**LESSON PLAN FOR WEEK 1 ENDING 13TH JANUARY, 2023**

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| TERM | 2ND |
| WEEK | 1 |
| DATE | 9TH-13TH January,2023 |
| SUBJECT | Government |
| TOPIC | Constitution |
| SUB-TOPIC | Meaning and Sources of Constitution |
| PERIOD | 5th |
| TIME | 11:10-11:50AM |
| DURATION | 35 Minutes |
| CLASS | SS 1 |
| NO IN CLASS | 7 |
| AVERAGE AGE | 13-15 years |
| SEX | Mixed |
| LEARNING OBJECTIVES | By the end of the lesson, scholars should be able to:  i.Explain the meaning and sources of constitution.  ii.Mention the sources of constitution. |
| RATIONALE | To acquaint scholars with the meaning and sources of constitution. |
| INSTRUCTIONAL RESOURCES | Charts from textbook explaining the topic. |
| REFERENCE MATERIAL | Essential Government for Senior Secondary Schools. Debie .C. Chris (2017) |

**LESSON DEVELOPMENT**

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| STEPS | TEACHER’S ACTIVITIES | SCHOLARS ACTIVITIES | LEARNING POINTS |
| Introduction | The teacher introduces the lesson by asking the scholars the colour of the Nigerian Constitution. | The scholars mention the colour of the Nigerian constitution as green and white. | To arouse their interest towards the topic. |
| Step 1 | The teacher explains the meaning of constitution. | The scholars pay attention. | To ensure proper understanding of the topic. |
| Step 2 | The teacher mentions the sources of constitution. | The scholars listen and ask relevant questions on the topic,. | To make room for critical thinking on the topic. |
| Board summary | The teacher summarizes the lesson thus:  **CONSTITUTION**  A constitution is defined as a body of agreed rules and principles stating how the powers of government are exercised. It also establishes a framework or fundamental laws of the land. By so doing, it checks and sets limit not only to the actions of government, but also to the actions of ordinary citizens. The constitution also states the rights, duties and obligations of the citizens.  **Sources of Constitution**  1.History of the people: It is necessary that the history of the people should be considered in preparing the basic rules that govern them.  2.Acts of parliament: The are laws or enactments by parliament form part of constitutional framing.  3.Customs and Traditions: They are beliefs, institutions, norms and values of the people, and these are importance in the formulation of the constitution.  4.Past Constitutions: Past constitutions of other countries from the basis of any new constitution.  5.Conventions: These are accepted precepts and practices which often form a part of the instrument of a country’s constitution.  6.Constitutional Conferences: These are meetings at which difficult constitutional issues are discussed and resolved in preparation for a new constitution.  7.Judicial Precedents: These are past judgments of law courts on constitutional matters and they often form the basis for a new constitution. | The scholars copy notes into their notebooks. | For reference purposes. |
| Evaluation | The teacher evaluates the scholars thus:  i.What is a constitution?  ii.Mention three sources of a constitution. | The scholars attempt the questions. | To ascertain their understanding of the topic. |
| Conclusion | The teacher check scholars notes and make the necessary corrections. | The scholars take the corrections made by the teacher. | The consolidation of the topic. |
| Assignment | The teacher give the scholars home work:  -State five features of a constitution. | The scholars write their home work to do it at home. | To encourage continuity of learning. |



Perpetua Iheme

Head Instructor

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| TERM | 2ND |
| WEEK | 1 |
| DATE | 9th-13th January,2023 |
| SUBJECT | Government |
| TOPIC | Constitution |
| SUB-TOPIC | Features of Constitution |
| PERIOD | 5th |
| TIME | 11:10-11:50AM |
| DURATION | 35 Minutes |
| CLASS | SS1 |
| NO IN CLASS | 7 |
| AVERAGE AGE | 13-15 Years |
| SEX | Mixed |
| LEARNING OBJECTIVES | By the end of the lesson, students should be able to:  i.State the features of constitution  ii.List and explain the types of constitution |
| RATIONALE | To acquaint students with the features and types of constitution. |
| PREVIOUS KNOWLDEGE | The students have been exposed to the meaning and sources of constitution. |
| INSTRUCTIONAL RESOURCES | Essential Government for Senior Secondary schools.  Debie.C.Chris (2017) |

**LESSON DEVELOPMENT**

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| STEPS | TEACHER’S ACTIVITIES | STUDENTS ACTIVITIES | LEARNING POINTS |
| Introduction | The teacher introduces the lesson by asking the students to mention two sources of constitution. | The students mention two sources of constitution as:  i.History of the people  ii.Acts of parliament. | To trigger their interest towards the topic. |
| Step 1 | The teacher states the features of constitution. | The students pay attention. | To enhance proper understanding of the topic. |
| Step 2 | The teacher list and explains the types of constitution. | The students listen and asks questions on the topic. | To make room for logical reasoning on the topic. |
| Board Summary | The teacher summarises the lesson thus:  Features of a Constitution:  1.The preamble: A constitution contains a preamble which declares it’s aspirations.  2.The political structure: It states the structure of government, whether unitary of federal and at the same time defines the division of powers among the component units in the state.  3.Political institutions: The constitution defines the powers and functions of these institutions such as the executive, legislative and judicial arms of government.  4.Types of Relationship: It states the type of relationship that would exist among the institutions of government.  5.The Party System: The constitution also reveals the type of party system to adopt-one party, two-party or multi-party systems.  6.Type of administrative structure: The constitution states the administrative structure that would be operated.  7.Fundamental Human Rights: It defines the rights of citizens, their duties and obligations to the state.  8.Citizenship: It defines the qualification for citizenship. It states who the citizens of a country are and how citizenship can be acquired.  8.Tenure of office of government: It states how long a government can stay in office.  **Types of constitution**  **A.Written Constitution**: A written constitution is defined as a document or set of documents establishing the selection of rules embodied in a document in which the fundamental principles concerning the organization of a political system, powers of its various agencies are written down and codified.  **2.Unwritten constitutions**: It is defined as one in which the fundamental principles of the organization of government are not codified in one document. It is usually a combination of statutes, judicial principles, customs and conventions.  **3.Rigid constitutions**: This is defined as one that is very difficult to amend or change. It requires special process or a complicated method before it can be amended or changed.  **4.Flexible constitution:** It is defined as the type of constitution that is easy to amend. If the method of amending the constitution is the same as in the passing of ordinary laws, the constitution can be said to be flexible. | The scholars copy notes into their notebooks. | For reference purposes. |
| Evaluation | The teacher evaluates the students thus:  i.Mention five features of constitution.  ii.State and explain the types of constitution. | The scholars attempt the questions | To ascertain their understanding of the topic. |
| Conclusion | The teacher check students notes and make corrections. | The students take the corrections made by the teacher. | For better understanding of the lesson. |
| Assignment | The teacher give the scholars home work:  -State the merits and demerits of both written and unwritten constitution. | The scholars copy their home work to do it at home. | To encourage students to learn and study while at home. |



Perpetua Iheme

Head Instructor

**LESSON PLAN FOR WEEK 1 ENDING 13TH JANUARY,2023**

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| --- | --- |
| TERM | 2ND |
| WEEK | 1 |
| DATE | 9th-13th January,2023 |
| SUBJECT | Government |
| TOPIC | Pre-Colonial Administration |
| SUB-TOPIC | Hausa/Fulani Political System |
| PERIOD | 5th |
| TIME | 11:10-11:50AM |
| DUARTION | 35 Minutes |
| CLASS | SS2 |
| NO IN CLASS | 7 |
| AVERAGE AGE | 14-15 Years |
| SEX | Mixed |
| LEARNING OBJECTIVES | By the end of the lesson, students should be able to:  i.Give a historical background of the Hausa/Fulani Political System.  ii.Describe the political administration of the Hausa/Fulani political system. |
| RATIONALE | T acquaint scholars with the Hausa/Fulani Political system. |
| PREVIOUS KNOWLEDGE | The students have been taught Local Government Administration. |
| INSTRUCTIONAL RESOURCES | Charts from textbook explaining the topic. |
| REFERENCE MATERIAL | Essential Government for Senior Secondary Schools.  Debie.C.Chris (2017). |

**LESSON DEVELOPMENT**

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| STEPS | TEACHER’S ACTIVITIES | SCHOLARS ACTIVITIES | LEARNING POINTS |
| Introduction | The teacher introduces the topic by asking the students to mention two importance of local government in Nigeria. | The scholars mention two importance of local government in Nigeria as:  i.Political Education  ii.Development. | To arouse students’ interest towards the topic. |
| Step 1 | The teacher gives a historical background of the Hausa/Fulani political system. | The students pay attention. | To encourage proper understanding of the topic. |
| Step 2 | The teacher describes the political administration of the Hausa/Fulani political administration. | The students listen and asks relevant questions on the topic. | To make room for logical reasoning on the topic. |
| Board Summary | The teacher summarizes the lesson thus:  **HISTORICAL BACKGROUND**  The Fulani took over the political leadership of the Habe (Hausa) states in the early 19th century. The Jihad that preceded this occupation was seen as a religious one as well as political.  Othman Dan Fodio led the Fulani Jihad and took over the leadership of the Hausa and established the Sokoto Caliphate with outstanding centralized political system of government. He introduced a new system of selecting and appointing rulers described as Emirs to rule the caliphate. Each of the Emirs owed allegiance to Dan Fodio and his two representatives at Gwandu and Sokoto.  **POLITICAL ADMINISTRATON**  (A).The Emirate: The caliphate was divided into emirates and each emirate was headed by an Emir. He had the responsibility of making laws, enforcing them and maintaining peace and order in his emirate. He was expected to administer the emirate in accordance with the provisions of the Islamic and Sharia laws. However, each Emir was assisted by a number of advisers and they included:  1.The Waziri: He was the head of all the officials.  2.The Galadima: He was incharge of the capital.  3.The Madaki (Madawaki): He was the commander of the army.  4.The Dogara: He was in charge of the army.  5.The Maaji: He was incharge of the treasury.  6.Sarkin Ruwa: He was the river fishing official.  7.Sarkin Fada: He was the head of the palace workers.  8.Sarkin Pawa: He was the head of the butchers  It is important to note that of all the advisers, the Waziri was a very senior adviser and administrator. He was also the Prime Minister.  (B)Supreme Headquaters: Sokoto and Gwandu were the seats of the Emirs. The Emir of Gwandu controlled the Western Empire, while the Emir of Sokoto controlled the Eastern Empire.  (c)District Administration: Each emirate was divided into districts for administrative convenience.  (D)Village Heads: Village heads were appointed by the Hakimi to help in the collection of taxes e.g cattle tax (Jangali) and maintain law and order in the villages.  (E)Centralised Administration: The emirate system was a highly centralized one, with the Emirs possessing almost all the powers. He was an authoritarian ruler. | The students copy notes into their notebooks. | For reference purposes. |
| Evaluation | The teacher evaluates the students thus:  i.Give an historical background of the Hausa/Fulani political system.  ii.Describe the political administration of the Hausa/Fulani political system. | The students attempt the questions. | To ascertain their understanding of the lesson. |
| Conclusion | The teacher check students notes and make necessary corrections. | The students take corrections made by the teacher. | For consolidation of the lesson. |
| Assignment | The teacher gives the scholars home work:  -State the functions of the Emir in the Hausa/Fulani political system. | The students copy their home work to do it at home. | To encourage students to learn and study while at home. |



Perpetua Iheme

Head Instructor

**LESSON PLAN FOR WEEK 1 ENDING 13TH JANUARY, 2023**

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| --- | --- |
| TERM | 2ND |
| WEEK | 1 |
| DATE | 9th -13th January,2023 |
| SUBJECT | GOVERNMENT |
| TOPIC | Pre-Colonial System |
| SUB-TOPIC | The Igbo Political System |
| TIME | 11:10-11:50AM |
| PERIOD | 5TH |
| DURATION | 35 Minutes |
| CLASS | SS2 |
| NO IN CLASS | 4 |
| AVERAGE AGE | 14-15 Years |
| SEX | Mixed |
| LEARNING OBJECTIVES | By the end of the topic, the scholars should be able to:  i.Explain the Igbo political system.  ii.Describe the structural organization of the Igbo political system. |
| RATIONALE | To acquaint scholars with the Igbo political system. |
| PREVIOUS KNOWLEDGE | The scholars have been exposed to the Hausa/Fulani political system. |
| INTSRUTCIONAL RESOURCES | Charts from textbook explaining the topic. |
| REFERENCE MATERIAL | Essential Government For Senior Secondary Schools.  Debie.C. Chris |

**LESSON DEVELOPMENT**

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| STEPS | TEACHER’S ACTIVITIES | SCHOLARS ACTIVITIES | LEARNIG POINTS |
| Introduction | The teacher introduces the topic by asking the scholars to mention two advisers in the Sokoto Caliphate. | The scholars mention two advisers in the Sokoto Caliphate as:  -The Waziri  -The Dogara. | To arouse the scholars interest towards the topic. |
| Step 1 | The teacher explains the Igbo political system. | The scholars pay attention. | To enhance proper understanding of the topic. |
| Step 2 | The teacher describes the structural organization of the Igbo political system. | The scholars listen and ask relevant questions on the topic. | To encourage critical thinking on the topic. |
| Board Summary | The teacher summarizes the lesson thus:  **THE IGBO POLITCAL SYSTEM**  The Igbo political system may be seen as a fragmented political system. Many institutions were in place and political authority was shared among them. For example, the Ofo title holders (council of Elders), Ozo title holders and age grades were all involved in the sharing of power. No wonder then that, the term “Acephalous” was used to describe the political system. There was the absence of centralization of power and authority in Igbo system as it was more of the people’s direct participation in their government (Direct Democracy).  **STRUCTURAL ORGANISATION OF THE IGBO POLITICAL SYSTEM.**  I.Village administration: The Igbo political system was based on the village as the political unit. A village is seen as inhabited by a group of related families. Each family head held the Ofo title and all of them put together formed the council of Elders. The council governed the village. The most senior Ofo title holder was referred to as the Okpara, and he had the right to preside over meetings, while issues affecting the people were discussed and implemented.  2.The age grades: There were young men that belonged to the same age group, and they performed the following functions:  **i.Administration:** They were involved in the administration of the village.  **ii.Performance of public duties:** They helped in the repair of roads, cleaning the market square,etc.  **iii.maintenance of law and order:** they acted as the police to ensure law and order.  **iv.implementation of policies**: They helped in the implementation of policies made by the Council of Elders.  **v.Abuse of power:** They assisted in checking the abuse of powers by the paramount rulers and Council of Elders.  **3.The Executive:** The affairs of the village are discussed from time to time by the family heads.  **4.The Legislature**: The villagers made laws themselves and even the age grades could enact a law which the Elders would accept.  5.**The Judiciary:** In this area, family heads settle disputes between families.  6.**The Ozo title holders:** Some wealthy and influential men took this title which was very expensive. This makes them to be recognized in the society and also to preside over meetings on issues affecting the community with the Elders Council.  **7.Type of political system**: The political system was more of a Republican. Decisions were reached by consensus. | The students copy notes into their notebooks. | For future reference. |
| Evaluation | The teacher evaluates the scholars thus:  i.Briefly describe the Igbo political system.  ii.Explain the structural organization of the Igbo political system. | The scholars attempt the questions. | To assess their understanding of the topic. |
| Conclusion | The teacher check scholars notes and make corrections. | The scholars take corrections made by the teacher. | For better understanding of the topic. |
| Assignment | The teacher give the scholars home work:  Mention five functions of the Ofo title holders in the Igbo political system. | The scholars copy their home work to do it at home. | To encourage scholars to learn and study while at home. |



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Head Instructor