



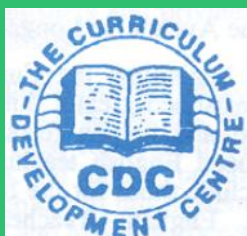
Republic of Zambia

Ministry of Education

CIVIC EDUCATION

TEACHING MODULE

FORM 1-TERM 1



Developed by Curriculum Development Centre
Lusaka
2025



Republic of Zambia

Ministry of Education

The Curriculum Development Centre

CIVIC EDUCATION
TEACHING MODULE
FORM 1-TERM ONE

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AUTHORS

Names	Positions	ORG/SCH
Kamoto Chriscencia	Senior Lecturer	David Livingstone College of Education
Lungu Lackson	Lecturer	Chalimbana University
Chipimo Theresa	HOD-SS	Kabulonga Boys Secondary School
Kangwa Hanangama Brenda	HOD-SS	Chibombo Boarding Secondary School
Makunka Kaluba Oscar	HOS-Civic Edu	Moomba Boarding Secondary School
Phiri Simon	HOS- Civic Edu	Chilenje South Secondary School

COORDINATOR

Musonda Joackim	Senior Curriculum Specialist-SS	CDC
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Preface

The Civic Education Teaching Module for Form 1 has been developed following the introduction of the **Competence Based Curriculum (CBC)** which marks a transformative step in improving education quality and relevance. This Teaching Module has been designed to support teachers navigate as they effectively deliver Civic Education lessons under the new curriculum. The module aims to bridge the gap created by the absence of approved textbooks and to equip educators with practical tools, activities, and assessments tailored to the learners' level and needs.

As a Ministry, we understand the challenges that come with transitioning to a new curriculum framework. This module reflects our commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC's objectives. However, teachers are encouraged to supplement this module with their own research and innovations to address any gaps that may arise during implementation.

The suggested activities and assessments provided in this module are designed to foster practical and critical thinking skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are encouraged to tailor these suggestions to their unique classroom dynamics and to explore alternative, acceptable approaches when necessary.

We hope this module will serve as a valuable resource for teachers as they navigate the new competence-based curriculum, enhancing their ability to inspire and equip learners with essential competences, knowledge, skills and attitudes that prepare them to live responsible lives and be protected from life threatening vices

Joel Kamoko, (Mr.)
Permanent Secretary- Educational Services
MINISTRY OF EDUCATION

Acknowledgement

The Civic Education Teaching Module has been developed through a consultative and participatory process. Many individuals, institutions and organisations were consulted and accorded an opportunity to make proposals about the content to be included in the teaching module.

We would, therefore, like to express our profound gratitude to individuals, institutions and organisations that provided the financial and technical input to the successful development of this teaching module. These include; Teachers, Lecturers from Colleges of Education and Universities, Subject Associations, Civil Society Organisations, and Cooperating Partners.

Finally, we appreciate the commitment and hard work of the staff at the Curriculum Development Centre in ensuring the successful completion of the syllabi development process.

Charles Ndakala, (Dr.)
Director – Curriculum Development
MINISTRY OF EDUCATION

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Introduction

The Civic Education Teaching Module covers the first four topics of the Civic Education Ordinary Level Syllabus for Form 1. The Topics covered in this Teaching Module include; Introduction to Civic Education, Zambia's Political Development, Governance and Citizenship. The Teaching Module has been developed in line with **Competence Based Curriculum (CBC)** in order to support teachers navigate as they effectively deliver Civic Education lessons under the new curriculum. The main aim of the module to bridge the gap created by the absence of approved teaching and learning instructional materials responsive to the Competence Based Curriculum. Further it is envisaged that the module will equip necessary information, practical tools, activities, and assessments tailored to the learners' level and needs.

The suggested activities and assessments provided in this module are designed to foster practical and twenty first Century skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are therefore encouraged to tailor these suggestions to their unique classroom dynamics and to explore alternative, acceptable approaches when and where necessary. It is hoped that this module will serve as a valuable resource for teachers as they navigate the new competence-based curriculum, enhancing their ability to inspire and equip learners with essential competences, knowledge, skills, values and attitude are aimed at enabling learners to live and grow into productive and useful members of their communities and the Zambian society.

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1.1 INTRODUCTION TO CIVIC EDUCATION

Introduction

Civic Education as a subject focuses on equipping learners with knowledge, skills, values, attitudes and competences to enable them become active, informed and responsible citizens. This topic aims to introduce learners to the concept of Civic Education. The topic will enable learners to understand what Civic Education is all about and why it is necessary. The topic has one subtopic called Civic Education.

General Competences

Citizenship

Demonstrate understanding of Civic Education

Creativity and Innovation Engage fully in civic activities



Hook

In their own words let learners respond to this question: why is Civic Education a compulsory subject in the *Zambian Education Curriculum*?



Key Terms

Civic Education: Civic education refers to the process of teaching citizens about their rights, responsibilities, and roles in a society

Civic Values: principles and beliefs that guide individuals in their interactions with their community, society, and government.

Civic Knowledge: citizens' understanding of the workings of the political system and of their own political and civic rights and duties.

Civic Skills: a set of competencies useful for participating in a democracy.

Civic Engagement: participating in activities intended to improve the quality of life in one's community

Democracy: a system of government led by the whole population through elected representatives.

Government: group of people with the authority to govern a country or state.

1.1.1 Civic Education

Introduction

Civic education refers to the process of teaching citizens about their rights, responsibilities, and roles in a democratic society. It is meant to produce responsible citizens capable of participating effectively in public affairs. Through Civic Education citizens acquire knowledge, skills, values, attitudes and competences necessary for participation in community and national affairs.

1.1.1.1 Specific Competence

Learners to: Demonstrate understanding of Civic Education



Learning Activities

Discussing the concept of Civic Education



Teaching and Learning Materials: Chart showing the Civic Education Themes



Activity 1

Learners to be put in groups. Each group to discuss one of the following themes as they relate to Civic Education: social, political, economic, cultural and environmental issues.

Groups to present their findings, explaining how these issues impact individuals and communities.



Content Tips

The concept of civic education can be looked at from the social, political, economic, cultural and environmental perspectives as follows;

Social Issues: laws, crime and violence, substance abuse, corruption,

Political Issues: voting, human rights, democracy, politics, governance

Economic Issues: poverty, income inequality, unemployment, debt, business

Cultural Issues: family, traditional ceremonies,

Environmental Issues: waste disposal, pollution, climate change, deforestation (*more can be added to these issues*)

Civic Education can simply be illustrated as shown in the figure below:

Civic Education

Civic Knowledge

Civic Skills

Civic Values

Civic Knowledge: Understanding of government, politics, and civic institutions.

Civic Skills: Critical thinking, problem-solving, and communication skills.

Civic Values: Appreciation for democratic principles, tolerance, respect and social responsibility.

Civic Competences: Participation in community service, volunteering, and political activities.



Learning Activities

Explaining the goal and scope of Civic Education



Teaching and Learning Materials: voting cards for mock ballot papers, carton boxes for mock ballot boxes, posters for campaigns



Activity

Learners to role play the following scenarios:

- voting for a class monitor
- reporting a corrupt activity (whistle blowing)
- The learners to go round and pick litter around the school surrounding. After that they come and discuss why it is important for everyone participate



Content Tips

The Goal of Civic Education

Civic Education aims to promote the following:

Informed Citizens: Equip citizens with knowledge and skills to participate in democratic processes.

Civic Engagement: Encourage active participation of citizens in community and political life.

Social Cohesion: Foster a sense of strong community and shared values among citizens.

Democracy and Good Governance: Support the development of democratic institutions and processes.

Environmental Awareness: Promote sustainability by making citizens conscious of the need to protect and conserve the environment.

Critical Thinking: Help citizens to acquire problem solving skills essential for effective citizenship and decision-making

Civic Values: Enable citizens to possess and practice such values as tolerance, respect and social responsibility which are essential for a healthy and functioning democracy.

The Scope of Civic Education

Modern democratic societies require participation of citizens in the social, economic, political and cultural spheres. In order to ensure effective citizen participation, there is need for information. Citizens are expected to participate effectively if they are well informed. Civic education is meant to provide the information which makes citizens more effective as they participate in various spheres of life. For example,

Economically: informed citizens will engage in economic activities which will enable them raise an income in a legal way.

Politically: informed citizens will be willing to participate in political activities such as voting and contesting for political office in a manner that does not destabilise the public wellbeing

Socially: informed citizens will always be ready to live at peace and in unity with others. This is very important in heterogeneous societies with various social groupings such as races, tribes, languages, beliefs and many more. Citizens will be able to promote the respect for human rights and social justice.

Culturally: informed citizens will be able to appreciate the various cultural beliefs and practices and avoid any form of stereotyping against others.

Expected Standard

Understanding of Civic Education demonstrated appropriately.



Assessment

Using the competences acquired in this topic, learners to answer the following questions:

1. In your own words, explain the concept Civic Education.
2. Describe the aims of Civic Education in society.
3. Outline the social, economic, political, cultural and environmental benefits of Civic Education.
4. State the values which Civic Education develops in citizens.
5. How can Civic Education help to promote the values of democracy?

1.1.1.2 Specific Competence

Learners to: Engage fully in civic activities



Learning Activities

Participating in the welfare of the school organization

Teaching and Learning Materials: carton boxes for making mock ballot boxes, voting cards for mock ballot papers, rope for tag of war,



Activity 1

1. Teacher to come up with a scenario on choosing members of the student council in the school.
Step 1: The teacher to put learners in groups
Step 2: Each group to nominate a candidate for the student council
Step 3: Learners to perform a mock election campaign to choose their representatives in the student council.
2. Learners to take a few minutes to perform a tag of war game. After the game let them discuss why one group won and the other lost. (this teaches the power of participating and working together)



Content Tips

Citizen Participation

- Society is built by communities such as schools, villages and townships.
- The well-being of the community depends on the participation of members in community activities.
- Learners are expected to take part in various activities at school level.



Learning Activities

Explaining the importance of Civic Education



Teaching and Learning Materials: charts showing points from learners' discussions



Activity 2

This activity can be undertaken by storytelling in which the teacher presents a real-life threatening situation such as a disease outbreak. The teacher can then use the story to ask learners what would happen in the absence of information concerning the disease.

Learners to discuss the teacher's question in groups and provide responses.



Content Tips

Importance of Civic education

- Civic Education plays a significant role in equipping citizens with the necessary knowledge, skills, values and competences necessary for effective participation.
- It produces informed and responsible citizens.
- It promotes loyalty and respect among citizens.
- It produces citizens who can express their views freely and are tolerant to other peoples' views.
- It helps to promote national values and principles which include morality, ethics, patriotism, unity, democracy, human dignity, equity, social justice, equality, integrity, hard work and sustainable development.



Teaching and Learning Materials: Charts, Pictures,

Expected Standard

Civic activities fully engaged accordingly.



Assessment

1. In a reflective paper describe how learners can participate fully in promoting the wellbeing of the school.
2. Describe how citizens can participate in promoting the well-being of their community?
3. Make a summary regarding the importance of civic education at individual and community levels.



1.1.4 Summary

The topic covered the following major ideas:

- Civic Education: Acquisition of knowledge, skills values necessary for effective citizen participation.
- The goal of civic education is to produce individuals or citizens who are informed and responsible.
- Through Civic Education citizens become capable to participate economically, politically, socially and culturally in society.



1.2 POLITICAL DEVELOPMENT OF ZAMBIA

Introduction

Zambia has undergone several stages of political development. This topic has two subtopics; Zambia's political development from 1980 to date and Zambian symbols of national identity. The topic will help learners to have an idea of Zambia's political development and the significance of the symbols of national identity.

General Competences

Analytical Thinking

Analyse Zambia's political development from 1890 to Date

Citizenship

Show importance of symbols of National Identity



Hook

How much have you changed from the time you were born to date.

When where you born?

When did you start school and where?

How would you describe your primary school days?

Describe what happened when you heard that you had made it to Form 1.



Key Terms

Colonialism: the practice of one country taking political control of another country and occupying it with settlers to profit from its resources and economy.

British South Africa Company: a company which was led by Cecil Rhodes which acquired and exercised commercial and administrative rights in south-central Africa.

Rhodesia: the former name of a large territory in central southern Africa which was divided into Northern Rhodesia (now Zambia) and Southern Rhodesia (now Zimbabwe).

Nationalism: an ideology that emphasizes loyalty, devotion, or allegiance to a nation or nation-state and holds that such obligations outweigh other individual or group interests.

Federation: a group of states with a central government but independence in internal affairs

Independence: freedom from being governed or ruled by another country:



1.2.1 Zambia's Political Development from 1890 To Date

Introduction

Zambia has an interesting history ranging from the pre-colonial, colonial and post-colonial era. This history can be traced from as way back as 1890 to date. This subtopic highlights Zambia's political history. It will help learners to understand how Zambians fought for independence and democracy.

1.2.1.1 Specific Competence

Learners to: Analyse Zambia's political development from 1890 to date



Learning Activities

Creating a school profile

Teaching and Learning Materials: Chart showing school profile, Posters



Activity 1

The teacher to present this lesson as follows:

Step 1: Divide the learners into groups to gather information about the history of the school.

Step 2: Learners to interview school administrators, teachers and former learners.

Step 3: Learners to create a timeline of key events in the development of the school.

Step 4: Each group to present their findings in a creative way using posters, drama or story telling



Content Tips

Every school has a profile which depicts important information about the school. This may include the following:

- School history
- Staffing
- Enrolment
- Achievement
- Programmes
- School motto, mission statement and vision
- School partners



Learning Activities

Outlining the path to independence from 1890 to 1964



Teaching and Learning Materials:

- Pictures of Men and Women who participate in the struggle for independence such as Donald Siwale, Lawrence Katilungu, Julia Chikamoneka, Mama Kankasa and others.
- The picture of the Freedom Statue.



Activity 2

The teacher to identify individuals in the surrounding community who may have participated in the struggle for Zambia's independence and ask one of them to come and present a narration to the learners on the fight against colonialism. (*freedom fighters are not coming to teach but just to narrate a story*)



Content Tips

Pre-Colonial Zambia

- Before 1890 the Zambian society was organised through chiefdoms under traditional leadership. People lived in villages headed by headmen. Villages were joined together into chiefdoms and some chiefdoms were joined together under paramount chiefs or kings. The chiefs were the rulers of different ethnic groups or tribes in Zambia.

Colonial Zambia (Northern Rhodesia)

- Zambia came under British rule as a result of the initiative of Cecil Rhodes, a South African based business man. Cecil Rhodes brought Zambia under the rule of the British South African (B.S.A) Company from 1899 to 1924. This was after signing a treaty or an agreement known as the Lochner Concession with King Lewanika of the Lozi People in North-Western Rhodesia in 1890. This agreement gave the BSA Company the mineral rights in North-Western Rhodesia while King Lewanika was to get some money every year and British protection.
- With the aim of expanding control, the BSA Company invaded and attacked the Ngoni of North-Eastern Rhodesia and brought them under the company rule in 1897. Later the North-Eastern Rhodesia and North-Western Rhodesia were joined to form Northern Rhodesia in 1911. This was the beginning of the establishment of what is today Zambian territory and its state.
- When it became increasingly expensive to administer the entire territory, the BSA company handed over Northern Rhodesia to the British Colonial Government in 1924.

Characteristics of colonial Rule

Colonial rule in Zambia was characterised by the following features:

- **Loss of Traditional Leadership:** Chiefs no longer had full control over their people as they became representatives of the colonial government.
- **Indirect Rule:** The British governed indirectly by using chiefs to enforce their policies, but the chiefs had limited authority.
- **Exclusion of Africans from Government:** Africans were denied the right to participate in governance. They had no voting rights and could not contest for political positions.
- **Unjust Taxation:** Africans were required to pay taxes to the colonial government. However, the money collected was not used to improve their lives but to support colonial rule.
- **Restricted Movements:** Africans could not travel freely within the country. To stay in urban areas, they needed a chitupa (pass) issued by the colonial authorities.

- **Limited Job Opportunities:** Africans were only given low-paying jobs such as farm labourers, clerks, or mine workers. They were not allowed to hold senior positions in the workforce.
- **Poor Quality of Education:** African children were placed in separate schools from white children. The schools for Africans had very few resources and poor learning conditions.
- **Family Separation:** African workers in mining towns, especially on the Copperbelt, were not allowed to live with their families. This disrupted family life and weakened African social structures.
- **Discriminatory Shopping Practices:** Africans were denied access to some shops. Instead of entering, they had to buy items through small windows, a system known as the hatch system.
- **Segregated Living Areas:** Residential areas were divided by race. Europeans lived in well-developed neighbourhoods, while Africans were confined to poor settlements with inadequate services.
- **Restrictions on African Businesses:** Africans were not allowed to own large businesses. They were only permitted to run small enterprises, such as selling goods from tea carts.

These oppressive policies fuelled resistance and eventually led to the push for independence in 1964.



Activity

Teacher to organise Learners into groups to discuss why colonialism was a bad system of governance and needed to be resisted.



Content Tips

Nationalism — The Fight Against Colonial Rule

With passage of time, Natives in Northern Rhodesia started realising that they were being mistreated in their own territory by the settlers. As such, some nationalists started coming up with initiatives meant to promote the wellbeing of the African natives and subsequently fight colonial rule. These initiatives included the formation of welfare societies, trade unions and political parties.

The Federation of Rhodesia and Nyasaland

- By 1948 the Fear of African political advance was increasingly mounting among the Europeans. As a result, the Europeans mounted a campaign for the amalgamation (federation) of Southern Rhodesia (Zimbabwe), Northern Rhodesia (Zambia) and Nyasaland (Malawi).
- Africans in Northern Rhodesia feared that any form of union with the South would strengthen European domination. As such they resisted the formation of the federation
- Despite all African protests the federation of Rhodesia and Nyasaland was introduced in 1953.
- The formation of the federation stimulated growth of African nationalism in both Northern Rhodesia and Nyasaland.
- Due to resistance by traditional leaders and political activists, the federation was weakened and was finally broken up in 1963 following the recommendation from the Monckton Commission.



Activity

1. Describe how Africans in Northern Rhodesia fought against colonial rule

2. Discuss what led to the formation of the federation of Rhodesia and Nyasaland and describe how it was defeated.



Content Tips

From Northern Rhodesia to Zambia

- In 1958, Nkumbula agreed to take part in elections based on a new constitution for Northern Rhodesia, and this provoked a major split in the African National Congress (ANC). Kaunda, Kapwepwe, Sikota Wina and others formed a new party called the Zambia African National Congress (ZANC). Africans generally gave more support to ZANC than ANC.
- In 1959 a state of emergency was declared in Northern Rhodesia and Nyasaland and ZANC was banned and several of its leaders were imprisoned. This did not discourage Africans from resisting colonial rule.
- The banning of ZANC led to formation of the United National Independence Party (UNIP) headed by Kenneth Kaunda upon his release from jail in 1960.
- In 1962, the constitution of Northern Rhodesia was revised UNIP agreed to participate in elections held in October 1962 in which UNIP and ANC gained a majority of seats and formed a Coalition Government.
- Early in 1964 another election was held, on a wider franchise and this time UNIP got a decisive majority; and Kaunda became a Prime Minister.
- At this stage, the way was now clear, constitutionally, to full independence. Finally, on 24th October, 1964 Northern Rhodesia was granted independence and it now became the Republic of Zambia with Kenneth Kaunda as President.



Learning Activities

Describing Zambia's political development from 1964 to date

Teaching and Learning Materials: Chart showing the table of events, Pictures of the current and former Presidents of Zambia.



Activity 3

Teacher to divide learners into groups to do the following activity:

In groups learners to undertake research on the political and economic activities which characterised the First, Second and Third Republics. After the research, each group to make a presentation on the findings and this should be followed by class discussion and consolidation of the salient points



Content Tips

Zambia after Independence

- After independence, Zambia embarked on several activities meant to develop the nation by training more human resources.

- The greatest challenge Zambia faced after independence was that the economy was still under the control of white settlers.

Since independence, Zambia has been governed by seven Presidents, and four Political Parties under three Republics based on the political system as shown in the table below:

PERIOD	PRESIDENT	POLITICAL PARTY	REPUBLIC	POLITICAL SYSTEM
1964 – 1972	Kenneth Kaunda	United National Independence Party (UNIP)	First Republic	Multi-Party-Political System
1972 – 1991	Kenneth Kaunda	United National Independence Party (UNIP)	Second Republic	One-Party-Political System
1991 – 2001	Fredrick Chiluba	Movement for Multiparty Democracy (MMD)	Third Republic	Multi-Party-Political System
2001 – 2008	Levy Mwanawasa	Movement for Multiparty Democracy (MMD)	Third Republic	Multi-Party-Political System
2008 – 2011	Rupiah Banda	Movement for Multiparty Democracy (MMD)	Third Republic	Multi-Party-Political System
2011 – 2014	Michael Sata	Patriotic Front (PF)	Third Republic	Multi-Party-Political System
2015 – 2021	Edgar Lungu	Patriotic Front (PF)	Third Republic	Multi-Party-Political System
2021 –	Hakainde Hichilema	United Party for National Development (UPND)	Third Republic	Multi-Party-Political System

Expected Standard
Zambia's political development from 1890 to date analysed correctly



Assessment

Task 1

Leaners to answer the following questions

1. Explain what you understand by the following words?
 - a. Colonialism
 - b. Nationalism
 - c. Federation
2. What methods did the nationalists employ to fight for freedom?
3. Briefly describe what characterised governance in post-colonial Zambia during the:
 - a. First Republic
 - b. Second Republic
 - c. Third Republic

Task 2

Learners to do the following activities:

- a. Conduct interviews with the Civic Leaders regarding the attributes possessed by men and women who were instrumental in the fight against colonialism. After the interviews learners to do group work to discuss the attributes possessed by freedom fighters.
- b. Suggest ways of honouring the men and women who participated in the struggle for independence.
- c. Describe the lessons learnt from the freedom fighters which can be applied to enhance the wellbeing of the community and the nation.



1.2.2 Symbols of Zambia's National Identity

Introduction

Symbols of national identity are objects, images or emblems which give identity to a nation and represent the shared cultural values and history. They give citizens a sense of pride and belonging. Symbols of national identity distinguish one country from another. As a sovereign state, Zambia has different symbols which signifies its national identity. These include the National Anthem, Independence Day, National Flag, Coat of Arms, the National Motto and the national currency (Zambian Kwacha). Under this subtopic, learners will appreciate the importance of the symbols of national identity.

1.2.2.1 Specific Competence

Learners to: Show importance of symbols of National Identity



Learning Activities

Discussing the importance of wearing the school uniform

Teaching and Learning Materials: pictures of learners in Uniforms



Activity 1

1. Teacher to describe a situation where a school is hosting ball games in the zone and learners from different schools have come without wearing school uniform.
 - Step 1: Learners to brainstorm based on the situation described by the teacher.
 - Step 2: Learners to describe the challenge that would be faced in a situation where learner from different schools are not wearing uniforms
2. Teacher to organise a debate for learners to be undertaken as follows:
 - Step 1: In groups learners to debate the motion; “Wearing of the school uniform is essential for every learner.”
 - Step 2: question and answer session to summarise the debate



Content Tips

Wearing school uniform is important because it:

- Strengthens the school's identity and upholds the sense of shared values.
- Preserves long-standing tradition in some schools.
- Makes learners look clean
- Makes it easier for the school staff to identify those who are not learners in school
- Helps learners to concentrate on their school work as they are not distracted by different fashion.
- Prepares learners for the dress code in the world of work.
- Promotes equality among learners as they look the same in uniform regardless of their status.



Learning Activities

Identifying symbols of National Identity



Teaching and Learning Materials: National Flag, Coat of Arms, a written National Anthem, Picture of the Freedom Statue signifying Independence Day.



Activity 2

1. The teacher asks learners to identify symbols which make their school unique from other schools.
2. The teacher to display the symbols of national identity (National Flag, National Currency, Coat of Arms, National Anthem, Independence Day, National Motto) and ask learners to identify each symbol.
3. Teacher to display the Chart showing the national anthem and guide learners to sing the three stanzas of the National Anthem correctly
4. Learners to draw the National Flag and the Coat of Arms and describe the meaning of the colours and features on both.
5. Learners to dramatize an Independence Day event.



Content Tips

The National Anthem

- The National Anthem is a song which is one of the key symbols of national identity for any nation. It represents patriotism, unity and the values of the nation.
- The National Anthem is sung during national events, school assemblies, official ceremonies and sporting events.
- When singing the Zambian National Anthem, individuals are expected to stand still at attention as a demonstration of respect and honour to God and Mother Zambia. This is because the National Anthem is a prayer to God for the nation.
- Citizens are expected to sing the National Anthem with meditation to appreciate the meaning and values of the words used in the anthem and not just singing for the sake of it.

Zambia's Independence Day

- Zambia gained her independence from Britain on 24th October, 1964. Since then, 24th October is held as Zambia's National Day.
- A week prior to 24th October is taken as Humanism Week during which Zambians participate in various humanitarian activities in preparation for independence celebrations. These activities may include helping the underprivileged and cleaning of public places such as health centres, schools, markets and other places.
- Every year on 24th October, the Head of State honours various individuals for extraordinary activities including Freedom Fighters who participated in the struggle for independence.
- On the eve of this Day, the President normally exercises the prerogative of mercy by pardoning some prisoners as a way of commemorating Zambia's independence.

The Flag of Zambia

- The flag of Zambia is a powerful symbol that represents the nation's history, culture, and aspirations. Its basic colour is green with an orange-coloured eagle in flight over a rectangular block of three vertical stripes in red, black, and orange.
- The flag stands as a proud symbol of the nation's history, culture and vision for a brighter future.
- The colours and the eagle on the Zambian flag signify the following:
 - Green:** The green colour represents Zambia's abundant natural resources and vegetation. It symbolizes the country's agricultural wealth and lush landscapes.
 - Black:** The black colour signifies the Zambian people and their unity. It represents the strength and resilience of the nation's population.
 - Orange:** The orange colour symbolizes Zambia's mineral wealth, particularly its copper reserves. It represents the country's economic potential and industrial development.
 - Red:** The red colour represents the blood which was shed during the struggle for independence and freedom.
 - The Eagle:** The eagle represents the people's ability to rise above challenges and soar to new heights. It symbolizes freedom, strength, and vision for a prosperous future.

The Coat of Arms

- Zambia's Coat of Arms is a symbol that represents the country's identity and heritage. It is a unique blend of various elements that have cultural and historical significance to the country.
- The Coat of Arms was adopted on October 24, 1964, when Zambia gained independence from Britain.
- What do the features on the coat of arms represent?
 - The Eagle** represents the conquest of freedom and nation's hope for the future.
 - The hoe and pick** represent the country's economic backbone: agriculture and mining.
 - The shield** is a representation of Victoria Falls with white water cascading over black rock.
- The coat of arms also has emblems of Zambia's natural resources: minerals and mining, agriculture and wildlife.
- The shield is supported by two figures which represent the common man and woman of the nation.
- On Zambia's coat of arms is etched the country's official motto: '**One Zambia, One Nation.**' In a country where 72 ethnic groups live side by side, Zambia's motto was adopted, in 1964, to instil the importance of national unity.



Learning Activity

Showing importance of symbols of National Identity



Activity

Teacher to ask learners to come with various items such as clothes, scarfs, desk flags and any other item signifying Zambia's identity. Using those items, learners should work in groups to discuss the value attached to Zambia's symbols of national identity and why they are important.

Expected Standard

Importance of symbols of National Identity shown accordingly



Assessment

1. The teacher to assign symbols of national identity to be discussed by each group. Learners to work in groups discussing the value of the assigned symbol. Each group to make a presentation on a given symbol of national identity.
2. Learners to write the entire Zambia national Anthem and draw the national flag and the Coat of Arms



Summary

The topic covered the following major issues:

- Zambia's earliest societies were traditionally organised.
- Zambia's colonisation began with the coming of Cecil Rhodes through the British South Africa Company in 1899.
- Zambia was divided into North-Eastern Rhodesia and North-Western Rhodesia before the two territories were joined to form Northern Rhodesia in 1911. The BSA company handed over Northern Rhodesia to the British Colonial Government in 1924
- Zambian nationalists fought against colonialism through the formation of welfare societies, trade unions and political parties.
- The Europeans tried to use the federation of Rhodesia and Nyasaland to strengthen their control on Zambia, Malawi and Zimbabwe.
- Through consented efforts, Freedom fighters led Colonial Northern Rhodesia to Independent Zambia on 24th October 2024.
- Since independence Zambia has passed through the First Republic, the Second Republic and the Third Republic.
- Zambia's symbols of national identity include the National Anthem, The National Flag, the Independence Day and the Coat of Arms.



1.3 GOVERNANCE

Introduction

This topic aims to introduce learners to the concept of governance and how it influences different levels of human interaction. The topic has two subtopics; Concept of Governance and Characteristics of Good and Bad Governance. This topic is important as it provides in-depth knowledge and insight on how the people in authority make decisions about public life. Further, the topic will acquaint learners with skills to appreciate the features of good governance and challenge tendencies of bad governance at home, school, community, national and international levels.

General Competences

Collaboration

Apply knowledge of Governance in real life situations

Critical Thinking

Distinguish characteristics of good governance from bad governance



Hook

What would happen in a situation where there are no school rules or leaders?



Key Terms

Governance: the way people are ruled with or without their consent

Government: a group of representatives with the authority to perform certain functions on behalf of the state

Democracy: a system of governance where people have the power to choose their leaders and participate in decision making processes

Dictatorship: a system of governance where a political leader uses force to get into power

Coup de tat: taking over of political power by military officials



1.3.1 The Concept of Governance

Introduction

This subtopic explores the concept of governance and how it applies at various levels of human interaction such as family, school, community and national levels. It also covers the systems of governance and distinguishes good governance from bad governance.

1.3.1.1 Specific Competence

Learners to: Apply knowledge of Governance in real life situations



Learning Activity

Describing family and school governance systems



Teaching and Learning Materials: Pictographic representation of home and school governance



Activity 1

1. Teacher to arrange learners in pairs to undertake the following activity:
 - learners to discuss how decisions are made at home.
 - Pairs to present their findings.
 - Learners to role play family roles.
 - The teacher and learners to engage in a question-and-answer session on the role of children in making a better family.
2. The teacher to invite the school management (Headteacher/Deputy Headteacher or Head of Department) and Head Prefects for an interview with the learners on their roles in the school. Learners to take note of the responses then engage in a guided class discussion based on the responses given with emphasis on their roles as learners in promoting the well-being of the school.



Content Tips

a. Family Governance System

A family governance system is how a family organises itself, makes decisions, and enforces rules. Normally parents or guardians make decisions on behalf of the family. Children are expected to perform the duties as guided by the parents or guardians.

b. School Governance System

A school governance system ensures that the school runs smoothly and provides quality education. A school is normally governed by the Headteacher, the Deputy Headteacher, Heads of Department and Prefects. Every school has rules which are expected to be respected and followed by every member of the school. Learners should always follow school rules to promote discipline and order.



Learning Activities

Showing understanding of the systems of Governance

Teaching and Learning Materials: Pictures or videos showing democratic and dictatorship forms of government, materials for conducting mock elections



Activity

Role-playing activity

- The teacher to divide the class into groups, and assign each group a system of governance (Democracy Group and Dictatorship Group).
 - a. Democracy Group
Learners to conduct a mock election to choose leaders. The leader presents to inform the group about the available amount of money to be spent on one of the two projects (think about any local projects). Then the group to discuss and decide on which project to be undertaken using the available amount.
 - b. Dictatorship Group
One of the members of the group to organise a few other members to support him or her as he or she pronounces him/herself a leader of the group. A leader then announces the project on which to spend the money without involving members of the group.
- Through question and answer, learners to come up with the positive trends in democratic governance and negative trends in dictatorship.



Content Tips

- There are two types of governance namely: good governance and bad governance.
- Good governance is normally referred to as democracy and bad governance, dictatorship.

Democracy

- Democracy is a system of governance where the citizens are involved in the governance process.
- Under democracy, government officials are elected by the majority of the citizens through free, fair, transparent and periodic electoral processes.
- Democracy is normally based on the rule of law which requires every individual to respect the laws of a nation.
- Zambia uses a democratic system of governance in which government officials are elected every five years.

Dictatorship

- Dictatorship is a form of governance in which citizens have little or no say in the governance of their country. This form of governance is also referred to as autocratic in which leaders rule by force.
- Sometimes dictators rise to power through military take-over of government or *coup de tat*.
- A dictator rules a country by decrees. A decree is an instruction by a leader that cannot be questioned and must be strictly followed.
- A monarchy, which is led by a king or a queen is an example of dictatorship since the king or queen is not elected by people.
- Dictatorship may also be exercised when a democratically elected leader disregards democratic principles.



Learning Activities

Demonstrating knowledge of governance in real life situation.

Teaching and Learning Materials: Charts showing responses from learners, pictures or videos depicting community participation



Activity

Teacher to place learners in groups to discuss how they can participate in governance in the:

- Community
- Clubs
- Church
- School

Each group to make a presentation based on the discussion.



Content Tips

Learners can participate in governance at school, community and national levels in the following ways:

School Governance

- **Learner Council:** learners can elect or be elect as representatives in the student council to voice their opinions on school matters.
- **Class Monitors and School Prefects:** learners can take up leadership roles within their classrooms and at school level
- **School Committees:** letting learners to contribute to some committees for discipline, environmental care or event planning.

Community Engagement

- **Youth clubs:** learners can join clubs that focus on leadership, human rights, or environmental protection.
- **Volunteer Work:** they can participate in community clean-ups, tree planting, or awareness campaigns.
- **Engaging with local leaders:** attending community meetings or writing letters to local leaders about issues affecting youth.
- **Junior Council Initiatives:** cities like Lusaka and Kitwe have Junior Councils where learners participate in governance discussions.

National Participation

- **Youth Parliament:** this is a platform where young people discuss issues and present ideas to government.
- **Youth Consultations:** participating in surveys or forums that gather youth opinions on governance.
- **Advocacy Campaigns:** learners can support campaigns on child rights, education, and health policies.

Digital Engagement

- **Social Media Activism:** using platforms like Facebook or WhatsApp to discuss governance issues responsibly
- **Online Petitions:** supporting or starting petitions for better school facilities or child rights. This involves young people demanding for better service delivery.

Expected Standard



Assessment

1. Quiz questions

- i. How would you describe the concept governance?
- ii. Which of the following is an example of good governance in the community?
 - a. A leader making decisions without consulting citizens
 - b. Police officers arresting people without a fair trial
 - c. Government officials following laws and being accountable to the people
 - d. Public funds being used for personal expenses
- iii. Which principle of democracy allows citizens to vote for their leaders?
 - a. Rule of law
 - b. Accountability
 - c. Free and fair elections
 - d. Transparency
- iv. Which of the following is an example of citizen participation in governance?
 - a. Ignoring local government meetings
 - b. Destroying public property in protest of government decisions
 - c. Voting in elections and joining community discussions
 - d. Paying bribes to get government services

2. Essay assignment

Imagine you have been elected as a representative in the learners' council at your school, write an essay describing how you would promote democratic leadership.



1.3.2 Characteristics of Good and Bad Governance

Introduction

Governance is a process of decision making in society. This can either be done with or without the consent of the governed. This subtopic covers the characteristics of good and bad governance. It is expected that, through this topic, learners will appreciate the values of good governance and learn how to challenge bad governance practices.

1.3.2.1 Specific Competence

Learners to: Distinguish characteristics of good governance from bad governance



Learning Activity

Distinguishing good governance from bad governance



Teaching and Learning Materials: a graphical presentation of the characteristics of good and bad governance



Activity 1

1. Group Work

- The teacher to invite a government official (Member of Parliament, Minister, Councillor, Mayor or District Commissioner) or a Civil Society Leader as a guest speaker to make a presentation on good and bad governance.
- After the presentation, the teacher to provide learners with manila papers and place them in groups. Then the teacher to assign some groups to write the characteristics of good governance and other groups to write the characteristics of bad governance.



Content Tips

Characteristics of Good and Bad Governance

Good Governance	Bad Governance
Holding of periodic, peaceful, free, fair and transparent elections	Irregular elections characterised by vote buying and violence
Citizens participate in decision-making or governance processes	There is no citizen participation in decision-making processes
There is respect for human rights	Lack of respect for human rights
The existence of several political parties	Opposition political parties are not allowed to exist. If they exist, they are intimidated
Leaders are responsive to the needs of the community	Leaders are not responsive to the needs of the community
There is respect for the rule of law (constitutionalism)	Lack of respect for the rule of law
Transparency and accountability are promoted	There is no transparency and accountability

Expected Standard

Characteristics of good governance and bad governance distinguished correctly



Assessment

Task 1: Story writing

Learners to write a story of a community leader (present or past) who demonstrated traits of good governance. The story should clearly state what values this leader possessed which are worthy emulating.

Task 2: Quiz

1. A leader who practices good governance is one who ...
 - A. does not allow corrupt practices in the country

- B. answers to the needs of citizens
 - C. allows stealing government property
 - D. allows citizens to vote and work freely
2. The characteristic of good governance that involves the fair application of the law is...
 - A. being accountable to people
 - B. participation of citizens
 - C. the rule of law
 - D. transparency of how things are done
 3. The use of force by the military to get into power is referred to as...
 - A. rule of law
 - B. dictatorship
 - C. democracy
 - D. coup de tat
 4. Which one of the following shows a situation where citizens choose a leader from amongst themselves?
 - A. Accountable leadership
 - B. Democratic leadership
 - C. Forced leadership
 - D. Representative leadership

UNIT SUMMARY

This topic covered issues ranging from the concept of governance, characteristics of good and bad governance. Specific issues included the following: -

- Governance occurs at various levels such as family, school, community and national levels.
- There are two types of governance namely: good governance and bad governance. Good governance is normally referred to as democracy and bad governance is a dictatorship.
- Democracy is a system of governance where the people participate in decision making directly or indirectly.
- Dictatorship is when a leader governs by the use of force without following the laws of the state. People do not take an active role in community and national affairs.
- In good governance there is respect for all human rights; while there is no respect for all human rights. There is general oppression of the people.
- Several political parties are allowed to exist without intimidation in good governance, so that citizens can freely choose to belong to one of their choices. But in bad governance, political parties are either not allowed to exist at all, and if they do, they do not operate freely due to intimidation.
- There is accountability in good governance. Elected leaders perform their duties accordingly by answering to the needs of the people that elected them and they work transparently. In bad governance, elected leaders do not perform their duties accordingly. They do not answer to the needs of the people that elected them. Therefore, there is no transparency and accountability
- There are periodic, free and fair elections in good governance; while there are no periodic, free and fair elections in bad governance. There is buying votes and wide spread violence.
- In good governance all citizens must follow the law accordingly, that is to say, the rule of law must exist. But some citizens do not follow the law in bad governance, especially government officials, some wealthy people and those closely related to them. They break the law and go unpunished; therefore, the rule of law does not exist.



1.4 CITIZENSHIP

Introduction

This topic introduces learners to the concept of citizenship. It covers the following subtopics; Citizenship; Qualifications of Zambian Citizenship; Rights, Duties and Responsibilities of a Zambian Citizen; Factors that Hinder Good Citizenship; and Special Groups. The importance of studying citizenship is that learners will acquire knowledge and skills necessary for participation in a democratic society as responsible citizens. The topic will help learners develop critical thinking on issues around the world and prepare them for future roles as citizens and professionals.

General Competence

Citizenship Demonstrate understanding of citizenship, Practise principles of patriotism and national identity

Promote social justice

Communication
as a Zambian citizen

Demonstrate understanding of one's rights, duties and responsibilities

Analytical Thinking

Analyse factors that hinder good citizenship



Hook

What difference do you think exists between you and a foreigner?



Key Terms

Citizen – a member of a state who enjoys all the freedoms given by the state

Citizenship – the relationship between an individual and a state, where the individual is a member of the state and enjoys certain freedoms

Natural citizen – a citizen by birth

Naturalized citizen – a citizen by registration

Rights – entitlements human beings are born with

Duty – a responsibility towards one's nation

Duo citizenship – refers to the status of a person who holds citizenship of two different countries at the same time.

Jus Sanguinis – a principle which states that citizenship is acquired through blood relations or parentage

Jus Soli – a principle which states that citizenship is acquired through place of birth

Patriotism – a feeling of love, devotion, and a sense of attachment to one's country or state.



1.4.1 Citizenship

Introduction

Citizenship is a relationship between an individual and the state or country. It involves the recognition of an individual as a member of the state or country who is entitled to certain rights and privileges. This subtopic will enable learners understand the concept citizenship and demonstrate qualities of a good citizen.

1.4.1.1 Specific Competence

Learners to: Demonstrate understanding of citizenship



Learning Activities

Understanding the value of a good learner at School

Teaching and Learning Materials: Charts for presentation



Activity 1

Group Work

- Teacher to put learners in groups and let them discuss what makes a good learner in the school.
- After group discussions, each group to make a presentation based on the issues brought out during the discussion emphasising the values which make a good learner.

Outdoor Activity

- Learners to work in groups identifying areas which need attention in the school (dirty surrounding, vandalism, unruly behaviour, late coming, substance abuse, ...)
- Groups to develop posters showing solutions to the identified problems.
- Working in groups learners to undertake the actual activity of sorting out the identified problem using the suggested solutions.



Content Tips

Every learner is expected to be good. A good learner is one who possesses good attitudes and behaviour which enable one to do the right things at the right time. A good learner is of value to both the school as well as the entire society. At school, a good learner;

- follows school rules without problems
- reports early
- works hard in school work
- wears the correct uniforms at all times
- does not throw litter any how but uses a bin to dispose of their litter.

- cleans the classroom and the surrounding
- plants trees and flowers
- respects all people especially the teachers
- volunteers to do certain works even when it is not a portion allocated to them.



Learning Activities

Demonstrating understanding of citizenship



Teaching and Learning Materials: cleaning materials, rubbish Bins, Trees for planting, Posters ...



Activity 2

Task 1 - Role Play

Teacher to create scenarios which require learners to demonstrate citizenship skills of participating in community service such as cleaning, conflict resolution, voting, tree planting, garbage recycling ...

Task 2 – Poster Making

Teacher to ask learner to make posters illustrating the importance of citizenship rights and responsibilities



Content Tips

- Citizenship is the relationship between an individual and a state where he or she belongs.
- A citizen is a member of the state who enjoys the rights granted by it and performs certain duties as required.
- Every citizen is expected to perform duties and responsibilities aimed at promoting the wellbeing of the community or the state.



Learning Activity

Explaining types of citizenship (Natural and Naturalised Citizenship)



Teaching and Learning Materials: Citizenship documents (National Registration Cards, Passports), graphical or pictorial presentation of the types of Citizenship



Activity 3

Role Play

Teacher to organise learners in groups to role play the different scenarios of natural and naturalised citizenship.

Natural citizenship scenario

The group to role-play a scenario in which some learners claim citizenship because they are born in Zambia while others claim citizenship because their parents are citizens of Zambia.

Naturalised citizenship scenario

The group to role play a scenario in which some learners play a role of foreigners applying for Zambian Citizenship.



Content Tips

Citizenship is classified as natural and naturalized.

Natural Citizenship

Natural citizenship refers to a type of citizenship that is acquired through birth or natural processes. These processes include;

- a. *Jus Soli (place of birth)*: This type of citizenship is acquired when a person is born within the territorial borders of a given country. Jus Soli considers place of birth for citizenship.
- b. *Jus Sanguinis (blood relations)*. A child, regardless of the place of birth, becomes a citizen of a country where his or her parents are citizens.

Naturalised Citizenship

Naturalised citizenship refers to a process by which a non- citizen or a foreigner acquires citizenship of a host country through formal application and approval processes. A foreigner or an alien can apply for citizenship based on marriage, adoption as well as period of residence and age.



Learning Activity

Practicing principles of patriotism and national identity



Teaching and Learning Materials: Flip Charts for learners' presentations



Activity 4

Task 1- Group work

Teacher to put learners in groups and ask each group to come up with activities they can do to express their love for Zambia. Each group to make a presentation on the activities they suggested.

Task 2 – Composing a poem

Learners to compose poems in groups to show love for their country, which they recite to the class.



Content Tips

Citizens are expected to practice principles of patriotism and national identity to express the love towards their nation. *Patriotism* is the feeling of love, devotion, and a sense of attachment to a country or state. It is simply the love an individual has for his or her country. Patriotism involves several essential aspects that promote better citizenship in individual. It involves the following:

- Defending the country
- Obeying the laws of the country
- Taking care of public property
- Paying taxes
- Keeping the environmental clean and safe
- Wearing national colours
- Singing the National Anthem correctly with pride
- Supporting national sports teams

Expected Standard

Understanding of citizenship demonstrated appropriately



Assessment

1. Conduct research among the members of the community (teacher's compound, village or township) to observe how people adhere to the values of citizenship. Write a report based on the information obtained from the field.
2. Quiz Questions
 - i. Natural citizenship is acquired ...
 - A. after a successful application at the registry
 - B. having stayed longed in a host country
 - C. through birth within a country
 - D. through marriage
 - ii. Which of the following is an example of natural citizenship?
 - A. A person born from Zambian parents
 - B. A person born in Zambia to foreign parents
 - C. A person who finds employment in Zambia and acquires citizenship
 - D. A person who obtains citizenship through marriage to a citizen
 - iii. What do you understand the term, Jus Sanguinis?
 - A. A citizen of a country
 - B. Citizenship by blood
 - C. A citizen by birth to particular parents
 - D. Citizenship by marriage
 - iv. What is the difference between natural and naturalised citizenship?
 - A. Natural citizenship is acquired through a formal application process, while natural citizenship is acquired through birth
 - B. Natural citizenship is only for people with a certain level income, while naturalized is for everyone
 - C. Natural citizenship is for those born of rich parents, while naturalized is for the poor
 - D. Natural citizenship is through a formal process while naturalized is acquired is by marriage

- v. Duo- citizenship is for ...
 - A. The rich and the poor
 - B. Only for the married peoples
 - C. Everyone
 - D. Citizens born within a given the country

3. Write an essay describing how citizens should demonstrate patriotism and national identity towards the nation in their daily lives.



1.4.2 Qualifications for Zambian Citizenship

Introduction

Countries provide different parameters or qualifications to determine citizenship. This subtopic will look at how individuals qualify for Zambian citizenship. Studying the qualifications of Zambian citizenship will help learners to determine whether individuals are natural or naturalised citizens of Zambia.

1.4.2.1 Specific Competence

Learners to: Practise principles of patriotism and national identity



Learning Activity

Showing the value of loyalty in the family and school



Teaching and Learning Materials: Pictures or videos demonstrating loyalty, Posters ...



Activity

Here are some class activities that can help learners demonstrate loyalty in family and school

Role-Playing Scenarios

Divide the class into small groups and assign different scenarios, such as:

- A learner defending a classmate from being bullied
- A child helping a sibling with homework
- A learner showing respect to teachers
- A learner choosing to obey school rules

Each group performs a short sketch, showing how loyalty is demonstrated in different situations.

1. Loyalty Pledge and Poster Making

- Ask learners to create a “Loyalty Pledge”, writing personal commitments on how they will be loyal to their family and school.
- They can also make posters illustrating acts of loyalty and display them in class.
- They can also recite the school motto and personalise it.

2. Storytelling and sharing Experiences

- Learners share real-life experiences where they showed loyalty at home or school.
- They can also discuss famous historical or fictional characters who demonstrated loyalty.

3. Loyalty Chain Activity

- Each learner writes one way they can show loyalty on strip of paper.

- Link all the strips together to form a “Loyalty Chain” as a class symbol of commitment.

4. Loyalty Journal

- Learners keep a journal for a week, writing daily examples of how they practised loyalty in their lives.
- They can share key lessons learned at the end of the activity.



Content Tips

Citizenship

Learners can show the value of loyalty in both family and school through their action and attitudes. Here are some ways they can show loyalty:

a. In the Family

- Respecting Parents and Guardians – listening to their advice and following household rules.
- Supporting siblings – helping younger brothers or sisters with schoolwork and standing up for them.
- Keeping family secrets – protecting family privacy and not sharing sensitive information outside.
- Being reliable – keeping promises and being honest with parents and siblings.
- Defending family reputation – speaking positively about family members and avoiding gossip

b. In the school

- Respecting teachers and school rules – following school regulation and showing commitment to learning.
- Being a reliable learner – standing by friends in tough times, not betraying their trust
- Supporting school activities – participating in school events, clubs, and sports with dedication.
- Protecting school property – taking care of books, desks, and other resources
- Standing against bullying – defending classmates from unfair treatment and promoting kindness.



Learning Activities

Describing the qualifications for Zambian Citizenship



Teaching and Learning Materials: Birth records, citizenship documents, Zambian Constitution,



Activity 2

Teacher to set some activities for learners to demonstrate their understanding of the qualifications of Zambian citizenship.

1. Learners to do group discussion on the following ways of acquiring Zambian Citizenship as provided for in Article 34 of the Zambian Constitution.
 - a. By Birth

- b. By Descent
 - c. By Adoption
 - d. By Registration
2. Citizenship Application Simulation
 - Let learners write a short story about a foreigner who goes through the process of applying to become a Zambian citizen
 3. Debate: Dual Citizenship is good for Zambia. Discuss
 - Divide learners into two teams to debate the pros and cons of dual citizenship in Zambia.



Content Tips

Part IV of the 2016 amended constitution of Zambia (Articles 33 to 44) contains provisions on Zambia Citizenship. Articles 33 to 38 provides an explanation on how an individual can acquire Zambian citizenship. Article 39 is about Dual Citizenship.

Article 33: Maintenance of existing citizenship

Article 34: Zambian citizenship may be acquired by birth, descend, registration and adoption

Article 35: Citizenship by birth

Article 36: Citizenship by descent

Article 37: Citizenship by registration

Article 38: Citizenship by adoption

Article 39: Dual Citizenship

Expected Standard

Principles of patriotism and national identity practised accordingly



Assessment

1. Research and presentation
 - Learners work in groups to research different ways by which people acquire Zambian citizenship and present their findings to the class.
2. Write an essay describing the motivation behind patriotic actions among citizens.
3. Teacher creates a quiz with questions about Zambian citizenship laws. Learners can play in groups to answer correctly.



1.4.3 Rights, Duties and Responsibilities of a Zambian Citizen

Introduction

This subtopic will introduce learners to rights, duties and responsibilities of a Zambian citizen. Studying rights, duties and responsibilities will provide learners with insights into the importance of protecting entitlements, contributing to national development and participating in democratic processes.

1.4.3.1 Specific Competence

Learners to: Demonstrate understanding of one's rights, duties and responsibilities as a Zambian citizen



Learning Activities

Identifying rights, duties and responsibilities of a child at home and at school



Teaching and Learning Materials: Charts showing duties and responsibilities of children at home and school



Activity 1

1. Teacher to organise learners into groups. Each group should come up with what they expect their school and their parents at home should do for them. These are their rights
2. Learners to undertake a role play indicating their duties and responsibilities towards their school and home.



Content Tips

Just like adults, children have rights, duties and responsibilities if they have to grow into responsible adults. These rights, duties and responsibilities occur both at home and at school.

At home children have the right to:

- be loved and shown affection by family members
- food, shelter and clothing
- education and healthcare
- protection from physical, emotional or psychological harm by their families
- participation- a child must be allowed to take part in decisions that affect them.
- privacy
- leisure.

At school learners have the right to ...

- education. No child should be denied access to education at school.
- safety. Every child should be free from any danger or harm such as bullying
- access learning resources such as books, desks and learning space.
- participation in school activities

At home children have the duties and responsibilities to ...

- respect and obey their parents or guardians
- help with house chores
- care for their young siblings and elderly members
- be honest and truthful at all times
- take care of their personal belonging
- always keep the environment clean
- participate in family affairs and spend quality time with family
- use resources like electricity, water, food and cleaning materials wisely
- children should be alert of their security

At school learners have the duties and responsibilities to ...

- attend classes according to the school program
- complete their school work and participate in class activities accordingly
- show respect to teachers and the rest of the school community
- follow school rules
- take care of school property
- willingly help others
- participate in extracurricular activities



Learning Activities

Recognising one's rights



Teaching and Learning Materials: newspapers and relevant reference books to be used for debate purposes



Activity

Learners to conduct a debate on the necessity of human rights



Content Tips

It is important that citizens recognise their rights which include right to ...

- life
- health care
- education
- shelter
- freedom of assembly
- freedom of association
- freedom of movement
- equal protection of the law

- the due process of the law
- vote in elections and referendum
- freedom of conscience and religion
- Reputation (good name), thus defamatory statement is punishable by law
- Property



Learning Activities

Performing one's duties and responsibilities

Teaching and Learning Materials:



Activity 4

Teacher to tell a story on the dangers of people neglecting their duties and responsibilities. Thereafter, engage learners in a question-and-answer session based on the story in which learners are expected to come up with best practices of performing duties and responsibilities.



Content Tips

Duties and Responsibilities of a Citizen

- General Duties and Responsibilities of a Zambian Citizen
- To always express loyalty and patriotism to Zambia
- To participate fully in all public and civil activities
- To uphold and defend the constitution and laws of Zambia
- To desire to learn more and acquire useful knowledge that can contribute to the development of the country
- To use all available resources and personal abilities to contribute to the advancement and welfare of the nation
- To contribute in all possible ways to the rule of law and democratic governance in Zambia
- To offer defence and military service to the state whenever called upon in all matters related to national interest
- To guard and protect public property and resource from misuse or deliberate damage
- To engage in all activities that fight corruption and all other criminal and antisocial activities
- To take care of the environment by protecting and conserving it.
- To do all that is necessary and possible in boosting unity and harmony among all the people of Zambia
- To pay taxes and dues legally due to the state

Expected Standard

Understanding of rights, duties and responsibilities of a citizen demonstrated accordingly



Assessment

Project Work

Learners to design an awareness campaign using placards and songs to promote human rights and responsibilities of citizens



1.4.4 Factors that Hinder Good Citizenship

Introduction

Good citizenship is very cardinal in promoting the wellbeing of the nation. However, there are certain factors that might hinder good citizenship. This subtopic examines these factors to provide insight for learners to be aware of and possibly avoid being influenced by them. It is relevant to have information on the factors that hinder good citizenship in order to enable citizens be enlightened and be able to overcome these challenges.

1.4.4.1 Specific Competence

Learners to: Analyse factors that hinder good citizenship



Learning Activities

Identifying ways that hinders one to be a responsible member of the family or school



Teaching and Learning Materials: Pictures or videos depicting responsible conduct, Charts showing factors hindering conduct



Activity

Teacher to organise learners in groups and ask them to come with factors that can hinder them from becoming responsible members at family and school levels. Each group to present to their points to the rest of the class.



Content Tips

Factors Hindering one from being a Responsible Member of the Family or School

Every individual is expected to be a useful and responsible member of society. Being useful and responsible begins from the family and extends to school and society. However, sometimes people do not behave as responsible as they are expected. Here are some factors that may hinder individuals from being responsible.

Family- Related Factors

Lack of parental guidance – If parents or guardians fail to provide guidance to children, they risk growing up to become irresponsible.

Uncontrolled freedom – This can lead to lack of accountability and responsibility in individuals.

Dysfunctional families – quarrelling, abusive language, negligence and substance abuse among family members can cause disintegration and lead to irresponsible behaviour.

Lack of moral guidance – children grow better when they are guided to be morally upright. They grow up not having appropriate behaviour and attitudes.

Lack of self- discipline – individuals who lack self- discipline may find it difficult to develop positive and appropriate behaviour, thereby growing into irresponsible individuals.

Low self-esteem – when individuals think low of themselves and attach little value on themselves, they tend to care less about themselves and what happens to them. This may lead individuals to engage themselves into irresponsible behaviours that may land them into serious problems.

School-Related Factors

Poor academic environment – a school that is not properly organised and has a lot of chaos makes it challenging for learners to concentrate on their studies and develop responsible behaviours and attitudes.

Peer pressure – learners should avoid bad influence from their irresponsible peers

Inadequate supervision – learners require adequate supervision to grow into responsible individuals

Social media influence – irresponsible use of social media has the potential of damaging morals in learners.

Lack of self-discipline – learners should strive to practice self-discipline in order to exercise responsibility.

Mental Health Issues – Learners with mental health problem can be destructive if not assisted.

Substance abuse – alcohol and drug abuse is dangerous among learners and in society



Learning Activities

Analysing factors that hinder good citizenship



Teaching and Learning Materials: Pictures or videos demonstrating bad citizenship, Charts or/and fliers depicting factors which hinder good citizenship



Activity

Debate

Teacher to organise debate where learners take roles of government officials, citizens and Civil Society Organisations. Let each group argue how specific factors such as corruption, lack of accountability or political instability affect good citizenship and suggest ways to overcome these challenge

Visual Presentation

Teacher to ask learners to create charts illustrating factors which hinder good citizenship. Learners present their work to the class to foster discussion.



Content Tips

Good citizenship entails embracing a range of behaviour, attitudes and actions that show a commitment to the wellbeing and development of citizens themselves and communities as well. However, there are

certain practices which hinder citizens from participating in activities which promote good citizenship. Here are the factors that hinder good citizenship:

- **Lack of civic education** – Inadequate education to enlighten citizens about their civic rights and responsibilities may lead to lack of knowledge, skills and understanding necessary for promoting good citizenship.
- **Poverty** – Lack of access to resources reduces the ability of citizens to effectively participate in their civic duties.
- **Weak enforcement of the law** – weak laws that do not effectively punish offenders discourage good citizens from effectively participating in civic duties and responsibilities.
- **Corruption and lack of transparency** – lack of transparency and widespread mistrust due to corrupt practices especially in the distribution of public resources directly hampers civic participation.
- **Lack of inclusivity and inequality** – when some citizens are prevented from accessing certain privileges and opportunities, they become discouraged and can be frustrated thereby fail to be good citizens.
- **Social media abuse and misinformation** – social media can spread a lot of wrong information which can be misleading. Abuse of social media can also lead to cyber-crime such as cyberbullying.

Expected Standard Factors that hinder good citizenship analysed accordingly

Assessment

1. Learners to carry out research and develop a report on factors that hinder good citizenship among the members of the community.



1.4.5 Special Groups

Introduction

This subtopic will look at issues of promoting social justice especially among the less privileged and the needy. It is cardinal that you learn about ways of promoting social justice in society as a way to discourage injustice and discrimination.

1.4.5.1 Specific Competence Learners to: Promote social justice



Learning Activities

Identifying groups of people at family or school level



Teaching Materials: Pictorial or video presentation of a Family Tree and School Groups



Activity

Activities for learners to help them identify groups of people at the family and school level

1. Family tree
 - Learners to create a family tree showing different members and their roles (e.g., nuclear, extended family)
2. School community mapping
 - Learners to draw a map of their school and label different groups (e.g., teachers, students, clubs, teams)
3. Community walk
 - Take learners on a guided walk around the school and community
 - Ask them to observe and list different groups they see (e.g. teachers, prefects, shopkeepers, parents)
 - Reflect on how these groups support the school and family



Content Tips

People in society can be identified differently at various levels of human settings. People firstly come from families and later find themselves in various setting of life such as schools, communities and so on.

Families have the following groups of people:

- Immediate or nuclear family has parents and children
- Extended family will include grandparents, aunties, uncles, cousins, other relatives
- Blended family has step parents, step siblings and half-siblings

Schools have the following groups of people:

- Learners from different grades and classes
- Teachers for different subject areas
- Administrators in charge of the school
- Support staff like secretaries and cleaners
- Parents Teachers Committees (PTC)



Learning Activities

Classifying special groups and their needs



Teaching and Learning materials: matching cards, Charts and pictures or videos classifying special groups



Activity

1. **Group Sorting (Card Matching)**
 - Prepare cards with different special groups (e.g., elderly, disabled, orphans, street children, refugees) and another set of cards with their possible needs (e.g., healthcare, education, shelter)
 - Learners work in groups to match special groups with their corresponding needs.
 - Learners discuss the challenges that special groups face and how each one can support them.
2. **Field Visit or Guest Speaker**
 - Arrange a visit to a local organization that supports special groups or invite a guest speaker from an organisation or institution dealing with special groups to share their experiences. A guest speaker may also be an individual representing special groups



Content Tips

Every society has certain groups of people who need special attention based on different kinds of needs. Based on the nature of their needs, certain groups of people are referred to by a term ‘*special groups.*’ The following classes of people fall into the category of special groups:

Children – children belong to this category because their existence depends on the care of other people.

Orphans – these are vulnerable due to the absence of biological parents.

Women – the vulnerability of women stems from historical, social, cultural and biological nature.

The aged – advancement in age comes with its own challenges due to fading strength

The differently abled – different forms of disability come with different challenges.

Refugees – these face different challenges ranging from language, culture, behaviours which may lead to discrimination.



Learning Activities

Practicing social justice



Teaching and Learning Materials: cleaning materials, posters, pictures or videos illustrating practices of justice ...



Activity

Some activities for learners to practice social justice:

1. Role-Playing Scenarios

- Divide learners into groups and assign them different real-life situations related to social justice (e.g., discrimination, gender equality, poverty)
- Have them act out these scenarios and discuss possible solutions.

2. Community service project

- Organize a small project like a school clean-up, visiting an orphanage, or helping disadvantaged members of the community.

3. Storytelling for Empathy

- Have learners read or listen to stories of people who have experienced injustice.
- Ask them to write an essay on how they would address such situations.

4. Poster or Art Creation

- Let students design posters or artwork promoting social justice issues like anti-bullying, human rights, or environmental justice.
- Display their work around the school.

5. “Walk in Someone Else’s Shoes”

- Assign learners different roles (e.g., a refugee, a person with disabilities, a person from a low-income family).
- Have them reflection on challenges faced by these individuals and discuss ways to support them.

6. Social Justice Pledge

- Encourage learners to write personal commitments on how they will stand up for fairness and equality.
- They can share these pledges with the class or display them on a classroom wall.

7. Practical experience

- Identify special groups or individuals within the school or community and take a step to provide any practical assistance

8. Role-playing

- **Part A**

- Divide class into small groups and assign each group a scenario about a specific special group (the blind, the infirm, the hearing impaired, the refugees)
- Ask each group to role play the scenario using the role- playing cards or scripts
- Encourage participants to take turns playing different roles so as to improvise responses

- **Part B- Reflection and Discussion**

- Ask learners to reflect on their experience during the role-playing and simulation activities
- Teacher to engage groups into a question-and-answer session
 - i. What challenges did you face during the activities?
 - ii. How did you feel during the activities?
 - iii. What did you learn about special people?
 - iv. How can we promote empathy and understanding in our daily lives?



Content tips

Social justice is the belief that everyone deserves equal rights, opportunities, and fair treatment, regardless of their background, status, or differences. It focuses on creating a society where everyone is valued and treated with respect.

Two essential values in social justice are kindness and empathy.

Kindness – this is the act of being generous, caring, and helpful towards others without expecting anything in return. In social justice, kindness means standing up for those who are marginalized, offering support to those in need, and treating everyone with dignity.

Empathy – this is the ability to understand and share the feeling of others. In social justice, empathy allows people to recognize the struggles of others and take action to promote fairness and inclusion.

Expected Standard

Social justice promoted accordingly



Assessment

Question 1 Which of the following is a common barrier being experienced by differently abled people?

- A. Limited food and other resources
- B. Problems with accessing certain places within tall buildings
- C. Lack of access to healthcare
- D. Limited education

Question 2 Which ones of the following make children vulnerable?

- A. They depend on adults for food
- B. They depend on adults for protection
- C. Their health is taken care of by healthcare providers
- D. All the above

- Question 3** Certain groups are often marginalised due to their biological make up. Which ones are they?
- A. Refugees
 - B. The differently abled
 - C. Women and children
 - D. All the above

- Question 4** What are the most important needs of refugees?
- A. Security and Shelter
 - B. Food and medical care
 - C. Access to Education
 - D. Access to loans

Section B

Describe the ways in which the following special groups can be assisted to participate in activities of the community.

- A. The blind
- B. The hearing impaired
- C. Children
- D. Women



Summary

- A citizen is a member of state who enjoys all the freedoms granted by the state. Citizenship on the other hand is the relationship between an individual and a state, where the individual is a member and enjoys certain rights
- Duo citizenship- refers to the status of a person who holds citizenship of more than one country at the same time.
- Good citizenship entails embracing a range of behaviour, attitudes and actions that show a commitment to the wellbeing and development of citizens themselves and communities.
- Qualifications for Zambian citizenship are provided for in Part 4 of the Zambian Constitution
- Rights, duties and responsibilities of a Zambian citizen Right to life, paying tax, taking care of oneself
- Factors that hinder good citizenship include poverty, ignorance, weak enforcement of the law
- Social justice refers to fair and equitable distribution of resources, opportunities and privileges within a society

- Special groups include the differently abled, refugees, women, children and the aged.

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