

• **CIVIC EDUCATION LESSON PLAN SECOND TERM BASIC 2**

**WEEK:** One

**CLASS:** Basic Two

**SUBJECT:** Civic Education

**TOPIC:** The community leaders title holders

**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to:

1. explain what title means
2. state at least, three community leaders titled holders in Nigeria

**BUILDING A BACKGROUND:** Pupils are familiar with

**CONTENT:**

**THE IDEA OF COMMUNITY LEADERS IN NIGERIA**

Title refers to the name given to community leaders e.g. Oba, Eze, Emir etc.

**COMMUNITY LEADERS AND TITLES**



**EMIR OF HAUSA  
LAND**



**ENOFO OF BENIN  
LAND**



**EZE OF IGBO LAND**



**OBA OF YORUBA  
LAND**



**OHINOYI OF  
EBIRA LAND**

**INSTRUCTIONAL MATERIAL:** Pictures, charts and textbook

**REFERENCE MATERIAL:** Civic Education for primary schools. Basic 2

**EVALUATION:** Pupils are evaluated thus:

1. What is a title?
2. Mention three community leaders you know

3.

**WEEK:** Two

**CLASS:** Basic Two

**SUBJECT:** Civic Education

**TOPIC:** The Importance of Title Holders in Nigeria

**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to

**BUILDING A BACKGROUND:** Pupils have been introduced to the topic in the previous class

**CONTENT:**

**THE IMPORTANCE OF TITLE HOLDERS IN NIGERIA**

- Recognition
- They enhance community development
- Function as king carbonate in the community
- They protect the community from external attack
- They organize traditional festivals
- They act as traditional leaders.



**INSTRUCTIONAL MATERIAL:** Pictures, charts and textbook

**REFERENCE MATERIAL:** Civic Education for primary schools. Basic 2

**EVALUATION:** Pupils are evaluated thus:

1. State three importance of title holders in Nigeria.
2. The traditional leader in Yoruba land is called .....

**WEEK:** Three

**CLASS:** Basic Two

**SUBJECT:** Civic Education

**TOPIC:** Traditional Leadership

**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to:

1. explain what tradition means
2. how they are formed
3. list three problems of bad traditional leader
4. explain traditional checks and balances to the power of a leader.

**BUILDING A BACKGROUND:** Pupils are familiar with

**CONTENT:**

#### TRADITIONAL LEADERSHIP

Traditions are those rules that are acceptable in a community. Every community and ethnic groups have their own customs and traditions according to the law of the land. These traditions guides the people on what to do and not to do, how traditional rites and festivals are conducted etc. Some bad leaders do not follow the law of the land. They treat the people badly, take peoples' wives and properties and collect bribe. These may lead to riot in the community. However, a leader is appointed by some elders in the community, so he may also be removed if he fails to follow the traditions of the land.



**TRADITIONAL FESTIVAL**

**INSTRUCTIONAL MATERIAL:** Pictures, charts and textbook

**REFERENCE MATERIAL:** Civic Education for primary schools. Basic 2

**EVALUATION:** Pupils are evaluated thus:

1. What are traditions?
2. State three problems of bad traditional leaders

3.

**WEEK:** Four

**CLASS:** Basic Two

**SUBJECT:** Civic Education

**TOPIC:** The way leaders are chosen in the locality

**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to:

1. explain the way leaders are chosen in their locality
2. state how many community leaders that are chosen in their locality.

**BUILDING A BACKGROUND:** Pupils are familiar with choosing a class leader

**CONTENT:**

**THE WAY LEADERS ARE CHOSEN IN THE LOCALITY**

1. By hereditary: Someone whose father was a traditional leader may inherit the title
2. By election: this is common in the political democratic system where the people vote for whosoever they want
3. By appointment: this happens when a person has an incredible attribute in which members of the community appreciate.

**INSTRUCTIONAL MATERIAL:** Dramatization

**REFERENCE MATERIAL:** Civic Education for primary schools. Basic 2

**EVALUATION:** Pupils are evaluated thus:

1. State three ways in which leaders are appointed
2. What do you understand by inheritance?

**WEEK:** Five

**CLASS:** Basic Two

**SUBJECT:** Civic Education

**TOPIC:** Advantages of Choosing a Leader

**BEHAVIOURAL OBJECTIVES:**At the end of the lesson, pupils should be able to:

1. State the advantages of choosing a leader in the community
2. explain the advantages of various forms of leadership

**BUILDING A BACKGROUND:** Pupils are familiar with some benefits of choosing a leader

**CONTENT:**

**ADVANTAGES OF CHOOSING A LEADER**

Advantages refer to benefits. When we choose a leader in the community, we benefit the following:

1. Job opportunities
2. Community development
3. Health welfare
4. Peace and Unity in the community
5. Maintenance of law and order

**INSTRUCTIONAL MATERIAL:** Pictures, charts and textbook

**REFERENCE MATERIAL:** Civic Education for primary schools. Basic 2

**EVALUATION:** Pupils are evaluated thus:

1. Advantages are .....
2. State three benefits of choosing a leader

**WEEK:** Six

**CLASS:** Basic Two

**SUBJECT:** Civic Education

**TOPIC:** Disadvantages of choosing a leader

**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to:

1. state the disadvantages of chosen a leader in the community
2. state the various forms of leadership.

**BUILDING A BACKGROUND:** Pupils are familiar with some disadvantages of choosing a leader

**CONTENT:**

**DISADVANTAGES OF CHOOSING A LEADER**

Disadvantages refers to the bad effects of something. The bad effects of choosing a leader are:

1. Jealousy
2. Arrogancy
3. Arbitrary/ Selfish rule
4. Lack of care for the people
5. War

**INSTRUCTIONAL MATERIAL:** Pictures, charts and textbook

**REFERENCE MATERIAL:** Civic Education for primary schools. Basic 2

**EVALUATION:** Pupils are evaluated thus:

1. Disadvantages are the ..... of something.
2. State three disadvantages of choosing a leader

**WEEK:** Seven

**CLASS:** Basic Two

**SUBJECT:** Civic Education

**TOPIC:** How political parties are formed

**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to:

1. explain the meaning of political party
2. say how the political parties are formed in the community

**BUILDING A BACKGROUND:** Pupils are familiar with some political parties in their locality

**CONTENT:**

#### HOW POLITICAL PARTIES ARE FORMED

A political party is a group of people who come together in order to control the government of a country. Examples of political parties in Nigeria are: APC, APGA, PDP etc.

A political party is formed when people come together to support a particular party leader. Political parties choose a candidate that will represent them for a particular office in the government. They also canvass for election through rallies.



**INSTRUCTIONAL MATERIAL:** Pictures, charts and textbook

**REFERENCE MATERIAL:** Civic Education for primary schools. Basic 2

**EVALUATION:** Pupils are evaluated thus:

1. What are political parties?
2. Mention three political parties.
3. Explain two roles of political parties.

**WEEK:** Eight

**CLASS:** Basic Two

**SUBJECT:** Civic Education

**TOPIC:** Problems created by bad political leaders

**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to:

1. list three (3) problems created by bad political leadership
2. the outcome of the problems created by bad political leaders

**BUILDING A BACKGROUND:** Pupils are familiar with some problems created by bad leaders

**CONTENT:**

**PROBLEMS CREATED BY BAD POLITICAL LEADERS AND OUTCOMES**

1. Bribery and Corruption
2. Political instability
3. Riot
4. Famine
5. Lack of development
6. Embezzlement



**INSTRUCTIONAL MATERIAL:** Pictures, charts and textbook

**REFERENCE MATERIAL:** Civic Education for primary schools. Basic 2

**EVALUATION:** Pupils are evaluated thus:

1. Mention three problems created by bad leaders
2. When there is riot in the country, will people be happy with the leaders?



**WEEK:** Nine

**CLASS:** Basic Two

**SUBJECT:** Civic Education

**TOPIC:** The Importance of Political Leaders in the Community

**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to:

1. state the importance of political leaders in the community
2. state the need for political leaders in the community

**BUILDING A BACKGROUND:** Pupils are familiar with some importance of leaders

**CONTENT:**

**THE IMPORTANCE OF POLITICAL LEADERS IN THE COMMUNITY**

1. For good governance
2. For growth and development in the community
3. To ensure peace and unity
4. To meet the needs of the community
5. For the maintenance of laws and orders
6. Construction of projects.



**INSTRUCTIONAL MATERIAL:** Pictures, charts and textbook

**REFERENCE MATERIAL:** Civic Education for primary schools. Basic 2

**EVALUATION:** Pupils are evaluated thus:

1. State three importance of political leaders in the community
2. Mention two government projects you know.