

PRIME MINISTER'S OFFICE,
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT
LESSON PLAN - 2026

TEACHER'S NAME: _____

SCHOOL'S NAME: _____

SUBJECT: CIVICS

CLASS: FORM THREE

TERM: 1st & 2nd

YEAR: 2026

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to demonstrate good leadership, team work, positive relationships, self worth and confidence.*

Main topic: PROMOTION OF LIFE SKILLS

Subtopic: GOOD LEADERSHIP, TEAM WORK, POSITIVE RELATIONSHIP, SELF WORTH AND CONFIDENCE

General Objectives: *By the end of this topic, students should be able to explain the importance of good leadership, team work, positive relationships, self worth and confidence qualities.*

Specific Objectives: *At the end of 80 minutes, each student should be able to explain the importance of good leadership, team work, positive relationship, self worth and confidence qualities.*

Teaching and Learning materials/aids: *Resource person ; Posters on good leadership.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
ework nowledge		Guiding learners on/to explain the importance of good leadership, team work, positive relationship, self worth and confidence qualities.	Following up on how to explain the importance of good leadership, team work, positive relationship, self worth and confidence qualities.	On board presentation, Demonstration, Discussion
Reinforcement		Leading learners to use case studies to discuss in groups and explain the importance of each of the following: good leadership, team work, positive relationship, self-worth and confidence.	In groups, Learners to use case studies to discuss in groups and explain the importance of each of the following: good leadership, team work, positive relationship, self-worth and confidence.	Small group / pair share discussion, Clarification, Elaboration,
Reflection		Guiding learners to present the tasks / work for class discussion and clarification on importance of (good leadership, team work, positive relationship, self-worth and confidence).	Learners to present the tasks / work for class discussion and clarification on importance of (good leadership, team work, positive relationship, self-worth and confidence).	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Closure	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Publishers, Tanzania.

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER
HEAD OF SCHOOL

ACADEMIC /

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
				M	F	T	M	F	T	M	F	T
	III											

Competence: *Student should have ability to demonstrate good leadership, team work, positive relationships, self worth and confidence.*

Main topic: PROMOTION OF LIFE SKILLS

Subtopic: GOOD LEADERSHIP, TEAM WORK, POSITIVE RELATIONSHIP, SELF WORTH AND CONFIDENCE

General Objectives: *By the end of this topic, students should be able to explain the importance of good leadership, team work, positive relationships, self worth and confidence qualities.*

Specific Objectives: *At the end of 80 minutes, each student should be able to demonstrate: good leadership ,teamwork ,positive relationship ,self worth ,confidence; and explain the meaning of development.*

Teaching and Learning materials/aids: *Resource person ; Posters on good leadership.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Review		Guiding learners on/to demonstrate: good leadership ,teamwork ,positive relationship ,self worth ,confidence; and explain the meaning of development.	Following up on how to demonstrate: good leadership ,teamwork ,positive relationship ,self worth ,confidence; and explain the meaning of development.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to discuss and present qualities of; a good leader ; teamwork ; good relationship ; self-worth ; confidence.	In groups, Learners to discuss and present qualities of; a good leader ; teamwork ; good relationship ; self-worth ; confidence.	Small group / pair share discussion, Clarification, Elaboration,
Reflection		Guiding learners to use a role-play to present the qualities or characters of; a good leader ; teamwork ; good relationship ; self-worth ; confidence; and to brainstorm on the meaning of development.	Learners to use a role-play to present the qualities or characters of; a good leader ; teamwork ; good relationship ; self-worth ; confidence; and to brainstorm on the meaning of development.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration

C o n s o l i d a t i o n	1 0 m i n s	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A
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Student's evaluation:

Teacher's evaluation

Remarks:

SUBJECT TEACHER
ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: CONCEPT OF ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to identify types and levels of development.*

Teaching and Learning materials/aids: *Written texts on economic development ; Written texts on economic development in Braille; Written texts on economic development ; Written texts on economic development in braille ; Written texts and pictures showing indicators of economic development ; Braille texts and tactile pictures showing indicators of economic development ; Braille texts and tactile pictures showing indicators of economic development ; Braille texts and tactile pictures showing indicators of economic development.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three:*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to identify types and levels of development.	Following up on how to identify types and levels of development.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to read written texts, identify and discuss types of development.	In groups, Learners to read written texts, identify and discuss types of development.	Small group / pair share discussion, Clarification, Elaboration,
Evaluation		Guiding learners to read written texts, identify and discuss levels of development; and to present the findings for class discussion and clarification; as well to brainstorm on the meaning of economic development.	Learners to read written texts, identify and discuss levels of development; and to present the findings for class discussion and clarification; as well to brainstorm on the meaning of economic development.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration

C o n s o l i d a t i o n	1 0 m i n s	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A
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Dar es Salaam, Tanzania Institute of Education, Tanzania.

2. *Bukagile G.R. (2012) Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

Student's evaluation: _____

Teacher's evaluation _____

Remarks:

SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: INDICATORS OF ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to identify indicators of economic development.*

Teaching and Learning materials/aids: *Written texts on economic development ; Written texts on economic development in braille ; Written texts and pictures showing indicators of economic development ; Braille texts and tactile pictures showing indicators of economic development Written texts, Pictures and data on indicators of economic development ; Braille texts and tactile pictures showing indicators of economic development.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to identify indicators of economic development.	Following up on how to identify indicators of economic development.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to use written texts and pictures so as to discuss in groups the indicators of economic development.	In groups, Learners to use written texts and pictures so as to discuss in groups the indicators of economic development.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to discuss and summarize the correct indicators of economic development.	Learners to discuss and summarize the correct indicators of economic development.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: INDICATORS OF ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to appraise the indicators of economic development in relation to Tanzania.*

Teaching and Learning materials/aids: *Written texts on economic development ; Written texts on economic development in braille ; Written texts and pictures showing indicators of economic development ; Braille texts and tactile pictures showing indicators of economic development Written texts, Pictures and data on indicators of economic development ; Braille texts and tactile pictures showing indicators of economic development.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to appraise the indicators of economic development in relation to Tanzania.	Following up on how to appraise the indicators of economic development in relation to Tanzania.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to read written texts, watches pictures, and collect data on indicators of economic.	In groups, Learners to read written texts, watches pictures, and collect data on indicators of economic.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to discuss indicators of economic development in relation to Tanzania's economic development.	Learners to discuss indicators of economic development in relation to Tanzania's economic development.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Closure	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Remarks:

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: INDICATORS OF ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to appraise the indicators of economic development in relation to Tanzania.*

Teaching and Learning materials/aids: *Written texts on economic development ; Written texts on economic development in braille ; Written texts and pictures showing indicators of economic development ; Braille texts and tactile pictures showing indicators of economic development Written texts, Pictures and data on indicators of economic development ; Braille texts and tactile pictures showing indicators of economic development.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to appraise the indicators of economic development in relation to Tanzania.	Following up on how to appraise the indicators of economic development in relation to Tanzania.	On board presentation, Demonstration, Discussion
R		Leading learners to present through gallery walk the indicators of economic development in relation to Tanzania's economic development.	In groups, Learners to present through gallery walk the indicators of economic development in relation to Tanzania's economic development.	Small group / pair share discussion, Clarification, Elaboration,
Evaluation		Guiding learners to give the feedback on the indicators of economic development; and to clarify the relationship between the level of Tanzania's economic development and the respective indicators.	Learners to give the feedback on the indicators of economic development; and to clarify the relationship between the level of Tanzania's economic development and the respective indicators.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration

C o n s o l i d a t i o n	1 0 m i n s	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A
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for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.

Student's evaluation: _____

Teacher's evaluation _____

Remarks: _____

 SUBJECT TEACHER

 ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: FACTORS FOR ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to identify factors for economic development.*

Teaching and Learning materials/aids: *Written texts, pictures, newspapers on factors for economic development ; Braille texts, newspapers and tactile pictures on factors for economic development.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to identify factors for economic development.	Following up on how to identify factors for economic development.	On board presentation, Demonstration, Discussion
R		Leading learners to use written texts, pictures, newspapers so as to read, discuss and come up with the factors for economic development.	In groups, Learners to use written texts, pictures, newspapers so as to read, discuss and come up with the factors for economic development.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	2 minutes	Guiding learners to present findings to the entire class; to discuss and sum up with the correct factors for economic development.	Learners to present findings to the entire class; to discuss and sum up with the correct factors for economic development.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Closure	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

*Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine
Publishers, Tanzania.*

Teacher's evaluation_____

Remarks:

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SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: FACTORS FOR ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to illustrate the importance of each factor of economic development.*

Teaching and Learning materials/aids: *Written texts on the importance of factors for economic development ; Braille texts on the importance of factors for economic development; Written texts on the importance of factors for economic development ; Braille texts on the importance of factors for economic development.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge	20 minutes	Guiding learners on/to illustrate the importance of each factor of economic development.	Following up on how to illustrate the importance of each factor of economic development.	On board presentation, Demonstration, Discussion
		Leading learners to use the gallery walk method, to read written texts and discuss the importance of one of each of the following factors for economic development: entrepreneurship, land, labour, good governance, capital, education, technology and infrastructure.	In groups, Learners to use the gallery walk method, to read written texts and discuss the importance of one of each of the following factors for economic development: entrepreneurship, land, labour, good governance, capital, education, technology and infrastructure.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to present the findings on each factor for class discussion; and to clarify the importance of each factor for economic development.	Learners to present the findings on each factor for class discussion; and to clarify the importance of each factor for economic development.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Teacher's evaluation _____

Remarks:

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SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF FINANCIAL INSTITUTIONS IN ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to analyse the role of different financial institutions in economic development.*

Teaching and Learning materials/aids: *Copies of written texts, leaflets or pamphlets on Banks, Insurance companies, Loan giving institutions, SACCOS and social security institutions ; Copies of braille texts, leaflets or pamphlets on Banks, Insurance companies, Loan giving institutions, SACCOS and social security institutions for visually impaired students Resource persons.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers,*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to analyse the role of different financial institutions in economic development.	Following up on how to analyse the role of different financial institutions in economic development.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to brainstorm on the names of different financial institutions in Tanzania.	In groups, Learners to brainstorm on the names of different financial institutions in Tanzania.	Small group / pair share discussion, Clarification, Elaboration,
		Guiding learners to use the method of learning stations with documents so as to discuss and write down findings on the role of the following financial institutions: Banks, Insurance companies, SACCOS, Social Security Institutions and Loan giving Institutions; to present the.	Learners to use the method of learning stations with documents so as to discuss and write down findings on the role of the following financial institutions: Banks, Insurance companies, SACCOS, Social Security Institutions and Loan giving Institutions; to present the.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration

C o n s o l i d a t i o n	1 0 m i n s	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A
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Student's evaluation: _____

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER
ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF FINANCIAL INSTITUTIONS IN ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to point out the conditions and procedures for getting services from each financial institution.*

Teaching and Learning materials/aids: *Copies of written texts, leaflets or pamphlets on Banks, Insurance companies, Loan giving institutions, SACCOS and social security institutions ; Copies of braille texts, leaflets or pamphlets on Banks, Insurance companies, Loan giving institutions, SACCOS and social security institutions for visually impaired students Resource persons.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers,*

LESSON DEVELOPMENT

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In	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
ew k n o w l e d g e	20 minutes	Guiding learners on/to point out the conditions and procedures for getting services from each financial institution.	Following up on how to point out the conditions and procedures for getting services from each financial institution.	On board presentation, Demonstration, Discussion
		Leading learners to listen from an invited knowledgeable persons who talk about the conditions and procedures of getting services from different financial institutions (Banks, Insurance companies, SACCOS, Social Security Institutions and Loan giving Institutions).	In groups, Learners to listen from an invited knowledgeable persons who talk about the conditions and procedures of getting services from different financial institutions (Banks, Insurance companies, SACCOS, Social Security Institutions and Loan giving Institutions).	Small group / pair share discussion, Clarification, Elaboration,
		Guiding learners to listen to the guest speaker, take down notes, and ask questions to clarify points made by the guest speaker; read leaflets of different financial institutions regarding the procedures of getting services from those institutions.	Learners to listen to the guest speaker, take down notes, and ask questions to clarify points made by the guest speaker; read leaflets of different financial institutions regarding the procedures of getting services from those institutions.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration

C o n s o l i d a t i o n		Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A
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Student's evaluation: _____

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER

ACADEMIC / HEAD OF

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF FINANCIAL INSTITUTIONS IN ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to assess the strengths and weaknesses of each of the financial institutions.*

Teaching and Learning materials/aids: *Written texts, and newspapers on the weakness of the financial institutions ; Braille texts on the weakness of the financial institutions.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to assess the strengths and weaknesses of each of the financial institutions.	Following up on how to assess the strengths and weaknesses of each of the financial institutions.	On board presentation, Demonstration, Discussion
Reflection	20 minutes	Leading learners to use written texts so as to read, identify and discuss the strengths and weaknesses of each financial institution.	In groups, Learners to use written texts so as to read, identify and discuss the strengths and weaknesses of each financial institution.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to present the findings on the strengths and weaknesses of each financial institution for class discussion and clarification.	Learners to present the findings on the strengths and weaknesses of each financial institution for class discussion and clarification.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Closure	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation:

2. Bukagile G.R. (2012) *Civics Topics for O’level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

Teacher's evaluation

Remarks:

SUBJECT TEACHER
ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:				SUBJECT: Civics								
DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
				M	F	T	M	F	T	M	F	T
	III											

Competence: Student should have ability to access and analyse information on social and economic development and draw conclusions.

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF GOVERNMENT IN ECONOMIC DEVELOPMENT

General Objectives: By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.

Specific Objectives: At the end of 80 minutes, each student should be able to explain the role of government in economic development.

Teaching and Learning materials/aids: Resource persons; Written texts, Newspapers and reports on economic development ; Braille texts, reports on economic development.

References:

1. T.I.E, (2022) Civics for Secondary Schools-Student’s Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.
2. Bukagile G.R. (2012) Civics Topics for O’level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to explain the role of government in economic development.	Following up on how to explain the role of government in economic development.	On board presentation, Demonstration, Discussion
R		Leading learners to listen from an invited a knowledgeable person(s) who talk about the role of government in economic development.	In groups, Learners to listen from an invited a knowledgeable person(s) who talk about the role of government in economic development.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to summarize the role of government in economic development.	Learners to summarize the role of government in economic development.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF GOVERNMENT IN ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to assess the effectiveness of the government in economic development.*

Teaching and Learning materials/aids: *Written texts, Newspapers and reports on economic development ; Braille texts, reports on economic development.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge	20 minutes	Guiding learners on/to assess the effectiveness of the government in economic development.	Following up on how to assess the effectiveness of the government in economic development.	On board presentation, Demonstration, Discussion
		Leading learners to use written texts, newspapers and reports on economic development so as to read, identify and discuss economic developmental areas where the government has been effective and those in which it has been ineffective.	In groups, Learners to use written texts, newspapers and reports on economic development so as to read, identify and discuss economic developmental areas where the government has been effective and those in which it has been ineffective.	Small group / pair share discussion, Clarification, Elaboration,
		Guiding learners to present the findings on economic development for class discussion and clarification; and to have a simple debate based on the effectiveness of government in economic development.	Learners to present the findings on economic development for class discussion and clarification; and to have a simple debate based on the effectiveness of government in economic development.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Closure	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Publishers, Tanzania.

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER HEAD OF SCHOOL ACADEMIC /

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF THE PRIVATE SECTOR IN ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to identify components of the private sector.*

Teaching and Learning materials/aids: *Written texts on the role of the private sector in economic development; Written texts on the role of the private sector in economic development in Braille for visually impaired students.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to identify components of the private sector.	Following up on how to identify components of the private sector.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to discuss and identify two components of the private sector: the formal and informal sectors.	In groups, Learners to discuss and identify two components of the private sector: the formal and informal sectors.	Small group / pair share discussion, Clarification, Elaboration,
		Guiding learners to use written texts on informal and formal sectors so as to discuss in groups the differences between the formal sector and the informal sector; to present their findings for class discussion, clarification and summarizing.	Learners to use written texts on informal and formal sectors so as to discuss in groups the differences between the formal sector and the informal sector; to present their findings for class discussion, clarification and summarizing.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration

C o n s o l i d a t i o n	1 0 m i n s	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A
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Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.

Student's evaluation: _____

Teacher's evaluation _____

Remarks: _____

 SUBJECT TEACHER

 ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
				M	F	T	M	F	T	M	F	T
	III											

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF THE PRIVATE SECTOR IN ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to illustrate the importance of the formal sector in economic development.*

Teaching and Learning materials/aids: *Written texts, newspapers, leaflets, brochures, pamphlets and magazines on the formal sector; Written texts, newspapers, leaflets, brochures, pamphlets and magazines on the formal sector in braille.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to illustrate the importance of the formal sector in economic development.	Following up on how to illustrate the importance of the formal sector in economic development.	On board presentation, Demonstration, Discussion
R		Leading learners to brainstorm and come up with names of companies and other business undertakings in the formal sector of economic development.	In groups, Learners to brainstorm and come up with names of companies and other business undertakings in the formal sector of economic development.	Small group / pair share discussion, Clarification, Elaboration,
Reflection		Guiding learners to read assigned texts and discuss the importance of the industrial sector ; Large scale Agriculture ; Mining ; The commercial sector ; Transport ; Communication.	Learners to read assigned texts and discuss the importance of the industrial sector ; Large scale Agriculture ; Mining ; The commercial sector ; Transport ; Communication.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Closing	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF THE PRIVATE SECTOR IN ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to illustrate the importance of the formal sector in economic development.*

Teaching and Learning materials/aids: *Written texts, newspapers, leaflets, brochures, pamphlets and magazines on the formal sector; Written texts, newspapers, leaflets, brochures, pamphlets and magazines on the formal sector in braille.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to illustrate the importance of the formal sector in economic development.	Following up on how to illustrate the importance of the formal sector in economic development.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to present their group findings to the class for further discussion and clarification.	In groups, Learners to present their group findings to the class for further discussion and clarification.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to summarize class findings and highlight the importance of the formal sector in economic development.	Learners to summarize class findings and highlight the importance of the formal sector in economic development.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

2. *Bukagile G.R. (2012) Civics Topics for O’level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER
SCHOOL

ACADEMIC / HEAD OF
SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF THE PRIVATE SECTOR IN ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to illustrate the importance of the informal sector in economic development.*

Teaching and Learning materials/aids: *Newspapers, pictures and government reports on the informal sector; Copies of written texts on the importance of the informal sector in economic development; Copies of written texts on the importance of the informal sector in economic development in Braille.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to illustrate the importance of the informal sector in economic development.	Following up on how to illustrate the importance of the informal sector in economic development.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to brainstorm on economic activities that constitute the informal sector.	In groups, Learners to brainstorm on economic activities that constitute the informal sector.	Small group / pair share discussion, Clarification, Elaboration,
		Guiding learners to use written texts the teacher to guide students in groups to discuss the importance of the informal sector in economic development; to present the findings for class discussion and clarification.	Learners to use written texts the teacher to guide students in groups to discuss the importance of the informal sector in economic development; to present the findings for class discussion and clarification.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration

C o n s o l i d a t i o n	1 0 m i n s	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A
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Student's evaluation: _____

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
				M	F	T	M	F	T	M	F	T
	III											

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF THE PRIVATE SECTOR IN ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to analyse the problems facing the informal sector.*

Teaching and Learning materials/aids: *Written texts and newspapers on problems facing informal sector ; Copies of written texts and newspapers on problems facing informal sector in Braille*
Written texts, Newspaper cuttings, government documents on the informal sector.

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to analyse the problems facing the informal sector.	Following up on how to analyse the problems facing the informal sector.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to brainstorm on the problems facing the informal sector.	In groups, Learners to brainstorm on the problems facing the informal sector.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to present the findings on the problems facing the informal sector, in class for a common discussion and clarification by the teacher.	Learners to present the findings on the problems facing the informal sector, in class for a common discussion and clarification by the teacher.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Closure	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

2. Bukagile G.R. (2012) *Civics Topics for O’level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

Teacher's evaluation_____

Remarks:

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SUBJECT TEACHER SCHOOL	ACADEMIC / HEAD OF

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF THE PRIVATE SECTOR IN ECONOMIC DEVELOPMENT

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to propose ways of improving the informal sector.*

Teaching and Learning materials/aids: *Written texts and newspapers on problems facing informal sector ; Copies of written texts and newspapers on problems facing informal sector in Braille Written texts, Newspaper cuttings, government documents on the informal sector.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to propose ways of improving the informal sector.	Following up on how to propose ways of improving the informal sector.	On board presentation, Demonstration, Discussion
Reinforcement		Leading learners to use written texts, newspapers and government documents on the informal sector so as to read, observe, identify and discuss ways of solving problems facing the informal sector.	In groups, Learners to use written texts, newspapers and government documents on the informal sector so as to read, observe, identify and discuss ways of solving problems facing the informal sector.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to present to the class its findings for discussion and clarification.	Learners to present to the class its findings for discussion and clarification.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Teacher's evaluation _____

Publishers, Tanzania.

Remarks: _____

SUBJECT TEACHER
HEAD OF SCHOOL

ACADEMIC /

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: SOCIAL DEVELOPMENT AND SOCIAL SERVICES

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to explain the meaning of social development and social services.*

Teaching and Learning materials/aids: *Written texts and newspapers on problems facing informal sector ; Copies of written texts and newspapers on problems facing informal sector in Braille
Written texts, Newspaper cuttings, government documents on the informal sector.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to explain the meaning of social development and social services.	Following up on how to explain the meaning of social development and social services.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to brainstorm on the meaning of social development and social services.	In groups, Learners to brainstorm on the meaning of social development and social services.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to discuss on the meaning of social development and social services, to clarify the related terms.	Learners to discuss on the meaning of social development and social services, to clarify the related terms.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

2. *Bukagile G.R. (2012) Civics Topics for O’level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

Teacher's evaluation_____

Remarks: _____

SUBJECT TEACHER
SCHOOL

ACADEMIC / HEAD OF

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: SOCIAL DEVELOPMENT AND SOCIAL SERVICES

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to analyse the different social services provided in Tanzania.*

Teaching and Learning materials/aids: *Guide questions for research on social services provided in Tanzania ; Surrounding community ; Guide questions in Braille for research on social services provided in Tanzania.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to analyse the different social services provided in Tanzania.	Following up on how to analyse the different social services provided in Tanzania.	On board presentation, Demonstration, Discussion
Research	20 minutes	Leading learners to use the questions and answers method so as to identify different social services in the school and the surrounding community.	In groups, Learners to use the questions and answers method so as to identify different social services in the school and the surrounding community.	Small group / pair share discussion, Clarification, Elaboration,
		Guiding learners to carry out a research project on the accessibility, quality, and distribution of each of the social services in the community; to present their findings for class discussion, clarification and summary.	Learners to carry out a research project on the accessibility, quality, and distribution of each of the social services in the community; to present their findings for class discussion, clarification and summary.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration

C o n s o l i d a t i o n	1 0 m i n s	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A
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Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine
Publishers, Tanzania.

Student's evaluation: _____

Teacher's evaluation _____

Remarks: _____

 SUBJECT TEACHER

 ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: **ECONOMIC AND SOCIAL DEVELOPMENT**

Subtopic: **THE ROLE OF THE PRIVATE SECTOR IN THE PROVISION OF SOCIAL SERVICES**

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to explain the role of private sector in the provision of social services.*

Teaching and Learning materials/aids: *Braille texts, newspapers and government documents on the role of private sector in the provision of social services ; Written texts, newspapers and government documents on the role of private sector in the provision of social services ; Written texts and newspapers cuttings on challenges facing the provision of social services in Tanzania ; Texts on Challenges facing the provision of social services in Tanzania in Braille.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
New knowledge	20 minutes	Guiding learners on/to explain the role of private sector in the provision of social services.	Following up on how to explain the role of private sector in the provision of social services.	On board presentation, Demonstration, Discussion
		Leading learners to brainstorm and identify different private institutions including faith groups, community based organizations, individual owned institutions, NGOs, and private companies which provide social services in Tanzania.	In groups, Learners to brainstorm and identify different private institutions including faith groups, community based organizations, individual owned institutions, NGOs, and private companies which provide social services in Tanzania.	Small group / pair share discussion, Clarification, Elaboration,
Reflection		Guiding learners to use examples, questions and answers method to guide students to discuss the role of the different private institutions in the provision of social services.	Learners to use examples, questions and answers method to guide students to discuss the role of the different private institutions in the provision of social services.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

*for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers,
Tanzania.*

Teacher's evaluation_____

Remarks:

SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

ESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF THE PRIVATE SECTOR IN THE PROVISION OF SOCIAL SERVICES

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to analyse the challenges facing the provision of social services in Tanzania.*

Teaching and Learning materials/aids: *Braille texts, newspapers and government documents on the role of private sector in the provision of social services ; Written texts, newspapers and government documents on the role of private sector in the provision of social services ; Written texts and newspapers cuttings on challenges facing the provision of social services in Tanzania ; Texts on Challenges facing the provision of social services in Tanzania in Braille.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to analyse the challenges facing the provision of social services in Tanzania.	Following up on how to analyse the challenges facing the provision of social services in Tanzania.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to choose appropriate situations that demonstrate challenges facing the provision of social services in Tanzania.	In groups, Learners to choose appropriate situations that demonstrate challenges facing the provision of social services in Tanzania.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to use role plays to demonstrate the situations about challenges facing the provision of social services in Tanzania.	Learners to use role plays to demonstrate the situations about challenges facing the provision of social services in Tanzania.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF THE PRIVATE SECTOR IN THE PROVISION OF SOCIAL SERVICES

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to analyse the challenges facing the provision of social services in Tanzania.*

Teaching and Learning materials/aids: *Braille texts, newspapers and government documents on the role of private sector in the provision of social services ; Written texts, newspapers and government documents on the role of private sector in the provision of social services ; Written texts and newspapers cuttings on challenges facing the provision of social services in Tanzania ; Texts on Challenges facing the provision of social services in Tanzania in Braille.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge	20 minutes	Guiding learners on/to analyse the challenges facing the provision of social services in Tanzania.	Following up on how to analyse the challenges facing the provision of social services in Tanzania.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to use the question and answer method so as to identify and discuss the challenges portrayed in the role plays.	In groups, Learners to use the question and answer method so as to identify and discuss the challenges portrayed in the role plays.	Small group / pair share discussion, Clarification, Elaboration,
		Guiding learners to use relevant documents so as to read, discuss and come up with other problems related to accessibility, distribution, efficiency and quality of social services in Tanzania; and to present their findings for class discussion and clarification.	Learners to use relevant documents so as to read, discuss and come up with other problems related to accessibility, distribution, efficiency and quality of social services in Tanzania; and to present their findings for class discussion and clarification.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration

C o n s o l i d a t i o n	1 0 m i n s	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A
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Student's evaluation: _____
for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.

Teacher's evaluation _____

Remarks:

SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to access and analyse information on social and economic development and draw conclusions.*

Main topic: ECONOMIC AND SOCIAL DEVELOPMENT

Subtopic: THE ROLE OF THE PRIVATE SECTOR IN THE PROVISION OF SOCIAL SERVICES

General Objectives: *By the end of this topic, students should be able to show an understanding of concepts, factors for, and indicators of economic and social development of our country.*

Specific Objectives: *At the end of 80 minutes, each student should be able to recommend solutions for the challenges facing the provision of social services.*

Teaching and Learning materials/aids: *Resource persons.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to recommend solutions for the challenges facing the provision of social services.	Following up on how to recommend solutions for the challenges facing the provision of social services.	On board presentation, Demonstration, Discussion
Reflection	20 minutes	Leading learners to discuss and identify possible solutions for the challenges facing the provision of social services in Tanzania.	In groups, Learners to discuss and identify possible solutions for the challenges facing the provision of social services in Tanzania.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to present the findings on challenges facing the provision of social services in Tanzania, for class discussion and clarification.	Learners to present the findings on challenges facing the provision of social services in Tanzania, for class discussion and clarification.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

*Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine
Publishers, Tanzania.*

Teacher's evaluation_____

Remarks:_____

SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to demonstrate knowledge on the magnitude of the problem of poverty in Tanzania and work diligently in an effort to advance her/himself.*

Main topic: POVERTY

Subtopic: INDICATORS OF POVERTY

General Objectives: *By the end of this topic, students should be able to show an understanding of the problem of poverty in Tanzania and work diligently towards its alleviation at personal level.*

Specific Objectives: *At the end of 80 minutes, each student should be able to define poverty.*

Teaching and Learning materials/aids: *Written texts on the meaning of poverty ; Written text on the meaning of poverty in Braille ; Written texts on poverty in Tanzania ; Written texts on poverty in Tanzania in Braille.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to define poverty.	Following up on how to define poverty.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to brainstorm on the definition of poverty.	In groups, Learners to brainstorm on the definition of poverty.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to read a text on meaning of poverty and present it to the entire class.	Learners to read a text on meaning of poverty and present it to the entire class.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to demonstrate knowledge on the magnitude of the problem of poverty in Tanzania and work diligently in an effort to advance her/himself.*

Main topic: POVERTY

Subtopic: INDICATORS OF POVERTY

General Objectives: *By the end of this topic, students should be able to show an understanding of the problem of poverty in Tanzania and work diligently towards its alleviation at personal level.*

Specific Objectives: *At the end of 80 minutes, each student should be able to point out different levels and types of poverty.*

Teaching and Learning materials/aids: *Written texts on the meaning of poverty ; Written text on the meaning of poverty in Braille ; Written texts on poverty in Tanzania ; Written texts on poverty in Tanzania in Braille.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to point out different levels and types of poverty.	Following up on how to point out different levels and types of poverty.	On board presentation, Demonstration, Discussion
R		Leading learners to use questions and written texts so as to read, discuss, identify and write down the different types and levels of poverty in Tanzania.	In groups, Learners to use questions and written texts so as to read, discuss, identify and write down the different types and levels of poverty in Tanzania.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to present their findings for class discussion and clarification.	Learners to present their findings for class discussion and clarification.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

Student's evaluation: _____

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Teacher's evaluation_____

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SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to demonstrate knowledge on the magnitude of the problem of poverty in Tanzania and work diligently in an effort to advance her/himself.*

Main topic: POVERTY

Subtopic: INDICATORS OF POVERTY

General Objectives: *By the end of this topic, students should be able to show an understanding of the problem of poverty in Tanzania and work diligently towards its alleviation at personal level.*

Specific Objectives: *At the end of 80 minutes, each student should be able to identify indicators of poverty.*

Teaching and Learning materials/aids: *Prepared questions on indicators of poverty ; Written texts on poverty ; Written texts on poverty in Tanzania in Braille Surrounding environment.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to identify indicators of poverty.	Following up on how to identify indicators of poverty.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to discuss and identify the indicators of poverty.	In groups, Learners to discuss and identify the indicators of poverty.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to present the findings on indicators of poverty for class discussion and clarification.	Learners to present the findings on indicators of poverty for class discussion and clarification.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: Learners *were able to identify indicators of poverty.*
Student's evaluation: _____

2. Bukagile G.R. (2012) *Civics Topics for O’level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers, Tanzania.*

Teacher's evaluation _____

Remarks:

 SUBJECT TEACHER
 SCHOOL

 ACADEMIC / HEAD OF

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to demonstrate knowledge on the magnitude of the problem of poverty in Tanzania and work diligently in an effort to advance her/himself.*

Main topic: POVERTY

Subtopic: INDICATORS OF POVERTY

General Objectives: *By the end of this topic, students should be able to show an understanding of the problem of poverty in Tanzania and work diligently towards its alleviation at personal level.*

Specific Objectives: *At the end of 80 minutes, each student should be able to relate different indicators of poverty to the Tanzanian situation.*

Teaching and Learning materials/aids: *Prepared questions on indicators of poverty ; Written texts on poverty ; Written texts on poverty in Tanzania in Braille Surrounding environment.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to relate different indicators of poverty to the Tanzanian situation.	Following up on how to relate different indicators of poverty to the Tanzanian situation.	On board presentation, Demonstration, Discussion
Reinforcement		Leading learners to conduct field observation in the community around the school, discuss and relate the situation on the field with the indicators of poverty they identified earlier.	In groups, Learners to conduct field observation in the community around the school, discuss and relate the situation on the field with the indicators of poverty they identified earlier.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to present the findings on indicators of poverty, for class discussion and clarification.	Learners to present the findings on indicators of poverty, for class discussion and clarification.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Teacher's evaluation _____

*Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine
Publishers, Tanzania.*

Remarks: _____

SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to demonstrate knowledge on the magnitude of the problem of poverty in Tanzania and work diligently in an effort to advance her/himself.*

Main topic: POVERTY

Subtopic: CAUSES AND EFFECTS OF POVERTY IN TANZANIA

General Objectives: *By the end of this topic, students should be able to show an understanding of the problem of poverty in Tanzania and work diligently towards its alleviation at personal level.*

Specific Objectives: *At the end of 80 minutes, each student should be able to analyse the causes of poverty in Tanzania.*

Teaching and Learning materials/aids: *Written texts on poverty in Tanzania ; Braille texts on poverty in Tanzania.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to analyse the causes of poverty in Tanzania.	Following up on how to analyse the causes of poverty in Tanzania.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to brainstorm on the causes of poverty in Tanzania.	In groups, Learners to brainstorm on the causes of poverty in Tanzania.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to read texts and discuss the causes of poverty in Tanzania; and to clarify and summarize the causes of poverty in Tanzania.	Learners to read texts and discuss the causes of poverty in Tanzania; and to clarify and summarize the causes of poverty in Tanzania.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Publishers, Tanzania.

Teacher's evaluation _____

Remarks: _____

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SUBJECT TEACHER
HEAD OF SCHOOL

ACADEMIC /

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to demonstrate knowledge on the magnitude of the problem of poverty in Tanzania and work diligently in an effort to advance her/himself.*

Main topic: POVERTY

Subtopic: CAUSES AND EFFECTS OF POVERTY IN TANZANIA

General Objectives: *By the end of this topic, students should be able to show an understanding of the problem of poverty in Tanzania and work diligently towards its alleviation at personal level.*

Specific Objectives: *At the end of 80 minutes, each student should be able to analyse the effects of poverty in Tanzania.*

Teaching and Learning materials/aids: *Written texts on poverty in Tanzania ; Braille texts on poverty in Tanzania.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to analyse the effects of poverty in Tanzania.	Following up on how to analyse the effects of poverty in Tanzania.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to brainstorm on the effects of poverty in Tanzania.	In groups, Learners to brainstorm on the effects of poverty in Tanzania.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to read texts and identify effects of poverty in Tanzania; and to clarify and summarize the effects of poverty in Tanzania.	Learners to read texts and identify effects of poverty in Tanzania; and to clarify and summarize the effects of poverty in Tanzania.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Publishers, Tanzania.

Teacher's evaluation _____

Remarks: _____

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SUBJECT TEACHER
HEAD OF SCHOOL

ACADEMIC /

ESSON PLAN

TEACHER'S NAME:				SUBJECT: Civics								
DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
				M	F	T	M	F	T	M	F	T
	III											

Competence: Student should have ability to demonstrate knowledge on the magnitude of the problem of poverty in Tanzania and work diligently in an effort to advance her/himself.

Main topic: POVERTY

Subtopic: STRATEGIES FOR POVERTY ALLEVIATION IN TANZANIA

General Objectives: By the end of this topic, students should be able to show an understanding of the problem of poverty in Tanzania and work diligently towards its alleviation at personal level.

Specific Objectives: At the end of 80 minutes, each student should be able to analyse the strategies in place for poverty alleviation in Tanzania.

Teaching and Learning materials/aids: Written texts on strategies for poverty alleviation in Tanzania ; Written texts on poverty in Tanzania ; Braille texts on poverty in Tanzania ; Written texts on poverty in Tanzania.

References:

- 1. T.I.E, (2022) Civics for Secondary Schools-Student’s Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.
- 2. Bukagile G.R. (2012) Civics Topics for O’level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine Publishers,

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to analyse the strategies in place for poverty alleviation in Tanzania.	Following up on how to analyse the strategies in place for poverty alleviation in Tanzania.	On board presentation, Demonstration, Discussion
R		Leading learners to use written texts so as to read, identify and discuss the implementation of the strategies in place for poverty alleviation in Tanzania.	In groups, Learners to use written texts so as to read, identify and discuss the implementation of the strategies in place for poverty alleviation in Tanzania.	Small group / pair share discussion, Clarification, Elaboration,
Reflection		Guiding learners to present the findings on the implementation of the strategies in place for poverty alleviation in Tanzania, for class discussion and clarification.	Learners to present the findings on the implementation of the strategies in place for poverty alleviation in Tanzania, for class discussion and clarification.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Tanzania.

Teacher's evaluation_____

Remarks: _____

SUBJECT TEACHER
ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to demonstrate knowledge on the magnitude of the problem of poverty in Tanzania and work diligently in an effort to advance her/himself.*

Main topic: POVERTY

Subtopic: STRATEGIES FOR POVERTY ALLEVIATION IN TANZANIA

General Objectives: *By the end of this topic, students should be able to show an understanding of the problem of poverty in Tanzania and work diligently towards its alleviation at personal level.*

Specific Objectives: *At the end of 80 minutes, each student should be able to assess the effectiveness of the strategies in place for poverty alleviation.*

Teaching and Learning materials/aids: *Braille texts on poverty in Tanzania.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to assess the effectiveness of the strategies in place for poverty alleviation.	Following up on how to assess the effectiveness of the strategies in place for poverty alleviation.	On board presentation, Demonstration, Discussion
R		Leading learners to carry out an independent study on the successes of the strategies in place for poverty alleviation and the reasons for the failure of some of the strategies.	In groups, Learners to carry out an independent study on the successes of the strategies in place for poverty alleviation and the reasons for the failure of some of the strategies.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	2 minutes	Guiding learners to have a simple debate on the effectiveness of the strategies in place for poverty alleviation in Tanzania.	Learners to have a simple debate on the effectiveness of the strategies in place for poverty alleviation in Tanzania.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

*Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine
Publishers, Tanzania.*

Teacher's evaluation_____

Remarks:

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SUBJECT TEACHER

ACADEMIC / HEAD OF SCHOOL

LESSON PLAN

TEACHER'S NAME:

SUBJECT: *Civics*

DATE	CLASS	PERIOD	TIME	NUMBER OF STUDENTS								
				REGISTERED			PRESENT			ABSENTEES		
	III			M	F	T	M	F	T	M	F	T

Competence: *Student should have ability to demonstrate knowledge on the magnitude of the problem of poverty in Tanzania and work diligently in an effort to advance her/himself.*

Main topic: POVERTY

Subtopic: STRATEGIES FOR POVERTY ALLEVIATION IN TANZANIA

General Objectives: *By the end of this topic, students should be able to show an understanding of the problem of poverty in Tanzania and work diligently towards its alleviation at personal level.*

Specific Objectives: *At the end of 80 minutes, each student should be able to assess the effectiveness of the strategies in place for poverty alleviation.*

Teaching and Learning materials/aids: *Braille texts on poverty in Tanzania.*

References:

1. T.I.E, (2022) *Civics for Secondary Schools-Student's Book; Form Three: Dar es Salaam, Tanzania Institute of Education, Tanzania.*
2. Bukagile G.R. (2012) *Civics Topics for O'level – Questions with Answers for Form 3&4: Dar es Salaam, Nyambali Nyangwine*

LESSON DEVELOPMENT

STAGES	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT
Introduction	10 minutes	Ask questions to learners on the previous concepts / lesson by orally questions.	Responding to give the correct answers about the previous concepts / lesson; on the orally asked questions.	Brainstorming, Q & A, Cold calling, Ball tossing, Head start task
Knowledge		Guiding learners on/to assess the effectiveness of the strategies in place for poverty alleviation.	Following up on how to assess the effectiveness of the strategies in place for poverty alleviation.	On board presentation, Demonstration, Discussion
Reinforcement	20 minutes	Leading learners to discuss and come up with solutions to the failure of the strategies in place for poverty alleviation.	In groups, Learners to discuss and come up with solutions to the failure of the strategies in place for poverty alleviation.	Small group / pair share discussion, Clarification, Elaboration,
Reflection	20 minutes	Guiding learners to present the findings on failure of the strategies in place for poverty alleviation, for class discussion and clarification.	Learners to present the findings on failure of the strategies in place for poverty alleviation, for class discussion and clarification.	Debating, Discussion, Chalkboard task, Debriefing, Elaboration
Conclusion	10 minutes	Summarizing the key concepts by asking orally questions and offering exercise.	Responding to answer orally / practically (by doing) and attempting given exercise.	Assignment, Minute paper, Hot seat, Exit ticket, Q & A

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Student's evaluation: _____

Publishers, Tanzania.

Teacher's evaluation _____

Remarks: _____

SUBJECT TEACHER ACADEMIC /
HEAD OF SCHOOL