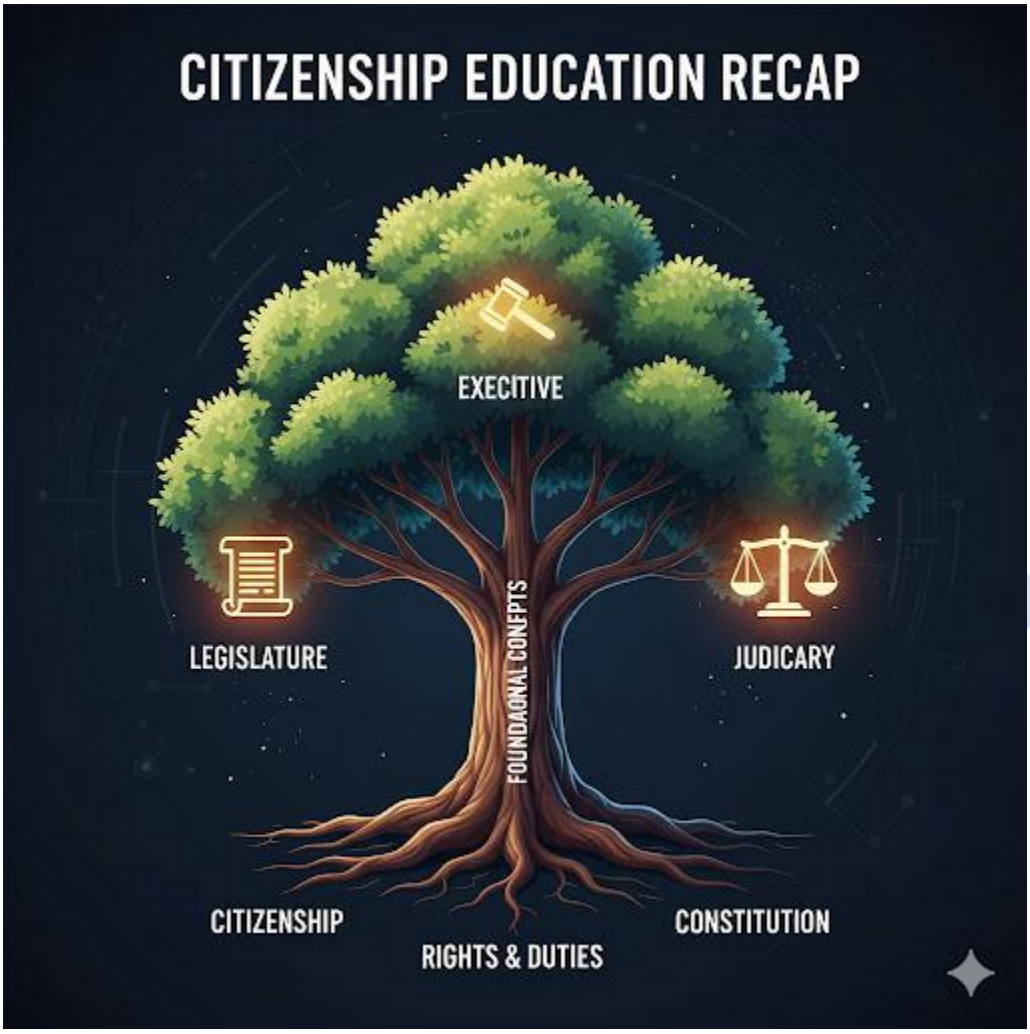
JSS 3 SOCIAL AND CITIZENSHIP STUDIES LESSON NOTES

FIRST TERM

WEEK 1: CITIZENSHIP EDUCATION RECAP



Content: Revision of key concepts from JSS1–2 (Citizenship, Rights, Responsibilities, Constitution, Government).

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Citizenship" and list the three ways it can be acquired (Birth, Registration, Naturalization).
2. Differentiate between a "Right" and a "Responsibility" and explain their interdependence.

3. Define "Constitution" and state its primary importance.
4. List the three arms of government and their basic functions.
5. Recall key civic virtues like honesty, tolerance, and cooperation.

Lesson Content:

1. Foundational Concepts Review This lesson revisits the core ideas of Social and Citizenship Studies from JSS1 and JSS2, which form the foundation for JSS3.

- **A. Citizenship:**
    - **Meaning:** Citizenship is the status of being a legal member of a specific country. A citizen is a member of a political community (a country) who enjoys certain rights and privileges and is expected to perform specific duties.
    - **Acquisition (Recap):**
        1. **By Birth (Indigene):** Being born in a country or having parents (one or both) who are citizens of that country. This is the most common way.
        2. **By Registration:** (e.g., A woman from Ghana who marries a Nigerian man can *register* to become a citizen).
        3. **By Naturalization:** A foreigner who has lived in a country for a long, continuous period (e.g., 15 years in Nigeria), speaks the language, and shows good character can *apply* to become a citizen.
- **B. Rights and Responsibilities:**
    - **Rights:** The privileges, freedoms, and entitlements guaranteed to every citizen by the constitution (e.g., Right to life, Right to freedom of speech, Right to vote, Right to education).
    - **Responsibilities (Duties):** The obligations and duties that a citizen *must* perform for the good of the community and the state.
    - **Interdependence:** Rights and responsibilities are linked. To enjoy your rights, you must perform your duties.
        - *Example:* You have the *right* to security (provided by the police), but you have the *responsibility* to obey the law and report crimes.

        - *Example:* You have the *right* to vote, but you have the *responsibility* to vote wisely and not sell your vote.

- **C. Constitution:**
    - **Meaning:** A constitution is the supreme lawbook of a country. It is a set of fundamental rules, principles, and laws that defines the powers of the government and the rights of the citizens.
    - **Importance:** It is the "social contract" between the government and the people. It guides the government, prevents any one person from becoming too powerful (a dictator), and protects the citizens from abuse.
- **D. Arms of Government:**

    1. **The Legislature (National Assembly):** *Makes* the laws. (e.g., The Senate and House of Representatives).
    2. **The Executive (Presidency/Governors):** *Implements* and *enforces* the laws. (e.g., The President, Ministers, Police).
    3. **The Judiciary (Courts):** *Interprets* the laws and *punishes* lawbreakers. (e.g., Judges, Magistrates).

Evaluation:

1. What is citizenship?
2. List the three ways a person can become a citizen of Nigeria.
3. What is the main difference between a right and a responsibility?
4. What is a constitution?
5. What is the main function of the Judiciary?

Assignment:

1. Define citizenship in your own words.
2. Explain the concept of "interdependence of rights and duties" with an example.
3. Why is a constitution important in a country? (List 3 reasons).
4. Create a table with three columns (Legislature, Executive, Judiciary) and write the main function of each.

5. List five (5) responsibilities of a good citizen.

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WEEK 2: DEMOCRACY AND HUMAN RIGHTS



Content: Relationship between democracy and human rights.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Democracy."
2. Define "Human Rights."
3. Explain the direct relationship between democracy and the protection of human rights.
4. Identify features of a democratic society that promote human rights.
5. Differentiate between how democracies and dictatorships treat human rights.

Lesson Content:

1. Definition of Key Terms

- **Democracy:**
  - **Origin:** From the Greek words 'Demos' (the people) and 'Kratos' (rule or power).
  - **Meaning:** A system of government *by* the people.
  - **Abraham Lincoln's Definition:** "Government of the people, by the people, and for the people."
  - **In Practice:** It is a system where citizens elect representatives to make decisions on their behalf through free and fair elections. It is based on the will of the majority while protecting the rights of the minority.
- **Human Rights:**
  - **Meaning:** Human Rights are the basic, fundamental rights and freedoms that belong to **every single person** in the world, from birth until death.
  - **Characteristics:** They are **inalienable** (cannot be taken away), **universal** (apply to everyone, everywhere), and **indivisible** (all rights are equally important).
  - **Examples (from the UNDHR):** The right to life, freedom from slavery, freedom from torture, freedom of opinion and expression, the right to education, the right to a fair trial.

2. The Relationship Between Democracy and Human Rights Democracy and human rights are interdependent and mutually reinforcing. You cannot have one without the other.

- **Democracy is the *soil* in which human rights *grow*.**
- **Human rights are the *pillars* that hold up a true democracy.**

How Democracy Protects and Promotes Human Rights:

1. **Freedom of Speech and Press (A Human Right):** This right allows citizens and journalists to openly criticize the government, expose corruption, and demand accountability. This is a core part of democracy.
2. **Right to Vote and Participate (A Human Right):** Democracy is the *only* system built on this right. It gives people the power to choose their leaders and remove bad ones.

3. **Rule of Law (A Human Right):** In a democracy, everyone is equal before the law—including the president. The law (constitution) protects citizens' rights from being violated by the government.
4. **Freedom of Assembly (A Human Right):** This right allows people to form political parties, trade unions, and civil society groups to protest or demand change. This is essential for a functioning democracy.
5. **Right to a Fair Trial (A Human Right):** An independent judiciary (courts) in a democracy ensures that the government cannot imprison its critics without a fair and public trial.

Democracy vs. Dictatorship:

- **In a Democracy:** The government's main job is to *protect* the rights of the people. Power flows from the people to the government.
- **In a Dictatorship (or Military Rule):** The ruler has absolute power. The first things to be suspended are human rights—freedom of speech, freedom of assembly, and free press—so the dictator cannot be challenged.

Evaluation:

1. Define "Democracy" in your own words.
2. What are "Human Rights"?
3. Explain the statement: "Democracy is the soil in which human rights grow."
4. List two (2) human rights that are essential for democracy to work.
5. How is the treatment of human rights different in a democracy compared to a dictatorship?

Assignment:

1. Define Democracy and Human Rights.
2. Write a short paragraph (3-5 sentences) explaining the relationship between democracy and human rights.
3. List three (3) features of a democratic society that protect human rights (e.g., free press, independent courts).

4. Can a country be a true democracy if it does not allow freedom of speech? Explain your answer.
5. What is the "Rule of Law"?

WEEK 3: NIGERIAN CONSTITUTION (1999)



Content: (I) Basic provisions (II) Fundamental objectives.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Constitution" (as the supreme law).
2. Identify the 1999 Constitution (as amended) as the current law of Nigeria.
3. List the three (3) basic provisions (e.g., citizenship, rights, arms of government).
4. Define "Fundamental Objectives and Directive Principles of State Policy."
5. List three (3) examples of these objectives (e.g., political, economic, social).

Lesson Content:

1. What is the 1999 Constitution?

- It is the **supreme (highest) law** of the Federal Republic of Nigeria.
- All other laws, actions of the government (President, Governors), and actions of citizens are *subject* to it. If any law or action goes against the constitution, it is considered "null and void" (illegal).
- It is the document that created the **Fourth Republic** (our current democratic system).

2. Basic Provisions of the 1999 Constitution The constitution is a long document, but its basic provisions (contents) include:

- **Chapter 1: General Provisions:** Declares that Nigeria is one indivisible and indissoluble sovereign state; confirms the supremacy of the constitution.
- **Chapter 2: Fundamental Objectives and Directive Principles of State Policy:** (See below).
- **Chapter 3: Citizenship:** Defines who a Nigerian citizen is and how to get citizenship (by birth, registration, or naturalization).
- **Chapter 4: Fundamental Human Rights:** Lists the guaranteed rights of every citizen (e.g., Right to Life, Right to Dignity, Right to Fair Hearing, Right to Freedom of Expression, Right to Freedom of Religion).
- **Chapters 5, 6, 7: The Arms of Government:**
    - Chapter 5: **The Legislature** (powers and structure of the National Assembly).
    - Chapter 6: **The Executive** (powers and structure of the Presidency and Governors).
    - Chapter 7: **The Judicature** (powers and structure of the Courts).
- **Other Provisions:** Include rules for states, local governments, elections (INEC), and the military.

3. Fundamental Objectives and Directive Principles of State Policy (Chapter 2)

- **Definition:** This chapter is the "soul" or "mission statement" of the constitution. It outlines the *goals* and *objectives* that the government **must** work towards.
- It directs the "policy" (plans and actions) of the state.

- **Note:** Unlike the human rights in Chapter 4, these "objectives" are generally *non-justiciable* (you cannot sue the government for failing to provide them, but they are the standards for judging government performance).
- **Examples of Objectives:**
    1. **Political Objectives:** The government's motto shall be "Security and welfare of the people." It must promote national integration and loyalty, and discourage discrimination.
    2. **Economic Objectives:** The government must control the national economy to secure the maximum welfare, freedom, and happiness of every citizen. It must ensure that resources are not concentrated in the hands of a few.
    3. **Social Objectives:** The state shall direct its policy towards ensuring that...
        - All citizens have the opportunity for education.
        - There are adequate medical and health facilities for all.
        - Child abuse and corruption are abolished.
    4. **Environmental Objectives:** The state shall protect and improve the environment (air, water, land).
    5. **Foreign Policy Objectives:** The state shall promote African unity and international cooperation.

Evaluation:

1. What is the 1999 Constitution?
2. Why is the constitution called the "supreme law"?
3. List three (3) basic provisions of the constitution (e.g., citizenship, human rights).
4. What is the purpose of the "Fundamental Objectives and Directive Principles of State Policy"?
5. List two (2) social or economic objectives from Chapter 2.

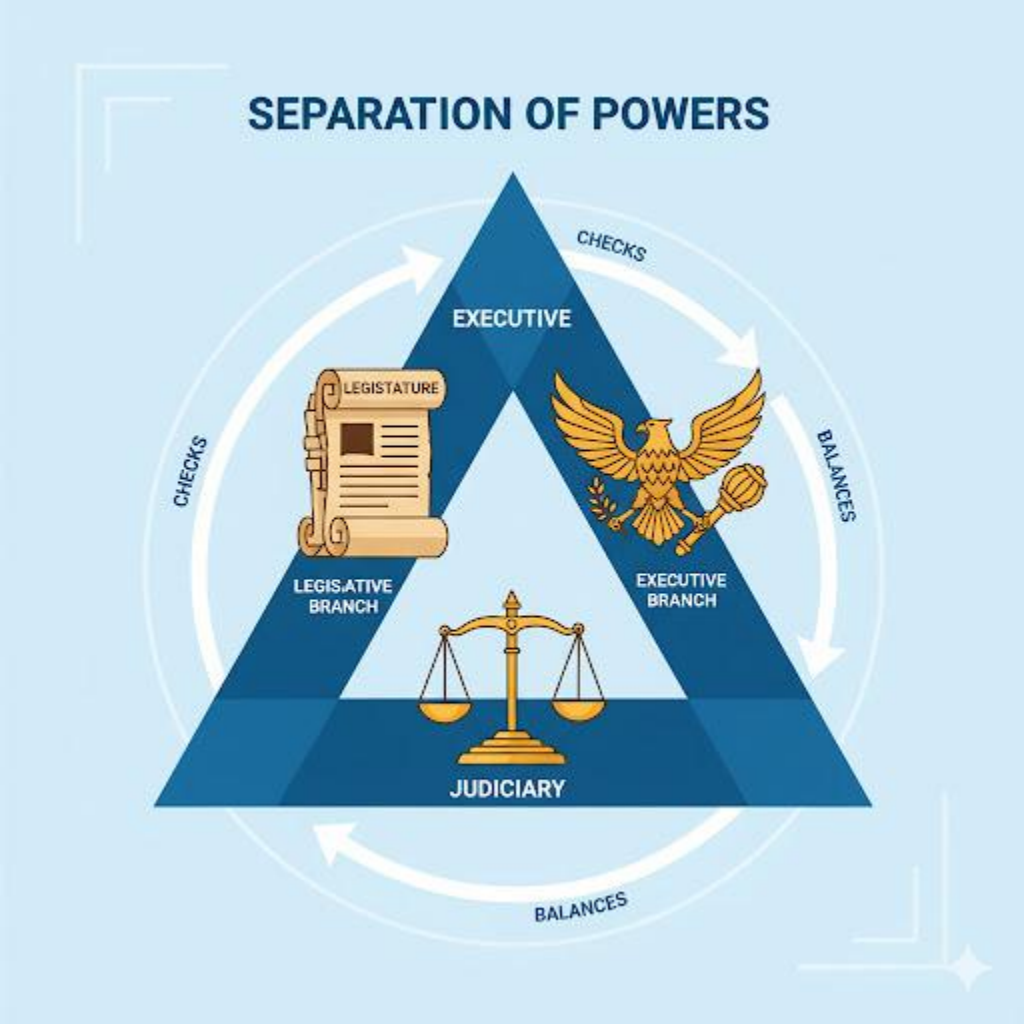
Assignment:

1. What is the difference between Chapter 4 (Fundamental Human Rights) and Chapter 2 (Fundamental Objectives) of the 1999 Constitution?

2. List three (3) rights guaranteed to you under Chapter 4.
3. What are the three (3) arms of government established by the constitution?
4. Read the "Political Objectives" in the lesson. What is the stated motto of the government?
5. Why is it important for a country to have a constitution?

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WEEK 4: SEPARATION OF POWERS



Content: (I) Checks and balances (II) Importance.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Separation of Powers."
2. Identify the "three arms" of government (Legislature, Executive, Judiciary).
3. Define "Checks and Balances."
4. Give two (2) examples of how one arm "checks" another.
5. Explain the main importance of separation of powers (to prevent tyranny).

Lesson Content:

1. Meaning of Separation of Powers

- **Definition:** Separation of Powers is a model of democratic government where the powers of the state are divided among **three** independent and separate branches (or arms): **The Legislature, The Executive, and The Judiciary.**
- **The Principle:** This model, promoted by the French philosopher **Baron de Montesquieu**, states that:
    1. The same person should *not* be a member of more than one arm of government.
    2. One arm of government should *not* interfere with the work of another arm.
    3. One arm of government should *not* perform the function of another arm.
- **The Three Arms (Recap):**
    - **Legislature (National Assembly):** Makes the law.
    - **Executive (The President):** Enforces the law.
    - **Judiciary (The Courts):** Interprets the law.

2. Checks and Balances

- In practice, the separation of powers is *not* absolute. The three arms must work together.
- **Definition:** "Checks and Balances" is a system that *overlaps* the separation of powers, giving each arm some power to **monitor** and **limit** (or "check") the powers of the other two arms.
- **Purpose:** This ensures that no single arm becomes too powerful and creates a balance (equilibrium).
- **Examples of Checks and Balances in Nigeria (1999 Constitution):**
    1. **Legislature checks the Executive:**
        - The **Senate** must *confirm* the President's appointments (e.g., Ministers, Judges).
        - The National Assembly must *approve* the national budget (power of the purse).
        - The National Assembly can *impeach* the President for misconduct.
    2. **Executive checks the Legislature:**

- The President must *assent* (sign) a bill passed by the legislature before it can become law.
- The President can *veto* (refuse to sign) a bill. (The legislature can override this veto with a two-thirds vote).

3. **Judiciary checks BOTH the Executive and Legislature:**
   - This is the most important check, called **Judicial Review**.
   - The Supreme Court can *declare a law* passed by the legislature "unconstitutional" (illegal).
   - The Courts can *declare an action* by the President "unconstitutional."
4. **Executive checks the Judiciary:**
   - The President *appoints* the judges (though they must be confirmed by the Senate).

3. Importance of Separation of Powers and Checks & Balances

1. **To Prevent Tyranny (Dictatorship):** This is the *main* reason. It prevents the concentration of power in one person or group. If the person who *makes* the law (Legislature) is also the one who *enforces* it (Executive) and *judges* it (Judiciary), they have total power and can become a dictator.
2. **To Promote Efficiency:** It allows each arm to specialize in its own function.
3. **To Ensure Accountability:** The arms are accountable to each other (e.g., the President is accountable to the Legislature).
4. **To Protect Human Rights:** By guaranteeing the independence of the Judiciary, citizens have a place to go (the courts) if the government violates their rights.

Evaluation:

1. What is "Separation of Powers"?
2. Who was the philosopher who promoted this idea?
3. What is "Checks and Balances"?
4. Give one (1) example of how the Legislature "checks" the Executive.
5. What is the *most important* reason for separating the powers of government?

Assignment:

1. Define Separation of Powers and Checks and Balances.
2. Draw a triangle and label the three corners "Legislature," "Executive," and "Judiciary."
3. On the line between "Legislature" and "Executive," write one "check" each way.
4. On the line between "Judiciary" and "Legislature," write one "check" (Judicial Review).
5. What is "Judicial Review"? Why is it such an important "check"?

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WEEK 6: POLITICAL PARTIES



Content: (I) Meaning (II) Functions (III) Party system in Nigeria.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Political Party."
2. List five (5) major functions of political parties.
3. Identify the major political parties in Nigeria's Fourth Republic (e.g., PDP, APC, LP, NNPP).
4. Describe Nigeria's "multi-party system."
5. Differentiate between a one-party, two-party, and multi-party system.

Lesson Content:

1. Meaning of a Political Party

- **Definition:** A Political Party is an **organized group of people** who share similar **political beliefs, ideologies, and goals**, and who work together to **contest elections** in order to **win political power** and **control the government**.
- They are the main link between the people and the government.
- In Nigeria, political parties must be registered with the **Independent National Electoral Commission (INEC)**.

2. Functions of Political Parties Political parties are essential for a democracy. Their functions include:

1. **Political Recruitment:** They *select* and *recruit* candidates (e.g., for President, Governor, Senator) to run for office.
2. **Contesting Elections:** They organize and fund election campaigns to get their candidates elected.
3. **Political Education and Mobilization:** They *educate* the public about important issues (from their perspective). They hold rallies and use media to *mobilize* people to vote.
4. **Formulation of Government:** The party that wins the majority of seats *forms the government*. The party leader (e.g., the President) appoints members (Ministers) to run the Executive arm.
5. **Formulation of Public Policy:** Each party has a **manifesto** (a document of its promises and goals). If they win, they try to turn this manifesto into government policy (new laws, new projects).
6. **Serving as an "Opposition":** The parties that *lose* the election form the "opposition." Their job is to *check* the power of the ruling party, criticize its policies, and present an alternative, so the government remains accountable.
7. **National Integration:** Parties bring together people from different ethnic groups, religions, and regions under one political "umbrella."

3. Party Systems A party system describes the number of political parties that have a realistic chance of winning power.

- **One-Party System:**
  - Only *one* political party is legally allowed to exist. All opposition is banned.
  - This is *undemocratic* and found in dictatorships.
  - *Examples:* China, North Korea.
- **Two-Party System:**
  - Although many parties may exist, political power is dominated by *two* major parties.
  - *Examples:* **USA** (Democrats and Republicans), **UK** (Conservative and Labour).
- **Multi-Party System:**
  - *Three or more* parties have a genuine chance of winning elections or forming a *coalition* government (where two parties agree to rule together).
  - This system gives voters more choices.
  - **Nigeria operates a multi-party system.** In the 1999-2015 era, it was dominated by the PDP. Since 2015, it has been dominated by the APC, but the 2023 election showed the strength of other parties like the Labour Party (LP) and the NNPP, confirming it is a multi-party state.

Evaluation:

1. What is a political party?
2. What is the ultimate goal of a political party?
3. List three (3) functions of political parties.
4. What is the job of an "opposition" party?
5. What type of party system does Nigeria have?

Assignment:

1. Define Political Party and Party System.
2. List five (5) functions of a political party.
3. What is a "manifesto"?

4. Explain the difference between a one-party, two-party, and multi-party system.
5. Name three (3) political parties currently active in Nigeria.

WEEK 8: ELECTION PROCESSES



Content: (I) Voter registration (II) Voting methods (III) INEC.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Election" and "Suffrage."
2. Explain the importance of "Voter Registration."
3. Describe the basic voting method used in Nigeria (Secret Ballot).
4. Identify **INEC** as the body responsible for elections in Nigeria.
5. List three (3) main functions of INEC.

Lesson Content:

1. Definitions

- **Election:** A formal process in a democracy where citizens (the electorate) **choose** their representatives (leaders) by **voting**.
- **Suffrage (or Franchise):** The *right to vote* in political elections. In Nigeria, "universal adult suffrage" means every citizen aged **18 years and above** has the right to vote.
- **Electorate:** All the citizens who are qualified to vote.

2. The Election Process

- **A. Voter Registration:**
    - **Meaning:** This is the *first* and *most crucial* step. It is the process where eligible citizens (18+) get their names recorded by the electoral body (INEC).
    - **Importance:**
        1. Once registered, a citizen is issued a **Permanent Voter's Card (PVC)**, which is the "passport" to voting.
        2. It helps INEC create a clean **Voter's Register** (the official list of all voters).
        3. It helps prevent fraud (e.g., people voting twice or underage voting).
        4. It helps in planning (knowing how many ballot papers and polling units are needed).
- **B. Voting Methods:**
    - **Open Ballot:** An old method where voters vote *publicly* (e.g., by raising hands or queuing behind a candidate's photo). This is *bad* because it leads to intimidation and fear.
    - **Secret Ballot (Used in Nigeria):** This is the standard democratic method.
        1. A voter's identity is confirmed (accreditation) using the PVC and (now) the **BVAS** (Bimodal Voter Accreditation System).
        2. The voter is given a **ballot paper** (a paper showing the party logos).
        3. The voter goes to a *private* **voting booth** (cubicle).
        4. They secretly mark their choice (usually with a thumbprint).
        5. They fold the ballot paper and drop it in a public **ballot box**.

    - **Importance of Secret Ballot:** It protects the voter's choice, prevents intimidation, and ensures a free vote.
- **C. Counting and Declaration:** After voting closes, the votes are counted publicly at the polling unit, recorded, and sent to collation centers, and eventually, INEC declares the winner.

3. INEC (Independent National Electoral Commission)

- **Definition:** INEC is the independent *umpire* or *referee* responsible for conducting all major elections (Presidential, Governorship, National/State Assembly) in Nigeria.
- "Independent" means it is *not* supposed to be controlled by the government or any political party.
- **Functions of INEC:**
    1. Conducts and supervises all elections.
    2. Registers eligible voters and maintains the Voter's Register.
    3. Registers political parties.
    4. Educates voters on the democratic process.
    5. Divides the country into constituencies (voting areas).
    6. Monitors political party campaigns and finances.
    7. Counts the votes and declares the winners.

Evaluation:

1. What is an election?
2. What is the age requirement for voting in Nigeria?
3. Why is voter registration important?
4. What is the "secret ballot" system?
5. What does INEC stand for, and what is its main job?

Assignment:

1. Define Election, Suffrage, and Electorate.

2. Explain the two main voting methods (Open and Secret) and state which one is used in Nigeria and why.
3. What is a PVC and a BVAS?
4. List five (5) major functions of INEC.
5. Why is it important for an electoral body (like INEC) to be "independent"?

WEEK 9: GOOD GOVERNANCE



Content: (I) Meaning (II) Principles (III) Citizens' role in promoting it.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Governance" and "Good Governance."
2. List at least five (5) key principles (or characteristics) of Good Governance.
3. Explain the relationship between good governance and national development.
4. Describe three (3) roles citizens can play in promoting good governance.

Lesson Content:

1. Meaning of Governance and Good Governance

- **Governance:** The process of *making* and *enforcing* decisions within a country or organization. It is the *act of ruling*.
- **Good Governance:** A *style* of governance that is **efficient, effective, and just (fair)**. It is the *responsible* use of power to manage a country's resources for the benefit of *all* citizens.
- Good governance is *not* just about the government; it includes the participation of citizens and civil society.

2. Principles (Characteristics) of Good Governance (Based on United Nations standards)

1. **Participation:** Citizens have a voice in decision-making, either directly or through their elected representatives. (e.g., voting, peaceful protests, community meetings).
2. **Rule of Law:** The laws are fair, applied equally to everyone (including the government), and enforced by an independent judiciary. (No one is above the law).
3. **Transparency:** The government is *open* about what it is doing and why. Decisions are made publicly, not in secret. (e.g., publishing the national budget, open contract bidding).
4. **Accountability:** The government and public officials are *answerable* for their actions. They must explain their decisions and take responsibility for failures. (e.g., facing checks by the legislature, being voted out).
5. **Responsiveness:** The government listens to its citizens and responds to their needs within a reasonable timeframe.
6. **Effectiveness and Efficiency:** The government *gets the job done* (e.g., builds the road, provides power) *without* wasting time or resources (money, people).
7. **Equity and Inclusiveness:** All citizens, especially the most vulnerable (poor, minorities, women), have opportunities to improve their well-being. No one is left behind.
8. **Consensus-Oriented:** Good governance requires mediating different interests in society to reach a broad agreement on what is best for the whole community.

3. Citizens' Role in Promoting Good Governance Good governance is a two-way street. Citizens cannot be passive; they must be *active*.

1. **Voting and Political Participation:** The most important role. Citizens must register to vote, and then vote *wisely* based on merit, not on ethnic or religious sentiment.
2. **Obeying the Law:** Citizens must follow the same "rule of law" they expect from leaders. (e.g., pay taxes, don't litter, don't bribe).
3. **Holding Leaders Accountable:**
    - Asking questions at town hall meetings.
    - Using freedom of speech (media, social media) to expose corruption.
    - Reporting crimes and corruption to agencies (like EFCC, ICPC).
4. **Civic Engagement:** Joining or supporting civil society organizations (CSOs), NGOs, or community groups that monitor government projects and advocate for public good.

Evaluation:

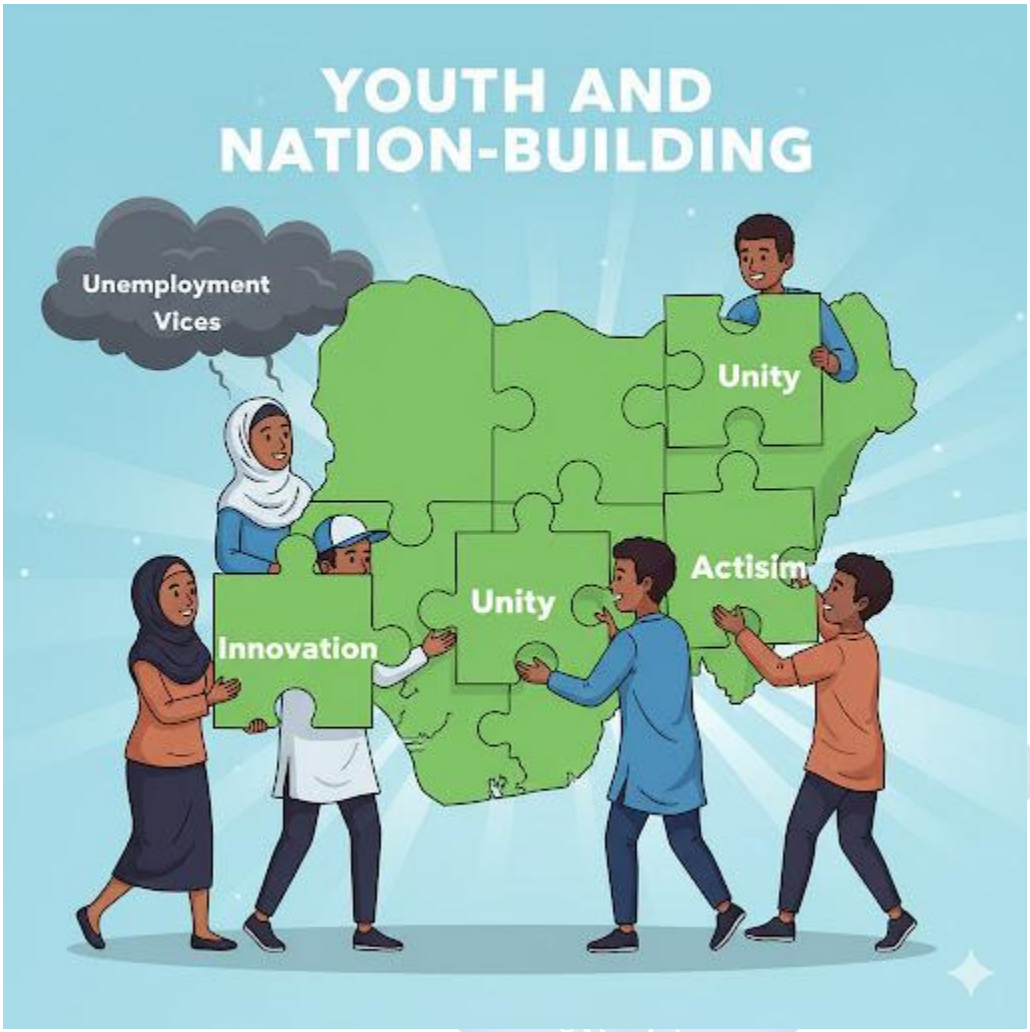
1. What is the difference between "governance" and "good governance"?
2. List three (3) principles of good governance.
3. What does "Transparency" mean in government?
4. What does "Accountability" mean?
5. List two (2) roles a citizen must play to promote good governance.

Assignment:

1. Define Good Governance.
2. List and explain four (4) principles of good governance in your own words.
3. Why is "Rule of Law" important for good governance?
4. Explain three (3) ways *you* as a JSS3 student can promote good governance in your *school* (e.g., in the student government or classroom).
5. What is the link between good governance and national development?

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WEEK 10: YOUTH AND NATION-BUILDING



Content: (I) Roles of youth (II) Challenges (III) Opportunities.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Youth" (according to the Nigerian National Youth Policy).
2. Define "Nation-Building."
3. List four (4) positive roles of youth in nation-building.
4. List three (3) major challenges facing Nigerian youth.
5. Identify opportunities for youth to contribute (e.g., skills, technology, activism).

Lesson Content:

1. Definitions

- **Youth:** The Nigerian National Youth Policy (2019) defines "youth" as all persons aged **15–29 years**. (JSS3 students are on the verge of entering this category). The African Youth Charter defines it as 15-35. The youth are the *most* energetic, innovative, and dynamic segment of the population.
- **Nation-Building:** The process of constructing or structuring a national identity using the power of the state. It involves uniting people from different backgrounds (ethnic, religious) into a single, cohesive, and functional nation. It means building the *economy*, the *political system*, and *social trust* (unity).

2. Positive Roles of Youth in Nation-Building The youth are *not* just "leaders of tomorrow"; they are *partners of today*.

1. **Economic Engine:** Youths are the main *workforce*. They are the innovators, entrepreneurs, and tech-savvy workers who create new businesses (like in FinTech, music, and fashion) and drive economic growth.
2. **Agents of Change and Social Activism:** Young people have the energy and idealism to challenge injustice and demand accountability. (e.g., the "Not Too Young To Run" movement, which successfully lowered the age for running for office).
3. **Promoting National Unity:** When youths from different backgrounds interact (e.g., in NYSC, universities, sports), they build bridges and break down ethnic stereotypes, fostering a single national identity.
4. **Defending the Nation:** The majority of members of the Armed Forces, Police, and other security agencies are young people.
5. **Political Participation:** By voting, running for office, and engaging in political discourse, youths shape the future of the nation's leadership.

3. Challenges Facing Nigerian Youth Despite their potential, youths in Nigeria face significant challenges that *hinder* their role in nation-building:

1. **Unemployment and Underemployment:** The biggest challenge. Millions of graduates cannot find jobs that match their skills, leading to frustration and poverty.

2. **Poor Quality of Education:** The educational system (from basic to tertiary) often lacks funding, infrastructure, and modern relevance, failing to equip youths with the *skills* needed for the 21st-century job market.
3. **Political Exclusion:** Youths are often "used" by politicians for thuggery during elections but are excluded from actual decision-making (policy-making).
4. **Negative Vices:** Due to frustration and poverty, many youths get involved in social problems like cultism, drug abuse, cybercrime ("yahoo-yahoo"), and political thuggery.
5. **Insecurity:** Youths are both the main perpetrators and primary victims of insecurity (e.g., insurgency, banditry).

4. Opportunities for Youth Contribution

- **Skill Acquisition:** Focus on acquiring practical, high-demand skills (e.g., coding, digital marketing, fashion design, solar installation) *in addition* to formal education.
- **Technology (ICT):** The digital economy is the biggest opportunity. Youths can create apps, start online businesses, and solve local problems with technology.
- **Entrepreneurship:** Instead of waiting for a job, youths can *create* jobs by starting small businesses (becoming entrepreneurs).
- **Positive Activism:** Using social media and community groups to advocate for good governance, environmental protection, and social justice.

Evaluation:

1. Who is considered a "youth" according to the Nigerian National Youth Policy?
2. What is "nation-building"?
3. List three (3) positive roles of youth in nation-building.
4. List three (3) major challenges facing Nigerian youth.
5. What is the "Not Too Young To Run" movement?

Assignment:

1. Define Youth and Nation-Building.

2. In your opinion, what is the *single biggest* challenge facing youth in your community? (Explain in one paragraph).
3. What is the difference between "waiting for a job" and "entrepreneurship"?
4. List two (2) opportunities in the ICT sector for Nigerian youth.
5. Write a short paragraph on what *you* (as a JSS3 student) can start doing *now* to prepare yourself to contribute to nation-building.

WEEK 11: REVISION

Topic: Revision

Content: Review of all topics in Term 1.

Note: This week is dedicated to a comprehensive review of all topics covered in the First Term to prepare for the JSS3 mock/final examinations.

Revision Checklist:

1. **Foundations (Week 1):**
    - Citizenship (Birth, Registration, Naturalization).
    - Rights vs. Responsibilities (Interdependence).
    - Constitution (Supreme law).
    - Arms of Government (Legislature, Executive, Judiciary).
2. **Democracy and Rights (Weeks 2-4):**
    - Democracy (Govt. of the people).
    - Human Rights (Universal, inalienable).
    - Relationship: Democracy *protects* rights; Rights *enable* democracy.
    - 1999 Constitution: Supreme law; Chapter 4 (Rights) vs. Chapter 2 (Objectives).
    - Separation of Powers (L, E, J are separate).
    - Checks and Balances (L checks E, E checks L, J checks both - Judicial Review).
3. **Political Processes (Weeks 6, 8):**
    - Political Party (group seeking to win power).
    - Functions (Recruitment, Education, Contesting Elections, Forming Govt., Opposition).
    - Party Systems (One-party, Two-party, Multi-party - Nigeria).
    - Election (process of choosing leaders).
    - Suffrage (right to vote, 18+).
    - INEC (The electoral body) and its functions.
    - Voting Method (Secret Ballot).
4. **Governance and Youth (Weeks 9, 10):**

- Good Governance (responsible, accountable, transparent use of power).
- Principles (Participation, Rule of Law, Transparency, Accountability, Responsiveness, etc.).
- Citizen's Role (Vote, Obey laws, Hold leaders accountable).
- Youth (15-29) and Nation-Building (process of uniting a country).
- Roles (Workforce, Change agents) vs. Challenges (Unemployment, Poor education, Vices).

Practical Revision:

- Debate: "Are human rights fully protected in our democracy?"
- Diagram: Drawing the "Checks and Balances" between the 3 arms of government.
- Discussion: "What is the biggest failure of good governance in our community?"
- Project: "If I were a youth running for office, what would be my 3-point manifesto?"

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SECOND TERM - JSS 3 SOCIAL AND CITIZENSHIP STUDIES LESSON NOTES

WEEK 1: NATIONAL ISSUES



Content: Poverty, corruption, insecurity.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "National Issues" as major problems affecting the entire country.
2. Define "Poverty" and list two of its causes and consequences.
3. Define "Corruption" and give three examples of corrupt practices.
4. Define "Insecurity" and list two of its causes and effects on national development.
5. Suggest one solution to each of these national issues.

Lesson Content:

1. What are National Issues?

- **Definition:** National Issues (or National Problems) are significant challenges, difficulties, or threats that affect a large population of a country, hindering its peace, progress, and development.
- These issues are complex, often interconnected, and require a collective effort from both the government and the citizens to solve.
- In Nigeria, three of the most pressing national issues are **Poverty, Corruption, and Insecurity**.

2. Poverty

- **Definition:** Poverty is a state of extreme lack. It is a condition where an individual or a family lacks the financial resources and essential needs to enjoy a minimum standard of living. This includes a lack of food, clean water, shelter, healthcare, and education.
- **Causes of Poverty in Nigeria:**
    1. **High Unemployment:** A large number of youths and graduates have no jobs.
    2. **Corruption:** Public funds meant for development (schools, hospitals, roads) are stolen by a few individuals.
    3. **Poor Governance:** Lack of basic amenities like stable electricity and good roads makes it difficult for small businesses to grow.
    4. **Low-Quality Education:** A poor education system does not equip people with the skills needed for modern jobs.
    5. **Insecurity:** Farmers cannot go to their farms, and businesses cannot operate safely, leading to economic collapse.
- **Consequences of Poverty:**
    1. **High Crime Rate:** People (especially youths) may turn to crime (theft, kidnapping) to survive.
    2. **Poor Health:** Malnutrition and lack of access to healthcare lead to high death rates.
    3. **Low National Development:** A poor population cannot contribute effectively to economic growth.

3. Corruption

- **Definition:** Corruption is the dishonest or fraudulent conduct by those in power, typically involving **bribery**. It is the abuse of public office or entrusted power for *private gain*.
- **Examples of Corrupt Practices:**
    1. **Bribery:** Giving or receiving money/gifts to influence a decision (e.g., giving a police officer money to avoid a fine; paying for a job).
    2. **Embezzlement:** Stealing public funds that one is meant to manage.
    3. **Nepotism/Favouritism:** Giving jobs or contracts to unqualified friends and family members instead of the most qualified person.
    4. **Election Rigging:** Manipulating election results.
- **Consequences of Corruption:**
    1. **Increases Poverty:** Money for public services is stolen.
    2. **Infrastructural Decay:** Roads, hospitals, and schools are not built or are poorly constructed.
    3. **Loss of Trust:** Citizens lose faith in the government and the rule of law.

4. Insecurity

- **Definition:** Insecurity is a state of being subject to danger, fear, or threat. It is the absence of peace, safety, and protection for citizens and their property.
- **Forms of Insecurity in Nigeria:**
    - **Terrorism/Insurgency** (e.g., Boko Haram).
    - **Banditry and Kidnapping for Ransom.**
    - **Farmer-Herder Clashes.**
    - **Armed Robbery and Cultism.**
- **Causes of Insecurity:**

    1. **High Youth Unemployment and Poverty:** Provides a large pool of recruits for criminal gangs.
    2. **Weak Security Forces:** Poorly funded, equipped, and motivated police and military.
    3. **Corruption:** Security funds are often embezzled.

- **Consequences of Insecurity:**

    1. **Loss of Life and Property.**
    2. **Food Scarcity:** Farmers are afraid to go to their farms.
    3. **Reduced Foreign Investment:** Foreigners are afraid to invest in an unsafe country.
    4. **Internal Displacement:** Creates a refugee crisis (IDPs).

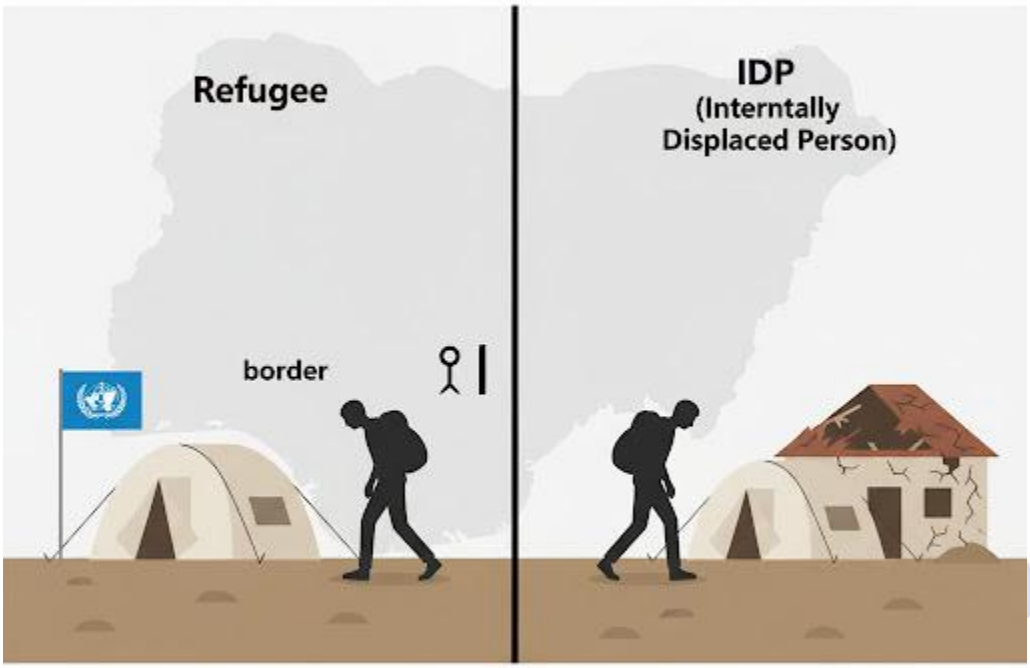
Evaluation:

1. What are "national issues"?
2. Define poverty and list two of its causes.
3. What is corruption? Give two examples.
4. Define insecurity and list two forms of it in Nigeria.
5. How does corruption lead to poverty?

Assignment:

1. Define Poverty, Corruption, and Insecurity in your own words.
2. Explain the relationship between unemployment and insecurity.
3. What are the anti-corruption agencies in Nigeria that fight corruption? (e.g., EFCC, ICPC).
4. As a JSS3 student, suggest one way you can help fight corruption in your school.
5. Explain how insecurity (e.g., banditry in the north) can lead to a rise in food prices in the south.

WEEK 2: HUMANITARIAN ISSUES



Content: Refugees, Internally Displaced Persons (IDPs).

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Humanitarian Issues."
2. Define "Refugee" and state their rights under international law.
3. Define "Internally Displaced Person (IDP)."
4. Differentiate clearly between a Refugee and an IDP.
5. List the major causes and problems of IDPs in Nigeria.

Lesson Content:

1. What are Humanitarian Issues?

- A **Humanitarian Issue** is a large-scale event or situation that causes widespread human suffering and threatens the health, safety, and well-being of a community or group of people.
- These situations often require an urgent response (humanitarian aid) in the form of food, water, shelter, and medical care.
- Two major groups at the center of humanitarian issues are **Refugees** and **Internally Displaced Persons (IDPs)**.

2. Refugees

- **Definition:** A **Refugee** is a person who has been forced to **flee their country** to escape war, violence, conflict, or persecution (being mistreated because of their race, religion, nationality, or political opinion).
- **Key Feature:** A refugee *crosses an international border* (they leave their home country).
- **International Law:** Under the 1951 Refugee Convention, refugees have specific rights. The most important is the right to *asylum* (protection) in the new country and the right *not* to be sent back to the danger they fled from (non-refoulement).
- **Global Example:** A person fleeing the war in Syria and crossing into Turkey or Germany.
- **Agency:** The **United Nations High Commissioner for Refugees (UNHCR)** is the global agency responsible for protecting refugees.

3. Internally Displaced Persons (IDPs)

- **Definition:** An **Internally Displaced Person (IDP)** is a person who has been forced to **flee their home** for the *same reasons* as a refugee (war, violence, insecurity, or natural disaster) but who **has not crossed an international border**.
- **Key Feature:** An IDP remains *inside* their own country.
- **Example:** A farmer in Borno State who flees from Boko Haram and moves to an IDP camp in Maiduguri or Abuja. They are still in Nigeria, but they have lost their home.

- **Legal Status:** Because they are still in their own country, IDPs are *not* protected by international refugee law. They must rely on their *own government* for protection and aid (which is often the source of the problem).

4. Differentiating Between Refugees and IDPs This is a very important distinction. | Feature | Refugee | Internally Displaced Person (IDP) | | :--- | :--- | :--- | | **Location** | **Outside** their home country. | **Inside** their home country. | | **Border Crossed**| Crosses an *international* border. | Does *not* cross an international border. | | **Legal Protection** | Protected by *international law* (UNHCR). | Protected by their *own national government*. | | **Example** | A Nigerian who flees to Cameroon. | A Nigerian who flees from Katsina to Kano. |

5. The IDP Crisis in Nigeria

- **Causes:**
    1. **Conflict/Insecurity:** This is the *main* cause. (e.g., Boko Haram insurgency in the North-East, banditry in the North-West).
    2. **Communal Clashes:** Farmer-herder conflicts over land.
    3. **Natural Disasters:** Severe flooding, which displaces thousands of people annually.
- **Problems Faced by IDPs:**
    1. **Lack of Shelter:** Camps are overcrowded and often made of temporary materials.
    2. **Food and Water Scarcity:** Malnutrition is very high, especially among children.
    3. **No Healthcare:** Diseases like cholera and malaria spread quickly in camps.
    4. **Loss of Education:** Millions of children in IDP camps are out of school.
    5. **Security Risks:** Camps are often attacked, and women/children face abuse.

Evaluation:

1. What is a humanitarian issue?
2. What is a refugee?
3. What is an Internally Displaced Person (IDP)?
4. What is the *single most important* difference between a refugee and an IDP?
5. List two (2) major causes of the IDP crisis in Nigeria.

Assignment:

1. Define Refugee and IDP in your own words.
2. Create a table that clearly shows three (3) differences between a refugee and an IDP.
3. What does UNHCR stand for? What is its job?
4. List four (4) major problems faced by people living in an IDP camp.
5. Who has more legal protection, a refugee in Cameroon or an IDP in Maiduguri? Explain why.

WEEK 3: PEACE EDUCATION



Content: (I) Peacebuilding (II) Negotiation (III) Mediation.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Peace" and "Conflict."
2. Define "Peace Education" and "Peacebuilding."
3. Define "Negotiation" and state its purpose.
4. Define "Mediation" and identify the role of a "Mediator."
5. Differentiate between negotiation and mediation.

Lesson Content:

1. Definitions

- **Conflict:** A serious disagreement or argument between individuals, groups, or nations. Conflict is a natural part of human life.
- **Peace:** Peace is *not* just the absence of war or violence. It is a positive state of **harmony, justice, security, and social order**. It is a state where conflicts are resolved *non-violently*.
- **Peace Education:** The process of teaching and learning the *knowledge, skills, attitudes,* and *values* needed to build and maintain peace. It teaches people *how* to resolve conflicts peacefully.

2. Peacebuilding

- **Definition:** Peacebuilding refers to the long-term actions and programs designed to *address the root causes* of a conflict and *prevent it from happening again*.
- It is *not* just stopping the fighting. It is about *rebuilding* a society.
- **Examples of Peacebuilding Activities:**
    1. **Reconstruction:** Rebuilding roads, schools, and hospitals destroyed in a war.
    2. **Reconciliation:** Bringing the two warring groups together to forgive each other and build trust (e.g., through truth commissions, community dialogues).
    3. **Disarmament:** Taking weapons away from former fighters.
    4. **Economic Empowerment:** Creating jobs so that youths are not tempted to return to violence.
    5. **Strengthening Justice:** Building fair courts and police systems.

3. Methods of Peaceful Conflict Resolution

- **A. Negotiation:**
    - **Definition:** A process of *direct communication* between two or more parties in a conflict, who *voluntarily* try to reach a mutually acceptable agreement.
    - **Key Feature:** It involves **only the conflicting parties themselves**. There is no "referee."
    - **Process:** Both sides must be willing to **compromise** (give up some of their demands) to find a "win-win" solution.

    - **Example:** You and your classmate both want to use the same textbook. You *negotiate* an agreement: "You use it for 30 minutes, and I will use it for 30 minutes."
- **B. Mediation:**
    - **Definition:** A process where a **neutral third party** (a person who is *not* involved in the conflict) is invited to *help* the conflicting parties communicate and find a solution.
    - **The Mediator (The Third Party):**
        - Does *not* take sides.
        - Does *not* make the decision.
        - Their job is to *facilitate* (make it easier) for the two sides to talk. They are like a "referee" or "chairman."
    - **Example:** You and your classmate are shouting at each other. A teacher (the mediator) comes, calms you down, listens to both sides, and helps you agree on a solution (like the 30-minute one). The teacher doesn't *force* the solution but *helps* you find it.

4. Negotiation vs. Mediation | Feature | Negotiation | Mediation | | :--- | :--- | :--- | | **Parties Involved** | Only the conflicting parties. | The conflicting parties **PLUS** a neutral third party. | | **Process** | Direct communication. | Facilitated communication. | | **Who finds the solution?** | The parties find it themselves. | The parties find it, but *with the help* of the mediator. |

Evaluation:

1. What is the difference between "peace" and just "the absence of violence"?
2. What is peace education?
3. What is the main goal of peacebuilding?
4. What is negotiation?
5. What is the role of a "mediator" in mediation?

Assignment:

1. Define Peacebuilding, Negotiation, and Mediation.

2. What is the main difference between negotiation and mediation?
3. Your two friends are in a serious quarrel and are not speaking to each other. Which method (negotiation or mediation) would be best to solve this? Why?
4. List three (3) qualities a good mediator must have (e.g., patient, good listener, neutral).
5. List three (3) peacebuilding activities that should happen *after* a war ends.

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WEEK 4: HUMAN RIGHTS PROTECTION



Content: (I) Strategies (II) National and international frameworks.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Human Rights Protection."
2. List three (3) strategies for protecting human rights.
3. Identify the **1999 Nigerian Constitution (Chapter 4)** as the primary *national* framework.
4. Identify the **UDHR** and the **African Charter** as primary *international* frameworks.
5. Name two (2) organizations involved in human rights protection (e.g., NHRC, NGOs).

Lesson Content:

1. What is Human Rights Protection?

- **Definition:** Human Rights Protection refers to all the *actions, strategies, and laws* designed to *defend, promote,* and *ensure* that every individual can enjoy their fundamental human rights without discrimination or abuse.
- It involves both *preventing* violations and *providing remedies* (solutions) when violations occur.

2. National Frameworks (Inside Nigeria) These are the laws and institutions *within Nigeria* for protecting rights.

- **A. The 1999 Constitution (as amended):**
    - This is the *primary* legal framework.
    - **Chapter 4** is the "Bill of Rights" for Nigerians. It legally guarantees:
        - Right to Life
        - Right to Dignity of Human Person (no torture)
        - Right to Personal Liberty (no unlawful arrest)
        - Right to a Fair Hearing
        - Right to Private and Family Life
        - Right to Freedom of Thought, Conscience, and Religion
        - Right to Freedom of Expression and the Press
        - Right to Freedom of Assembly and Association
- **B. National Institutions:**

1. **The Judiciary (Courts):** The *most important* place for protection. If your right is violated, you can sue the government or the person in court.
2. **The National Human Rights Commission (NHRC):** A government body set up to *investigate* human rights abuses and provide redress.
3. **Legal Aid Council:** A government body that provides *free* lawyers to poor citizens who cannot afford one.
4. **Nigeria Police Force:** Their *duty* is to protect the life and property of citizens.

3. International Frameworks (Outside Nigeria) These are global and regional agreements that set standards for all nations.

- **A. The Universal Declaration of Human Rights (UDHR) (1948):**
  - This is the *founding document* of modern human rights.
  - Created by the **United Nations (UN)** after World War II.
  - It is a "declaration" (a statement of principles), not a binding treaty, but it is the moral standard for the world.
- **B. The African Charter on Human and Peoples' Rights (1981):**
  - This is the main human rights treaty for the **African Union (AU)**.
  - It is unique because it includes "Peoples' Rights" (like the right to self-determination and development) and *duties* of the individual (like the duty to serve the nation).

4. Strategies for Protecting and Promoting Human Rights

1. **Legal Action (Litigation):** Citizens and lawyers suing abusers in court.
2. **Public Education and Sensitization:** Teaching people (through media, schools, workshops) what their rights are. An ignorant person cannot defend their rights.
3. **Advocacy and Lobbying:** NGOs and activists put pressure on the government (Legislature) to pass new laws that protect rights (e.g., the Child Rights Act).
4. **Monitoring and Reporting:** NGOs (like **Amnesty International**, **Human Rights Watch**) and journalists *investigate* abuses and *publish* reports to expose them to the world.
5. **Peaceful Protests:** Citizens using their right to freedom of assembly to publicly demonstrate against injustice.

Evaluation:

1. What is human rights protection?
2. What is the most important *national* law protecting human rights in Nigeria?
3. What is the *global* "standard" or "declaration" for human rights called (from 1948)?
4. What does the NHRC (National Human Rights Commission) do?

5. List two (2) strategies for protecting human rights.

Assignment:

1. What is the full name of the "UDHR" and which organization created it?
2. What is the "African Charter on Human and Peoples' Rights"?
3. What is the difference between the Legal Aid Council and the National Human Rights Commission?
4. Explain the strategy of "Advocacy" in human rights protection.
5. If your right to freedom of speech is violated by the police, what is the *most* powerful institution you can go to for protection? (The Judiciary/Courts).

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WEEK 6: CITIZENSHIP IN A DIGITAL AGE



Content: (I) Cyber citizenship (II) Responsible use of technology.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Digital Citizenship" (or Cyber Citizenship).
2. List three (3) rights of a digital citizen.
3. List five (5) responsibilities of a digital citizen.
4. Define "Netiquette."
5. Identify at least three (3) examples of irresponsible/unsafe use of technology.

Lesson Content:

1. What is Digital (Cyber) Citizenship?

- **Digital Citizen:** Anyone who uses the internet, computers, smartphones, and other digital technologies to engage with society.
- **Digital Citizenship:** The concept of being a *responsible, ethical, and safe* member of the online community.
- It means recognizing that your actions in the *digital world* (online) have *real-world* consequences. It is about applying the same civic virtues (honesty, respect, responsibility) that we use offline, *online*.

2. Rights of a Digital Citizen Just like in the real world, you have rights online:

1. **Right to Access:** The right to access information and communication technologies (the internet).
2. **Right to Digital Privacy:** The right to have your personal information (name, photos, location, messages) protected and not shared without your permission.
3. **Right to Freedom of Expression:** The right to express your opinions online (as long as it doesn't violate others' rights).

3. Responsibilities of a Digital Citizen (Digital Etiquette) These are the rules for *responsible* use of technology. This is also called **"Netiquette"** (Network Etiquette).

1. **Protect Yourself (Digital Security):**
    - Use strong, complex passwords (not "12345").
    - Do not share personal information (full name, address, phone number) with strangers online.
    - Log out of public computers.
2. **Respect Others (Digital Civility):**
    - Do not engage in **cyberbullying** (insulting, threatening, or harassing others online).
    - Be respectful in comments and messages, even if you disagree.
    - Do not use ALL CAPS (it looks like you are SHOUTING).
3. **Obey the Law (Digital Law):**

    - Do not engage in **plagiarism** (copying someone else's work from the internet and calling it your own).
    - Do not illegally download or share copyrighted content (piracy).
    - Do not engage in cybercrime (e.g., "yahoo-yahoo").
4. **Be a Critical Thinker (Digital Literacy):**
    - **Do not believe everything you read.**
    - Learn to spot **"Fake News"** (misinformation). Always check the source of information.
    - **Do not spread unverified rumors,** especially on platforms like WhatsApp.
5. **Protect Your Health (Digital Wellness):**
    - Limit your "screen time." Do not spend all day on your phone.
    - Maintain good posture when using a computer.

4. Irresponsible Use of Technology

- **Cyberbullying:** Using social media to send hurtful messages, spread rumors, or post embarrassing photos.
- **Sexting:** Sending or receiving inappropriate photos or messages.
- **Spreading "Fake News":** Forwarding false information that can cause panic or violence.
- **Internet Fraud ("Yahoo-Yahoo"):** Scamming people for money.
- **Plagiarism:** Copying your assignment directly from Wikipedia.

Evaluation:

1. What is a "digital citizen"?
2. What is "Netiquette"?
3. What is "cyberbullying"?
4. What is "plagiarism"?
5. List two (2) responsibilities of a good digital citizen.

Assignment:

1. Define Digital Citizenship in your own words.

2. List two (2) rights and four (4) responsibilities of a digital citizen.
3. What is "Fake News" and why is it dangerous?
4. Explain two (2) ways you can protect your personal information online.
5. Your friend is being cyberbullied. What is the *best* advice you can give them? (e.g., Don't reply, block the person, tell a trusted adult like a parent or teacher).

WEEK 8: INTERNATIONAL RELATIONS



Content: Nigeria's role in UN, AU, ECOWAS.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Foreign Policy" and "International Relations."
2. Identify the UN, AU, and ECOWAS as key international organizations.
3. State the primary goal of each organization.
4. Describe Nigeria's role in each of these organizations (e.g., as a "big brother" in ECOWAS).

Lesson Content:

1. Definitions

- **International Relations:** The way in which two or more nations interact with and relate to each other, especially in areas of politics, economics, and security.
- **Foreign Policy:** A country's *strategy* or *plan* for dealing with other countries. It outlines a nation's goals and how it will interact with the rest of the world.
- **Nigeria's Foreign Policy:** The "centerpiece" (main focus) of Nigeria's foreign policy is **Africa**. Nigeria sees itself as a leader in Africa and works to promote the interests of Africa on the world stage.

2. Key International Organizations

- **A. ECOWAS (Economic Community of West African States)**
    - **Level:** Regional (West Africa).
    - **Goal:** To promote **economic integration** among its 15 member states. (e.g., to make it easier to trade, travel, and do business within West Africa).
    - **Nigeria's Role:**
        1. **"Big Brother" Role:** Nigeria is the *largest* and *wealthiest* country in ECOWAS and contributes the largest portion of its budget.
        2. **Peacekeeping:** Nigeria (through **ECOMOG**) led military missions to stop civil wars in Liberia and Sierra Leone in the 1990s.
        3. **Free Movement:** Nigeria champions the ECOWAS "Protocol on Free Movement," which allows citizens of member states to travel to other member states (e.g., Ghana, Togo) without a visa.
- **B. AU (African Union)**
    - **Level:** Continental (All of Africa).
    - **Goal:** To achieve a "peaceful, prosperous, and integrated Africa." It works on continent-wide issues of peace, security, and development. (It replaced the old OAU - Organization of African Unity).
    - **Nigeria's Role:**
        1. **Founding Member:** Nigeria was a key founder of the OAU.

2. **Anti-Apartheid:** Nigeria was a "frontline state" in the fight to end Apartheid (racial segregation) in South Africa.
3. **Major Contributor:** Nigeria is one of the "Big 5" countries that contributes the most money to the AU's budget.
4. **Peace and Security:** Nigeria often sends troops for AU peacekeeping missions (e.g., in Sudan, Mali).

- **C. UN (United Nations)**
  - **Level:** Global (The whole world).
  - **Goal:** To maintain **international peace and security**, promote human rights, and foster cooperation in solving global problems (like poverty and climate change).
  - **Nigeria's Role:**
    1. **Member:** Nigeria joined the UN in 1960, immediately after independence.
    2. **Global Peacekeeping:** Nigeria is one of the *world's largest contributors* of troops to UN "Blue Helmet" peacekeeping missions, having served in Congo, Lebanon, Somalia, and many others.
    3. **Leadership:** Nigeria has held the (rotating) Presidency of the UN Security Council and the Presidency of the General Assembly.

Evaluation:

1. What is a country's "foreign policy"?
2. What is the "centerpiece" (main focus) of Nigeria's foreign policy?
3. What does ECOWAS stand for? What is its main goal?
4. What does AU stand for?
5. What is Nigeria's *most* significant contribution to the UN? (Peacekeeping).

Assignment:

1. What is the difference between ECOWAS, AU, and UN (in terms of their geographic level)?
2. What was ECOMOG, and what was its purpose?
3. How did Nigeria help in the fight against Apartheid in South Africa?

4. Why is Nigeria called the "big brother" in ECOWAS?
5. What is the main goal of the United Nations?

WEEK 9: GLOBAL PEACE AND SECURITY



Content: Nigeria's contribution to world peace.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Global Peace" and "Global Security."
2. Define "Peacekeeping."
3. Identify Nigeria's main contribution to global peace as peacekeeping.
4. List at least two (2) countries where Nigerian soldiers have served as peacekeepers.
5. Explain *why* Nigeria is so committed to peacekeeping (its foreign policy).

Lesson Content:

1. Definitions

- **Global Peace:** A state of political stability, non-violence, and harmony *between* nations.
- **Global Security:** The collection of actions and measures taken by nations and international organizations (like the UN) to prevent and resolve conflicts, reduce weapons, and protect civilians.
- **Peacekeeping:** The most common method of promoting global security. It involves sending **neutral** military forces (called "peacekeepers" or "Blue Helmets") from various countries, under the authority of the **United Nations (UN)** or a regional body (like the **AU** or **ECOWAS**), to a conflict zone.

2. The Role of Peacekeepers Peacekeepers are *not* sent to fight a war. Their job is to:

- Monitor a *ceasefire* (an agreement to stop fighting).
- Create a buffer zone between the two warring sides.
- Protect civilians from attack.
- Help disarm (take weapons from) former fighters.
- Help rebuild the police and government.
- Help deliver humanitarian aid (food, medicine).

3. Nigeria's Contribution to World Peace Nigeria's *single greatest contribution* to global peace and security has been its role as a leading **peacekeeping nation**.

- **Motto:** Nigeria is known as a "peace-exporter."
- **History:** Nigeria's peacekeeping history began almost immediately after independence, with the **UN mission in Congo in 1960 (ONUC)**.
- Since then, Nigeria has deployed tens of thousands of soldiers, police, and observers to dozens of missions all over the world.

4. Major Peacekeeping Missions

- **A. United Nations (UN) Missions:**
    - **Congo (1960):** Nigeria's first and very significant mission.

    - **Lebanon (1978):** To monitor the border.
    - **Somalia (1990s):** To protect aid shipments during a famine.
    - **Former Yugoslavia (Bosnia, 1990s):** To stop ethnic cleansing.
    - **Liberia, Sierra Leone, Sudan (Darfur), Mali:** Nigeria has served in almost every major African conflict.
- **B. ECOWAS / ECOMOG Missions (Regional):**
    - This is where Nigeria played the *biggest* role. **ECOMOG** (ECOWAS Monitoring Group) was the regional peacekeeping force created to stop the bloody civil wars in the 1990s.
    - **Liberia (1990s):** Nigeria provided the *majority* of the troops, money, and equipment for ECOMOG to stop the warlord Charles Taylor.
    - **Sierra Leone (1990s):** Nigeria again led the ECOMOG mission to defeat the RUF rebels and restore the elected government.
    - **Conclusion:** Nigeria is credited with sacrificing its own soldiers and billions of dollars to restore peace in West Africa.

5. Why is Nigeria so Committed to Peacekeeping?

- **Foreign Policy:** As the "centerpiece" of its foreign policy is Africa, Nigeria believes it has a *responsibility* to maintain peace in its region.
- **National Interest:** Nigeria believes that "a peaceful neighbor is a safe neighbor." A war in Liberia or Mali could easily spill over and destabilize Nigeria. Therefore, stopping wars *abroad* is a way of *protecting* Nigeria at home.

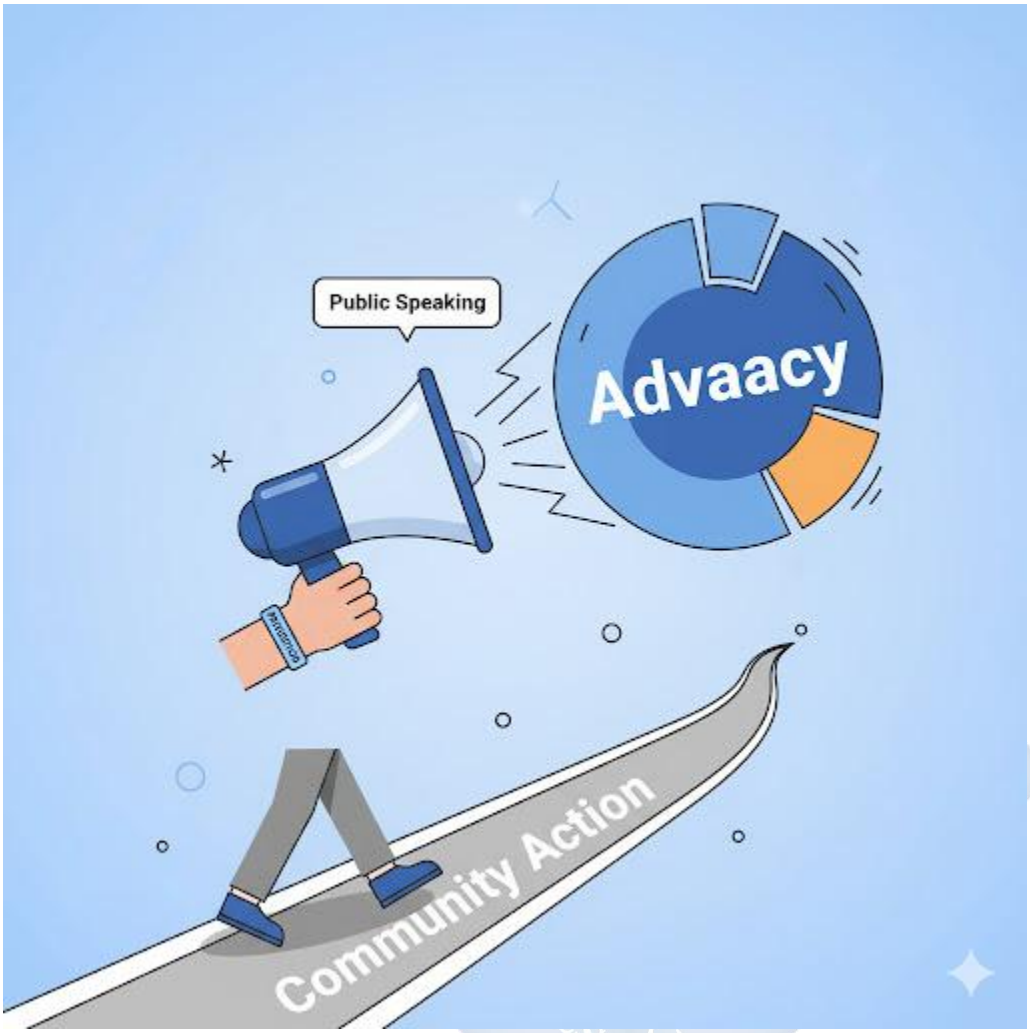
Evaluation:

1. What is "global peace"?
2. What is "peacekeeping"?
3. What is Nigeria's single biggest contribution to world peace?
4. What does ECOMOG stand for?
5. Name two (2) countries where Nigerian soldiers have served as peacekeepers.

Assignment:

1. Define Global Security and Peacekeeping.
2. What is the main difference between a "peacekeeper" and a regular "soldier" (in terms of their mission)?
3. Why is Nigeria so committed to peacekeeping in Africa? (Give 2 reasons).
4. In which two (2) West African countries did ECOMOG (led by Nigeria) intervene to stop civil wars?
5. What do UN peacekeepers (who wear "Blue Helmets") do in a conflict zone? (List 3 of their jobs).

WEEK 10: CIVIC LEADERSHIP SKILLS



Content: (I) Public speaking (II) Advocacy (III) Participation.

Performance Objectives: By theend of this lesson, students should be able to:

1. Define "Civic Leadership."
2. Define "Public Speaking" and list two qualities of a good speaker.
3. Define "Advocacy" and its purpose.
4. Define "Participation" as a leadership skill.
5. Explain how these three skills are necessary for a good citizen.

Lesson Content:

1. What is Civic Leadership?

- **Civic Leadership** is *not* the same as being a politician.
- **Definition:** It is the ability of any citizen (young or old) to *identify* a problem in their community, *organize* others, and *take action* to solve that problem for the public good.
- A civic leader is an *active and responsible citizen*. To be effective, a civic leader needs three key skills: **Public Speaking, Advocacy, and Participation.**

2. Public Speaking

- **Definition:** The skill of delivering a clear, effective, and persuasive speech to a live audience.
- **Importance:** A leader must be able to *communicate* their ideas, *inspire* others to join them, and *persuade* people in power to make a change.
- **Qualities of a Good Speaker:**
    1. **Clarity:** A clear voice and simple language that everyone can understand.
    2. **Confidence:** Standing straight, making eye contact, and believing in the message.
    3. **Knowledge:** Knowing the facts about the topic.
    4. **Passion:** Speaking with energy and emotion.
- **Example:** A student who can stand up at a community meeting and clearly explain *why* the local government needs to repair their school's roof.

3. Advocacy

- **Definition:** The act of *publicly supporting* or *recommending* a particular cause or policy. It is "speaking up" for a problem.
- **Purpose:** To *influence* decisions within political, economic, and social systems. An **advocate** is someone who pleads the case for a problem.
- **How Advocacy Works:**
    1. **Identify the Problem:** (e.g., "The local clinic has no medicine.")
    2. **Identify the Solution:** (e.g., "The government needs to stock the clinic.")
    3. **Identify the Target:** (e.g., "The Local Government Chairman.")
    4. **Take Action:** (This is where advocacy and public speaking meet).

- Write letters to the Chairman.
- Write articles in the newspaper.
- Organize peaceful protests.
- Use social media (e.g., X, formerly Twitter) to call attention to the problem.

4. Participation

- **Definition:** The act of *taking part* in civic life. This is the skill of *doing*, not just talking.
- **Importance:** Leadership is action, not just a position.
- **Forms of Participation:**
    1. **Political Participation:** Voting, joining a political party, attending a rally.
    2. **Community Participation:** Volunteering for community service (e.g., cleaning the gutters, visiting an orphanage), joining a community watch group.
    3. **School Participation:** Running for Class Prefect, joining a debate club, organizing a project.
- **Relationship:** A good leader *participates* (gets involved), uses *advocacy* (identifies the problem), and uses *public speaking* (communicates the solution).

Evaluation:

1. What is "civic leadership"?
2. What is "public speaking"?
3. What is "advocacy"?
4. What is "participation"?
5. How do advocacy and public speaking work together?

Assignment:

1. Define Civic Leadership, Public Speaking, Advocacy, and Participation.
2. List three (3) qualities of a good public speaker.
3. Imagine your school's borehole (water pump) is broken.
    - (a) What is the *problem*?

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- (b) Who is your *target* (the person who can fix it)?
- (c) What *advocacy* action would you take?

4. Why is "participation" a skill of leadership?
5. How can a JSS3 student be a "civic leader" in their classroom?

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WEEK 11: REVISION

Topic: Revision

Content: Review of all topics in Term 2.

Note: This week is dedicated to a comprehensive review of all topics covered in the Second Term to prepare for the JSS3 examination.

Revision Checklist:

1. **National Issues (Week 1):**
    - Definitions, causes, and consequences of:
        - **Poverty** (unemployment, corruption).
        - **Corruption** (bribery, embezzlement, nepotism).
        - **Insecurity** (terrorism, banditry, kidnapping).
2. **Humanitarian Issues (Week 2):**
    - **Refugee:** *Crosses* an international border; protected by UN.
    - **IDP (Internally Displaced Person):** Stays *inside* their country; protected by their own govt.
    - Causes (conflict, disaster) and problems (hunger, disease).
3. **Peace Education (Week 3):**
    - **Peacebuilding:** Long-term actions to fix root causes (reconciliation, reconstruction).
    - **Negotiation:** *Only* the two parties; direct talk.
    - **Mediation:** *Includes* a neutral third party (mediator) to help.
4. **Human Rights Protection (Week 4):**
    - **National Framework:** 1999 Constitution (Chapter 4), NHRC, Courts.
    - **International Framework:** UDHR (UN, 1948), African Charter (AU).
    - **Strategies:** Legal action, advocacy, monitoring, education.
5. **Digital Citizenship (Week 6):**
    - Being a responsible, safe, and ethical user of the internet.
    - **Netiquette:** Rules of online behavior.

- **Responsibilities:** No cyberbullying, no plagiarism, spot fake news, protect privacy.

6. **International Relations (Weeks 8-9):**
    - **Foreign Policy:** A country's plan for dealing with others (Nigeria's is "Afrocentric").
    - **ECOWAS:** West Africa (Economic). Nigeria's role: "Big Brother," ECOMOG (Liberia, Sierra Leone).
    - **AU:** Africa (Peace, Unity). Nigeria's role: Founder, Anti-Apartheid, Peacekeeping.
    - **UN:** Global (Peace). Nigeria's role: Major troop contributor to peacekeeping.
7. **Civic Leadership (Week 10):**
    - **Civic Leader:** An active citizen who solves community problems.
    - **Public Speaking:** Skill of communicating ideas.
    - **Advocacy:** Skill of publicly supporting a cause.
    - **Participation:** Skill of getting involved and taking action.

Practical Revision:

- Role-play: A "mediator" (a student) helps two other students *negotiate* a disagreement.
- Presentation: A short (1-minute) "public speech" advocating for a change in the school.
- Debate: "Is 'Fake News' on social media the biggest threat to Nigeria's unity?"

JSS 3 SOCIAL AND CITIZENSHIP STUDIES LESSON NOTES

THIRD TERM

WEEK 1: CIVIC CHALLENGES IN AFRICA



Content: (I) Governance (II) Corruption (III) Conflict (IV) Underdevelopment.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Civic Challenges" as widespread problems that hinder the progress and stability of African nations.
2. Explain "Governance" as a major challenge, listing two examples (e.g., sit-tight leaders, weak institutions).

3. Analyze how "Corruption" (systemic and petty) undermines development.
4. Describe "Conflict" (ethnic, political) as both a cause and effect of other challenges.
5. Define "Underdevelopment" and link it as the consequence of poor governance, corruption, and conflict.

Lesson Content:

1. What are Civic Challenges in Africa?

- **Definition:** Civic challenges are major, persistent problems that affect the political, economic, and social life of citizens across the African continent.
- These challenges are not just government problems; they are problems for all citizens ("civic"). They hinder the ability of citizens to enjoy their rights, perform their duties, and achieve national development.
- The four most critical and interconnected challenges are: **Poor Governance, Corruption, Conflict, and Underdevelopment.**

2. Challenge 1: Poor Governance

- **Definition:** "Governance" is the process of ruling. "Poor Governance" is the failure of leaders and institutions to manage a country's affairs effectively, fairly, and transparently.
- **Manifestations of Poor Governance in Africa:**
    1. **"Sit-Tight" Leadership:** Leaders who refuse to leave power, often by changing the constitution, rigging elections, or using force. This leads to stagnation, lack of new ideas, and public frustration.
    2. **Weak Institutions:** The arms of government (police, judiciary, civil service) are often weak, underfunded, and ineffective. They serve the *leaders* instead of the *public*.
    3. **Lack of Rule of Law:** The law is not applied equally. The rich and powerful are often above the law, while the poor are punished.
    4. **Exclusion:** Many governments fail to include all ethnic groups, religions, and regions in the decision-making process, leading to feelings of marginalization.

3. Challenge 2: Corruption

- **Definition:** The abuse of entrusted power for private gain. In Africa, this is a "pandemic" that destroys national progress.
- **Forms of Corruption:**
    - **Grand Corruption:** High-level officials (e.g., ministers, governors) stealing or embezzling millions or billions of dollars meant for public projects (e.g., hospitals, roads, power plants).
    - **Petty Corruption:** Everyday bribery demanded by low-level officials (e.g., a police officer asking for a bribe, a clerk demanding "dash" to process a file, a teacher demanding money for grades).
- **Consequences:**
    - **Diverts public funds:** Money for schools ends up in private pockets.
    - **Hinders foreign investment:** Businesses are unwilling to invest in a place where they have to pay bribes.
    - **Reduces public trust:** Citizens stop believing in the government.

4. Challenge 3: Conflict

- **Definition:** Widespread, often violent, disagreements between groups.
- **Types of Conflict in Africa:**
    1. **Political Conflicts:** Disputes over election results or power-sharing, often leading to civil war.
    2. **Ethnic and Communal Conflicts:** Violence between different ethnic or religious groups, often over land, resources, or political representation.
    3. **Resource-Based Conflicts:** Wars fought over the control of valuable natural resources (e.g., "blood diamonds," oil).
    4. **Terrorism and Insurgency:** (e.g., Boko Haram, Al-Shabaab).
- **Consequences:**
    - **Massive loss of life and property.**
    - **Creates millions of Refugees and IDPs** (as seen in JSS2).

- **Destroys the economy:** No one can farm or do business during a war.
- **Prevents development:** Money that should be used for education is spent on buying weapons.

5. Challenge 4: Underdevelopment

- **Definition:** A state of low economic and social progress. It is characterized by widespread poverty, high unemployment, poor infrastructure, and low standards of living.
- **The "Vicious Cycle":** Underdevelopment is the *result* of the other three challenges, and it also *causes* them.
  - Poor Governance → leads to Corruption (stealing) → leads to Underdevelopment (no hospitals, bad roads) → leads to Poverty and frustration → leads to Conflict (war) → which in turn destroys infrastructure and makes Poor Governance worse.

Breaking the Cycle: The solution must involve all citizens demanding good governance, accountability, and an end to corruption.

Evaluation:

1. What is a "civic challenge"?
2. What is a "sit-tight" leader, and how is this an example of poor governance?
3. What is the difference between "grand corruption" and "petty corruption"?
4. List two (2) types of conflict common in Africa.
5. Explain the "vicious cycle" linking corruption, conflict, and underdevelopment.

Assignment:

1. Define the four (4) major civic challenges discussed in the lesson.
2. In your opinion, which of the four challenges is the *biggest* problem in Nigeria today? Explain your answer in one paragraph.
3. How does corruption in the education sector (e.g., paying for admission) affect national development?
4. How does a weak judiciary (courts) contribute to poor governance?

5. What can ordinary citizens do to fight corruption? (List 2 actions).

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WEEK 2: HUMAN RIGHTS IN AFRICA



Content: African Charter on Human and Peoples' Rights.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define the "African Charter on Human and Peoples' Rights."
2. Identify the organization that adopted the Charter (OAU, now AU).
3. Explain the two (2) unique features of the African Charter.
4. Define "Peoples' Rights" as a collective right.
5. List three (3) individual duties specified in the Charter.

Lesson Content:

1. What is the African Charter on Human and Peoples' Rights?

- **Background:** While the global **UDHR** (from JSS2) set a standard, African nations felt the need for a treaty that reflected Africa's unique history, values, and challenges.
- **Definition:** The African Charter on Human and Peoples' Rights (also known as the "Banjul Charter") is the main **African treaty** (a binding international law) that outlines the fundamental rights and freedoms of all African people.
- **Adoption:** It was adopted in 1981 by the **Organization of African Unity (OAU)**, which is now the **African Union (AU)**.

2. Unique Features of the African Charter The African Charter is special and different from the UN's UDHR in two main ways:

- **Feature 1: It includes "Peoples' Rights" (Collective Rights).**
    - While most human rights treaties focus only on the *individual* (your right to speech, your right to life), the African Charter adds **collective rights** that belong to a *group* or *people*.
    - **Examples of Peoples' Rights:**
        - **Article 19:** The right of all peoples to equality.
        - **Article 20:** The right to **self-determination** (the right of a people to choose their own political status) and to be free from colonization.
        - **Article 21:** The right of all peoples to freely dispose of their **wealth and natural resources** (e.g., oil, minerals).
        - **Article 22:** The right to economic, social, and cultural **development**.
        - **Article 24:** The right to a "general satisfactory **environment**."
- **Feature 2: It includes the *Duties* of the Individual.**
    - The Charter states that the enjoyment of rights comes with **responsibilities**. This reflects the African value of community.
    - **Examples of Individual Duties (Chapter 2):**
        - **Article 27:** The duty to respect and be tolerant of others; the duty to maintain the family.
        - **Article 28:** The duty to treat others without discrimination.

- **Article 29:** The duty to...
    - Serve the national community (e.g., work, pay taxes).
    - Not to compromise the security of the state.
    - Preserve and strengthen national solidarity.
    - Preserve and strengthen African cultural values.

3. Enforcement: The African Commission and Court

- The Charter created two bodies to protect these rights:
    1. **The African Commission on Human and Peoples' Rights:** (Located in Banjul, The Gambia). Its job is to *promote* rights (education, research) and *investigate* violations.
    2. **The African Court on Human and Peoples' Rights:** (Located in Arusha, Tanzania). This is a continental *court* where individuals and NGOs can (under certain conditions) sue their own governments for violating the Charter.

4. Challenges Despite this strong treaty, human rights are still widely abused in Africa due to the civic challenges we learned about in Week 1 (poor governance, corruption, and conflict). Many governments ignore the rulings of the African Court.

Evaluation:

1. What is the African Charter on Human and Peoples' Rights?
2. Which organization adopted it (the OAU or the UN)?
3. What is a "Peoples' Right"? Give one example.
4. What is the second unique feature of the African Charter (Hint: it's not about rights)?
5. List two (2) duties of an individual, according to the Charter.

Assignment:

1. Define the "Banjul Charter" and its two unique features.
2. In your opinion, why did the Charter include "Peoples' Rights" (like the right to natural resources)? (Hint: Think about Africa's history of colonization).

3. List three (3) individual rights and three (3) individual *duties* from the Charter.
4. What is the role of the African Court on Human and Peoples' Rights?
5. How do "sit-tight leaders" (Week 1) violate the "Peoples' Right" to self-determination (Article 20)?

WEEK 3: SUSTAINABLE DEVELOPMENT



Content: (I) SDGs (Sustainable Development Goals) (II) Citizens' roles in achieving them.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Sustainable Development."
2. Identify the **Sustainable Development Goals (SDGs)** as a set of 17 global goals.
3. List at least five (5) of the SDGs.
4. Explain the link between development and sustainability.
5. Describe three (3) practical roles a citizen can play in achieving the SDGs.

Lesson Content:

1. What is Sustainable Development?

- **Standard Definition:** "Development that **meets the needs of the present** generation without **compromising the ability of future generations** to meet their own needs."
- **Simpler Meaning:** Growing and improving our country (development) in a way that is *smart, fair,* and *long-lasting*.
- It means we cannot just *finish* all of Nigeria's oil, cut down all the forests, and pollute all the rivers *today* to get rich, leaving *nothing* for our children and grandchildren tomorrow.
- **The Three Pillars:** Sustainable development balances three things:
    1. **Economic Growth** (Jobs, prosperity).
    2. **Social Inclusion** (Fairness, education, health for *all*).
    3. **Environmental Protection** (Clean air, clean water, stable climate).

2. The Sustainable Development Goals (SDGs)

- **What are they?** The SDGs (also called the "Global Goals") are a set of **17 goals** adopted by all **United Nations** member states (including Nigeria) in 2015.
- **Purpose:** They are a "to-do list" for the entire planet, to be achieved by the year **2030**. They aim to end poverty, protect the planet, and ensure prosperity for all.
- **Key SDGs:** (Students should be familiar with these)
    - **Goal 1:** No Poverty
    - **Goal 2:** Zero Hunger
    - **Goal 3:** Good Health and Well-being
    - **Goal 4:** Quality Education
    - **Goal 5:** Gender Equality
    - **Goal 6:** Clean Water and Sanitation
    - **Goal 7:** Affordable and Clean Energy (e.g., Solar)
    - **Goal 8:** Decent Work and Economic Growth
    - **Goal 13:** Climate Action (Fight climate change)
    - **Goal 16:** Peace, Justice, and Strong Institutions (Fight corruption)

3. Citizens' Roles in Achieving the SDGs The SDGs are *not* just for the government. They require action from everyone (the "civic" part).

- **1. Personal Responsibility (Environmental):**
    - **Goal 6 (Water) & 13 (Climate):** Conserve resources. Don't waste water. Turn off lights.
    - **Goal 12 (Responsible Consumption):** Reduce, Reuse, Recycle. Don't litter. Dispose of waste (like nylon) properly.
    - **Action:** Plant a tree.
- **2. Social Responsibility (Social):**
    - **Goal 5 (Gender Equality):** Respect everyone, regardless of gender. Stand up against bullying.
    - **Goal 4 (Education):** Take your own education seriously and encourage others to stay in school.
    - **Goal 16 (Peace):** Practice peace, tolerance, and mediation in your own community (as learned in JSS2).
- **3. Civic Responsibility (Economic/Governance):**
    - **Goal 1 (No Poverty) & 8 (Work):** Support local businesses. Develop your own skills (entrepreneurship).
    - **Goal 16 (Institutions):** Refuse to participate in "petty corruption." Obey the law.
    - **Advocacy:** Use your voice (civic leadership) to demand that the government focuses on the SDGs (e.g., "We need clean water in our community!").

Evaluation:

1. Define "Sustainable Development" in one sentence.
2. What are the "SDGs"?
3. How many SDGs are there, and what is the deadline year?
4. List three (3) of the 17 SDGs.
5. What does the "Sustainable" part of "Sustainable Development" mean?

Assignment:

1. Define Sustainable Development and list its three "pillars."
2. What does "SDG" stand for?
3. Choose two (2) SDGs that you think are the *most* important for Nigeria right now. Explain why you chose them.
4. List three (3) practical actions *you* can take this week to help achieve the SDGs.
5. How does fighting corruption (Week 1) help achieve SDG 16 (Peace, Justice, and Strong Institutions)?

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WEEK 4: ENTREPRENEURSHIP AND CIVIC RESPONSIBILITY



Content: Linking business to national progress.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Entrepreneurship."
2. Define "Civic Responsibility."
3. Explain the link between entrepreneurship and civic responsibility.
4. List four (4) ways an entrepreneur demonstrates civic responsibility.
5. Define "Social Entrepreneurship."

Lesson Content:

1. Definitions (Recap)

- **Entrepreneurship:** The process of designing, launching, and running a *new business*. An **entrepreneur** is a person who identifies a problem or opportunity, takes a *financial risk*, and creates a business (a "venture") to provide a solution (a product or service).
- **Civic Responsibility:** The *duties* and *obligations* that a citizen has to their community and nation. It is the "giving back" aspect of citizenship.

2. The Link: Business and National Progress

- A common misconception is that the *only* goal of a business is to make a profit.
- However, successful entrepreneurship is *essential* for national progress and is a powerful act of civic responsibility.
- A good entrepreneur does not just *take* from society; they *build* society.

3. How Entrepreneurs Demonstrate Civic Responsibility

1. **Job Creation (Solves Unemployment):**
    - This is the *most important* civic responsibility of an entrepreneur.
    - Every time an entrepreneur starts a new business (a shop, a farm, a tech company), they need to hire people (managers, drivers, secretaries, cleaners).
    - This reduces unemployment, which in turn reduces poverty and crime (solving the national issues from Week 1).
2. **Payment of Taxes (Funds Government):**
    - Responsible entrepreneurs register their businesses and pay their taxes (e.g., Company Income Tax, VAT).
    - This tax money is what the government uses to *run the country*—to pay soldiers, build roads, fund schools, and pay for hospitals.
    - An entrepreneur who evades tax is failing their civic duty.
3. **Solving Social Problems (Innovation):**
    - Many entrepreneurs create businesses that directly solve community problems.

- *Example:* An entrepreneur who builds a *private recycling plant* helps manage waste. An entrepreneur who creates a *solar power company* provides clean energy. An entrepreneur who builds a *low-cost private school* improves education.

4. **Obeying the Law (Rule of Law):**
    - A responsible entrepreneur follows all government regulations.
    - They do *not* use child labour.
    - They do *not* sell fake or substandard products.
    - They do *not* pollute the environment (e.g., dumping chemical waste into a river).
5. **Corporate Social Responsibility (CSR):**
    - This is when a business *voluntarily* decides to "give back" to its host community by doing good deeds that are not required by law.
    - *Examples:* A bank building a borehole for a village, a construction company awarding scholarships, a tech company donating computers to a school.

4. Social Entrepreneurship

- This is a special type of entrepreneurship.
- **Definition:** A **Social Entrepreneur** is a person whose *primary mission* is to solve a social problem (like poverty, illiteracy, or pollution).
- Their goal is *not* to get rich; their goal is to make a *social impact*. They use a business model to fund this mission, but the mission comes first.
- **Example:** An organization that hires ex-convicts to make furniture, giving them skills and reducing crime.

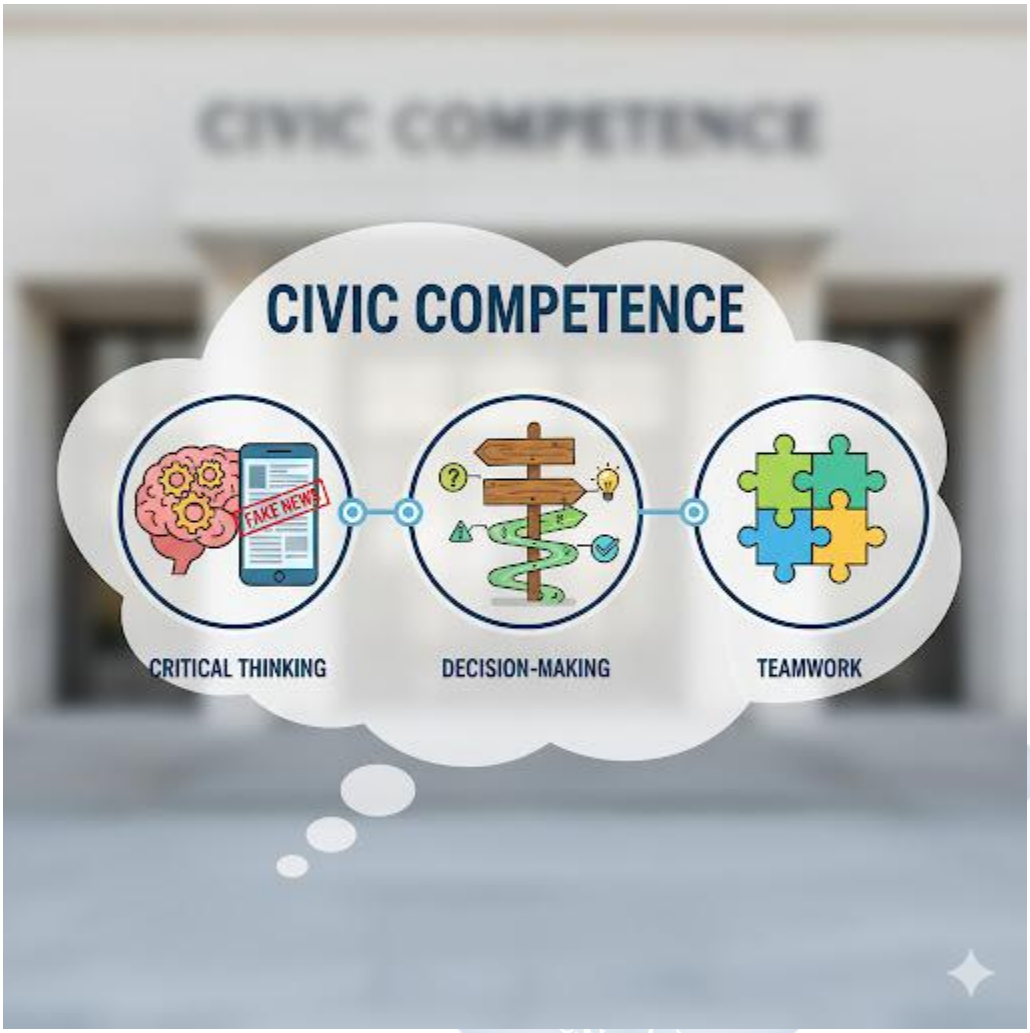
Evaluation:

1. What is an entrepreneur?
2. What is civic responsibility?
3. What is the *most important* civic responsibility of an entrepreneur? (Job creation).
4. Why is "paying taxes" a civic responsibility?
5. What is "Corporate Social Responsibility" (CSR)?

Assignment:

1. In your own words, explain the link between a successful entrepreneur and a good citizen.
2. List four (4) ways an entrepreneur shows civic responsibility.
3. What is "Social Entrepreneurship"?
4. If you were to start a business in your community, what problem would you solve? (This is your "entrepreneurial idea").
5. How does an entrepreneur who pays taxes help the government achieve the SDGs (from Week 3)? (Hint: Think about Goal 4 or Goal 3).

WEEK 6: CIVIC COMPETENCE



Content: (I) Decision-making (II) Teamwork (III) Critical thinking.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Civic Competence."
2. Define "Decision-Making" and explain its importance in civic life (e.g., voting).
3. Define "Teamwork" and explain its role in solving community problems.
4. Define "Critical Thinking" and explain its role in citizenship (e.g., analyzing news).
5. Provide an example of how all three skills work together.

Lesson Content:

1. What is Civic Competence?

- **Definition:** "Civic Competence" is the combination of **knowledge, skills, attitudes, and values** that a citizen needs to be an **active, responsible, and effective** participant in democratic society.
- It is the "toolbox" of a good citizen.
- Having *knowledge* (e.g., knowing the 3 arms of government) is not enough. You must also have the *skills* to *use* that knowledge.
- The three most important skills are: **Decision-making, Teamwork, and Critical Thinking.**

2. Skill 1: Decision-Making

- **Definition:** The ability to identify a problem, gather information about different options, and choose the *best* course of action.
- **Application in Civic Life:**
    - **Voting:** This is the *biggest* civic decision. An informed citizen does not just vote for a name they know. They gather information (listen to debates, read manifestos) and *decide* which candidate has the best plan.
    - **Personal Choices:** Deciding to obey the law, deciding to report a crime, deciding *not* to spread a rumor.

3. Skill 2: Teamwork (Collaboration)

- **Definition:** The ability to work *cooperatively* with other people, even those who are different from you (different tribe, religion, or opinions), to achieve a *common goal*.
- **Application in Civic Life:**
    - **Community Projects:** You cannot clean a whole community by yourself. You need *teamwork* to organize a sanitation day.
    - **Advocacy:** A protest or advocacy campaign is stronger when many different groups (e.g., students, parents, unions) *work together* as a team.
    - **Governance:** A nation works best when the 3 arms of government, and all ethnic groups, practice teamwork.

4. Skill 3: Critical Thinking

- **Definition:** The ability to *analyze* information *objectively* (without emotion or bias) to form a reasoned judgment.
- It is the skill of *not* just accepting information, but *questioning* it.
- **Key Questions for a Critical Thinker:**
    - "Who said this?"
    - "What is their evidence?"
    - "Are they biased? What is their motive?"
    - "Is this a fact or an opinion?" (from JSS2).
- **Application in Civic Life:**
    - **Spotting "Fake News" (Digital Citizenship):** This is the *most important* use of critical thinking today. A critical thinker does not just *forward* a scary message on WhatsApp; they *analyze* it first.
    - **Analyzing Politicians' Promises:** A politician says, "I will give everyone a job!" A critical thinker asks, "HOW? What is the plan? Where will the money come from?"
    - **Solving Problems:** Critical thinking helps you identify the *root cause* of a problem, not just the symptom.

5. How They Work Together (Example):

- **Problem:** Your community has a "Fake News" problem that is causing tension.
- **Critical Thinking:** You *analyze* the problem and realize the root cause is a lack of digital literacy.
- **Decision-Making:** You *decide* the best solution is a "Stop, Think, Verify" campaign.
- **Teamwork:** You *collaborate* with your classmates, a teacher, and a community leader to plan and launch the campaign.

Evaluation:

1. What is "Civic Competence"?
2. What is "Critical Thinking"?

3. Why is "Teamwork" important for solving community problems?
4. How does a citizen use the skill of "Decision-Making" during an election?
5. Give one example of *not* using critical thinking. (e.g., spreading fake news).

Assignment:

1. Define Civic Competence, Decision-Making, Teamwork, and Critical Thinking.
2. Why is critical thinking *essential* for a digital citizen?
3. Describe a time you used "teamwork" in your class or at home to solve a problem.
4. A politician promises to build a bridge, give free electricity, and give everyone 1 million Naira. How would a "critical thinker" analyze this promise?
5. How do these three skills (teamwork, decision-making, critical thinking) make you a better leader?

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WEEK 8: CIVIC PARTICIPATION IN NIGERIA'S FUTURE



Content: Role of citizens in elections, governance, and development.

Performance Objectives: By the end of this lesson, students should be able to:

1. Define "Civic Participation."
2. Differentiate between "passive" and "active" citizenship.
3. Explain the role of citizens in *elections* (beyond just voting).
4. Explain the role of citizens in *governance* (between elections).
5. Explain the role of citizens in *development* (economic).
6. Justify why the future of Nigeria depends on the *active* participation of its citizens.

Lesson Content:

1. What is Civic Participation?

- **Definition:** Civic Participation is the *active involvement* of citizens in the political, social, and economic life of their community and country.
- It is the "action" part of being a citizen.
- **Passive Citizen:** A citizen who only complains, does not vote, and expects the government to do everything.
- **Active Citizen:** A citizen who *participates* in solving problems, votes, obeys laws, and holds leaders accountable.
- **Conclusion:** Nigeria's future development depends entirely on moving from a culture of passive citizenship to one of *active civic participation*.

2. Role of Citizens in Elections Elections are the foundation of democracy. Participation is not just a one-day event.

- **Before the Election:**
  - Registering to get a PVC.
  - *Actively* researching candidates (using critical thinking).
  - Attending debates and town hall meetings.
  - *Refusing* to sell your vote (integrity).
- **During the Election:**
  - Going out to vote (decision-making).
  - Obeying all electoral rules at the polling unit.
  - Serving as a non-partisan *party agent* or *election observer* (teamwork) to monitor the vote and prevent rigging.
- **After the Election:**
  - Accepting the results peacefully.
  - Using the courts (not violence) to challenge results if there is evidence of fraud.

3. Role of Citizens in Governance (Between Elections) This is the most important part. Democracy does not end on election day.

- **Holding Leaders Accountable:**
    - Attending community meetings to ask your Local Government Chairman about projects.
    - Using "Advocacy" and "Public Speaking" to demand action.
    - Using social media responsibly to highlight problems (e.g., a bad road, a corrupt official).
- **Monitoring Government:**
    - Tracking government spending. Civil society groups like "Tracka" and "BudgIT" monitor government budgets and visit project sites to see if the work was actually done (preventing corruption).
- **Rule of Law:** Obeying laws, paying taxes, and reporting crimes.

4. Role of Citizens in Development National development is not just the government's job.

- **Economic Participation (Entrepreneurship):** Starting businesses, creating jobs for others, and paying taxes (as learned in Week 4).
- **Community Participation (Volunteering):** Not waiting for the government. Citizens can work together (teamwork) to clean their own environment, set up a neighborhood watch, or contribute money to repair a local school.
- **Protecting Public Property:** Treating public facilities (hospitals, schools, roads) with care, as if they were your own—because *they are* (paid for with public money).

5. The Future (The JSS3 Student's Role)

- The future of Nigeria depends on *your* generation.
- Your role *now* is to:
    1. **Get an Education:** Learn the skills (math, science, civic competence) needed to solve problems.
    2. **Practice Integrity:** Be the honest citizen you want to see. Refuse to cheat in exams.
    3. **Be an Active Citizen:** Start *now* in your school. Join a club, run for prefect, ask questions, and practice teamwork.

Evaluation:

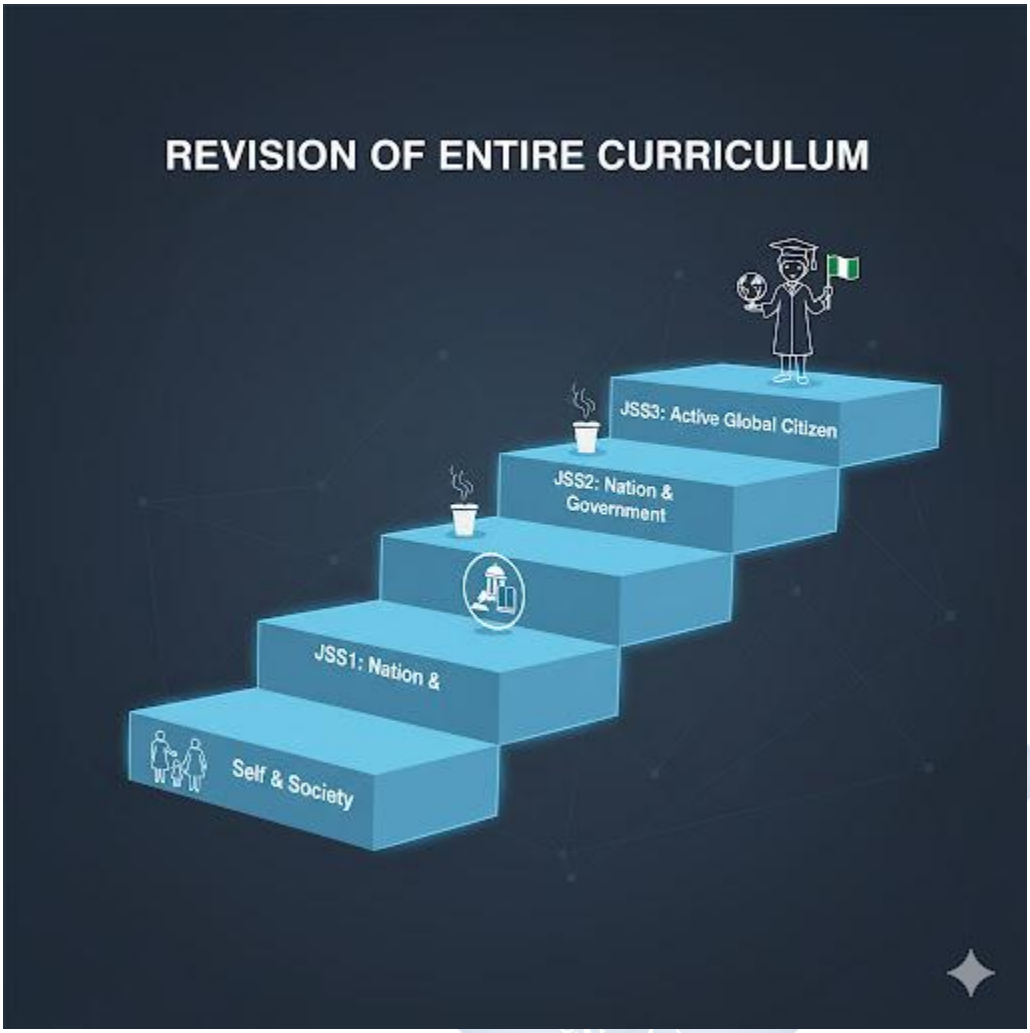
1. What is "civic participation"?
2. What is the difference between a "passive citizen" and an "active citizen"?
3. List two (2) ways a citizen can participate in elections *besides* voting.
4. List two (2) ways a citizen can participate in governance *between* elections.
5. List two (2) ways a citizen can participate in *development*.

Assignment:

1. Define active civic participation.
2. Why is it not enough to only vote every four years?
3. Explain how "monitoring government spending" (e.g., using BudgIT) is a form of civic participation and helps fight corruption.
4. What does it mean to "protect public property"? Give an example.
5. As a JSS3 student graduating soon, what is *one* civic challenge in your school or community you would like to solve, and what is *one* action you could take?

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WEEK 9: REVISION OF ENTIRE JUNIOR SECONDARY CURRICULUM



Content: Review of JSS1, JSS2, and JSS3 Social and Citizenship Studies.

Performance Objectives: By the end of this lesson, students should be able to:

1. Recall the key themes of JSS1 (Self and Society).
2. Recall the key themes of JSS2 (Government and Nation).
3. Recall the key themes of JSS3 (The Active Citizen in the World).
4. Answer revision questions from all three years in preparation for the Basic Education Certificate Examination (BECE).

Lesson Content:

This week is a "big picture" review, connecting everything you have learned in Social and Citizenship Studies over the last three years. The curriculum was designed to build on itself, from the individual to the nation, and finally to the world.

Theme 1: JSS 1 – The Individual and Society (This year focused on *you* and your *immediate environment*.)

- **Key Topics:**
    - **Social Studies:** Definition, scope, and importance.
    - **The Family:** Types of family (nuclear, extended), roles and responsibilities.
    - **Culture:** Definition (a people's way of life), components (language, dress, food), and cultural differences and similarities.
    - **Socialization:** The process of learning the culture of your society (from family, school, religion).
    - **Social Groups:** Primary (family) and Secondary (school, clubs).
    - **Civic Virtues:** Honesty, integrity, cooperation, self-reliance, tolerance.

Theme 2: JSS 2 – The Nation and Government (This year focused on *Nigeria* as a nation and how it is *governed*.)

- **Key Topics:**
    - **Citizenship:** Meaning, acquisition (birth, naturalization, registration).
    - **Rights and Responsibilities:** The link between them (e.g., right to vote, duty to vote wisely).
    - **The Constitution:** The supreme lawbook.
    - **The Arms of Government:** Legislature (makes law), Executive (enforces law), Judiciary (interprets law).
    - **Social Problems:** Drug abuse, cultism, human trafficking.
    - **National Security:** The role of the police, military, and citizens.
    - **International Organizations (Intro):** ECOWAS, AU, UN.

Theme 3: JSS 3 – The Active Citizen in a Global World (This year focused on *you* as an *active citizen* dealing with complex national and global issues.)

- **Key Topics:**
    - **Democracy & Governance:** Separation of Powers, Checks and Balances, Political Parties, Elections, Good Governance (Transparency, Accountability, Rule of Law).
    - **National & Global Issues:**
        - **National:** Poverty, Corruption, Insecurity.
        - **Humanitarian:** Refugees vs. IDPs.
        - **Global:** Human Rights (UDHR, African Charter), Peacekeeping.
    - **The Citizen's Toolkit:**
        - **Civic Competence:** Critical Thinking (spotting fake news), Decision-Making (voting), Teamwork.
        - **Civic Leadership:** Advocacy, Public Speaking, Participation.
        - **Development:** Sustainable Development (SDGs), Entrepreneurship as a civic duty (creating jobs, paying taxes).

Connecting It All: You start as a child in a **Family (JSS1)**. You are *socialized* with **Values (JSS1)**. You grow up to become a **Citizen of Nigeria (JSS2)**, protected by a **Constitution (JSS2)**. You must be an **Active Citizen (JSS3)**, using your **Civic Competence (JSS3)** to demand **Good Governance (JSS3)**, solve **National Problems (JSS3)**, and contribute to **Sustainable Development (JSS3)**.

Evaluation: (This will be a rapid-fire quiz covering all three years).

1. What is the "family"? (JSS1)
2. What is "culture"? (JSS1)
3. What are the three arms of government? (JSS2)
4. What is the difference between a refugee and an IDP? (JSS2/3)
5. What is "Good Governance"? (JSS3)
6. What is the African Charter on Human and Peoples' Rights? (JSS3)
7. What is "Critical Thinking"? (JSS3)
8. What are the SDGs? (JSS3)
9. What is the link between entrepreneurship and job creation? (JSS3)

10. What is the supreme law of Nigeria? (JSS2)

Assignment: (BECE Preparation)

1. Go through all your notes from JSS1, JSS2, and JSS3.
2. Create a "glossary" (a dictionary) of the 20 most important keywords you have learned (e.g., Constitution, Democracy, Entrepreneurship, SDG, Refugee, etc.).
3. Write one sentence defining each of your 20 keywords.
4. Practice answering 10 past BECE questions on Social/Citizenship Studies.
5. Write one paragraph explaining: "What does it mean to be a good Nigerian citizen?" (Use at least 4 keywords from your glossary).

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