

REPUBLIC OF ZAMBIA

Ministry of Education

CIVIC EDUCATION

CBC TEACHING NOTES

Ordinary Secondary Education — Forms 1

Competence-Based Curriculum (CBC) — 2023 Syllabus

Comprehensive Teaching Notes for All Topics and Subtopics

Subject:
Civic Education

Level:
Ordinary Secondary — Forms 1

Curriculum:
Competence-Based (CBC) 2023

Topics Covered:
1.1 – 1.10 (All Form 1 Topics)

HOW TO USE THESE TEACHING NOTES

These teaching notes are designed to support Zambian teachers in implementing the 2023 Competence-Based Curriculum (CBC) for Civic Education in Ordinary Secondary School. Each lesson note aligns directly to the official syllabus and follows the CBC template recommended by the Ministry of Education.

SECTION	PURPOSE
Topic & Subtopic	Identifies which part of the syllabus the note covers.
Specific Competence	States the competence from the official syllabus that learners will develop.
Expected Standard	Describes the level of performance learners should demonstrate.
Learning Activities	Lists the activities from the syllabus that should take place during the lesson.
Learning Outcomes	States clearly what learners will know, do, and value by end of lesson.
Resources Needed	Lists teaching/learning materials and local examples needed.
Starter Activity	A 5–10 minute activity to activate prior knowledge and engage learners.
Main Activity	The core learner-centred task with teacher facilitation guidance.
Real-Life Link	Anchors the lesson in a familiar Zambian context.
Cross-Cutting Issue	Highlights life skills, entrepreneurship, HIV/AIDS, gender, or other CBC cross-cutting themes.
Assessment Check	A quick formative assessment question or task to check competence achieved.
Differentiation	Guidance for supporting weaker learners and stretching fast finishers.
Reflection Prompt	A closing question to consolidate learning and link to learners' own lives.

Key CBC Principles Embedded in These Notes:

- Learner-centred teaching — learners are active participants, not passive receivers.
- Higher-order thinking — activities push learners to analyse, evaluate, and create.
- Real-life application — concepts are grounded in Zambian daily experience.
- Inclusive education — differentiated tasks support all learners including those with special needs.
- Gender-responsive — questioning and grouping considers participation of both boys and girls.
- Formative assessment — every lesson checks that competence is being developed.

1.1 INTRODUCTION TO CIVIC EDUCATION

1.1.1 Civic Education — Understanding the Concept

Specific Competence	Expected Standard
1.1.1.1 Demonstrate understanding of Civic Education	Understanding of Civic Education demonstrated accordingly

LEARNING ACTIVITIES (Syllabus)

- Discussing the concept of Civic Education in line with social, political, economic, cultural and environmental landscape
- Explaining the goal and scope of Civic Education (Governance, duties, rights and responsibilities, laws, participation...)

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Learning Outcomes	1. Define Civic Education and explain its importance in Zambia 2. Describe the social, political, economic, cultural and environmental dimensions of Civic Education 3. Explain the goals and scope of Civic Education including governance, rights, duties, and participation
Resources Needed	Chalkboard/whiteboard; Civic Education textbook; Chart paper and markers; Zambian Constitution (excerpts); Local newspaper cuttings showing civic issues
Starter Activity (5–10 min)	Ask learners: 'What does it mean to be a good citizen?' Allow 3–4 responses. Write key words on the board. Tell learners that today they will explore what Civic Education is and why it matters for every Zambian.
Main Activity	Step 1 — Teacher introduces the concept of Civic Education using a mind-map on the board, with 'Civic Education' at the centre. Branches include: social, political, economic, cultural, environmental. Step 2 — In pairs, learners discuss: 'Which of these dimensions do you see in your community?' Each pair shares one example. Step 3 — Teacher explains the goals and scope: governance, rights and responsibilities, laws, participation. Learners copy a summary table: Goal What it means Example from Zambia. Step 4 — Class discussion: 'Why does Zambia need citizens who understand these things?'
Real-Life Link	Connect to current community events — local council meetings, school rules, elections, or water access issues. Ask: 'Has anyone in your family attended a community meeting or voted? What happened?'
Cross-Cutting Issue	Life Skills — Civic Education builds critical thinking and responsible decision-making skills that learners need in everyday life. Briefly discuss how understanding one's rights helps in situations like accessing healthcare or school registration.
Assessment Check	Exit question: Ask learners to write two sentences — (1) What is Civic Education? (2) Name one goal of Civic Education and explain it in their own words.
Differentiation	Struggling learners: Provide a simple sentence frame — 'Civic Education is... It helps citizens to...' Fast finishers: Ask them to identify three civic problems in their community and suggest one solution each.

Reflection Prompt

Ask learners: 'After today's lesson, what is one civic responsibility YOU can practise this week at home or school?'

1.1.2 Engaging in Civic Activities

Specific Competence	Expected Standard
1.1.1.2 Engage in civic activities	Civic activities engaged in accordingly

LEARNING ACTIVITIES (Syllabus)

- Participating in the welfare of the school organisation (leadership, school activities...)
- Explaining the importance of Civic Education (promotes awareness on citizenship, rights and duties, governance, awareness of Civic Issues, citizenship participation, corruption, economic matters...)

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Learning Outcomes	4. Participate actively in at least one school civic activity 5. Explain why Civic Education is important for awareness, participation and fighting corruption 6. Identify ways to contribute to school and community welfare
Resources Needed	School council/prefect records; Chart paper; Scenario cards; Newspapers showing civic issues (corruption, elections)
Starter Activity (5–10 min)	Show learners a list of school activities (school council elections, cleaning, sport events, fundraising). Ask: 'Have you taken part in any of these? Raise your hand.' Discuss briefly why participation matters.
Main Activity	Step 1 — Learners brainstorm in groups of four: 'What civic activities happen in our school and community?' Each group lists at least five. Step 2 — Groups present their lists. Teacher consolidates on board under headings: Leadership, Social, Environmental, Economic. Step 3 — Teacher explains the importance of Civic Education using real examples: e.g. awareness of voting rights helped Zambia hold peaceful elections; knowledge of anti-corruption laws helps citizens report wrongdoing. Step 4 — Role-play: Assign scenarios such as 'A school prefect notices litter in the classroom — what should they do?' Learners act out responsible civic responses.
Real-Life Link	Reference the 2021 Zambian elections as a real example of citizens exercising civic awareness. Ask: 'What happened when more people participated in voting?' Discuss peaceful transfer of power.
Cross-Cutting Issue	Anti-Corruption — Link to the importance of knowing one's rights to fight corruption. Briefly mention the role of the Anti-Corruption Commission (ACC) in Zambia. Entrepreneurship — A civic-minded entrepreneur pays tax and contributes to community development.
Assessment Check	Observation: During role-play, assess whether learners demonstrate appropriate civic behaviour. Written check: 'Name two reasons why Civic Education is important for Zambian citizens.'

Differentiation	Struggling learners: Provide a word bank (participation, rights, duties, governance, awareness). Fast finishers: Write a short speech encouraging fellow students to join a school civic activity.
Reflection Prompt	Ask learners: 'What is one civic issue in your school or community that you could help solve? How would you start?'

1.2 POLITICAL DEVELOPMENT OF ZAMBIA

1.2.1 Zambia's Political Development

Specific Competence	Expected Standard
1.2.1.1 Analyse Zambia's political development from 1890 to date	Zambia's political development from 1890 to date analysed correctly

LEARNING ACTIVITIES (Syllabus)

- Creating a school profile (Administrative history of the school...)
- Outlining the path to independence from 1890 to 1964
- Describing Zambia's political development from 1964 to date
- Analysing Zambia's political development from 1890 to date

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Learning Outcomes	7. Create a simple timeline of Zambia's political development from 1890 to present 8. Outline the path to independence from 1890 to 1964 9. Describe political changes from independence (1964) to date including the First, Second, and Third Republics
Resources Needed	Timeline chart (pre-drawn or blank for learners to fill); Zambia's independence history notes; Photos/images of Kenneth Kaunda and other leaders; Chalkboard
Starter Activity (5–10 min)	Ask: 'Who can tell me when Zambia became independent? Who was the first President?' Take responses. Write 1964 and Kenneth Kaunda on the board. Tell learners they will trace the full journey from 1890 to today.
Main Activity	Step 1 — Teacher presents key milestones on the board as a timeline: 1890 (British South Africa Company arrives), 1924 (Northern Rhodesia established), 1953 (Federation of Rhodesia and Nyasaland), 1964 (Independence — First Republic), 1972 (One-party state — Second Republic), 1991 (Multiparty democracy restored — Third Republic), 2021 (UPND election victory). Step 2 — Learners copy the timeline and add brief notes for each event. Step 3 — In groups, learners discuss: 'What were the main changes between the First, Second, and Third Republics?' Each group presents one change. Step 4 — Link activity: Create a school profile mirroring this — When was your school founded? Who were the first teachers? How has it changed?

Real-Life Link	Ask learners to talk to parents or grandparents about what life was like under the one-party state (1972–1991). What freedoms were restricted? How did multiparty democracy change things?
Cross-Cutting Issue	Zambian Culture and Heritage — The political journey reflects the values of Ubuntu (community solidarity) and the courage of independence heroes. Literacy — Reading and interpreting a timeline develops critical literacy skills.
Assessment Check	Quick quiz: Learners write three key dates and what happened on each date without looking at notes.
Differentiation	Struggling learners: Provide a pre-filled timeline with gaps to complete. Fast finishers: Write a paragraph comparing Zambia under the one-party state vs. multiparty democracy.
Reflection Prompt	Ask: 'From what you have learned today, what political right do you most value as a Zambian? Why?'

1.2.2 Zambia's Symbols of National Identity

Specific Competence	Expected Standard
1.2.2.1 Show importance of symbols of National Identity	Importance of symbols of National Identity shown accordingly

LEARNING ACTIVITIES (Syllabus)

- Discussing the importance of school uniform (boys and girls...)
- Identifying symbols of National Identity (National Flag, Coat of Arms, National Anthem, Independence Day, National Motto)
- Showing respect to symbols of national identity (Singing the national anthem, saluting the national flag...)

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Learning Outcomes	10. Identify at least five symbols of national identity in Zambia 11. Explain the importance and meaning of each symbol 12. Demonstrate respectful behaviour towards national symbols
Resources Needed	An image or drawing of the Zambian flag; Coat of Arms image; Words to the national anthem; School uniform as a local example
Starter Activity (5–10 min)	Play or sing the Zambian national anthem together. Then ask: 'Why do we stand up when the anthem plays? What does it mean to you?' Take 3–4 responses.
Main Activity	Step 1 — Teacher draws/displays the national flag. Learners identify the colours: green, red, black, orange (eagle). Explain each: green = nature/agriculture, red = independence struggle, black = Zambian people, orange = copper/mineral wealth, eagle = freedom. Step 2 — Display Coat of Arms. Learners identify and explain the elements. Step 3 — Teacher discusses other symbols: National Anthem, Independence Day (24 October), National Motto — 'One Zambia, One Nation.' Step 4 — Learners practise saluting the flag and singing the anthem correctly. Discuss: How does wearing school uniform connect to national identity? Step 5 — Pair task: 'Which symbol do you feel is most important? Give two reasons.'

Real-Life Link	Ask: 'Have you ever seen the flag hoisted at a school or government building? How did it make you feel?' Link to the sense of pride and unity it creates among Zambians.
Cross-Cutting Issue	Zambian Culture and Heritage — National symbols preserve and celebrate Zambia's identity and history. Gender — Both boys and girls equally represent the nation and should both show respect to national symbols.
Assessment Check	Learners draw and label the Zambian flag from memory, including the meaning of each colour and the eagle.
Differentiation	Struggling learners: Provide a blank flag outline to colour and label with a word bank. Fast finishers: Research and write about the history of how the Zambian flag was designed.
Reflection Prompt	Ask: 'What does the motto One Zambia, One Nation mean to you personally? How can you live this motto in your school every day?'

1.3 GOVERNANCE