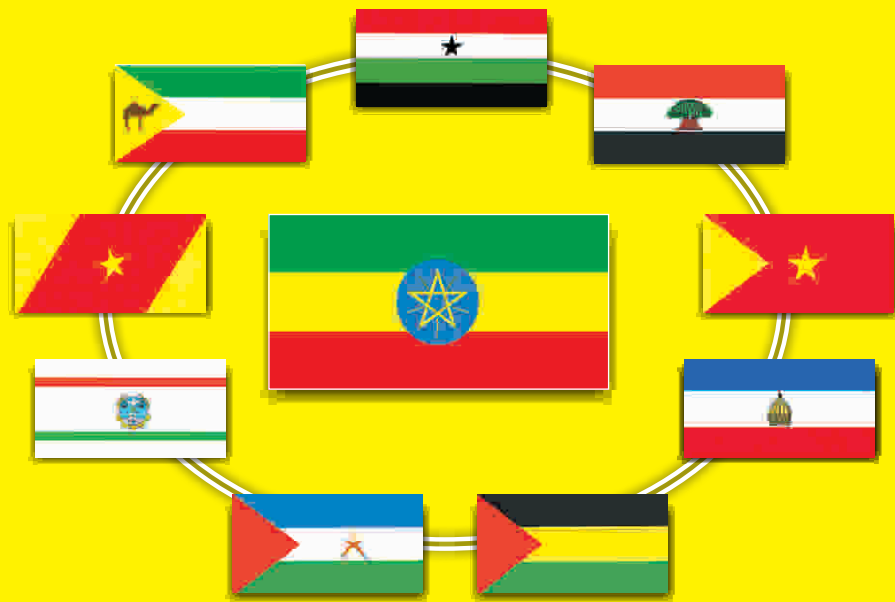


CIVICS AND ETHICAL EDUCATION
Grade 6
Teacher Guide



Federal Democratic Republic of Ethiopia
Ministry of Education

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Teacher Guide

Grade 6

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Ministry of Education



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Flags of Member States of the Federal Democratic Republic of Ethiopia



The Flag of the State of Tigray



The Flag of the State of Afar



The Flag of the State of Amhara



The Flag of the State of Oromia



The Flag of the State of Somale



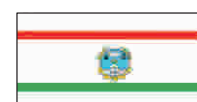
The Flag of the State of Benshangul/Gumuz



The Flag of the State of the Southern Nations, Nationalities and Peoples



The Flag of the State of the Gambela Peoples



The Flag of the State of the Harari People

The Member States are listed according to the Constitution of the Federal Democratic Republic of Ethiopia, (Article 47, pp 102–103)

CIVICS AND ETHICAL EDUCATION

Teacher Guide Grade 6

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Ministry of Education**



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Foreword

Education and development are closely related endeavours. This is the main reason why it is said that education is the key instrument in Ethiopia's development. The fast and globalised world we now live in requires new knowledge, skills, attitudes and values on the part of each individual. It is with this objective that the curriculum, which is a reflection of a country's education system, must be responsive to changing conditions.

It is more than fifteen years since Ethiopia launched and implemented the *Education and Training Policy*. Since then our country has made remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a Framework for Curriculum Development. The Framework covers all pre-primary, primary, general secondary and preparatory subjects and grades. It aims to reinforce the basic tenets and principles outlined in the *Education and Training Policy*, and provides guidance on the preparation of all subsequent curriculum materials — including this teacher guide and the student textbooks that come with it — to be based on active-learning methods and a competency-based approach.

Publication of a new Framework and revised textbooks and teacher guides are not the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guide and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged read this guide carefully and to support their students by putting into action the strategies and activities suggested in it. The guide includes possible answers for the review questions at the end of each unit in the student textbook, but these answers should not bar the students from looking for alternative answers. What is required is that the students are able to come up with, and explain knowledgeably, their own possible answers to the questions in the textbook.

Ministry of Education



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INTRODUCTION

This grade six Civics and Ethical Education teacher guide is prepared including issues that facilitate the teaching-learning process in an efficient and effective manner. The guide is expected to help the fulfillment of the objectives of Civics and Ethical Education by elaborating on the concepts of the 11 values of subject included in the student textbook.

Moreover, directions are set regarding how the teacher leads brainstorming questions, activities, and group activities that are there in the student textbook.

The teacher guide is expected to make a great contribution for the achievement of the goals of Civics and Ethical Education. In this regard, the teacher is advised to use the teaching methods indicated in the guide. By considering local realities and condition of students, so as to make the lesson attractive and participatory. In any teaching-learning process, it is believed that teachers have decisive role regarding the management and delivery of lesson. From this angle, it is appropriate to leave brainstorming questions, how to give activities and how to give corrections and answers upto the option of the teacher. Hence, the ideas mentioned in the guide are all to widen the teachers' understanding and his/her options, but not to be the only options to the questions. Thus, it is important to consider the following points so as to use the teacher guide.

INSTRUCTIONS ON HOW TO USE THE TEACHER GUIDE

1. Brainstorming questions

- The role of brainstorming questions is to enable students to use their former experience in order to understand the content of the lesson. Besides; such questions are aimed at making the students follow the lesson attentively. Last but not least these questions are aimed at making the learners to express their understanding and opinion about the concepts presented to them. Taking this into consideration, the teacher has to finish brainstorming questions within minutes and pass to the next task of the lesson.
- It has to be noted that this guide may not include answer for all brainstorming questions. Even the answer in the guide are not the only options to the questions, so, in order to correct

the responses of learners on the brainstorming questions, the teacher has to use ideas mentioned in the explanation. In doing so, the teacher has to take care not to use ideas that would be used in the presentation. Because these would widen the scope of discussion in the time allotted for brain of ideas. In cases when the ideas mentioned in the student text and the teacher guide are not enough to correct the students' response to brainstorming questions, the teacher shall give appropriate corrections based on his/her knowledge and experience.

2. Activities

- In this guide a trail is made to give answers for the activities/activity as much as possible. In some of the cases, each activity is separately answered. While in other and more than one activity are combined together and given explanation. Here, sources from where answers for the questions can be obtained are indicated.

3. Topics and time allocation

- The time allotted for some of the topics or units may not be enough to cover all the contents and complete all the tasks given. When such incompatibilities happen, the teacher is expected to balance the time with the condition of the school, the environment and the lesson. To do this, he/she has to choose contents and activities that he/she believes more important.

4. Group activities

- The group activities included in the teacher guide are the one's which can be done only by some groups. This appears to make the rest of the students out of task. However, the aim of such group activities that are to be performed by a few students is to cover all group activities in the student textbook and to give chance to all students turn by turn. Therefore, the teacher shall give other tasks to those students who are not involved in the group activity so as let them acquire the skill and knowledge in group activity.

UNIT 1 DEMOCRATIC SYSTEM

(9 Periods)

By the end of this unit, students will be able to:

- understand the importance of democratic system.
- know human and democratic rights and freedoms.
- distinguish differences and similarities between human and democratic rights.
- identify the diversity that exists among nations, nationalities and people of Ethiopia.
- understand functions of Ethiopia foreign relation.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Democratic System	<ul style="list-style-type: none"> • explain the meaning of democratic system. • collaborate the importance of democratic system in Ethiopia. • explain the meaning of differences of ideas. • explain the importance of tolerance and peaceful co-existence. • participate in groups and club activities by tolerating to one another. 	<ul style="list-style-type: none"> • Constitution • A picture that shows the process of election • A picture that shows people working together.
2.	Human and Democratic Rights	<ul style="list-style-type: none"> • list the differences and similarities between human and democratic rights. 	<ul style="list-style-type: none"> • Constitution
3.	The Differences Among Nations, Nationalities and Peoples of Ethiopia	<ul style="list-style-type: none"> • list the differences among nations, nationalities and peoples of Ethiopia. • participate in group and club activities by respecting one another identity (culture, language, religion etc.). 	<ul style="list-style-type: none"> • Constitution • Posters • A map that represents representatives of peoples of Ethiopia.
4.	Foreign Relations	<ul style="list-style-type: none"> • list the principles upon which Ethiopia foreign relation is founded. 	<ul style="list-style-type: none"> • Constitution • The Universal Declaration of Human Rights.

I.1 DEMOCRATIC SYSTEM (2 PERIODS)

I.1.1 The Meaning of Democratic System

Lesson Preparation: Instructional Media

- The constitution of Federal Democratic Republic of Ethiopia.
- Photographs of electoral process of different localities.

- Declarations of Human Rights.
- Press products printed by non-governmental organizations.

Introduction

Brainstorming questions

- By the way, do you know what democracy is?
- What about democratic system?

Make the students write their concepts about the meaning of democracy on their exercise book. Let some of the students forward their ideas. Put the ideas in a leading way to the next activity.

Task

Give them homework to be done based on the following passage under the title “The speech of Ato Orkaydo” use the following points for correction:

1. Preparing justifying points from the passage in order to lead into “Yes” response.
2. Ideas explain democratic system in one ways, and ideas and actions against democratic system in another ways for comparison. (The first speech of Ato Orkaydo; the last ideas of Sarote and Orkaydo etc...).
3. Strengthen points making the students to think right and appropriate.
4. Making comparisons between the ideas explaining democratic and non-democratic systems from the speech of Orkaydo.

Task

It is possible to do the activity in pair discussion. Let them express their ideas of discussion. If it is important, use the following idea for correction.

Democratic system can be manifested in many ways. Its major manifestation is that democratic system is established to protect and fulfill the interest of the majority. As a system it is not aimed at protecting the benefits and privileges of the few. It is said to be democratic because of citizen’s active participation in all issues. Their involvements in electoral process, in local and national development, and in discussion on economic and social issues are tangible examples of citizen’s participation.

The Meaning of Democracy

Democracy is defined by different scholars differently but relatively similar for students as it has been said: Democracy means a system in which ways of governance administration, institution, etc., are based on public interest. To make it more clear refer under title 1.1.3. The following ideas also define democracy:

- It is a system in which national law is respected by all citizens (where rule of law is realized).
- It is a system in which citizens know their equal rights.
- It could also be defined as a system in which citizens elect leaders by their free will, depose leaders from power, bring them before the

law and make them punished according to the level of their guilt. You can also raise practical examples like class and school discipline, election of monitor and club representative. Further you can add how they tolerate to one another and their relations.

1.1.2 The Importance of Democratic System

Introduction

Brainstorming question

- Why do we say democratic system is important?

Let the students express their ideas turn by turn and present general concepts about the importance of democratic system from the point of view of respecting rights of nations, nationalities and peoples, peace and development to begin your lesson.

Task

Make them discuss on the activity in group. Give chance to express the ideas of discussion for those who have not participated previously. Explain with simple examples the importance of democratic system to our country.

- To create better administration (keble, woreda, zone etc...) that benefits people and fastens development.
- To make people owner of political power and to establish government by the free will of people.
- To ensure sustainable peace and development by realizing equality and justice.
- To take a country out of poverty and backwardness through fast development.
- To serve as an instrument to citizens patriotism and wholistic participation of peoples.

Finish your lesson by telling them the democratic system that can be concerned about their country and develop sense of ownership.

Democratic system is considered as the best system for development and well being of people in the world. You can explain the importance of democratic system by using points listed under task three.

1.1.3 The Manifestations of Democratic System

Introduction

Brainstorming questions

- Is there democratic way of doing activities or discussions in your class?

If yes, what is its manifestation?

Democratic System

- What do we mean by living together in tolerating difference of ideas?

Tell them to express their ideas.

You can correct the ideas in the following way.

- Let them mention manifestation of democratic system from their class and school. If the ideas need correction, correct them.
- Tell them the possibility of the existence of differences in ideas, interests and goals among people. Tell them that tolerating differences in ideas is the base for development. There is no one who is absolute and knows everything; therefore forcing one's idea to be accepted by others is not democratic. Tell them that such behaviour leads to conflict and violence and pass to the next task.

Concerning the ideas in the table

Let the students complete the table in group. Give chance for some of the students to justify why they have said "I am happy" or "I am not happy". Make correction based on the consent of the class.

Task

Let them do the activities at home and use the following points for correction:

1. Free election, the rule of law (They can see unit 2), independence of the judiciary... You can also include ideas that students can understand from their locality.
2. You can mention its importance through the following ideas: for living together in tolerance, to strengthen sustainable friendship, for equality and building democratic system.
3. You can see the idea about the culture of tolerance on the student textbook 1.1.2. "c" and give explanation.

Democratic system is manifested in many ways. It can be manifested in a family, classroom, school, friendship etc.

In order that they can practice democratic culture, they should know tangible local manifestations of democratic system. While leading the lesson, the teacher can see the following points for manifestations of democratic system at the higher level:

- The respectation of human and democratic rights (It is explained in the following lesson)
- Realizing the right to equality (they can refer unit 3)

- Free election and respectation of electoral system
- The rule of law, Equality of all citizens before the law (they can refer unit 2)
- Separation of state and religion
- Tolerance and peaceful resolution of conflict.

Summary

Ask the students of different level of understanding to check whether they have understood the following points or not.

- The meaning of democratic system.
- The importance of democratic system in Ethiopia.
- The benefits of tolerance in differences of ideas and peaceful co-existence.

1.2 HUMAN AND DEMOCRATIC RIGHTS (2 PERIODS)

Lesson Preparation: Instructional Media

- The constitutions of Federal Democratic Republic of Ethiopia and Regional states.
- Declarations of Human Rights/human rights documents prepared by Ethiopian Human Rights Commission and other organizations.
- Posters, Photographs, pictures, etc., showing Human and Democratic Rights.

1.2.1 The Similarities and Differences between Human and Democratic Rights

Introduction

Brainstorming questions

- Mention three human rights you know.
- Mention three democratic rights you know.

Give them chance to remember the concepts of human and democratic rights.

Correct the ideas in a leading way to the main lesson.

Task

Let them discuss in groups about the table in the text. Tell them to justify why they have said "Human" or "Democratic" each point in the table. For correction tell them that the 4th and 6th ideas are the only points that represent Human rights. The others are Democratic rights.

Because human rights are natural rights entitled to all human just for being human. They are also inalienable and inviolable rights.

Task

Give them homework to do the activity based on the passage under the title “Student Shemsu and Teacher Agensa.” For corrections you can see the following points.

Question 1: Let them say “No”. Because he has to take permission from the school. Democracy does not imply doing whatever you like any time. Therefore, wherever, rules and regulations need to be respected.

Questions 2 and 3: Prepare correction points from the passage.

Question 4: Knowing and respecting rules and regulations of the school. They should know rights and responsibilities of teachers and students. Then let them give explanation on similarities and differences between human and democratic rights.

Similarities and Differences between Human and Democratic Rights

Among the importances of democratic system, its respectation of human and democratic rights is the major one. The respecting of human and democratic rights is one of the major fundamental principles of our constitution. The 2/3 of the constitution addresses these rights directly or indirectly. It is said that the inability to satisfactorily respect human and democratic rights is one of basic difficulties of human being in the world. Explain to them the respecting of these rights is choice less.

The concepts of human and democratic rights are interrelated in many ways. However, in most cases human rights are considered as naturally given rights. On the other hand, democratic rights could be restricted by different systems and laws. Democratic rights are respected only in democratic governance. Dictatorial and military regimes do not give attention to the respectation of these rights.

1.2.2 The Importance of Respecting Human and Democratic Rights

Introduction

Brainstorming questions

- What message is being transferred by each of the pictures?

- Depending on the pictures list the values of human and democratic rights to human being.

Let them express the messages of the pictures from the point of view of human and democratic rights. You have to use their opinions in relating them with the main lesson.

To give hint about the pictures:

1. Let them know that a dove as symbol of peace. Aware them that human and democratic rights needs to be respected to ensure peace among the community and at the national level.
2. Explain that equal job opportunity of male and female is one manifestation of the respectation of human and democratic rights.
3. “Balance” indicates justice. Justice is the foundation for the respectation of human and democratic rights.
4. It is an indication of that peaceful demonstration is one manifestation of democratic right.

Task

Make them discuss on the activity in group and give them chance to express what they have understood turn by turn. Answers given to activity 3 could be used to correct their ideas.

Importance of Respecting Human and Democratic Rights

All rights of people are categorized under human and democratic rights. In terms of being critical and decisive no right is compared to them in the world. In the ancient time, wars were conducted in different parts of the world for the respectation of these rights. Many people lost their lives and property was destructed. Even today there are many problems because of these rights. Why does all these happen and because these rights are very important for peace, development, social unity and generally for the well being of human being. Both concepts are instruments of realizing the right to equality. Based on these concepts including tangible examples, you can explain that the respectation of human and democratic rights is a fundamental factor for development with. You can also clarify its importance for the expansion of infrastructure and prevalence of justice in a way that they can understand.

Summary

You have to ensure that the students have acquired the intended knowledge for that level from the lesson through class activity.

- Check that they have understood the difference and similarity between human and democratic rights.
- Check that they have understood the importance of the respectation of human and democratic rights.

1.3 THE DIFFERENCES AMONG NATIONS, NATIONALITIES AND PEOPLES OF ETHIOPIA (2 PERIODS)

Lesson Preparation: Instructional Media

- Photographs, Posters, pictures etc., showing the diversity among nations, nationalities and peoples of Ethiopia.

Introduction

Brainstorming question

- What do you understand from the picture?

You can also add other relevant questions based on picture 1.2. Let them forward their understanding about the brainstorming question.

Ensure that they have understood the picture properly.

In order to correct their opinions about the picture and move on to the main discussion you can use the following:

- Give them hint that the picture is an example to show that our country is a country of many nations, nationalities and peoples. Tell them that the nine branches indicate nine regions with different religions, languages and history. Because of this Ethiopia is said to be *a museum of nations, nationalities and peoples*.

You can start the main lesson by telling them the benefits of respecting the differences within the school community.

Task

Give them homework. To correct their responses focus on the following points:

1. Mention the differences stated next to the brainstorming questions. For more explanation you can see unit 3.

2. To avoid conflict it is important to perform the following:

- Creating awareness among the society about causes and consequences of conflict.
- Identifying causes of conflict and giving solution.
- Avoiding backward thinking and practices that are against justice and equality.
- Developing the culture of discussion when conflict occurs.
- Using conflict resolution mechanisms and modern institutions of justice to resolve conflicts.

You can also add other ideas to develop their awareness. Further let them explain the differences observed among the people of the country.

Aware them that language, religion, culture etc., are some of the aspects upon which differences are observed among the peoples of our country. By mentioning local examples let them know that difference is important for unity and it is not source of conflict or superiority and inferiority.

Democratic system is an instrument to govern people through tolerance and consensus. Give them detail explanation that the difference among nations, nationalities and peoples of Ethiopia is the source for unity and development. It is not cause for resentment and partition. You can see the explanation given on equality on the unit 3 of the student textbook.

Summary

Check that whether they have acquired the intended knowledge from the lesson or not. The student are expected to produce engulf idea and opinion on the following points:

- They are expected to list the differences observed among the nations, nationalities and peoples of Ethiopia.
- They have to explain with examples on how these differences help to strengthen the relation among the peoples.

1.4 FOREIGN RELATIONS (3 PERIODS)

Lesson Preparation: Instructional Media

- The constitution of Federal Democratic Republic of Ethiopia.

1.4.1 Ethiopia's Relations to its Neighbours

Introduction

Brainstorming questions

- Copy the map of Africa on your exercise book and write the names of neighbour states of Ethiopia.
- What are the guiding principles of Ethiopia's relation to its neighbours?

Let them do the brainstorming questions based on the instruction in the text individually.

Let some of them to express their ideas.

Make them recall the relation that their parents have with their neighbours and move on to the discussion.

Task

Give them the activity as homework to do it with their parents. Let some of the students to present their answers in the class. In a simple way use good behaviours needed for good neighbourhood to correct their responses and opinions. Among the behaviours you can mention as an example mutual respect, tolerance civic mindedness, peaceful resolution of conflict and seeking solution in legal way. Let them know that cooperation, integrity and helping each other are policies of our country in her relation to neighbour states. In any way, aware them that the principles of Ethiopia's relation is stated in the policy foreign relation and other legal documents. As an example, you can show them the principles stated in art. 86 of constitution.

Ethiopia's Relation to its Neighbours

To strengthen her relation to its neighbours Ethiopia follows a policy established upon mechanism of fighting poverty and backwardness. Further it is aimed at keeping peace and security of the region. It also focused on developing and strengthening economic cooperation and integration. Expanding infrastructure and communication and importing new technologies are also the directions of Ethiopia's relations with its neighbours. This direction attracted investors and strengthened its expansion from time to time. The relations that she has to her neighbours have similarity to that of a relation that parents have to their neighbours.

1.4.2 The basis of Ethiopian Foreign Relation

Introduction

Brainstorming questions

- What does picture 1.4 indicate?
- Can you understand the bases of Ethiopia's foreign relation policy from the pictures? If yes, what are the bases of Ethiopians foreign relation policy?

Let them explain turn by turn what they have understood from picture 1.4.

Facilitate discussion on forwarded ideas.

Teacher: Let them join the discussion by telling that expanding development is the principle of Ethiopia's foreign relation is the objective of the picture.

Task

Teacher: You may give them homework to be discussed with parents. You can use the following idea for correction.

Building democratic system, fastening development and making Ethiopia free from poverty and backwardness are some of the basic principles. Any policy direction in the country is targeted to the achievement of these objectives. The foreign policy is also designed to support the achievement of these objectives.

- *Enhancing Development* is increasing the participation of our country in external trade. Increasing exporting items and the income acquired through it. Expanding infrastructure and developing internal communication.
- *Expanding social service institutions* such as schools, health post etc. You can also mention, making farmers to use modern technology and increase productivity.
- *Strengthening democratic system* focuses on creating a society among which equality and rule are realized. It also strengthens good governance, accountability, transparency, community participation etc.

The basis of Foreign Relation Policy of Ethiopia

Our country's foreign relation policy is established up on the principles enshrined in the constitution. Foreign relation policy is a guiding principle that explains the

Democratic System

relation that a country may have to other countries. These general principles are supported by detailed regulations and laws of implementation. The principle of our country's foreign affairs is designed to support the process building democratic system, ensuring peace and fastening development. In general, the foreign relation policy of our country is prepared in a way that it ensures the interest of peoples of the country.

Summary

By raising the following points the achievement of the objectives of the lesson needs to be ensured.

- Ensure that they have understood the guiding principles of Ethiopia's relation to its neighbours and characteristics of those principles.
- Ensure that they can list the bases of Ethiopia's foreign relation policy.

ANSWERS TO THE UNIT REVIEW EXERCISES

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. True
2. True
3. False
4. True
5. True

II. Match words or phrases under column 'A' with correct items of column 'B'

1. C
2. A
3. D
4. B

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. democracy
2. brotherhood and good neighbourhood

IV. Choose the correct answer for the following questions

1. (d)
2. (d)
3. (d)

V. Give short answers for the following questions

- The responses given by students for the two questions have to be corrected based on fundamental points stated in the student textbook and teacher guide.

SAMPLE LESSON PLAN**I.3 The Differences among Nations, Nationalities and Peoples of Ethiopia**

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> • Introduction topic of the day. • Let them make discussion based on picture 1.2 and its brainstorming questions about the diversity among nations, nationalities and people. • Put ideas as an introductory directing to the main lesson. 	<ul style="list-style-type: none"> • Forward their opinion individually or in group about what they assume or know. • Give additional or corrective ideas on the opinions given. • Listen carefully and understand the introductory ideas forward by the teacher.
20'	Presentation <ul style="list-style-type: none"> • Explain the main points of the lesson <ul style="list-style-type: none"> ○ Fundamental manifestations of diversity (language, religion, culture) ○ Co-existence in tolerance ○ Guide the discussion towards the values of co-existence in tolerance and the disadvantages of absence of tolerance. • Give them activity 8 as a homework. • Collect ideas to elaborate responses given to the activities. • Give them reading assignment to help you begin the next lesson. 	<ul style="list-style-type: none"> • Read and understand the explanations given to their textbook. • Do activity 8 at home? • Ask unclear points. • Give ideas on concepts relating to their life experience.
5'	Stabilization <ul style="list-style-type: none"> • Give additional stabilizing points on the explanation given on the lesson. 	<ul style="list-style-type: none"> • Listen the explanation carefully.
5'	Summary <ul style="list-style-type: none"> • Check the extent to which the lesson of the day is clear to them relating it with the next lesson. 	<ul style="list-style-type: none"> • Give additional explanation.

UNIT 2 THE RULE OF LAW

(9 Periods)

By the end of this unit, the students will be able to:

- know the importance of constitution.
- understand the value of respecting the law and make the law to be respected for citizens.
- understand the importance of limiting the power of elected people and public officials.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	What is the Constitution?	<ul style="list-style-type: none"> ● explain the importance of regional constitutions. ● understand their significant role in realizing local cultural rules and regulations. ● explain with example that respecting and making the law to be respected is the obligation of all citizens. 	<ul style="list-style-type: none"> ● Federal and Regional Constitutions.
2.	Ethics	<ul style="list-style-type: none"> ● tell the meaning of ethics. ● list ethical conducts expected from them at the school level. 	<ul style="list-style-type: none"> ● Regulation of schools ● Ethical values ● Posters prepared by different organizations and institutions.
3.	Limit of Power	<ul style="list-style-type: none"> ● explain the importance of limit of power. ● explain the importance of limiting the power of elected people. 	<ul style="list-style-type: none"> ● FDRE Constitution ● Posters prepared by different organizations and institutions.
4.	Secret	<ul style="list-style-type: none"> ● mention the disadvantage of exposing the secret of a friend. 	
5.	Corruption	<ul style="list-style-type: none"> ● explain corruptive practices conducted by public officials who have forgotten their responsibility. 	<ul style="list-style-type: none"> ● Posters prepared by the Federal Anti-corruption commission and other organizations.

2.1 WHAT IS THE CONSTITUTION? (2 PERIODS)

Lesson Preparation: Instructional Media

- The Constitution of Federal Democratic Republic of Ethiopia and Regional states constitutions.

Introduction

Brainstorming question

- Can you recall what you have learned about the federal and regional constitutions? What is the relation between them?

Give chance for some students to express their opinion. Since the question might be difficult arrange the opinions forwarded in a leading form to begin the lesson.

You do not need wide corrective explanation for the brainstorming. However, if you think more explanation is needed for their understanding you can see the idea presented under 2.1 to correct group discussion points.

Task

Give them the activity as homework. To correct their responses you can see the following:

1. Even though constitution is defined in different ways the following are its fundamental definitions:

- Constitution is a supreme law of a country or state and other laws, rules and regulations function below it.
- It indicates powers and functions of state officials clearly.
- It provides with the political state structure, the way how state power is assumed, electoral issues and rights and responsibilities of citizen.
- It defines the relation between citizens and their government.
- It also defines the socio-political system, foreign policy, human and democratic rights etc.

You can summarize based on the idea in student textbook and the explanation given for the above task.

2.1.1 The Importance of Regional States Constitutions

Brainstorming question

- What is the importance of having a constitution for the regional states?

Let them discuss on the question.

Make some of the groups to forward their opinion.

Task

Give them this activity as an individual homework.

You can use the following ideas for correction:

1. For self-governance, to prepare law based on the actual conditions of their region, to develop their culture, to manage their resources, to make children learn in their mother tongue, to provide accessible justice and public services to develop the over all political, economic and social participation of the society.
2. The idea stated under number 1, could be used for correction of this question. If an idea which is different from, this is forwarded correction can be made by referring to regional state constitutions.

Group Activity

Let the students establish groups (3–4) and present their report. They may report in another period. Tell them that

those students who does not involve in the presentation will be given the turn in another lesson. Correct the ideas presented.

Let them know that some countries have more than one constitution. Such countries are those with federal state structure. Tell them that our country has also a federal structure and we have more than one constitution. The nine regions have their respective constitutions and the federal government has one constitution. In general there are ten constitutions in our country. However, the federal constitution is supreme over regional constitutions. There is no way that ideas of the regional constitutions contradict the federal one. If the idea in a regional constitution contradicts the federal one it would become invalid or specifically the idea that contradicts would be invalid. The relation between the federal and regional constitution is seen in this way. Correct the reports in a simple way.

The Importance of Regional Constitution

In our country, there are many constitutions. Because of the federal structure regional states have their own constitution. Regional constitutions are important because they play significant role for the respectation of equality of nation, nationalities and peoples. It also strengthens the unity among peoples. It becomes a foundation for prosperity, peace and democratic system. Furthermore, you can use the explanation given for activity 2 number 1.

2.1.2 The Role of Local and Cultural Regulations to Ensure Order

Brainstorming question

- What is the importance of local cultural regulations?

Let them express their opinion for the question turn by turn. Mention local institutions that resolve conflicts locally and lead them to the main discussion.

Task

Let them do the activity as a homework to be completed through discussion with parents. Select at least three better reports and let them present it in the class. You can use the following points for correction.

Let them explain with example the role of cultural conflict resolution mechanisms for the realization of peace. For this you can use the following explanation.

The Role of Local and Cultural Regulation to Ensure Order

We cannot say problem preventing ideas and procedures in a society are properly included in laws. In addition to written law, there are unwritten cultural laws which are helpful for peaceful resolution of conflicts and peaceful co-existence of the society. Among these, the role of the elderly, family council and “*Idir*” are the major ones. Such local justice institutions save time and resource of the community. It also provides immediate solution. If all disputes were taken to police stations and courts it would be waste of time and resource. Therefore, the use of cultural institutions should be developed. The main point is that the cultural regulations should not contradict to the basic principles of the constitution.

2.1.3 The Impacts of not Contributing for the Enforcement of Laws

Brainstorming question

- What are the impacts of not contributing for the enforcement laws?

Let them discuss on the brainstorming question.

They have to report points of their discussion to the class.

Show them the consequences of not contributing for the enforcement of laws individually and in group at home and at school and move on to the next lesson.

Let them report points of their discussion and show them the disadvantages of not respecting laws at school and in the village individually and in group and proceed to the next task.

Task

Let them do the activity under the passage “Nominal law” at home. You can see the following for correction:

1. All students have to respect the agreed upon class regulation. However, it was Bundusha who was responsible to coordinate and report difficulties. Furthermore, the homeroom teacher has to be blamed for not making proper follow up the class properly. Students of the class are also expected to report the case to higher officials of the school and teachers.
2. The homeroom teacher was supposed to make proper follow up. He was responsible to correct problems observed among the students. Complete the activity by creating awareness on how to discharge the given responsibility.

Task

Give them chance to read, do and report the activity in the class. Let them discuss on the forwarded ideas. The following can be used as correction for the questions:

- Before criticizing other’s behaviour and action we have to think that whether we are free from that or not. By being model for others, we have to keep ourselves from taking bad actions.

Task

Let them do the activities at home.

1. There are wide ranges of problems. Let them see the explanation on their textbook.
2. Ensuring the observance of the law is the major responsibility of the government. Different government constitutions and responsible bodies are obliged to follow the observance of the law. Furthermore, explain the role of every citizen in respecting and observing the respectation of laws with practical example.

Summary

It is better to ensure that they have acquired enough knowledge and awareness by raising the main points of the lesson in a simple way. If their awareness about the main points is below the intended level it is better to make revision before moving on to the new topic. Ensure that:

- They have defined constitution properly.
- They have explained the importance of regional constitutions.
- They have understood the role of local cultural regulations in ensuring order.

2.2 ETHICS (2 PERIODS)

Lesson Preparation: Instructional Media

- Magazines, Brochures, Flyers and written texts prepared by governmental and non-governmental institutions (Anti-corruption institutions)

2.2.1 What is Ethics?

Introduction

Brainstorming questions

- What kind of activities have you seen in the picture?
- Which activity do you like to get involved?

Give them time to see the picture in their textbook. Let them forward opinion in relation to ethics. Give them chance to mention if they have done good conducts.

Task

Let them complete the activity as a homework based on the passage under the title “The Value of Good Ethics.”

You can see their responses from the point of view of the following points:

1. Because he is the one who respects school rules, clever and hard worker, and because of his good ethical conduct.
2. Having good ethical conduct benefits the individual his family and his country.

During correction tell them to see their own conducts.

Task

Let them discuss in group on the points stated in the table. They have to reason out their responses. Give chance to different groups to present each sentence. Ask for support or opposition on the responses given. Make them discuss on the ideas forwarded. Finally give your explanation by making corrections.

What is Ethics?

Ethics is one of the oldest fields of knowledge and study. It indicates what we are expected to do or not to do in different situations. It is also considered as a balance to categorize personal and others action right or wrong. People at different age level perform different tasks. Therefore, students are expected to put in consideration that their actions are acceptable or not. They have to know that they are making themselves free from actions that affect their own and others life.

2.2.2 Ethical Standards of the Students at School

- What does ethical standard of students at school imply?

Give them chance to mention ethical standards expected of them at school level to begin your lesson.

Make them discuss on the ideas forwarded and create conducive situation to begin your lesson by strengthening major ideas.

Task

Make them do the activity in the class in group. Let them present their responses to the class. You can use the following points for correction:

1. Correct the idea forwarded by them about the way how school property is used. Let them know the disadvantages of not using school property properly.
2. Keeping class discipline, keeping personal sanitation, following their lesson’s properly, protecting school property etc.
3. They can mention different points and ideas. Let them now learn that students are future generations, national leaders, researchers, teachers etc. therefore, they have to be well equipped with not only education but also good ethical values. This will enable them to be civic minded, concerned to national development and to the respectation of human and democratic rights. It will also enable them to develop using their own knowledge and resource.
4. Family is a foundation of a society. Parents are responsible to bring up their children in a good ethical conducts. They have to be models for their children. They have to give them different tasks and let them know the benefits of work.

Let them know the role of parents in creating good citizens. Tell them that they have to listen to the advice given by parents and put them in to practice.

Ethical Standards Expected from Students at School

The school is one of the places where children develop good ethical values. In addition to building the student’s academic capacity, the schools are places where good ethics is inculcated. The main point is that ethics is something we implement in our day to day life. It is highly interrelated to our life.

In this respect, we have to follow up our students to make them respect school and national laws in their actions. Explain with examples that the school is the place where we produce a citizen who improves his life, and develop good personality and civic mindedness.

Summary

It is better to ensure students with different level of understanding have captured the following fundamental points properly:

- The meaning of ethics.
- Ethical standards at school level.

2.3 LIMIT OF POWER (2 PERIODS)

Lesson Preparation: Instructional Media

- Constitutions (Especially FDRE constitution)
- School regulations
- Club charters.

2.3.1 What is Limited Power?

Introduction

Brainstorming questions

- Have you ever heard a person accused of exercising power beyond the legal limit in your Kebele or Woreda?
- In your opinion, what measures do you think be taken on such a person?

Let the students forward their opinion. Ask them about people given responsibility to enforce laws in a game, in the class, at school and who failed to fulfill their responsibility. And whether measure taken or not for their failure.

Task

Let them discuss with their parents and do the activities as homework. Facilitate discussion on their responses to the activities. You can use the following points for correction:

1. Let them know that public power is not given for personal benefit and violate rights of others, rather it given to them in order that they can perform their duties according to the law.
2. Give them an example showing that different problems may occur. For example, the principle of the rule of law will disappear, public officials will behave according to their personal interest and injustice will prevail. It opens the door for the

embezzlement of public property and resource. It will endanger public peace and security by expanding discriminatory practices.

What is limited power?

Democratic system is characterized by clearly defining the powers and functions of public officials and civil servants. This explains the limit of power. The limit of power is important to protect public property and resource from embezzlement, to control officials from violating rights of people and helps the officials to clearly know what they are expected to do and not to do. It also helps to easily identify who is accountable in the case of violation of laws.

2.3.2 The Importance of Limiting the Power of Public Officials

- Who are said to be public officials?

Let them give examples if there are public officials among their family or in their village. Move on to the next task after correcting idea forwarded by them.

Task

Make them read the passage and do the activities in group. For their responses on **Questions 1–3** make corrections according to the passage. Let them know that Ato Abebe's refusal to resign from the office is wrong from the point of view of the principle of the limit of power.

Question 4. Since it is presented in a way that they can share their experiences, let those who have better experience to forward their idea.

Task

Let them discuss on the activity in the class. Using the following explanations give them corrections in a simple way.

The Importance of Limiting the Power of Public Officials

Public officials refer to people elected to perform different activities on behalf of the people. For example coordinate peace, security and developmental activities. They are representatives of people at Kebele, Woreda, Zonal, and Regional and Federal level.

The power of public officials is limited not be exercised by them arbitrarily. This is protects people from violations of rights and discrimination. (You can relate the above with questions 1–3.)

Summary

You have to ensure whether they have acquired the intended knowledge using question and answer technique. The following are the major points that the students are expected to explain properly.

- The meaning of the limit of power.
- The importance of limiting the power of public officials.

2.4 SECRET (1 PERIOD)

Lesson Preparation: Instructional Media

- The 12 Ethical Principles of Civil Servants
- The promise of Professionals and appointed officials.

2.4.1 Friend's Secret

Introduction

Brainstorming questions

- What does secret of friend imply?
- Have you ever discussed with friends on an issue as secret?
- What kind of issues are said to be secrets among friends?

Let them discuss on the concept of secret in relation to secret of a friend.

After looking at the given explanation about the secret of a friend move on to the next lesson.

Task

Make them do the activity on the poem together. Let them share their responses. Give proper correction for the points raised.

Task

Let them so the activities as a homework with their parents. Then give them chance to forward their responses.

The main target is shaping the behaviour of the students in way that they can keep secrets of their

friends. You have to properly address the disadvantage of exposing. However, you have to aware them that holding bad practices as a secret is inappropriate. You can give the following explanation for this.

The Secret of a Friend

Keeping secret is a character of good citizen. You may have the opportunity to know a secret in different situations. The secret of a friend could be one of them. In any difficult situation exposing secret of a friend in irresponsible manner is inappropriate. It reduces the dignity of the one who have exposed the secret. The character of keeping secret should be developed beginning from the childhood.

Summary

It is better to ensure that the students have acquired the expected knowledge using questions. If there is gap on the following major points of the lesson, revision needs to be made before proceeding to the next lesson.

- The meaning of secret of a friend
- The value of not exposing secret of a friend
- The disadvantage of exposing secret of a friend.

2.5 CORRUPTION (2 PERIODS)

Lesson Preparation: Instructional Media

- Printed materials distributed by the Anti-corruption Commission.
- Media works reflecting corruptive actions.

2.5.1 The Meaning of Corruption

Introduction

Brainstorming questions

- What do you think the people in the picture do?
- What do you do if some people perform actions that affect the society?

Give chance to some of the students to forward their opinions about corruption based on the picture and move on to the next lesson by telling them that the picture indicates the importance the common effort of the community to fight against corruption.

Task

Let them do the activity in group based on the passage.

Teacher: Prepare correction points for questions 1 and 2 from the passage. The students will give personal decision for question 3. However, being honest to profession is ethical character expected from a teacher. The conduct of the teacher affects the profession. Therefore, the decision that says, the teacher should be cancelled from the work, is right.

Task

Make them do the activity at home based on their textbook. Give them explanation about corruption.

The Meaning of Corruption

Corruption an evil action conducted by unethical people. It is using public resource and property in illegal way for the benefit of oneself or others. It is better to shape students, to make them citizens who stand against this evil deed. Therefore, it is better to show some unethical behaviours observed among themselves and advice them to avoid these behaviours.

2.5.2 Corruptions Conducted by Irresponsible Elected Officials

Brainstorming questions

- What corruptive actions could be done by irresponsible public officials?
- In what ways do we expected to exercise public power given to us?

Make them discuss on the points in group. Let them forward their opinion to the class. Then, move on to the next lesson, after giving correction.

Task

These questions might be difficult to students of this level. Therefore, it is better to let them respond after discussing with their parents. You can see the following ideas for correction.

Elected people are those who are directly elected by the people and represent the people in different positions. They exercise different powers representing their people. In most cases they may not be paid salaries. Sometimes they might be appointed on public positions. In such cases they become both elects of people and public officials.

Public officials are people who are directly appointed by the government for different positions. They are assigned or appointed on the bases of skill, profession, political attitude and ability temporarily or permanently. In most cases these people acquire salary and other benefits. Sometimes they are elected to represent the people. In this case they become both elects of people and public officials. Among the public officials and elects of people those who are irresponsible may perform corruptive activities. Corruptive actions conducted by public officials and elects of people who are irresponsible.

There are different forms of corruptions conducted by higher officials. Beginning from giving and taking money as a bribe, many activities are performed. Embezzlement, nepotism, and providing false receipt are some of the manifestations of corruption.

Summary

It is better to ensure that the students have understood the basic points of the lesson. This include:

- The meaning of corruption
- Corruptive actions conducted by irresponsible public officials and elects of people.

ANSWERS TO THE UNIT REVIEW EXERCISES

I. Write “True” if the statement is correct and write “False” if the statement is incorrect

1. True
2. False
3. False
4. False

II. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. good ethics
2. childhood
3. law, regulation

III. Choose the correct answer for the following questions

1. (d)
2. (c)
3. (c)
4. (b)

IV. Give short answers for the following questions

- Correct responses of the students based on the ideas on their text and the teacher guide.

SAMPLE LESSON PLAN**2.5 Corruption**

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> To begin the lesson motivating the students using picture 2.2 and brainstorming questions. Let the students forward their ideas. 	<ul style="list-style-type: none"> Make discussions and responding individually and in group. Forward their ideas to the class. Raise discussion points.
20'	Presentation Explain the following points: <ul style="list-style-type: none"> The meaning of corruption. Making them do activity 15 in the class. Explaining the difference between elects of people and public officials and the corruptive activities conducted by them. Make them do activity 16 at home. 	<ul style="list-style-type: none"> Read the explanation individually. Reading the explanation individually. Doing the homework individually. Asking unclear idea. Forwarding their ideas about the concepts. Read explanation on their textbook. Do activity 16 at home.
5'	Stabilization <ul style="list-style-type: none"> Evaluate their understanding based on the objectives and the additional explanations. Summary <ul style="list-style-type: none"> Remind them the main points and prepare them to the next lesson. 	<ul style="list-style-type: none"> Listen to the explanation. Give additional explanation. Ask questions and responding. Listen to the summary and mention in the coke ideas of the lesson.

UNIT 3 EQUALITY

(7 Periods)

By the end of this unit, students will be able to:

- know the right for equality and equity of the Ethiopian nations, nationalities and peoples.
- explain the roles of the women in development and nation building process.
- know the rights of physically impaired people in the school.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	The Right to Equality	<ul style="list-style-type: none"> ● identify the right for equality of nations, nationalities and peoples. ● explain the importance of respecting the right for equality and equity. ● respect the right for equality and equity. 	<ul style="list-style-type: none"> ● The FDRE constitution and constitutions of regional states ● Posters/pictures that illustrate equality
2.	Manifestations of Equality	<ul style="list-style-type: none"> ● explain the measures that should be taken in order to make the cultures of nations, nationalities and peoples to be equally respected. 	<ul style="list-style-type: none"> ● The FDRE constitution and constitutions of regional states ● Posters/pictures that illustrate equality
3.	Gender Equality	<ul style="list-style-type: none"> ● explain the significance of equal participation of the women in development and nation building process. ● respect the equality of female students in the school. 	<ul style="list-style-type: none"> ● The FDRE constitution and constitution of regional states ● Pictures/posters that illustrate equality
4.	The Rights of Physically Impaired Persons	<ul style="list-style-type: none"> ● identify the rights of physically impaired people. ● respect the rights of physically impaired people. ● give the necessary support for physically impaired people. 	<ul style="list-style-type: none"> ● The FDRE constitution and constitutions of regional states ● Posters/pictures that illustrate equality
5.	Importance of Respecting Religious Equality	<ul style="list-style-type: none"> ● respect the equality of religions. 	<ul style="list-style-type: none"> ● FDRE constitution and constitutions of regional states ● Pictures/posters that illustrate equality

3.1 THE RIGHT TO EQUALITY (2 PERIODS)

Lesson Preparation: Instructional Media

- Article 3 of the FDRE constitution and Constitutions of Regional States.
- Brochures, posters and pictures.

Introduction

Brainstorming question

- Explain the rights to equality that are being applied in your locality with examples.

Please make the students to explain examples that how the right to equality being applied in their locality (in the school or in the village).

Give chance for discussion on the examples mentioned (if any example needs more clarification, invite further discussion). Pass to the main lesson based on the opinions forwarded.

Task

Make the students to discuss on the exercise in groups 2–3 students in the class. If the teacher believes that it is necessary he/she can use the following points for lecture.

For questions 1 and 2, the manifestations for equity (equal enjoyment of advantages) in the locality or Kebele include: equal treatment of citizens from gender, language, culture, freedom and wealth distribution perspectives.

Question 3: Chapter 3 articles 25–39 of the FDRE constitution can be referred to give corrections regarding the major manifestations of equality. (The constitution is available in most schools).

The Right to Equality

The right to equality can be shown in relation with diversity in religion, language, life style, gender etc. The essence of equality can be more tangibly illustrated by showing the diversity among the students in the class. Basically, the need for democratic system and democratic constitution is mainly protected the right to equality of citizens. Here the measures taken to ensure the right to equality in Ethiopia can be mentioned.

3.1.1 The Right to Equality and Equity of Nations, Nationalities and Peoples

Introduction

Brainstorming question

- Mention measures that show the equality and equity of citizens in your locality.

Make the students forward their opinion from what they understood before.

Their answers may vary with their locality.

Direct the opinions forwarded to get into the lesson.

Task

Make the students to do the activity by speaking to their parents. You (the teacher) can give clues on the following points.

1. Tell them about social institutions, infrastructures, power supply. Moreover you have to explain the recognition of the right for self-administration

and the right to practice one's own religion and culture.

2. Give corrections for the students on the answers they gave for the question from the table in their local context. And, tell them about their responsibility in filling the gaps in service provision.

The Right for Equality and Equity of Nations, Nationalities and Peoples

Equality does not mean perfect equality in all aspects. Nonetheless, equality is the prevalence of fair procedures and recognizing basic heights and privilege.

The basic forms of the right for equality include: equality of gender religion, language etc. However, given the existing level of development and deep root problems, the right for equality and equity cannot be said applied in all places, particularly a lot has to be done in some of the public service giving institutions such as health, education, infrastructure, and justice and security institutions.

Now-a-days, tangible efforts are being made with regard to the recognition of the right for equality and equity of nations, nationalities and people for example:

- Religious holidays are being equally celebrated without any discrimination.
- Measures are being taken to ensure the right for the equality of women.
- Efforts are being made to give equal chance for education both for male and female children.
- The recognition of the right to use and learn in one's mother tongue.
- Radio and television transition in various languages.
- The effort to balance the distribution infrastructure and social institutions among regions.

3.1.2 Public Institutions Equally used by Community

Introduction

Brainstorming questions

- Mention the public institutions in your locality.
- What problems would occur in the absence of these institutions?

Equality

Make the students forward their opinion turn by turn. You can use the following points for correction.

Public institutions are the various social, judicial and administrative institutions giving service for the people as a whole. What problems would occur if there were no courts and police stations?

You can move on to the next task by making the students to compare and contrast the services rendered by the Keble office, the school and health institutions.

Task

Make the students do the exercise as a homework based on the passage under the title “The Region of Benshangul Gumuz.” You can use the following points for corrections.

1. Identify the institutions mentioned in the passage.
2. Mutual respect, respecting the rights of others, understanding the procedures of the institutions, knowing and respecting rules and regulations, avoiding discrimination etc.
3. Setting corrective mechanisms if there are any problems with regard to equity (equal enjoyment). For example, building additional public institutions through the participation of the people if there is shortage.
4. Make the students bear in mind that the local administrative bodies *i.e.*, the judicial, administrative and security institutions at Keble, woreda and zonal levels and their roles for fast development.

Institutions that Equally Serve the People of Locality

The institutions, which are built by the resources of the people and the government so as to render various services, have to ensure the right for equality of the people. Most of these institutions are institutions to implement social, developmental security and judicial functions. These institutions are administered controlled by the government. Hence, a democratic government is expected to ensure that these institutions are equally serving all citizens. In other words, the institutions shall protect the right for equality and equity of citizens.

3.1.3 The Significance of Respecting the Right to Equality and Equity

Introduction

Brainstorming question

- Mention the advantages of respecting the rights for equality and equity.

Make the students to list the advantages of respecting the right for equality and equity of citizens. Then, request for opinions either supporting or opposing the answers. And, bind the discussion in a way that helps to move on to the main lesson.

Task

Make the students to discuss on the activity based on their understanding.

Then, give them corrections using the following points:

1. Try to show them tangible examples from the school or in the class.
2. Give corrections from the previous lessons on the problems that would occur if the right for equality is not respected. Regarding the respecting equality, give them explanation by taking Somalia and other cases as example.

The significance of respecting right for equality and equity.

The efforts to protect the right for equality and equity are highly important for the protection of individual and group rights.

The followings are some of the advantages of protecting the right for equality and equity. These are:

- It promotes sense of belongingness to the nation (citizenship).
- It promotes national development by making people to invest on their country.
- It strengthens the process of building democratic system.
- It enables to create a stable and peaceful community that lives in love and tolerance.
- It promotes concerned sense of ownership and participation of the people and leads to fast growth and development.
- It helps to know and preserve culture.

- It makes the social institutions of the government to be fairly distributed in all places.

Nonetheless, it should be noted that all nations, nationalities and peoples of Ethiopia are not at equal level of development. Therefore, the special support given to developing regions, which were marginalized in the past and relatively remained backward, is not discrimination, rather a measure to bring equality.

Summary

Evaluate whether the students have grasped the expected knowledge from the lesson in the way of question and answer. If they have gaps in the following major themes of the lesson, please revise the lesson before you move on to next lesson.

- Whether they have understood the significance of respecting the right for equality and equity of nations, nationalities and peoples.
- Whether they have compared the ways of ensuring equal enjoyment of the institutions by the local people.
- Whether they have known the importance of respecting the right for equality and equity.

3.2 THE MANIFESTATION OF EQUALITY (1 PERIOD)

Lesson Preparation: Instructional Media

- Constitutions (Particularly, the FDRE constitution)

Introduction

Brainstorming questions

- Mention three of the manifestation for equality in your locality.
- List the significance of respecting the equality of people.

Make the students forward their opinion on one of the questions, which understanding before.

Give appropriate corrections for the answers provided and move on to the main lesson.

3.2.1 The Manifestations of the Equality of Nations, Nationalities and Peoples

Introduction

- Read the following constitutional provision appropriately and express what you have understood from it.

- Make them discuss on the essence in group.
- Make them to reflect the result of their discussion for others term by term.
- Give corrections for the opinions forwarded by using the following points.
- That it ensures the right to use to learn and write in one's mother tongue.
- Respecting and protecting historical and cultural heritages such as cultural clothes and instruments, antiquities, and historical places, joy and mourning ceremonies etc.

A. The Equality of Language

Brainstorming question

- Do you think that there is any superior or inferior language in our country? Why?

You can forward the following idea so as to inculcate understanding among the students that:

Different peoples cannot have the same language. A language may be spoken by large or small number of people, but all languages are equal. In our country, there are more than 80 languages and all of them are equally serving as means of communication and as work language for their respective speakers.

B. Gender Equality

Brainstorming question

- Do you believe that gender equality shall be respected?

Evaluate whether the students' responses for the question indicate that all human beings regardless of their being male or female are equal.

Make the students understand that the women have equal rights with their men fellows and move on to the main explanation.

Task

Make the students do the activity by speaking with their parents. You can use the following points to give corrections.

1. It is good to look at the points given about languages above. Accordingly, it is possible to learn, write and speak and undertake ceremonies of joy and mourning in one's mother tongue.
2. The women are half of the population. Hence not involving them in the process of development and

Equality

building democracy has great impacts. The nation can be forced from poverty and backwardness if we actively involve the women in all sectors. Sustainable development can never be ensured by working only with one hand. Thus, national development can be fast if all citizens regardless of being male and female equally decide, work and benefit.

The Manifestations of the Equality of Nations, Nationalities and People

Basically, the right for equality is the manifestation for democratic system. Thus, it is possible to link this essence with the building of democracy. Some of the manifestations for respecting the right for equality of nations, nationalities and peoples include the followings.

- Holding their own beliefs and religions
- Administering themselves
- Developing their own cultures
- Equally utilizing from governmental and public institutions.
- Representation at the federal parliaments and regional councils.
- Equally participating in any developmental and social activities and getting appropriate benefit etc.

3.2.2 The Equal Participation of the Women for National Growth and Development

Brainstorming question

- Explain the advantages of equally involving the women in all sectors with their men fellows for national development.

Give chance for some of the students to forward their opinion. Here, request them to explain the success of their mothers, sister or other women whom they consider as models and their contribution for national development.

Let a brief discussion be held on the opinions forwarded and move on to the opinions, refer the points mentioned under the second question of activity 5, and moreover elaborate the lesson by giving practical examples about the contributions of women scholars and women known for their good deeds and success.

Task

Make them do the activity at home based on the passage under the title “Women and Tourism.” You can use the following points for correction.

1. Recall the deeds of *Etege Tayitu* from the passage.
2. Since women are human beings like their male fellows, their rights shall be respected. It is good if the students mention strong women from their families or neighbour and model female students. And the teacher shall also forward his/her experience.
3. Look at the answers given for activity 5 and for the brainstorming question above.

Task(Table)

Make the students fill the table through pair discussion. You can use the followings for correction.

1. Prepare points for correction in accordance with the table.
2. The problem can be reduced through different means. For example:
 - By increasing the participation of citizens.
 - By developing the awareness of the society.
 - By expanding infrastructures and social institutions.
 - Identify the level of female enrolment in the school in the local contexts of the students. Then about the measures that should be taken to reduce the problem in their locality in this regard.

The Equal Participation of the Women for National Growth and Development

Schools have great role in developing the awareness of students about gender equality. It is the responsibility of all school community to protect the right of female students at the school level. Make the students to understand that the participation of the women has great role for the nation and the improvement of the life of the whole society. Here you need to make them believe that female students have equal rights with their male fellows since childhood. Hence, it is necessary to conduct

strong discussion and exchange of ideas on the topic so as to make the students citizens who believe in gender equality as to the objectives of the lesson.

Summary

Evaluate whether the students have grasped the expected knowledge by raising the main points of the lesson through question and answer. Elaborate the lesson through revision if there are any gaps regarding the following main points.

- Whether they are able to list the manifestations for the equality of nations, nationalities and peoples.
- Whether they are able to evaluate if the major issues of equality of nations, nationalities and peoples are ensured in their local context or not.
- Whether they are able to explain the meaning of gender equality.
- Whether they are able to explain the role of women participation for national development and peace in their level.

3.3 THE RIGHTS OF PHYSICALLY IMPAIRED PEOPLE (2 PERIODS)

Lesson Preparation: Instructional Media

- Constitution
- Magazines and pamphlets by the Ethiopian physically impaired peoples association.

Introduction

Brainstorming question

- Explain to your friends what you have understood from the pictures.

Make the students express their feeling about the pictures under the sub-unit 3.3.

Make them consider their expression from the angle of physical impairment.

Direct them that there are various causes for physical impairment.

Task

Make them do the exercise at home based on the passage under the title “Halima and Erko”. You can see the following points for correction.

Questions 1 and 2: Prepare points for correction from the passage. Accordingly, government institutions

including schools have to facilitate conditions that ensure the right of physically impaired people to get service.

Question 3: Explain the problems faced by physically impaired people and the measures that should be taken by the school and the community so as to reduce the problems of these fellows. Indicate the supports that the students can forward for these fellows at their capacity. (For example, guiding them, being patient to understand the message they convey in sign giving hand in moving properties from place to place.)

Task

Make them do the activity at home. You can use the following points for correction.

1. Look at the provision to the FDRE constitution on article 41/5. Make them be aware the government shall make on their parts indicate them that there are supports which they can make at their levels.
2. They have to understand that there are things, which have to be done for the physically impaired at their school. (Such as leaving the road, facilitating the classroom and the place to study.)

The Rights of the Physically Impaired People

Physically impairment is disability that occurs naturally due to illness (such as polio, eye illness) or due to natural and man made disasters (such as car accident, sun reflection from water, medicine injection, cultural medicines, high injury of failing).

It is neither inherited nor communicable, not due to curse of God.

Since the physically impaired people are citizens, their rights have to be respected. Different laws protecting the rights of physically impaired people are enacted both nationally and internationally.

Besides, there are institutions that work for the protection of their rights. In this regard, in our country the rights of the physically impaired people are enshrined in the constitution.

It should be noted that the physically impaired people can become productive citizens if appropriate support is given to them. Therefore, both individuals and institutions have to give them appropriate support.

Summary

Evaluate the students at different levels through question and answer whether they have

Equality

appropriately understood the following basic ideas. Accordingly evaluate that from this lesson the students:

- have understood the right of physically impaired people.
- able to list the supports to be made by the school for the physically impaired people.

3.4 THE NEED TO RESPECT RELIGIOUS EQUALITY (2 PERIODS)

Lesson Preparation: Instructional Media

- Constitutions (Constitution of Federal Democratic Republic of Ethiopia)

Introduction

- Explain the importance of respecting religious equality

Make them explain about religious equality based on the basic essence of equality they have seen before.

You can use the following explanation so as to elaborate the points forwarded.

Task

Make them do the activity in group in the class. Then give chance for some of the groups to reflect it. You can use the followings for correction:

1. Look at the concluding statements about the manifestations of equality under the sub-unit 3.3.
2. Respecting the religions of others as one wants his/hers to be respected.

Refraining from undermining the religion of others.

Understand that respecting religious equality has great role for development justice, love, peaceful co-existence etc.

The Need to Respect Religious Equality

Religious equality is as vital as gender and language equality. It is necessary to recognize that the spiritual life of people depends on their personal decision. Since, religion is based on personal interest every citizen has the right to follow a religion of his/her choice. Accordingly no one shall undermine and hinder the religion of another. One can hold and practice one's own religion in a way that does not endanger and violate the religion and belief of others. Allowing every one to hold and follow

the belief and religion of his/her choice is one of the ways of enduring the right for equality. Allowing the equality of various beliefs and religions is in turn a manifestation of democratic system.

Summary

Evaluate whether the students have got enough awareness and knowledge by rising the main points of the lesson easily. If they have not grasped the desired understanding on the main points, revise the lesson before you move on the next lesson.

Finally evaluate whether the students have understood the need to respect religious equality or not.

ANSWERS TO THE UNIT REVIEW EXERCISES

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. False
2. False
3. True
4. False

II. Match words or phrases under column 'A' with correct items of column 'B'

1. D
2. A
3. C
4. B

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. man
2. The women, who are denied access for education, those who live for a way from the center around the periphery
3. right

IV. Choose the correct answer for the following questions

1. (d)
2. (d)
3. (d)
4. (b)
5. (d)

V. Give short answers for the following questions

- Since the two questions may have a range of possible answers, give corrections based on the student textbook, your own understanding and other sources of information.

SAMPLE LESSON PLAN**3.4 The Need to Respect Religious Equality**

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> Elaborates the main points forwarded by the students for the brainstorming question and moves on the main lesson. 	<ul style="list-style-type: none"> Forward opinions about religious equality from the perspective of the essence of equality. Quietly listen to the opinions of others.
20'	Presentation <ul style="list-style-type: none"> Reads the students to discuss on the need for religious equality on the basis of the points in the student text and the teacher guide. Organizes the students in small groups to do activity 10 in group. Makes them to discuss on the answers given. 	<ul style="list-style-type: none"> Listen to the explanations given carefully. Ask questions on unclear points. Read the explanation in the textbook. Do the class work given answer for questions raised?
5'	Stabilization <ul style="list-style-type: none"> Recalls the main points about religious equality. 	<ul style="list-style-type: none"> Memorize the main points. Explain what they have understood from others.
5'	Summary <ul style="list-style-type: none"> Gives chance for the students to memorize the main points in the unit "equality." Makes them to do the review questions as homework. 	<ul style="list-style-type: none"> Give opinion on the main points thought in the unit. Listen to the concluding statements given by the teacher and others quality.

UNIT 4 JUSTICE

(10 Periods)

By the end of this unit, students will be able to:

- know discriminatory practices at different places.
- explain the importance of social institutions in their locality.
- know that the procedures of social institutions have to be non-discriminatory and just.
- explain the historical development taxation and its change over time.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Discriminatory Practices	<ul style="list-style-type: none"> ● examine discriminatory practices in their locality. ● explain the meaning of discriminatory practices. ● make effort at their capacity for the prevalence of justice in their locality. 	<ul style="list-style-type: none"> ● Posters pictures that show discriminatory practices in different offices and organizations.
2.	Social Institutions	<ul style="list-style-type: none"> ● evaluate the just lines of the procedures of the social institutions in their locality. 	<ul style="list-style-type: none"> ● Pictures that show school or health center.
3.	The Causes for Violation of Rights and Injustice	<ul style="list-style-type: none"> ● list the causes for violation of rights and injustice. ● respect the rights of their friends. ● Treat their classmates equally. 	<ul style="list-style-type: none"> ● Posters/pictures that show judicial institutions (such as police station, court and others working on justice).
4.	Preconditions for the Prevalence of Justice	<ul style="list-style-type: none"> ● explain the preconditions for the prevalence of justice. 	<ul style="list-style-type: none"> ● Legislations, regulations, declarations. ● Places of reconciliation in the locality (such as the get of the church, mosques or places of local gatherings).
5.	Taxation	<ul style="list-style-type: none"> ● explain the origin of taxation. ● mention the taxable incomes. ● explain what is expected from citizens regarding taxation. ● know that it is the responsibility of citizens to honestly pay tax. 	<ul style="list-style-type: none"> ● Poster promoting taxation. ● Pictures that show places of tax collection.

4.1 DISCRIMINATORY PRACTICES (2 PERIODS)

Lesson Preparation: Instructional Media

- Written documents, posters and pictures published by various institutions illustrate discriminatory practices.

Introduction

Brainstorming question

- What does discriminatory practice mean?

Organize the students in group so as to do the brainstorming question.

Give chance for some of the groups to reflect their discussion.

Let discussion to be held on the opinions forwarded.

Give appropriate corrections for the opinions forwarded by linking them to the main lesson and move on to the next task.

There are practices listed in the text for the students to discuss and categorize into discriminatory and non-discriminatory. In giving corrections on their opinion you can use the following:

From the 5 practices, listed, the second one may be debatable as to whether it is discriminatory or not. The existence of such a difference is appropriate and desirable. Because it is good to impart that there are issues, which are difficult for decision given the behaviour of human beings. What if the treatment of his/her work place though not directly related to his/her work? Can he/she appropriately treat others while his/her child is sick? It is possible to raise such questions and make a wide debate. Otherwise, it may be difficult to arrive at a common consensus.

Thus give them a clue that it is sometimes difficult to conclude whether such practices are perfectly discriminatory or not. Now, move on to the next task.

Task

Make them to do the activity at home by reading the passage under the titles "Nelson Mandela". You can use the following points for correction:

1. Prepare answers from the passage.
2. Lead them to the conclusion that Mandela's act was right. Because, it is the responsibility of any citizen to fight discriminatory practices.

3. Tell them that Mandela's act is a good model, and they can learn from him to develop strong personality and endurance so as to fight discriminatory practices.
4. There may be people who would comment that he should have taken various measures of revenge. Nevertheless, discriminatory practice should not be corrected through measures of revenge, rather through peaceful measures that can give a lesson. Tell them to bear in mind that this strictly is preferable in that it gives sustainable correction for the problem and ensures peace.

Task

Give them the activity to do as a homework by speaking with their parents you can use the following points for correction:

1. Discriminatory practices can be avoided by taking different measures. For instance, we can avoid problems that occur due to traditional thinking and practices by creating awareness in the society. Moreover, we can produce a generation that dislikes discrimination by expanding modern education. Still further we can avoid discrimination by exposing those who harm the people through their discriminatory practices. Besides, the society has to expose anybody who commits discrimination before the law. And it shall not collaborate in the process of discrimination by giving bribe and other gifts.
2. Mention if there are any discriminatory practices in their locality for the purpose of teaching.
3. It should be noted that discriminatory practices can be committed by unethical and irresponsible persons in various fields of activity in the school; in the classroom etc. In this regard you can give them discriminatory practices that would be committed in governmental institutions.

Manifestations of Discriminatory Practices in our Locality

Discriminatory practices may be committed in different ways. There are discriminatory practices, which are committed due to cultural norms.

There are also discriminatory practices, which are committed through bribe and due to being a relative or

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friend etc. Some of the manifestations of discriminatory practices include:

- Giving biased decision on various disagreements and conflicts.
- Taking measures that make some superior over the others on the basis of gender, religion, language, ethnicity etc.

Summary

The main objective of this lesson is to enable the students to identify the manifestations of discriminatory practices, creating and developing the attitude of opposing discriminatory practices is the other objective of the lesson. Accordingly, it is important to develop their ability to evaluate whether a given practice is discriminatory or not. Besides, it is important to build their capacity to discharge their citizenship responsibility in fighting discriminatory practices.

Ensure to attainment of the lesson objectives by forwarding questions so as to evaluate whether they have grasped the desirable knowledge.

The followings are points that have to be emphasized in the lesson and on which the students have to enough for their opinion.

Evaluate whether their ability to identify the manifestations of traditional practices in their locality has developed.

4.2 SOCIAL INSTITUTIONS (2 PERIODS)

Lesson Preparation: Instructional Media

- Pictures that show school, health center or other social institution.

4.2.1 The Fairness and Efficiency of Social Institutions in our Locality

Brainstorming questions

- Which school in your locality is the best? Mention the qualities that made it the best.
- From among the social institutions in your locality identify the one which renders effective service. And, mention the qualities which made it good.

Make the students rank the qualities of the similar schools in their locality if there are any with reasons.

If there is any wrong understanding from among the opinions forwarded, let a discussion to be held on it.

Direct the discussion in a way that would lead to the main lesson.

Here, care shall be taken for the comparison between and among schools and institutions not to lead to undesirable criticisms.

Thus, tangible criteria shall be set first to be used for the comparison.

Group Work 1

Form four groups of 4–5 members and make them to report their group activity within three days as per the instruction. The objective of this activity is to enable them to evaluate whether social institutions render appropriate and fair service, you have to make them refrain from emotionality.

Group Work 2

Organize two groups from students who still have not involved in group activities. The objective of this activity is to enable them to eradicate poverty from the nation. In this regard, enucleated the commitment in every student where they promise to build a certain institution for their locality and/or made for the students not to be in unrealistic hope.

The Fairness and Efficiency of Social Institutions in our Locality

The explanations given in the student textbook and the teacher guide are enough for the objectives of the lesson. So, you can elaborate the lesson by your own experiences.

Summary

Evaluated whether the students have grasped enough knowledge by easily rising questions on the lesson. If they have gaps regarding the following points revise the lesson before you move onto the next lesson.

4.3 THE CAUSES OF INJUSTICE AND VIOLATION OF RIGHTS (2 PERIODS)

Lesson Preparation: Instructional Media

- Posters, pictures that show judicial institutions such as police station, court and others working on justice.

Introduction

Brainstorming questions

- Why do people commit discriminatory practices?

- Mention the causes for discriminatory practices.

Give chance for some of the students to explain practices which they consider as violations of justice at their levels with the causes.

- Request the opinion of other students on the opinion given.
- Collect and direct the opinions in a way that would lead to the main lesson.

Task

Make the students to do the activity at home based on the passage under the title, “Ato Adfursa the city governor” you can give them correction as followings:

Question 1: Prepare points for correction from the passage.

Question 2: This question evaluates the personal views of the students. They have to believe that the practice is incorrect. Ensure that they would report the problems to their judicial bodies. Besides, ensure that the cultural base to oppose discriminatory practices is also laid in them.

Question 3: The committee is highly responsible on the issue. So, if they do not take measure against any in appropriate act, all members of the committee can be questioned.

Task

Form 7 or 8 groups and make each group discuss only on one question of the activity. Then, make all questions to be presented as much as possible. You can use the following points for correction:

1. Tress passes (violation) against citizens may be committed by individuals or government officials and workers. There can be violations committed at the school level also. It can be said that worse violations against citizens are committed by officials and workers of government institutions.
2. Make them express what they have observed personally.
3. Lead them the conclusion that they agree with the saying. Because, this golden principle develops the commitment in the students not to do on others what they do not want to be done up on them.
4. All the institutions mentioned on Question 1 are responsible. How ever the degree of their

responsibility various? Accordingly, it should be noted that governmental institutions and their workers are highly responsible in respecting and protecting justices and the rights of citizens.

At the level of the school, the directors, teachers and workers of the school are more responsible for respecting and protecting rights. Students are also responsible for respecting and protecting rights at their levels.

Summary

Evaluated whether the students at different levels of understanding have appropriately understood the following basic points through question and answer. Hence, evaluate whether the student have understood from this lesson about the problems of;

- Not respecting the rights of citizens.
- Misuse of power discriminatory treatment of citizens.

4.4 PRE-CONDITIONS FOR THE PREVALENCE OF JUSTICE (2 PERIODS)

Lesson Preparation: Instructional Media

- Constitutions, rules, regulation and school legislation.
- Posters or pictures that show local institution of conflict resolution.

Introduction

Brainstorming questions

- What are the pre-conditions for justice to prevail in your school and classroom?
- What shall a person whose rights are violated do?

Make the students forward their opinions on the brainstorming question based the discussion they have done before.

Let a discussion be held on the opinions forwarded.

Direct the discussion in way that voids to the main lesson.

Task

Make the students do the activity in part two after reading the passage about Nelson Mandela at home. You can use the followings for correction:

Justice

1. Prepare points for correction from passage.
2. Strengthening the democratic system and judicial institutions, punishing those who discriminated among citizens in a way balanced to their violation, increasing the awareness of citizens and delivering them from backward thinking etc.
3. Explain the importance of justice by linking it with the protection of human and democratic rights, peace and prosperity and the development of democratic system.
4. Give corrections on the answers provide about the preconditions for the prevalence of justice. In doing so link the points listed.

For example, one of the manifestations of democratic system is the prevalence and expansion of justice. Thus, democratic system has to be strengthened for justice to prevail.

Ethics is another instrument for expanding justice. We can perform acceptable work that does not violate the right of any body only if we work in accordance with ethical norms. Other points in the list also have such direct linkage.

Task

Make them do the activity by speaking with their parents at home. From their answers, make them explain if they have made any effort for the prevalence of justice at home, in the school etc. Encourage the students who have better experiences to share their experiences to the class. If possible, share your experiences to the students so as to motivate them.

Preconditions for the Prevalence of Justice

Various measures have to be taken in order for justice to prevail in the society. First, both the government and the citizens have to respect the laws of the state. Obedience to laws and rules and commenting discriminatory practices to be corrected are strategies for the development of justice expected from citizens. Besides, respecting the rights of others, not discriminating others etc. can be mentioned.

However, justice cannot be expected to prevail always, because people may consciously or unconsciously violate justice. Nonetheless, the discriminatory practices committed shall not be corrected by taking similar

discriminatory measures or through revenge. Because these would hinder the prevalence of justice. Justice can develop in the society if discriminatory practices committed are solved in peaceful and legal ways. Accordingly trying to discuss with those who committed discriminatory practices and to arrive at agreement and solution is another strategy for the prevalence of justice. If these strategies are unsuccessful, it is good to expose the discrimination and violation for the concerned legal body. For instance, in cases of serious violations it may be impossible and not legally advisable to solve the problem through face to face discussion with the violators. So, we need to expose such cases for the concerned legal and security.

Summary

Evaluate whether the students have grasped the desirable knowledge by raising the main points of the lesson through question and answer. If they have gaps in the following main points of the lesson, revise the lesson before you move on to the next lesson.

- Implementing just practices.
- Whether local judicial institutions are working within their power limits and based on the law.
- Whether citizens have used their right to get justice.
- Whether the students are able to explain the role of self initiative for protecting one's right and getting justice.

4.5 TAXATION (2 PERIODS)

Lesson Preparation: Instructional Media

- Magazines, posters, tax collecting institution.
- Documents of tax collection.

4.5.1 When and how was Taxation Started?

Introduction

Brainstorming question

- From where does the government get in come to fulfill public services?

Give chance for the students to explain what they understood regarding the brainstorming question.

Give points for correction and move onto the main lesson.

Task

Make the students to do the activity in pair or in a group of the three in the class. Use the following points for correction:

1. The government is responsible to supply different services for the people. It maintains the peace and security of the people. It pays the salary of its employees. It undertakes constructions.
2. Give corrections for questions 2 and 3 based on the student textbook.

Task

Make the students do this activity individually in the class. Then give chance for some of them to present the exercise they have done.

Give clause for correction from “**Part 2: The report of Kedija and her friends**”.

4.5.2 Taxable Types of Income**Brainstorming question**

- Mention the types of tax people paid for their governments in the ancient time.

Make the students to forward their opinion on the question.

Let a brief discussion to be held on the opinions forwarded. You can move onto the next lesson by giving appropriate corrections.

Task

Make them to do the activity as a homework by speaking with their parents. You can use the following points for correction.

The sources, types and amount of taxation differ from country to country. The type and amount of taxation may vary with the level of development and type of economy. For example, Ethiopia can collect more cattle breeding sector. Sudan may collect more tax from oil mining. The source and amount of taxation may vary within a nation from time to time. For example, if our country becomes the owner of oil mineral, oil mineral will become new sources of taxation.

Make the students to explain other sources of taxation by speaking with their parents. Then, make them to bear in mind that all citizens who are legally responsible to pay tax should pay tax expect the vulnerable or low income people who are legally exempted from taxation.

Taxable Types of Income

The explanations given in the student textbook and those given for the activity in the teacher guide are enough for the lesson.

4.5.3 Paying Tax Honestly is Citizenship Responsibility**Introduction****Brainstorming questions**

- Why is paying tax the responsibility of citizens?
- What sort of ethical conduct shall citizens have in order to pay tax?

Motivate the students to express their views about paying tax by relating to rights and duties and good ethical conduct.

Let discussion be held on the opinions forwarded. And give appropriate corrections in a way that leads to the main lesson.

Task

Make them discuss on the activity in the class and you can use the following for correction:

1. Show the problems that would occur in terms of social service provision, security and development.
2. Give additional explanation based on report part there of kedija and her colleagues.

Paying tax Honestly is the Responsibility of Citizens

The government is believed to be a common institution of the society. It builds a commonly used institutions and infrastructures to the society. Performing these developmental works needs money. To cover these expenditures citizens have to pay tax. Unless paying tax is not obligatory some people may not pay what is expected from them. Therefore, not paying tax is considered as a criminal act. Because of this citizens have to pay the expected from them regularly and honestly. Not paying tax is not only cheating and breaking of law but also it is unethical conduct.

Summary

You can check whether the objectives of the lesson are achieved or not using questioning. The students are expected to explain the following points properly:

Justice

- When and how that taxation started?
- What are taxable types of income?
- Why do we say paying tax honestly is the responsibility of citizens?

ANSWERS TO THE UNIT REVIEW EXERCISES

I. Write “True” if the statement is correct and write “False” if the statement is incorrect

1. True
2. False
3. False
4. True
5. False

II. Match words or phrases under column ‘A’ with correct items of column ‘B’

1. C
2. E
3. A
4. D
5. B

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. tax
2. just

IV. Choose the correct answer for the following questions

1. (a)
2. (d)
3. (d)
4. (d)
5. (d)

V. Give short answers for the following questions

- Since the two questions may have a range of possible answers, give corrections based on the student textbook, your own understanding and other sources of information.

SAMPLE LESSON PLAN

4.5 Taxation

Time	Teacher’s Activity	Student’s Activity
10’	<p>Introduction</p> <ul style="list-style-type: none"> • Makes the students to forward their opinions on the brainstorming question “What is source of money to build commonly used public institutions?” • Mentions basic points and moves on to the main lesson. 	<ul style="list-style-type: none"> • Give opinions on the brainstorming questions. • Give answers individually or in group. • Share their ideas with their class mates.
20’	<p>Presentation</p> <ul style="list-style-type: none"> • Give explanation on the lesson. • Involve the students in the explanation by asking them questions. • Make them do activity 7 in the class. • Make discussion to be held on the answers forwarded for the activity. • Make them to do activity 8 as a homework. 	<ul style="list-style-type: none"> • Read the explanation individually. • Do activity individually? • Give opinions on concepts. • Ask questions on unclear points. • Read the explanations in their textbook.
5’	<p>Stabilization</p> <ul style="list-style-type: none"> • Recalls points about when and how was taxation started by linking with the history of state formation. 	<ul style="list-style-type: none"> • Listen to the explanation carefully. • Give additional explanations. • Ask questions, if they have any.
5’	<p>Summary</p> <ul style="list-style-type: none"> • Ensures that whether the objectives of the lesson are achieved or not. • Gives hint about the coming lesson. 	<ul style="list-style-type: none"> • Listen to the summary and recall the main points of the lesson of the day.

UNIT 5 PATRIOTISM

(10 Periods)

By the end of this unit, students will be able to:

- know the manifestations of patriotism.
- explain the significance of knowing the history of the nation for the development of patriotism.
- know the objectives of voluntary service.
- explain the way of getting citizenship.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Patriotism	<ul style="list-style-type: none"> ● mention the preconditions for patriotism. ● develop the desire to know the history of their peoples and the country. 	<ul style="list-style-type: none"> ● Various pictures that illustrate patriotism.
2.	Harmful and Destructive Practices	<ul style="list-style-type: none"> ● protect school properties. ● discharge waste in an appropriate place. 	<ul style="list-style-type: none"> ● Pictures, posters that show destructive practices and activities that ensure physically.
3.	Good Conduct	<ul style="list-style-type: none"> ● explain the manifestations of good conduct. ● develop the good conduct expected from them at the school and in their locality. ● mention the activities in the school that require voluntarism. ● participate in voluntary services in the school at their capacity. 	<ul style="list-style-type: none"> ● Pictures, photographs that illustrate voluntary service. ● Actual activities and objects that show voluntarism.
4.	Alleviating Poverty	<ul style="list-style-type: none"> ● explain the importance of policies and strategies for alleviating poverty. 	<ul style="list-style-type: none"> ● Magazines, various documents of developmental strategies. ● Developmental activities in the locality infrastructure, roads, telephone, elected seat, health school, etc.
5.	Citizenship	<ul style="list-style-type: none"> ● explain the ways of getting citizenship. ● explain how they themselves got their citizenship. 	<ul style="list-style-type: none"> ● The constitution of Federal Democratic Republic of Ethiopia.
6.	The National Flag of Ethiopia	<ul style="list-style-type: none"> ● express the meaning of the national flag and symbol. 	<ul style="list-style-type: none"> ● The flag of FDRE and those of regional states.

5.1 PATRIOTISM (2 PERIODS)

Lesson Preparation: Instructional Media

- Various pictures and sayings, literatures or newspapers that illustrate patriotism.

5.1.1 Preconditions for the Development of Patriotism

Introduction

Brainstorming questions

- Explain the message conveyed by the poem in the text.
- How is multi-nationalism expressed in the poem?

Make them read the poem individually and mention the points that show the development of patriotism.

Make discussion be held on the opinions forwarded. Then, give appropriate corrections and move on to the next task.

Tell to the students that Ethiopia is a country where many nations, nationalities and people live together and this diversity is beauty. Besides, citizens have to be initiated to make their own contribution for the country.

Task

Make the students do the activity in groups based on the passage under the title “Student’s debate”.

Make discussion be held on the report of the group activity and give appropriate corrections. Here, tell them that patriotism can be developed in different ways. Moreover, tell them that the debating points and explanations of all the three groups are equally important to develop patriotism.

Question 1: Make Bitsat and Hayelom elaborate their argument “Individual and group rights have to be respected for patriotism to develop” by using points from unit 1 (human and democratic manifestations of equality).

Then, give them appropriate corrections.

Task

Make the students discuss on the activity in the class. You can use the following points for correction.

1. Tell them that patriotism is not primarily expressed in terms of commitment for physical features to the land (such as rivers, mountains, forest etc.), rather it is in terms of love and respect for the people. Besides it concerns initiative and commitment to contribute for the development of the society and, other manifestations of patriotism. Here, of course mention that physical features are essential for human beings. Hence, we have to preserve them. Nonetheless, they are not greater than the protection of citizen’s rights and the honour and love for citizens.
2. Teacher, please look at the points in unit 4 of Grades 5 and 6.

“Lack of patriotic feeling”.

 - Civil war, violence, disintegration of state etc., can be mentioned.
3. The students may forward different opinions on this question. Tell them that the activities can be performed by citizens at their age.
 - Learning and studying hard, helping the vulnerable
 - Preserving local and school properties
 - Helping the family at their capacity
 - Respecting the rights of others
 - Obedience to the rules and regulations of the school etc.

Preconditions for the Development of Patriotism

There are various complimentary ways to develop patriotism. Some of these include:

- Respecting the right for equality
- Developing the values of democracy such as tolerance
- Equally utilizing the resources of the state
- Avoiding discrimination on the basis of race, colour, language, culture etc.

From this point of view, citizens have to develop the concern and sense of ownership of the national affairs. Besides they have to develop the attitude of standing for the right of the people since their childhood.

Summary

Evaluate whether the students have grasped enough knowledge by easily raising the main points of the lesson. If they have grasped on the following main points of the lesson, revise the lesson before you move on to the new lesson:

- Whether they are able to identify the preconditions for the development of patriotism.
- Whether they have understood the significance of knowing the history of one's locality for patriotism.

5.2 HARMFUL AND DESTRUCTIVE PRACTICES (2 PERIODS)

Lesson Preparation: Instructional Media

- Posters, pictures that show destructive practices, activities that illustrate harmful practices.

5.2.1 Not Protecting Common Properties

Brainstorming question

- What are common properties?

Write down the answers from the students on the blackboard.

Let discussion be held on the opinions forwarded.

Give brief and appropriate corrections and move on to the next task.

Task

Please make them to do the activity at home based on the passage "Being a Model". Besides, tell them that the pictures convey about the harmful activities done in the school with carelessness and lack of concern. Give them corrections in a way that helps the students to understand their responsibility to protect and wisely use school prosperities.

Group activity

Form two groups of 4–5 students. Then make them prepare a report of not more than 1 page. In their report tell them to include what they have learned from the deeds of "patriotic club" and how they can protect the school properties. Make the groups to present their report for the class and let discussion be held on whether the

reports are in the context of the school or not. Then, give appropriate corrective comments on the report.

Protecting Common Property

Common property refers to the institutions that serve all or most citizens, or the society in a given locality and the property within them. For example, the social institutions (school, Kebele) and the resources within them (forests, cattle grazing and watering grounds, roads etc.)

Therefore, the youth should wisely use and protect these common properties. It is the responsibility of good citizens to protect these common properties. It is also the responsibility of good citizens to protect common properties from attack and destructions and make them to sustainably survive.

5.3 GOOD CONDUCT (2 PERIODS)

Lesson Preparation: Instructional Media

- Bibliographies and pictures of personalities engaged in voluntary service.

5.3.1 Fighting any Destructive Practice

Brainstorming question

- What lesson does the above public poem convey about the development of good conduct?

Make the students express their feelings about the poem term by term.

Let discussion be held on some of the opinions forwarded.

Give them the clue that they have to do good things not for the sake of benefiting from doing them, but that doing good is good in itself. Tell them also that doing the good shall start early during childhood.

Task

Make them do the activity at home based on the passage, "The honest dog". You can use the following points for correction.

1. Make them understand it from the angle of "doing the good."
2. Making unreserved effort to do good things is important. Being loyal to a friend, the family and the country is also important. Besides it is good to carefully discharge responsibility and it

Patriotism

is important to develop endurance for problems we face.

3. We need to be patient and evaluate the truthfulness of the information we have received from other parties before we make decision and take action.
4. Informing destructive and harmful practices to the concerned body and advising those who commit such practices to refrain from doing so.

Task

Make the students do the activity in the class and fill the blank spaces by looking at the given example. Give correction focusing on the practices that the students have to develop at their age and grade level.

Fighting Against any Destructive Practices

When living in this world, people shall not look only for their own interest and comfort, but also have to make appropriate assistance and support to others. It is important to support others and refrain from activities that could harm them while meeting one's interests. There are people who devote their time, knowledge, properties and lives for others.

This is a very good conduct, if it is impossible to do such a good act, we have atleast to refrain from doing inappropriate acts that would harm others. Because this is unethical.

Sometimes good acts are not duties, rather things that we do willingly. For example, good acts include in opposing discriminatory practices, exposing thieves etc.

On the other hand not committing destructive practices and opposing and exposing destructive practices committed by others can be considered as good act.

Summary

Forward questions to students so as to evaluate whether the student's have got the desirable knowledge from the lesson. The following are the main points emphasized in the lesson on which the students to forward enough opinions.

- Whether they are able to explain the reasons to fight against any destructive practices in their localities.

- Whether they have understood the good conducts they have to develop in their localities and at the school.

5.4 ALLEVIATING POVERTY (2 PERIODS)

Lesson Preparation: Instructional Media

- Developmental policies and strategies of different sector offices.
- Various development and good governance documents prepared by the government.

5.4.1 The Importance of Development of Policies and Strategies for the Alleviation of Poverty

Introduction

Brainstorming question

- Discuss with your friends about the message conveyed by the pictures by comparing and contrasting them.

Motivate the students to forward their opinions by looking at the pictures.

Let discussion to be held on the opinions forwarded.

Finally, give appropriate corrections and move on the next task. You can elaborate the opinions forwarded by using the following points.

Work is the way to get out of poverty. Nobody can be exposed to poverty, problems and begging if he/she works hard. In this regard, tell to the students what they have to do in the school, in the family, in their locality etc., besides, tell them that learning hard is the instrument to improve their future life. (Additionally, you can refer to units 7 and 8).

Task

Make them do the activity at home based on the passage. You can use the following points for correction:

1. Prepare points for correction from the passage.
2. Make them identify works that can be engaged undesirable activities. Here, make them to bear in mind that there are works that can be done every where.
3. This question could be difficult for the understanding of students. So, it is preferable if the answer is given as follows.

Teachers, please give explanation on the concepts policy and strategy easily.

Policy: It is a general rule or long term plan that gives directions on what to be done.

Strategy: It is an instrument for the implementation of policy or detailed plan of execution.

Tell the students that there are different policies and strategies designed by the government of Ethiopia. For example, economic, social, political, foreign relation, cultural, educational, health etc., policies can be mentioned. Moreover, tell them that the policies and strategies are designed for fast development and to bring the country out of backwardness and poverty.

Task

Make them do the activity at home. You can use the following points for correction:

1. Show them that there are various manifestations of poverty (see unit 7 industriousness).

Poverty refers to:

At the family level, it results in the lack of food and drink, cloth, dependency on others, lack of access for education, increased infant and material mortality, exposure for various addictions, and exposure for adultery and street life.

At the local level, it results in health problems, unclean living environment, the expansion of theft and robbery etc.

At the national level, it results in backwardness, aid seeking, economic poverty, unemployment and lack of quality education, health, clean drinking water and social services.

2. We have to make various efforts so as to get out of poverty. For example, participating in different developmental activities by combining resources and knowledge, strengthening democratic system, building the culture of hardworking etc.

Here, make the students understand poverty from the angle of the nation. And make them to note the importance of policies and strategies for the country to get out of poverty. Moreover, citizens have to know and have to actively participate for their implementation.

5.4.2 Rendering Voluntary Service at Home and in the School

Brainstorming question

- What message do the pictures convey?

Give them chance to express what they have understood from pictures on picture 5.7.

Let discussion be held on the opinions forwarded.

Give appropriate corrections and move on to the main lesson.

The aim of the brainstorming question is at initiating the students to render different voluntary services at their capacity. So, give them corrections accordingly.

Task

Form two groups of 5–6 students.

Make each group do only one question.

Make them present a report of not more than one page.

In order to give them direction for the group activity, tell them the followings:

1. Make them present their report in the light of the advantages of voluntary service and its impact on their personal feeling.
2. Tell them that there are many thankful people in our country, who are engaged in various voluntary services. For example, W/ro Abebech Gobena, Dr. Jember and Mr. Karl Henz can be mentioned. Then, tell them to show the good deeds of these people and the lesson that can be learned from them in their report.

Rendering Voluntary Service at Home and in the School

Voluntary service has significant role for national development. In this regard, building the character of voluntarism is determinant. In the process of building the character of voluntarism schools are highly important.

It is known that there are voluntary activities that citizens can render at their capacity in the school and the environment. For example, having the initiative to keep the school and taking the responsibility to mobilize others are some forms of voluntarism. Besides actively

Patriotism

participating in tree planting campaigns in the school, helping the physically impaired people are also voluntary services expected at the level of the students.

Summary

Evaluate whether the students have grasped the desirable knowledge by raising questions. If they have gaps in the following essence of the lesson, revise the lesson before you move on to the next lesson.

- Whether they have understood the importance of developmental policies and strategies for alleviating poverty.
- Whether they are able to explain the advantages of the voluntary service they render at home in the school and in their locality.

5.5 CITIZENSHIP (1 PERIOD)

Lesson Preparation: Instructional Media

- The constitution of federal democratic republic of Ethiopia

Introduction

Brainstorming question

- What is citizenship? Tell to your friends what you remember from your previous lesson about citizenship?

Give chance for some of the students to express what they know about citizenship.

Let a brief discussion to be held on the ideas forwarded in a way that leads to the main lesson.

Task

Make the students do the activity individually and to compare their answers with their classmates. Make some of them reflect their answers for the class. Then, make other students forward their opinion on the answers provided. Now, give corrections by using the following points:

1. Tell them about the ways of getting citizenship by referring the sub-unit 5.5 in the student textbook and article 5 of the FDRE constitution.
2. Anybody that is born from Ethiopian parents and lives in Ethiopia, cannot reject his/her citizenship. Not fulfilling responsibilities by saying no to the

citizenship is unacceptable. And, if someone says so, he/she will be legally accountable.

5.5.1 Ways of Acquiring Citizenship

Citizenship in Ethiopia can be acquired in two ways; meaning by birth and by law. When a person becomes a citizen of state this means that he/she has become a member or a stake holder to the state. This in turn makes him/her discharge his/her citizenship responsibilities and enjoy his citizenship rights. In short, not only the enjoyment of rights, but also the citizenship, for example, citizenship entitles a person the right to equally use the resources and properties of the state. Citizenship is the base for patriotism. The incorporation of the acquisition of citizenship into the constitutional provisions shows that citizenship is an honoured title.

5.6 THE NATIONAL FLAG OF ETHIOPIA (1 PERIOD)

Lesson Preparation: Instructional Media

- The flag of FDRE and those of the regional states.
- The emblem of FDRE.
- The flags of neighbouring countries.

5.6.1 The Meaning of the National Flag and National Emblem

Introduction

Brainstorming question

- What is the national emblem on our national flag? What message does it convey?

Make the students mention the emblems and colors on the FDRE flag and those of the regional states. Move on to the main lesson based on the answers forwarded.

Task

Make them discuss on the poem, “Yih Sendek Alama” in the class and give chance for some of them to reflect the results of the discussion. You may consult language teachers to explain the idea of the poem in more details and prepare points for correction.

Task

Make them do the activity in the class based on the knowledge they grasped about the flag before. You

can give corrections on the activity by looking at the explanation in the student textbook.

The Meaning of the National Flag and National Emblem

Ethiopia is the only non-colonized country in Africa, except for the 5 years period of Italian occupation. For this reason, it is taken as a symbol of independence for the black world. Therefore, colours of Ethiopian flags are starting symbols for the flags of many African countries.

The national flag is often in mind when someone speaks about citizenship. Accordingly a citizen is primarily responsible to know the national flag, national emblem and national anthem of his/her country. Respecting national flag, national emblem and national anthem is the manifestation of the national and patriotic feelings of a good citizen.

Summary

Evaluate the students at different levels of understanding whether they have understood the basic points of the lesson by asking questions. Accordingly, evaluate whether they:

- are able to explain the ways of getting citizenship.
- are able to understand the means of national flag and national emblem satisfactorily.

ANSWERS TO THE UNIT REVIEW EXERCISES

I. Write “True” if the statement is correct and write “False” if the statement is incorrect

1. True 2. False 3. False 4. False

II. Match words or phrases under column ‘A’ with correct items of column ‘B’

1. E 2. G 3. D 4. H
5. C 6. B 7. F

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. citizenship
2. Harmful practice

IV. Choose the correct answer for the following questions

1. (d) 2. (c) 3. (d)
4. (d) 5. (c) 6. (c)

V. Give short answers for the following questions

- Since a range of possible answers can be given for all questions, corrections may be prepared from the student textbook, the teacher’s knowledge and other sources of information.

SAMPLE LESSON PLAN**5.6 The National Flag of Ethiopia**

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> Makes the students to forward their opinions on the brainstorming question "What message does the emblem on the national flag convey?" Elaborate and direct the themes forwarded in a way they lead to the main lesson. 	<ul style="list-style-type: none"> Give opinions on the brainstorming questions. Give answers individually or in group. Share their ideas with their classmates.
20'	Presentation <ul style="list-style-type: none"> Give explanation on the colours of the national flag and their meaning. Involves the students in the explanation by asking them questions. Makes them to discuss on activity 12 in the class. Makes discussion to be held on the answers forwarded for the activity. Makes them to do activity 13 as a class work. 	<ul style="list-style-type: none"> Read the explanation individually. Discuss on activity 12 in group. Give opinions on concepts. Ask questions on unclear points. Read the explanations in their textbook.
5'	Stabilization <ul style="list-style-type: none"> Recalls points about citizenship and patriotism and summarize the lesson. 	<ul style="list-style-type: none"> Listen to the explanation. Give additional explanations. Ask questions, if they have.
5'	Summary <ul style="list-style-type: none"> Asks questions to evaluate the attainment of the objectives. Gives clue on the next lesson. 	<ul style="list-style-type: none"> Listen the summary quietly. Memorize the main points of the lesson briefly.

UNIT 6 RESPONSIBILITY

(8 Periods)

By the end of this unit, students will be able to:

- know that citizens have to fulfill their responsibility timely, locally and efficiently.
- know that protecting natural resources and historical heritages is the responsibility of every citizen.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Promise	<ul style="list-style-type: none"> ● explain the types of promise expected of them in the family. 	<ul style="list-style-type: none"> ● Posters of oaths
2.	Honesty and Loyalty	<ul style="list-style-type: none"> ● explain the importance of discharging responsibility honestly and loyally. 	<ul style="list-style-type: none"> ● Pictures/actual activities that show works with responsibility.
3.	Natural Resources and Historical Heritages.	<ul style="list-style-type: none"> ● explain the significance of protecting natural and historical heritages/resources. ● protect the natural and historical resources/heritages in their locality from destructions (at their capacity). 	<ul style="list-style-type: none"> ● Magazines, posters etc., published by the authority for Heritage protection. ● Various historical heritage: tourist attractions, museums ● Educational tour
4.	HIV/AIDS	<ul style="list-style-type: none"> ● explain the ways of HIV transmission ● explain the impacts of HIV/AIDS on the patient, his/her family and the nation ● protect themselves from HIV/AIDS at their level ● care for people with HIV/AIDS at their capacity. 	<ul style="list-style-type: none"> ● Posters, Pictures, Emblems published about HIV/AIDS.

6.1 PROMISE (2 PERIODS)

Lesson Preparation: Instructional Media

- Pictures, posters that show judges, and physicians making oath
- Documents of oath and marriage
- The oath made by government officials
- The oath made by the Ethiopian nations, nationalities and peoples stated in the constitution
- The oath made by the president of FDRE (the one stated in the constitution)

Introduction

Brainstorming questions

- What are the youth in the picture doing?
- What does making promise oath mean?

Give them enough time to understand the pictures and answer the questions.

Give them chance to express what they have understood.

Let discussion be held on the opinions forwarded. And, conclude the discussion to move on to the main lesson. You can use the following points to give correction for the brainstorming questions.

Responsibility

The message conveyed by the picture is about physicians making promise/oath.

This oath was designed by the famous Greek Philosopher Hippocrates before 4000 BC. This oath is serving as the oath of physicians until today. The aim of the oath is to make the physicians to render their service and knowledge for all without any discrimination. This oath is the oldest of all its kind. It is exemplary for all other types of oath.

Regarding the second brainstorming question tell them that making promise in order to do something and being committed to do what is promised is important.

Task

Make them do the activity at home by reading the passage "A Modern Patriot." Teacher, you can prepare points for corrections as follows.

Question 1: Prepare the answer from the passage.

Questions 2 and 3: Make them bear in mind that patriotism is not only committing adventure in the war field. Accordingly, any person who successfully passes the challenges and obstacles that he/she faces can be a patriot. Besides, any person who becomes successful in his/her field of activity and anyone who fulfills his/her promise is also a patriot.

Abera is said a patriot for this reason so if, students make unreserved effort to attentively follow their education and achieve high results, this is patriotic.

Task

Make the students do the activity at home by speaking with their parents. Explain the concept of promise by linking it with easy practical examples. Keeping promise makes one to get high status in the society and to be a candidate for higher responsibilities. Besides, it is a source of material gains and moral satisfaction. In contrast, one who does not keep his/her promise becomes shameful of his/her act. And, he/she will lose his prestige and will not be trusted.

Promise

Promise is made at different places in different ways. For example, it is made during marriage, in professional careers, by higher political elites, in treaty documents of agreement etc.

Promise indicates one's commitment to work hard and achieve the desired goal or level. Promise also implies keeping one's words. So, keeping promise is a manifestation of ethical conduct. Sometimes people may make promise with themselves. For example, they may promise to themselves to refrain from harmful practices or to achieve more success by making more effort and passing all challenges.

There are people who insist to keep the promise they made to their friends by tolerating any challenge. This tells us that we have to take care when we make promise. We have to know and evaluate whether we are able to keep the promise or not. Making promise without evaluating one's abilities and capabilities is inappropriate.

Because, doing so, one may harm others or himself/herself. Hence, it is unethical and endangers people's personality and dignity. Besides, it erodes the acceptance and loyalty we have in the face of others.

Summary

Evaluate whether the students have grasped enough knowledge and understanding by raising the main points of the lesson. If they have gaps in the following main points of the lesson, revise the lesson before you move on to the next lesson. Here, evaluate whether they are able to identify the types of promise they have to keep at home and among themselves.

6.2 EARNESTNESS, HONESTY AND LOYALTY (2 PERIODS)

Lesson Preparation: Instructional Media

- The twelve principles of work ethics of government employees.
- The bibliography of people appreciated for doing their work earnestly and loyally.
- Tales and the pieces of news about honest deeds.

Introduction

Brainstorming question

- What are the manifestations for honesty and loyalty?

Make them discuss on the above questions in groups.

Give chance for some of them to reflect what they have understood from the discussion.

Give brief correction on the opinions forwarded and move on to the next task.

You can get details about the concepts from the explanation.

Task

Make them do the activity by reading the passage in small groups. Make some of the groups to reflect the activity. You can use the following points for correction.

If a person is honest, he/she gets many advantages. For example, he/she gets respect and appreciation in the face of others. Moreover, he/she gets promotion and salary increment and leads a better life.

Accordingly, the man in the story is promoted to a better job because of his honesty. Thus, the story gives lesson that loyalty results in material fulfillment and moral satisfaction.

Task

Make them do the activity at home. You can use the followings for correction.

Work has a social character in that it is a chain of activities done in group. Therefore, until it is appropriately achieved, work needs the participation and contribution of different bodies. This in turn tells us that work demands collective effort, common understanding cooperation and team spirit (unity).

Earnestness, Honesty and Loyalty

Honesty, loyalty and earnestness are some of the basic ethical values that the youth have to develop.

In order to shape the behaviour of students in accordance with these values, each of the values is explained as follows.

Earnestness refers to having all rounded personality, strong belief and the ability to shoulder and discharge responsibility. Some of the manifestations for earnestness and firm stand include mutual respect, cooperation, common understanding and giving earnest response. Besides, it is manifested through being confident in one's views and knowledge, refraining from cheating, anger etc., governing oneself and working hard to achieve one's goals.

Loyalty refers to taking responsibility to keep the interests and benefits of one's friends and organization, or people and institutions. In general, some of the manifestations of loyalty include:

- Being trusted by one's teachers, family friends, work mates etc.
- Being loyal for the school, the country.
- Accomplishing assigned tasks appropriately and timely.
- Knowing and respecting rules and regulations and being disciplined.
- Obedience to the constitution and other laws.
- Doing exams without cheating and copying.

Honesty is giving true and correct information that one knows or has cross checked. It is also refraining from emotionality and discrimination, or providing information that would lead to wrong conclusion. Some of the manifestations of honesty include:

- Not telling a lie,
- Not taking others' property without their will,
- Not cheating,
- Giving lost materials that we found in the school to the owner or to the school administration,
- Keeping the promise we made and refraining from activities that endanger the country, and
- Avoiding unmannered behaviour.

Summary

Evaluate whether the students at different levels of understanding have understood the lesson by asking question.

- Whether they are able to explain the meanings of earnestness, honesty and loyalty.
- Whether they have understood the significance of honestly, loyally and earnestly discharging responsibility.

6.3 NATURAL RESOURCES AND HISTORICAL HERITAGES (2 PERIODS)

Lesson Preparation: Instructional Media

- Books, magazines, newspapers, posters etc., that show historical places.
- Natural and historical places in the locality such as mountains, rivers etc.

Introduction

Brainstorming question

- In which region and town is the wall of Harar found?

Responsibility

Make them forward their opinions based on the pictures.

Evaluate whether their opinions go with the essence of natural resources and historical heritages. If they are not, give corrections accordingly and move on to the next task.

The wall of Harar is found in the town of Harar. It was built in the 16th century with the purpose of defending the people from external attack. Tell them that this wall is one of the historical heritages in our country, which are being visited by many tourists. The second picture illustrates the terracing that the konso people make around mountain, so as to prevent soil erosion. This cultural terracing is recorded as world heritage by the UNESCO.

Task

Make them do the activity at home by reading the passage “the rivers of the museum.” You can use the following points for correction.

1. It is a place where plants and animals are protected.
2. It is Rasdashen Mountain, which is found around northern Gonder in Amhara regional state.
3. It can be understood from the passage/Bale Mountains park.
4. Tell them that though protection efforts are being made, there are problems related to the expansion of illegal settlement, forest firing, illegal hunting etc. In this regard tell them that they are responsible to make aware their family and to refrain themselves from destruction of natural resources and historical heritages.

Task

Make them do the activity at home by speaking with their parents. You can use the followings for correction.

1. It helps people to know each other, it develops the exchange of culture and knowledge, and it serves as a source of income. Moreover, it makes the young generation to appropriately know the deeds of its predecessors and serves as source of information for research.

2. It opens new vacancies and creates job opportunities for people. For example, in protecting natural environment, by expanding hotels, and serving tourists.

Environmental destruction is one of the causes for hunger and poverty. Protecting forests and other natural resources keeps the atmospheric balance. This enables us to get enough products from agriculture. The various food items that we get from agriculture and natural resources in turn reduce hunger and poverty.

3. **Tourism** refers to the movement of people far away from their home for recreation, research and learning. It is for the purpose of visiting natural attractions and the culture and history of people.

Natural Resources and Historical Heritages

Natural resource refers to naturally existing attractive materials upon which no human creativity is added. Nonetheless, any living and non living natural gifts have also to be protected.

Tell to the students that the geographic landscape, rivers, forests etc., in their way from school to home are natural resources. Besides, tell them that they are responsible to appreciate and protect such natural resources.

On the other hand, **historical heritages** refer to human innovations on which human developmental, knowledge and artistic contributions are added. You can illustrate historical heritages by giving local and national examples.

Summary

Evaluate whether the students have grasped the desirable knowledge and understanding on the lesson by raising its main points. If they have gaps in the following points, revise the lesson before you move on to the next lesson. So ask them:

- Whether they have understood the significance of protecting natural resources and historical heritages.

- Whether they know whose responsibility it is to protect historical heritages and natural resources.

6.4 HIV/AIDS (2 PERIODS)

Lesson Preparation: Instructional Media

- Posters, emblems, magazines, etc., published about HIV/AIDS.

Introduction

Brainstorming questions

- What are the ways of HIV/AIDS transmission?
- What measures are being taken to reduce the transmission of AIDS?

Make the students explain the ways of HIV/AIDS transmission and measures taken to reduce the transmission.

Let a discussion be held on the opinions forwarded.

Give corrections in a way that would lead to the main lesson.

Task

Make them do the activity individually in the class after reading the passage, “The community of new hope” you can use the following points for correction.

1. Prepare points for correction based on the explanation given in the student textbook.
2. Tell them that the deed of the teacher is a model activity. Her voluntary activity gives the lesson that people shall not only focus on their self interest, but they are also responsible to help and support others.

Task

Make the students do the activity individually. Then, give chance for some of them to reflect their answers. You can use the following for correction.

1. Prepare points for correction based on the explanation in the student textbook.
2. The disease results in high social crisis. It destabilizes a family’s life, disintegrates family, makes children orphaned, leaves the elderly without helpers etc.

Give explanation to the students about HIV/AIDS in a way which is not beyond their level. You have to use the explanation given in the student textbook. You can add your own experience in a way which is compatible with the lesson and the context of the students.

Summary

Evaluate whether the students have grasped the desirable knowledge and understanding through questions and answers: If they have gaps regarding the various points of the lesson, revise the lesson before you move on to the next lesson. Accordingly, evaluate whether the students are able to identify the impacts of HIV/AIDS.

ANSWERS TO THE UNIT REVIEW EXERCISES

I. Write “True” if the statement is correct and write “False” if the statement is incorrect

1. True
2. True
3. False
4. True
5. True

II. Match words or phrases under column ‘A’ with correct items of column ‘B’

- | | | |
|------|------|--------------|
| 1. B | 2. F | 3. G |
| 4. E | 5. C | 6. D 7. A |

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. fulfilling responsibility
2. minerals/natural resources/ man made heritages/historical heritages
3. not fulfilling responsibility, poverty, poor culture of work etc.

IV. Choose the correct answer for the following questions

1. (c)
2. (d)
3. (c)
4. (a)
5. (c)

V. Give short answers for the following questions

- Since a range of possible answers can be given for all questions, corrections may be prepared from your understanding, the student textbook and other sources of information.

SAMPLE LESSON PLAN**6.1 Promise**

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> Encourages students to forward their opinions on the brainstorming question. Direct the opinions in a way that leads to the main lesson. 	<ul style="list-style-type: none"> Participate by forwarding their opinions on the brainstorming question. Forward their opinions orderly individually or in small groups.
20'	Presentation <ul style="list-style-type: none"> Gives explanation on the lesson: about the meaning of promise and the ways in which promise is made. Involves the students in discussion. Makes them to discuss on exercise based on the passage, "Modern patriot". Makes discussion to be held on the responses given for the activity. Orders them to read the next lesson before they come to class. 	<ul style="list-style-type: none"> Read the explanations individually. Do activity 1 individually or in small groups in the class. Ask questions on unclear points. Participate by forwarding their opinions on the concepts. Read the explanations given in the student textbook.
5'	Stabilization <ul style="list-style-type: none"> Recall the main points about the meaning and significances of promise. 	<ul style="list-style-type: none"> Listen the explanation quietly. Give additional opinions. Ask questions, if they have.
5'	Summary <ul style="list-style-type: none"> Evaluates the achievement of the lesson objective by asking questions. Gives clues about the next lesson. 	<ul style="list-style-type: none"> Listen to the summary. Memorize the day's lesson briefly.

UNIT 7 INDUSTRIOUSNESS

(8 Periods)

By the end of this unit, students will be able to:

- understand the dignity of work.
- know the importance of working hard and wise use of time.
- explain the economic and developmental objectives stated in the FDRE constitution.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	The Meaning of Industriousness	<ul style="list-style-type: none"> • explain what it means with “working hard”. • know the importance of wise use of time. • explain the impacts of disrespecting work from the angle of development and ethics. 	<ul style="list-style-type: none"> • Photographs, posters, etc., that show students studying, discussing together, soldiers, farmers and labourers while working hard.
2.	Eating Without Working	<ul style="list-style-type: none"> • explain the impacts of eating without working on the family. • develop hatred towards eating without working. 	<ul style="list-style-type: none"> • Photographs or posters, that show people engaged in begging.
3.	Profession and Professional Ethics	<ul style="list-style-type: none"> • explain the meanings of profession and professional ethics. • identify the impacts of violating professional ethics on citizens. 	
4.	Industriousness and Development	<ul style="list-style-type: none"> • explain the developmental objectives in the FDRE constitution. 	<ul style="list-style-type: none"> • The FDRE constitution, various documents of development policies and strategies.

7.1 THE MEANING OF INDUSTRIOUSNESS (2 PERIODS)

Lesson Preparation: Instructional Media

- Films, photographs, posters that show farmers, soldiers and labourers working hard, students discussing together.

7.1.1 Industriousness

Introduction

Brainstorming question

- What does working hard/industriousness mean?

Make the students write down their answers for the above question on a piece of paper.

Make them compare their answers with those of their friends.

Motivate them reflect their opinions.

Let discussion be held on the opinions.

Correct and direct the discussion in a way that would lead to the main lesson.

Task

Make them discuss on the poem in small groups. You can use the following points to correct opinions forwarded.

1. For questions 1 and 2, you can prepare possible answers from the explanation and your own understanding if there is no answer for the questions in the poem.

Industriousness

2. Regarding question 3, make them to prepare poems about the culture of work, motivation to work and the importance of work. Then, make the better poems to be read for the class.

Task

Make them do the activity at home by asking their parents you can use the following points for correction.

1. They may answer the question in accordance with their local contexts. So, tell them to bear in mind that the presumption, “there is no work/job opportunity” is wrong, because, there are various works at different locality.
2. You can use the points given in the explanation in the student textbook under this lesson topic for correction.

The Meaning of Industriousness

Industriousness or hard working can be manifested in different ways. It is doing one’s assigned tasks actively and strongly. It indicates doing work timely instead of postponing it for another time.

The importance of industriousness or the culture of working hard can be understood from the significance of work itself.

Working hard improves personal life and ensures fast national development. When we say it improves personal life, we mean that one who works hard will lead a better life in all aspects. Hence, he/she can fulfill his/her material and psychological needs.

A person’s life can be improved only if he/she works hard in his/her field of activity. A country can also be freed from poverty and backwardness only if its citizens develop the culture of working hard.

Having the culture of working hard, gives someone moral satisfaction, and makes someone be respected and privileged by others. Moreover, a hard worker is preferred for higher positions and responsibilities.

There are many ways in which hard working is manifested in children. For example, students are hard working if:

- They support their parents at their capacity.
- They properly follow their education and timely do assignments and class works given.

In addition, if farmers, traders, government employees etc., become successful in their respective field of activity,

this is a manifestation of the culture of working hard/ industriousness.

7.1.2 Not Disrespecting Work

Introduction

Brainstorming questions

- What do you understand from the picture?
- What types of work do people in your locality do?
- What does it mean by not disrespecting work?

Give chance for those students who have not got before to forward their answers and opinions on the above questions. You can use the following points for correction.

The message being tried to be conveyed by the pictures is that work is any significant activity people undertake to get benefit. People have to engage themselves in different fields to do any work at their capacities and abilities without undermining it.

If people do not work hard, they will be poor. Poverty means being dependent on others. Moreover, if people do not work hard, they may face various problems.

This in turn makes them to be burdens for the people and the government. It also makes them to be engaged in robbery, theft, adultery etc. Now, you can move on to the main lesson.

Task

Make them do the activity at home by reading the passage, “The industrious boy”. You can use the following points for correction.

Regarding question 1: Explain what is there in the passage.

Regarding question 2: From the good experiences the students come up with, choose the one considered as a model and make it to be reflected for the whole class.

Regarding question 3: Make them to bear in mind that people can lead a better life if they work hard in their field of activity. Here, the story about “Bediru” gives lesson that one’s life is not improved accidentally or by chance. Rather, it is through developing love and respect for work.

Task

Make them do the activity in group in the class. You can use the following points for correction.

The dignity of work can be expressed in different ways. Some of these include:

- Doing work without undermining it.
- Having motivation for work.
- Spending work time for work purpose.
- Motivating those who work hard.
- Understanding that better life is not by hope, but by working hard.

Not undermining or not disrespecting work means doing any work that has individual and common advantage. It implies doing works at any status (low or high) voluntarily, happily and with commitment. Here, tell them that it shows the dignity of work when those who work hard without undermining work become self-reliant and support others. Besides, work is the way for better life and promotion because, it is source of income.

7.1.3 Wisely Using Time

Introduction

Brainstorming questions

- Tell your ways of using time to your friends.
- What does it mean by wise use of time?
- Give time for the students to generate ideas on the questions.
- Give them chance to express what they thought on the questions.
- Give correlations by using the following points and move on to the next task.

Make them clear in mind that time is a means to do work. Then, give a brief explanation about the significance of time and move on to the main lesson.

Task

Make them do the activity in group in the class based on the passage about the pastoralist lady, "Bogea". The followings are some of the points that can be used for correction.

1. W/ro Bogea is a model in her village for wisely using time only for work purpose. Accordingly she is an owner of a renown cattle breeding enterprise and leads a better life.
2. She was able to pay back the money she has borrowed because of her wise use of time.

3. Making property, getting honour and acceptance, living a better life, being able to accept responsibility.

Wise use of time

Wise use of time means spending work time on productive activity. It also means refraining from spending time for meaningless, useless or harmful activity. At the level of students it indicates the appropriate usage of time, to help parents, to study their lesson and to take sufficient rest. Wise use of time improves personal life and highly contributes for national development.

7.1.4 The Significance of Respecting Work and Wise use of Time for the Individual and the Country

Introduction

Brainstorming questions

- What does it mean by wise use of time?
- What does the saying, "time is gold" imply?

Make them forward their opinions on the brainstorming questions. You can use the following points for correction.

Work is dependent on time; meaning any work is done within a given time. In addition, time is irreversible. This means that once it passes it never comes back. Time is said to be gold in that it is a precious resource that always exists, but never comes back once it passes. It is said so also because it is the means to do work.

Making the students understand work and time in accordance with their actual contexts, you can move on to the main lesson.

Task

Make them discuss on the activity pair in the class based on the passage, "The fishermen."

For questions 1 and 2, prepare points for correction based on the passage.

Regarding question 3, give explanation for the students in a way that makes them to develop the habit of using their time for useful activities, for work, for study etc.

The significance of respecting work and wise use of time for the individual and the nation.

- Work and time are the two sides of single coin. Any work is done within a time limit.

Industriousness

To improve one's life, one needs to spend time properly for work. It is a base for their future life to be better if students do their assignments timely and study their lesson timely. The culture of working hard/ industriousness is also expressed in terms of proper use of time.

Summary

Evaluate whether the students at different levels of understanding have understood the following basic points of the lesson by asking questions.

- Whether they are able to mention the manifestations for industriousness.
- Whether they have understood the significance of respecting work and wise use of time for oneself and the nation.

7.2 EATING WITHOUT WORKING (2 PERIODS)

Lesson Preparation: Instructional Media

- Photographs, posters, that how people are engaged in begging.

Introduction

Brainstorming questions

- Why is begging not only personal, but also a social problem?
- What do you think has to be done in order? For people not to be out for begging?

Make the students list down their opinions on the brainstorming question on their exercise books.

Make them express their opinions turn by turn.

Give appropriate corrections on the opinions by using the following points and move on to the next task.

All people engaged in begging are not necessarily the needy. Some of them are begging, because they have developed the attitude of dependency and eating without working whereas, some others are truly the needy, who cannot work.

Begging makes morally in forces people to give from what they have. It is taken as a social problem, because it is a burden for all citizens.

So, the elderly and the vulnerable, who cannot actually rely on themselves have to be supported locally before they come out for begging.

Inappropriately giving for whoever that begs expands the culture of begging. Here, taking local examples make the students to note that the wrong beliefs in the society in this regard have to be corrected.

Healthy and capable citizens have to be motivated to work without undermining work. They have also to be made aware to develop the culture of working hard. Besides, governmental and nongovernmental institutions have to support people not to be out for begging. The support has to be in a way that makes them sustainably self-reliant.

Task

Make them do the activity at home based on the passage, "Bye! Bye! Begging!!" you can use the following points for correction.

For questions 1 and 3, prepare points for correction from the passage.

For question 2, you can use the explanation given for the brainstorming questions.

Task

Make them discuss on the activity in small groups in the class each group dealing with one question. Then, give chance for some of the groups to reflect their discussion to the class. You can use the following points for correction.

1. Make them know the activities in which they can help their parents at their capacity. For example, washing their own clothes, polishing their own shoes and helping their parents in farming and cattle breeding activities as much as they can. Additionally, they can help their parents by cleaning the house and the environment. Such activities regarding the participation of children in work are the ones believed to be appropriate and stated in the African convention on the rights of children. However, it is forbidden to make children to do activities that are beyond their capacity and might harm their health and body.
2. Working hard, helping others at one's capacity, not undermining work, sharing and following the experience of strong persons, doing homeworks and classworks given carefully and timely etc., can be mentioned.
3. Making them aware that sitting idle while others are working is inappropriate. Making them

aware that being successful in work, living better life and helping fellows is possible only when we work cooperatively. Teaching them about the importance of work since childhood. And, making them to develop the culture of working hard and good work ethics by giving them works at their capacity.

Eating without working means one is not contributing anything either in terms of money, energy or knowledge in activities being done for oneself.

Here make them to note that not contributing anything while one has to and can do so, and depending on others is unethical you have also to make them develop strong sense of motivation to be self-reliant and to help their parents at their capacity. Making them to ask themselves what help do they do at home, makes the lesson more tangible.

Summary

The objectives of this lesson are to make them:

To know eating without working is unethical.

Citizens who oppose the thoughts and beliefs of dependency entrenched in the society.

Thus, aware them that trying to live and get benefit without any effort and contribution is unethical. Besides you have to show the impacts of such an attitude on others.

- Evaluate whether the students have got the desirable knowledge and understanding by asking questions. If they have gaps in the following main points of the lesson, revise the lesson before you move onto the next lesson.
- Evaluate whether they are able to identify the impacts of eating without working at the family level.

7.3 PROFESSION AND PROFESSIONAL ETHICS (2 PERIODS)

Lesson Preparation: Instructional Media

- Photographs, posters that show citizens engaged in various fields of work.
- Films and T.V. documentaries that show industriousness the culture of working hard.

7.3.1 The Meaning of Profession and Professional Ethics

Introduction

Brainstorming questions

- What does it mean when we say a certain worker is a professional?
- What ethical conducts are expected of you as students?

Motivate the students to forward opinions on the brainstorming question.

Let discussion be held on the opinions forwarded.

Direct the discussion in a way that helps them to understand the strong linkage between profession and ethics and move onto the main lesson.

Task

Make them do the activity in small groups in the class.

1. To properly perform any activity, we always have to follow the ethical principles that the profession demands. To become clever and liked by teacher, it is not enough to have sufficient subject knowledge, but one also has to follow the teaching ethical code of conduct. These include; respecting work time, helping students and not harming students psychologically and physically.
2. Basically every profession has its own contribution for national development. Fast development can be brought when there is the contribution of all professions. Particularly, the contribution of experienced and knowledgeable professionals and workers is highly significant to transform the nation to a better level.

Accordingly, profession and professional ethics are the two sides of a single coin. The professionalism of a given worker is not only in terms of knowledge and experience in the field, but also in terms of love for the profession and following the professional ethics.

Professional ethics is the instrument that makes every profession to contribute desirable results for the society. Thus, make the students to bear in mind that they do not have only to mature in terms of knowledge, but also have to be ethical and have professional ethics.

7.3.2 The Impact of lack of Professional Ethics on Citizens

Brainstorming questions

- Whom does it harm when a given professional lacks professional ethics?
- Why professionalism (professional ability) is alone is often said to be insignificant?

Make them write down their opinions on a piece of paper and compare with those of others.

Give them chance to reflect their views to the class.

Collect and sum up the opinions in a way that leads to the main lesson.

Task

Make them do the activity at home by speaking with their parents; you can use the following points for correction.

1. Lack of professional ethics first and foremost harms the professional him/her self. It makes the professional to lose respect and trust in the society. That is why it is often said, “የሰወ ልጅ ሀገሩ ምግባሩ” in the Amharic proverb.

Moreover, lack of professional ethics makes the profession undermined and disvalued in the society. It also makes the society not to get the advantages it has to get from the profession. For example, if there is ethical problem among the health professionals, this endangers the health of the society. Besides it hinders the efforts being made to improve the health of the society.

If educational professionals have ethical problems, this makes it difficult to produce educated man power. In general, it will be difficult to produce qualified professionals who are trusted and have good personality. This in turn harms the country’s development.

2. Proper education and training has to be given for professionals in order profession and professional ethics to be respected. Besides the following have to be fulfilled for professionals in order professional ethics to be respected:

- Instruments for their career have to be sufficiently available.
- They have to be given enough and appropriate decision-making power for their professional career.

- There shall be conducive work environment.
- Appropriate incentives and salary increment measures have to be taken in accordance with the country’s capacity.
- Awareness has to be created for the professionals to do their work out of love for their profession then only for the sake of money.
- There shall be motivation and facilitations for them to improve their professional skills and knowledge.

3. If the conditions mentioned in the corrections given for questions 1 and 2 above are not fulfilled, professional ethics can be deteriorated. Because of this the society will get weak services or cannot get the services it deserves from the professionals. If there is ethical problem among the judges, this causes the prevalence of injustice, the violation of citizens’ rights, the erosion of the rule of law and lack of peace and security.

The Impacts of lack of Professional Ethics on Citizens

A professional can render the services and uses expected of him/her, if he/she is supported by ethical conduct and good personality. The services provided by a professional cannot be fulfilled unless he/she has good ethical conduct. Profession and professional ethics are the primary requirements to create the culture of hard working/industriousness.

Profession implies the availability of sufficient knowledge and skill required by a given field of work. Nonetheless, skill and knowledge alone cannot enable us to perform our work successfully and to render appropriate service. Hence, professionalism has to be combined with professional ethics.

Professional ethics is the set of conducts that have to be followed while doing professional (work) activity. It is an instrument that makes a certain profession to produce the desirable results.

If there is professional ethics, there would be serious problem in the society. The impacts that would result form the violation of professional ethics of physicians, lawyers, soldiers, and teachers can be good examples for this.

Summary

Summarize the lesson by briefly rising its main points. If they have gaps in the following points, revise the lesson before you move on to the next lesson.

- Whether they are able to explain the meaning and relationship of profession and professional ethics.
- Whether they are able to explain the impacts of lack of professional ethics on citizens.

7.4 INDUSTRIOUSNESS AND DEVELOPMENT (2 PERIODS)

Introduction

Brainstorming questions

- What are the objectives of economic development?
- What shall be done in order the objectives of economic development to be implemented?

Organize the students in groups and make them to discuss on the questions.

Then, make them reflect their discussion to the class.

Give a brief introductory explanation about the essence of economic development. The concept may be beyond the level of students. So, try to show the concept of plan in terms of lesson plan and plan for examination.

Task

Make them do the activity at home. You can use the following points for correction.

1. Free market system is a political and economic philosophy. In this economic system the government does not intervene in the market process. This means that it has little role in the economy. What does this mean?

This implies that the government does not directly involve in the market and has no direct influence on the market. Nonetheless, it has limited role of regulating the market and making it to function at equilibrium.

The opposite of free market economy is command economy.

In this economic system the government manipulates the economy from above. The government holds determinant role in the economy by directly intervening in it. Command economy is common in socialist countries. For example in the former Soviet Union (today's Russia), in China, Cuba, North Korea and in Ethiopia during the Dergu regime.

2. Make them aware that they have their own share. Here, make them to know the country's economic principles, and objectives and their importance. Moreover, motivate them to plan to invest their knowledge and money in the future so as to better their lives and engage in activities that benefit the country. However, they will contribute good things for the country only if they discharge what is expected of them with commitment. For instance, if they study hard, help their parents at their capacity and make unreserved effort to free them from dependency.
3. Any economic objective is first listed out on paper. Then, these objectives are planned in details in plans. Plans are blue prints that identify a head that does, what, when, how and why?

The main issue however, is not to outline objectives and plans on paper. Rather it is to make them practical. The followings are some of the importance of practically implementing economic plans.

- It fastens national development: free from poverty and backwardness.
- It fastens the building of democratic system and good governance.
- It ensures fair distribution of wealth and social institutions.

Developmental Policies and Strategies

The government prepared plans in foreign relation, health, natural resource protection, cultural affairs, water resource management, and family planning etc., sectors so as to fasten national development. These plans together are referred to as developmental objectives or developmental policies.

Industriousness

Economic objectives are programs that indicate what to be done, at what level to arrive at and what results to achieve in: industry, trade, agriculture, cattle breeding or infrastructure etc., both in the short run and long run.

Economic objectives are detailed into many specific programs. Meaning, since they are put in general terms, economic objectives are expressed in detail in terms of programs and strategies.

In general these developmental objectives, policies and strategies are taken as instrument to be freed from poverty and backwardness and to transform to a better level. Though, the developmental policies and strategies of our country focus on the agricultural sector which is the base of the economy and the rural society, they cover all aspects of development.

Summary

Evaluate whether the students at different levels of understanding have grasped the following basic points by asking questions. Accordingly evaluate whether they are able to explain the economic objectives stated in the constitution.

ANSWERS TO THE UNIT REVIEW EXERCISES

I. Write “True” if the statement is correct and write “False” if the statement is incorrect

1. True
2. False
3. True
4. False

II. Match words or phrases under column ‘A’ with correct items of column ‘B’

- | | | |
|------|------|------|
| 1. B | 2. A | 3. D |
| 4. E | 5. C | |

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. work/job
2. dependency, begging, other related issues
3. professional ethics

IV. Choose the correct answer for the following questions

- | | | |
|--------|--------|--------|
| 1. (d) | 2. (d) | 3. (d) |
| 4. (b) | 5. (d) | |

V. Give short answers for the following questions

- A range of possible answers can be given for all questions, so prepare points for correction from the students textbook, your own understanding and other sources of information.

SAMPLE LESSON PLAN

7.1 The Meaning of Industriousness

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> Introduces the lesson. Directs the opinions forwarded by the students towards the essence of industriousness in a way that lead to the main lesson. 	<ul style="list-style-type: none"> Forward their opinions on the brainstorming questions. Discuss on the opinions forwarded. Share their views for classmates.
20'	Presentation <ul style="list-style-type: none"> Gives explanation on the new lesson. Involves the students in the explanation. Makes them do activity 1 individually in the class based on the passage. Lets them discuss on the answers forwarded. Makes them do activity 2 at home. 	<ul style="list-style-type: none"> Read the explanation in their text. Do activity 1 individually or in group. Ask questions on unclear points. Forward their opinions on the concepts. Take and do the homework.
5'	Stabilization <ul style="list-style-type: none"> Recalls the meaning of industriousness by relating it to the significance of working hard. 	<ul style="list-style-type: none"> Listen to the explanation quietly. Give additional explanations. Ask questions if they have any.
5'	Summary <ul style="list-style-type: none"> Evaluates the attainment of the lesson objectives by asking questions. Gives clue on the next lesson. 	<ul style="list-style-type: none"> Listen to the summary and memorize the main points of the lesson of the day.

UNIT 8 SELF-RELIANCE

(7 Periods)

By the end of this unit, the students will be able to:

- acquire awareness about social and economic dependency
- understand the importance of conceding one's firm brief with other's.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Resources
1.	The Value of Self-reliance	<ul style="list-style-type: none"> ● explain the values of self-reliance. 	<ul style="list-style-type: none"> ● Poster, films, etc., showing citizens involving in different workers.
2.	Dependency	<ul style="list-style-type: none"> ● describe the meaning of social and economic dependency. 	<ul style="list-style-type: none"> ● Photographs, posters, films etc., showing contraband trade.
3.	Self-confidence	<ul style="list-style-type: none"> ● list the characteristics of self-confidence. ● tend to be self-reliant. ● develop open mindedness. 	<ul style="list-style-type: none"> ● Pictorial descriptions showing students learning or taking exams.

8.1 THE VALUE OF SELF-RELIANCE (2 PERIODS)

Lesson Preparation: Instructional Media

- Photographs and books containing short biographies of people reached high stage.

Introduction

Brainstorming questions

- Describe the importance of self-reliance based on your background knowledge.
- Mention the names of people you consider self-confident in your locality. Reason out why you have considered them self-confident. Give them minutes to think about the questions encouraging them to forward what they know and understand facilitating discussion in a leading way to the main lesson.

Task

Make them discuss on the poem in group. Direct the discussion to the lesson. Let them present the points of their discussion. Correct the ideas forwarding based on the following points.

Hardworking, working ethically, using money wisely is acquired through work etc., are fundamental points

for self-reliance. Provide them with ideas supporting the habitat of hardworking to study and succeed in education.

Task

Let them put their ideas on the blackboard. Correct the values of self-reliance in accordance with their level. Explain to them the importance of self-reliance for future better life.

The Value of Self-reliance

Self-reliance has many values—conducting different activities by your own, doing home work and exams without the support of others are among the manifestations of self-reliance. These have different values, for example:

- Makes people free from dependency. Develops being led by one's idea and self-confidence.
- Makes a person be recognized and honoured by others.
- It enables to create citizens to have full personality and self-confident.
- It enables people to fulfill personal responsibility without sharing others time, power and money.

Summary

It is proper to ensure whether they have acquired the expected awareness and knowledge or not through questioning. If there is gap in the following main points of the lesson it is better to make revision before proceeding to the next lesson.

- You have to ensure that they can list the values of self-reliance, its importance in creating sense of equality and self-confidence by avoiding the sense of dependency.

8.2 DEPENDENCY (2 PERIODS)

Lesson Preparation: Instructional Media

- Developmental activities seen in different places.
- Photographs showing dependency.

8.2.1 What is Dependency?

Introduction

- Why do you think the student seen on the picture cheating in exam became dependant? What is expected of himself to get himself out of dependency and become self-reliant.

Give them a couple of minutes to observe the picture and forward their opinion.

Let other student's forward ideas whether the opinions given are appropriate or not.

You can use the following for correction.

Since dependency is immoral and rude, students should study hard and focus on education to get out of it.

Task

Give them the activity as a home work to be done based on the passage "The Dependent Boy".

For questions 1 to 3, prepare correction points from the passage.

Regarding question 4, tell them that if any one works hard he can lead a better life. Not to be dependent on others they have to know the meaning of work and its value properly. In this respect parents are responsible to create conducive environment at home by letting children to involve in work that is not beyond their capacity. What we learn from the story of Ahmed is the problem observed in parenting. However, it is not that

much late if Ahmed learns from his past mistakes and develops the habit of working hard. There are ways that he can make his life better. Learning from mistakes and solving problems is on behaviours of human being. But it needs commitment and endurance.

Task

Let them respond after discussing with their parents. It is possible to show with tangible examples the consequences of dependency. Dependency makes people not to depend on their own knowledge, money and resources in their life. When people depend on others they loose their freedom and become subjects to others. They lack endurance to stand on themselves. Sometimes they may accept to conduct bad actions when requested by others.

What is Dependency?

Dependency is a character that could be explained in different ways. It is a harmful practice of losing self-confidence and depending on others' will and resource to lead life. Not giving attention for education and attempting to get result is a good example for dependency observed among students. Dependency is manifested in different age levels and fields of work (you can see Unit 7).

8.2.2 Social and Economic Dependency

Brainstorming

Let them forward their opinion about social and economic consequences of contraband trade. Give chance for some of them to forward their understanding about the meaning of contraband trade put the ideas forwarded in a leading way to begin the main lesson.

Task

"Riddle/Puzzle" Let them do the activities in group encourage them to forward their response. Give them correction based points taken from the riddles/puzzles.

The questions are aimed to create awareness about contraband trade. In terms imported or exported through contraband trade may affect security and health of the public. Since tax is not paid it affects economy of a country. In general, it is a crime that affects social life of people and economy of a country.

Task

Let them do the activities individually in the class. You can use the following points for correction.

Self-Reliance

1. Correct by referring to the textbook.
2. Explain that they are people who are selfish, unethical, who don't consider the benefits of their country and rapidly involve in criminal practices. Sometimes people who lack awareness may involve in contraband. What ever the case may be, it a crime which affects a country.

Social and Economic Dependency

Contraband trade is among illegal and criminal acts committed at a country level. It indicates importing and exporting different items of trade without paying tax. It also refers to the trafficking of goods and materials which are not allowed to import or export. It has negative impact on the nation security, development and social well-being of the society. Because of this it is categorized under bad habit of dependency.

8.3 SELF-CONFIDENCE (3 PERIODS)

Lesson Preparation: Instructional Media

- Photographs, films etc., of athletes like Haile, Kenenisa etc.

Summary

It is better to ensure that the intended knowledge is acquired by students with different level of understanding by questioning methods. The main points of the lesson are:

- The meaning of dependency
- The consequences of contraband trade on the social well-being, economy and security of a country.

8.3.1 The Manifestations of Self-confidence

Brainstorming questions

- List the practices you think are manifestations of self-confidence
- Mention the characteristics of self confident students

Let them express what they know about self-confidence.

Let other students forward their opinion for the second brainstorming question. Put the ideas forwarded in a leading way to begin the lesson of the day.

Task

Give them the activity as a home work to be done based on the passage under the title "The Confident Student."

In the process of learning forwarding opinion, asking questions, active participation in group activities etc., are manifestations of self-confidence. People can make mistakes for different reasons. To correct the mistake it requires knowing about what has been done. When students request their teachers for correcting an exam result given to them, this indicates that they are self-confident.

Task

Let them do the activities in pair discussion. You can use the habit of hardworking and the explanations given about dependency for correction.

The manifestations of self-confidence plays significant role for the freedom of people and national development. Inculcating the characteristics of self-confidence enables to create action who has high self-stem, hard worker and competent. It is possible to explain the manifestations through examples. Self-confidence is manifested through:

- self-awareness.
- being logical and reasonable.
- open mindedness.
- admitting mistakes.
- respecting others interest, choice, belief etc.
- avoiding low self-stem.
- making continuous effort to improve one's self.

Summary

By raising important points of the lesson in a simple way it is better to check that they have acquired the intended knowledge and awareness.

If their understanding is below the expected making revision is important before proceeding to the next lesson.

- Check that whether they can list the manifestations of self-confidence or not.

ANSWERS TO THE UNIT REVIEW EXERCISES

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. False
2. True
3. False
4. True
5. False

II. Match words or phrases under column 'A' with correct items of column 'B'

1. B
2. E
3. D
4. C

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. (d) 2. (c) 3. (c)
4. (b) 5. (c)

IV. Choose the correct answer for the following questions

1. contraband
2. dependency
3. Bribe

V. Give short answers for the following questions

- Since the questions may have a range of possible answers, give corrections based on the student textbook, your understanding and other sources of information.

SAMPLE LESSON PLAN

8.1 The Value of Self-reliance

Time	Teacher's Activity	Student's Activity
10'	<p>Introduction</p> <ul style="list-style-type: none"> ● Begins your lesson by letting the students to forward their ideas about the values of self-reliance and putting their ideas in a leading way to begin the lesson 	<ul style="list-style-type: none"> ● Participate in forwarding ideas ● Involve in responding and discussing in group and individual activities ● Explain their ideas to the class
20'	<p>Presentation</p> <ul style="list-style-type: none"> ● Explains the lesson involves the students properly ● Lets them do activity 1 based on the poem ● Facilitates discussion on the responses given to activity 1 ● Allows them do activity 2 in class. 	<ul style="list-style-type: none"> ● Doing activity one in group ● Asking unclear points ● Participating in forwarding ideas, responding to questions and asking questions ● Reading the explanation given on the text.
5'	<p>Stabilization</p> <ul style="list-style-type: none"> ● Summarizes the lesson by relating the values off self-reliance with the real life situation 	<ul style="list-style-type: none"> ● Listening to the explanation carefully ● Giving addition explanation ● Asking questions
5'	<p>Summary</p> <ul style="list-style-type: none"> ● Checking whether the objectives of the lesson are achieved or not by using questions ● Give them hint about the next lesson. 	<ul style="list-style-type: none"> ● Listening to the summary and describing the main points of the lesson of the day in brief.

UNIT 9 SAVING

(7 Periods)

By the end of this unit, students will be able to:

- know the value of saving.
- understand avoiding unnecessary expenditure is one manifestation of saving.
- understand how to develop the culture of saving.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Resources
1.	Saving	<ul style="list-style-type: none"> ● explain the importance of saving. ● list different methods of saving. ● save and handle their property properly. ● advice their parents to save resources. 	<ul style="list-style-type: none"> ● Drama about saving, films, pictures, posters, photographs.
2.	Local Anti-saving Practices	<ul style="list-style-type: none"> ● list anti-saving activities in their localities. 	<ul style="list-style-type: none"> ● Photographs, posters and pictures etc., showing extravagancy.
3.	Poverty	<ul style="list-style-type: none"> ● explain poverty properly. ● explain the measures to be taken to fight poverty. 	

9.1 SAVING (2 PERIODS)

Lesson Preparation: Instructional Media

- Photographs, posters, pictures, figures etc., about saving.

9.1.1 The Value of Saving

Introduction

Brainstorming question

- Do you know people who become self-reliant through saving? Explain to the class comparing their former and present life?

Encourage them to express what they know for the brainstorming questions. You can also present about people who have reached higher stage from your reading or experience as an example and move on the next lesson.

Task

Make them do the activities as a homework based on the passage “Tewabech and her brothers”. You can prepare points of correction from the passage.

Tell them that they may face different challenges in life and need money or other resources to cope up.

Therefore, they have to develop strong habit of saving money. Tewabech and her brother would have been in trouble if they do not save money. They themselves have to use the money that they have inherited from their parents properly. For a better future life they have to focus on their education and study hard. They also need advice and support from teachers, relatives, etc.

Task

They can do the activities by discussing with their parents. You can see the following points for correction:

1. You can show that saving has many values at the individual, family and national level. To own property, for trade and investment and for better life. It is also helpful for better knowledge and education. Saving enables to build a self-reliant country that is free from dependency and backwardness.
2. From this students can understand the possibility of saving at age life level. In their age and education level they save personal parents property.
 - Educational materials (exercise books, pencils, pens).

- Clothes, shoes etc.
- Properly using and handling different properties in the house.

Saving refers to the wise use of resources, property, money power and time.

Students have to develop the habit of using property and money properly. Saving is a method creating an asset, making oneself free from dependency and transforming ones personal and family life to a better stage. It is also important to protect ones health and live a long life.

9.1.2 Different Mechanisms of Saving

Brainstorming question

- What do we mean by saving mechanism? Let them mention saving mechanism used by their parents.

Let them mention saving mechanism used by their parents.

Use the ideas forwarded to clarify the main lesson and move on to the next task.

Task

Give them the activity as a homework to do it based on the passage (measure ten times, cut once). For questions 1, 2 and 3, prepare correction points from the passage.

Question 4: It is possible to lead a better life making ones life free from backward thinking. Tell them that depending upon their situations if better to advice health, legal, agricultural and educational professional for better performance.

Task

Let them do the activities through discussion with parents. You can insert the following points for correction:

Question 1: You can use their study time table as an example to define the concept of being led by plan.

Questions 2 and 3: By letting them to express saving mechanisms used by their parents. Share to the class the best one.

Different Mechanisms of Saving

Even though there are different mechanism of saving banks, “Ikub” and Saving and Credit associations are the major ones. These mechanisms enable people to use their resources and money wisely and in a planned way. At the students level putting coin in a small box is a saving mechanism.

Summary

Ensure that they have understood the following important points:

- The value of saving.
- Different mechanisms of saving.

9.2 LOCAL ANTI-SAVING PRACTICES (2 PERIODS)

Lesson Preparation: Instructional Media

- Pictures, posters and photographs showing extravagancy/wastage.

Introduction

Brainstorming question

- Explain what the pictures explain about anti-saving practices.

Encourage them to forward ideas.

Ensure that the ideas are forwarded from the point of view of saving.

Let them know that high number of family members is one of the backward thinking that weakens saving habit. Tell them that having too many children is not good. This by itself is an anti-saving practice. Now, move on to the next task.

Task

Mention if there are people who prepare feast on different occasions beyond their capacity. Tell to the class if there is any problem they faced.

Give them chance to forward their opinion and then look at the following:

Explain to them that ceremonies beyond capacity for graduation, birthday, wedding etc., are among the anti-saving practices. These practices will lead to complicated social problems.

Task

Give them time to discuss on the passage in the class. Let them forward their ideas. You can use points under “A” and “B” for corrections.

Task

Explain what you know about backward thinking. Give them chance to forward their opinion. Then after, you look at the following:

Saving

Backward thinking is the one that does not coincide with modern knowledge and ways of doing. And it is usually harmful. In this respect they have to mention anti-saving backward thinking and practices (you can see unit 11).

Task

Let them do the activities at home. You can use the following points for correction:

1. Beyond understanding the disadvantages of backward thinking students have to develop a strong stand against it.
2. It is important to make corrections on the practices listed by them as harmful practices among the community.

Task

Let them present the responses acquired through discussion with parents. There are differences among backward attitudes. However, its negative effect on health and social security of the society is its common feature. Backward thinking is manifested in considering people who wisely use resources and money as greedy and developing hatred towards them.

There are anti-saving practices in different places. We have to avoid these practices not only because they affect our day to day life but also are our permanent social problems. In this respect both the students and their parents have to learn from this and avoid these practices.

Summary

Ensure that they have acquired the intended knowledge through questioning. If there is gap in the following main points of the lesson, make a revision before proceeding to the next lesson.

9.3 POVERTY (3 PERIODS)

Lesson Preparation: Instructional Media

- Poster, pictures, photographs etc., showing poverty.

9.3.1 The Horrible Nature of Poverty

Introduction

Brainstorming question

- Describe the horrible nature of poverty and famine.

Give them a minute to describe the meaning of poverty and its horrible nature.

Among the ideas forwarded take the major ones and correct them in leading to the lesson.

Task

Let them discuss on the activity in group in the class.

1. Stabilizing the ideas mentioned by the students about the crises that poverty causes.
2. Tell them that working hard is the way to get out of poverty. A student who does not study hard and perform a good result will not face a better life in the future. Therefore, by working from now one can get out himself from poverty.

The meaning of poverty varies from country to country and standard of living among different societies. The highest and horrible stage of poverty is absence of anything to eat and going to death. In this way extravagancy or absence of saving money and not working hard are the major causes of poverty.

9.3.2 The Relationship between Poverty and Extravagancy

Brainstorming question

- What is extravagancy? What about its similarity to poverty?

Let them describe what they know about extravagancy and extravagant person. Encourage them to forward ideas.

You can mention from your experience about extravagant people, the problem they faced in a leading way to begin your lesson.

Task

Give them the activity as a homework to be done through discussion with parents.

Question 2: In addition to what is described in the text.

- Addiction to alcohol, cigarette, etc.
- Trying to live beyond one's capacity.

Let them know that extravagancy has direct relation to poverty. It is unwise use of property and money. Because of this it is said to be harmful practice and the opposite of saving.

9.3.3 Eradicating Poverty, Reducing Expenditure and Habituating Saving

Brainstorming question

- What are those situations that enable you to reduce expenditure?

Encourage them to forward their opinion. Put the ideas forwarded by them in a leading way to the main lesson.

Move on to the main lesson telling them that in order to use income wisely and improve life, people have taken measures that reduce poverty.

Task

Make them do the activity in group in the class. You can use the analysis made before for correction. To mention some of them: planning, reducing unnecessary expenditure, using money wisely, etc.

Avoiding poverty and developing the modern culture of saving is the way to get out of poverty. In this respect, the ideas described in the student text and the explanations made for the activities are enough.

Summary

It is proper to ensure that they have acquired enough awareness and knowledge through questioning perhaps, if their awareness on the following ideas is below the expected level it is better to make revision before proceeding to the next lesson.

- The horrible nature of poverty.
- The relation between poverty and extravagancy.

- The values of reducing expenditure and developing the habit of saving to eradicate poverty.

ANSWERS TO THE UNIT REVIEW EXERCISES

I. Write “True” if the statement is correct and write “False” if the statement is incorrect

1. True
2. False
3. True
4. False
5. True

II. Match words or phrases under column ‘A’ with correct items of column ‘B’

1. A
2. E
3. B
4. D

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. Wedding and graduation (Other similar practices)
2. “Ikub” and bank (other similar institutions)

IV. Choose the correct answer for the following questions

1. (d)
2. (a)
3. (d)
4. (c)
5. (c)

V. Give short answers for the following questions

- Correction can be made to the two questions based on the students textbook, the teachers understanding and other references.

SAMPLE LESSON PLAN**9.2 Local Anti-saving Practices**

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> Introduces the lesson. Makes them to forward their opinion on the brainstorming question and picture 9.1 about practices said to be anti-saving putting ideas in a leading way to the main lesson. 	<ul style="list-style-type: none"> Participate in forwarding ideas. Give opinion on individual and group tasks. Participate in discussion.
20'	Presentation <ul style="list-style-type: none"> Explaining the lesson. Involving students in the explanation. Making them do activity 5 in the class. Facilitating discussion on the responses given to the activity. Giving activity 6 as a homework. 	<ul style="list-style-type: none"> Reading the explanation individually. Doing activity 5 individually or in group. Asking unclear points. Participating in forwarding ideas. Reading the explanations on their text. Doing activity 6 as a homework.
5'	Stabilizing <ul style="list-style-type: none"> Reminding the major anti-saving practices of the locality. 	<ul style="list-style-type: none"> Listening to the explanation. Giving additional explanation. Asking if they have questions.
5'	Summary <ul style="list-style-type: none"> Checks as to whether the objectives are of the lesson are achieved or not. Introduces the ideas of the next lesson. 	<ul style="list-style-type: none"> Listen to the summary and tell the main points of the lesson. Revise the new knowledge they have acquired from the lesson.

UNIT 10 ACTIVE COMMUNITY PARTICIPATION

(6 Periods)

By the end of this unit, the students will be able to:

- explain the importance of active community participation.
- know local issues that need active community participation.
- understand the roles of civic associations of their locality.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Resources
1.	The Importance of Active Community Participation	<ul style="list-style-type: none"> ● explain the importance of participating in decisions making labour activities at school level. ● mention the benefits that they will acquire from participating in different clubs and communities. 	<ul style="list-style-type: none"> ● Films, pictures and photographs showing students participation in sanitation and other activities.
2.	The Value of Participating in Civic Associations	<ul style="list-style-type: none"> ● explain the importance of civic associations. ● mention the importance of participating in civic associations. 	<ul style="list-style-type: none"> ● Photographs, posters, films, etc. showing the activities of civic associations.

10.1 THE IMPORTANCE OF ACTIVE COMMUNITY PARTICIPATION (3 PERIODS)

Lesson Preparation: Instructional Media

- Pictures showing people participating in activities that promote the well-being of the society.

Introduction

Brainstorming questions

- Explain the difference between the two pictures in detail.
- What do you think the causes for the difference between the two pictures? In which picture do think active community participation is seen?

Let them explain the two pictures in comparison from the point of view of active community participation.

Move onto the next lesson by correcting the ideas forwarded on the pictures in the following way:

Picture 10.1: Some people at work and others without talking aid ordering Less participation is seen here.

Picture 10.2: Most people actively participating High participation seen on this picture.

Task

Make do the activities at home based the passage under the title “The speech of Gunjela School director.” You can see the following for correction.

1. You can raise different convincing ideas. For example, you can let them know that they are expected to participate in developmental activities to provide different services (water, education, health and road) to the society. Explain for them that the state is common for all citizens have to sacrifice the money, power and knowledge to develop and grow it. The limitation of its capacity makes government to be unable to fulfill all the necessities within short period of time. Therefore, you can come up with the convincing idea that the societies have to bring together its power, resource and knowledge and active participation in performing different activities.
2. Active community participation has different values. It makes citizens to come together and discuss on and propose solution for local and national problems. They can reduce the pressures

Active Community Participation

on government by resolving social problems. It also enables to use benefits of common activity fairly.

Group work

Make two groups having 5–6 members. Give one question for each group. Let them present 1 page report about their school and community. Give them three days to present the report. Perhaps another lesson has begun while the report is completed.

Task

Make them do the activity in the class in group. You can see the following correcting their answers.

1. Present the question in a way that students could understand, what should be the participation of workers in their office? The development of active community participation is one principle of democratic system. This implies active community participation is realized in different places without any limitation. At the office level the workers have the right to participate in all affairs that concerns them is respected. When we say this it does not mean in all decisions made at the office level. The worker has the right to actively participate on issues clearly mandated to it according to rules and regulations. They can participate in forwarding ideas, in power, knowledge etc.
2. Let them know that they have the right to participate on issues that need their involvement. For example, they have the right to participate in the students' council, clearing and making the school environment beautiful, in keeping class and school order, teaching learning process etc. You can use their other students' level of participation as a reference.

The Importance of Active Community Participation

Growth and development is fastened when it is supported by active participation of citizens. The culture of active participation begins from home and the school. Active participation in local and national affairs is one characteristics of good citizen. Democratic system is

established and built with active participation of citizens. It has also a great impact on the growth and development of a country. In developing sense of ownership it increases citizen's patriotic sentiment. This in turn contributes for the development of democratic system. In this way by making them known the manifestation of active community participation we need to develop the participation of the new generation.

Summary

Ensure that student of different level of understanding have understood the following ideas through evaluation:

- It is better to ensure that they have properly understood the importance of active community participation and list the values of participating in issues that require their involvement in the school.

10.2 THE VALUE OF PARTICIPATING IN CIVIC ASSOCIATIONS (3 PERIODS)

Lesson Preparation: Instructional Media

- Films, posters, photographs showing the activities of civic associations.

Introduction

Brainstorming questions

- What do you understand from the pictures?
- What is the value of the association seen on picture for the society?

Task

Let them do the activity in group based on the passage. For their responses prepare correction points from the passage.

Group work

Make two groups having 5–6 members. Let them report to the class after completing the task on their text stated "A" to "C".

To complete the task they ask their teachers to visit civic associations or refer their text. The report needs to be presented in a way that explains the importance and organizational structure of civic associations.

Task

Give them the activities to do it at home through discussion with their parents. You can use the following for correction:

1. Mention individuals known for their hard-work involve in helping the needy in the society. For example, you can mention Abebech Gobena, Karl Henze, Dr. Jember, and Sister Zebdir at the national level.
2. Let them visit the activities conducted by civic associations in their locality. Tell them civic associations are different from government institutions. They are voluntary associations. Their objective is to perform voluntary activities in the society. You can mention voluntary associations established in your schools. (In fact you cannot conclude that clubs in a school are civic associations.)

Task

Let them forward their opinion after reading the passage “Tutuye and her grandfather Abiye”. Explain that Tutuye should follow the hard-working behaviour of her grandfather.

The value of participating in civic associations

Performing good activities being member of civic association is one manifestation of active community participation. Civic associations are institutions that support the public in conducting developmental activities. Government cannot fulfill all the common needs of citizens. The development activities of the government need to be supported by civic associations.

In this respect civic associations contribute in different sectors like agriculture, sanitation, environmental and wild life protection, road construction, clean waters, school, health institutions etc. There are also civic associations that work on creating awareness about the disadvantage of harmful traditional practices. In general, their role in

increasing the overall participation of the community is higher. However, it is not possible to conclude all civic association performs successful activities. Some of them used civic associations for the enrichment of themselves and their relatives.

Summary

Ensure that the students have acquired the intended knowledge of the lesson by raising main points in question form. If there is gap in the following points it is better to make revision before moving on to the next lesson. Ensure that they have understood the value of participating in civic associations.

ANSWERS TO THE UNIT REVIEW EXERCISES**I. Choose the correct answer for the following questions**

1. (c) 2. (c) 3. (a) 4. (d)

II. Write “True” if the statement is correct and write “False” if the statement is incorrect

1. False 2. False 3. False
4. True 5. True

III. Match words or phrases under column ‘A’ with correct items of column ‘B’

1. D 2. E 3. A 4. C
5.(The outcome of active participation)

IV. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. association 2. active participation

V. Give short answers for the following questions

- Prepare correction from the text and your understanding.

SAMPLE LESSON PLAN**10.2 The Value Participating in Civic Associations**

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> Introducing the lesson. To begin the lesson, let them forward their opinion about picture 10.4. Collect their ideas and put them in a leading way to the main lesson. 	<ul style="list-style-type: none"> Forwarding idea. Participation in group and individual activities.
20'	Presentation <ul style="list-style-type: none"> Explaining the lesson. Involving the student in the explanation. Making them do activity 4 based on the passage. Giving them activity 5 as individual homework. 	<ul style="list-style-type: none"> Rending explanations. Participating in the discussion. Doing activity 4. Asking unclear points. Reading explanations on the text.
5'	Stabilization <ul style="list-style-type: none"> Revising the main points. 	<ul style="list-style-type: none"> Asking questions.
5'	Summary <ul style="list-style-type: none"> Checking the achievements of objectives of the lesson by asking the questions. Giving hint about the coming lesson. 	<ul style="list-style-type: none"> Listening to the summary. Giving additional explanations.

UNIT 11 THE PURSUIT OF WISDOM

(8 Periods)

By the end of this unit, the students will be able to:

- identify the major sources of knowledge.
- understand the value of knowledge.
- know the value of reading and collecting information.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Resources
1.	Major Sources of Knowledge	<ul style="list-style-type: none"> • list sources of knowledge. 	<ul style="list-style-type: none"> • Practical actions, posters, photographs showing the process of reading.
2.	Backward Thinking and Outlook	<ul style="list-style-type: none"> • explain how backward thinking and attitude hinder the development of knowledge. • elaborate the manifestation of backward thinking and attitude. 	<ul style="list-style-type: none"> • Pictorial descriptions explaining backward thinking and attitude.
3.	Information	<ul style="list-style-type: none"> • explain types of information. • tell how to collect educational information. 	<ul style="list-style-type: none"> • Different documents, newspapers, certificates.
4.	The Habit of Reading	<ul style="list-style-type: none"> • apply modern style of study. 	<ul style="list-style-type: none"> • Posters and photographs showing people reading.
5.	Techniques of Studying Education	<ul style="list-style-type: none"> • use the techniques of studying. 	<ul style="list-style-type: none"> • Books and other written materials.

11.1 MAJOR SOURCES OF KNOWLEDGE (2 PERIODS)

Lesson Preparation: Instructional Media

- Newspapers, library, posters, photographs showing the process of reading.

Introduction

Brainstorming questions

- From where does the person in picture 11.1 acquire sources of knowledge:
- What is the similarities and differences between mechanism of acquiring knowledge seen on pictures 11.2 and 11.3?

Let them see the pictures with full attention.

Encourage them to explain the messages of the pictures. Let discussions on the ideas forwarded.

Give correction and move on to the next lesson.

Explain that knowledge is acquired in different ways, from different places and sources based on the presented pictures.

Task

Make them do the activities individually in the class by reading the passage under the title "October (Tikimit)".

For questions 1 and 2, prepare correction points from the passage.

For question 3, in addition to those mentioned in the pictures mention radio, TV, computer (Internet), environmental prints, tour as sources of knowledge.

Task

Make four groups having 5–6 members and let them report according to the instruction in the text. In their reports they have to explain their sources of information's like parents, teachers, books, health professionals, radio, TV, etc., and mechanisms of data collection. Explain the benefits of acquiring and using information. Let them know that idea, knowledge and attitude which is based upon information is helpful for growth.

Major Sources of Knowledge

It is important to assure the reliability of sources of information. Knowledge's that we acquire in our day-to-day life should also depend on reliable information's. This protects us from transferring misinformation. For this purpose knowing the sources of our knowledge and information properly is important. Since there are many sources of information it is better to cross check information to one another.

Summary

Using question and answer ensure that students with different levels of understanding have acquired the intended knowledge.

- You have to ensure that the students can list the major sources of information.

11.2 BACKWARD THINKING AND OUTLOOK (2 PERIODS)

Lesson Preparation: Instructional Media

- Passages, speeches, films and pictorial descriptions that could explain backward thinking and attitude.

Introduction

Brainstorming question

- What kind of backward attitudes are observed in your locality?

Give time to critically think about the question.

Give them hint to recall about backward attitudes addressed in the units of equality and saving.

Make them list backward attitudes observed in their locality (about gender, habit of work, saving etc.).

Finally summarize the points in leading way to the main lesson.

Task

Give them the activity as a homework to be don based on the passage under the title "Teacher Wogayehu's Homework".

Questions 3 and 4: Backward thinking and attitude have different sources. There are backward practices and attitudes transferred from generation to generation. There are attitude that make people superior and inferior and accepted by majority of a given society. In most cases the source for backward attitudes lack of awareness and knowledge. Such attitudes hinder the expansion of better development and modernized practices. It also leads people to stay in illiteracy and lead uncivilized life.

Task

Let them do the activities in the class in group. The teacher can use the following ideas for correction.

Question 1: Less consideration to modern health services is one of the manifestations of backward attitude. For example,

- Mothers are dying during delivery through traditional methods.
- Early marriage and its health problems.
- Female genital mutilation.
- The use of traditional drugs and its consequences.

Question 2: This is from lower level of thinking and backward attitude.

- It weakens strong working culture and makes people to be dependent on others. It leads to peoples money be embezzled by practitioners of traditional belief. It leads family life to crises.

Question 3: Expansion of education is the major solution to avoid backward outlook. Modern education does not give position for backward thinking and harmful practices. Education makes people to follow reasonable and scientific thinking and makes the world better place for living.

Backward thinking and Outlook

Backward outlook is composed harmful and tradition beliefs. Mostly it transfers from generation to generation traditionally. Because of their negative consequences they are unacceptable. These outlooks hinder political and economic transformation. Promoting modern knowledge and thinking is the mechanism of avoiding backward thinking and attitude.

Summary

Ensure that the students have acquired the intended lesson through questioning. If there is gap make a revision before moving on to another lesson.

- They have to understand that backward thinking hinders the development and expansion of knowledge.
- They have understand the manifestation of backward thinking and attitude.

11.3 INFORMATION (2 PERIODS)

Lesson Preparation: Instructional Media

- Documents, Newspapers, Certificates, Treaties etc.

Introduction

Brainstorming questions

- Do you put information in an organized manner?
- Do you have an organized information?
- What is the benefit putting information's in an organized manner?

Let them share their experiences on the brainstorming questions. Move on to the next lesson after giving corrections.

You can mention information's that could be collected and organized in their age and grade level as follows. Exam papers, Birth certificates, photographs, grade report card, gifts, letters etc. Explain with example the importance of putting these information's properly.

Task

Let the students respond to the activity in pair after reading the passage under the title "The Wise Zeberga".

Points for correction

Question 1: Appreciate Zeberga's effort to know his identify and history. He is also clever and wise.

Question 2: Effort to inform other what you have acquired. Let the students learn from him. For additional work advising professionals and teachers is important.

Task

Let them do the activity at home prepare correction points.

1. We are living in the era of information. Truth is justified through information. Decisions are made in courts based on information. Please learn through information. Using tangible information is critical to keep ourselves from incorrect decision. All things get acceptability based upon information.
2. Many problems happen because of inappropriate use of information. Because of misinformation truth loses its strength. People's confidence gets weak. It may also lead to anarchism.

Tell them that there are many types of information (written, oral, material, natural etc.). They have to know that knowledge is based on information. They have to develop the culture of properly organizing personal and family information. It will help them in challenges they would face in their future life. It dispute arises on a certain issues, information like house plan, payment checks, and other related documents, marriage and birth certificates play significant role.

Summary

Through class activity you can ensure that they acquired in the intended knowledge from the lesson. The questions should focus on the following points.

- Types of information and ways of organizing them
- Holding and using information.

11.4 THE HABIT OF READING (1 PERIOD)

Lesson Preparation: Instructional Media

- Pictures showing people reading, photographs, posters and places of reading.

Introduction

Brainstorming questions

- Do you read usually? For how many hours do you read per day? Why do you read?
- What kind of issues do you like to read? Why?
- Where do you read usually? Why do choose to read in such places?

Let them give their opinion about picture from the point of view the process of reading.

Ask them that the picture that shows their study style. Encourage them to explain why they have chosen this style?

The Pursuit of Wisdom

Move on to the next task after properly correcting the ideas forwarded by them.

Task

Make them do the activity at home based on the passage “Whose idea is correct?” Summarize the debate conducted between them about the meaning, value and process of reading.

Task

Make them do the activity at home. You can use the following points for correction.

Questions 1 and 2: You prepare your corrections based on the students text.

Question 3: Give chance for some students to report what they have done. For example:

- Paulos Ngomgo
- Akililu Lemma
- Bealu Girm
- Loret Tsgaye G/Medhin
- Honerabel Dt. Kebede Michael
- Haddis Alemayehu etc.

The Habit of Reading

Reading plays significant role in developing knowledge for better life. Choosing better place helps to benefit much from reading. But it is difficult to find conducive place usually. It is better to develop reading habit by reading at any time any where. For example, in town some students read in transport services. In rural areas students read while keeping cattle, under the tree. In the developed world, people are seen reading in a bus, train and plane stations. Reading habit is the highest source of knowledge.

11.5 TECHNIQUES OF STUDYING EDUCATION (I PERIOD)

Lesson Preparation: Instructional Media

- Books and other written materials about study methods.

Introduction

Brainstorming questions

- What preparation do you do before being study?

- What kind of system do you use in the process of your study? What about at the end?

Give chance to some of them to list items of their preparation before study.

Let others to list their system or method.

By summarizing and correcting the ideas forwarded move on to the next task.

Task

Let them do the activity in group based on the passage “Kedir and Birmechit”. Prepare correction points from the students textbook.

Task

Give them the activities as a homework to be done at home. In addition to the explanation given in the text you can use the following points for correction.

Question 1: They can mention the idea on the text.

Question 2: If they are not satisfied by what is presented in the text they can ask their teachers, parents, friends, etc., and read relevant books as reference.

Question 3: Help them to compare the methods mentioned in the text with each other and give them appropriate correction. Being clever and successful in education is related study style/method.

Even though there are many ways of study. There are basic principles which lead to success. Preparation before the study is one of the principles. Showing interest, motivation, commitment and endurance are other principles.

- Reading for general knowledge and study are different.
- Study needs preparation, attention, patience and endurance.
- Study needs time table.
- Further more it needs giving attention to class lesson, asking unclear points etc., could be taken as additional methods.

Summary

Check that the students have acquired the intended knowledge from the unit. If they do not have enough understanding on the following main points it is better to make provision before proceeding to the next lesson.

- Methods of reading
- Techniques of study.

ANSWERS TO THE UNIT REVIEW EXERCISES**I. Write “True” if the statement is correct and write “False” if the statement is incorrect**

1. True 2. False 3. True
4. True

II. Match words or phrases under column ‘A’ with correct items of column ‘B’

1. A 2. F 3. D 4. B 5. G

III. Choose the correct answer for the following questions

1. (d) 2. (c) 3. (d) 4. (a) 5. (a)

IV. Give short answers for the following questions

- You can give corrections for the questions based on the text and your understandings.

SAMPLE LESSON PLAN**11.1 Major Sources of Knowledge**

Time	Teacher’s Activity	Student’s Activity
10’	Introduction <ul style="list-style-type: none"> Introduce the lesson. Encourage the students to forward their opinion on the brainstorming questions and pictures 11.1, 11.2 and 11.3. Summarize the ideas in a leading way to the main lesson. 	<ul style="list-style-type: none"> Participate in forwarding ideas. Actively involve in group and individual activities. Explain their ideas to the class.
20’	Presentation <ul style="list-style-type: none"> Present explanation about sources of knowledge. Involving the student in the explanation and discussion. Makes students to do activity 1 in the class. Give activity 2 as a group activity. Arrange class discussion on responses students. 	<ul style="list-style-type: none"> Read the explanation. Do activity 1 individually. Asking unclear points. Forward ideas on the concepts. Reading explanations from the text. Write and present group report.
5’	Stabilization <ul style="list-style-type: none"> Summarize the points by mentioning the major sources of knowledge. 	<ul style="list-style-type: none"> List to the explanation. Give additional explanation. Ask if they have questions.
5’	Summary <ul style="list-style-type: none"> Check the achievement of objectives through question. 	<ul style="list-style-type: none"> List and summarizing the main points of the lesson of the day.

GRADE 6 SYLLABUS

UNIT 1: DEMOCRATIC SYSTEM

General Objectives: At the end of this unit, students will be able to:

- recognize citizen’s human rights, democratic rights and freedoms.
- understand the similarities and differences of human rights and democratic rights.
- recognize different activities of FDRE and the levels of power structure.
- know the differences between nations, nationalities and peoples of Ethiopia.
- know the basis of foreign relations of Ethiopia with other countries.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Explain what democratic system is • Tell the need for democratic system in Ethiopia 	<p>1.1 Meaning of democratic system (broader than 5th grade)</p> <p>1.1.1 The need for democratic system in Ethiopia</p> <ul style="list-style-type: none"> - legal protection citizen’s rights and privileges 	2	<p>Encouraging or motivating students to remember fifth grade lessons. Then after providing them a lesson a little bit broader than fifth grade. To maintain peaceful classroom condition through group discussion.</p> <p>To teach students peacefully, it is necessary to avoid discrimination among students.</p> <ul style="list-style-type: none"> - The lesson should focus on the national purpose and should come to generalize that Ethiopia is a country of many nations, nationalities, and peoples, to say that democratic system enables these people to live together with equality, and tolerance. 	Constitutions of federal and regional state.	Follow up the group discussion.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> List the difference between human rights and democratic rights. 	<p>1.2 Human rights and democratic rights</p> <p>1.2.1 Similarity and difference between human rights and democratic rights.</p> <p>1.2.2 The need for human right and democratic rights.</p>	2	Divide students into two groups and then let them talk siding democratic rights and human rights based on the FDRE constitution. Then let them arrive at their own conclusion by discussing human rights and democratic rights.	Constitutions of federal and regional states of Ethiopia.	Evaluating group discussion and report.
<ul style="list-style-type: none"> Explain difference in opinions Tell the importance of tolerance Participate in group activities and clubs by tolerating each other. 	<p>1.3 Manifestations of democratic system</p> <p>1.3.1 Accepting the idea of others.</p> <p>1.3.2 Co-existence by tolerating different people with different ideas.</p> <ul style="list-style-type: none"> - What does it mean by co-existing with different people with different ideas? - The importance of tolerance among people with different ideas. 	3	Students now have at least some experience in their previous class. Therefore, students will be able to mention the manifestation of democratic system in their discussions and have to give their own suggestions. For example, students have to give their own opinion freely in explaining democracy and what conditions it fulfill. It should also be noticed that these students have freedom to speak anything whether their answer is right or wrong. Thus, restrained students are not needed.	Posters and photos of nations, nationalities and peoples of Ethiopia.	Evaluating group discussion and report.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> List the differences between the Ethiopian nations, nationalities, and peoples. Respecting others ideas and culture (Language, religion etc.) participation in group activities 	<p>1.4 Differences that private with in the Ethiopian nations, nationalities, and peoples</p> <p>1.4.1 Language</p> <p>1.4.2 Religion</p> <p>1.4.3 Other cultural manifestations</p>	2	<p>Students have to understand that there could be many differences among them since they represent different nations, nationalities, and peoples of Ethiopia. Thus, they have to develop the culture of tolerance and respect each other for peaceful life.</p> <p>Their class may not be peaceful unless they tolerate and respect each other, so they have to learn the necessity of tolerance and respect in a society which lives in various differences.</p>	Constitution of the FDRE	Class work and group discussion evaluation.
<ul style="list-style-type: none"> Ethiopian foreign relations enumerate the origin of Ethiopian foreign relation 	<p>1.5 Foreign relation</p> <p>1.5.1 Foreign relation of Ethiopia with its neighbouring countries.</p>	3	<p>To read any article from FDRE constitution that deals with foreign relations of Ethiopia.</p> <p>For instance, strengthening economic and foreign relations.</p>	Constitution of the FDRE	Class activities and group discussion.

UNIT 2: THE RULE OF LAW

General Objectives: At the end of this unit, students will be able to:

- know the need for the rule of law.
- understand the importance of safeguarding and respecting the rule of law.
- understand that government officials and elected peoples representatives have to be restricted by the rule of law.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Explain the need for regional constitution • Recognize that community culture, traditions and experiences have great important for the prevalence of the rule of law. • Explain that all citizens have obligations in the protection and maintenance of the rule of law. 	<p>2.1 What is a constitution (little revision)</p> <p>2.1.1 The need for regional constitution.</p> <p>2.1.2 The role of traditional norms in maintaining law.</p> <p>2.1.3 The impact of disobeying laws and not safeguarding laws.</p>	2	<p>Students already know about constitution in their 5th grade Civic and Ethical Education. Thus, it is necessary to ask each student to explain about constitution. Next dividing students into groups and telling them to read the restrictions of the federal and regional states to differentiate them.</p> <p>Based on this let students discuss the need for regional constitutions in group and have some common understanding.</p> <p>Let students list some cultural norms in their community. If they do not know let them ask their parents or other people.</p> <p>Let them discuss the observance and inobservance of law and reach to commonsense.</p>	<p>Regional constitution, Other regional laws, Federal constitution (civil and criminal code), Magazines, Posters.</p>	<p>Class activities and group discussion evaluation.</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Explain what ethics is. • Enumerate those ethics which are expected from them at school level 	<p>2.2 Ethics</p> <p>2.2.1 What is ethics (short explanation)</p> <p>2.2.2 The ethics which are expected from students.</p> <ul style="list-style-type: none"> - Keeping and protecting the rules and regulations of the school and classroom. - Protecting properties of the school and their class. - Respecting the school community. - Keeping the sanitation of the school and their class. 	2	<p>Explaining ethics in short.</p> <p>Ethics is the ethics of morality that identify whether peoples behavior is good or bad.</p> <p>It is the measurement of morality. Then after understanding about ethics the students make groups and come to a commonsense through discussion. For instance,</p> <ul style="list-style-type: none"> - respecting the school community. - protecting school materials or properties. - keeping the sanitation of their school. 	Students, pictorial expression when they are discussing with their teachers.	Group evaluating the class discussion.
<ul style="list-style-type: none"> • The need for the limitation of power (explain) • Explain the reason why limiting the power of representatives is necessary. 	<p>2.3 Limitation of power</p> <p>2.3.1 What is power limitation (short explanation)</p> <p>2.3.2 The need for limitation of power on the peoples representatives.</p>	2	<p>Explain the need for restriction on something for example; football field is limited by its width and length. Thus playing out of the limited area brings punishment because the game will be disturbed similarly the power of class monitor is limited.</p>	Constitution of the federal government. Pictorial expression when friends discuss.	Evaluating class discussion. Evaluation of class and group discussion.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Exposing one's promise 	<p>2.4 Promise</p> <p>2.4.1 One's promise</p> <p>2.4.2 Keeping one's promise</p> <p>2.4.3 The problem of exposing one's promise.</p>	1	<p>He reports the list of disturber to their homeroom teacher. Thus, there is power limitation from the smallest officials up to the leaders of ones country. Thus, it is necessary to bring students to discuss these problems and get to common understanding.</p> <p>To revise that keeping ones promise carefully is necessary. Thus, promise should not be exposed and if it is not kept secret or confidential it results in bad consequences and very much dangerous. For example, we have to keep the confidentiality of the secret we heard or have from our friends next let students discuss on this problem and reach a certain conclusion.</p>		
<ul style="list-style-type: none"> Students list corruptions that are committed by peoples representatives or government officials 	<p>2.5 Corruption</p> <p>2.5.1 What is corruption (short explanation differs from 5th grade)?</p> <p>2.5.2 Those corruptions that are committed by representatives or government officials who have ignored their responsibilities.</p>	2	<p>Let students differentiate people's representatives and government officials. Let them know that these people are peoples whose responsibilities are given by people. Thereafter, let students recall lessons from 5th grade about corruption. Let them discuss corrupted officials and corrupters and arrive to a common conclusion through discussion.</p>	<p>Pictorial expressions and photos about corruption.</p>	<p>Evaluation and follow up of class discussion.</p> <p>Give review exam on the unit.</p>

UNIT 3: EQUALITY

General Objectives: At the end of this unit, students will be able to:

- recognize that the equality and privilege of the Ethiopian nations, nationalities and peoples.
- know the participation of females on the development of their country.
- understand what rights are endowed with handicapped people.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Enumerate rights and privileges of the Ethiopian nations, nationalities and peoples. • Explain the importance of equal treatment of people. • Respect equality and equal treatment among peoples. 	<p>3.1 The right to equality</p> <p>3.1.1 Rights and privileges of nations, nationalities, and peoples of Ethiopia.</p> <p>3.1.2 Community service provision institutional ways of equal service provision.</p> <p>3.1.3 The use of equal service dealing.</p>	3	<p>The right and privilege of the Ethiopian nations and nationalities are provided by the FDRE constitution without any distortion. Let students observe the articles of the constitution of FDRE articles 39, 40 and 41. Then let them discuss and come to their own conclusion.</p> <p>To make students get better understanding about equality and equal benefit let students be assigned on a project work to their own community.</p> <p>Let students read articles 39, 40, and 41 based on this let students discuss in group and arrive at a common consensus.</p>	Posters and photographs that show nations, nationalities and peoples when they are learning by their language and judged by their language.	
<ul style="list-style-type: none"> • Enumerate the culture and traditions of nations, nationalities and peoples when equally respected. • Explain the uses of equal participation of females for building the country. 	<p>3.2 Manifestations of equality</p> <p>3.2.1 Languages religions and others.</p> <p>– Practices that show equality of cultural indications.</p>		<p>To discuss what is expected from them and others for the reseptions of cultural indicators.</p>		

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Respect female student equality in their school 	<p>3.3 Gender equality</p> <p>3.3.1 Equal women participation for development</p> <p>3.3.2 The necessity and importance of women equal participation for building one's country</p>	2	<p>Student count and tells the number of girls and boys in their classes.</p> <p>Present one issue which needs decision to the student (boys or girls) that have to make decision over it.</p> <p>Why do they say either boys or girls have to explain it? Obviously the decision has to be made by both boys and girls or through majority vote of student in the class.</p> <p>Similarly for development and building the country women have to participate equally with males.</p> <p>Students also discuss the above issue then female students have to conclude the essence of respecting their right by themselves.</p>	Picture that shows women accomplishing different activities.	Evaluation
<ul style="list-style-type: none"> List the rights of disabled people Respect the right of disabled people Provide necessary support for disabled people 	<p>3.4 The rights that the disabled people should have</p> <p>3.4.1 Explain disability in better way more than their grade 5th knowledge</p> <p>3.4.2 The rights of disabled people at school.</p>	2	<p>Ask student to remember their grade 5th lessons about disability. Then ask them to list their rights at school. Through discussion students have to develop ideas about their rights and the rights of disabled people are equal.</p>	Pictures that show disabled people doing different work.	Following the discussion of students giving test at the end of the unit.

UNIT 4: JUSTICE

General Objectives: At the end of this unit, students will be able to:

- recognize the importance of social association in their locality.
- understand the works of this social association should be free from bias.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Evaluate unjust work in their locality. • Explain the meaning of unjust work. • Try to maintain justice in their locality. 	<p>4.1 Unjust works</p> <p>4.1.1 Indications of different unjust work in their locality.</p>	2			
<ul style="list-style-type: none"> • List conditions necessary in order to maintain justice 	<p>4.2 Conditions which are necessary for maintaining justice</p> <p>4.2.1 Local justice bodies have to use their power according to the rules.</p> <p>4.2.2 Citizens use their right to have just treatment.</p> <p>4.2.3 Initiation for respecting of their right and maintaining justice.</p>	2	<p>Present for student about one issue that show violation of their right may be at their school or kebele.</p> <p>Based on the issue students have to discuss and conclude what they have to do in order to protect their right.</p> <p>The main point is that everybody based on his/her owns initiation has to play his/her role to protect his/her right even though legal bodies have the responsibility to protect our right.</p>	<p>Pictures that show violations of right and explanation.</p>	<p>Evaluating group and class discussion.</p>

UNIT 5: PATRIOTISM

General Objectives: At the end of this unit, student will be able to:

- recognize the indication of patriotism.
- realize the importance of knowing ones story to develop patriotic feeling.
- understand the objective of voluntary services.
- identify ways of acquiring citizenship.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Precondition for patriotic feeling. • Search for their country history. 	<p>5.1 Patriotism</p> <p>5.1.1 Precondition for building patriotic feeling.</p> <ul style="list-style-type: none"> - Protection of individual right. - Avoiding unequal treatments of citizens. - Knowing the history of their country. 	2	<p>By dividing students into different group make them discuss about personal and group right.</p> <p>Students have to recognize their class is good and they have to be proud about it.</p> <p>In relation to their personal and group right they have to explain to the class one by one about what should their classrooms like.</p> <p>Moreover, they will love their class, school whenever they know their history and their own identity.</p>	Picture that show patriotic acts of citizens.	Evaluating and following class and group discussion.
<ul style="list-style-type: none"> • Identify causes of exposing country's secret. • Keep secret • Protect the property of the schools. 	<p>5.2 Bad and unnecessary practices</p> <p>5.2.1 Exposing country secret.</p> <ul style="list-style-type: none"> - Causes of exposing country secret. <p>5.2.2 Giving proper protection for schools property.</p>	2	<p>By dividing students into different groups: help them to know the meaning of secret and causes of exposing country's secret for others. In addition to this they have to list and describe bad and unnecessary practices. The group discussion has to be developed by the whole student in the class. Moreover, students have to conclude by themselves inappropriate use of resource is bad but proper use of resource is good.</p>	Pictures, photos, posters about bad and unnecessary practices in school.	Evaluating class and group discussion.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	<ul style="list-style-type: none"> - In the school failing to use common property properly causes damage. <p>5.2.3 Dropping wastage everywhere.</p> <p>5.2.4 Improper use of toilet.</p> <p>5.2.5 Carelessness.</p>				
<ul style="list-style-type: none"> • Indications of good habit. • List good habit expected from the student in their home and school. 	<p>5.3 Good habits</p> <p>5.3.1 Defending any negative habit of students</p> <ul style="list-style-type: none"> - Exposing - Not accepting unfair treatment - Not accepting unnecessary talks. 	2	Previously student already identified bad and negative practices. Now, student in group have to list the behaviour or good habit. Then the teacher has to conclude by listing the common good habit for the classes.	Any type of picture that show good habits.	Evaluating groups class discussion.
<ul style="list-style-type: none"> • Explain the necessity of policy and strategy in order to eradicate poverty. • List the works which needs volunteering in their school. 	<p>5.4 Avoiding poverty</p> <p>5.4.1 The necessity of policy and strategies in avoiding poverty.</p> <p>5.4.2 Issues that need volunteering at home and in school etc.</p>	2	From grade 5 th lesson, student know the measure that should be taken in order to avoid poverty. Now the focus for avoiding poverty is on policy and strategy. They (students) have to plan their activity in order to be successful in their score on the classes similarly, in order to avoid poverty there should be plan of activities. The policies and strategies are guideline about what solutions we have to focus	Any document that show developmental activity.	Following and evaluating class discussion.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Involve in volunteering activity of their school. 	Identifying and contributing volunteering activities.		in order to avoid poverty. Therefore, students have to understand about it through discussion and reach their own conclusion.		
<ul style="list-style-type: none"> List ways of obtaining citizenship Explain how they can attained citizenship 	5.5 Citizenship 5.5.1 Ways of gaining citizenship <ul style="list-style-type: none"> - Citizenship through birth - Citizenship through naturalization 	1	In their grade 5 th lesson, students understand the meaning of citizenship. Now by revising the previous lesson describe how Ethiopian citizenship can be gained then through discussion student develop the idea.	Posters and pictures that show nationalities of Ethiopia.	Following and evaluating class discussion. Give test on the whole unit.

UNIT 6: RESPONSIBILITY

General Objectives: At the end of this unit, students will be able to:

- recognize the need of fulfilling one’s responsibility and create awareness about the need of protecting natural resources and cultural heritage against damage

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	<p>6.1 Promise</p> <p>6.1 Revision of core points from grade five.</p> <p>6.2 Major types of promise expected to be fulfilled by the family.</p> <ul style="list-style-type: none"> • Respecting the family. • Accepting the advice of the family. • Helping the family by sharing the household activities. 	2	<ul style="list-style-type: none"> • Promise should be respected as much as possible. • Everybody needs to respect one’s promise unless he or she is not capable. • Students should get primarily awareness about these issues by the teacher. • Then, there should also group discussion among students concerning the promise expected from their family. • Identify common promise accepted by all students. • Everybody has some responsibilities to be fulfilled. For example, a farmer has to produce and sell crops in the market, a civil servant has to punctual; a driver should respect traffic laws. 	Posters or photo related to promise	Class work group discussion. Continuous follow up of group discussion.
<ul style="list-style-type: none"> • Explain the need of fulfilling one’s responsibility and duty honestly. 	<p>6.2 Honesty, and truthfulness</p> <p>6.2.1 Brief discussion on honesty and truthfulness.</p> <p>6.2.2 The need of fulfilling one’s responsibility honestly and truth.</p>	2	<ul style="list-style-type: none"> • Unless everybody fulfilled his or her responsibility, it is very difficult and impossible to live peacefully and secured life. • Everybody should not fulfill duty for the sake of simply to show; rather it must be done honestly and for the sake of truth. 	Any figure and picture showing people when carrying out different types of responsibilities.	Class discussion. Group work.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Describe the need of protecting natural, historical, and cultural heritage. Develop the habit of protecting natural, historical, and cultural heritage against damage or destruction. 	<p>6.3 Natural resources and cultural heritage</p> <p>6.3.1 The responsibility of protecting natural and historical resources from damage.</p> <p>6.3.2 The need of protecting natural, historical, and cultural heritage against misuse.</p>	2	<ul style="list-style-type: none"> The student recall from their previous knowledge of natural, historical, and cultural heritage. Here, divide the class into group and give orientation about the following activities. <ol style="list-style-type: none"> What is the role of each student in the protection of natural, historical, and cultural resources that found in their locality? What are the importances of keeping natural resources, and cultural and historical heritages particularly related to tourism sector? Help them to finalize their common understanding. 	<p>Any posters, photographs, or other figures or pictures showing the different historical and cultural heritages of Ethiopia.</p> <p>E.g. The church of St. George of Lalibela, etc.</p>	<p>Class discussion.</p> <p>Group discussion.</p>
<ul style="list-style-type: none"> Explain the causes for misuse of public and governmental property. Explain the impacts of misuse of public and governmental property 	<p>6.4 Public and government property</p> <p>6.4.1 The concept of public and governmental property.</p> <p>6.4.2 The causes of or misuse of public and governmental property.</p> <ul style="list-style-type: none"> Lack of a sense of responsibility. Carelessness. 	2	<ul style="list-style-type: none"> First, create awareness about the difference between public property and government property. Ask the following question: Q.1 Are people usually careful for their property or common property in our country? It is clear that people always take care for their own property. But people give little care or not at all for common property, why? Allow some time to discuss this issue in the class and tell them to identify the possible reasons for lack of care for public property. 	<p>Figures showing any misuse of public and government property.</p>	<p>Make class discussion.</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	6.4.3 The impact of misuse of public and governmental property.		Summarize the core points.		
<ul style="list-style-type: none"> Describe the ways of transmission of HIV/AIDS. Discuss the impact of HIV/AIDS disease on the individuals and family level. Develop the skill of protecting themselves against HIV/AIDS and help HIV/AIDS patient. 	<p>6.5 HIV/AIDS</p> <p>6.5.1 Ways of transmission of HIV/AIDS.</p> <p>6.5.2 The problems of HIV/AIDS patient.</p> <p>6.5.3 The impact or effects of HIV/AIDS disease on the family level.</p>	2	<ul style="list-style-type: none"> Remind the students about their previous knowledge of grade five, particularly the ways of transmission of HIV/AIDS. Group the class and order them to discuss the following core points. Ways of transmission of HIV/AIDS from one individual to others. <p>4. The effects or impacts of HIV/AIDS disease up on the individuals who are victim and their family as whole in their village, or kebele or their locality.</p> <p>5. What must be done to help HIV/AIDS patients by the students.</p> <p>Possible answers, showing love, avoiding stigmatization, etc.</p>	Poster of victim of HIV/AIDS patient.	<p>Class discussion</p> <p>Group discussion</p> <p>Test as the summary of the unit.</p>

UNIT 7: INDUSTRIOUSNESS

General Objectives: At the end of this unit, students will be able to:

- appreciate the necessity of work.
- recognize the importance of proper use of time and
- develop hard working culture
- know the economic development policy objectives of FDRE.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Define the concept of industriousness • Explain the importance of proper use of time • Discuss the negative impact of disregarding to respect to work up on the development of family. 	<p>7.1 The concept of industriousness?</p> <p>7.1.1 What is industriousness?</p> <p>7.1.2 Respect to work</p> <p>7.1.3 Proper use of time in working place</p> <p>7.1.4 The importance of respecting work and proper use of time for individuals and a country.</p>	2	<p>Group the class into three and tell them to discuss the importance of respect to work and proper use of time.</p> <ul style="list-style-type: none"> – Assign group leaders to facilitate group discussion and report their core points of discussion to the class. – Help the student to discuss the negative impacts of disregarding respect to work and proper use of time for individuals and a country at large. 	Any film, or photograph, or poster, etc. related to industrious farmer, or soldier, or intellectual person, etc.	Evaluate the performance of students in the class using class group discussion.
<ul style="list-style-type: none"> • Explains the impact of inactive individuals upon the family. • Develop negative attitude towards being inactive and depend for food. 	<p>7.2 Economically inactive population</p> <p>7.2.1 The impact of inactive individuals upon the family level.</p>	2	<p>Make a revision of the previous lesson with active participation of each student.</p> <ul style="list-style-type: none"> – Follow the revision, divide the class into different groups and tell them to discuss the impact of being inactive and depend for food upon others. – Finally, allow each group to report their common understanding to the class. 	Picture of beggars person.	Class work and group discussion.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Explain the meaning of professional knowledge and professional ethics. Discuss the effects of lack of professional ethics upon the citizens of a country. 	<p>7.3 Professional knowledge and professional ethics</p> <p>7.3.1 The meaning and definition of professional knowledge and professional ethics.</p> <p>7.3.2 The effects of lack of professional ethics.</p>	2	<ul style="list-style-type: none"> Make a brief explanation on the concept of professional knowledge and professional ethics to the class. In addition, create awareness concerning about the significance of professional ethics besides professional knowledge and ethics. Give examples about the professional ethics of medical persons. Finally, allow the class to discuss their general understanding and check whether they have reached at common understanding or not. 	Any poster, photo, films, etc. related to professionals engaged in different activities.	Class work. Group discussion.
<ul style="list-style-type: none"> Describe developmental objectives of the FDRE government. 	<p>7.4 The culture of industriousness and Development</p> <p>7.4.1 The developmental Objectives of the FDRE constitution.</p>	2	<ul style="list-style-type: none"> Make a brief explanation concerning the significance of hard working in order to achieve developmental stage of a given country. Tell the students the fertile conditions to develop the culture of hardworking. <p>For example,</p> <ul style="list-style-type: none"> Self-motivation for work. Developing professional knowledge and ethics. 	Posters, photo, figures, etc showing the different developmental activities of the FDRE. Government in different part of the country.	Class discussion and group discussion. Test at the end of the unit.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
			<ul style="list-style-type: none"> - Protection of citizens human and democratic rights, and - Legitimacy of developmental objectives in the constitution. - Tell the students the main human rights and developmental objectives of the FDRE constitution and create awareness about the significance of FDRE constitution. 		

UNIT 8: SELF-RELIANCE

General Objectives: At the end of this unit, students will be able to:

- recognize the concept of socio-economic dependency.
- understand the need of compromise their own believes and ideas.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Explain the importance of being self-reliance or self-independence. 	<p>8.1 The importance of Self-reliance</p> <p>8.1.1 A sense of equality</p> <p>8.1.2 Avoiding a sense of dependency</p> <p>8.1.3 Developing self-confidence</p> <p>- The importance of being self-confident.</p>	2	<ul style="list-style-type: none"> • First invite each student to explain their own ideas about the concept of self-reliance or independence turn by turn. • Secondly, help the student to discuss any issues (or case study) related to the significance of developing self-reliance, such as: <ul style="list-style-type: none"> • Developing a sense of equality and self-confidence character. • Avoiding a sense of dependency. <p>In addition, allow the student to discuss their feelings when they are taking exam in confident manner.</p> <p>- Give chance for students to report their discussion.</p>	Figures or films, etc. showing people engaged in different economic sectors or activities.	Class and group discussion.
<ul style="list-style-type: none"> • Explain the concept of socio-economic dependency. 	<p>8.2 Dependency</p> <p>8.2.1 What is dependency?</p> <p>8.2.2 Social and economic dependency.</p> <p>- Contraband trade</p> <p>- The negative effects of illegal trade, mainly contraband.</p>	2	<ul style="list-style-type: none"> • First explain the concept of dependency as an introduction. Following this, allow each students turn by turn to discuss the manifestations or indicators of dependency. <p>Note that dependency is a believe to live in others resources and power, but not rely on one's ability, efforts, etc.</p> <ul style="list-style-type: none"> • Tell them to express their own ideas by giving relevant examples e.g., lazy and cheating students. 	Any films, posters, photography, etc. related to contraband trade.	Class discussion group discussion.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	<ul style="list-style-type: none"> - The impact of contraband trade on social stability. 		<ul style="list-style-type: none"> • Remind the student the case of contraband trade as an example of social and economic dependency. • Finally, summarize core points through warm discussion about the effects of socio-economic dependency. 		
<ul style="list-style-type: none"> • Describe the behaviours and qualities of self-confident people or individuals. • Developing a positive attitude towards self-confident character. • Accept freely and honestly the views of other persons. 	<p>8.3 Self-confident</p> <p>8.3.1 Behaviour of self-confident people</p> <p>8.3.2 Ways of developing self-confidence.</p> <ul style="list-style-type: none"> - developing positive self-image or concept. - compromising one's ideas and views with the others. - accepting one's own mistake. - accepting other people advice. 	3	<ul style="list-style-type: none"> - Allow each students turn by turn to express their ideas regarding the concept of self-confident. - Orient the class to discuss the following points in group and order the group to report their common understanding to the class. - The negative impact of lack of self-confident behaviours. - The qualities of self-confident individual. - <i>e.g., positive self-image</i> - free to express their ideas and compromise one's ideas or views with others. - accept the advice of other - accept one's own mistake 	<p>Pictures showing when one student is cheating during exam.</p>	<p>Group discussion.</p> <p>Test as summary of the unit.</p>

UNIT 9: CULTURE OF SAVING

General Objectives: At the end of this unit, students will be able to:

- know the importance of saving.
- understand avoidance of unnecessary expenditure as a means of saving.
- realize the possibility of developing saving culture by the level of one's income.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Explain the necessity of saving. • List down different methods of saving. • Take care of their property. • Advise their family to practice saving. 	<p>9.1 Saving</p> <p>9.1.1 The importance of saving.</p> <ul style="list-style-type: none"> - Avoidance of unnecessary expenditure. - Leading oneself and family in a planned way. 	2	<p>In grade 5, students were taught the meaning and objectives of saving. In this course, they should be made aware of the use of saving. In doing so, students should be given a chance to discuss whether saving is necessary or not. After having reached a kind of consensus, let them list what do they know about means of savings; how could it be possible to avoid or excessive expenditure as well as means of developing the habit of saving among themselves as well as their family by the help of planning and adjusting their ways of living based on their economic standard. Finally, based on their economic standard. Finally, assigning tasks for students to discuss in group concerning their role in helping their families to be aware of planned life based on their economy.</p>		Following and evaluating class work and group work.
<ul style="list-style-type: none"> • List down factors against saving with in their locality. 	<p>9.2 Local factors that affect saving</p> <p>9.2.1 Local factors that affect culture of saving.</p>	2	<p>It is obvious that there are various types of backward traditions. Accordingly, make students discuss and identify common factors which affect the development of saving.</p>		Evaluating class and group discussion.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Explain the effect of poverty. Elaborate the means to fight poverty. 	<p>9.3 Poverty</p> <p>9.3.1 Effects of poverty.</p> <p>9.3.2 The relationship between poverty and extravagance.</p> <p>9.3.3 In order to eradicate poverty, reducing expenditure and developing saving culture.</p>	3	<p>Making students describe the way how they understand poverty and its impact in their village as well as in their country.</p> <p>For example, poverty in Ethiopia is very serious to the extent of donating basic needs such as food and clothing. It is worth checking students understanding with regard to the seriousness of poverty. If students understand the impact of poverty, let them discuss measure to be taken by themselves, their villagers, as well as their country. For instance, if students are able to manage their clothes, school properties and house furniture, they can avoid extra vacancy and this in turn results in reducing excessive expenditure.</p>	<p>Pictures and posters that indicate poverty and extravagancy etc.</p>	<p>Evaluating classroom discussion.</p> <p>Giving units final examination.</p>

UNIT 10: ACTIVE COMMUNITY PARTICIPATION

General Objectives: At the end of this unit, students will be able to:

- realize the importance of active community participation.
- know local factors that contribute for active community participation.
- explain the function of civic associations in their local environment.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Explain in brief the necessity of participating in issues that need decision in their school. • Explain the importance of participating in different clubs and committee. 	<p>10.1 The necessity of active community participation (a little bit wider than grade 5)</p> <p>10.1.1 Participating in issues that need decision in their school.</p> <p>- Making decision in their school affairs.</p>	3	It is believed that students know the meaning of societal participation from their previous education. Therefore, after students are made revise the lessons they learnt and let them mention things which need their participations and discuss what would be their responses for these. It is worth relating students' discussion based on the contents form the course. Let them develop what they discussed in pair to be discussed in their class and reach a kind of consensus.	Films, posters, and photographs that show students participating in their community and school.	Evaluating classroom discussion.
<ul style="list-style-type: none"> • Describing the importance of civic associations. • Explain the importance of participating in civic associations. • Participate in those civic associations in their school. 	<p>10.2 The importance of participating in civic associations (clubs)</p> <p>10.2.1 By organizing citizens working together for its practice.</p> <p>10.2.2 Making citizens to work for the benefit of public use.</p> <p>10.2.3 Developing love for work.</p>	3	After making them revise the meaning of civic communities let them discuss the value of working in group. As the proverb indicates it is always true that unity is power. Let the students understand this fact and relate their discussion accordingly so as to deduce conclusion.	Posters films and photography that show the practical movement of civic association.	Evaluating classroom discussion. Giving them the unit's final examination.

UNIT 11: PURSUIT OF WISDOM

General Objectives: At the end of this unit, students will be able to:

- know the major sources of knowledge of thinking.
- understand the features of backward thinking and the importance of knowledge.
- develop reading experience and the importance of handling information.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • List down the source of knowledge 	<p>11.1 Knowledge</p> <p>11.1.1 Major sources of knowledge</p> <p>11.1.2 Local environment</p> <p>11.1.3 Community</p> <p>11.1.4 School</p> <p>11.1.5 Teachers</p> <p>11.1.6 Books</p> <p>11.1.7 Students</p>	2	<p>Teaching-learning methodology</p> <p>Beginning a lesson by providing a chance for students to give their own meaning based on their prior knowledge. It is often considered that knowledge is obtained only from school. However, it is believed that knowledge can be obtained from various sources. As a result it is worth organizing groups and assigning activities based on the contents of the course. So that they can discover how these topics could be a source of knowledge. Finally, let them report their group discussion for their classmates and reach a kind of consensus.</p>	<p>Pictures that show while learners are:</p> <ul style="list-style-type: none"> - Reading in a library and - Listening to the radio. 	<p>Following the group and classroom discussion.</p>
<ul style="list-style-type: none"> • Describe how backward outlook become obstacle for the development of knowledge. • List down the features of backward outlook. 	<p>11.2 Backward thinking</p> <p>11.2.1 The impact of backward thinking for the pursuit of knowledge.</p> <p>11.2.2 Features of manifestations of backward thinking.</p>	2	<p>Let student collect backward believes either from their own experience or from other sources. For instance, superstition, traditional ways of thinking and perception are obstacles to research invention and change.</p> <p>Distributing topics from the course among students and make them discuss in their group the impact of superstition and traditional thinking towards development.</p>	<p>Pictures that indicate backward tradition and outlooks.</p>	<p>Follow and evaluate classroom discussion.</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	<ul style="list-style-type: none"> - Lack of self-confidence - Believe in faith - Lose of hope - Worshipping idol 		Information is essential for everything. It is hard to carry out any task without appropriate information.		
<ul style="list-style-type: none"> • Explain the types of information • Describe how to handle teaching aid 	<p>11.3 Information</p> <p>11.3.1 Types of information.</p> <p>11.3.2 Way of handling information</p> <ul style="list-style-type: none"> - Way of handling educational information 	2	Information by itself is not enough unless it is not managed properly. For example, unless students' record information obtained from a radio or TV its source, time, and so forth on their exercise book, it is inevitable to miss the information without correct source.	<ul style="list-style-type: none"> - Different books 	Following and evaluating classroom discussion.
<ul style="list-style-type: none"> • Practice the civilized way of studying. 	<p>11.4 Ways of handling local information</p> <p>1.4.1 Developing reading skills.</p> <p>11.4.2 Ways of studying.</p>	2	Information from a book should include the title of the book, the author, publisher, year of publication. The important thing here is that information should be handled with great care. In this regard students should be given a chance to practice by the end of their group discussion. In order to make students to be successful in their education it is vital for students to develop their reading skills to a high degree. In addition to improving their reading skills, students should have to identify the difference between reading books for general knowledge and studying their lessons.	Pictures that show while students were reading or learning.	Evaluating classroom practice.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
			<p>Program for their studying and this in turn enables them to have a manageable sequence for their reading.</p> <p>When they are reading based on their reading program, they have to make sure whether the environment is free from any kind of disturbance so that they will be fully concentrated on their studying. Depending on the nature of the course students should have to adjust their ways of reading. For instance, if the course needs practical exercise students should have to follow that way. Concerning reading methods it is worth demonstrating in class and helping students understand the main ideas of the text they are reading.</p>		