa5Q</a>
11	Skills of inter-communal conflicts e.g. dialogue, mediation	<b>By the end of the lesson the students should be able to;</b> <ul style="list-style-type: none"> <li>analyze the skills for resolving intercommunal conflicts</li> <li>explain the skills for conflicts resolution</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss on the skills for resolving intercommunal conflicts</li> <li>Students in small groups discuss the skills for conflicts resolution</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Critical thinking and problem solving</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Pictures of different ethnic groups</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK:</b> <a href="https://www.thebalancecareers.com/conflict-resolutions-skills-2063739">https://www.thebalancecareers.com/conflict-resolutions-skills-2063739</a> <b>VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=9NTEoC2poBw">https://www.youtube.com/watch?v=9NTEoC2poBw</a>
12 13-14	Revision				

#### ACHIEVEMENT STANDARDS FOR SS 2

At the end of the SS2 the students are able to

- \* Explain the meaning, and importance of citizenship education
- \* Discuss skills required for promotion of our tradition and customs belief
- \* Justify factors that prevents the promotion of national consciousness
- \* Differentiate between capitalist democracy and political party
- \* Identify reasons for political apathy and describe re-calls
- \* Analyze activities of poverty alleviation programe
- \* Define human rights and identify what may limit human rights
- \* Describe drug abuse causes, identify ways of preventing drug abuse and list activities of drugs enforcement agencies
- \* State the roles of individuals and government in maintaining traffic regulations
- \* Identify government officials responsible for maintaining traffic regulations e.g LASTMA, FRSC.
- \* Outline skills of resolving inter-communal conflicts / challenges of inter-communal conflicts
- \* Demonstrate the stages of inter personal relationship



**LAGOS STATE GOVERNMENT  
MINISTRY OF EDUCATION**

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SENIOR SECONDARY SCHOOLS**

**CIVIC EDUCATION**

**SS 3 FIRST TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>Revision/human rights/cultism/political apathy</b>	<p>By the end of the lesson the students should be able to</p> <ul style="list-style-type: none"> <li>discuss &amp; explain the topic they have been taught in ss2</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on topics from previous class.</li> <li>Students in pairs picks a topic each and discuss amongst themselves</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> </ul>	<ul style="list-style-type: none"> <li>All learning resources used in previous class</li> </ul>
2	<p><b>Characteristics or categories of human rights</b></p> <ul style="list-style-type: none"> <li>Meaning &amp; examples of fundamental human rights e.g. right to life, religion, expression etc.</li> </ul>	<p>By the end of the lesson the students should be able to:</p> <ul style="list-style-type: none"> <li>identify types of fundamental human right &amp; explain the characteristics of human rights declaration</li> <li>highlight and discuss the categories of human rights</li> <li>discuss ways human right can be promoted/reasons why the right of an individual can be denied</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss types of fundamental human right &amp; explain the characteristics human rights declaration</li> <li>Students in pairs highlight the categories of human rights</li> <li>Students in small groups discuss ways human right can be promoted/reasons why the right of an individual can be denied</li> <li>For further studies students should visit the under listed site link <a href="https://www.lifepersona.com/the-15-main-characteristics-of-human-rights">https://www.lifepersona.com/the-15-main-characteristics-of-human-rights</a></li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and Personal development</li> <li>Creativity and imagination</li> <li>Digital literacy</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Flex showing some of the fundamental human rights</li> <li>Acopy of Nigeria Constitution</li> </ul> <p><b>WEB RESOURCES:</b></p> <p><b>•SITE LINK:</b> <a href="https://www.lifepersona.com/the-15-main-characteristics-of-human-rights">https://www.lifepersona.com/the-15-main-characteristics-of-human-rights</a></p> <p><b>•VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=ew993Wdc0zo">https://www.youtube.com/watch?v=ew993Wdc0zo</a></p>
3	<p><b>Fighting political apathy</b></p> <ul style="list-style-type: none"> <li>Meaning of political apathy &amp; examples</li> <li>Causes of political apathy</li> <li>Ways of fighting political apathy</li> </ul>	<p>By the end of the lesson the students should be able to:</p> <ol style="list-style-type: none"> <li>explain the meaning of political apathy &amp; give examples</li> <li>identify &amp; explain the causes of political apathy</li> <li>highlight the various ways to fight political apathy</li> </ol>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on political apathy with examples</li> <li>Students in pairs identify the causes of political apathy</li> <li>Students in small groups discuss ways to fight political apathy</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and Personal development</li> <li>Creativity and imagination</li> <li>Citizenship</li> </ul>	<p><b>AUDIO VISUAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Pictures of people voting during election</li> <li>Picture chart of people protesting against the government.</li> </ul> <p><b>WEB RESOURCES:</b></p> <p><b>•SITE LINK</b> <a href="https://passnownow.com/classwork-exercise-and-series-civic-education-ss1-ways-of-fighting-political-apathy/">https://passnownow.com/classwork-exercise-and-series-civic-education-ss1-ways-of-fighting-political-apathy/</a></p> <p><b>VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=onpFWxt4vDE">https://www.youtube.com/watch?v=onpFWxt4vDE</a></p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	<b>Public service</b> <ul style="list-style-type: none"> <li>Meaning of public service &amp; examples e.g. civil servants</li> <li>Importance of public service</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>explain the meaning of public service concept &amp; give examples of public service</li> <li>identify &amp; explain the characteristics of the public service</li> <li>describe the importance of the public service</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the meaning of public service with example</li> <li>Students in pairs highlight the characteristics of the public service</li> <li>Students in small groups are taken on an excursion to the nearest local government office near their school and share their experience with the class</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Critical thinking and problem solving</li> <li>Leadership and personal development</li> <li>Creativity and Imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Pictures of government office complex</li> <li>Charts showing characteristics of the public service</li> </ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="http://www.eajournals.org/wp-content/uploads/Public-Service-in-Nigeria-An-Overview-of-Functions.pdf">http://www.eajournals.org/wp-content/uploads/Public-Service-in-Nigeria-An-Overview-of-Functions.pdf</a>  <b>VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=jgBDkmHL0gl">https://www.youtube.com/watch?v=jgBDkmHL0gl</a>
5	<b>Shortcoming in the public service e.g. corruption</b> <ul style="list-style-type: none"> <li>Problems of public service</li> <li>Functions of code of conduct bureau &amp; public complaint commission</li> <li>Discuss shortcomings of the public service</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>explain the problems faced by the public service</li> <li>highlight the code of conduct/functions of the public service commission</li> <li>discuss the shortcomings of the public service</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss the problems faced by the public service</li> <li>Students in pairs highlight the code of conducts of public service commission</li> <li>Students in small groups discuss the shortcomings of the public service</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Leadership and Personal development</li> <li>Citizenship</li> <li>Critical thinking and problem solving</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>A copy of the handbook of the public service</li> <li>A picture chart showing public servants performance various duties</li> </ul> <b>WEB RESOURCES</b> <b>SITE LINK</b> <a href="https://passnownow.com/classwork-series-civic-education-short-comings-public-service/">https://passnownow.com/classwork-series-civic-education-short-comings-public-service/</a> <b>VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=CigtIwb-6KY">https://www.youtube.com/watch?v=CigtIwb-6KY</a>
6	<b>How to improve public service in Nigeria</b> <ul style="list-style-type: none"> <li>Structure of public service</li> <li>Functions of code of conduct bureau &amp; public complaint commission</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>explain the structure of the public service</li> <li>identify the functions of the code of conduct bureau &amp; public complaint commission</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss the structure of the public service</li> <li>Students in pairs identify the functions of the code of conduct bureau</li> <li>Students in small groups debate on how to improve public service in Nigeria and present in class.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Leadership and Personal development</li> <li>Critical thinking and problem</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Handbook of the public service</li> <li>Picture chart showing the structures of the public service</li> </ul> <b>WEB RESOURCES</b> <b>SITE LINK:</b> <a href="https://passnownow.com/classwork-exercise-series-civic-education-ss2-ways-improving-public-service/">https://passnownow.com/classwork-exercise-series-civic-education-ss2-ways-improving-public-service/</a>  <b>VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=DKKbZLYtNAw">https://www.youtube.com/watch?v=DKKbZLYtNAw</a>
7	MID TERM TEST,	OPEN DAY AND	MID TERM BREAK		

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
8	<b>Civil society</b> <ul style="list-style-type: none"> <li>Meaning of civil society</li> <li>Examples of civil society</li> <li>Qualities &amp; problem of civil service</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>explain the meaning of civil society/ examples of civil society</li> <li>identify and explain the qualities of the civil society</li> <li>discuss the problems of the civil society.</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the meaning of civil society</li> <li>Students in pairs highlight the qualities of civil society</li> <li>Students in small groups presents a role play on the activities / problems of civil society</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and Personal development</li> <li>Critical thinking and problem solving</li> <li>Digital literacy</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Picture chart showing presentations of some civil activist in Nigeria e.g. Ken Saro-wiwa, Gani Fawehinmi etc.</li> </ul> <b>WEB RESOURCES</b> <b>SITE LINK:</b> <a href="https://www.schoolmattaz.com/2018/07/civil-society-functions-examples/">https://www.schoolmattaz.com/2018/07/civil-society-functions-examples/</a>  <b>-VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=TIKJrkHIE">https://www.youtube.com/watch?v=TIKJrkHIE</a>
9	<b>Popular participation</b> <ul style="list-style-type: none"> <li>Meaning of popular participation &amp; types of popular participation e.g. political economy</li> <li>Merits of popular participation in civil society</li> <li>Discuss traditional &amp; modern modes of popular participation</li> </ul>	<b>By the end of the lesson the students should be able to:</b> <ul style="list-style-type: none"> <li>explain the meaning popular participation</li> <li>identify &amp; explain the merits of popular participation in a civil society</li> <li>discuss the traditional &amp; modern modes of popular participation.</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the meaning of popular participation</li> <li>Students in small groups present a mock rally i.e. carrying cardboard to express their opinions</li> <li>Students in pairs highlight traditional and modern mode of popular participation.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Leadership and Personal development</li> <li>Creativity and imagination</li> <li>Critical thinking and problem solving.</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Picture chart of people during a rally</li> </ul> <b>WEB RESOURCES</b> <b>-SITE LINK:</b> <a href="https://passnownow.com/classwork-series-exercises-civic-education-ss1-popular-participation/">https://passnownow.com/classwork-series-exercises-civic-education-ss1-popular-participation/</a>  <b>-VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=5U7Lk0zLvY8">https://www.youtube.com/watch?v=5U7Lk0zLvY8</a>
10-11	<b>Revision</b>				
12-13	<b>Examination</b>				





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SS 3 SECOND TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>Democracy</b> <ul style="list-style-type: none"> <li>Meaning and characteristics of democracy</li> <li>Types of democracy</li> <li>Importance and problems of democracy</li> </ul>	By the end of the lesson the students should be able to; <ul style="list-style-type: none"> <li>explain democracy</li> <li>discuss the characteristics of democracy</li> <li>highlight the types of democracy and the importance of democracy</li> <li>analyze the problems of democracy</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the meaning of democracy</li> <li>Students as a class are divided into two groups:               <ol style="list-style-type: none"> <li>group 1 is to research and present a paper work on military rule in Nigeria</li> <li>group 2 is to research and present a paper work on democratic rule in Nigeria</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Leadership and Personal development</li> <li>Critical thinking and problem solving</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>Pictures of our past leaders who fought for democracy</li> </ul> <b>WEB RESOURCES SITE LINK</b> <a href="https://passnownow.com/ss3-civic-education-revision-democracy/">https://passnownow.com/ss3-civic-education-revision-democracy/</a>
2	<b>Rule of law</b> <ul style="list-style-type: none"> <li>Meaning, history, features and principles of rule of law</li> <li>Importance of rule of law</li> <li>Process of rule of law</li> </ul>	By the end of the lesson the students should be able to <ul style="list-style-type: none"> <li>explain rule of law</li> <li>discuss the history of rule of law</li> <li>analyze the importance of the rule of law</li> <li>describe the process of the rule of law</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the meaning/ history of rule of law</li> <li>Students in small groups discuss the importance of rule of law</li> <li>Students in pairs describe the process of rule of law</li> <li>For further studies students are to visit the under listed site.  <a href="https://www.legit.ng/1114491-challenges-facing-rule-law-nigeria.html">https://www.legit.ng/1114491-challenges-facing-rule-law-nigeria.html</a> </li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Leadership and Personal development</li> <li>Digital literacy</li> <li>Critical and thinking and problem solving</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>A copy of the Nigeria constitution</li> <li>Picture chart showing various process of rule of law</li> </ul> <b>WEB RESOURCES SITE LINK</b> <a href="https://www.legit.ng/1114491-challenges-facing-rule-law-nigeria.html">https://www.legit.ng/1114491-challenges-facing-rule-law-nigeria.html</a> <b>-VIDEOLINK</b> <a href="https://www.youtube.com/watch?v=L5ma-CJk45k">https://www.youtube.com/watch?v=L5ma-CJk45k</a>
3	<b>Problems of rule of law</b> <ul style="list-style-type: none"> <li>Limitations to rule of law</li> <li>Solutions to problems of the rule of law</li> <li>Group discussion of the process of the rule of law</li> </ul>	By the end of the lesson the students should be able to <ul style="list-style-type: none"> <li>highlight the limitations to the rule of law</li> <li>discuss the possible solutions to the problems of the rule of law</li> <li>demonstrate a role play displaying the rule of law</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class discuss the limitations of rule of law</li> <li>Students peers discuss possible solutions to the problem of rule of law</li> <li>Students in small groups present a role play on the rule of law</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Leadership and Personal development</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>A copy of the Nigeria constitution</li> </ul> <b>WEB RESOURCES SITE LINK</b> <a href="https://www.legit.ng/1114491-challenges-facing-rule-law-nigeria.html">https://www.legit.ng/1114491-challenges-facing-rule-law-nigeria.html</a>
4	<b>Constitutional democracy</b> <ul style="list-style-type: none"> <li>Meaning and types of constitutional democracy</li> <li>Features of constitutional democracy e.g. popular sovereign, majority rule</li> </ul>	By the end of the lesson the students should be able to <ul style="list-style-type: none"> <li>explain constitutional democracy</li> <li>identify the types of constitutional democracy</li> <li>describe the features of constitutional democracy</li> <li>highlight and discuss the functions of constitutional democracy</li> </ul>	<ul style="list-style-type: none"> <li>Students as a class brainstorm on the meaning of constitutional democracy</li> <li>Students in pairs identify the features of constitutional democracy</li> <li>Students in small groups are guided to organize mock election in the class to explain the theme majority rules and minority rule.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Critical thinking and problem solving</li> <li>Creativity and imagination</li> <li>Leadership and personal development</li> </ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"> <li>A copy of the Nigeria constitutions</li> <li>Picture showing a meeting session in the National house of Assembly.</li> </ul> <b>WEB RESOURCES SITE LINK</b> <a href="https://nigerianfact.com/constitutional-democracy/">https://nigerianfact.com/constitutional-democracy/</a> <b>-VIDEOLINK</b> Video clips of a session in the National house of assembly <a href="https://www.youtube.com/watch?v=xqRPICsZTEM">https://www.youtube.com/watch?v=xqRPICsZTEM</a>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
5	Advantages and disadvantages of constitutional democracy Advantages of constitutional democracy Disadvantages of constitutional democracy	By the end of the lesson the students should be able to <ul style="list-style-type: none"><li>explain the key concepts of constitutional democracy</li><li>highlight the advantages and Disadvantages of constitutional democracy</li><li>justify the differences between the advantages and disadvantages of constitutional democracy</li></ul>	<ul style="list-style-type: none"><li>Students as a class discuss the key concept of constitutional democracy</li><li>Students in pairs highlight the advantage and disadvantage of constitutional democracy</li><li>Students in small groups justify difference between the advantages and disadvantages of constitutional democracy</li></ul>	<ul style="list-style-type: none"><li>Leadership and Personal development</li><li>Communication and Collaboration</li><li>Critical thinking and problem solving</li><li>Citizenship</li></ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"><li>A copy of the Nigeria constitution</li><li>A chart showing the key concept of constitutional democracy</li></ul> <b>WEB RESOURCES:</b> <b>SITE LINK</b> <a href="https://www.legit.ng/120734-1-advantages-constitutional-democracy.html">https://www.legit.ng/120734-1-advantages-constitutional-democracy.html</a>  <b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=xqRPlCsZTEM">https://www.youtube.com/watch?v=xqRPlCsZTEM</a>
6	Human trafficking Meaning and causes of human trafficking	By the end of the lesson the students should be able to <ul style="list-style-type: none"><li>explain the term trafficking</li><li>Analyze the activities of human traffickers</li><li>highlight the causes of human trafficking</li></ul>	<ul style="list-style-type: none"><li>Students as a class brainstorm on various meaning of human trafficking</li><li>Students in pairs analyze the activities of human trafficking</li><li>Students in small groups debate on the menace of human trafficking</li><li>For further studies students are to visit the under listed</li></ul> <b>SITE LINK:</b> <a href="https://www.legit.ng/1127555-what-major-human-trafficking-nigeria.html">https://www.legit.ng/1127555-what-major-human-trafficking-nigeria.html</a>	<ul style="list-style-type: none"><li>Leadership and Personal development</li><li>Communication and Collaboration</li><li>Critical thinking and problem solving</li><li>Citizenship</li></ul>	<b>AUDIO VISUAL RESOURCES:</b> <ul style="list-style-type: none"><li>Picture chart showing children used for child labor</li><li>Picture chart showing various activities of human trafficking</li></ul> <b>WEB RESOURCES:</b> <b>-SITE LINK</b> <a href="https://www.legit.ng/1127555-what-major-human-trafficking-nigeria.html">https://www.legit.ng/1127555-what-major-human-trafficking-nigeria.html</a>  <b>-VIDEO LINK</b> <a href="https://www.youtube.com/watch?v=4zQGEyH9dms">https://www.youtube.com/watch?v=4zQGEyH9dms</a>
7	MID TERM TEST,	OPEN DAY AND	MID TERM BREAK		
8-10	REVISION AND	EXAMINATION			

**ACHIEVEMENT STANDARDS FOR SS3 SESSION**

At the end of SS3, the students are able to

- \* Highlight and discuss the characteristics of human rights declaration
- \* Identify various ways to fight political apathy
- \* Describe the importance of public service
- \* State and explain the qualities of civil society
- \* Explain the meaning of popular participation
- \* List the merits of popular participation in a civil society
- \* Discuss democracy and outline it's importance
- \* Analyse the process of rule of law and state the importance of rule of law
- \* Define human trafficking and highlight the causes of human trafficking