# PRESIDENT'S OFFICE, REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT, SECONDARY SCHOOL.

**TEACHER NAME; SCHEME OF WORK OF CIVICS FORM ONE YEAR OF 2024**

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| Competen  ce | Specific  Objectives | Month | Week | Main Topic | Sub Topic | Perio  ds | Teaching Activities | Learning Activities | Learning Aids | Assessment | References | Remarks |
| -- | -- | -- | -- | -- | -- | -- | FORMONEORIENTATIONCOURSE  (08/01/2024- 23/02/2024) | -- | -- | -- | -- | -- |
| Thestudent should haveability to: Demonstr ate componen ts that  make up  our nation | The student should be able to:analyse the components that make up our nation. | Feb | Week 4 | OUR NATION | The Components of our Nation. | 2 | To guide the students in their groups to present their findings for further discussion and clarification. | Using written texts on nation students in groups to readand discuss the components of our nation. | Copiesofwritten texts on the components of a nation.  Copies of written text on the components of a nation on Braille for visuallyimpaired  students. | Is the student able to analyse the components that make up our nation? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Demonstr ate an  understan dingThe National Symbols. | The student should be able to:   1. identify Tanzaniaâ€™s national symbols. 2. explain the significance of each national symbol. 3. identify Tanzaniaâ€™s nationalfestivals and their   significance. | March | Week 1-2 | OUR NATION | The National Symbols. | 4 | 1. Using samples of national symbols to guide students in groups to discuss the message in each national symbol. 2. To guide students to sing the national anthem and thereafter discuss itsmessage. 3. To guide students in groups to brain storm and identify Tanzaniaâ€™snational festivals. | 1. Using samples of the national symbols students in small groups to discuss the significance of each national symbolandthereafterpresent their work to the class for further discussion and clarification. 2. Using calendar and diaries students in small groups to discuss the significance of each national festival and activities taking place. 3. Students in their groups to present their work in class for discussion, clarification and summary. | Samplesofthe national flag, coat of arms, various denominationsof our currency, the constitutionand acopyofthe national anthem.  Picturesshowingvarious nationalfestival events, government calendar and diaries.  Tactilepicture showingvarious nationalfestival events, government calendar and  diaries | Isthestudentable to identify Tanzaniaâ€™s national symbols? Is the student able to explain the significanceofour national symbols? Is the student able to:   1. identify national festivals 2. assess the significance of national festivals. | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Demonstr ate importanc eoflife skills | The student should be able to:   1. explainthe meaning and   types of lifeskills.   1. illustrate the importance oflife skills. | March | Week 3 | PROMOTI ON OFLIFE SKILLS | MeaningandTypes  of Life Skills. | 2 | 1. To guide students to brainstorm and write down the meaning of life skills. 2. To guide students groups to make a presentation of its findings in class for discussion and clarification. 3. To provide students in groups with written sources on various life skills | 1. Using written texts on life skills students in groups to discuss and identify various life skills. 2. Studentsingroupstoread thesources,discussand come up with the importance of different life skills. iii)Students to present group findingsforclassdiscussion   and clarification. | Written texts on life skills.  Written texts on life skills on Braille for visuallyimpaired students. | Is the student able to explain:   1. the meaning of life skills? 2. the types of culture.   Isthestudentable to illustrate the importance of life skills? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Demonstr atetheuse socialskills | The student should be able to:   1. demonstrate how to use social skills. 2. analyse the consequences of not applying social skills. | March | Week 3 | PROMOTI ON OFLIFE SKILLS | Social skills | 2 | 1. To use case studies or role plays to guidestudentstoidentityanddemonstrate such social skills as working with others, understanding their roles, building positive relationship, with friends and family, listening and communicating effectively, taking responsibility and coping with stress. 2. To guide students in groups to hold a discussion on the skills provided and comeupwiththeconsequencesofnot | 1. students in groups and issue each group with VIPP card containing one social skill. 2. Theteachertoguideeach group to present findings to the class for discussion, clarification and summary. | Writtensources onlifeskills(like Assertiveness, communication skills, Decision Making Skills, SelfAwareness, Negotiationskills, and Relationship skills). | Is the student able todemonstrate  howtouse  different social skills?  Isthestudentable to analyse the consequences of notapplyingsocial skills? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |

. SCHEME OF WORK OF CIVICS FORM ONE 2024

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|  |  |  |  |  |  |  | applying them to solve real life problems |  | Written sources on life skills in Braille.  VIPP cards. |  |  |  |
| -- | -- | -- | -- | -- | -- | -- | MID TERM  EXAM-22/03/2024-27/03/2024 MID  TERM BREAK-28/03/2024-07/04/2024 | -- | -- | -- | -- | -- |
| Thestudent should haveability to: Abilityto explain Aspectsof Human Rights. | The student should be able to  a) define human rights.  b) explain the various aspectsof human rights. | April | Week 3 | HUMAN RIGHTS | Aspectsof Human Rights. | 2 | 1. To guide students to brainstorm on the meaning of human rights 2. To guide the students in groups to read the Universal Declaration on Human Rights, discuss and summarize thevarious aspects of human rights.   iiI) To guide the students to prepare a summary on the common aspects of human rights in the universal declaration of human rights and in the constitution. | 1. students in groups to present their summaries in class for discussion and clarification 2. Using the Constitution of the United Republic of Tanzania,studentstoworkin groups to read, discuss and compare the various aspects of human rights as provided intheConstitutionwiththose of the Universal Declaration of Human Rights 3. Students to present their findingsforclassdiscussion   and clarification | Copiesofthe Universal Declaration ofHuman Rights  Copies of the Constitution of the United Republic of Tanzania written in Braille for visuallyimpaired students. | Is the student able to define human rights?  Isthestudentable to explain the various aspects of human rights? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Demonstr ate importance of  human rights | The student should be able to   1. explain the importance of human rights in our society. 2. relate human rightstothe   provision ofbasic needs.   1. evaluate the role of   government and differentpressure groups in the promotion of human rights in Tanzania. | April | Week 4 | HUMAN RIGHTS | Aspectsof Human Rights. | 2 | 1. Using handouts on Human Rights to guide students in their groups to read, discuss and write down the importance of human rights in our society. 2. To use a role play or a case study to guidestudentstodiscussandexplainhow human rights are related to the provision of basic needs. | 1. Students to make group presentations on the importance of human rights for class discussion and clarification. 2. Students in groups to discuss and list down the ways in which:-   They can participate in promoting human rights Differentpressuregroupscan participate in promoting human rights in Tanzania.  The government can promote and protect human rights | Handouts onHuman Rights.  Handoutson Human Rights writteninBraille for visually impairedstudents.  Written case studies.  Written case studies onBraille. | Is the student able to explain the importance of human rights inour society?  Isthestudentable to relate  peopleâ€™shumanrightsto theprovisionof their basic needs? Is the student able toevaluatetherole ofgovernmentand differentpressure groups in the promotion ofhumanrightsin  Tanzania? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Explainthe meaning and purposeof limitations ofindividual human  rights. | The student should be able to explain the  meaningand  purpose of  limitations of individualhuman rights. | May | Week 1 | HUMAN RIGHTS | Limitations ofIndividual Human Rights. | 2 | i) To guide students to brainstorm on the meaning of limitations of individual human rights. .ii) To use questions and answers to guide students to discuss and explain the purpose of limiting individual human rights. | Using a list of limitations of individual human rights teacher to guide students to roleplayonthelimitationsof individual human rights | A list of  limitations ofindividualrights. A list of  limitations ofindividualrights writteninBraille for visually impairedstudents. | Isthestudentable to explain the meaning andpurpose ofputtinglimitations on individual human rights? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Abilityto | The student should be able to explain the  meaning and effects of human rights abuse. | May | Week 2 | HUMAN RIGHTS | Human Rights Abuse. | 2 | 1. To guide students to brainstorm on the meaning of abuse of human rights. 2. The teacher to guide students to role play abuse of human rights. | 1. Students to use the role play and articles/pictures on abuse of Human rights to discuss in groups:-   The kind of human rights abuseindividualscan | Articles/pictures on the abuse Limitations ofhuman rights.  Tactilediagram on the abuse/ | Isthestudentable to differentiate betweenlimitations ofindividualhuman rightsandabuseof | Civics For Secondary Schools, StudentsBook Form  One. By | . |

. SCHEME OF WORK OF CIVICS FORM ONE 2024

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| demonstra teeffects ofhuman rights abuse. |  |  |  |  |  |  |  | experience.  Examplesofabuseofhuman rights experienced in Tanzania including  stigmatizing HIV/AIDS patients.  Effects of human rights abuse in Tanzani How to combat human rights abuse.  ii) Students in groups to present their work in class for  discussion and clarification | limitation ofhuman rights. | human rights? | T.I.E |  |
| Thestudent should haveability to: Demonstr ateconceptof citizenship  . | The student should be able to:   1. explainthe meaning of   citizen and citizenship.   1. explaintypes and the   importance ofcitizenship. | May | Week 3 | REPONSIB LECITIZENS HIP | Conceptof citizenship. | 1 | 1. Using written texts on citizenship to guide students in groups to read, discuss and write down the meaning of citizenand citizenship. 2. To guide students to carry out class discussionandsummarizethemeaningof citizen and citizenship. | Students to read, discuss and preparealistoftypesandthe importanceofcitizenshipand thereafter present findings in class for further discussion and clarification | Written text on the concept of citizenship.  Braille text on the concept of citizenship for visuallyimpaired students.  Written docu ments on  citizenship.  Cuttings from newspapers on naturalization  notices | Is the student able to explain the meaning of:   1. citizen 2. citizenship   Isthestudentable to:   * 1. explaintypesof citizenship.   2. explain the importance of citizenship? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Abilityto explain citizenship Responsib ilities | The student should be able to:   1. define the term special groups 2. identifyspecial needs for each special group. 3. pointout her/his responsibilities towards special group. | May | Week 3 | REPONSIB LECITIZENS HIP | Citizenship Responsibil ities | 1 | i) To guide students to brainstorm on the meaning of special groups ii) Using pictures to guide students to study them and identify people who qualify to be in special groups.   1. Toguidestudentstoroleplayonhow to help special groups. 2. To arrange a field trip to special group centers for the students to get to know them extend their friendship, help them accordingly | 1. Using pictures of special groups, students to holdsmall group discussions on the special needs of each special group and present their reports in class for further discussion and clarification. 2. students to brainstorm on their responsibilities towards special groups 3. Students in groups to prepare a report of the visit for class presentation. | Picturesofthe elderly,disabled, refugees, street children,nomads, HIV/AIDS  victims.  TactilePictures oftheelderly, disabled,refugees, street children,nomads, HIV/ AIDS victims.  Pictures of special groups. Centres for  specialgroups. | Is the student able to define the term special groups?  Isthestudentable to identify the special needs for each special group?  Isthestudentable topointouthis/her responsibilities towards special groups? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| -- | -- | -- | -- | -- | -- | -- | TERMINAL EXAM-  20/05/2024-30/05/2024ENDOFTERM ONE HOLIDAY  BREAK-31/05/2024-01/07/2024 | -- | -- | -- | -- | -- |
| Thestudent should haveability to: Abilityto demonstra teresponsibi lities towards special group. | The student should be able to:   1. define the term special groups 2. identify special needs for each special group. | July | Week 1 | REPONSIB LECITIZENS HIP | Responsibil ities to  Special. Groups including HIV/AIDS  victims. | 2 | i) To guide students to brainstorm on the meaning of special groups.i ii) Using pictures to guide students to study them and identify people who qualify to be in special groups. | Using pictures of special groupsstudentstoholdsmall group discussions on the special needs of each special group and present their reports in class for further discussion and clarification. | Picturesofthe elderly,disabled, refugees, street children,nomads, HIV/AIDS  victims.  TactilePictures oftheelderly, disabled,refugees, street children,nomads, HIV/  AIDS victims | Is the student able to define the term special groups?  Isthestudentable to identify the special needs for each special group? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |

. SCHEME OF WORK OF CIVICS FORM ONE 2024

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| Thestudent should haveability to: Abilityto demonstra teresponsibi lities towards special  group. | The student should be able to pointouther/his responsibilities towards special group. | July | Week 2 | REPONSIB LECITIZENS HIP | Responsibil ities to  Special. Groups including HIV/AIDS  victims. | 2 | 1. Toguidestudentstobrainstormontheir responsibilities towards special groups. 2. To guide students to role play on how to help special groups. 3. The teacher to arrange a field trip to special group centers for the students to get to know them   extend their friendship help them accordingly | students in groups to prepare a report of the visit for class presentation. | Centres for specialgroups. | Isthestudentable topointouthis/her responsibilities towards special groups? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Demonstr ate The Meaning  of Work. | The student should be able to:   1. define work. 2. name   different work related activities done in the community. | July | Week 3 | WORK | The Meaningof Work. | 2 | 1. To guide students to brainstorm on the meaning of work. 2. To guide students in their groups to develop a chart showing work related activities and then present in class for discussion and clarification. | students in small groups to discussdifferentworkrelated activities done in their community. | Written songs. Tactilepictures withmessagesof different work for visually impairedstudents. | Is the student able to define work?  Isthestudentable to name different work related activities done in the community? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should have ability to: Demonstr ate Importanc e of Work. | The student should be able to:   1. explain the importance of work for self development 2. relateworkto the development of the nation. | July | Week 4 | WORK | Importance of Work. | 2 | 1. Using songs/case studies and role play, to emphasize on the importance of work for self development. 2. Using pictures depicting various economic activities to guide students in groupstodiscusstherelationshipbetween work and national development. | 1. Using pictures with messages on the importance of work students in groups to discuss on the importance of work. 2. Students in groups to present their work in class and the teacher to guide a discussion for clarification and summary | Pictures with messages on the importance of work  Tactile pictures withmessages  on the  importance ofworkforvisually impairedstudents.  Pictures depictingvarious economic activities  Tactile pictures depictingvarious economic  activities | Is the student able to explain the importance ofwork for self development?  Isthestudentable to relate work to the developmentof the nation? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| The student should have abilityto: Maintain family stability | The student should be able to:   1. define family. 2. identifytypes of families. 3. analyse the importance of family. 4. identifyfactor contributing to family stability. | Augus t | Week 1 | FAMILY LIFE | TheConceptof Family. | 2 | 1. To guide students to brainstorm on the meaning of family. 2. to guide students in groups to read written documents on family, discuss and write down the importance of family and thereafter make class presentations. 3. Usingpicturesorcasestudiestoguide studentsingroupstoidentify,discussand list down factors which contribute to family stability for class discussion and clarification. | 1. students in groups to read writtendocumentsonfamily, discussandwritedowntypes of family. and present their workforclassdiscussionand clarification. 2. students to write down a summary on the importance of family. 3. usequestionandanswers students to discuss the importanceoffamilystability to the: members of family, community and nation | Written documents onfamily.  Written  docoments onfamilyinBraille for visually impairedstudents.  Pictures or a written casestudy on family stability.  Tactile pictures or a written case study on family stability for visuallyimpaired  students. | Isthestudentable to define family?Is the student able to identify the types of families? Is the student able to analyse the importance offamily?  Isthestudentable to identify factors contributing to family stability? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| The student should | The student should be able to:  a)explainthe | Augus t | Week 2 | FAMILY LIFE | Courtship and Marriage. | 4 | Toguidestudentstobrainstormonthe meaning and importance of courtship | Using video showing courtship and marriage to guidestudentsthrough | Video/pictures showingcourtship and | Is the student able to explain the meaning and | Civics For Secondary Schools, | . |

. SCHEME OF WORK OF CIVICS FORM ONE 2024

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| haveability to: appreciate the importance of afamily | meaning and  importance ofcourtship.  b)explainthe relationship betweencourtship and  marriage. |  |  |  |  |  |  | questions and answers to discuss on the importance of proper courtship as a basisfor good marriage. | marriage.  Tactilepictures showingcourtship and marriage. | importance ofcourtship?  Isthestudentable to explain the relationship betweencourtship and marriage? | StudentsBook Form  One. ByT.I.E |  |
| Thestudent should haveability to: appreciate the importance of afamily | The student should be able to:   1. identify   customs and  beliefs that encourage premature/early marriages.   1. identify foundationsofa   stable marriage. | Augus t | Week 3 | FAMILY LIFE | Courtship and Marriage. | 2 | 1. To invite a guest speaker from the community who is knowledgeable to talk aboutproblemsassociatedwithpremature marriages. 2. To guide students to prepare a summary of the talk. 3. To guide students to role play on a stable and unstable marriage | 1. Students to hold a class discussion and come up with factors that constitute the foundations of a stable marriage 2. Students to prepare a summary of the talk. | Resource person | Isthestudentable toidentifysocial culturalpractices andbeliefsthat encourage premature marriages?  Isthestudentable to identify the foundationsofa  stable marriage? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Takeroles and responsibi lities seriously | The student shouldbe able to:a) analyse the rights and responsibilitiesof each member in the family. 5b) assess the consequences of failure by family memberstocarry out their  responsibilities. | Augus t | Week 4 | FAMILY LIFE | Rightsand Responsibil ities ofFamily Members | 2 | 1. Using charts or pictures of family members to guide students to discuss and listdowntherightsandresponsibilitiesof each member in the family andsummarize in a class discussion. 2. To guide students to role play family rights and responsibilities | 1. students to debate on whether it is important to participate in family responsibilities. 2. The Teacher to summarize the debate, emphasizing on the importance of students carrying out family responsibilities. | Charts or  pictures offamilymembers performing different roles.  Tactilechartsor pictures offamilymembers performing different roles.  Written text | Is the student able to analyze the rights and  responsibilities of each member inthe family?  Isthestudentable to assess the consequences of failure by family members to carry out their  responsibilities? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| -- | -- | -- | -- | -- | -- | -- | MID TERM  EXAM-23/08/2024-29/08/2024-MID  TERM BREAK-30/08/2024-16/09/2024 | -- | -- | -- | -- | -- |
| Thestudent should haveability to: Demonstr ate Meaning andTypes of  Behavior | The student should be able to explain the  meaning and  types of  behavior. | Septe mber | Week 4 | PROPER BEHAVIO UR AND RESPONSI BLE DECISION MAKING | MeaningandTypes ofBehaviuor | 2 | To use questions and answers to guide students to explain/identify types of behavior. | Studentstobrainstormonthe meaning of behavior. | Written documents onbehavior. | Is the student able to define meaning and identify types of behavior? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: demonstra tetheright behaviour | The student should be able to identify elements or indicators of proper behavior | Octob er | Week 1 | PROPER BEHAVIO UR AND RESPONSI BLE DECISION MAKING | Elementsof Proper Behaviour. | 2 | 1. To guide students to brainstorm on the elements or indicators of properbehavior.. 2. To guide a class discussion on the behavior of the school children a presented. 3. To guide the students to role play a variety of behaviors in class. | 1. Students in groups to carry out school survey to find out indicators of proper behavior in the school. 2. Studentsintheirgroupsto presenttheirfindingsinclass on both indicators of good behavior and bad behavior. 3. Students to prepare a summaryontheindicatorsof proper behaviors as depicted by students in the school. Thereafter students to come upwithsuggestionstocurb   bad behavior | Posters orpicturesdepictingproper behavior | Isthestudentable to identify the elementsindicators ofproper behavior? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| The student | The student should be able to: | Octob er | Week 2 | PROPER BEHAVIO | Elementsof Proper | 2 | i)Toguidethestudentstodiscussand distinguishbetweenproperandimproper | i) students in groupsto:Monitoreachotherâ€™s | PostersinBraille ortactilepictures | Isthestudentable to analyze the | Civics For Secondary | . |

. SCHEME OF WORK OF CIVICS FORM ONE 2024

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| should have ability to:  --demonst rate the right behaviour | 1. analyzethe consequencesof improperbehavior tohim/herself and others. 2. explainthe importance ofbehavingproperly. |  |  | UR AND RESPONSI BLE DECISION MAKING | Behaviour. |  | behavior from the role plays and explain the differences.   1. To guide students to use portfolios to evaluate their own daily behaviors and note down when they have behaved properly and when they have behaved improperly 2. To guide students in their groups to prepare a chart showing proper behavior to the society. | behavior. Keep records of each otherâ€™s behavior.   1. students to take a walk out in the street and write down incidences of proper behavior .Thereafter, in groups to discuss the cause and consequences of improper behaviors in our society. 2. The students in their groups to present their charts inclassfordiscussion,   clarification and summary | depictingproper behavior  . Studentsâ€™ behavior portfolios.  Written documents onproper behavior | consequences of improper behavior to him/her self?  Isthestudentable to explain the importanceof  showing proper behavior in our society? | Schools, StudentsBook Form  One. ByT.I.E |  |
| Thestudent should haveability to: Demonstr ate importance of  responsibl e decision making | The student should be able to explain the  meaning and  importance ofresponsible decision making | Octob er | Week 3 | PROPER BEHAVIO UR AND RESPONSI BLE DECISION MAKING | Responsible Decision Making | 2 | 1. To guide students to brainstorm on the meaningofmakingresponsibledecisions. 2. To guide a class discussion to clarify groupsâ€™ presentations | 1. Usingcasestudiesstudents in groups to read and discuss to:-   identify bad decisions in case study.  panticipate consequences of making irresponsible decisions.  identify ways to cope with pear pressure to make wrong decisions.  identify people in the school and community who care for them.   1. The students in groups to presenttheirfindingsin   class. | Written documents ondecision making.  Written  documents on decision making in Braille | Is the student able to explain the meaning and  importance ofresponsible decision making ? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Demonstr atecorrect steps indecision making | The student should be able to illustrate skills neededtomake healthydecisions. | Octob er | Week 4 | PROPER BEHAVIO UR AND RESPONSI BLE DECISION MAKING | Responsible Decision Making | 2 | 1. Toguidestudentsthroughthe following:-   stepsfordecisionmaking:defininga problem  listing alternatives to the problem stating criteria to consider  evaluatingalternativesintermsofchosen criteria  using a chart to interpret and arrive at a decision.   1. Toprovidethestudentsingroupswith oneissueeachfordecisionmaking   practice. | 1. Studentstofollowthesteps learned to make a decision over the issue.   iv) Students in groups to present the decisions theyhad made for further discussion and clarification. | Listofissueson decision making. | Is the student able to follow the correct steps in decision making? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Abilityto interpret road sign | The student should be able to:   1. explain the meaning of road or traffic signs. 2. give correct interpretation of roadortraffic   signs | Nove mber | Week 1 | ROAD SAFETY EDUCATI ON | Importance ofRoad/Traffi c Signs. | 2 | Using a road traffic chart to guidestudents to identify different road ortraffic signs and their meaning. | students to make a field trip toobservetrafficsignsUsing sketches of different road traffic signs, the teacher to guide students to interpret different road or traffic signs. | Chartsonroador traffic signs.  Tactilechartson road or traffic signs.  Sketches of different road or traffic signs | Is the student able to explain the importanceofroad or traffic signs?  Isthestudentable to give correct interpretation of roadortraffic  signs? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: Explain importance of  obeying road sign | The student shouldbeableto: explain the  importance of obeying road or traffic signs.  explain consequences of failuretoobserve roadortraffic | Nove mber | Week 2 | ROAD SAFETY EDUCATI ON | Importance ofRoad/Traffi c Signs. | 2 | Using chart of road traffic signs to guide students to discuss the importance of obeying road or traffic signs. | Using pictures reports and articles on road accidents, students to discuss and list down possible consequences of failure to observe road or traffic signs. | Chartsonroador traffic signs.  Tactilechartson road or traffic signs  Pictures,reports and articles on road accident.  Reports and articlesonroad | Is the student able to explain the importance of obeying road or traffic signs?  Isthestudentable to explain  consequences of failure to observe roadortraffic | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |

. SCHEME OF WORK OF CIVICS FORM ONE 2024

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|  | signs. |  |  |  |  |  |  |  | accident written in Braille for visuallyimpaired  students. | signs? |  |  |
| Thestudent should haveability to: Abilityto assess causesof road  accidents | The student should be able to:   1. identify causes of road accidents. 2. assess the magnitude ofroad accidents in Tanzania. | Nove mber | Week 3 | ROAD SAFETY EDUCATI ON | Causes ofroad accidents. | 2 | Toinviteatrafficpoliceofficertoexplain the magnitude of road accidents in the country. | Students to brainstorm and identify causes of road accidents. | Resource person. | Isthestudentable toidentifycauses of road accidents? Is the student able to explain the magnitudeofroad accidents inTanzania? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
| Thestudent should haveability to: avoidroad accidents byfollowing rules. | The student should be able to:   1. explain ways of preventingroad accidents. 2. help the disabled,children andtheelderlyto cross roads. | Nove mber | Week 4 | ROAD SAFETY EDUCATI ON | Prevention of road accidents | 2 | i) To guide students in groups to discuss different activities they can carry out in order to help the disabled and children to cross roads safely.  iii) Using songs or pictures to sensitize students to help the elderly, the disabled and the children when crossing roads and boarding buses. | 1. Using pictures and charts showing proper use of roador traffic signs students to brainstorm on ways of presenting road accidents. 2. The students in their groups to present in class for discussion, clarification and summary. | Pictures and charts depicting proper use of road traffic signs.  Tactile pictures and charts depicting proper use of roadtraffic signs.  Resource  person. | Is the student able to explain ways of preventing road accidents?  Isthestudentable to help the disabled, children and the elderly to cross road? | Civics For Secondary Schools, StudentsBook Form  One. ByT.I.E | . |
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